



2015-2016 **Existing Program Review**



December 2016

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

NSHE Leadership

Board of Regents

Mr. Rick Trachok, Chairman

Mr. Michael B. Wixom, Vice Chairman

Dr. Andrea Anderson

Mr. Cedric Crear

Mr. Robert Davidson

Dr. Mark W. Doubrava

Dr. Jason Geddes

Mr. Trevor Hayes

Mr. James Dean Leavitt

Mr. Sam Lieberman

Mr. Kevin C. Melcher

Mr. Kevin J. Page

Ms. Allison Stephens

**Dean J. Gould, Chief of Staff and
Special Counsel to the Board of Regents**

Officers of the Nevada System of Higher Education

John V. White, Chancellor

**Dr. Len Jessup, President
University of Nevada, Las Vegas**

**Dr. Marc Johnson, President
University of Nevada, Reno**

**Mr. Bart Patterson, President
Nevada State College**

**Dr. Michael Richards, President
College of Southern Nevada**

**Dr. Mark Curtis, President
Great Basin College**

**Dr. Karin Hilgersom, President
Truckee Meadows Community College**

**Mr. Chet Burton, President
Western Nevada College**

**Dr. Robert Gagosian, President
Desert Research Institute**

Table of Contents

Executive Summary	5
Summary of Eliminated and New Programs	6
Summary of Characteristics	8
University of Nevada, Las Vegas	
Summary	11
Mathematical Sciences, B.A., B.S., M.S., Ph.D.	12
Foundations and School Psychology, Ph.D., Educational Psychology, M.S.	16
University of Nevada, Reno	
Summary	19
Cell and Molecular Biology, M.S.	20
Cell and Molecular Biology, Ph.D.	21
Cell and Molecular Pharmacology and Physiology, Ph.D.	22
Communication Studies, B.A.	24
English, B.A.	26
English, M.A.	28
English, M.F.A.	30
English, Ph.D.	32
Neuroscience, B.S.	34
Psychology, B.A.	36
Psychology, M.A.	38
Psychology, Ph.D.	40
Women's Studies, B.A.	42
Nevada State College	
Summary	44
Speech Pathology, B.A.	45
College of Southern Nevada	
Summary	48
Accounting, Finance, Office Technology:	
Accounting, A.A.S. and Bookkeeping, C.A.	51
Computer Office Technology, A.A.S., C.A.	53
Business Administration:	
Associate of Business	55
Business Management, A.A.S., C.A.	57
Marketing, A.A.S., and Retail Management, C.A.	59
Paralegal Studies, A.A.S., C.A.	61
Real Estate, A.A.S., C.A., Skills Certificate	63
Education:	
Early Childhood Education, A.A.	65
Early Childhood Education—Director, A.A.S.	67
Early Childhood Education—Early Care and Education, A.A.S.	69
Early Childhood Education—Infant/Toddler Education, C.A.	71
Early Childhood Education—Preschool Education, C.A.	73
Elementary Education, A.A.	75
Secondary Education, A.A.	77
Special Education, A.A.	79
Hospitality:	
Casino Management, A.A.S., C.A.	81
Culinary Arts, A.A.S., C.A./Pastry Arts., A.A.S., C.A.	83
Food and Beverage Management, A.A.S., C.A.	85
Hospitality Management, A.A./Hotel Management, A.A.S., C.A.	87
Tourism, Convention and Event Planning, A.A.S., C.A. and Concierge Management, C.A.	89

Table of Contents

College of Southern Nevada (continued)	
Human Behavior:	
Anthropology, A.A.	91
Mental Health Services, A.A.S., C.A.	93
Psychology, A.A.	95
Sociology, A.A.	97
Public Safety and Human Services:	
Criminal Justice, A.A., A.A.S., C.A./Law Enforcement Training Academy, A.A.S., C.A.	99
Fire Technology Management, A.A.S./Fire Science Technology., C.A.	102
Social Sciences:	
Economics., A.A.	104
Global Studies, A.A.	106
History, A.A.	108
Philosophy, A.A.	110
Political Science, A.A.	113
Women's Studies, A.A.	115
Great Basin College	
Summary	117
Business Administration Program:	
Accounting, A.A.S., C.A.; General Business, A.A., A.A.S., C.A.;	
Entrepreneurship, A.A.S., C.A.; Human Resources, C.A.;	
Retail Management, C.A.; Management in Technology, B.A.S.	119
Career and Technical Education, A.A.S., B.A.S., C.A.	
(Diesel Technology, Industrial Millwright Technology,	
Electrical Systems Technology, Instrumentation Technology,	
and Welding Technology Emphases)	120
Elementary and Secondary Education, B.A.	121
Truckee Meadows Community College	
Summary	122
Dental Assisting, A.A.S., C.A.	124
Early Childhood Education Program:	
A.A.; A.A.S. (Administration of Early Care and Education Programs,	
Infant/Toddler, and Preschool Emphases);	
Skills Certificates, 1-4 Early Childhood Educator	126
Emergency Medical Services/Fire Technology/Fire Suppression Program:	
Fire Technology, A.A.S. (Fire Suppression Emphasis);	
Fire Technology, C.A.; Paramedic, C.A.;	
Skills Certificates: Emergency Medical Technician,	
Emergency Medical Technician-Advanced & Emergency	
Medical Technician Instructor Training	128
Performing Arts Program:	
Fine Arts, A.A. (Theater, Music, Musical Theater,	
and Dance Emphases); Music, C.A.; Theater, C.A.	131
Physical Education (no degrees)	134
Political Science (no degrees)	135
Western Nevada College	
Summary	137
Associate of Science	139
Construction Technology, B.A.T.	140

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*):

1. *A review of existing academic programs shall be conducted by the universities, state college, and community colleges on at least a ten-year cycle to assure academic quality, and to determine if need, student demand, and available resources support their continuation pursuant to the following.*
 - a. *The review of existing programs must include multiple criteria. Although criteria may vary slightly between campuses, as institutions have different missions and responsibilities, there should be comparable data from all programs. The review must include both quantitative and qualitative dimensions of program effectiveness, and peer review.*
 - b. *Criteria to be utilized in the review of existing programs shall include the following: quality, need/demand for the program, relation to the institutional mission, cost, relationship to other programs in the System, student outcomes, and quality and adequacy of resources such as library materials, equipment, space, and nonacademic services.*
 - c. *An annual report will be published by the institution on the results of existing program evaluations and a summary of that report will be forwarded to the Chancellor's Office and presented to the Academic, Research and Student Affairs Committee annually. When the annual report is presented **to the Committee, at least two teaching institutions selected by the Chancellor's Office will also present in detail the reviews conducted for at least one program. The presentation by each institution shall include, but is not limited to, the institution's process for evaluating existing programs generally, indications of quality, whether the program is meeting employer expectations, improvements in student learning outcomes, and any action steps identified based on the review of the program and the status of the action steps.***

In conducting 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. The major findings and recommendations concerning the programs reviewed are unique to each institution and the program itself. Generally, program strengths continue to include overall program quality that is valuable to students, the community and the workforce. While the findings and recommendations are mostly program specific, some general themes emerge. Recommendations include a need for additional faculty to meet student demands and other resource issues, as well as reaching out to the constituencies served to ensure the programs are best meeting **the need. This report also includes a new section for each program that outlines "next steps" based on program review and findings.**

The reports submitted by the institutions for each program are included in this publication and organized by institution. A summary table at the beginning of the report extracts and compiles data from the institutional report regarding the unduplicated student headcount for the Fall of 2015 for each program and the number of students with a declared major in the program in 2015-16. This table also includes the number of graduates from the program for the past three academic years. In addition to the summary table, this publication includes a record of the programs that were eliminated or deactivated and new programs approved by the Board of Regents within the reporting year. As required by subsection 3 of *Title 4, Chapter 14, Section 5 of the Handbook*, this table also includes any (1) certificates of at least 30 credit hours, and (2) certificates of less than 30 credit hours that provide preparation necessary to take state, national and/or industry **recognized certification or licensing examinations ("skills certificates") created by the community colleges that were approved by the Academic Affairs Council in the reporting year.**

This report, along with the corresponding [institutional reports](#) for each program summarized for 2015-16, and reports from prior years are available [online](#) through the NSHE website (www.system.nevada.edu/Nshe).

Summary of Eliminated and New Programs

2015-16 Summary of Eliminated and New Programs by Institution

Program	Elimination or Deactivation	New Program
University of Nevada, Las Vegas		
Doctor of Medicine, M.D.		X
Educational Policy & Leadership, M.Ed.		X
Healthcare Administration, E.M.H.A.		X
Healthcare Interior Design, M.A.S.		X
University of Nevada, Reno		
Biomedical Engineering, B.S.		X
Counseling and Educational Psychology, M.Ed.	X	
Elementary Education, M.A.	X	
Physician Assistant Studies, M.P.A.S.		X
Secondary Education, M.A.	X	
Nevada State College		
Allied Health Science, B.A.S.		X
Communication Studies, B.A.		X
College of Southern Nevada		
Aviation Technology, C.A.		X
Construction Technology - Building Trades, C.A.	X	
Fire and Emergency Services Administration, B.A.S.		X
Law Enforcement Training Academy - Peace Officer, Skills Certificate		X
Law Enforcement Training Academy - Corrections, Skills Certificate		X
Real Estate, Skills Certificate		X
Great Basin College		
Biological Sciences, B.S.		X
English, B.A.		X
Industrial Millwright NCCER Core, Skills Certificate		X
Industrial Millwright NCCER Level - I, Skills Certificate		X
Industrial Millwright NCCER Level - II, Skills Certificate		X
Industrial Millwright NCCER Level - III, Skills Certificate		X
Industrial Millwright NCCER Level - IV, Skills Certificate		X
Natural Resources, B.A.		X
Social Science, B.A.		X

Summary of Eliminated and New Programs

2015-16 Summary of Eliminated and New Programs by Institution

Program	Elimination or Deactivation	New Program
Truckee Meadows Community College		
CAD Technician, Skills Certificate		X
Civil Engineering Practitioner, A.A.S.	X	
Construction Estimating, Skills Certificate		X
Construction Project Management, Skills Certificate		X
Retail Management, Skills Certificate		X
Western Nevada College		
Business, A.B.		X
Construction Gateway Program, Skills Certificate		X
Ramsdell Construction Academy, Skills Certificate		X

Summary of Characteristics

2015-2016 Existing Program Review Summary of Characteristics

Program	Number of Students with Declared Major 2015-16	Number of Graduates from Program			Service Headcount Fall 2015 (Unduplicated)
		2013-14	2014-15	2015-16	
University of Nevada, Las Vegas					
Mathematical Sciences, B.A., B.S., M.S., Ph.D.	302	23	33	39	7,314
Psychology: Foundations & School Psychology, Ph.D; Educational Psychology, M.S.	69	16	16	15	547
University of Nevada, Reno					
Cell and Molecular Biology, M.S.	3	1	2	2	21
Cell and Molecular Biology, Ph.D	30	3	6	9	62
Cellular and Molecular Pharmacology and Physiology, Ph.D.	19	1	2	1	62
Communication Studies, B.A.	233	34	45	61	1,927
English, B.A.	335	64	64	67	7,421
English, M.A.	26	11	5	9	69
English, M.F.A.*	11	N/A*	N/A*	N/A*	69
English, Ph.D.	37	7	4	6	86
Neuroscience, B.S.	384	59	62	51	8,993
Psychology, B.A.	940	161	213	198	4,436
Psychology, M.A.	42	12	20	32	73
Psychology, Ph.D.	86	19	11	16	189
Women's Studies, B.A.	22	2	4	3	1,439
* Program started Fall 2015. Included as part of UNR's English Program Review for information only.					
Nevada State College					
Speech Pathology, B.A.	184	12	10	12	3,292
College of Southern Nevada					
Accounting, Finance, Office Technology					
Accounting, A.A.S. and Bookkeeping, C.A.	508	53	61	51	1,993
Computer Office Technology, A.A.S., C.A.	155	1	1	0	390
Business Administration					
Associate of Business	2,487	279	303	311	2,775
Business Management, A.A.S., C.A.	720	14	18	44	1,231
Marketing, A.A.S., and Retail Management, C.A.	114	7	7	10	384
Paralegal Studies, A.A.S., C.A.	226	45	34	29	296
Real Estate, A.A.S., C.A., Skills Certificate	66	2	5	6	179
Education					
Early Childhood Education (ECE), A.A.	293	12	12	16	472
ECE-Director, A.A.S.	12	17	9	2	286
ECE-Early Care and Education, A.A.S.	19	1	9	2	286
ECE-Infant/Toddler Education, C.A.	12	0	1	1	286

Summary of Characteristics

2015-2016 Existing Program Review Summary of Characteristics

Program	Number of Students with Declared Major 2015-16	Number of Graduates from Program			Service Headcount Fall 2015 (Unduplicated)
		2013-14	2014-15	2015-16	
College of Southern Nevada (continued)					
Education (continued)					
ECE-Preschool Education, C.A.	32	4	1	1	286
Elementary Education, A.A.	560	35	37	32	1,415
Secondary Education, A.A.	173	41	54	16	1,415
Special Education, A.A.	560	29	42	38	881
Hospitality					
Casino Management, A.A.S., C.A.	74	4	4	7	446
Culinary Arts, A.A.S., C.A./Pastry Arts., A.A.S., C.A.	576	60	46	79	2,935
Food and Beverage Management, A.A.S., C.A.	42	11	7	9	2,935
Hospitality Management, A.A./Hotel Management, A.A.S., C.A.	620	54	53	74	2,935
Tourism, Convention and Event Planning, A.A.S., C.A./Concierge Management, C.A.	111	13	14	21	534
Human Behavior					10,868
Anthropology, A.A.	89	7	5	4	-
Mental Health Services, A.A.S., C.A.	187	8	9	9	-
Psychology, A.A.	1,140	108	99	99	-
Sociology, A.A.	50	25	14	11	-
Public Safety and Human Services					
Criminal Justice, A.A., A.A.S., C.A./Law Enforcement Training Academy, A.A.S., C.A.	1,186	145	139	145	2,762
Fire Technology Management, A.A.S./ Fire Science Technology., C.A.	328	30	28	38	612
Social Sciences					9,209
Economics A.A.	48	11	3	2	-
Global Studies, A.A.	0	1	1	0	-
History, A.A.	119	16	15	13	-
Philosophy, A.A.	66	5	1	3	-
Political Science, A.A.	119	6	10	11	-
Women’s Studies, A.A.	18	1	2	0	-
Great Basin College					
Business Administration Program:					
Accounting, A.A.S., C.A.; General Business, A.A., A.A.S., C.A.; Entrepreneurship, A.A.S., C.A.; Human Resources, C.A.; Retail Management, C.A.; Management in Technology, B.A.S.	256	74	76	60	682
Career and Technical Education, A.A.S., B.A.S., C.A. (Diesel Technology, Industrial Millwright Technology, Electrical Systems Technology, Instrumentation Technology, and Welding Technology Emphases)	261	195	161	213	1,033
Elementary and Secondary Education, B.A.	244	15	4	16	471

Summary of Characteristics

2015-2016 Existing Program Review Summary of Characteristics

Program	Number of Students with Declared Major 2015-16	Number of Graduates from Program			Service Headcount Fall 2015 (Unduplicated)
		2013-14	2014-15	2015-16	
Truckee Meadows Community College					
Dental Assisting, A.A.S., C.A.	21	9	2	3	168
Early Childhood Education Program:					
A.A.; A.A.S. (Administration of Early Care and Education Programs, Infant/Toddler, and Preschool Emphases); Early Childhood Educator, Skills	254	16	7	4	567
Emergency Medical Services/Fire Technology/ Fire Suppression Program:					
Fire Technology, A.A.S. (Fire Suppression emphasis); Fire Technology, C.A.; Paramedic, C.A.; Skills Certificates: Emergency Medical Technician; Emergency Medical Technician-Advanced; Emergency Medical Technician Instructor Training	85	20	16	10	408
Performing Arts Program: Fine Arts, A.A. (Theater, Music, Musical Theater, and Dance Emphases); Music, C.A.; Theater, C.A.					
Physical Education (**no degrees)	N/A**	N/A**	N/A**	N/A**	426
Political Science (**no degrees)	N/A**	N/A**	N/A**	N/A**	1,067
Western Nevada College					
Associate of Science	622	70	62	64	1,526
Construction Technology, B.A.T.	33	11	2	5	60



University of Nevada, Las Vegas

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).

- Mathematical Sciences, B.A., B.S., M.S., Ph.D.
- Educational Psychology, M.S. and Foundations, School Psychology Strands, Ph.D.

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).

None

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).

- Doctor of Medicine, M.D.
- Educational Policy and Leadership, M.Ed.
- Healthcare Administration, E.M.H.A.
- Healthcare Interior Design, M.A.S.

CERTIFICATE PROGRAMS

None

B.A., B.S., M.S., Ph.D., Mathematical Sciences**I. Description of Program Reviewed**

Both the Bachelor of Arts and the Bachelor of Sciences in Mathematics are designed to include a large level of flexibility to serve students in a variety of areas in mathematics and statistics: pure math, computational math, applied math, and statistics. The Department of Mathematics courses required for this degree are identical to those required for the Bachelor of Science. The Bachelor of Science has more stringent course requirements than the Bachelor of Arts with regard to non-Department of Mathematics required courses.

The MS degree is a well-established program with concentrations in Applied Math, Pure Math, Statistics, and Math Education to serve students in many different areas of Mathematical Sciences. The concentrations in pure, applied, and statistics each include a core requirement corresponding to the given area. Additional credits are required so that students can develop knowledge in a field of interest.

UNLV's Mathematical Sciences Ph.D. program is Nevada's only Ph.D. program in the Mathematical Sciences. It is relatively new (established in 2005) and includes concentrations in Applied Math, Pure Math, Computational Math, and Statistics to serve students in many different areas of Mathematical Sciences.

II. Review Process and Criteria

The program review of the Mathematical Sciences Department was based on a self-study completed by the program with the involvement of the faculty. Faculty and students are surveyed on basics such as adequacy of resources. Two external experts in the field from similar institutions visited the campus, conducted interviews with students, faculty, staff, and the Vice Provost for Academic Affairs and then produced a comprehensive report on the program.

III. Major Findings and Conclusions of the Program Review

Following are the major findings and conclusions of the reviewers:

The Mathematical Sciences Department is well positioned to advance several of UNLV's most important priorities. By expanding its undergraduate and graduate programs and adding highly productive new faculty, the department can be instrumental in propelling the university to Top Tier status. By focusing on student success in its gateway offerings, the department can help improve graduation rates and time-to-completion statistics. The research and educational activities of the Mathematical Sciences Department, and the resources needed for their support, are closely intertwined. These activities offer the university a high rate of return on any investment made in them.

Because mathematics is central to so many other disciplines, the Mathematical Sciences Department teaches a huge number of students who are majoring in other departments. The educational mission of the university is jeopardized if the Mathematical Sciences Department is not doing a good job of teaching students from other departments. Thus the health of the university requires a healthy Mathematical Sciences Department that does well with its teaching responsibilities.

The upper-division undergraduate program and the graduate program in the Mathematical Sciences Department currently have capacity to grow in size and in quality. An increase in undergraduate majors and graduate students in high-quality programs in the Mathematical Sciences Department can help contribute to the **university's quest for Top Tier status at less infrastructure cost than would be expected in most fields of science.**

We strongly recommend that UNLV follow the national trend and establish a new course on proofs that will be a prerequisite (with a grade of C or higher) for Math 457.

Whatever the reason for the current number of math majors at half the national level, we recommend that the Mathematical Sciences Department devote considerable energy to attracting more undergraduate math majors, with the goal of at least doubling the number of majors (and thus getting to the national average).

B.A., B.S., M.S., Ph.D., Mathematical SciencesSpecific recommendations from the reviewers:

- The size of the PhD program should grow. An additional 10-15 students could be added with little extra infrastructure needed beyond additional GTA lines. (There is one additional consideration: space to house the additional students is a consideration, and is discussed below in the Physical Facilities section.) The additional GTA lines are also relevant for the recommended proposal discussed below in the Lower-Division Courses section.
- There is good evidence that the department is screening for potential teaching ability when recruiting PhD students. (For example, all of the international students we met had good English and interpersonal skills.) Given the critical role that the graduate program can play in student success initiatives, this should continue to be a point of emphasis. In addition, new GTAs should be required to complete a serious teacher-training workshop. Follow-up observations should be conducted, and feedback should be given to improve the quality of instruction offered by GTAs. Recruiting such high quality students is a constant challenge, and the Graduate Coordinator should be supported by the higher administration in these efforts.
- The Chair, Associate Chair, and Undergraduate Coordinator, in consultation with the full faculty, should codify a proposal to address student success through launching a pilot program in one (or perhaps a handful of) lower-division courses deemed to have the greatest impact. The proposal should include specific details of mechanisms to support students. These may include additional required weekly sessions led by graduate student TAs that address just-in-time remediation for upcoming lectures; administer weekly quizzes and provide immediate feedback on them; and offer additional problem-solving sessions integrated with the curriculum. The department should also consider systematic development of teaching skills of graduate student instructors (for example through weekly meetings of GTAs involved in the pilot). The proposal should include a specific timeline for implementation, as well as details for assessing the effectiveness of new mechanisms to support student success. Specific milestones (to be reviewed after two and four years of implementation, for example) should be specified. The proposed activities and assessment should be carefully coordinated across all sections through regular meetings with instructors. The final proposal should include feedback from all relevant stakeholders, especially the Math Learning Center (whose courses provide a significant stream of students into classes such as Math 128), the College of Sciences and the College of **Engineering, and the Provost's Office. The university's advising staff should be engaged to determine the** logistics required for a smooth implementation. The proposal should include a detailed justification of the resources required to implement the proposed activities successfully. Reliance on part-time instructors is unlikely to lead to successful implementation. At least one dedicated FIR coordinating the new activities will be required, as will additional teaching personnel in the form of additional graduate TA lines. (The latter are consistent with expanding the graduate program, as discussed above.) The proposal should make a clear case for the impact of the requested resources. If the proposed activities are successfully implemented, then the department should move to institutionalize the pilot program, and consider expanding it to other key offerings.
- To be successful in carrying out the recommendations above, the Mathematical Sciences Department must work immediately and collaboratively with other stakeholders on campus. This will be particularly critical for addressing student success in its lower divisional courses. Sustained progress will only be achieved by a **faculty deeply dedicated to advancing UNLV's research and educational missions, and an administration that** recognizes and rewards such dedication.

B.A., B.S., M.S., Ph.D., Mathematical Sciences**IV. Next Steps for this Program Based on Program Review Findings and Recommendations**Graduate Program

The PhD Program, established just over ten years ago, and the Master's Program have been very successful in terms of completion rates and job placement of its graduates. Our Graduate Program is critical to the research and educational missions of DMS and UNLV, and thus it supports UNLV's aspiration of becoming a Top Tier university. To improve the Program's positive impact on UNLV's educational mission, DMS respectfully requests to:

- a) Receive 10–15 additional Graduate Teaching Assistant (GTA) lines.
- b) Create a Teaching Training Program for our graduate students, so that the Graduate Program can be a cost-effective source of high quality instruction and instructional support, and an effective way to improve student-learning successes at lower level Math courses.

Undergraduate Program

The quality of the DMS undergraduate program is good, however, there is room for improvement. Accordingly, DMS plans to:

- a) Create a new course on how to do proofs, as most American universities are doing. This course will help the students to gain experience developing proofs, and to better appreciate the nature of mathematics.
- b) Continue to streamline other Math/Statistics courses for Math majors.
- c) Increase the number of Math majors. As noted in the Self-study, the number of undergraduate majors in the DMS is about half the nationwide average for Math departments (as a percentage of the total number of students in the university).

Lower-Division Courses

Increasing student success in lower-division Math courses, especially the gateway courses such as MATH 120, MATH 124 and MATH 126, is critical to the educational mission of the DMS and UNLV. Over the years, the DMS has implemented a number of innovative ideas to improve student success. However, more needs to be done. For instance:

- a) Communicate with academic personnel from other Departments and Colleges on campus, to gather information to inform the revision of the content of the MATH courses offered to serve majors of STEM and non-STEM disciplines.
- b) Launch a pilot program in one or two lower-division courses, such as MATH 120 and MATH 124, based on (a). For example, emphasis on quantitative reasoning is a current national trend, and this approach should be included in the pilot program. Another example is to redesign MATH 120, so that MATH 095 is the only prerequisite for this course, instead of both MATH 095 and MATH 096 being prerequisites.
- c) Hire at least 3–5 dedicated Math instructors (such as Lectures or FIRs), so that the teaching at lower level courses is less dependent on temporary part-time instructors. The additional instructors will coordinate the teaching activities in lower level courses.
- d) Assess the performance of the newly-hired instructors based on student learning and success of those courses coordinated by them.

DMS will implement the proposed changes, but it needs assistance from the Provost's Office for additional GTA lines and Math instructors (Lectures or FIRs). DMS can be and should be a major contributor to UNLV's Top Tier goal.

B.A., B.S., M.S., Ph.D., Mathematical Sciences**V. Descriptive Statistics—double-check when updated form comes in****A. Number of students with a declared major in the program area:**

2015-16	302
---------	-----

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

2013-14	23
2014-15	33
2015-16	39

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

Fall 2015	7,314
-----------	-------

VI. Institutional Reports

Click below for a copies of the institutional reports summarized above:

- [Self-Study](#)
- [External Review](#)

Ph.D., Foundations & School Psychology, M.S., Educational Psychology

I. Description of Program Reviewed

The Educational Psychology Ph.D. is designed to provide advanced studies in educational psychology with two primary strands: 1) Educational psychology with specialty area emphases in educational assessment, program evaluation, research, and learning in school domains; and 2) School Psychology. This program will provide opportunities for students to become independent scholars who are able to make significant contributions to knowledge in specialized areas of educational psychology where both regional and national need for trained professionals has been identified.

The Master of Science in Educational Psychology is appropriate for students seeking the core knowledge, research tools, and educational experiences necessary to succeed in various educational settings. The program is appropriate for elementary, secondary, and special education teachers who wish to enhance classroom skills; students interested in pursuing advanced studies in educational psychology; students interested in obtaining a specialist degree in school psychology; as well as students who plan to apply their skills in government or business settings. Students' individualized programs are tailored with attention to their area of specialization.

II. Review Process and Criteria

The program review of the Educational Psychology degrees was based on a self-study completed by the program with the involvement of the faculty. Faculty and students are surveyed on basics such as adequacy of resources. Two external experts in the field from similar institutions visited the campus, conducted interviews with students, faculty, staff, and the Vice Provost for Academic Affairs and then produced a comprehensive report on the program.

III. Major Findings and Conclusions of the Program Review

Following are the major findings and conclusions of the reviewers:

The program resources for teaching appear to be appropriate for meeting the instructional needs of students in the Ph.D and MA programs; however the resources are insufficient for meeting advising and mentoring needs of doctoral students, particularly those in the School Psychology Strand.

The faculty resources of the School Psychology Program are insufficient. One full time faculty and one visiting faculty are below the minimum to sustain NASP approval for either the EdS or the PhD program. A minimum of three full time faculty are required with a faculty-to-student ratio of no greater than 1:12. All three full time faculty need to carry advising loads and have the ability to mentor students. Moreover, NASP requires a commitment to maintaining these faculty lines and therefore require them to be permanent positions. Given that the School Psychology Program will eventually seek APA accreditation, at least one of the faculty must be licensed psychologist and the full time faculty at the doctoral level must be able to mentor doctoral advisees in research. At this point in time, APA accreditation is an inaccessible goal for the program with the limited resources

Of note, all the EPY programs are making an impact that extends beyond the students enrolled in the College of Education. They are impacting the students in programs across UNLV, the development of scholarship nationally and internationally (with graduates placed in academic positions), the children and families in Nevada schools who rely on UNLV prepared school psychologists, and the scholarly community.

The faculty serving the MS and PhD programs in Educational Psychology have a strong and impressive record of scholarship as well as a deep and considerable dedication to the learning and future potential of their students. The commitment is clearly present as indicated by the student descriptions of how faculty are flexible and willing to mentor even when their interests are not perfectly aligned.

**Ph.D., Foundations & School Psychology,
M.S., Educational Psychology**

Specific Recommendations:

- The faculty should develop a more cohesive mission statement at either the program or department level that reflects the actual spirit of these programs and the work of the faculty and students which may lead to better communication regarding these programs and the departments.
- The current approach to mentoring doctoral students with faculty adapting to student interests is not sustainable in the long term and is inconsistent with what is typical at Tier I Research universities. Faculty should develop a strategic plan for the recruitment, selection, and placement of new doctoral students who can be well supported by the expertise and interest of the current faculty.
- Tenured faculty seem to be stretched by the demands of teaching research methods courses as a service to programs across the university. While this is a significant contribution to the community it limits their ability to offer courses in their areas of scholarly expertise, which in turn could serve to develop student interest in these areas and develop a foundation for substantive and productive scholarly activities. Program faculty and administration should consider different structures for course delivery that might allow for better use of faculty resources while also providing more opportunities for mentoring PhD students into academic careers. We offered one potential suggestion, having a cohort of doctoral students teach the MA course under the guidance of a faculty member. However, other structures might be considered based on the specifics of these programs.
- Part time doctoral students require unique support structures and opportunities for research experiences. Given the perception that many of your students are part time then we suggest that faculty consider creative and alternative ways to facilitate the educational experience for these students. It should also be noted that as other programs have moved to Tier 1, research focused status, they have made concerted efforts to decrease the number of part time students accepted into their programs. As part of the long term planning for these programs, the College, and the University, conversations should be held about the nature of the doctoral work that is needed to achieve the stated goal of Tier 1 status.
- To obtain a stronger sense of program quality, there should be alignment of outcome measures to the program goals, aggregated data (program level rather than course level), and regular review of the data to inform practice. Such activities should be considered as the specific degree level and strand as the outcomes for students across these programs and strands vary.
- Given the scarcity of doctoral programs in school psychology that have a research focus within the US this is clearly an area for growth that should be pursued.

Ph.D., Foundations & School Psychology, M.S., Educational Psychology

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

A brief description of what the program is doing address the suggestions of the external reviewers:

The faculty in the department of Educational Psychology and Higher Education took the information from the external reviewers and have begun to examine the PhD and MS programs in accordance with recommendations from the reviewers. As such we have begun:

- Reworking the mission of the department to better reflect the work we accomplish,
- Focusing our efforts to increase our program completers. As noted by the reviewers, we do have a large number of part-time students who necessarily take more time to complete their program, but faculty are holding more intensive research workshops and working with students in teams to provide more research learning opportunities,
- Submitting more grant applications that can also support students as research assistants,
- **Reintroducing the concept of "course blueprints" for our EPY 702 Research Methods class, which is a service course for other departments and colleges.** This blueprint will allow for us to develop a cohort of doctoral students who could teach this introductory course rather than relying on faculty who could then engage in more advanced course offerings,
- Reviewing our recruitment procedures to better target students who are a fit with program faculty. We have **begun to use the software "gradschoolmatch" to help us better locate students with interest in our programs.**

V. Descriptive Statistics—Double-check when updated form comes in

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

2015-16	69
---------	----

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

2013-14	16
2014-15	16
2015-16	15

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

Fall 2015	547
-----------	-----

VI. Institutional Reports

Click below for a copies of the institutional reports summarized above:

- [Self-Study](#)
- [External Review](#)



University of Nevada, Reno

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).
- Cell and Molecular Biology M.S., Ph.D.
 - Cellular and Molecular Pharmacology and Physiology Ph.D.
 - Communication Studies B.A.
 - English B.A., M.A., M.F.A., Ph.D.
 - Neuroscience B.S.
 - Psychology B.A., M.A., Ph.D.
 - Women's Studies B.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).
- Counseling and Educational Psychology M.Ed. (deactivation)
 - Elementary Education M.A. (deactivation)
 - Secondary Education M.A. (deactivation)
- 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).
- Biomedical Engineering B.S.
 - Physician Assistant Studies M.P.A.S.

CERTIFICATE PROGRAMS

None

M.S., Cell and Molecular Biology

I. Description of Program Reviewed

The Cell and Molecular Biology Master's Degree is part of a campus-wide interdisciplinary molecular biosciences graduate program. Participating faculty are from many departments within the School of Medicine, College of Science, and College of Agriculture, Biotechnology and Natural Resources. This highly interactive program offers a wide range of study option dealing with contemporary biophysics, cancer, cell biology, chemical biology, immunology, insect biochemistry, microbiology, pharmacology and plant biology. Students pursue a rigorous training program with diverse research opportunities using state-of-the art facilities and equipment. A shared first year curriculum and series of lab rotations introduce students to the full range of the molecular biosciences research community.

II. Review Process and Criteria

The CMB graduate 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 developed by the program faculty and completed in Spring 2016. The report was provided to two reviewers before they conducted an on-campus visit on March 29-30, 2016. The external reviewers reviewed the programs and met with relevant faculty, staff, students and administrators to determine the program's program accomplishments, examine strengths and weaknesses, and identify opportunities as its plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the department and the dean. A final meeting of all parties has taken place, and a final memo of recommendations and findings from the review from the provost will be sent later in the fall semester.

III. Major Findings and Conclusions of the Program Review

- The reviewers were impressed with the quality of faculty and their level of scientific output. UNR bio-molecular research is on par with top tier institutions.
- The reviewers noted that faculty are very enthusiastic and supportive of the program. Likewise, students were positive and professionally aware of where they wanted to go with their careers.
- The central administration was extremely engaged in this review. In the reviewers' experience this level of interest is more unusual and indicates a strong buy-in on the part of the University.
- More needs to be done to recruit students. Recruiting needs to follow the best practices being used by competing peer institutions.
- The program should look at the number of classes students are required to take as compared with peer institutions.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

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

V. Descriptive Statistics

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

2015-16	3
---------	---

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

2013-14	1
2014-15	2
2015-16	2

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

Fall 2015	21
-----------	----

Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

Ph.D., Cell and Molecular Biology

I. Description of Program Reviewed

The Cell and Molecular Biology doctoral degree is part of a campus-wide interdisciplinary molecular biosciences graduate program. Participating faculty are from many departments within the School of Medicine, College of Science, and College of Agriculture, Biotechnology and Natural Resources. This highly interactive program offers a wide range of study option dealing with contemporary biophysics, cancer, cell biology, chemical biology, immunology, insect biochemistry, microbiology, pharmacology and plant biology. Students pursue a rigorous training program with diverse research opportunities using state-of-the art facilities and equipment. A shared first year curriculum and series of lab rotations introduce students to the full range of the molecular biosciences research community. The degree is excellent preparation for careers in biological and biomedical research, and biotechnology and pharmaceutical industries.

II. Review Process and Criteria

The CMB graduate 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 developed by the program faculty and completed in Spring 2016. The report was provided to two reviewers before they conducted an on-campus visit on March 29-30, 2016. The external reviewers reviewed the programs and met with relevant faculty, staff, students and administrators to determine the program's program accomplishments, examine strengths and weaknesses, and identify opportunities as its plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the department and the dean. A final meeting of all parties has taken place, and a final memo of recommendations and findings from the review from the provost will be sent later in the fall semester.

III. Major Findings and Conclusions of the Program Review

- The reviewers were impressed with the quality of faculty and their level of scientific output. UNR bio-molecular research is on par with top tier institutions.
- The reviewers noted that faculty are very enthusiastic and supportive of the program. Likewise, students were positive and professionally aware of where they wanted to go with their careers.
- The central administration was extremely engaged in this review. In the reviewers' experience this level of interest is more unusual and indicates a strong buy-in on the part of the University.
- More needs to be done to recruit students. Recruiting needs to follow the best practices being used by competing peer institutions.
- The program should look at the number of classes students are required to take as compared with peer institutions.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

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

V. Descriptive Statistics

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

2015-16	30
---------	----

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

2013-14	3
2014-15	6
2015-16	9

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

Fall 2015	62
-----------	----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

Ph.D., Cellular and Molecular Pharmacology & Physiology

I. Description of Program Reviewed

The Cellular and Molecular Pharmacology & Physiology graduate program is a campus-wide interdisciplinary Ph.D. program dedicated to advancing understanding of the human body and the ways medicine can combat illnesses within it. Participating faculty are from many departments within the School of Medicine, College of Science, and College of Agriculture, Biotechnology and Natural Resources. Students benefit from the School of Medicine's three National Institutes of Health (NIH)-funded centers of biomedical research excellence (COBRE) facilities. Individual laboratory attention by the faculty allows students to develop skills in experimental design, execution and analysis, statistics, literature searching, grant writing, manuscript preparation, oral preparations and laboratory management. The program typically requires four full years to complete and is designed to prepare students for a competitive career in pharmacology or physiology.

II. Review Process and Criteria

The CMPP graduate 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 developed by the program faculty and completed in Spring 2016. The report was provided to two reviewers before they conducted an on-campus visit on February 11-12, 2016. The external reviewers reviewed the programs and met with relevant faculty, staff, students and administrators to determine the program's program accomplishments, examine strengths and weaknesses, and identify opportunities as its plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the department and the dean. A final meeting of all parties has taken place, and a final memo of recommendations and findings from the review from the provost will be sent in early October, 2016.

III. Major Findings and Conclusions of the Program Review

- Though there were no major issues, the reviewers provided observations regarding the curriculum, including streamlining of systems physiology, eliminating some redundancies, and modifying credit requirements.
- The reviewers recommend the program representatives begin work to plan a graduate student recruiting event for the program.
- Faculty are well-funded, productive, and ranked highly in their field. This strength could be used to advantage with a T32 training grant.
- More could be done to support the graduate students in ensuring satisfactory progress, in effectively working with their committees, and in applying for graduate fellowships.
- The graduate stipend level is not competitive.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

Committees in the program agree that beneficial curriculum changes should be made and have already begun work on them.

The program will step up its recruitment activities either by engaging in GradFIT or by collaborating with other science or molecular bioscience programs for a recruitment weekend event.

The program was directed to try to obtain a copy of a successful T32 training grant proposal so that an analysis can be done to determine what institutional support will be necessary to submit a successful grants.

University leadership continues to work on the issue of the level of the graduate stipend.

Ph.D., Cellular and Molecular Pharmacology & Physiology**V. Descriptive Statistics****A. Number of students with a declared major in the program area:**

2015-16	19
---------	----

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

2013-14	1
2014-15	2
2015-16	1

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

Fall 2015	62
-----------	----

VI. Institutional Reports

Click below for a copies of the institutional reports summarized above:

- [Self-Study](#)
- [Closing MOU](#)

B.A., Communication Studies**I. Description of Program Reviewed**

The B.A. program in communication studies focuses both on the practice and development of skills for competent communication as well as analyzing and studying how people create shared meanings and interpretations of the world around them. Two general areas of emphasis now exist in the undergraduate curriculum; relational dynamics and public advocacy and civic engagement. Relational Dynamics focuses on the development and maintenance of relationships (personal, friendship, romantic, family, workplace, organizational, intercultural, and community). Public Advocacy and Civic Engagement focuses on how we influence and persuade public audiences through speaking, argument, and mediated communication. Students in this track learn about advocacy campaigns in business, political, community, or social movement contexts. In addition to core curriculum requirements, the major requires 12 credits in required communication studies courses and 21 additional elective credits.

II. Review Process and Criteria

The Communication Studies undergraduate program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the program and department was developed by the department faculty and completed in November 2015. The report was provided to two reviewers before they conducted an on-campus visit on February 1-2, 2016. The external reviewers reviewed the programs and met with relevant faculty, staff, students and administrators to determine the program's accomplishments, examine its strengths and weaknesses, and identify opportunities as its plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the program and the dean. A final meeting of all parties has taken place, and a final memo of recommendations and findings from the review from the provost will be sent in early October 2016.

III. Major Findings and Conclusions of the Program Review

- The large curricular service load on the department is a major challenge that impacts the department and its faculty. Recent steps that will begin to address this are the filling of a new lecturer position, as well as the addition of two new GTAs beginning Fall 2016. The hiring of a professor/chair in AY 2016-17 will also help.
- Plans should go forward to re-launch the MA program.
- It is expected that many positive outcomes that will result from consolidating the department in Lincoln Hall.
- The department chair stated the intent to begin to formalize a mentoring program for junior faculty. This topic should be explored with candidates in the chair search commencing in Fall 2016.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The department will explore ideas discussed in the closing meeting for addressing the challenges in covering courses offered by the department.

The department was directed to work with the new dean to consider carefully how a change to teaching load **would impact the department's ability to meet its teaching demands before implementing any change.**

The department is actively exploring entrepreneurial ideas to not only provide it with resources but to gain some efficiencies in its teaching obligations.

The chair should explore if there is an opportunity for some resources that could be aligned between the CCID program and the department.

B.A., Communication Studies**V. Descriptive Statistics****A. Number of students with a declared major in the program area:**

2015-16	233
---------	-----

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

2013-14	34
2014-15	45
2015-16	61

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

Fall 2015	1,927
-----------	-------

VI. Institutional Reports

Click below for a copies of the institutional reports summarized above:

- [Self-Study](#)
- [Closing MOU](#)

B.A., English**I. Description of Program Reviewed**

The undergraduate BA program's goals closely resemble those of similar liberal arts programs at land-grant universities: to educate its students as generalists, providing them with a broad range of courses and a diverse set of intellectual skills centering on studies in language, literature and culture. Undergraduate students in English at the University of Nevada, Reno declare one of four 36- or 39-credit major specializations or one of six 18- or 21-credit minor specializations. All four majors currently require a set of three foundation courses: ENG 298: Writing About Literature; ENG 281: Introduction to Language, or ENG 282: Introduction to Language and Literary Expression, ENG 303: Introduction to Literary Theory and Criticism Each major further requires nine or ten upper-division English courses with certain specialization-specific distribution requirements.

II. Review Process and Criteria

The English Department's graduate and undergraduate programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the program and department was developed by the department faculty and completed in Fall 2015. The report was provided to three reviewers before they conducted an on-campus visit on February 4-5, 2016. The external reviewers reviewed the programs and met with relevant faculty, staff, students and administrators to determine the program's accomplishments, examine its strengths and weaknesses, and identify opportunities as its plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the program, the dean, and the graduate council. A final meeting of all parties has taken place, and a final memo of recommendations and findings from the review from the provost will be sent in early October 2016.

III. Major Findings and Conclusions of the Program Review

- The reviewers reported that undergraduate students were enthusiastic concerning the relevance of the program and the mentoring they received from the faculty.
- Enrollment in the undergraduate program needs to be raised.
- Curriculum updates and modifications were recommended, and some of these may improve program enrollment.
- Improvements to the department website were recommended.
- Resources for the implementation of the CCID (Composition and Communications in the Discipline) Program have up to this point been given to English; however, it is not clear how much collaboration with other departments has taken place.
- The continued use of 3-year term lecturers was questioned.
- There were recommendations for the improvement and expansion of advising and career counseling within the department's undergraduate program.
- The department was praised for the collegiality and respect that exists among the faculty. Junior faculty are mentored well, and there is a good system for involving many if not all of its faculty members in the work and decision making of the department regarding its curriculum, students, and plans for the future.

B.A., English**IV. Next Steps for this Program Based on Program Review Findings and Recommendations**

The department will focus on some targeted recruitment strategies discussed in the review.

The use of 3-year term lecturers by the department will be examined, with a report of findings and recommendations being presented through the dean to the university administration as soon as practicable.

As a result of recommendations by the reviewers, the department has already planned and/or implemented several items to improve advising of students and career counseling. Further improvements are being explored.

The department should anticipate and expect that faculty, programs, and departments from outside English and the College will want to become engaged and partner with the CCID program faculty. In light of this, the sharing of resources in support of the CCID outside the department and college will likely take place.

As searches begin in this new academic year, the department will redouble its efforts to attract diverse candidates.

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

2015-16	335
---------	-----

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

2013-14	64
2014-15	64
2015-16	67

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

Fall 2015	7,421
-----------	-------

VI. Institutional Reports

Click below for a copies of the institutional reports summarized above:

- [Self-Study](#)
- [Closing MOU](#)

M.A., English**I. Description of Program Reviewed**

The Department of English offers three areas of emphasis within its MA program:

- Language & Linguistics;
- Literature; and
- Writing.

These emphases serve a variety of students with a wide range of purposes. The mission of the graduate program is to develop in students the ability to conduct significant research in the fields of literary criticism, creative writing and/or writing studies; the ability to teach a range of courses in Composition and in British, American and World Literatures in English (depending on emphasis) and the ability to understand and contribute to issues and debates in the field of English studies.

The MA program allows students the option of writing a thesis or of substituting course work for the thesis. The non-thesis plan requires 33 credits of graduate work; the thesis plan requires 31 total credits, 6 of which will be thesis credits. All MA students are required to take a substantial portion of their course work at the 700 level or above.

II. Review Process and Criteria

The English Department's graduate and undergraduate programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the program and department was developed by the department faculty and completed in Fall 2015. The report was provided to the three reviewers before they conducted an on-campus visit on February 4-5, 2016. The external reviewers reviewed the programs and met with relevant faculty, staff, students and administrators to determine the program's accomplishments, examine its strengths and weaknesses, and identify opportunities as its plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the program, the dean, and the graduate council. A final meeting of all parties has taken place, and a final memo of recommendations and findings from the review from the provost will be sent in early October 2016.

III. Major Findings and Conclusions of the Program Review

- The reviewers reported that graduate students were enthusiastic concerning the relevance of the program and the mentoring they received from the faculty.
- Graduate students noted inconsistencies in the advising they received; in particular, they raised uncertainty in how to prepare for the comprehensive examination and selection of committee members. Additionally, the reviewers noted that students should receive multiple forms of information on careers outside the academy.
- Seminar availability for graduate students was a concern.
- Improvements to the department website were recommended not only to provide resources for existing faculty, staff and students, but also to serve as a recruitment tool for these groups.
- Improved tracking of graduates, particularly in the graduate programs, was advised.
- The department was praised for the collegiality and respect that exists among the faculty. Junior faculty are mentored well, and there is a good system for involving many if not all of its faculty members in the work and decision making of the department regarding its curriculum, students, and plans for the future.

M.A., English**IV. Next Steps for this Program Based on Program Review Findings and Recommendations**

The department has already acted on the advice concerning its website and made many improvements. Many of these improvements also address advising and recruiting weaknesses noted by the reviewers.

The use of 3-year term lecturers by the department will be examined, with a report of findings and recommendations being presented through the dean to the university administration as soon as practicable.

As a result of recommendations by the reviewers, the department has already planned and/or implemented several items to improve advising and career counseling for graduate students. Further improvements are being explored.

As searches begin in this new academic year, the department will redouble its efforts to attract diverse candidates.

The required enrollment for offering graduate seminars was discussed at the closing meeting, and the department has information on it should proceed in addressing the seminar availability concern in the future.

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

2015-16	26
---------	----

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

2013-14	11
2014-15	5
2015-16	9

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

Fall 2015	69
-----------	----

VI. Institutional Reports

Click below for a copies of the institutional reports summarized above:

- [Self-Study](#)
- [Closing MOU](#)

M.F.A., English**I. Description of Program Reviewed**

The Master of Fine Arts (MFA) degree is new, with its inaugural class beginning Fall 2015. It is a professional degree that establishes emphases, in its curriculum, on both students' writing and graduate-level scholarship in English. The degree offers a three-year course of study, incorporating coursework in literary history, critical theory, and literary craft, as well as requiring a core series of rigorous workshops centered on the development of the students' creative work. Students will have the opportunity not only to develop a significant body of publishable creative work, but will also be able to do so with an understanding of, and the ability to communicate effectively, the work's historical/literary context.

The MFA provides top-level training and experience to writers of promise, in order to best prepare them to be publishing creative writers and /or to pursue careers in college-level teaching. In addition, the program allows apprentice writers to develop their gifts amidst a community of artists in a university setting; the program also provides a link between student writers and the wider professional community of published writers, editors, and agents. Students produce bodies of original work, based on an understanding and study of historic, contemporary, and avant-garde literatures, culminating in a book-length thesis.

II. Review Process and Criteria

The English Department's graduate and undergraduate programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the program and department was developed by the department faculty and completed in Fall 2015. The report was provided to three reviewers before they conducted an on-campus visit on February 4-5, 2016. The external reviewers reviewed the programs and met with relevant faculty, staff, students and administrators to determine the program's accomplishments, examine its strengths and weaknesses, and identify opportunities as its plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the program, the dean, and the graduate council. A final meeting of all parties has taken place, and a final memo of recommendations and findings from the review from the provost will be sent in early October, 2016.

III. Major Findings and Conclusions of the Program Review

- The reviewers reported that graduate students were enthusiastic concerning the relevance of the program and the mentoring they received from the faculty. The new MFA in creative writing program was seen as a wise and potentially exciting move that can further enhance the relevance of the graduate program in the 21st century and help the department reach diversity targets.
- Graduate students noted inconsistencies in the advising they received; in particular, they raised uncertainty in how to prepare for the comprehensive examination and selection of committee members. Additionally, the reviewers noted that students should receive multiple forms of information on careers outside the academy.
- Seminar availability for graduate students was a concern.
- Improvements to the department website were recommended not only to provide resources for existing faculty, staff and students, but also to serve as a recruitment tool for these groups.
- Improved tracking of graduates, particularly in the graduate programs, was advised.
- The department was praised for the collegiality and respect that exists among the faculty. Junior faculty are mentored well, and there is a good system for involving many if not all of its faculty members in the work and decision making of the department regarding its curriculum, students, and plans for the future.

M.F.A., English**IV. Next Steps for this Program Based on Program Review Findings and Recommendations**

The department has already acted on the advice concerning its website and made many improvements. Many of these improvements addressed advising and recruiting weaknesses noted by the reviewers.

The use of 3-year term lecturers by the department will be examined, with a report of findings and recommendations being presented through the dean to the university administration as soon as practicable.

As a result of recommendations by the reviewers, the department has already planned and/or implemented several items to improve advising and career counseling for graduate students. Further improvements are being explored.

As searches begin in this new academic year, the department will redouble its efforts to attract diverse candidates.

The required enrollment for offering graduate seminars was discussed at the closing meeting, and the department has information on how it should proceed in addressing the seminar availability concern in the future.

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

2015-16	11
---------	----

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

2013-14	N/A*
2014-15	N/A*
2015-16	N/A*

*As noted in Section I above, the English MFA degree is new, with its inaugural class beginning Fall 2015. Its program review is included in this report as part of the review of UNR's English program, but there are no graduates to report at this time.

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

Fall 2015	69
-----------	----

VI. Institutional Reports

Click below for a copies of the institutional reports summarized above:

- [Self-Study](#)
- [Closing MOU](#)

Ph.D., English

I. Description of Program Reviewed

The Department of English offers two areas of emphasis within its Ph.D. program:

- Literature; and
- Rhetoric & Composition

The PhD Rhetoric and Composition emphasis is intended for people planning to pursue careers in scholarship, teaching, and program administration at the college or university level. The emphasis offers a core of work in rhetoric and writing theory, coupled with focused study in other fields of English language and literature, with possibilities for interdisciplinary study as well.

Students in the program are active in professional activities of various kinds, e.g., publishing, participating in conferences, and serving as interns in community agencies, educational institutions, or businesses. These emphases serve a variety of students with a wide range of purposes. The mission of the graduate program is to develop in students the ability to conduct significant research in the fields of literary criticism, creative writing and/or writing studies; the ability to teach a range of courses in Composition and in British, American and World Literatures in English (depending on emphasis) and the ability to understand and contribute to issues and debates in the field of English studies.

The Ph.D. in Literature emphasis is designed for people planning to pursue careers in scholarship and teaching at the college or university level. It is a rigorous but flexible emphasis in which individual programs of study are shaped through negotiation between the PhD student and his or her advisory committee. Students in the program are strongly encouraged to participate in professional activities, including academic conferences.

The Ph.D. program is 73 credits beyond the B.A., including at least 49 credits in course work and 24 dissertation credits beyond the baccalaureate degree.

II. Review Process and Criteria

The English Department's graduate and undergraduate programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the program and department was developed by the department faculty and completed in Fall 2015. The report was provided to the three reviewers before they conducted an on-campus visit on February 4-5, 2016. The external reviewers reviewed the programs and met with relevant faculty, staff, students and administrators to determine the program's accomplishments, examine its strengths and weaknesses, and identify opportunities as its plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the program, the dean, and the graduate council. A final meeting of all parties has taken place, and a final memo of recommendations and findings from the review from the provost will be sent in early October 2016.

III. Major Findings and Conclusions of the Program Review

- The reviewers reported that graduate students were enthusiastic concerning the relevance of the program and the mentoring they received from the faculty.
- Graduate students noted inconsistencies in the advising they received; in particular, they raised uncertainty in how to prepare for the comprehensive examination and selection of committee members. Additionally, the reviewers noted that students should receive multiple forms of information on careers outside the academy.
- Seminar availability for graduate students was a concern.
- Improvements to the department website were recommended not only to provide resources for existing faculty, staff and students, but also to serve as a recruitment tool for these groups.
- Improved tracking of graduates, particularly in the graduate programs, was advised.
- The department was praised for the collegiality and respect that exists among the faculty. Junior faculty are mentored well, and there is a good system for involving many if not all of its faculty members in the work and decision making of the department regarding its curriculum, students, and plans for the future.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The department has already acted on the advice concerning its website and made many improvements. Many of these improvements address advising and recruiting weaknesses noted by the reviewers.

The use of 3-year term lecturers by the department will be examined, with a report of findings and recommendations being presented through the dean to the university administration as soon as practicable.

As a result of recommendations by the reviewers, the department has already planned and/or implemented several items to improve advising and career counseling for graduate students. Further improvements are being explored.

As searches begin in this new academic year, the department will redouble its efforts to attract diverse candidates.

The required enrollment for offering graduate seminars was discussed at the closing meeting, and the department has information on how it should proceed in addressing the seminar availability concern in the future.

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

2015-16	37
---------	----

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

2013-14	7
2014-15	4
2015-16	6

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

Fall 2015	86
-----------	----

VI. Institutional Reports

Click below for a copies of the institutional reports summarized above:

- [Self-Study](#)
- [Closing MOU](#)

I. Description of Program Reviewed

The interdisciplinary Bachelor of Science degree in Neuroscience is offered jointly through the Departments of Psychology and Biology. The mission of the program is to provide students' comprehensive training in the foundations of modern neuroscience from the cellular to systems level, as well as basic and applied knowledge in general science, psychology, and biology that will allow them to master and critically evaluate knowledge in the field. Directed learning experiences are also included to develop research skills. A major aim of the program is to equip students with the knowledge and skills that will prepare them to successfully pursue graduate studies in a variety of basic and applied disciplines with a neuroscience focus, from cognitive and biological sciences to biotechnology and medicine.

II. Review Process and Criteria

The Neuroscience undergraduate 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 developed by the program representatives and completed in Spring 2016. The report was provided to the two reviewers before they conducted an on-campus visit on April 18-19, 2016. The external reviewers reviewed the programs and met with relevant faculty, staff, students and administrators to determine the program accomplishments, examine strengths and weaknesses, and identify opportunities as its plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the program and relevant deans. A final meeting of all parties has taken place, and a final memo of recommendations and findings from the review from the provost will be sent in early October 2016.

III. Major Findings and Conclusions of the Program Review

- There are many excellent faculty associated with the program, and these faculty actively engage the undergraduate students in their research programs.
- The reviewers were impressed with the level of preparation, high level of intellect, and motivation of students in the program. Likewise, the reviewers had no major concerns with the undergraduate curriculum or program enrollments.
- The reviewers believe that the teaching loads of faculty heavily engaged in the program are not commensurate with program peers.
- There is the need for a more coherent and unified program of advisement for the undergraduate neuroscience majors.
- There is a need for work on developing a neuroscience program culture among neuroscience students.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The program directors and relevant college deans will initiate discussions this academic year on several of the issues raised in the review for the purpose of developing a memorandum of understanding addressing such things as advising, course load, program leadership, and future.

The program faculty will begin working on some of the curricular improvements recommended by the reviewers including implementation of an NSC course prefix, incorporating more writing experiences in courses, and eliminating a few redundancies.

The program directors were given several ideas for expanding the number of available research opportunities for the undergraduate students as enrollments increase as predicted.

The creation of an institute for neuroscience for the purpose of strengthening the visibility of the University's research and academic programs in neuroscience will be explored.

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

2015-16	384
---------	-----

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

2013-14	59
2014-15	62
2015-16	51

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

Fall 2015	8,993
-----------	-------

VI. Institutional Reports

Click below for a copies of the institutional reports summarized above:

- [Self-Study](#)
- [Closing MOU](#)

B.A., Psychology**I. Description of Program Reviewed**

The undergraduate program offered by the Department of Psychology terminates in a Bachelor of Art degree in Psychology. The Psychology curriculum provides students with a liberal arts education, or as a foundation for work in other fields such as medicine, law, business, human services, management, sales and the like. Advanced coursework in statistics, experimental psychology, and direct learning helps to establish a strong foundation for a career in psychology upon graduation. There are three emphases within the major: general, research specialization, behavior analysis specialization. Each program requires 120 credits, 42 of which must be upper division credits. These emphases share the same core curriculum and College of Liberal Arts requirements, with the remaining requirements related to the particular emphasis. All programs emphasize an understanding of psychology and its methods, and students are equipped with basic and applied knowledge in general psychology, as well as current knowledge within their field.

II. Review Process and Criteria

The Psychology 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 program and department was developed by the department faculty and completed in Fall 2015. The report was provided to three reviewers before they conducted an on-campus visit on April 5-6, 2016. The external reviewers reviewed the programs and met with relevant faculty, staff, students and administrators to determine the department's program accomplishments, examine strengths and weaknesses, and identify opportunities as its plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the department and the dean. A final meeting of all parties has taken place, and a final memo of recommendations and findings from the review from the provost will be sent in early October 2016.

III. Major Findings and Conclusions of the Program Review

- There were no concerns with the undergraduate curriculum or program enrollments. However, the reviewers expressed concern with the state of advising for the large number of undergraduates.
- The reviewers believe that the teaching loads in the department are not commensurate with the department's peers or in line with the objective to move to R1 status.
- There are several planning issues the department should tackle soon including upcoming faculty retirements, future directions of the department in light of retirements and senior faculty losses, and appropriate allocation of resources.
- Some faculty perceived inequities or a lack of transparency in the evaluation and merit process at the department level.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

An additional lecturer in the department effective July 1, 2016, will assist with advising the department's large number of majors and its share of the Neuroscience major. Regarding the department's plans to implement peer advising, they will consult with the Assistant Vice Provost for Undergraduate Advising and Achievement regarding best practices for peer advising as well as general faculty role in department advising going forward.

The department was directed to gather information on teaching loads and bring this information to the attention of the dean.

Department planning on the issues identified in the external review report and closing MOU has already begun and should continue, with department decisions being brought to the attention of the dean and provost.

The department merit committee will review the issue of perceived inequality and lack of transparency in the evaluation and merit process and will implement improvements under the direction of the chair and dean.

B.A., Psychology**V. Descriptive Statistics****A. Number of students with a declared major in the program area:**

2015-16	940
---------	-----

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

2013-14	161
2014-15	213
2015-16	198

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

Fall 2015	4,436
-----------	-------

VI. Institutional Reports

Click below for a copies of the institutional reports summarized above:

- [Self-Study](#)
- [Closing MOU](#)

M.A., Psychology**I. Description of Program Reviewed**

The Master of Arts degree in behavior analysis psychology builds upon foundational undergraduate knowledge — and helps prepare students for doctoral studies or careers in government and the public and private sectors. The psychology program provides master's degree education and research training in behavior analysis.

Graduates are trained for employment as senior service providers in such fields as developmental disabilities, education, mental health or business and industry. This degree requires 36 graduate credits, is accredited by the Association for Behavior Analysis International and has a Board Certified Behavior Analyst (BCBA) Approved Course Sequence through the Behavior Analyst Certification Board.

II. Review Process and Criteria

The Psychology 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 program and department was developed by the department faculty and completed in Fall 2015. The report was provided to three reviewers before they conducted an on-campus visit on April 5-6, 2016. The external reviewers reviewed the programs and met with relevant faculty, staff, students and administrators to determine the department's program accomplishments, examine strengths and weaknesses, and identify opportunities as its plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the department and the dean. A final meeting of all parties has taken place, and a final memo of recommendations and findings from the review from the provost will be sent in early October 2016.

III. Major Findings and Conclusions of the Program Review

- The reviewers stated that the graduate stipend level is not competitive.
- The reviewers believe that the teaching loads in the department are not commensurate with the department's peers or in line with the objective to move to R1 status.
- There are several planning issues the department should tackle soon including upcoming faculty retirements, future directions of the department in light of retirements and senior faculty losses, and appropriate allocation of resources.
- Some faculty perceived inequities or a lack of transparency in the evaluation and merit process at the department level.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The department will look at stipend levels at our aspirational peer institutions as well as by discipline. This information will be shared with the university leadership working on this issue.

The department was directed to gather information on teaching loads and bring this information to the attention of the dean.

Department planning on the issues identified in the external review report and closing MOU has already begun and should continue, with department decisions being brought to the attention of the dean and provost.

The department merit committee will review the issue of perceived inequality and lack of transparency in the evaluation and merit process and will implement improvements under the direction of the chair and dean.

M.A., Psychology**V. Descriptive Statistics****A. Number of students with a declared major in the program area:**

2015-16	42
---------	----

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

2013-14	12
2014-15	20
2015-16	32

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

Fall 2015	73
-----------	----

VI. Institutional Reports

Click below for a copies of the institutional reports summarized above:

- [Self-Study](#)
- [Closing MOU](#)

Ph.D., Psychology**I. Description of Program Reviewed**

The Department of Psychology offers a graduate program leading to the Doctor of Philosophy degree in Psychology. The Psychology program provides education and research training in three areas of specialization: Behavior Analysis, Clinical, and Cognitive Brain Sciences. Students in all three areas of specialization must meet all requirements for admission to the graduate school.

The Behavior Analysis program focuses on the philosophies of behaviorism, the theory and methodology of behavior analysis, basic and applied research in human behavior, basic research in animal behavior, application of behavioral principles to organizational administration and consultation, instructional design and technology, parent and teacher training, and clinical populations, participatory governance and fiscal management.

The Clinical Psychology program emphasizes creative research and applications of psychological principles to a broad range of applied problems. The program includes training in basic psychology, research training, didactic training, and practicum training.

The Cognitive and Brain Sciences program is a basic component of any academic program in psychology. The Cognitive and Brain Sciences program is committed to quality training of students at the graduate level and the production of high quality research. Doctoral graduate students are provided with extensive background in several basic areas of research and are guidance in planning and executing original research in the field and exposing them, 'in depth' to a concentrated area of research. These actions are intended to turn doctoral graduates into viable candidates for academic positions and successful applicants for external funding.

II. Review Process and Criteria

The Department of Psychology offers a graduate program leading to the Doctor of Philosophy degree in Psychology. The Psychology program provides education and research training in three areas of specialization: Behavior Analysis, Clinical, and Cognitive Brain Sciences. Students in all three areas of specialization must meet all requirements for admission to the graduate school.

The Behavior Analysis program focuses on the philosophies of behaviorism, the theory and methodology of behavior analysis, basic and applied research in human behavior, basic research in animal behavior, application of behavioral principles to organizational administration and consultation, instructional design and technology, parent and teacher training, and clinical populations, participatory governance and fiscal management.

The Clinical Psychology program emphasizes creative research and applications of psychological principles to a broad range of applied problems. The program includes training in basic psychology, research training, didactic training, and practicum training.

The Cognitive and Brain Sciences program is a basic component of any academic program in psychology. The Cognitive and Brain Sciences program is committed to quality training of students at the graduate level and the production of high quality research. Doctoral graduate students are provided with extensive background in several basic areas of research and are guidance in planning and executing original research in the field and exposing them, 'in depth' to a concentrated area of research. These actions are intended to turn doctoral graduates into viable candidates for academic positions and successful applicants for external funding.

III. Major Findings and Conclusions of the Program Review

- The reviewers stated that the graduate stipend level is not competitive.
- The progression of graduate students in the CBS and Clinical graduate programs was deemed somewhat low.
- The reviewers believe that the teaching loads in the department are not commensurate with the department's peers or in line with the objective to move to R1 status.
- There are several planning issues the department should tackle soon including upcoming faculty retirements, future directions of the department in light of retirements and senior faculty losses, and appropriate allocation of resources.
- Some faculty perceived inequities or a lack of transparency in the evaluation and merit process at the department level.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The department will look at stipend levels at our aspirational peer institutions as well as by discipline. This information will be shared with the university leadership working on this issue.

The CBS and clinical graduate programs have taken steps to address the problem of student progression, including revising program manuals and instituting annual meetings to review progress.

The department was directed to gather information on teaching loads and bring this information to the attention of the dean.

Department planning on the issues identified in the external review report and closing MOU has already begun and should continue, with department decisions being brought to the attention of the dean and provost.

The department merit committee will review the issue of perceived inequality and lack of transparency in the evaluation and merit process and will implement improvements under the direction of the chair and dean.

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

2015-16	86
---------	----

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

2013-14	19
2014-15	11
2015-16	16

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

Fall 2015	189
-----------	-----

VI. Institutional Reports

Click below for a copies of the institutional reports summarized above:

- [Self-Study](#)
- [Closing MOU](#)

B.A., Women's Studies**I. Description of Program Reviewed**

This interdisciplinary program in the College of Liberal Arts provides students with an understanding of women in historical and contemporary contexts and an exploration of gender as it influences scholarship and human relations. The program is multicultural, emphasizing the intersection of race, class, sexuality, gender, and ethnicity. The full range of academic disciplines is considered from the perspective of gender, understood as both female and male. Students analyze contributions women have made throughout history in all aspects of life, sources of their omission from traditional approaches to scholarship and traditional centers of power, and contemporary issues concerning gender and sexual orientation in culture and society.

II. Review Process and Criteria

The B.A. in Women's Studies 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 developed by the program faculty and completed in early 2016. The report was provided to two reviewers before they conducted an on-campus visit on February 8-9, 2016. The external reviewers reviewed the programs and met with relevant faculty, staff, students and administrators to determine the program's accomplishments, examine its strengths and weaknesses, and identify opportunities as its plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review are being solicited from the program and the dean. A final meeting of all parties has taken place, and a final memo of recommendations and findings from the review from the provost will be sent in early October, 2016.

III. Major Findings and Conclusions of the Program Review

- The program has high levels of engagement by faculty and students.
- Enrollments in the program are strong, with a sharp rise in the number of undergraduate majors. The program attracts some of the university's finest students who tend to be very successful.
- The program has strong leadership in its current and next director.
- Students in the program benefit from excellent teaching and mentoring. A good percentage of students are honor students with high GPAs, and the major had a 100% student retention rate over the past two years.
- Many courses in the major are at capacity and demand is strong. Additional new courses could be developed and offered successfully, but additional faculty devoted to the program or associated with it are needed to do this.
- The program is overly dependent on LOA's to teach the Intro course and other courses. In addition, these generally very skilled instructors are severely underpaid and therefore may leave unpredictably.
- The program is revising the MA and hopes to be offering it in the next year or so. However, more faculty will be needed to mount the program successfully.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The university has made commitments for the addition of tenure-track positions for the program. The program with guidance from the dean will consider carefully the future directions the program will take with these positions and how they will be deployed to address critical program needs.

The director position, while having as much administrative work as other chairs, has fewer faculty to help with that work. Additionally, the reviewers felt that the director's stipend was not fairly calibrated to the work. The paperwork to request a review of the level of the stipend will be completed this academic year.

The program leadership will consider several ideas identified in the program review process for addressing the concern over the use of too many LOAs and begin implementing them.

The program faculty are working on a curriculum proposal for a leaner more manageable M.A. program with the hope of implementing it in the next year or so.

B.A., Women's Studies**V. Descriptive Statistics****A. Number of students with a declared major in the program area:**

2015-16	22
---------	----

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

2013-14	2
2014-15	4
2015-16	3

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

Fall 2015	1,439
-----------	-------

VI. Institutional Reports

Click below for a copies of the institutional reports summarized above:

- [Self-Study](#)
- [Closing MOU](#)



Nevada State College

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).

Speech Pathology, B.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).

- 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).

- Allied Health Science, B.A.S.
- Communication Studies, B.A.

CERTIFICATE PROGRAMS

None

B.A., Speech Pathology

I. Description of Program Reviewed

Both the undergraduate and post-baccalaureate tracks in Speech Pathology serve to prepare students for immediate employment in the Nevada public school system and further graduate study. A high-quality program **related to national and state standards serves to prepare students for the challenges they will face in today's** complex school setting. Taught by highly qualified personnel, including 1 full-time doctoral faculty and a diverse and experienced group of adjuncts, courses are aligned to provide both the theoretical and practical knowledge needed for success.

II. Review Process and Criteria

Process:

Pursuant to NSHE Board Policy, Title 4, Chapter 14, Section 5, the Bachelor of Arts in Speech Pathology Program at Nevada State College was assessed according to a standardized procedure that governs the 10-year program. The review was chaired by the only full time faculty member currently working in the program; in the generally same time period Dr. Beth Meyerowitz led completion of this 10 year review, completed her terminal degree, and was hired into the position of a tenure-track Assistant Professor in the School of Education. With extensive **support provided by key personnel in the SOE Dean's office, the review chair began by soliciting and compiling** relevant materials, including faculty biographies, historical student evaluation data, and outcomes assessment reports. 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 to recent program completers.

A close examination of these data and materials culminated in the production of a comprehensive report, which in turn was submitted to two external reviewers for critical feedback. The external reviewers chose to collaborate and produced a very thoughtful, comprehensive response that provided both validation and useful recommendations for future directions.

Criteria:

Consistent with standard operation procedure at Nevada State College, the Speech Pathology 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 only major public alternative 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 relative to students' performance in the** internship experience;
- 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 satisfaction data by program graduates regarding a host of factors, including instructional quality, employment readiness, general program strengths and weaknesses—including a variety of factors (i.e. course availability, advising, etc.); and
- An external review conducted by a two person team of reviewers who were familiar with speech-language pathology programming in Nevada. The reviewers were asked to comment on the overall strength/quality of the program, evident weaknesses, and suggestions for improvement. courses in the program or the degree.

B.A., Speech Pathology**III. Major Findings and Conclusions of the Program Review**Strengths:

1. Solid and increased enrollments that have been instrumental in filling the need for school-based speech-language pathologists in CCSD and also in rural school districts in Nevada.
2. Program success in the recruitment, retention, and graduation of speech-language pathologists from minority groups and/or first generation college students.
3. Emerging partnership with the Scottish Rite Foundation of Southern Nevada on a RiteCare Clinic that will provide free speech/language services for pre-school aged children.
4. Success at obtaining approval from the State of Nevada Speech-Language Pathology, Audiology, and Hearing Aid Dispensing Board to offer a supervised practicum that will provide undergraduate SLP majors with a hands on experiences in a clinical setting.

Weaknesses:

1. Continued operation of bachelor's degree only programming; Nevada is the only State that allows school districts to employ speech-language pathologists who have a minimum of a bachelor's degree with no additional requirements or restrictions. This practice severely limits the depth and breadth of knowledge and skills achieved.
2. Lack of Faculty Preparedness and Stability; for the past few years, the Speech-Language Pathology Program staff has consisted of a relatively fluid collection of 1-2 full-time lecturers who lacked a terminal degree and a cadre of part-time instructors. The staffing situation has made it difficult to sustain a desired trajectory of steady growth in program size and quality.
3. Absence of a Coherent Program Evaluation Plan; As per #2 above, faculty instability has slowed progress in the conceptualization and implementation of a coherent, systematic program evaluation plan that will provide a foundation for continuous improvement of the Program.
4. Insufficient breadth and depth of clinical experiences; the quality of the Speech-Language Pathology Program has been limited by the absence of pre-internship experiences.

Recommendations:

1. Add a Master's Degree Program in Speech-Language Pathology. Adding the Master's degree will bring additional full-time faculty to the program and also substantially increase the depth and breadth of the curriculum.
2. To develop partnerships that will elevate the quality of candidates' practicum experiences; to continue plans to partner with the Scottish Rite Foundation of Southern Nevada in the operation of RiteCare Clinic and to pursue the inclusion of a speech-language pathology clinic in the proposed School of Education facility.
3. Conceptualization and implementation of a systematic and coherent program evaluation system that will facilitate the use of data-based decision making as the foundation for continuous program improvement.

B.A., Speech Pathology

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

1. Apply to NSHE for permission to add a Master's Degree in Speech-Language Pathology and seek financial public and private support for this proposed new program.
2. Move forward with plans to partner with the Scottish Rite Foundation of Southern Nevada in the opening of a RiteCare Clinic.
3. Advocate for the inclusion of a Speech-Language Pathology Clinic in the proposed new School of Education Building.
4. Initiate the conceptualization and implementation of a program evaluation system.

V. Descriptive Statistics

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

2015-16	184
---------	-----

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

2013-14	12
2014-15	10
2015-16	12

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

Fall 2015	3,292
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.



College of Southern Nevada

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, FINANCE, OFFICE TECHNOLOGY

- Accounting, A.A.S.
- Computer Office Technology, A.A.S.

BUSINESS ADMINISTRATION

- Associate of Business
- Business Management, A.A.S.
- Marketing, A.A.S.
- Paralegal Studies, A.A.S.
- Real Estate, A.A.S.

EDUCATION

- Early Childhood Education, A.A.
- Early Childhood Education - Director, A.A.S.
- Early Childhood Education - Early Care and Education, A.A.S.
- Elementary Education, A.A.
- Secondary Education, A.A.
- Special Education, A.A.

HOSPITALITY

- Casino Management, A.A.S.
- Culinary Arts: Culinary Arts, A.A.S. and Pastry Arts, A.A.S.
- Food and Beverage Management, A.A.S.
- Hospitality Management, A.A. and Hotel Management, A.A.S.
- Tourism, Convention and Event Planning, A.A.S.

Program Review Overview—Continued

HUMAN BEHAVIOR

- Anthropology, A.A.
- Mental Health Services, A.A.S.
- Psychology, A.A.
- Sociology, A.A.

PUBLIC SAFETY AND HUMAN SERVICES

- Criminal Justice: Criminal Justice, A.A. and A.A.S. and Law Enforcement Training Academy, A.A.S.
- Fire Technology Management, A.A.S.

SOCIAL SCIENCES

- Economics, A.A.
- Global Studies, A.A.
- History, A.A.
- Philosophy, A.A.
- Political Science, A.A.
- Women's Studies, A.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).

None

- 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).

- Fire & Emergency Services Administration, BAS

CERTIFICATES

- I. List the certificates (at least 30 credits and under 30 credits) that were reviewed over this academic year of review (e.g. Bookkeeping or Certified Nursing Assistant).

ACCOUNTING, FINANCE, OFFICE TECHNOLOGY

- Bookkeeping, C.A.
- Computer Office Technology, C.A.
-

BUSINESS ADMINISTRATION

- Business Management, C.A.
- Retail Management, C.A.
- Paralegal Studies, C.A.
- Real Estate, C.A. and Skills Certificate

EDUCATION

- Early Childhood Education - Infant/Toddler Education, C.A.
- Early Childhood Education - Preschool Education, C.A.

Program Review Overview—Continued

HOSPITALITY

- Casino Management, C.A.
- Culinary Arts: Culinary Arts, C.A. and Pastry Arts, C.A.
- Food and Beverage Management, C.A.
- Hotel Management, C.A.
- Tourism, Convention and Event Planning, C.A.

HUMAN BEHAVIOR

- Mental Health Services, C.A.

PUBLIC SAFETY AND HUMAN SERVICES

- Criminal Justice: Criminal Justice, C.A. and Law Enforcement Training Academy, C.A.
- Fire Science Technology, 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.

- Aviation Technology, CA

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

- Construction Technology - Building Trades, CA

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- Law Enforcement Training Academy - Peace Officer, Skills Certificate: Nevada Peace Officers Standards and Training (POST) Category I
- Law Enforcement Training Academy - Corrections, Skills Certificate: Nevada POST Category III
- Real Estate, Skills Certificate: Nevada Real Estate Salesperson License

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

None

A.A.S., Accounting and C.A., Bookkeeping**I. Description of Program Reviewed**

The Accounting Program at CSN accommodates the learning needs of any student. It begins with Financial Accounting, which introduces students to the basics of accounting needed in the additional accounting courses they will take. The additional courses include Managerial and Cost Accounting focused on internal decision making as opposed to information reported to users outside of the business, investors and creditors, which is learned in Financial Accounting. The program also includes courses in how computers are used in the accounting process in the Integrated Accounting, Introduction to Quickbooks, and Accounting Using Spreadsheets courses. Personal Finance has also been added to the Core Requirements in the 2015/16 academic year, as accountants are often an individual's advisor on many personal financial matters.

The AAS degree in Accounting is designed as a terminal degree for students who plan to enter the workforce immediately. Some students enrolled in the program already have an undergraduate degree but are seeking a career change. Courses are offered in the days evenings, and weekends, at all of the 3 major campuses of CSN. Courses are offered online also to accommodate students with family or work commitments that may prevent them from easily pursuing an accounting education.

II. Review Process and Criteria

Data provided included number of declared majors from 2011-2012 academic year through 2014-2015 academic year and students completing each degree for each of those academic years. Department research included number of sections of courses for each of those years as well as full time and part time faculty teaching in each of those semesters. Annual assessment activities were reviewed to determine if student learning outcomes were being met.

III. Major Findings and Conclusions of the Program Review

ACC 201 and 202 are Special Program Requirements for the Associate of Business degree, a degree designed to be transferrable to UNL V and UNR. These courses prepare the students to continue pursuing bachelor's degrees.

The AAS degree in Accounting is accredited by the Accreditation Council of Business Schools and Programs. To maintain this accreditation, the Department must continually involve itself in activities that advance the interests of the students, faculty, and associated stakeholders. This is being achieved by developing efforts such as an assessment tool to verify the students are learning the basic accounting cycle, faculty are attending college sponsored training through CAPE and maintaining professional credentials, and advisory board meetings.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The Accounting Program courses continue to be a mainstay for the business transfer program. The accounting classes in the AAS and foundational accounting classes continue to align with the UNL V business program. The Bookkeeping certificate allows the student to be employed while given the opportunity to build to the AAS and ultimately to a higher degree.

The faculty of the Accounting Program recommend students take advantage of the variety of student success initiatives offered by CSN. Specifically, as ACC 201 -Financial Accounting is a High Enrollment -Low Success course, Supplemental Instruction is being piloted in 4 sections of the course to determine its efficacy on mitigating this situation. In addition, all students seeking an Associate of Business degree need Financial and Managerial Accounting as courses to fulfill the Special Program Requirements.

Other programs at CSN that require ACC 201 or ACC 1358 as a Special Program Requirement include, Aviation Technology-Flight Operations, Business Management, Casino Management, Floral Design Technology, Marketing, and Retail Management. Students in the Accounting Program are recommended the wide array of support programs provided by CSN in both group/class and individual situations.

A.A.S., Accounting and C.A., Bookkeeping**V. Descriptive Statistics****A. Number of students with a declared major in the program area:**

2015-16	508
---------	-----

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

2013-14	53
2014-15	61
2015-16	51

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

Fall 2015	1,993
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A.S., C.A., Computer Office Technology**I. Description of Program Reviewed**

The Computer Office Technology Program at CSN offers both an AAS degree and a Certificate of Achievement [CoA.] While the AAS is designed to provide the skills necessary for office professionals. Courses include, keyboarding, voice recognition, and software orientation in word processing, spreadsheets, databases, and presentations. The AAS degree is designed to be a terminal degree. The CoA in the Program can be laddered into the AAS. Thus, the students can become employable relatively quickly and continue to earn their degree.

The COT Program at CSN accommodates the learning needs of any student. Courses are offered in the days evenings, and weekends, at all of the 3 major campuses of CSN. Courses are offered online also to accommodate students with family or work commitments that may prevent them from easily pursuing an accounting education.

II. Review Process and Criteria

Data provided included number of declared majors from 2011-2012 academic year through 2014-2015 academic year and students completing each degree for each of those academic years. Department research included number of sections of courses for each of those years as well as full time and part time faculty teaching in each of those semesters. Annual assessment activities were reviewed to determine if student learning outcomes were being met.

III. Major Findings and Conclusions of the Program Review

With respect to the COT Program, data provided by Institutional Research shows this Program's classes to have a 71% Section Fullness and a 95% Traditional Section Completion Rate. However, the Program still struggles with Low-Yield Degree/Certificate Award Rates. While no empirical data is available, the above statistics would suggest that the demand for the skills learned in the COT courses are in demand and students choose work over Degree/Certificate completion.

2014 Salary Studies show the average median pay for an office admin is \$35,970 per year with slightly lower 3% growth in the market.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

While Nevada demand for administrative assistants continues to see strong demand, the jobs are primarily trained through on the job training with HS graduates. The program, though working to increase student numbers continues to face low enrollment challenges. The evolution of this program from basic office skills to office management and administration will be necessary to make it relevant to the community. Basic Office Computing and Keyboarding Skills may be better served through workforce development type programs. Next steps include coordination with the Director of DWED on an analysis of the demand for Office Technology Skills in their programs. The program will begin a curriculum review to determine the viability of transitioning this program to an Office Management Program.

A.A.S., C.A., Computer Office Technology**V. Descriptive Statistics****A. Number of students with a declared major in the program area:**

2015-16	155
---------	-----

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

2013-14	1
2014-15	1
2015-16	0

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

Fall 2015	390
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

Associate of Business

I. Description of Program Reviewed

The Associate of Business Degree provides the equivalent of the first two years of a Bachelor's degree in business related subject areas. Students who pursue this degree are primarily interested in transferring to NSC, UNLV, UNR or other baccalaureate level institutions.

The Associate of Business (AB) Program is accredited by the Accreditation Council of Business Schools and Programs (ACBSP). The accredited status of our business programs assists students with transfer to other ACBSP accredited four year institutions. It also helps students with employment because the program is recognized by a national accreditation entity.

The Associates of Business (AB) Program currently ranks second in college enrollment, completion, and transfer rate. This ranking is second only to the Associate of Arts Degree at CSN. The Associate of Business (AB) program plays a vital role in securing the College of Southern Nevada's accreditation by the Northwest Commission on Colleges and Universities in offering an Associate of Applied Science Degree (AAS) in Business Management. The CSN business programs are accredited by the Accreditation Council of Business Schools and Programs which contributes to CSN's national and regional reputation. By increasing economic diversity of Southern Nevada CSN will be a cornerstone of excellence and rigor in business education.

II. Review Process and Criteria

Data provided included number of declared majors from 2011-2012 academic year through 2014-2015 academic year and students completing each degree for each of those academic years. Department research included number of sections of courses for each of those years as well as full time and part time faculty teaching in each of those semesters. Annual assessment activities were reviewed to determine if student learning outcomes were being met.

III. Major Findings and Conclusions of the Program Review

According to Business and Economic Research (2016), Nevada growth will continue to expand steadily and economic recession is not in the foreseeable future. Tesla and Ikea are just two organizations making the move to Nevada. The new presence of organizations in the state will create additional job opportunities as well as a more diversified economy. With organizations moving to the state that are not related to the hospitality industry to largely keep Nevada residents employed.

Forecasts project that Nevada's economy will continue to show improvement in 2016. Job creation is expected to add more than 52,000 workers to company payrolls this year, according to the Nevada Department of Employment, Training, and Rehabilitation (DETR).

Casinos statewide collected just over \$11 billion in 2014, which was down 1.14 percent from 2013. The Strip totaled \$6.37 billion, down 2.08 percent from 2013, according to the Nevada Gaming Control Board. MGM Resorts International are creating several new projects including but not limited to a 20,000 seat arena. With convention attendance up more than 5.3 percent over the 5 million convention delegates last year, Las Vegas is poised for growth in 2016.

Students continue to create and operate successful businesses led by Business Professor Kevin Raiford. In addition, continued emphasis on student preparation and internships will provide an opportunity for students take advantage of new jobs created within the community. Partnerships created with the Business Administration Internship Program will help students identify opportunities as well as assist organizations in finding qualified students to fill vacancies.

Associate of Business

Factors affecting the real estate market as listed by the Greater Las Vegas Association of Realtors (GL VAR) are as follows:

- Tesla Motors \$5 billion battery factory and the businesses following the electric car maker continue to have an impact on the region's housing market;
- Weekly wages in Nevada averaged \$854 during the second quarter of 2015, up 2.5 percent from the \$833 for the same period in 2014, according to DETR;
- Premium Waters Inc will relocate to Las Vegas and invest \$10.7 million in a local plant and hire 29 employees;
- eBay will expand its data center operations in Las Vegas, and expects to spend \$182 million on the project; and
- The Faraday project is expected to bring 4,500 jobs to Southern Nevada. The Faraday project, an electric car company that recently announced it will invest \$1 billion to build a 900-acre factory in North Las Vegas.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The Department expects to add new classes relevant to new employment opportunities throughout Nevada and beyond. Our department goals are to:

- Increase student enrollment;
- Increase student engagement;
- Increase use of technology within the classroom;
- Increase hybrid and online classes which are in high demand; and
- Create courses that encompass new trends and needs in the business environment.

The program will continue to coordinate AB curriculum NSHE institutions to ensure the program remains consistent with the University Bachelor Programs.

V. Descriptive Statistics

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

2015-16	2,487
---------	-------

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

2013-14	279
2014-15	303
2015-16	311

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

Fall 2015	2,775
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A.S., C.A., Business Management

I. Description of Program Reviewed

The Associate of Applied Science Degree in Business Management provides the individual with the understanding and knowledge necessary for managing people and functions. Managerial and motivational theories, global management, decision making and organizational designs are stressed.

The Business Management (BUS) Discipline relates to every aspect of the mission statement of the College of Southern Nevada (CSN). Through the Business Management (BUS) Discipline, we create opportunities by connecting with business leaders in the community and inviting them to serve as Guest Lecturers in the classroom. Our students' lives are changing daily through the quality and excellence of our instructors. Their exposure to real-world experiences and scenarios by participating in various business programs enhance their life styles and future careers. The Business Administration Department frequently accesses the workplace environment looking for industry trends with the intention of preparing students for career readiness.

II. Review Process and Criteria

Data provided included number of declared majors from 2011-2012 academic year through 2014-2015 academic year and students completing each degree for each of those academic years. Department research included number of sections of courses for each of those years as well as full time and part time faculty teaching in each of those semesters. Annual assessment activities were reviewed to determine if student learning outcomes were being met.

The College of Southern Nevada School of Business mission is to provide quality, business education programs by working collectively and responsibly to meet the lifelong learning needs of our diverse community.

We will achieve our mission by:

- Collaborating with the business community by bridging business theory and practical applications throughout our curriculum;
- Developing values-centered leaders and advancing responsible business practice through education that is entrepreneurial in spirit, ethical in focus and global in orientation to help shape today's diverse business environment; and
- Promoting professional development for our faculty and staff, which examines current business trends and proven strategies to cultivate an educational experience, enriched with creativity, technology, interpersonal group and team dynamics.

III. Major Findings and Conclusions of the Program Review

The Business Management (BUS) Discipline relates to the Core Themes of CSN by:

1. Promoting student success through up-to-date teaching methods, and providing outstanding instructors who are knowledgeable and experienced professionally. Many of our instructors are business owners who have many years of experience managing hundreds of employees prior to sharing their experiences with the students in their classrooms. These experiences provide students with academic knowledge brought forth by utilizing the latest topics and concepts highlighted within business books and manuals. Instructor experiences also bring practical experiences into the classroom;
2. Offering the knowledge necessary to begin a new career. Many students who are completing this program have preexisting workforce experience and/or have some level of higher education. This program fills in the gaps ensuring that this population can take advantage of the opportunities offered by business organizations throughout Las Vegas;
3. **Utilizing innovative "smart classrooms" to teach all aspects of business management;**
4. Seeking out alternative funding such as scholarships, grants and accelerated programs to enhance the academic environment;
5. Implementing decision-making processes and accountability regarding business ethics throughout the curriculum are taught with profound excellence; and
6. Emphasizing cultural understanding, diversity, and the changes within the business environment because of globalization and technological advancement.

A.A.S., C.A., Business Management

The Department of Business Administration formed a curriculum committee to review, update, and establish programs that complement each other. The degree path changes reflect the committee's desire to offer certificate programs of completion that integrate seamlessly into each degree program. All degree programs encompass Business Management (BUS) Discipline courses. Furthermore, many other programs within CSN such as Fire Science, Public Safety, and Communications cross list our business management courses as well as participate in joint collaborations with our faculty and students.

Since the Department of Business Administration became accredited in 2008 by the Accreditation Council for Business School Programs (ACBSP), the department conducted Quality Assurance reports as required by our accreditation entities, which resulted in continued approvals with no conditions. Quality Assurance and continuous improvement efforts are ongoing.

The Department of Business Administration recently completed an extensive two-year program and curriculum review process with the ACBSP. After months of consultation and collaboration with various stakeholder and student groups, including faculty, administration, advisory board and focus groups, new program outcomes were developed and substantive curriculum changes were made to the AAS - Business Management degree and all emphases.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The ACBSP accredited status of our business programs assists students with transferring to four-year institutions making our institution the primary source of transfer students into exiting four-year universities. The Business Management (BUS) Discipline focuses on student workforce readiness and measures the success and rigor of the programs on a consist basis. Our partnerships with local business through our Internship Program serve as a bridge to assisting our students find work in their desired industry.

The program will continue to prepare for the ACBSP Accreditation Visit in two years and work to ensure assessment processes are completely developed. The ACBSP process continues to ensure the program provides a quality program to students. Each accreditation contributes to CSN's national and regional reputation by recognizing the institution's commitment to superior educational outcomes and performance. As our institution continues to affect change, we will increase our visibility within our region and maintain respect and prestige from students and accrediting bodies alike. CSN's student population is diverse and reflects the scope of our institution's reach within our community.

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

2015-16	720
---------	-----

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

2013-14	14
2014-15	18
2015-16	44

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

Fall 2015	1,231
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A.S., Marketing and C.A. Retail Management**I. Description of Program Reviewed**

The Associate of Applied Science Degree in Marketing prepares student for careers in advertising, retail sales, and marketing. The program includes a comprehensive exposure to marketing principals and business related issues. The Marketing (MKT) Discipline is closely related to both the Business (BUS) and Management (MGT) disciplines however, it is important to note that each discipline has its own distinct role within the Department of Business Administration.

The Certificate of Achievement in Retail Management was developed as a collaborative effort between the retail industry and the College. The curriculum encompasses several business essentials, including management and communications required for career success.

Through the Marketing (MKT) Discipline, we create opportunities by connecting with business leaders in the community and inviting them to serve as Guest Lecturers in the classroom. Our students' lives are changing daily through the quality and excellence of our instructors. Their exposure to real-world experiences and scenarios by participating in various business programs enhance their life styles and future careers. The Business Administration Department frequently accesses the workplace environment looking for industry trends with the intention of preparing students for career readiness.

II. Review Process and Criteria

Data provided included number of declared majors from 2011-2012 academic year through 2014-2015 academic year and students completing each degree for each of those academic years. Department research included number of sections of courses for each of those years as well as full time and part time faculty teaching in each of those semesters. Annual assessment activities were reviewed to determine if student learning outcomes were being met.

III. Major Findings and Conclusions of the Program Review

The Marketing (MKT) Discipline does not largely depend upon prerequisite courses from other disciplines at CSN. The Marketing (MKT) Discipline degree paths are updated in such a way that students have the ability to finish their education in a timely manner. Furthermore, an increase in the number of available counselors has made it possible to spend additional time making students aware of any necessary prerequisite courses in advance. Increasing student awareness gives the students ample time to work these courses into their schedules.

The Marketing (MKT) Discipline is the gateway for many of our business students' extracurricular activities such as:

1. The Future Business Leaders of America (FBLA) student organization;
2. The Distributive Education Clubs of America (DECA) student organization;
3. Business plan competitions (Southern Nevada Business Plan Competition and Governor's Cup); and
4. Participation in the Business Incubator Program.

The accredited status of our business programs assists students with transferring to four-year institutions making our institution the primary source of transfer students into exiting four-year universities. The Marketing (MKT) Discipline focuses on student workforce readiness and measures the success and rigor of the programs on a consist basis. Our partnerships with local business through our Internship Program serve as a bridge assisting our students find work in their desired industry.

A.A.S., Marketing and C.A. Retail Management

The Marketing (MKT) Discipline in 2014 had an unduplicated headcount of 318 students, producing 76.8 FTE or Full Time Equivalency each semester. To accommodate the demand of this program, the Department of Business Administration must generate 14 sections with an overall section capacity of 27.4 students encompassing all of the management disciplines offered by this department at an overall section fullness of 85%. Currently, 42.9% of the Marketing (MKT) course sections are taught in a traditional learning environment whereas 57.1 % of the Marketing Courses are taught online. It is important to note that hybrid courses were added as a learning environment choice and feedback from our students has been overwhelmingly positive. Furthermore, our online classes are gaining in popularity and often are the first to fill when student registration becomes available. Online learning options assist students in completing their degree programs from virtually any location around the globe. The hybrid learning options provides half of the program in a traditional setting and the other half online allowing more flexibility for students who prefer to have more interaction within a classroom setting.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The current Retail Management Degree will be revised to address the defined needs of the Western Association of Food Chains for which that program was established. In discussion with their advisory committee, this group has expressed specific changes they wish to see in this program. The AAS in Marketing is expected to remain in its current form with increasing online options.

V. Descriptive Statistics

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

2015-16	114
---------	-----

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

2013-14	7
2014-15	7
2015-16	10

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

Fall 2015	384
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A.S., C.A., Paralegal Studies

I. Description of Program Reviewed

The Associates of Applied Science Degree in Paralegal Studies is a program of study which qualifies its graduates to be employed in law and business-related occupations, including private law firms, corporate departments and government entities. Substantive law is combined with thorough preparation in legal procedures, research methodology and practical knowledge. The Paralegal Studies Program provides the foundation for students to think critically and act ethically in accordance with the local and national rules of professionals conduct. Graduates of this program will be prepared to perform high quality legal work under the direction of an attorney.

The Legal Assistant (LAW) Discipline relates to every aspect of the mission statement of the College of Southern Nevada (CSN). Through the Legal Assistant (LAW) Discipline, we create opportunities by connecting with business leaders in the community and inviting them to serve as Guest Lecturers in the classroom. Our students' lives are changing daily through the quality and excellence of our instructors. Their exposure to real-world experiences and scenarios by participating in various business programs enhance their life styles and future careers. The Business Administration Department frequently accesses the workplace environment looking for industry trends with the intention of preparing students for career readiness.

II. Review Process and Criteria

Data provided included number of declared majors from 2011-2012 academic year through 2014-2015 academic year and students completing each degree for each of those academic years. Department research included number of sections of courses for each of those years as well as full time and part time faculty teaching in each of those semesters. Annual assessment activities were reviewed to determine if student learning outcomes were being met.

III. Major Findings and Conclusions of the Program Review

Nevada is a city that offers many opportunities for undergraduate law students to put their knowledge to use in a professional setting. With many businesses operating 24 hours, a day 365 days a year, there are countless ways the Legal Assistant (LAW) Discipline is essential to both large organizations as well as small businesses. All regulatory agencies, state laws, and Board of Regents priorities depend upon students forming a strong foundation of business acumen.

The Legal Assistant (LAW) Discipline was approved by Nevada's Higher Education System and the Board of Regents. The Discipline is accredited by the Northwest Commission on Colleges and Universities.

The Legal Assistant (LAW) Discipline is the gateway for many of our undergraduate law students' extracurricular activities within the business department such as:

1. LAW 295 Internship course;
2. The Distributive Education Clubs of America (DECA) student organization;
3. Business plan competitions (Southern Nevada Business Plan Competition and Governor's Cup); and
4. Participation in the Business Incubator Program.

The Paralegal Studies Program is in substantial compliance with the American Bar Association guidelines. The Paralegal Program is currently in the process of preparing for ABA recognition. We are reviewing the ABA guidelines against our program to ensure that it will satisfy the ABA requirements when we apply.

A.A.S., C.A., Paralegal Studies

The Legal Assistant (LAW) Discipline focuses on student workforce readiness and measures the success and rigor of the programs on a consistent basis. Our partnerships with local legal community through our Internship Program serve as a bridge to assisting our students find work in their desired industry. An active advisory board made up of the leaders with the legal community and organization strengthens the quality of the Paralegal Program. Every Spring term, we recognize the Paralegal Studies graduates with a reception sponsored by our advisory board. All graduates are issued a certificate of completion and a judicial speaker provides the keynote addresses.

The Legal Assistant (LAW) Discipline has an unduplicated headcount of 165 students, producing 62.3 FTE or Full Time Equivalency each semester. To accommodate the demand of this program, the Department of Business Administration must generate 19 sections with an overall section capacity of 15.6 students encompassing all of the business disciplines offered by this department at an overall section fullness of 86%. Currently, 83% of the Legal Assistant (LAW) course sections are taught in a traditional learning environment whereas 17% of the Legal Assistant (LAW) courses are taught online. Furthermore, our online classes are gaining in popularity and often are the first to fill when student registration becomes available. Online learning options assist students in completing their degree programs from virtually any location around the globe.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The community demands for help with the law is ever-expanding. The legal hurdles that individuals must vault to secure their legal right or get redress for legal wrongs can be high, frustrating, and stressful. Legal representation can be very expensive and often prohibitive for many. Although paralegals, under most circumstances, cannot provide legal help unless they are working with a lawyer, their presence in a law office usually makes legal representation less expensive as lawyer bill for their services at a much lower rate. They often perform the "grunt" but necessary tasks in the office, like research, drafting legal document and correspondence, interviewing and interacting with clients, among others. This leaves the lawyer more time to do the trial or court work.

Nevada recently passed a statute permitting non lawyers to draft legal documents for clients, if they meet certain conditions. Almost every government agency, Federal and State, employ paralegal. They often work independently and perform a variety of tasks, including conduct hearings. Paralegals can usually represent a client before numerous governmental agencies without being supervised by a lawyer. The rising cost of legal representation ever expanding need for legal advice/representation has pushed numerous jurisdictions to study how to expand the role of paralegals in representing clients even before the court

The program will continue primarily in its current form. The faculty are exploring the possibility of obtaining ABA accreditation subject to funding support for this opportunity.

V. Descriptive Statistics

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

2015-16	226
---------	-----

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

2013-14	45
2014-15	34
2015-16	29

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

Fall 2015	296
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A.S., C.A., Skills Certificate, Real Estate

I. Description of Program Reviewed

The Associates of Applied Science Degree in Real Estate provides a graduate with knowledge and skills to make intelligent decisions on the acquisition, ownership, and disposition of real estate. The degree provides entry-level proficiency for real estate salesmen, brokers, property managers and appraisers. The program also provides enrichment for escrow officers, loan officers, building contractors and land developers.

Successful completion of RE 101 and RE 103 enable students to satisfy requirement of the Nevada Real Estate Commission to take the Salesman's Exam. RE 101, 103 and 206 are among several courses required by the Nevada Real Estate commission to take the Broker's Exam.

II. Review Process and Criteria

Data provided included number of declared majors from 2011-2012 academic year through 2014-2015 academic year and students completing each degree for each of those academic years. Department research included number of sections of courses for each of those years as well as full time and part time faculty teaching in each of those semesters. Annual assessment activities were reviewed to determine if student learning outcomes were being met.

III. Major Findings and Conclusions of the Program Review

Nevada is a city that offers many opportunities for business students to put their knowledge to use in a professional setting. With many businesses operating 24 hours, a day 365 days a year, there are countless ways the Real Estate (RE) Discipline is essential to both large organizations as well as small businesses. All regulatory agencies, state laws, and Board of Regents priorities depend upon students forming a strong foundation of business acumen. Of note:

- The Real Estate (RE) Discipline was approved by Nevada's Higher Education System and the Board of Regents;
- The Discipline is accredited by the Northwest Commission on Colleges and Universities; and
- Greater Las Vegas Association of Realtors;
- American Management Association.

The Real Estate (RE) Discipline is the gateway for many of our business students' extracurricular activities such as:

1. Directly work with the GL VAR;
2. The Distributive Education Clubs of America (DECA) student organization;
3. Business plan competitions (Southern Nevada Business Plan Competition and Governor's Cup); and
4. Participation in the Business Incubator Program.

Even though the Real Estate Program is not accredited by the ACBSP, it does enhance the business program choices to our business students. The Real Estate Program goes through the same level of scrutiny and alignment to the department, school and college strategic mission. The Real Estate (RE) Discipline focuses on student workforce readiness and measures the success and rigor of the programs on a consist basis. Our partnerships with local business through our Internship Program serve as a bridge to assisting our students find work in their desired industry.

A.A.S., C.A., Skills Certificate, Real Estate

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The RE Discipline recently instituted the Skills Certificate to reflect the principal appeal for the program which is to prepare prospective agents to pass the real estate exam. With the resurgence of the real estate market in Las Vegas, the demand for agents is constant. Academically, the students often leave the program after obtaining their license. Though success for them personally, it has not reflected on the success of the program by current measures. The Associate of Applied Science Degree is a degree that reflects the needs of those interested in ultimately becoming brokers. Consequently, the AAS will build on the skills certificate in an effort to attract students back in the program when they feel prepared to become brokers.

V. Descriptive Statistics

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

2015-16	66
---------	----

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

2013-14	2
2014-15	5
2015-16	6

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

Fall 2015	179
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A., Early Childhood Education**I. Description of Program Reviewed**

The Associate of Arts Degree, Early Childhood Education is intended as transfer degrees into 4-year bachelor degree programs for those students wanting to transfer to Nevada System of Higher Education (NSHE) sister institutions such as UNR, UNLV, NSC and GBC as well as into others outside of NSHE. The degree is designed to transfer as a 2 + 2 transfer degree to UNLV, NSC, and other NSHE 4-year institutions. Articulation agreements have been established with NSHE four year degrees and most four year private teacher education programs in Nevada as well. Articulation agreements have been established with NSHE four year degrees and most four year private teacher education programs in Nevada as well. The A.A. degree in Elementary Education is structured **and would guide students with this declared major on the path to a bachelor's degree in early childhood education in preparation for a Nevada teaching license.**

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been reviewed by examining the Academic Program Review Documents. **The External Reviewer's Report if there is one is also reviewed by this committee.**
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary.** The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

A.A., Early Childhood Education

III. Major Findings and Conclusions of the Program Review

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- Our Associate of Arts Degree, Early Childhood Education has been fully articulated to certify students to become Directors of public and private childcare facilities in Nevada.
- Our degree is staffed by highly qualified faculty who all have experience as practicing teachers and are well seasoned professionals.

Weaknesses:

- Our ability to recruit students into a teaching career remains a significant challenge. Wages, lifestyle, and length of completion to degree award are major factors.
- Maintaining student persistence and completion remains a significant challenge.
- Finding ways to improve the outcome of new teachers persisting once entering the teaching profession.
- Need to focus much effort on assisting our students to complete and pass the PRAXIS Core for initial teacher licensure as well as teacher licensure.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- Collaborate with four year institutions to provide a bachelor's degree in early childhood care from ages, birth to pre-k.
- Work with state official to develop certification for Center Directors that will provide for quality childcare.

V. Descriptive Statistics

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

2015-16	293
---------	-----

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

2013-14	12
2014-15	12
2015-16	16

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

Fall 2015	472
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A.S., Early Childhood Education—Director

I. Description of Program Reviewed

The Associate of Science Degree, Early Childhood Education, Director's Emphasis, is aimed at providing individuals with both the business knowledge needed for managing and/or owning a child care facility and the knowledge of children necessary to provide quality care.

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been **reviewed by examining the Academic Program Review Documents. The External Reviewer's Report** if there is one is also reviewed by this committee.
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and** remediation plans, if necessary. The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

A.A.S., Early Childhood Education—Director**III. Major Findings and Conclusions of the Program Review**

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- a. Our Associate of Science Degree, Early Childhood Education, Director's Emphasis, has been fully articulated to certify students to become Directors of public and private childcare facilities in Nevada.
- b. Our degree is staffed by highly qualified faculty who all have experience as practicing teachers and are well seasoned professionals.
- c. CSN is the only program in southern Nevada to offer this type of education.

Weaknesses:

- a. No Bachelors in state to go on to for further education.
- b. Nevada Childcare licensing does not require education for Directors of Childcare centers which makes it difficult to recruit students.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- a. Collaborate with four year institutions to provide a bachelor's degree in early childhood care from ages, birth to pre-k.
- b. Work with state official to develop certification for Center Directors that will provide for quality childcare.

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

2015-16	12
---------	----

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

2013-14	17
2014-15	9
2015-16	2

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

Fall 2015	286
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A.S., Early Childhood Education—Early Care and Education

I. Description of Program Reviewed

The Associate of Applied Science degree (AAS) in Early Childhood Education – Child Care and Education is designed for students seeking careers and/or personal growth in the field of early childhood education. The program provides students with formal academic studies in which they will gain both theoretical and practical skills necessary to work in an infant/toddler, preschool setting, family day care, childcare center, or other child centered job. Upon completion of this degree, students may go directly into employment.

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been **reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.**
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary.** The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

A.A.S., Early Childhood Education—Early Care and Education

III. Major Findings and Conclusions of the Program Review

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- Our Associate of Science Degree, Early Childhood Education, Early Care and Education, has been fully articulated to certify students to become Directors of public and private childcare facilities in Nevada.
- Our degree is staffed by highly qualified faculty who all have experience as practicing teachers and are well seasoned professionals.
- CSN is the only program in southern Nevada to offer this type of education.

Weaknesses:

- No Bachelors in state to go on to for further education.
- Nevada Childcare licensing does not require education for teachers in childcare which makes it difficult to recruit students.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- Collaborate with four year institutions to provide a bachelor's degree in early childhood care from ages, birth to pre-k.
- Work with state official to develop certification for teachers in childcare that will provide for quality childcare.

V. Descriptive Statistics

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

2015-16	19
---------	----

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

2013-14	1
2014-15	9
2015-16	2

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

Fall 2015	286
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

C.A., Early Childhood Education—Infant/Toddler Education

I. Description of Program Reviewed

The Infant/Toddler Certificate in Early Childhood Education provides students with both the theoretical knowledge and practical skills training necessary for the care of infants and toddlers in family day care homes or child care centers. This certificate enables students to meet Nevada State licensing requirements for Infant Toddler Director.

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been **reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.**
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary.** The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

C.A., Early Childhood Education—Infant/Toddler Education

III. Major Findings and Conclusions of the Program Review

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- Our The Infant/Toddler Certificate in Early Childhood Education qualifies students to work in daycare, pre-K environments, and care for children in their own homes and enables students to meet licensure requirements for Infant Toddler Director.
- Our degree is staffed by highly qualified faculty who all have experience as practicing teachers and are well seasoned professionals.
- The certificate is designed to be a career ladder for students who wish to eventually become directors, or teachers of Pre-K children.
- CSN is the only program in Southern Nevada offering this curriculum for director certification.

Weaknesses:

No Bachelors in state to go on to for further education.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

Collaborate with four year institutions to provide a bachelor's degree in early childhood care from ages, birth to pre-k.

V. Descriptive Statistics

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

2015-16	12
---------	----

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

2013-14	0
2014-15	1
2015-16	1

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

Fall 2015	286
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

C.A., Early Childhood Education—Preschool Education

I. Description of Program Reviewed

The Preschool Education Certificate in Early Childhood Education provides students with both the theoretical knowledge and practical skills training necessary for students working in a preschool setting, family day care home, or child care center. This certificate enables students to meet Nevada State licensing requirements for Preschool Director.

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been **reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.**
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary.** The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

C.A., Early Childhood Education—Preschool Education

III. Major Findings and Conclusions of the Program Review

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- a. Our Preschool Education Certificate in Early Childhood Education qualifies students to work in daycare, pre-K environments, and care for children in their own homes. Additionally, provides the curriculum to meet state licensure requirements for Early Childhood Pre-school Director.
- b. Our degree is staffed by highly qualified faculty who all have experience as practicing teachers and are well seasoned professionals.

Weaknesses:

- a. No Bachelors in state to go on to for further education.
- b. Low enrollment.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- a. Collaborate with four year institutions to provide a bachelor's degree in early childhood care from ages, birth to pre-k.
- b. Work with state official to develop certification for employees in childcare that will provide for quality childcare.

V. Descriptive Statistics

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

2015-16	32
---------	----

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

2013-14	4
2014-15	1
2015-16	1

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

Fall 2015	286
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A., Elementary Education

I. Description of Program Reviewed

The Associate of Arts Degree, emphasis in elementary education is intended as transfer degrees into 4-year bachelor degree programs for those students wanting to transfer to Nevada System of Higher Education (NSHE) sister institutions such as UNR, UNLV, NSC and GBC as well as into others outside of NSHE. The degree is designed to transfer as a 2 + 2 transfer degree to UNLV, NSC, and other NSHE 4-year institutions. Articulation agreements have been established with NSHE four year degrees and most four year private teacher education programs in Nevada as well. The A.A. degree in Elementary Education is structured and would guide students **with this declared major on the path to a bachelor's degree in elementary education in preparation for a Nevada teaching license.**

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been **reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.**
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary.** The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

A.A., Elementary Education**III. Major Findings and Conclusions of the Program Review**

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- Our A.A. degree in Elementary Education has been fully articulated to transfer as a 2+2 degree to our sister four year NSHE institutions and most four year teacher education programs in Nevada.
- Our degree is staffed by highly qualified faculty who all have experience as practicing teachers and are well seasoned professionals.
- We consistently receive high ratings from our partner institutions for the preparedness of our transfer students.

Weaknesses:

- Our ability to recruit students into a teaching career remains a significant challenge. Wages, lifestyle, and length of completion to degree award are major factors.
- Maintaining student persistence and completion remains a significant challenge.
- Finding ways to improve the outcome of new teachers persisting once entering the teaching profession.
- Need to focus much effort on assisting our students to complete and pass the PRAXIS Core for initial teacher licensure as well as teacher licensure.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- Improving the outcome of new teachers persisting once entering the teaching profession is a significant challenge we need to begin with proper career advisement. As many as 50 percent of new teachers in high needs schools leave the profession within five years, according to national studies of teacher retention. A different, more on-the-job form of training could help. We are working with local school districts to increase the opportunities for our students to get more on the job training opportunities.
- We plan to engage with recruiters to market teacher education at the 8th grade level and encourage the development of more magnet programs in k-12 education to provide conduits to a teaching career.
- Maintaining effective 2 + 2 transfer agreements is a major priority. We will work more closely with our partner institutions to assure a seamless transition.
- Graduating students with passing PRAXIS Core scores is a top priority. We will continue to identify students in need of extra assistance with core needs (Math, English, and Reading) and provide guidance during their initial course work at CSN. We will continue to collaborate with our sister institutions on the best methods to meet this need.

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

2015-16	560
---------	-----

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

2013-14	35
2014-15	37
2015-16	32

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

Fall 2015	1,415
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A., Secondary Education

I. Description of Program Reviewed

The Associate of Arts Degree, emphasis in Secondary Education is intended as transfer degrees into 4-year bachelor degree programs for those students wanting to transfer to Nevada System of Higher Education (NSHE) sister institutions such as UNR, UNLV, NSC and GBC as well as into others outside of NSHE. The degree is designed to transfer as a 2 + 2 transfer degree to UNLV, NSC, and other NSHE 4-year institutions. Articulation agreements have been established with NSHE four year degrees and most four year private teacher education programs in Nevada as well. The A.A. degree in Secondary Education is structured and would guide students **with this declared major on the path to a bachelor's degree in secondary education leading to a Nevada teaching license.**

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been **reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.**
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary.** The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

A.A., Secondary Education**III. Major Findings and Conclusions of the Program Review**

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- Our A.A. degree in Secondary Education has been fully articulated to transfer as a 2+2 degree to our sister four year NSHE institutions and most four year teacher education programs in Nevada.
- Our degree is staffed by highly qualified faculty who all have experience as practicing teachers and are well seasoned professionals.
- We consistently receive high ratings from our partner institutions for the preparedness of our transfer students.

Weaknesses:

- Our ability to recruit students into a teaching career remains a significant challenge. Wages, lifestyle, and length of completion to degree award are major factors.
- Maintaining student persistence and completion remains a significant challenge.
- Finding ways to improve the outcome of new teachers persisting once entering the teaching profession.
- Need to focus much effort on assisting our students to complete and pass the PRAXIS Core for initial teacher licensure as well as teacher licensure.
- Secondary Education transfer agreements are complicated and difficult to design seamless transfer programs because of the many different types of emphasis that are related to this degree.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- Improving the outcome of new teachers persisting once entering the teaching profession is a significant challenge we need to begin with proper career advisement. As many as 50 percent of new teachers in high-needs schools leave the profession within five years, according to national studies of teacher retention. A different, more on-the-job form of training could help. We are working with local school districts to increase the opportunities for our students to get more on the job training opportunities.
- We plan to engage with recruiters to market teacher education at the 8th grade level and encourage the development of more magnet programs in k-12 education to provide conduits to a teaching career.
- Maintaining effective 2 + 2 transfer agreements is a major priority. We will work more closely with our partner institutions to assure a seamless transition.
- Graduating students with passing PRAXIS Core scores is a top priority. We will continue to identify students in need of extra assistance with core needs (Math, English, and Reading) and provide guidance during their initial course work at CSN. We will continue to collaborate with our sister institutions on the best methods to meet this need.

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

2015-16	173
---------	-----

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

2013-14	41
2014-15	54
2015-16	16

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

Fall 2015	1,415
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A., Special Education

I. Description of Program Reviewed

The Associate of Arts Degree, emphasis in special education is intended as transfer degrees into 4-year bachelor degree programs for those students wanting to transfer to Nevada System of Higher Education (NSHE) sister institutions such as UNR, UNLV, NSC and GBC as well as into others outside of NSHE. The degree is designed to transfer as a 2 + 2 transfer degree to UNLV, NSC, and other NSHE 4-year institutions. Articulation agreements have been established with NSHE four year degrees and most four year private teacher education programs in Nevada as well. The A.A. degree in special education is structured and would guide students with this declared major on the path to a particular bachelor's degree field.

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been **reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.**
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary.** The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

A.A., Special Education**III. Major Findings and Conclusions of the Program Review**

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- Our A.A. degree in Elementary Education has been fully articulated to transfer as a 2+2 degree to our sister four year NSHE institutions and most four year teacher education programs in Nevada.
- Our degree is staffed by highly qualified faculty who all have experience as practicing teachers and are well seasoned professionals.
- We consistently receive high ratings from our partner institutions for the preparedness of our transfer students.

Weaknesses:

- Our ability to recruit students into a teaching career remains a significant challenge. Wages, lifestyle, and length of completion to degree award are major factors.
- Maintaining student persistence and completion remains a significant challenge.
- Finding ways to improve the outcome of new teachers persisting once entering the teaching profession.
- Need to focus much effort on assisting our students to complete and pass the PRAXIS Core for initial teacher licensure as well as teacher licensure.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- Improving the outcome of new teachers persisting once entering the teaching profession is a significant challenge we need to begin with proper career advisement. As many as 50 percent of new teachers in high needs schools leave the profession within five years, according to national studies of teacher retention. A different, more on-the-job form of training could help. We are working with local school districts to increase the opportunities for our students to get more on the job training opportunities.
- We plan to engage with recruiters to market teacher education at the 8th grade level and encourage the development of more magnet programs in k-12 education to provide conduits to a teaching career.
- Maintaining effective 2 + 2 transfer agreements is a major priority. We will work more closely with our partner institutions to assure a seamless transition.
- Graduating students with passing PRAXIS Core scores is a top priority. We will continue to identify students in need of extra assistance with core needs (Math, English, and Reading) and provide guidance during their initial course work at CSN. We will continue to collaborate with our sister institutions on the best methods to meet this need.

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

2015-16	560
---------	-----

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

2013-14	29
2014-15	42
2015-16	38

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

Fall 2015	881
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A.S., CA, Casino Management**I. Description of Program Reviewed**

The Casino Management Program at the College of Southern Nevada is designed for students preparing for; 1) immediate careers within any Casino operation in a hospitality environment upon certification or degree graduation, 2) students planning to continue their education at upper division levels, or 3) simply students having a general interest in gaming. Students are provided with knowledge and experience in all aspects of the gaming system such as: dealing casino games, games supervision, slots operation and management, race and sports book management, casino marketing, casino surveillance, customer service, gaming laws and regulations and casino accounting in order to assist them in making informed career and future educational decisions that will fulfill their goals. Students are enabled to interact with current and former gaming operational professionals who provide them with diverse educational experiences focused on the practical application of concepts.

The A.A.S. in Casino Management is designed for those who plan to enter the workforce immediately or who need college credits or an associate's degree for promotional opportunities. Courses are offered at the Cheyenne campus days, evenings and weekends or in an on-line format. Gaming Management faculty, full and part-time offer a multifaceted cross section of experiences to the students with a wide variety of perspectives on the gaming industry.

The Casino Management Program offers non-traditional credit toward the certificate and A.A.S. degree. Students who are currently enrolled and have completed 15 credits in residence at the college may apply for credit for previously gained work experience or professional training. Up to fifteen elective credits may be awarded after evaluation of official documents submitted.

II. Review Process and Criteria

Data provided included number of declared majors from 2011-2012 academic year through 2014-2015 academic year and students completing each degree for each of those academic years. Department research included number of sections of courses for each of those years as well as full time and part time faculty teaching in each of those semesters. Annual assessment activities were reviewed to determine if student learning outcomes were being met.

III. Major Findings and Conclusions of the Program Review

The A.A.S. in Casino Management is important because the College of Southern Nevada recognizes that one of its primary obligations is to provide education that leads students to become qualified to meet workforce needs in the state of Nevada. As the leading employer in the state, casinos and their employee needs are in the fore front of the CSN model. The Casino Management program develops students to become qualified to meet that need.

The A.A.S. in Casino Management meets all current general education requirements for CSN programs. The Casino Management program requires a total of 22 credit hours of general education as approved for all A.A.S. degree programs

Many of the classes in the A.A.S. in Casino Management do transfer to the UNLV Bachelor of Science in Hospitality Management program in general and some classes transfer into the Bachelor of Science in Hospitality Management; Concentration in Gaming Management. UNLV does not accept many of the CSN Hospitality classes.

The A.A.S. in Casino Management helps to satisfy specialized accreditation in that as a segment of the Department of Hospitality Management, is accredited by the Accrediting Commission for Programs in Hospitality Management (ACPHA).

A.A.S., CA, Casino Management**IV. Next Steps for this Program Based on Program Review Findings and Recommendations**

The CSN Casino Management Program is accredited by the Accreditation Commission of Programs in Hospitality Administration (ACPHA) and is the only program of its kind accredited in the state. They continue to meet the requirements of the community and provide skilled workers to the principal economic engine in the state. Demand for students remains relatively constant. With it's online capability, the Casino Management program continues to evolve to not only the local community but internationally as well.

Next Steps: The program will continue to evolve into the areas of gaming surveillance and security. With the hire of a new faculty member with expertise in the control area, the program will begin partnerships with security staffs in the local community. The college will work closely with the college's workforce development department to look for additional opportunities to provide training to prospective dealers in the community.

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

2015-16	74
---------	----

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

2013-14	4
2014-15	4
2015-16	7

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

Fall 2015	446
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A.S., C.A., Culinary Arts and A.A.S., C.A., Pastry Arts

I. Description of Program Reviewed

The Culinary and Pastry Arts Programs at the College of Southern Nevada are designed for students preparing for; 1) immediate careers within any food preparation operation in a hospitality environment upon certification or degree graduation, 2) students planning to continue their education at upper division levels, or 3) simply students having a general interest in cooking. Students are provided with knowledge and experience in all aspects of cooking, baking, pastry and foodservice management in a professional environment in:

- Cooking classes such as: Basic cooking, basic baking, Garde Manger, Aromatics, French Cuisine, International Cuisine, Saucier;
- Baking and Pastry classes such as: Breads of the World, Cake Design, Plated Desserts, Advanced Baking, Pastry Arts, Retail Bakery Management, Introduction to Chocolate, Introduction to Sugar Arts, Principles of Quantity Baking; and
- Foodservice Management classes such as: Introduction to the Hospitality Industry, Food Service Sanitation, Hospitality Purchasing, Food Service Nutrition, Restaurant Management, Fundamentals of Food and Beverage Control, and Menu Planning.

Work experience of 200 hours is mandated in a class.

The A.A.S. in both Culinary and Pastry Arts Management is designed for those who plan to enter the workforce immediately or who need college credits or an associate's degree for promotional opportunities. Courses are offered at the Cheyenne campus days, evenings and weekends or in an on-line format [non-hands-on classes only]. Culinary and Pastry Arts Management faculty, full and part-time offer a multifaceted cross section of experiences to the students with a wide variety of perspectives on the culinary and hospitality industry.

II. Review Process and Criteria

Data provided included number of declared majors from 2011-2012 academic year through 2014-2015 academic year and students completing each degree for each of those academic years. Department research included number of sections of courses for each of those years as well as full time and part time faculty teaching in each of those semesters. Annual assessment activities were reviewed to determine if student learning outcomes were being met.

III. Major Findings and Conclusions of the Program Review

The A.A.S. degrees in Culinary and Pastry Arts are important because the College of Southern Nevada recognizes that one of its primary obligations is to provide education that leads students to become qualified to meet workforce needs in the state of Nevada. As the leading employers in the state, hospitality operations serving food and their employee needs are in the fore front of the CSN model. The Culinary and Pastry Arts programs develop students to become qualified to meet that need.

Many of the classes in the A.A.S. in Culinary and Pastry Arts programs do transfer to the UNLV Bachelor of Science in Hospitality Management program in general. UNLV does not accept many of the CSN Hospitality classes as it has intentionally renumbered its lower division classes to upper division classes to specifically disenfranchise CSN students.

The A.A.S. in Culinary and Pastry Arts programs help to satisfy specialized accreditation in that as a segment of the Department of Hospitality Management, they are accredited by the Accrediting Commission for Programs in Hospitality Management (ACPHA). In addition the Culinary and Pastry Arts programs are both accredited by the American Culinary Federation as Exemplary Programs.

The A.A.S. in Culinary and Pastry Arts programs as Exemplary rated programs are listed in the top twenty (recently 7th of the top 50) in the United States. As such, this brings outstanding recognition to the college and its community.

A.A.S., C.A., Culinary Arts and A.A.S., C.A., Pastry Arts

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The CSN Culinary and Pastry Arts Programs are accredited by the American Culinary Federation (ACF) and the Accreditation Commission of Programs in Hospitality Administration (ACPHA). These showcase programs continue to meet the unique requirements of the community and provide skilled workers to the principal economic engine in the state. Demand for students remains relatively constant. The program is now limited by baking facilities space and would expand with increase demand. The programs are expensive and as private institutions like Cordon Blu continue to close, this program will face continued demand.

Next Steps: The program has been able to sustain it's significant capital needs through the use of Perkins funding and the donations and support of the industry. Food costs continue to rise requiring increases in student fees for this program. Ultimately, a significant renovation of the North Las Vegas facility will be required as the building is aging.

V. Descriptive Statistics

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

2015-16	576
---------	-----

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

2013-14	60
2014-15	46
2015-16	79

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

Fall 2015	2,935
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A.S., C.A., Food and Beverage Management**I. Description of Program Reviewed**

The Food and Beverage Management Program at the College of Southern Nevada is designed for students preparing for; 1) immediate careers within any food and beverage operation in a hospitality environment upon certification or degree graduation, 2) students planning to continue their education at upper division levels, or 3) simply students having a general interest in food and service management. Students are provided with knowledge and experience in all aspects of the foodservice industry in a professional environment in classes such as: Introduction to Hospitality; Basic Cookery; Food Service Sanitation; Hospitality Purchasing; Food Service Nutrition; Restaurant Management; Fundamentals of Food and Beverage Control; Menu Planning; Liquor and Bar Management; Catering Management; Hotel, Restaurant and Gaming Law; Human Resource Management in the Hospitality industry; and Hospitality Accounting.

Work experience of 200 hours on the job experience is mandated in Food Service.

These classes are necessary in order to assist students in making informed career and future educational decisions that will fulfill their goals. Students are enabled to interact with current and former culinary and hospitality operational professionals who provide them with diverse educational experiences focused on the practical application of concepts.

II. Review Process and Criteria

Data provided included number of declared majors from 2011-2012 academic year through 2014-2015 academic year and students completing each degree for each of those academic years. Department research included number of sections of courses for each of those years as well as full time and part time faculty teaching in each of those semesters. Annual assessment activities were reviewed to determine if student learning outcomes were being met.

III. Major Findings and Conclusions of the Program Review

The A.A.S. in Food & Beverage Management are important because the College of Southern Nevada recognizes that one of its primary obligations is to provide education that leads students to become qualified to meet workforce needs in the state of Nevada. As the leading employers in the state, hospitality operations, serving food and providing quality food service, and their employee needs are in the fore front of the CSN model. The Food & Beverage Management program develops students to become qualified to meet that need.

Some of the classes in the A.A.S. in Food & Beverage Management programs do transfer to the UNLV Bachelor of Science in Hospitality Management program in general. UNLV does not accept many of the CSN Hospitality classes as it has intentionally renumbered its lower division classes to upper division classes to specifically disenfranchise CSN students.

The A.A.S. in Food & Beverage Management program helps to satisfy specialized accreditation in that as a segment of the Department of Hospitality Management, they are accredited by the Accrediting Commission for Programs in Hospitality Management (ACPHA). In addition the Food & Beverage Management program is accredited by the American Culinary Federation as an Exemplary Program.

A.A.S., C.A., Food and Beverage Management

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The CSN Food and Beverage Program is accredited by the American Culinary Federation (ACF) and the Accreditation Commission of Programs in Hospitality Administration (ACPHA). These showcase programs continue to meet the unique requirements of the community and provide skilled workers to the principal economic engine in the state. Demand for students remains relatively constant. The program will experience some upgrades to the restaurant facility by next year if funded for the minor cosmetic renovation.

Next Steps: The program has been able to sustain its needs through the use of Perkins funding and significant donations and support of the industry. Food and beverage costs continue to rise requiring increases in student fees for this program. Ultimately, a significant renovation of the North Las Vegas facility will be required as the building is aging. This should include an expanded restaurant facility on the North Las Vegas Campus.

V. Descriptive Statistics

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

2015-16	42
---------	----

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

2013-14	11
2014-15	7
2015-16	9

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

Fall 2015	2,935
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A., Hospitality Management and A.A.S., C.A., Hotel Management

I. Description of Program Reviewed

The A.A. in Hospitality Management and the A.A.S. in Hotel Management programs are designed for those who plan to enter the workforce immediately or who need college credits or an associate's degree for promotional opportunities. Courses are offered at the Charleston and Cheyenne campus days, evenings and weekends or in an on-line format. Hotel Management faculty, full and part-time offer a multifaceted cross section of experiences to the students with a wide variety of perspectives on the hotel industry. The Hotel Management Program at the College of Southern Nevada is designed for students preparing for; 1) immediate careers within any Hotel operation in a hospitality environment upon certification or degree graduation, 2) students planning to continue their education at upper division levels, or 3) simply students having a general interest in Hotel Management and Operations. Students are provided with knowledge and experience in all aspects of the Hotel Operations such as: Introduction to the Hospitality Industry, Housekeeping Operations, Front Office Operations, Industry Computer Applications for Hospitality and Tourism, Hospitality Services Management, Human Resources in the Hospitality Industry, Hospitality Career Development, Hospitality Accounting I, Hotel Restaurant and Casino Law, Hotel, Restaurant and Casino Marketing, Restaurant Management I, Hospitality Purchasing, Introduction to Gaming Management, Introduction to the Convention Industry in order to assist them in making informed career and future educational decisions that will fulfill their goals.

II. Review Process and Criteria

Data provided included number of declared majors from 2011-2012 academic year through 2014-2015 academic year and students completing each degree for each of those academic years. Department research included number of sections of courses for each of those years as well as full time and part time faculty teaching in each of those semesters. Annual assessment activities were reviewed to determine if student learning outcomes were being met.

III. Major Findings and Conclusions of the Program Review

As the only professionally accredited programs of Hotel management studies in the State of Nevada the A.A. in Hospitality Management and the A.A.S. in Hotel Management contributes greatly to CSN's regional and national reputation. The demand for the Hotel program and its students has been consistent over the past few years. Hotel operations found around the world look to Las Vegas trained applicants to fill their needs for new employees. Trained hospitality professionals from Las Vegas are in great demand.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The CSN Hospitality and Hotel Management Degrees are accredited by the Accreditation Commission of Programs in Hospitality Administration (ACPHA) and are the only programs accredited in the state. They continue to meet the requirements of the community and provide skilled workers to the principal economic engine in the state. Demand for students remains constant.

Next Steps: The program will continue to build inroads and contacts with the community and industry. Partnerships with foreign and domestic schools continues to grow. The program, entitled "Let Las Vegas Be Your Lab" has recently developed semester showcases bringing well-known and celebrity hospitality professionals to the school. This showcase has provided focus for students with a variety of different perspectives in the profession. The program will continue to build on these local industry partnerships to provide additional opportunities for internships.

A.A., Hospitality Management and A.A.S., C.A., Hotel Management**V. Descriptive Statistics****A. Number of students with a declared major in the program area:**

2015-16	620
---------	-----

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

2013-14	54
2014-15	53
2015-16	74

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

Fall 2015	2,935
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A.S., C.A., Tourism, Convention and Event Planning; C.A., Concierge Management

I. Description of Program Reviewed

The Tourism, Convention and Event Planning Management Program at the College of Southern Nevada is designed for students preparing for: 1) immediate careers within any Tourism related field in the hospitality environment upon certification or degree graduation, 2) students planning to continue their education at upper division levels, or 3) simply students having a general interest in Tourism, Conventions, and Event Planning Management. Students are provided with knowledge and experience in all aspects of the tourism industry in a professional environment in classes such as: Introduction to Hospitality; Introduction to the Convention Industry; Travel and Tourism I & II; Special Events Planning; Introduction to Corporate Meetings and Events; Concierge Management & Concierge Software applications; Conference and Convention Planning; Destination Marketing; Airline Reservations; Wedding Planning; International Tourism; Trade Show Operations; and Catering Management.

Work experience of 200 hours on the job experience is mandated in the Tourism area.

The A.A.S. in Tourism, Convention and Event Planning Management is designed for those who plan to enter the workforce immediately or who need college credits or an associate's degree for promotional opportunities. Courses are offered at the Charleston campus days, evenings and weekends or in an on-line format. Tourism, Convention and Event Planning Management faculty, full and part-time offer a multifaceted cross section of experiences to the students with a wide variety of perspectives on the tourism and travel industry.

II. Review Process and Criteria

Data provided included number of declared majors from 2011-2012 academic year through 2014-2015 academic year and students completing each degree for each of those academic years. Department research included number of sections of courses for each of those years as well as full time and part time faculty teaching in each of those semesters. Annual assessment activities were reviewed to determine if student learning outcomes were being met.

III. Major Findings and Conclusions of the Program Review

The A.A.S. in Tourism, Convention and Event Planning Management are important because the College of Southern Nevada recognizes that one of its primary obligations is to provide education that leads students to become qualified to meet workforce needs in the state of Nevada. As the leading employers in the state, hospitality and tourism operations and their employee needs are in the fore front of the CSN model. The Tourism, Convention and Event Planning Management program develops students to become qualified to meet that need.

The A.A.S. in Tourism, Convention and Event Planning Management program helps to satisfy specialized accreditation in that as a segment of the Department of Hospitality Management, they are accredited by the Accrediting Commission for Programs in Hospitality Management (ACPHA).

A.A.S., C.A., Tourism, Convention and Event Planning; C.A., Concierge Management

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The CSN Tourism, Convention and Event Planning Program is accredited by the Accreditation Commission of Programs in Hospitality Administration (ACPHA). Convention and Event Planning continues to grow as one of the principal industries in the community and state. The program continues to meet the requirements of the community and provide skilled workers to the principal economic engine in the state. Demand for students continues to grow.

Next Steps: The program will continue to build inroads and contacts within the Tour and Convention Planning community and industry. Partnerships with foreign and domestic programs continues to grow. The program, entitled "Let Las Vegas Be Your Lab" has recently developed semester showcases bringing well-known and celebrity hospitality professionals to the school. This showcase has provided focus for students with a variety of different perspectives in the profession. The program will continue to build on these local industry partnerships to provide additional opportunities for internships. The reputation of the program continues to grow.

V. Descriptive Statistics

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

2015-16	111
---------	-----

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

2013-14	13
2014-15	14
2015-16	21

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

Fall 2015	534
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A., Anthropology**I. Description of Program Reviewed**

The Associate of Arts Degree in Anthropology is a transfer degree for students planning to transfer to UNLV, UNR, NSC, or other baccalaureate degree institutions. The degree allows for a disciplinary emphasis and can lead to further, specialized study in Anthropology at nearly any 4-year institution, although the degree is designed to integrate most effectively with anthropology programs at UNLV and UNR. The degree can also serve as a gateway to declaring in other majors, since the GenEd requirements of the degree are aligned with the GenEd requirements of all NSHE institutions.

The A.A. degree in Anthropology is structured and would guide students with this declared major on the path to a particular bachelor's degree field.

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been **reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.**
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary.** The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

A.A., Anthropology**III. Major Findings and Conclusions of the Program Review**

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- Our A.A. degree in Anthropology is staffed by not only highly qualified faculty, but those who carry out their teaching responsibilities with dedication.
- Our students who completed their degrees before transferring to the NSHE sister institutions matriculate into their receiving institutions with most of the General Education (GE) requirements already satisfied with courses taken while at CSN.

Weaknesses:

- The Part-Time to Full-Time Faculty Ratio remains inappropriately high which raises the issue of faculty availability to the students. The concern looms large for the first generation college attendees, a significant number which CSN serves.
- The most recent data show that in Fall 2015 there were 89 declared majors in Anthropology, and our three year graduation numbers indicate that there were 16 degrees in Anthropology awarded. Our main concern is to raise these numbers to meet the Board of Regents mandated number of 20 graduates over a three year period, while maintaining a high level of quality in instruction and extra-curricular activities and opportunities for students.
- In addition, some college advisors seem to be working at cross-purposes with the counselors and faculty advisors in the program. There have been reports from students that sometimes they have been told by **advisors not to major in Anthropology because there are no jobs out there' for graduates in this discipline.**
- The most recent data (Fall 2015) show 89 declared majors and 3-year graduation of 16 degrees and certificates. Our main concern is to meet the needs of these students for effective advising, while maintaining a high level of quality in instruction and extra-curricular activities and opportunities for students.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The department chairman meets with one of the embedded counselors in his office complex regularly to discuss issues with completions. This allows for updates on the program for both sides and discussion of the issues or barriers to graduation in the degree program. We also plan on increasing the number of faculty **advisors in Anthropology to support the already declared majors, and continuing to hold at least one 'Career Forum' a year** for already declared and prospective Anthropology students to increase the number both of students and graduates.

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

2015-16	89
---------	----

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

2013-14	7
2014-15	5
2015-16	4

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

Fall 2015	10,868
-----------	--------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A.S., C.A., Mental Health Services**I. Description of Program Reviewed**

There are two completion paths for Mental Health Services: a Certificate of Completion (CoP) in Mental Health Services and an Associate of Applied Sciences (AAS) Degree. The CoP is designed to give students necessary background and skills to allow them to acquire jobs in the State of Nevada mental health division and facilities, and in private mental health and substance abuse treatment facilities. The CoP can either be a terminal program, or can lead to entry into the AAS degree. The degree allows for a disciplinary emphasis and can possibly lead to further, specialized study in fields such as Psychology at nearly any 4-year institution.

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been **reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.**
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary.** The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approve, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

A.A.S., C.A., Mental Health Services**III. Major Findings and Conclusions of the Program Review**

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- a. Our A.A.S degree in Mental Health Services is staffed by not only highly qualified faculty, but those who carry out their teaching responsibilities with dedication.
- b. Our students who completed their degrees before transferring to the NSHE sister institutions matriculate into their receiving institutions with most of the General Education (GE) requirements already satisfied with courses taken while at CSN.

Weaknesses:

- a. The Part-Time to Full-Time Faculty Ratio remains inappropriately high which raises the issue of faculty availability to the students. The concern looms large for the first generation college attendees, a significant number which CSN serves.
- b. The most recent data show that in Fall 2015 there were 187 declared majors in Mental Health Services, and our three year graduation numbers indicate that there were 26 degrees in Mental Health Services awarded. Our main concern is to raise these numbers well above the Board of Regents mandated number of 20 graduates over a three year period, , given the need of our State for mental health services providers and technicians while maintaining a high level of quality in instruction and extra-curricular activities and opportunities for students.
- c. Our main concern is increasing the number of graduates with the CoC and the AAS degree, to provide skilled workers for the State of Nevada and private mental health services providers while maintaining a high level of quality.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The department chairman meets with the program coordinator of Mental Health Services and one of the embedded counselors in his office complex regularly to discuss issues with completions. This allows for updates on the program and discussion of the issues or barriers to graduation in the degree program. We also plan on asking to increase the number of full time faculty in Mental Health Services to support the already declared majors, and meet the anticipated growth in the need for trained mental health technicians and service providers. In addition increased emphasis will be made concerning the AAS degree in Mental Health Services in the yearly 'Career Forum' for already declared and prospective Psychology students to increase the number both of students and graduates.

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

2015-16	187
---------	-----

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

2013-14	8
2014-15	9
2015-16	9

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

Fall 2015	10,868
-----------	--------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A., Psychology**I. Description of Program Reviewed**

The Associate of Arts Psychology is intended as transfer degrees into 4-year bachelor degree programs for those students wanting to transfer to Nevada System of Higher Education (NSHE) sister institutions such as UNR, UNLV, NSC and GBC as well as into others outside of NSHE. There are AAs with emphasis and without emphasis. The A.A. degree in Psychology is structured and would guide students with this declared major on the path to a particular bachelor's degree field.

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been **reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.**
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary.** The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

A.A., Psychology**III. Major Findings and Conclusions of the Program Review**

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- Our A.A. degree in Psychology is staffed by not only highly qualified faculty, but those who carry out their teaching responsibilities with dedication.
- Our students who completed their degrees before transferring to the NSHE sister institutions matriculate into their receiving institutions with most of the General Education (GE) requirements already satisfied with courses taken while at CSN.
- The demand in some of our Psychology degree program is quite strong. In Psychology, we have in Spring Semester 2015, students who declared major were 1035 in the discipline with 3-year degrees awarded at 306. Enrollment in the former remains strong relative to overall institution course offerings.

Weaknesses:

- The Part-Time to Full-Time Faculty Ratio remains inappropriately high which raises the issue of faculty availability to the students. The concern looms large for the first generation college attendees, a significant number which CSN serves.
- Low academic counselor-student ratio does not bode well for student success and persistence.
- The absence of receptor institutions within NSHE for our students wishing to pursue bachelor's degree limits the enrollment and graduation numbers in our Mental Health and related programs.**
- The most recent data show that in which is Fall Semester 2015 indicate 1140 declared majors in Psychology, and a three-year graduation numbers of 306 degrees in Psychology awarded. Our main concern is to meet the needs of these students for effective advising, while maintaining a high level of quality in instruction and extra-curricular activities and opportunities for students.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The department chairman meets with one of the embedded counselors in his office complex regularly to discuss issues with completions. This allows for updates on the program for both sides and discussion of the issues or barriers to graduation in the degree program. We also plan on increasing the number of faculty advisors in **Psychology to support the already declared majors, and continuing to hold at least one 'Career Forum' a year for already declared and prospective Psychology students to increase the number both of students and graduates.**

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

2015-16	1,140
---------	-------

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

2013-14	108
2014-15	99
2015-16	99

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

Fall 2015	10,868
-----------	--------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A., Sociology

I. Description of Program Reviewed

The Associate of Arts Sociology is intended as transfer degrees into 4-year bachelor degree programs for those students wanting to transfer to Nevada System of Higher Education (NSHE) sister institutions such as UNR, UNLV, NSC and GBC as well as into others outside of NSHE. The degree allows for a disciplinary emphasis and can lead to further, specialized study in Sociology at nearly any 4-year institution, although the degree is designed to integrate most effectively with Psychology programs at UNLV and UNR. The degree can also serve as a gateway to declaring in other majors, since the GenEd requirements of the degree are aligned with the GenEd requirements of all NSHE institutions. The A.A. degree in Sociology is structured and would guide students with this declared major on the path to a particular bachelor's degree field.

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been **reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.**
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary.** The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

A.A., Sociology**III. Major Findings and Conclusions of the Program Review**

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- a. Our A.A. degree in Sociology is staffed by not only highly qualified faculty, but those who carry out their teaching responsibilities with dedication.
- b. Our students who completed their degrees before transferring to the NSHE sister institutions matriculate into their receiving institutions with most of the General Education (GE) requirements already satisfied with courses taken while at CSN.

Weaknesses:

- a. The Part-Time to Full-Time Faculty Ratio remains inappropriately high which raises the issue of faculty availability to the students. The concern looms large for the first generation college attendees, a significant number which CSN serves.
- b. The most recent data show 194 declared majors and 3-year graduation of 50 degrees and certificates. Our main concern is to meet the needs of these students for effective advising, while maintaining a high level of quality in instruction and extra-curricular activities and opportunities for students.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The department chairman meets with one of the embedded counselors in his office complex regularly to discuss issues with completions. This allows for updates on the program for both sides and discussion of the issues or barriers to graduation in the degree program. We also plan on increasing the number of faculty advisors in **Sociology to support the already declared majors, and continuing to hold at least one 'Career Forum' a year for already declared and prospective Sociology students to increase the number both of students and graduates.**

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

2015-16	50
---------	----

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

2013-14	25
2014-15	14
2015-16	11

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

Fall 2015	10,868
-----------	--------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A., A.A.S., C.A., Criminal Justice and A.A.S, C.A., Law Enforcement Training Academy

I. Description of Program Reviewed

The Criminal Justice Associate of Arts Degree program is specifically designed for students intending to transfer to four-year institutions at the junior level and allow for quicker completion of studies at the four-year level in most cases. The Criminal Justice Associate of Applied Science Degree is a terminal degree designed for those who plan to enter the workforce immediately or need college credits or associates degrees for promotional opportunities. The Criminal Justice Associate of Applied Science in Law Enforcement Training Academy is a terminal degree for law enforcement officers and recruits who have successfully completed a course of study certified by the State of Nevada Peace Officer Standards and Training (POST). Also reviewed were Certificates of Achievement in Criminal Justice and a Certificate of Achievement in Law Enforcement Training Academy. Each of those certificates include the Special Program Requirements of the Criminal Justice and Law Enforcement Training Academy degrees.

II. Review Process and Criteria

Faculty were provided with a series of questions, the answers to which led to an analysis of each program in the areas of enrollment and assessment, how the program related to mission and core themes of college, if the program was essential, if it contributed to other NSHE schools and the region, and if the program supported general education and other programs within the college. Also examined were possible impediments to student success.

Data provided included number of declared majors from 2011-2012 academic year through 2014-2015 academic year and students completing each degree for each of those academic years. Department research included number of sections of courses for each of those years as well as full time and part time faculty teaching in each of those semesters. Annual assessment activities were reviewed to determine if student learning outcomes were being met.

III. Major Findings and Conclusions of the Program Review

Strengths of both the Associate of Arts and Associate of Applied Science Degrees in Criminal Justice degree programs would include the fact that all faculty have professional experience in Criminal Justice which they share with students. Streamlining degree options within the Associate of Applied Science degree has increased student success. A strong advisory board and a student association has been beneficial to program students. The advisory board has provided recommendations, and the faculty has made curricular revisions, to better prepare students for entering the workforce. A class has been created to assist students in setting and attaining goals in either transferring to four-year schools or preparing to apply for entry level positions. The Internship Program was revised and currently has entered into agreements with 24 separate agencies to provide students with on-the-job training and job shadowing. Student advising efforts, such as the creation of guided pathways, are helping students keep to the appropriate degree sheet. Assessment efforts are indicating that students are attaining student learning outcomes.

CRJ 104, Introduction to Administration of Justice, a general education social science course, is no longer on the high enrollment/low success rate list. This course, the prerequisite of all Criminal Justice courses, has been standardized to allow for equivalent experiences by all students.

In Fall 2011, there were 886 Associate of Arts Criminal Justice majors. The number of majors peaked at 952 in the Fall of 2013. While that number dipped to 905 in the Fall of 2014 semester, the number of students earning degrees has increased. 72 students earned an Associate of Arts degree in 2011-2012. That number increased to 109 in the 2014-2015 academic year.

A.A., A.A.S., C.A., Criminal Justice and A.A.S, C.A., Law Enforcement Training Academy

Previous to the Fall 2014 semester, a student had the option of declaring one of three separate Associate of Applied Sciences Degree specialty areas -specifically Corrections, Juvenile, or Law Enforcement. In 2011, there were 385 declared Associate of Applied Science Criminal Justice majors in one of these three areas of which only 11 earned a degree. In 2012, declared AAS majors in those three areas dropped to 372 and 26 students earned degrees. In 2013, there were 328 declared majors in those three areas of which 19 earned degrees. In 2014, there were 167 declared majors in Corrections, Juvenile, or Law Enforcement of which 19 earned degrees. In Fall 2014, these three specialty areas were merged into one Criminal Justice AAS degree. 228 students declared this new major and 7 students earned the degree.

Students enrolled in the Law Enforcement Training Academy are not taking advantage of certificate or degree opportunities available to them. In Fall 2011, there were 16 Law Enforcement Training Academy Associate of Applied Sciences declared majors and 9 students earning degrees. Declared majors remained the same in 2012, with 5 students earning degrees. In 2013, declared majors increased to 19, with six earning degrees. In 2014, declared majors remained at 19, with 8 students earning degrees. It must be noted that there was a several year break in academies being run at the college. Academies have now been run back to back since 2015. In addition to the certificate and degree opportunities, academy students may also apply for Category I and Category III Skills Certificates upon completion of the academy curriculum.

The ratio of full time faculty to part time faculty is dismal. Only 26.6% of sections in 2014- 2015 were taught by full time faculty. In addition to teaching, full time faculty serve as advisors, college committee members, the Academic Director of the Law Enforcement Training Academy, adjunct mentors, and the Department Chair. The Department Chair also has responsibilities with several additional programs found in the department, specifically Human Services, Fire Technology, Physical Education, and ROTC.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

This program will work with the school counselors to assist in the academic advising of major students. As a Department, faculty must better connect with students to assist them in retention and completion of Criminal Justice programs. Students must feel that they are a part of a group who want them to be successful. Students will be individually contacted and assigned to a full time faculty member for academic and career advising. Faculty will not replace school counselors, but will enhance the effectiveness of advising provided by counselors.

While enrollment numbers in the Associate of Arts Degree continue to climb, Associate of Applied Science student graduation numbers are stagnant. A student survey may help to determine why these students are not as successful as AA students. For whatever reason, the Department should devote additional efforts toward making these students more successful.

The faculty will be developing the means by which to better share information with students such as the new website, creating PowerPoints and videos on topics of interest such as the internship application process, job opportunities, and student association information. Part time faculty will be trained in order to provide them with general advising concepts and to assist them in knowing to whom to refer students.

The Department must become more involved with Law Enforcement Training Academy students. These students are potential completers for the new Category 3 and Category 1 Skills Certificates for which they will qualify for at the successful completion of the Academy. Academy students must be aware of the Law Enforcement Training Academy Certificate of Achievement and Associate of Applied Sciences degree. As funding is related to student completion, it will be crucial to inform students of the possible degrees and certificates that can be earned. We can no longer assume students know what the school offers; the department must accept responsibility to do all that is possible to ensure students are knowledgeable as to what is available and how to apply for various certifications or degrees.

Current enrollments will be examined to determine if feasible to request an additional full time instructor. Qualified, professional adjuncts will continue to be recruited, screened, and hired as appropriate.

**A.A., A.A.S., C.A., Criminal Justice and
A.A.S, C.A., Law Enforcement Training Academy****V. Descriptive Statistics****A. Number of students with a declared major in the program area:**

2015-16	1,186
---------	-------

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

2013-14	145
2014-15	139
2015-16	145

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

Fall 2015	2,762
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A.S., Fire Technology Management and C.A., Fire Science Technology

I. Description of Program Reviewed

The Fire Technology Management Program at the College of Southern Nevada is designed for any student preparing for a career within the fire service; for students planning to continue their education at upper division levels; for firefighters wanting to achieve an A.A.S. Degree for job advancement, or simply for students who have an interest in the fire service. Students are provided with knowledge and experience in all facets of the fire service - firefighting, fire prevention, fire engineering, fire management and wildland firefighting - in order to assist them in making informed career and future educational decisions that will fulfill their goals. Students interact with current and former fire professionals who provide them with diverse educational experiences focused on the practical application of concepts.

II. Review Process and Criteria

Data provided included number of declared majors from 2011-2012 academic year through 2014-2015 academic year and students completing each degree for each of those academic years. Department research included number of sections of courses for each of those years as well as full time and part time faculty teaching in each of those semesters. Annual assessment activities were reviewed to determine if student learning outcomes were being met.

III. Major Findings and Conclusions of the Program Review

Significant curriculum revision has taken place. In spring of 2012, degree changes were made to the A.A.A. Degrees and the Certificate of Achievement. Three of the four Fire Technology A.A.S. Degrees were eliminated. One A.A.S Degree was kept and it had significant changes to the curriculum. These changes resulted in the Fire Technology Management Degree receiving a Certificate of National Recognition from FEMA. At the time we received this award, CSN was only one of twelve fire science programs in the country to receive this prestigious recognition. Our curriculum follows the National Fire & Emergency Services Education Program which is known by the term FESHE, meaning Fire and Emergency Services Higher Education. To maintain this national recognition, CSN must submit each semester a copy of our degree program to FEMA so they can ensure that we are following the FESHE curriculum.

The Skills Certificate for state certified Nevada Firefighter I is our most popular program among those seeking a career in the fire service. This series of four courses regularly has over 175 students in this four course program. At the completion of these four courses, and the student having become a licensed Emergency Medical Technician, the student is allowed to take the Nevada Firefighter I exam which is administered by the Nevada State Fire Marshal's Office. Students who pass this written and skills evaluation test are also certified by the state in Hazardous Materials Operations & Awareness. Receiving this certification, the student also receives a separate Skills Certificate from CSN in Hazardous Materials: Operations and Awareness. This state test is taken in addition to the student's final grade for the course. A student may pass the CSN course and not pass the state certification exam. By not passing the state certification exam, the student is not adversely impacted regarding the grade they received for the course work.

A.A.S., Fire Technology Management and C.A., Fire Science Technology

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

During the spring of 2015 the Fire Technology Program submitted Academic Program Proposal forms for three Skills Certificates that were approved. These three new certificates are: Nevada Firefighter I, Fire Instructor I, and Fire Officer I. Institutional factors have aided in the number of degree completions such as Achieving the Dream efforts and creation of Guided Pathways. Selecting incoming students from Clark County School District and requiring them to attend orientation as well as to see an advisor and counselor prior to registration has improved retention efforts from Fall Semester to Spring Semester.

At the department level, increased academic advising and more interaction between faculty and students has increased completion rates. Curriculum efforts over the past four years has made it less confusing for students and easier for them to stay on an academic pathway. This is primarily a result of having a single Fire Technology A.A.S. Degree, one Certificate of Achievement, and three Skills Certificates makes it easier for students to stay on track.

V. Descriptive Statistics

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

2015-16	328
---------	-----

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

2013-14	30
2014-15	28
2015-16	38

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

Fall 2015	612
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A., Economics**I. Description of Program Reviewed**

The Associate of Arts Economics and Financial Economics is intended as transfer degrees into 4-year bachelor degree programs for those students wanting to transfer to Nevada System of Higher Education (NSHE) sister institutions such as UNR, UNLV, NSC and GBC as well as into others outside of NSHE. The degree allows for a disciplinary emphasis and can lead to further, specialized study in Economics at nearly any 4-year institution, although the degree is designed to integrate most effectively with Economics programs at UNLV and UNR and other NSHE 4-year institutions. The degree can also serve as a gateway to declaring in other majors, since the GenEd requirements of the degree are aligned with the GenEd requirements of all NSHE institutions. The A.A. degree in Economics is structured and would guide students with this declared major on the path to a particular **bachelor's degree field. The Associate of Arts Degree with an Economics Emphasis offers the choice between a** General Economics track and an Applied Financial Economics (AFE) track. The General Economics is a general transfer program for students who are planning to transfer to a baccalaureate-level program. The AFE program will assist in preparing for a multitude of investment and risk management licenses for those seeking to continue in that path. Completion of the AFE track will include an Internship in Financial Economics with interactive participation of financial institutions.

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been **reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there** is one is also reviewed by this committee.
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and** remediation plans, if necessary. The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

A.A., Economics**III. Major Findings and Conclusions of the Program Review**

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- a. Our A.A. degree in Economics is staffed by not only highly qualified faculty, but those who carry out their teaching responsibilities with dedication. Over 90% of the full-time faculty in Economics has a terminal degree in the area.
- b. Our students who completed their degrees before transferring to the NSHE sister institutions matriculate into their receiving institutions with most of the General Education (GE) requirements already satisfied with courses taken while at CSN.
- c. There is a considerable emphasis on the development of critical-thinking skills.

Weaknesses:

- a. The Part-Time to Full-Time Faculty Ratio remains inappropriately high which raises the issue of faculty availability to the students. The concern looms large for the first generation college attendees, a significant number which CSN serves.
- b. The most recent data show 48 declared majors and 3-year graduation of 16 degrees awarded.
- c. Our main concern is to meet the needs of these students for effective advising, while maintaining a high level of quality in instruction and extra-curricular activities and opportunities for students.
- d. The Economics program requires a lot of quantitative skill and Critical Thinking. This course is virtually present on every CSN's degree sheets. Many students lack adequate preparation in quantitative skill.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

Many of our philosophy faculty assigns extensive writing in their classes (be they on-ground or on-line). Faculty encourages students to utilize the writing centers on campus or the Smarthinking tool available for the on-line classes. Also, many of the faculty requires use of library books and on-line databases that CSN has available.

The program is reviewing the possibility of introducing a beginning course in quantitative methods geared to economics and business.

The department plans to introduce a Certificate in Financial Economics which has workforce objective for those students who want a short course and provides access through licensure into the financial industry. The certificate will give the economics program at CSN a practical and "applied" dimension that could fulfill a need in the Las Vegas valley.

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

2015-16	48
---------	----

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

2013-14	11
2014-15	3
2015-16	2

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

Fall 2015	9,209
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A., Global Studies**I. Description of Program Reviewed**

Global Studies is offered at AA degree level and graduates generally transfer into four-year program to complete **a bachelor's degree in the field or allied disciplines. It is a gateway degree for those students who are interested** in the historical and contemporary global issues relating to politics, economics, history and terrorism, etc. It is also aimed at increasing the skill and knowledge of the graduates in an increasingly globalized society and workforce.

The newness of the program at CSN provides it with temporary exemption from the NSHE mandated three-year minimum degrees even as the faculty and department work to increase the number of graduates in the field. The degree can also serve as a gateway to declaring in other majors, since the GenEd requirements of the degree are aligned with the GenEd requirements of all NSHE institutions. The A.A. degree in Women Studies is **structured and would guide students with this declared major on the path to a series of bachelor's degree fields.**

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been **reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there** is one is also reviewed by this committee.
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and** remediation plans, if necessary. The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

A.A., Global Studies**III. Major Findings and Conclusions of the Program Review**

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- Our A.A. degree in Global Studies is staffed by not only highly qualified faculty, but by those who are very enthusiastic about the discipline and who carry out their teaching responsibilities with dedication. The program faculty comes from different fields with no faculty having a degree in Global Studies
- Our students who completed their degrees before transferring to the NSHE sister institutions matriculate into their receiving institutions with most of the General Education (GE) requirements already satisfied with courses taken while at CSN.
- The language requirement is a major strength of the program.
- There is a considerable emphasis on the development of critical-thinking skills and quantitative reasoning.

Weaknesses:

- The interdisciplinary nature of its faculty which on one hand is a strength for the program constitutes its weakness too. While some full-time instructors in the program are enthusiastic about it, nevertheless teaching in the program is not their main gig. So, their attachment to the program is at best tenuous.
- The Part-Time to Full-Time Faculty Ratio remains inappropriately high which raises the issue of faculty availability to the students. The concern looms large for the first generation college attendees, a significant number which CSN serves.
- The graduation data are weak. The most recent data show 18 declared majors and 3-year graduation of 3 degrees.
- The language requirement of the program, while a strength, is also an impediment to many students who have aversion toward language learning.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

Our Global Studies faculty give a lot of writing assignments in their classes. Faculty encourages students to utilize the writing centers on campus or the Smarthinking tool available for the on-line classes. Also, most of the faculty members require use of library books and on-line databases that CSN has available.

Despite the fact that the program, because of its newness, meets the guideline for exemption from the 3-year, 20-student minimum graduation requirement, the department which houses the program is making efforts through counseling and advertisement to increase the visibility and utility of the program.

Talks are underway between SEBSS and Art & Letters to come up with a cooperative program which aligns the Global Studies with Latin American Studies.

A second course in statistics (quantitative reasoning or computer proficiency) is being explored as an alternative to the language requirement.

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

2015-16	0
---------	---

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

2013-14	1
2014-15	1
2015-16	0

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

Fall 2015	9,209
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A., History

I. Description of Program Reviewed

The Associate of Arts History is intended as transfer degrees into 4-year bachelor degree programs for those students wanting to transfer to Nevada System of Higher Education (NSHE) sister institutions such as UNR, UNLV, NSC and GBC as well as into others outside of NSHE. The degree allows for a disciplinary emphasis and can lead to further, specialized study in History at nearly any 4-year institution, although the degree is designed to integrate most effectively with History programs at UNLV and UNR and other NSHE 4-year institutions. The degree can also serve as a gateway to declaring in other majors, since the GenEd requirements of the degree are aligned with the GenEd requirements of all NSHE institutions. The A.A. degree in History is structured and would guide students with this declared major on the path to a particular bachelor's degree field.

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been **reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.**
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary.** The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

A.A., History

III. Major Findings and Conclusions of the Program Review

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- Our A.A. degree in History is staffed by not only highly qualified faculty, but those who carry out their teaching responsibilities with dedication. Over 90% of the full-time faculty in History has a terminal degree in the area.
- Our students who completed their degrees before transferring to the NSHE sister institutions matriculate into their receiving institutions with most of the General Education (GE) requirements already satisfied with courses taken while at CSN.
- There is a considerable emphasis on the development of critical-thinking skills.

Weaknesses:

- The Part-Time to Full-Time Faculty Ratio remains inappropriately high which raises the issue of faculty availability to the students. The concern looms large for the first generation college attendees, a significant number which CSN serves.
- The most recent data show 11 declared majors and 3-year graduation of 44 degrees and certificates. Our main concern is to meet the needs of these students for effective advising, while maintaining a high level of quality in instruction and extra-curricular activities and opportunities for students.
- History 101 is one of those courses that fall into the category of High Enrollment and Low Success (HELS) courses.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

Many of our history faculty assignments extensively in their classes (be they on-ground or on-line). Faculty encourages students to utilize the writing centers on campus or the Smarthinking tool available for the on-line classes. Also, most of the faculty members require use of library books and on-line databases that CSN has available.

Explore pedagogical development that will assist students to better meet course learning outcomes in History 101.

V. Descriptive Statistics

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

2015-16	119
---------	-----

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

2013-14	16
2014-15	15
2015-16	13

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

Fall 2015	9,209
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A., Philosophy

I. Description of Program Reviewed

The Associate of Arts Philosophy is intended as transfer degrees into 4-year bachelor degree programs for those students wanting to transfer to Nevada System of Higher Education (NSHE) sister institutions such as UNR, UNLV, NSC and GBC as well as into others outside of NSHE. The degree allows for a disciplinary emphasis and can lead to further, specialized study in Philosophy at nearly any 4-year institution, although the degree is designed to integrate most effectively with Philosophy programs at UNLV and UNR and other NSHE 4-year institutions. The degree can also serve as a gateway to declaring in other majors, since the GenEd requirements of the degree are aligned with the GenEd requirements of all NSHE institutions. The A.A. degree in Philosophy is structured and would guide students with this declared major on the path to a particular bachelor's degree field.

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and Department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been **reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.**
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary.** The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

A.A., Philosophy**III. Major Findings and Conclusions of the Program Review**

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- a. Our A.A. degree in Philosophy is staffed by not only highly qualified faculty, but those who carry out their teaching responsibilities with dedication. Over 90% of the full-time faculty in Political has a terminal degree in the area.
- b. Our students who completed their degrees before transferring to the NSHE sister institutions matriculate into their receiving institutions with most of the General Education (GE) requirements already satisfied with courses taken while at CSN.
- c. There is a considerable emphasis on the development of critical-thinking skills.

Weaknesses:

- a. Philosophy 101 is a High Enrollment-Low Success (HELS) Course.
- b. The Part-Time to Full-Time Faculty Ratio remains inappropriately high which raises the issue of faculty availability to the students. The concern looms large for the first generation college attendees, a significant number which CSN serves.
- c. Graduations continue to be below departmental expectations and below criteria for designation as a low-yield program (without the program relying on exceptions to designation as a low-yield program based on graduation numbers).
- d. The most recent data show 66 declared majors and 3-year graduation of 9 degrees awarded.
- e. The A.A. degree in Philosophy is not currently in alignment with our receptor institution, UNLV Philosophy program.
- f. Among our concern is to meet the needs of these students for effective advising, while maintaining a high-level of quality in instruction and extra-curricular activities and opportunities for students.
- g. The Philosophy program is not currently able to keep up with demand for Phil 102, which is Critical Thinking. This course is virtually present on every CSN's degree sheets.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

PLAN: Since students who take Philosophy 101 online are less likely to complete the course with a grade of "C" or better than student who take the course on-ground, the social sciences department will reduce the number of online sections of Philosophy 101 to determine if offering it online in higher numbers of sections has actually contributed to lack of successful completion of the course. If so, continue to restrict the number of online sections of the course. In addition, the department will explore pedagogical improvements that will assist students to better meet learning outcomes. In addition, encourage academic counselors to encourage majors to take Philosophy 102 before taking Philosophy 101 and explain to them that philosophy 101 is not an easy course.

Graduations continue to be below departmental expectations and below criteria for designation as a low-yield program (without the program relying on exceptions to designation as a low-yield program based on graduation numbers).

The plan is to create a pre-law certificate and AA degree to attract majors to the Philosophy degree. Explore creating a pre-law AA degree.

A.A., Philosophy

PHILOSOPHY CERTIFICATE: The philosophy program at CSN is designing a Certificate in Problem Solving.

1. Its core will include reasoning and critical thinking components.
 - a) The idea is to provide its completers with a credible credential that could assist in getting jobs and promotions.
 - b) Employees in private sector and government jobs will likely wish to seek promotions at some point. Having this certificate may give them an edge in obtaining promotions to a supervisory level position.
2. After getting established, the certificate program has the potential to become one way for certain types of (supervisory) employees to fulfill continuing education requirements. Thus, the certificate will give the **philosophy program at CSN a practical and "applied" dimension that could fulfill a need** in the Las Vegas valley.

Many of our philosophy faculty assigns extensive writing in their classes (be they on-ground or on-line). Faculty encourages students to utilize the writing centers on campus or the Smarthinking tool available for the on-line classes. Also, many of the faculty requires use of library books and on-line databases that CSN has available.

We are working to bring it in full alignment with UNLV philosophy degree.

V. Descriptive Statistics

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

2015-16	66
---------	----

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

2013-14	5
2014-15	1
2015-16	3

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

Fall 2015	9,209
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A., Political Science

I. Description of Program Reviewed

The Associate of Arts Political Science is intended as transfer degrees into 4-year bachelor degree programs for those students wanting to transfer to Nevada System of Higher Education (NSHE) sister institutions such as UNR, UNLV, NSC and GBC as well as into others outside of NSHE. The degree allows for a disciplinary emphasis and can lead to further, specialized study in Political Science at nearly any 4-year institution, although the degree is designed to integrate most effectively with History programs at UNLV and UNR and other NSHE 4-year institutions. The degree can also serve as a gateway to declaring in other majors, since the GenEd requirements of the degree are aligned with the GenEd requirements of all NSHE institutions. **The A.A. degree in Political Science is structured and would guide students with this declared major on the path to a particular bachelor's degree field.**

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been **reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.**
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. **The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary.** The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

A.A., Political Science**III. Major Findings and Conclusions of the Program Review**

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- Our A.A. degree in Political Science is staffed by not only highly qualified faculty, but those who carry out their teaching responsibilities with dedication. Over 80% of the full-time faculty in Political has a terminal degree in the area.
- Our students who completed their degrees before transferring to the NSHE sister institutions matriculate into their receiving institutions with most of the General Education (GE) requirements already satisfied with courses taken while at CSN.
- There is a considerable emphasis on the development of critical-thinking skills.

Weaknesses:

- The Part-Time to Full-Time Faculty Ratio remains inappropriately high which raises the issue of faculty availability to the students. The concern looms large for the first generation college attendees, a significant number which CSN serves.
- The most recent data show 11 declared majors and 3-year graduation of 27 degrees and certificates. Our main concern is to meet the needs of these students for effective advising, while maintaining a high level of quality in instruction and extra-curricular activities and opportunities for students.
- The Political Science curriculum does not adequately address changes brought on by globalization.
- The Political Science program is not currently able to keep up with demand for Political Science 101. This course has appeared or soon to appear on more CSN's degree sheets than previous years.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

Many of our political science faculty assignments extensively in their classes (be they on-ground or on-line). Faculty encourages students to utilize the writing centers on campus or the Smarthinking tool available for the on-line classes. Also, many of the faculty requires use of library books and on-line databases that CSN has available.

Explore the need to continuously review the curriculum review process in light of today's global political environment.

With institutional restrictions on hiring additional full-time faculty, the discipline will move to a more data-driven approach to find better ways to schedule sections of courses to register for this this course.

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

2015-16	119
---------	-----

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

2013-14	6
2014-15	10
2015-16	11

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

Fall 2015	9,209
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A., Women's Studies

I. Description of Program Reviewed

At CSN, Women Studies is offered at the Associate of Arts degree level and graduates generally transfer into four-year program to complete a bachelor's degree in the field or allied disciplines. It is a gateway degree for those students who are interested in the historical and contemporary issues relating to gender locally, nationally and internationally. It explores how different societies and cultures have addressed issues affecting women and hence families. The newness of the program at CSN provides it with temporary exemption from the NSHE mandated three-year minimum degrees even as the faculty and department work to increase the number of graduates in the field. The degree can also serve as a gateway to declaring in other majors, since the GenEd requirements of the degree are aligned with the GenEd requirements of all NSHE institutions. The A.A. degree in Women Studies is structured and would guide students with this declared major on the path to a series of bachelor's degree fields.

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- a. The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.
- b. The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- c. Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- d. The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- e. The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary. The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- f. If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

A.A., Women's Studies**III. Major Findings and Conclusions of the Program Review**

While the 3-year School Programs Review is yet to be completed in 2016, we do have some findings from the annual data and they are summarized below:

Strengths:

- a. Our A.A. degree in Women Studies is staffed by not only highly qualified faculty, but by those who are very enthusiastic about the discipline and who carry out their teaching responsibilities with dedication. The program faculty comes from different fields with no faculty having a degree in Women Studies
- b. Our students who completed their degrees before transferring to the NSHE sister institutions matriculate into their receiving institutions with most of the General Education (GE) requirements already satisfied with courses taken while at CSN.
- c. There is a considerable emphasis on the development of critical-thinking skills.

Weaknesses:

- a. The interdisciplinary nature of its faculty which on one hand is a strength for the program constitutes its weakness too. While some full-time instructors in the program are enthusiastic about it, nevertheless teaching in the program is not their main gig. So, their attachment to the program is at best tenuous.
- b. The Part-Time to Full-Time Faculty Ratio remains inappropriately high which raises the issue of faculty availability to the students. The concern looms large for the first generation college attendees, a significant number which CSN serves.
- c. The graduation data are weak. The most recent data show 18 declared majors and 3-year graduation of 3 degrees.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

Our Women Studies faculty give a lot of writing assignments in their classes. Faculty encourages students to utilize the writing centers on campus or the Smarthinking tool available for the on-line classes. Also, most of the faculty members require use of library books and on-line databases that CSN has available.

Despite the fact that the program, because of its newness, meets the guideline for exemption from the 3-year, 20-student minimum graduation requirement, the department which houses the program is making efforts through counseling and advertisement to increase the visibility and utility of the program.

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

2015-16	18
---------	----

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

2013-14	1
2014-15	2
2015-16	0

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

Fall 2015	9,209
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.



Great Basin College

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: Accounting, A.A.S.; General Business, A.A.S., A.A.; Entrepreneurship, A.A.S.; Management in Technology, B.A.S.
 - Career and Technical Education, A.A.S., B.A.S. (Diesel Technology, Electrical Systems Technology, Industrial Millwright, Instrumentation Technology, and Welding Technology Emphases)
 - Elementary and Secondary Education, B.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).

None
- 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).
 - Biological Sciences, B.S.
 - English, B.A.
 - Natural Resources, B.A.
 - Social Science, B.A.

CERTIFICATES

- I. List the certificates (at least 30 credits and under 30 credits) that were reviewed over this academic year of review (e.g. Bookkeeping or Certified Nursing Assistant).
 - Business Administration: Accounting, C.A.; General Business, C.A.; Entrepreneurship, C.A.; Human Resources, C.A.; Retail Management, C.A.
 - Career and Technical Education, C.A. (Diesel Technology, Electrical Systems Technology, Industrial Millwright, Instrumentation Technology, and Welding Technology Emphases)

Program Review Overview—Continued

- 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.

None

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

None

- IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- Industrial Millwright NCCER Core, Skills Certificate: Core Level Certification, National Center for Construction Education and Research (NCCER)
- Industrial Millwright NCCER Level - I, Skills Certificate: Level I Certification, NCCER
- Industrial Millwright NCCER Level - II, Skills Certificate: Level II Certification, NCCER
- Industrial Millwright NCCER Level - III, Skills Certificate: Level III Certification, NCCER
- Industrial Millwright NCCER Level - IV, Skills Certificate: Level IV Certification, NCCER

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

None

Business Administration Program

**A.A.S., C.A., Accounting; A.A., A.A.S., C.A., General Business
A.A.S., C.A., Entrepreneurship; C.A., Human Resources;
C.A., Retail Management; B.A.S., Management in Technology**

I. Description of Program Reviewed

The following Business Administration emphasis areas were reviewed; Accounting - AAS and Certificate Achievement; General Business - AAS, Certificate Achievement and AA; Entrepreneurship – AAS and Certificate of Achievement, Human Resources – Certificate of Achievement; Retail Management - Certificate of Achievement; and the Bachelor of Applied Science – Management in Technology.

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 program's advisory board was involved in the review process. The review resulted in a substantial written report.

III. Major Findings and Conclusions of the Program Review

The Business Program review confirms a program that is thriving with significant increases in the number of degrees and certificates earned over the past five years. Faculty, both fulltime and part-time are highly qualified with MBAs and PhDs. The Business Programs are built on a strong base of accounting with specific expertise in areas of economics and finance, management and marketing, and entrepreneurship. Noted in the review are the low number of graduates in a few of the Certificate of Achievement programs, however, overall the number of graduates has increased and stabilized. The number of course offering has increased as has the enrollment in online courses. The BAS-MT is offered as a fully on-line program attracting students from across GBC's service, and the world.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The Business Department faculty and administration will work to solve the issues identified in the report.

V. Descriptive Statistics

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

2015-16	256
---------	-----

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

2013-14	74
2014-15	76
2015-16	60

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

Fall 2015	682
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

A.A.S., B.A.S., C.A., Career and Technical Education (Diesel Technology, Industrial Millwright Technology, Electrical Systems Technology, Instrumentation Technology, and Welding Technology Emphases)

I. Description of Program Reviewed

The following Career and Technical Education programs; Diesel Technology, Industrial Millwright Technology, Electrical Systems Technology, Instrumentation Technology, Welding Technology were reviewed as one program. These programs all have Certificate of Achievements, and AAS degree offerings except Instrumentation, which offers a Certificate of Achievement and Bachelor of Applied Science degree.

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. Each program's 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 CTE programs have many strengths, including excellent instructors and administration, remarkably able students, and a supportive gold mining industry. Students are afforded career opportunities in high demand high paying fields, and have little difficulty in finding employment. Not only do these programs offer technical degrees they offer workforce training for industry employees. The programs' offerings have expanded to Winnemucca for live courses, and many online hybrid courses have been developed and offered to students who are employed or place bound. Students receive a highly technical education with a balance of academic course work.

The programs do well with the funding they have, but relying on external funding for program faculty and operating budgets puts a strain on faculty retention. The expansion of these programs would not be possible without grants and external funding, but state support would be very helpful in stabilizing these programs. Although, the facilities are very good for most of the technical programs, the welding facility needs replacement or extensive remodeling.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The CTE program faculty and administration will work to solve the issues identified in the report.

V. Descriptive Statistics

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

2015-16	261
---------	-----

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

2013-14	195
2014-15	161
2015-16	213

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

Fall 2015	1,033
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

B.A., Elementary and Secondary Education

I. Description of Program Reviewed

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

II. Review Process and Criteria

GBC's two education programs (Elementary and Secondary Education) were reviewed concurrently during the year. The process and criteria conform to NSHE Code, Title 4, Chapter 14, Section 5. GBC policy 3.40 provides additional institutional guidelines followed for program reviews. Collection and analysis of student data; program content, outcomes, and student performance; future planning; and comments from an external reviewer from UNR were all reviewed and considered for each program.

III. Major Findings and Conclusions of the Program Review

The Teacher Education Program continues to graduate highly qualified teachers who are employed by rural school districts. Students are well prepared to teach with rigor and regard for standards. The program saw declining enrollment and graduations at the beginning of the last three year period, but is experiencing rapid growth in enrollment, in response to the teacher shortage, the last year and continuing this year. The GBC Teacher Education Program responded to school district staffing needs by partnering with rural districts to offer an alternative route to licensure program. The rapid growth in enrollments is reflected in this program.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

With the rapid increase in enrollment since 2015, primarily because of school district ARL partnerships, the TEP needs an additional faculty member to handle workload. Also, the TEP will apply with the Nevada Department of Education to take over oversight of the ARL program from the school districts. With the addition of bachelor's degrees in Biology, English, Social Science, and potentially Math (on GBC's strategic plan), the Secondary Ed program will eventually explore a UTeach model where students will earn a content degree while simultaneously completing education courses for licensure. The TEP will increase the use of formative data throughout the program sequence to inform and improve student development. Also, the TEP will more closely align the student teaching performance assessment with the Nevada Educator Performance Framework to ease the transition for first year teachers into school districts' evaluation procedures.

V. Descriptive Statistics

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

2015-16	244
---------	-----

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

2013-14	15
2014-15	4
2015-16	16

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

Fall 2015	471
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.



Truckee Meadows Community College

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).
- Dental Assisting, A.A.S.
 - Early Childhood Education, A.A., A.A.S. (Administration of Early Care and Education Programs, Infant/Toddler, and Preschool Emphases)
 - Fine Arts, A.A. (Theater, Music, Musical Theater, and Dance Emphases)
 - Fire Technology, A.A.S. (Fire Suppression Emphasis)
 - Physical Education (no degrees)
 - Political Science (no degrees)
- 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).
- Civil Engineering Practitioner, A.A.S.
- 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

Program Review Overview—Continued

CERTIFICATES

I. List the certificates (at least 30 credits and under 30 credits) that were reviewed over this academic year of review (e.g. Bookkeeping or Certified Nursing Assistant).

- Dental Assisting, C.A.
- Early Childhood Educator, Skills Certificates 1-4
- Emergency Medical Services/Fire Technology/Fire Suppression Program:
 - ◊ Emergency Medical Technician, Skills Certificate
 - ◊ Emergency Medical Technician—Advanced, Skills Certificate
 - ◊ Emergency Medical Technician Instructor Training, Skills Certificate
 - ◊ Fire Technology, C.A.
 - ◊ Paramedic, C.A.
- Performing Arts Program:
 - ◊ Music, C.A.
 - ◊ Theater, 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.

None

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

None

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- CAD, Skills Certificate: Autodesk Certified Professional, American Design Drafting Association (AP) Apprentice Drafter and/or (CD) Certified Drafter
- Construction Estimating, Skills Certificate: State of Nevada Contractors License
- Construction Project Management, Skills Certificate: State of Nevada Contractors License
- Retail Management, Skills Certificate: The Western Association of Food Chains' Retail Management Certificate.

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

None

A.A.S., C.A., Dental Assisting**I. Description of Program Reviewed**

The Dental Assisting (DA) Program, accredited by the Commission on Dental Accreditation (CODA), is an entry-level program located within the Sciences Division at TMCC. Students can complete a Certificate of Achievement in Dental Assisting in the full-time program within ten-twelve months, the part-time program in two years, or the Associate of Applied Science Degree in approximately two years.

Three full-time faculty members facilitate learning for the twenty four students admitted each year to the DA program. Curriculum consists of both general education courses, to widen the foundation of student knowledge, and dental assisting courses that align with the tenets of CODA and include such concepts as: self-assessment, peer assessment, student-centered, critical thinking, problem-solving and performance-based competency. The DA program is designed to support the mission, vision and core themes of TMCC by serving a broad spectrum of traditional and non-traditional learners of varying socio-economic, cultural and educational diversity. In addition, the program meets the needs of the dental community by training students to become competent and employable dental assistants capable of performing tasks as outlined in the Nevada Board of Dental Examiners Dental Practice Act.

II. Review Process and Criteria

The program/unit review (PUR) process begins with 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 summarizes the results of course, discipline, and program assessment for a 5-7 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 (VPAA), who prepares a report for the President indicating recommended strategies for the academic area to focus on. These strategies are linked to TMCC's mission through our **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 Process are dictated by the recommended strategies. Upon approval of the President, the VPAA 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), which addresses 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 ReviewStrengths:

This program is focused on student success and maintains a strong tie with the community. We have robust advisory board and multiple dental offices who continue to partner for clinical rotations. They have streamlined their application process to a one page online and this seems to have been beneficial. This program will undergo it reaccreditation during the fall semester which will give additional insights.

Weaknesses:

We have some limitations on the clinical sites. Our program coordinator is assessing, recruiting, and developing a new dental assisting technician program at the same time and is feeling some challenge in terms of time commitment. According to the self-study, some courses have not been taught in 10 years and should be reviewed for possible deletion. Current lab fees do not meet the costs associated with the labs according to the self-study. Space for the program is limited and potential for expansion is hampered.

A.A.S., C.A., Dental AssistingExecutive Summary:

This program has some limitations on clinical sites but they have a dedicated faculty and staff. Also, they have a fabulous relationship with the local community and stress to their students the importance of community service. They are looking into adding a dental assisting technician program and the possibility of becoming a testing site. Much of these possible expansions will depend on other movements within the fourth floor of the Red Mountain Building, such as the relocation of certified nurse aid. This program will undergo its accreditation process this fall and we will have the opportunity to receive much valued input.

IV. Next Steps for this Program Based on Program Review Findings and RecommendationsRecommendations for development strategies and anticipated time lines:

Proceed with feasibility and planning of dental assisting technician program. After we know the total potential for costs, we will review possible start timeline. This could provide additional FTE and state funding to offset start-up costs. Initial projections estimate 48 students annually could go through the program. At least some of these should continue into the AAS program. Expansion is dependent on moving the Certified Nurse Aide lab from the 4th floor of the Red Mt Building.

Additional resources and/or actions necessary from each administrative unit for implementation of recommended development strategies:

- Academic Affairs: Currently, the program coordinator is expected to pursue possible development of new certificate program. There may be a need to offer a stipend to her or to a part-time faculty to assist.
- Student Services: Not applicable.
- Finance: Dollars needed to expand and become a testing site are dependent on other factors such as the relocation to move certified nurse aid. Should we decide to begin a dental assisting technician program, we would need to consider hiring an additional faculty member.
- Human Resources: Possibility of faculty need if planning and implementation takes place for certificate program. Need for equipment can be listed as program feasibility is concluded. Expectations would be need for new chairs, head pieces, x-ray manikins, models, consumables, etc.
- Faculty Senate: Not applicable.

Summary action recommended for program/unit:

This program will continue with efforts to develop the dental assisting technician program and will develop itself to be testing site if possible.

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

2015-16	21
---------	----

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

2013-14	9
2014-15	2
2015-16	3

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

Fall 2015	168
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

Early Childhood Education Program: **A.A.; A.A.S. (Administration of Early Care and Education Programs, Infant/Toddler, and Preschool Emphases); Skills Certificates, 1-4 Early Childhood Educator**

I. Description of Program Reviewed

The Early Childhood Education (ECE) Program serves students working with children from birth to age eight in a variety of early childhood program settings, including public and private early childhood programs, Head Start and Early Head Start, home/family child care, and programs within the public school system. The ECE Program is accredited by the National Association for the Education of Young Children's (NAEYC) Early Childhood Associate Degree Accreditation (ECADA) Commission.

II. Review Process and Criteria

The program/unit review (PUR) process begins with 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 summarizes the results of course, discipline, and program assessment for a 5-7 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 (VPAA), who prepares a report for the President indicating recommended strategies for the academic area to focus on. These strategies are linked to TMCC's mission through our **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 Process are dictated by the recommended strategies. Upon approval of the President, the VPAA 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), which addresses 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

Strengths:

The need for this program within the state is critical. It provides standards that ensure high quality and is the only accredited program within the state. Faculty members are dedicated and well qualified. Most assessments in courses are on schedule and conducted with professionalism.

Weaknesses:

This program must be willing to improve graduation rates as it continues to be on the low yield list for multiple years.

Executive Summary:

This program is the only accredited early childhood program in the state. While this is great, it does not alleviate the fact that it is also a low yield program and has been for a number of years. There have been efforts to add multiple short skills certificates to enhance our reporting but they must be combined to count as the system wants to see certificates that more clearly relate to a likelihood of improved employment and salary increases. This program should conduct an in-depth study into aligning with Human Development and Family Studies at UNR in an articulation agreement. This will strengthen our number of graduates and decrease the number of students who are transferring before completion. With this need to align curriculum, the program should also reconsider several pre-requisites for courses which students can take at UNR without needing to take said prerequisites.

Early Childhood Education Program:
**A.A.; A.A.S. (Administration of Early Care and Education Programs,
 Infant/Toddler, and Preschool Emphases);
 Skills Certificates, 1-4 Early Childhood Educator**

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

Recommendations for development strategies and anticipated time lines:

- Assess possible articulation with UNR Human Development and Family Studies by Spring 2017. Realign as soon as possible;
- Explore implementation of the CLASS within the Child Care Center by Fall 2016;
- Participate in QM training by faculty before Fall 2017; and
- Successfully certify courses through QM by Spring 2018.

Additional resources and/or actions necessary from each administrative unit for implementation of recommended development strategies:

- Academic Affairs: Part time instructors are needed to assist with assessment of courses.
- Student Services: Not applicable.
- Finance: Funds for additional lab needs should be submitted through regular processes.
- Human Resources: Additional student workers may be helpful to this program through the use of federal and state financial aid work study.
- Faculty Senate: Not applicable.

Summary action recommended for program/unit:

This program should institute changes to the AA degree as needed given the baccalaureate level degree at UNR in Human Development and Family Studies can be part of a 2+2 articulation agreement. There are a few courses that still need to be assessed and completed. Meetings between this program and the child care center are planned and needed. There is a need to look at the online retention rates for these courses as well.

V. Descriptive Statistics

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

2015-16	254
---------	-----

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

2013-14	16
2014-15	7
2015-16	4

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

Fall 2015	567
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

**Emergency Medical Services, Fire Technology, Fire Suppression Program:
A.A.S., Fire Technology (Fire Suppression Emphasis);
C.A., Fire Technology; C.A., Paramedic
Skills Certificates: Emergency Medical Technician, Emergency Medical
Technician-Advanced & Emergency Medical Technician Instructor Training**

I. Description of Program Reviewed

The Fire and Emergency Medical Services (EMS) programs within the Public and Occupational Safety Department, reside under the College's Technical Sciences Division. Both programs are interdependent as they coincide with each other's disciplines for the emergency response community specific to Fire and EMS. The Fire Technology AAS degree was revised in 2014 to reflect a more contemporary education. Therefore, the program sought and received a complete overhaul of this particular degree. The EMS Prehospital Emergency Medicine AAS degree was developed and approved by the Board of Regents in 2015. The College has had an EMS program since the early 1990's, including the Paramedic program, but has not attained a degree for the EMS discipline until now. This new degree represents a significant step forward not only for student success, but also for the profession represented by this new degree.

II. Review Process and Criteria

The program/unit review (PUR) process begins with 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 summarizes the results of course, discipline, and program assessment for a 5-7 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 (VPAA), who prepares a report for the President indicating recommended strategies for the academic area to focus on. These strategies are linked to TMCC's mission through our **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 Process are dictated by the recommended strategies. Upon approval of the President, the VPAA 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), which addresses 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

Strengths:

This program is led by a full time director with much practical experience. All faculty are highly qualified and a new faculty member was added this year. The Paramedic program has earned accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Fire Science Technology degree was recently updated with more current content and the Paramedic program replaced Certificate of Achievement with AAS degree consist with best practices. Both degrees provide a pathway into newly established BAS in Emergency Management and Homeland Security. The department successfully operates a non-credit program including CPR and wildland fire training.

**Emergency Medical Services, Fire Technology, Fire Suppression Program:
A.A.S., Fire Technology (Fire Suppression Emphasis);
C.A., Fire Technology; C.A., Paramedic
Skills Certificates: Emergency Medical Technician, Emergency Medical
Technician-Advanced & Emergency Medical Technician Instructor Training**

Weaknesses:

The Paramedic program experiences difficulty finding adequate internship opportunities for students. The current coordinator was funded through Perkins and exceeded allowable length of time for a single project. At the time of this self-study, the program was operating out of the Regional Training Center. The program has been inconsistent in Course Assessment Report submissions in the past. This program although proactive in promoting to non-traditional students, particularly females, should continue its outreach efforts to improve ratios. This program has made some course changes to their certificate program and is notifying students of these requirements but has not yet made these changes to the catalog which is in turn creating problems with financial aid awards.

Summary action recommended for program/unit:

Many changes have occurred with this program since the inception of the program unit review. Now the program is located in the Health Science Building. The clinical coordinator is now funded with state funds. The program director has made improvements in submitting their course assessment reports. They are working on a recruitment plan for underrepresented populations. And they have maintained good standing with their accrediting body. Now much effort is being made to align and develop pathways into the BAS degree.

Executive Summary:

This program has been evolving and has been relocated to the health science building. They now have additional support for library services and the opportunity to work with other essential allied health programs to improve their training. The clinical coordinator is now state funded and work is being done to develop pathways into the new BAS degree. The director is working on recruitment, continuing to identify new clinical sites, and growing both the paramedic program and the non-credit enrollments. No included recommendations will create a burden on the college. This program is becoming stronger and more able to respond to local needs.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

Necessary changes have taken place for the relocation of this program. Now the time lines should include the following:

- Include in catalog all course changes to the paramedic certificate, Fall 2016;
- Develop clear pathways into the new BAS degree, Spring 2017;
- Recruit underrepresented populations, Fall 2016;
- Maintain good standing with accrediting body, Fall 2016;
- Expand where possible non-credit offerings, Fall 2016;
- Work with other allied health programs to offer regional trainings, Fall 2016; and
- Continue to increase enrollment particularly in the paramedic academy, Fall 2017.

Emergency Medical Services, Fire Technology, Fire Suppression Program:
A.A.S., Fire Technology (Fire Suppression Emphasis);
C.A., Fire Technology; C.A., Paramedic
Skills Certificates: Emergency Medical Technician, Emergency Medical
Technician-Advanced & Emergency Medical Technician Instructor Training

V. Descriptive Statistics

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

2015-16	85
---------	----

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

2013-14	20
2014-15	16
2015-16	10

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

Fall 2015	408
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

Performing Arts Program: **A.A., Fine Arts (Theater, Music, Musical Theater, and Dance Emphases); C.A., Music; C.A., Theater**

I. Description of Program Reviewed

The Performing Arts Program is part of the Visual and Performing Arts Department within the Liberal Arts Division. The Program is further divided into four emphasis areas: Theater, Musical Theater, Music and Dance, each with its own Associate of Arts Degree Fine Arts. Each emphasis has its own mission and goals, but all of the emphasis relate to the common mission of the Performing Arts Program. Degrees and Certificates offered include:

- Associate of Fine Arts: Emphasis Theatre (activated in the 2000-2001 catalog year);
- Associate of Fine Arts: Emphasis Music (activated in the 2000-2001 catalog year);
- Associate of Fine Arts: Emphasis Musical Theatre (activated in the 2007-2008 catalog year);
- Associate of Fine Arts: Emphasis Dance (activated in the 2007-2008 catalog year);
- Certificate of Achievement in Theatre (activated in the 2000-2001 catalog year); and
- Certificate of Achievement in Music (activated in the 2000-2001 catalog year).

II. Review Process and Criteria

The program/unit review (PUR) process begins with 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 summarizes the results of course, discipline, and program assessment for a 5-7 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 (VPAA), who prepares a report for the President indicating recommended strategies for the academic area to focus on. These strategies are linked to TMCC's mission through our **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 Process are dictated by the recommended strategies. Upon approval of the President, the VPAA 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), which addresses 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

Strengths:

The faculty members within this program do an impressive job of outreach into our local community and within the Washoe County School District. They are committed to the success of their program and spend much time mentoring students. This program has the opportunity to investigate certificates in entertainment technology and electronic music composition.

Weaknesses:

Course assessment has been and continues to be a weakness, particularly in dance and music. Much work needs to be done to realign with UNR and ensure we have 2+2 articulations in place.

Performing Arts Program: **A.A., Fine Arts (Theater, Music, Musical Theater, and Dance Emphases); C.A., Music; C.A., Theater**

Executive Summary:

This program has lost a valued faculty member to retirement. Plans are to advertise nationally and hire someone next spring. In addition, there are exciting plans to move the program back onto the main campus within the next few years. TMCC is investigating the possibility of adding to our Red Mountain Building and including an auditorium in the addition. In the meantime, this program serves our community and our Washoe County School District by offering enriching programming. They are researching the addition of a workforce certificate in entertainment technology and are working to improve transfer and articulation between TMCC and UNR.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

Summary action recommended for program/unit:

Continue to improve on assessment processes, consider significant revisions to better align with UNR for a 2+2 articulation, and participate in Quality Matters training for online courses.

Recommendations for development strategies and anticipated time lines:

- Explore feasibility of certificates in entertainment technology and electronic music composition by Spring 2017;
- Begin planning as soon as feasibility determined;
- Participate in QM training by faculty by Spring 2017;
- Review all emphases in light of transfer and completion issues by Spring 2017;
- Become compliant in CCN database with Music Theory III and IV by Spring 2017;
- DAN, MUS, MUSE, and MUSA should be assessed before Fall 2017; and
- Implement proposed course deletions by Spring 2017.

V. Descriptive Statistics

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

2015-16	98
---------	----

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

2013-14	1
2014-15	9
2015-16	7

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

Fall 2015	1,035
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

Physical Education Program (No Degrees)

I. Description of Program Reviewed

The Truckee Meadows Community College Physical Education program is housed within the Business division of the College and is under the umbrella of the Workforce Development and Community Education department. The program currently consists of 16 courses that are physical fitness related with an average annual headcount over the past five years of approximately 700 students. The program constantly works to stay up to date with current trends in the fitness industry in order to offer the most popular and most effective opportunities for health and wellness in physical education. The main goal of the Physical Education program at TMCC is to provide students with lifelong learning and applicable life skills for physical activity and wellness which will ultimately improve their quality of life.

This program consists only of courses and does not have an associated degree or certificate program. Physical Education (PEX) classes are a requirement in two TMCC degree or certificate programs: the Personal Trainer Certification Program and the Associate of Science Degree with a Community Health Science Emphasis. PEX classes can be used as an elective in an additional 11 degree or certificate programs. TMCC High School students, and other area high school students, take PEX classes to fulfil their high school graduation requirements in physical education and students, faculty, staff and community members often take PEX classes as part of their personal exercise goals outside of their educational objectives.

II. Review Process and Criteria

The program/unit review (PUR) process begins with 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 summarizes the results of course, discipline, and program assessment for a 5-7 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 (VPAA), who prepares a report for the President indicating recommended strategies for the academic area to focus on. These strategies are linked to TMCC's mission through our **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 Process are dictated by the recommended strategies. Upon approval of the President, the VPAA 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), which addresses 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

Strengths:

Physical education supports our core themes and the course descriptions, objectives, outcomes, and measures have been updated to ensure they are appropriate. While only part time faculty lead these courses, they are outstanding and highly qualified. This program has deleted many low enrollment sections and has been responsive to student demands.

Weaknesses:

Few degrees allow for PEX courses even as electives after many programs reduce total credit hours. Additional oversight for financial aid requirements could adversely affect enrollments as students can no longer re-take courses multiple times while at TMCC without the ability to self-pay. Classroom space is limited as some of the areas such as the dance classroom is often not available.

Physical Education Program (No Degrees)

III. Major Findings and Conclusions of the Program Review

Executive Summary:

This is one of our programs without a full time instructor. However, they are to be commended for showing growth and providing a quality program through our part-time faculty members. We have some limitations on space but we have opportunities to look at Meadowood for the possibility of additional classrooms and we have the opportunity to consider Saturday classes as well. Some of our challenges may come from recent implementation of financial aid restrictions so we know we must step up our efforts to market the benefits of a healthy lifestyle. This initiative comes at a perfect time in the life of our college when we are starting conversations about a whole healthy way of living which includes our efforts at sustainability across our campus.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

Recommendations for development strategies and anticipated time lines:

The Vice President for Academic Affairs agrees with the dean's recommendation to research viability of offering specialized skills certifications during the current year with a possible start of Fall 17. It is also advisable to add PEX industry specific to the division advisory board during the Fall 16 semester. It is in the best interest of the program to promote benefits of physical education beginning in Fall 16 and continuing through Spring 17.

Additional resources and/or actions necessary from each administrative unit for implementation of recommended development strategies:

- Academic Affairs: Within the division, there will be a need to plan and promote possible marketing campaign in conjunction with our marketing office. Also there will need to be a job description composed if an adjunct is asked to handle an additional assignment. The additional assignment would need to include clear and measurable deliverables.
- Student Services: Not applicable.
- Finance: There could be an additional assignment for a three stipend credit given to a part time faculty member who steps in and assists with assessment and also is charged with investigating possible skills certifications. After some planning and discussion, some dollars (unknown at this time) could be needed to print marketing materials although the expectation is that most students will be more likely to respond to social media instead of print materials.
- Human Resources: Additional time and/or stipend for a part time instructor.
- Faculty Senate: Not applicable.

Summary action recommended for program/unit:

In summary, suggestions to research the viability of offering specialized skills certifications is excellent. It is also a great idea to promote strategically the benefits of physical, emotional, and mental wellbeing when discussing educational achievements as well. It is reasonable to expect to pay a stipend to a part-time faculty member to oversee the necessary assessment activities and potentially to research possible skills certifications.

V. Descriptive Statistics

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

2015-16	N/A (no degrees)
---------	------------------

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

2013-14	N/A (no degrees)
2014-15	N/A (no degrees)
2015-16	N/A (no degrees)

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

Fall 2015	426
-----------	-----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

Political Science (No Degrees)**I. Description of Program Reviewed**

The Political Science unit (PSC) currently functions within the Division of Liberal Arts. It is part of the Department of History, Political Science and Law. It currently does not offer a degree or emphasis in the field of political science within the Associate in Arts Degree. It is looking closely in the immediate future to having a political science emphasis within the Associate of Arts Degree at the College.

The average enrollment per section during the period under review was 33 students; the average semester FTE was over 200. The Political Science full time faculty consists of four professors. The approaches to the teaching of the courses vary based upon the expertise and background of the individual professors involved. They run the gamut from a historical approach to a philosophical and theoretical emphasis.

II. Review Process and Criteria

The program/unit review (PUR) process begins with 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 summarizes the results of course, discipline, and program assessment for a 5-7 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 (VPAA), who prepares a report for the President indicating recommended strategies for the academic area to focus on. These strategies are linked to TMCC's mission through our **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 Process are dictated by the recommended strategies. Upon approval of the President, the VPAA 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), which addresses 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 ReviewStrengths:

This program is committed to quality instruction and all full time faculty have complete Quality Matters training. They are active in local political discussions and have made excellent efforts to assess their courses.

Weaknesses:

Some of the student learning outcomes need to be updated or some courses which are no longer being taught need to be deleted. The recommendations and timelines address this issue. This area has seen some decrease in enrollment over the past few years.

Executive Summary:

This program is well served by faculty members who have committed themselves to excellence and attended QM training. They now have the opportunity to take their courses through certification as well. In addition, this is a program that should conduct a needs analysis to consider removing courses which have not been taught in a number of years. They should also add a writing rubric into their assessment processes as their self-study indicates a heavy dependency on multiple choice testing.

Political Science (No Degrees)

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

Recommendations for development strategies and anticipated time lines:

- Pursue articulation with UNR that is a true 2+2 by Spring 2017;
- Certify all online courses through QM by Fall of 2018;
- Perform needs analysis on PSC 208,210,227,250, and 290 by Fall of 2017. Begin deletion as soon as possible if they are found to be no longer viable; and
- Rubrics for student writing assignments should be developed and included by Fall 2017 so this is added to the heavy utilization of multiple choice testing.

Additional resources and/or actions necessary from each administrative unit for implementation of recommended development strategies:

- Academic Affairs: All recommendations need faculty time, attention, and commitment. These items can be completed as part of their ongoing responsibilities.
- Student Services: Not applicable.
- Finance: The only financial consideration will be the small stipend awarded for each course that goes through QM certification which is funded through distance learning office.
- Human Resources: Not applicable.
- Faculty Senate: Not applicable.

Summary action recommended for program/unit:

The VPAA supports the dean's recommendations for this program. Some modification has been made on the recommended timeline as the current dean needs more time to bring faculty together for discussions on some of these matters. An exploration into a true 2+2 with UNR should be pursued resulting in a written articulation. The faculty members in this program have completed QM training but they need to move toward having their online courses certified. Faculty should conduct a needs analysis for multiple courses which have not been offered since 2010. Assessments show student learning outcomes in analysis and synthesis are not as high as they could be so writing rubrics should be included to enhance student learning beyond multiple-choice tests.

V. Descriptive Statistics

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

2015-16	N/A (no degrees)
---------	------------------

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

2013-14	N/A (no degrees)
2014-15	N/A (no degrees)
2015-16	N/A (no degrees)

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

Fall 2015	1,067
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.



Western Nevada College

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).
 - Associate of Science
 - Construction Technology, B.A.T. (recently changed to B.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).

None

- 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).

Associate of Business

CERTIFICATES

- I. List the certificates (at least 30 credits and under 30 credits) that were reviewed over this academic year of review (e.g. Bookkeeping or Certified Nursing Assistant).

None

- 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.

None

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

None

Program Review Overview—Continued

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- Construction Gateway, Sills Certificate: National Center for Construction Education and Research (NCCER) certifications, plus an OSHA 10 hour safety training.
- Ramsdell Construction Academy, Skills Certificate: NCCER certifications, plus an OSHA 30 hour safety training

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

None

Associate of Science

I. Description of Program Reviewed

The Associate of Science degree at Western Nevada College is designed for students who plan to pursue a baccalaureate degree in science, math, engineering, or related fields. The AS degree has general education requirements in English, fine arts, humanities, social sciences, and US & NV Constitutions; additionally, the degree specifies program requirements in natural sciences (12 units, at least 8 from lab sciences) and mathematics (minimum Calculus I). The AS program mission is to provide the academic knowledge and skills for successful transfer to meet higher education goals.

II. Review Process and Criteria

Program review is a collaborative effort led by academic division staff and a program review team of academic faculty. The process involves both internal and external reviewers, a student panel, and faculty and staff. During the program review process, five years of assessment data and reports are collected and submitted as part of the program review. Ultimately, the benefit to a program undergoing review is directly related to the seriousness with which the process is approached. Program faculty who spend time clarifying the issues, developing their assessment plans and self-study, and focusing on implementing the resulting recommendations experience the most improvement and benefit.

III. Major Findings and Conclusions of the Program Review

- AS Program mission and outcomes were updated to align with institutional student learning outcomes.
- Program requirements (science and math) were reviewed and updated.
- An assessment team has been developed to monitor program progress and assessment during the 5-year cycle.
- There will be a review of expectations and student performance in writing in lab science courses.
- Recommendations were put forward regarding academic faculty advisement and expanded online offerings.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- The assessment team will help to maintain momentum within 5-year assessment cycles.
- Non-general education courses will be reviewed to ensure program alignment.
- Plans are in development to initiate formal academic faculty advising roles.

V. Descriptive Statistics

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

2015-16	622
---------	-----

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

2013-14	70
2014-15	62
2015-16	64

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

Fall 2015	1,526
-----------	-------

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.

B.A.T., Construction Management**I. Description of Program Reviewed**

The Bachelor of Technology (now Bachelor of Science) in Construction offers associate degree students, new students and skilled workers an educational route toward a career as a construction manager or supervisor. The 120-credit program combines knowledge in construction methods, planning and project management with business and supervisory skills. This program allows those who have completed an associate degree in **construction technology to progress academically and earn a bachelor's degree. It also allows those already** working in the construction field to enroll in an applicable baccalaureate degree program and expand career advancement possibilities. Approval has been granted to change the name of the program from a Bachelor of Technology to a Bachelor of Applied Science because of the concentration of applied processes associated with construction management.

This 120-credit program includes:

- 12-credits in Business and Management course requirements;
- 60-credits in Construction course requirements; and
- 48-credits in General Education requirements.

II. Review Process and Criteria

Program review is a collaborative effort led by academic division staff and a program review team of academic faculty. The process involves both internal and external reviewers, a student panel, and faculty and staff. During the program review process, five years of assessment data and reports are collected and submitted as part of the program review. Ultimately, the benefit to a program undergoing review is directly related to the seriousness with which the process is approached. Program faculty who spend time clarifying the issues, developing their assessment plans and self-study, and focusing on implementing the resulting recommendations experience the most improvement and benefit.

III. Major Findings and Conclusions of the Program Review

1. One of the major problems the reviewers determined after reviewing the data was that there needs to be a standard eight semester course schedule that would allow students to complete the program in a timely manner. Records show that some courses were repeated semester to semester, some courses were not offered or available to students which makes it difficult to complete the program in a timely manner. Now that all the necessary course changes have been either approved or are waiting approval a set eight semester plan will be presented in the 2016-2017 catalog. Students will be able to complete the program requirements in a four year span if they choose to do so.
2. After reviewing the necessary data required to develop a program review some changes need to be made in the record keeping and data collection processes. In the future the construction department will be establishing set in house type of student and program evaluations to provide additional data that could not be located during the review process. We understand that the campus has recently addressed this problem but our program is the only four year program being offered so we need some additional data that others may not deem necessary or relevant.
3. Another problem that was recognizable was the lack of continuity between the course requirements for the two year program and those required for the four year degree. With the assistance from the programs advisory board members, external educators from other Nevada college programs, and the faculty and staff from WNC the two year program is now considered a strong foundation for those students interested in continuing into the four year program. The additional changes to the four year degree have been developed and submitted and will align towards more management fundamentals than trade skills.
4. To increase interest and enrollment in the current program there needs to be an established marketing plan. The campus needs to be spreading the word about CTE opportunities every week not just every now and then when special events or activities are being offered. Preferably an annual marketing plan should be prepared with the involvement of the marketing department, CTE Director and the related faculty and staff associated with the individual programs.

B.A.T., Construction Management

5. Another weakness the reviewers discovered was the low enrollment numbers throughout the programs history. There could be several reasons that could be discussed relating to the lack of interest in the program but the reviewers decided on focusing on the future not the past. The only way this program will survive in the future is to generate more interest in it. Some of the ways the current faculty and staff have initiated change is establishing a strong partnership with various industry related professional organizations. These new **relationships generated interest from their related members to become a part of the program's advisory board.** The new partners understand that we are here to support their workforce needs and listen to their concerns and make the necessary changes to improve the curriculum to address those concerns.

The program also has a new pathway that once implemented should generate more interest. Recently, a "C" track Jumpstart program was developed to entice local high school students and others in the community an opportunity to earn dual credits and national certifications upon completion. The academy is tied directly to the two year program so if we can get the numbers up in the academy program logic suggest interest will increase in the other programs.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

There are significant changes that need to be made to the current BT program to fit the needs of the construction industry:

- Developing the AAS curriculum to fit the fundamental needs of students enrolling into the four year program;
- Increasing the number of relevant business and management courses required for the degree;
- The lack of relevant business courses required for the program;
- Eliminating duplicate courses and structuring the program requirements more towards management than engineering;
- Providing competent adjunct instructors in courses that previously were filled by individuals filling voids in the schedule without the necessary knowledge or skill sets to cover the subject matter in the correct way;
- Student learning outcomes need to be expanded to include leadership and team building and management requirements associated with construction management; and
- Program student learning outcomes need to align with institutional and/or general education student learning outcomes.

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

2015-16	33
---------	----

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

2013-14	11
2014-15	2
2015-16	5

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

Fall 2015	60
-----------	----

VI. Institutional Reports

Click [here](#) for a copy of the institutional report that is summarized above.