

NSHE Existing Program Review 2021-22

Prepared November 2022
for the Board of Regent's Academic, Research
and Student Affairs Committee



Nevada System of Higher Education Leadership

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Executive Summary

The Review of Existing Programs report is prepared for the Academic, Research and Student Affairs (ARSA) Committee in accordance with Board policy (Title 4, Chapter 14, Section 6 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.*

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In conducting program reviews each year, the institutions are guided by their respective process, as described in each program review in this report, and typically include a self-study and faculty guidance and input. In addition, some institutions may also utilize external reviewers. The major findings, recommendations and next steps concerning the programs reviewed are unique to each institution and the program itself, but generally, program strengths continue to include overall program quality and engaged students and faculty committed to the success of their programs.

The reports submitted by the institutions for each program are included in this publication and organized by institution. There are two summary tables included at the

beginning of this report. The first table is a summary 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 6 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. The second table includes data from the institutional reports regarding the service headcount for the Fall of 2021 for each program and the number of students with a declared major in the program in 2021-22. This table also includes the number of graduates from the program for the past three academic years.

This report, along with the corresponding [institutional reports](#) for each program summarized for 2021-22, and reports from prior years are available [online](#) through the NSHE website (nshe.nevada.edu).

Summary of Eliminated and New Programs

Program	Elimination or Deactivation	New Program
University of Nevada, Las Vegas		
Athletic Training, B.S.	X	
Dance, B.A.	X	
Design, Master of	X	
Elementary Education, B.A.	X	
Exercise Physiology, M.S.	X	
General Science, B.S.		X
General Studies in Liberal Arts, B.A.		X
Kinesiology, Ph.D.	X	
Science, M.A.	X	
Secondary Education, B.A.	X	
Special Education, B.A.	X	
Theatre, M.A.	X	
Transportation, M.S.	X	
University of Nevada, Reno		
Computational Linguistics, B.S.		X
Kinesiology, B.S.		X
Public Health, B.S.		X
Nevada State College		
Psychology, B.S.	X	
Chemistry, B.S.		X
College of Southern Nevada		
Advanced Manufacturing, A.A.S.		X
Advanced Manufacturing: Automation, Skills Certificate		X
Advanced Manufacturing: Machining, Certificate of Achievement		X
Computer Office Technology, A.A.S.	X	
Computer Science, A.A.		X
Computing & Information Technology: Networking Cloud Administration, Certificate of Achievement		X
Developmental Support Technician, Skills Certificate		X
Environmental Conservation, B.A.S.		X
Environmental Laboratory Sciences, B.A.S.		X
Machining: Lathe, Skills Certificate		X
Machining: Milling, Skills Certificate		X
Great Basin College		
Paramedic, Certificate of Achievement		X
Medical Assisting, Phlebotomy Tech and EKG Training, Certificate of Achievement		X
Truckee Meadows Community College		
Air Conditioning Technology, Certificate of Achievement		X
Apprenticeship, Skills Certificate (Journeyman Card)		X
Apprenticeship, Certificate of Achievement		X
Apprenticeship Program, A.A.S.	X	
Bachelor of Architecture		X
Business, A.A.		X
Bricklayer Apprentice, Certificate of Achievement	X	

Program	Elimination or Deactivation	New Program
Bricklayers Apprenticeship, Skills Certificate	X	
Carpenter Apprentice, Certificate of Achievement	X	
Carpentry Apprenticeship, Skills Certificate	X	
Cement Masons Apprenticeship, Skills Certificate	X	
Data Science, A.S.		X
Dental Assisting Basic Training, Skills Certificate		X
Electrician Apprentice, Certificate of Achievement	X	
Electricians Apprenticeship, Skills Certificate	X	
Entrepreneurship, A.A.		X
Fire Suppression, Skills Certificate		X
Graphic Software Certification, Adobe Certified Associate, Skills Certificate	X	
HVAC Installer, Skills Certificate	X	
Ironworker Apprentice, Certificate of Achievement	X	
Ironworkers Apprenticeship, Skills Certificate	X	
IT Basics, Skills Certificate		X
IT Specialty Back End Developer, Skills Certificate		X
IT Specialty Front End Developer, Skills Certificate		X
IT Specialty Full Stack Developer, Skills Certificate		X
Natural Gas Serviceman Apprenticeship, Skills Certificate	X	
Operating Engineer Apprentice, Certificate of Achievement	X	
Operating Engineers Apprenticeship, Skills Certificate	X	
Painter-Decorator Apprentice, Certificate of Achievement	X	
Painters Apprenticeship, Skills Certificate	X	
Pipefitter-Plumber Apprentice, Certificate of Achievement	X	
Plasterers and Cement Masons Apprentice, Certificate of Achievement	X	
Plasterers Apprenticeship, Skills Certificate	X	
Political Science, A.A.		X
Refrigeration Apprentice, Certificate of Achievement	X	
Refrigeration Apprenticeship, Skills Certificate	X	
Sheetmetal Worker Apprentice, Certificate of Achievement	X	
Sheetmetal Apprenticeship, Skills Certificate	X	
Social Work, A.A.		X
Sterile Processing Technician, Skills Certificate		X
Tilesetter Apprentice, Certificate of Achievement	X	
Tilesetters Apprenticeship, Skills Certificate	X	
Utility Apprentice, Certificate of Achievement	X	
Veterinary Assistant, Skills Certificate		X
Western Nevada College		
Automotive Service Excellence I, Skills Certificate	X	
Automotive Service Excellence II, Skills Certificate	X	
Early Childhood Education, A.A.S.	X	
FESTO Industry 4.0, Skills Certificate	X	
Fire Science Technology, A.A.S.		X
Geographic Information Systems, A.A.S.	X	

Program	Elimination or Deactivation	New Program
Heating, Ventilation, Air Conditioning, Certificate of Achievement		X
Paramedicine, A.A.S.		X
Peace Officer Academy, Certificate of Achievement		X
Web Technology, A.A.S.	X	

Summary of Characteristics of Reviewed Programs

Program	Number of Students with Declared Major	Number of Graduates from Program 2019-2020	Number of Graduates from Program 2020-2021	Number of Graduates from Program 2021-2022	Service Headcount Fall 2021
University of Nevada, Las Vegas					
Economics, B.A.	79	46	52	46	2,000
Psychology, B.A.	2,066	368	391	412	5,122
Construction Management, B.S.	49	12	12	16	277
Civil & Environmental Engineering, M.S.	30	14	13	4	83
Civil & Environmental Engineering, Ph.D.	31	8	5	4	83
University of Nevada, Reno					
Anthropology, B.A.	128	39	39	35	2,378
Anthropology, M.A.	23	7	4	6	220
Anthropology, Ph.D.	39	3	1	4	220
Geography, B.A.	14	3	4	4	2,228
Geography, B.S.	45	15	11	11	2,228
Geography, M.S.	11	5	6	5	223
Geography, Ph.D.	13	4	2	5	223
International Affairs, B.A.	121	41	49	35	26
Judicial Studies, M.J.S.	30	3	0	4	111
Judicial Studies, Ph.D.	10	0	3	0	111
Justice Management, M.J.M.	33	14	10	13	100
Microbiology & Immunology, B.S.	201	51	37	36	637
Music, B.A.	49	7	10	2	4,663
Music Education, B.M.	65	7	6	11	4,663
Applied Music, B.M.	41	5	16	6	4,663
Music History / Musicology, M.A.	4	1	0	0	289
Music Performance, M.M.	17	7	9	6	289
Music Education, M.M.	6	0	2	1	4,663
Music, D.M.A.	13	--	--	--	289
Political Science, B.A.	334	80	101	87	302
Public Administration, M.P.A.	33	7	4	10	205
Political Science, M.A.	5	2	1	0	205
Political Science, Ph.D.	17	1	4	0	205
French, B.A.	48	24	14	10	585
Spanish, B.A.	131	57	62	39	1,818
World Languages & Literature, M.A.	20	6	5	4	70

Program	Number of Students with Declared Major	Number of Graduates from Program 2019-2020	Number of Graduates from Program 2020-2021	Number of Graduates from Program 2021-2022	Service Headcount Fall 2021
Nevada State College					
Elementary Education, B.A.	177	55	61	54	17,806
Secondary Education, B.A.	35	12	6	12	11,535
Secondary Education, B.S.	15	2	1	4	9,393
Nursing, B.S.	1,211	396	348	308	22,086
College of Southern Nevada					
Business, A.B.	2,779	258	318	90	2,389
Business Management A.A.S. & Certificate of Achievement; Project Management, B.A.S.	861	91	139	28	2,389
Marketing, A.A.S.	149	5	11	4	772
Paralegal, A.A.S. & Certificate of Achievement	249	25	41	8	652
Real Estate, A.A.S., Certificate of Achievement & Skills Certificate	134	39	39	4	408
Retail Management, Certificate of Achievement	5	0	0	0	772
Great Basin College					
Criminal Justice, A.A.S.	54	2	12	9	275
Social Sciences, B.A.	57	5	3	8	281
Truckee Meadows Community College					
Chemistry, A.S.	21	0	5	0	698
Computer Science, A.S.	222	38	51	52	333

Program	Number of Students with Declared Major	Number of Graduates from Program 2019-2020	Number of Graduates from Program 2020-2021	Number of Graduates from Program 2021-2022	Service Headcount Fall 2021
Construction and Design, A.A.S.; Architectural Drafting, C.O.A. & S.C.; Skills Certificates in: AutoCADD.; Construction Estimating; Construction Project Management; REVIT Architectural Drafting	127	16	11	18	882
Criminal Justice, A.A. & A.A.S.	318	48	57	62	687
Emergency Management and Homeland Security, B.A.S.	42	5	2	8	269
Environmental Science, A.S.	52	3	2	4	45
Geoscience, A.S.	11	0	1	1	175
Paralegal/Law, A.A.S.	98	17	20	18	374
Political Science, A.A.	39	1	7	7	2,019
Western Nevada College					
Associate of Arts	1,043	294	327	270	10,088
Associate of Business	205	26	21	32	1,858
Associate of Science	491	112	106	95	4,609
Business, A.A.S.	134	10	2	4	1,070
Construction Management, B.A.S.	20	5	6	8	766

University of Nevada, Las Vegas

Summary

Degree Programs

***I.* List the existing programs and corresponding degree for all programs that were reviewed over this academic year of review.**

- Economics, B.A.
- Psychology, B.A.
- Construction Management, B.S.
- Civil & Environmental Engineering, M.S.
- Civil & Environmental Engineering, 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.**

- Athletic Training, B.S.
- Dance, B.A.
- Design, Master
- Elementary Education, B.A.
- Exercise Physiology, M.S.
- Kinesiology, Ph.D.
- Secondary Education, B.A.
- Science, M.A.
- Special Education, B.A.
- Theatre, M.A.
- Transportation, M.S.

***III.* List all new programs and corresponding degree level for all programs that received Board approval in this academic year of review.**

- General Studies in Liberal Arts, B.A.
- General Science, B.S.

Certificates

None

UNLV: Economics, B.A.

I. Description of Program reviewed

The discipline of economics studies how to allocate scarce resources to meet unlimited wants. Nearly all public and private issues possess important economic angles. Thus, thinking as an economist provides valuable insights into our complex world. The economics major prepares students for jobs in businesses, financial firms, government agencies, and non-profit organizations and for advanced degrees in business, economics, law, public administration, and other social sciences. The Economics B.A. also complements learning in other areas of business and the liberal arts.

II. Review Process and Criteria

Programs at UNLV are reviewed at least every ten years as required by the Nevada System of Higher Education (NSHE) Board of Regents handbook. The review of existing programs includes multiple criteria and both quantitative and qualitative dimensions of program effectiveness and peer review.

Criteria utilized in the review of existing programs includes quality, need/demand for the program, relation to the institutional mission, cost, relationship to other programs in the NSHE system, student outcomes, and quality and adequacy of resources such as library materials, equipment, space, and nonacademic services.

The Senior Vice Provost for Academic Affairs is committed to engaging programs in a clear and useful program review process. To facilitate continuous improvement, feedback is welcomed from programs and departments, external or internal reviewers and any other constituents of the process.

III. Major Findings and Conclusions of the Program Review

The following are summarized results from the external reviewers.

1. Commendations
 - a. The Economics Department faculty demonstrate a common sense of mission in serving their undergraduate population. Newly hired faculty seem to have been successfully incorporated into the department and are contributing productively and creatively to this mission. Students express high levels of satisfaction with the department and their major. Department support for the economics club contributes to a sense of community according to students who spoke with the external reviewers. In short, the department culture seems quite healthy and supportive of faculty and students.
 - b. The department offers students in the School of Business a unique opportunity to combine economics with other majors and minors outside of the School of Business (political science for example) that can expand their career opportunities and opportunities for graduate studies. Having Honors students majoring in economics attracts some of the strongest students at the university to the program. Because economics majors do not have to take the business core courses this also makes the major attractive to transfer students who are interested in a major related to business. The "advanced track" to the master's program also provides opportunities for students to build on their B.A. program and serves as an attraction for excellent students.
 - c. The department has had success in fostering undergraduate research experiences, both in the classroom (in the capstone course) and through Brookings Mountain West and other internship experiences. This has served students well post-graduation both in

- terms graduate school and career placements. Student participation in the Brookings Mountain West program is quite an exceptional opportunity and should be highlighted.
- d. The department is engaged in forward looking and strategic thinking around enhancing student recruitment (through proposed outreach to high school students for example).
 - e. Perhaps not a strength of the program alone but also of the university is the diversity of the student body, by race/ethnicity, gender, and first-generation status. Many economics departments have difficulty attracting and retaining diverse students. Attracting diverse students may not be attributed solely to the department, but the department does educate and graduate students who are more diverse than in many economics departments in the US.
 - f. Faculty research productivity also seems quite healthy, with a diverse set of faculty at all career levels publishing regularly in their areas of interest. The research undertaken by faculty in the economics department contributes significantly to the R1 designation of the university.

2. Recommendations

The recommendations of the external reviewers are centered around building on the department's strengths. The evaluators see potential for the department to improve further through some strategic actions.

- a. The evaluators recommend that the college and the department coordinate to use planned investments in advising to improve the service given to economics students around education and career development. In conjunction with the department's planned outreach to high schools, materials can be created that do a better job of letting prospective college students (and existing college students) know what economics is, what the strengths of the department are, what advantages there are of a B.A. in economics, and what opportunities exist for economics majors upon graduation. More resources devoted to advising economics students and more coordination and information sharing between advisors and faculty in the department should contribute to recruiting efforts and to student retention and timely graduation. More resources for career counseling for economics students and prospective economics students would also contribute to recruitment efforts and to student placements post-graduation. Looping in advisors and career counselors to communications from and about the department would be ideal.
- b. The evaluators recommend all parties collaborate to raise the visibility of department, through improvements to the web site, the wider promotion of ongoing research experiences and accomplishments, and promotion of the field and the major in high schools. "Telling the story" about economics and the department is critical to recruitment efforts. It is also critical for UNLV students to know what opportunities exist with an economics major. "Branding" and "Standardizing" are now common terms in higher education. Those things should not hamper departments in having control over the content on their websites and the ability to include things like highlighting students who get into graduate programs or get exciting jobs, the research of the faculty and their outreach efforts, as well as anything else that informs students about the department. Without institutional commitment of this sort, the department will be seriously constrained in serving its students and attracting new students.
- c. The evaluators recommend the college and the university be attentive to the concerns of department faculty regarding potential expansions of the department's programs (for instance, the creation of a Ph.D. program), and in particular that they weigh the resource needs of such an expansion and the potential impact on the existing, successful

undergraduate program. Ph.D. programs are incredibly resource intensive. The department's assessment of its resource needs for the B.A. program was modest. It is unusual for a department to say they have sufficient resources for their program needs. The economics department at UNLV is quite extraordinary. That should however not be mistaken for being a good place to add a Ph.D. program. Without significantly more resources being allocated to the department, the addition of a Ph.D. program in economics would certainly threaten the success of the undergraduate program.

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

The program has identified several priorities for next steps.

Priority 1. Improve teaching at the 100 and 200 levels. This is meant to improve recruitment into the major.

Priority 2. Establish a community outreach component to B.A. degree.

Priority 3. Improve and formalize the connection between employers and economics undergraduates.

Recruiting students is a key focus for the department moving forward. A vital part of recruiting will focus on improving teaching quality at the 100 and 200 levels. Another aspect will rely on improving and formalizing our connection with employers and the community at large. The department needs to re-think and re-constitute the advisory with this in mind.

V. Descriptive Statistics

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

2021-22	<u>79</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>46</u>
2020-21	<u>52</u>
2021-22	<u>46</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>100</u>
2020-21	<u>100</u>
2021-22	<u>100</u>

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

Fall 2021	<u>2,000</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNLV: Psychology, B.A.

I. Description of Program reviewed

The Psychology B.A. provides a broad and balanced treatment of psychology. Upon completion of this course of study, students will have received upper-division instruction in at least five of the many sub areas of psychology. Thus, they will have knowledge of the diversity of ideas and activities that constitute the field. This curriculum is designed to meet the needs of both those students seeking a liberal arts undergraduate degree and those intending to enter advanced training in psychology, education, medicine, or related fields.

The undergraduate major, one of the largest at the university, focuses on providing students with a solid grounding in research methods and statistics and a broad and balanced exposure to the many sub-areas of psychology.

II. Review Process and Criteria

Programs at UNLV are reviewed at least every ten years as required by the Nevada System of Higher Education (NSHE) Board of Regents handbook. The review of existing programs includes multiple criteria and both quantitative and qualitative dimensions of program effectiveness and peer review.

Criteria utilized in the review of existing programs includes quality, need/demand for the program, relation to the institutional mission, cost, relationship to other programs in the NSHE system, student outcomes, and quality and adequacy of resources such as library materials, equipment, space, and nonacademic services.

The Senior Vice Provost for Academic Affairs is committed to engaging programs in a clear and useful program review process. To facilitate continuous improvement, feedback is welcomed from programs and departments, external or internal reviewers and any other constituents of the process.

III. Major Findings and Conclusions of the Program Review

Strengths

The Psychology B.A. has several strengths as identified through the Program Review Process. The program has strong research activity and research opportunities for students. The program applies best practices and recommendations from national organizations in developing and reflecting on the curriculum. There is a strong emphasis on diversity, equity, and inclusion. The program offers a variety of course offerings (including neuroscience topics). There is a fully online path to graduation, offering maximum flexibility to students.

In addition, the program also has retention, progression, and completion rates that are approaching or that meet university goals.

The Psychology B.A. program (a) applies the top recommendations for the psychology curriculum, (b) stays up-to-date with the field of psychology, (c) serves a very large number of undergraduates (Psychology majors, Psychology minors, and Neuroscience minors), including a large percentage who reach graduation, (d) emphasizes skill and professional development in the major, and (e) addresses important topics such as issues related to diversity, equity, and inclusion.

Challenges

There are a few challenges identified for this program. There is a heavy reliance on part-time instructors and graduate student instructors. The program has identified a need to improve retention, progression, and completion rates. Finally, the Psychology B.A. must improve tracking of students after they graduate.

Assessment of Student Outcomes

The program measures student outcomes through annual academic assessment efforts. Based on assessment reports from the past five years, there have been revisions to the psychology curriculum. The program added PSY439 (Field Experience in the Teaching of Psychology) so that students could earn credit for learning about and applying teaching methods. This was developed because students expressed an interest in this, and psychology instructors wanted more help with their courses (not all psychology instructors are assigned a graduate assistant). In addition, the psychology program is reacting to student feedback about wanting more help with career preparation. Psychology faculty contributed to the development of COLA 402 (Applied Liberal Arts Internship) by sharing community organizations that would be relevant to psychology students, and the psychology faculty is also currently building a new course related to careers in psychology.

From a co-curricular angle, assessment results also conveyed that students wanted more ways to meet and interact with full-time psychology faculty (students expressed frustration that a large percentage of psychology courses are taught by part-time instructors (PTIs) and graduate student instructors (GAs)). This was addressed through co-curricular experiences by organizing "meet the professor" and "research lab matching" events that were hosted by the Psychology Club and Psi Chi student organizations.

Assessment findings were used to improve student learning in two different ways. First, results showed that students had difficulty interpreting experiment outcomes when presented with simple p-values or graphs with error bars. To help with this, one course has emphasized this topic more by including new examples and additional learning exercises (e.g., practice quiz before a test).

Another example is that student paper ratings were not very different for an early milestone course (PSY 240) compared to the senior capstone course (PSY 490), despite using the same scoring rubric for both groups. To help with this issue, the capstone course added more emphasis on the different sections of a research paper to help guide the students through the writing process more slowly. These assessment findings showed that students at this (upper) level still need help to improve their writing about research.

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

1. Improve the student to faculty ratio and reduce the reliance on part-time instructors (and possibly bring some class sizes down to more reasonable levels). To accomplish this, the psychology program needs more full-time faculty – increasing the number of Faculty-In-Residence faculty would help because they typically teach more courses each semester, but also increasing the tenured-track and tenured faculty is needed to increase the opportunities for students to get involved with research experiences.
2. Improve curriculum offerings by expanding courses related to topics in forensic psychology, neuroscience, and careers in psychology. It should be noted, though, that this priority is dependent on addressing the first priority. In order to offer these types of courses, the size of the faculty must increase.

3. Improve the ability to monitor and track psychology students after they graduate. In order to do so, the Psychology B.A. program needs additional faculty and staff to help implement a strategy to do this. As noted earlier in this report, tracking psychology graduates is difficult because of limited faculty/staff, the number of psychology students, and the fact that psychology students can pursue a very wide variety of career or graduate school options.

V. Descriptive Statistics

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

2021-22	<u>2,066</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>368</u>
2020-21	<u>391</u>
2021-22	<u>412</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>34</u>
2020-21	<u>30</u>
2021-22	<u>38</u>

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

Fall 2021	<u>5,122</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNLV: Construction Management, B.S.

I. Description of Program reviewed

The B.S. Construction Management (CM) program prepares students for professional practice as construction managers by providing a well-rounded educational background in business, construction management, science, liberal arts, management, and mathematics. The program emphasizes construction science courses that are for the most part noncalculus-based. The majority of graduates work in the residential and commercial construction sectors, such as: residential housing developments, multi-family projects, office buildings, retail projects, distribution centers, resort hotels, water/wastewater treatment plants, roads and highways.

II. Review Process and Criteria

Programs at UNLV are reviewed at least every ten years as required by the Nevada System of Higher Education (NSHE) Board of Regents handbook. The review of existing programs includes multiple criteria and both quantitative and qualitative dimensions of program effectiveness and peer review.

Criteria utilized in the review of existing programs includes quality, need/demand for the program, relation to the institutional mission, cost, relationship to other programs in the NSHE system, student outcomes, and quality and adequacy of resources such as library materials, equipment, space, and nonacademic services.

The Senior Vice Provost for Academic Affairs is committed to engaging programs in a clear and useful program review process. To facilitate continuous improvement, feedback is welcomed from programs and departments, external or internal reviewers and any other constituents of the process.

The CM program is reviewed more frequently for discipline accreditation by the American Council for Construction Education (ACCE). The program review report was prepared based on the 2020 ACCE self-study and a May 1 – May 26, 2020 external review by the American Council for Construction Education (ACCE). ACCE reviews programs for concerns, weaknesses, and deficiencies in the following criteria areas: Governance, Curriculum, Faculty and Staff, Student Policies, Physical and Financial Resources, Public Relations, Academic Quality Planning Process and Outcome Assessment.

III. Major Findings and Conclusions of the Program Review

Program assessment measures and results revealed a number of ways in which the program faculty can support achievement of the student learning outcomes. Program faculty responded to assessment results by adding content to course lectures, changing the courses in which learning outcomes are assessed to allow the faculty to be nimbler in addressing gaps in student learning, and developing new courses to better support student learning. A college curriculum committee regularly reviews all assessment results and makes recommendations for improvement.

The following are summarized results from the external reviewers, the ACCE Visiting Team.

1. Strengths

- a. The current chair of the department has a background in civil engineering, is a qualified administrator, and is committed to the construction discipline; communicates and collaborates with faculty and supports the Construction Management Program.

- b. The Department of Civil and Environmental Engineering and Construction (CEEC) has an Management Program. The Visiting Team recognizes its committees for active roles in fund raising, internships, marketing and recruiting, membership, curriculum, and supporting the needs of the program.
- c. The Visiting Team identifies the alumni as a strength to the program. Alumni are well represented on the CEEC Advisory Board in roles of advising, curriculum review, and fundraising, but alumni are also actively engaged in teaching part-time in the program, and involved in facilitating internships for students and hiring graduates.

2. Concerns

The external reviewers did not identify any weaknesses, but identified two areas for potential growth: the need for more faculty and space.

- a. Size of Faculty. The Visiting Team is concerned that planned expansion or changes in the program or an increase in enrollment to meet industry demands, or availability of part-time instructors will affect the balance and require additional Construction Management Program faculty. The Visiting Team identifies the need for additional faculty as a concern.
- b. The Visiting Team identifies space as a concern, as the Team was made aware that space is at a premium for the Construction Management Program and the Department. The Visiting Team is concerned that planned expansion of the program, increase in enrollment to meet industry needs, or additional faculty or part-time instructors will require additional space for the Construction Management Program.

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

Through assessment and structures for continual improvement, the program has addressed previous areas of weakness and have identified several priorities for next steps.

Priority 1. Grow enrollment. As the need for Construction Management placements drastically exceeds the number of graduates, both in the local market and beyond, the Visiting Team suggests creative and continuous marketing to reach potential students.

Priority 2. To complement courses, include additional guest presenters, and field trips to keep current as the Construction Industry is active and ever-evolving with new strategies, equipment, and technology.

Priority 3. To complement the students' academic studies the external reviewers suggests to revive the Associated General Contractor (AGC) Student Chapter, or start a student chapter of another professional organization such as the National Association of Home Builders (NAHB) as NAHB has provided support to the program.

V. Descriptive Statistics

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

2021-22	<u>49</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>12</u>
2020-21	<u>12</u>

2021-22	<u>16</u>
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C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>100</u>
2020-21	<u>100</u>
2021-22	<u>100</u>

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

Fall 2021	<u>277</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNLV: Civil & Environmental Engineering, M.S. & Ph.D.

I. Description of Program reviewed

The Civil & Environmental Engineering and Construction (CEEC) Department at UNLV offers several areas of engineering leading to graduate level degrees (M.S. and Ph.D.) in Civil and Environmental Engineering. Specific areas of engineering that are currently available include Construction, Geotechnical, Structural, Transportation, and Water Resources/Environmental. The Ph.D. degree in a chosen area is awarded based on the scholarly contribution provided by the candidate in his/her area of research. It is expected that the Ph.D. candidate should demonstrate in-depth knowledge in the subject matter of his/her chosen area of expertise.

II. Review Process and Criteria

Programs at UNLV are reviewed at least every ten years as required by the Nevada System of Higher Education (NSHE) Board of Regents handbook. The review of existing programs includes multiple criteria and both quantitative and qualitative dimensions of program effectiveness and peer review.

Criteria utilized in the review of existing programs includes quality, need/demand for the program, relation to the institutional mission, cost, relationship to other programs in the NSHE system, student outcomes, and quality and adequacy of resources such as library materials, equipment, space, and nonacademic services.

The Senior Vice Provost for Academic Affairs is committed to engaging programs in a clear and useful program review process. To facilitate continuous improvement, feedback is welcomed from programs and departments, external or internal reviewers and any other constituents of the process

III. Major Findings and Conclusions of the Program Review

1. Commendations

The Administration, Department Leadership, and Faculty should be commended for developing, communicating, and implementing a cohesive vision. The same basic understanding of the program's vision and direction was echoed by many, which suggested that program outcomes will continue to be achieved. Some highlights of the program are:

- a. The program continues to have a significant impact on the university, the community and the discipline compared to the size. The impact is comparable or even better than similar and even larger programs, which is highly commendable.
- b. The alumni are in influential positions in public and private sectors. In addition, a good number of the programs Ph.D. graduates are in academic positions which is viewed as a great indication of reputation and impact.
- c. The quality of both the faculty and the graduates is very good and seems to be improving over time. Research expenditures are peer-reviewed journal papers have been steadily climbing.
- d. Department's mission statement appears to be in excellent agreement with those of the college and the institution. The department seems extremely well-positioned with respect to UNLV's Top Tier Mission statement.

2. Weakness and Recommendations

- a. Distinction between M.S. and Ph.D. learning outcomes is an area where improvement could be made. The departmental website has the same learning outcomes for both degrees.
- b. The program resources are somewhat less than appropriate for optimal execution of the mission. There is a plan to attract up to 15 new faculty in interdisciplinary clusters.

Hopefully, this is one mechanism where Civil and/or Construction could be strengthened. In addition:

- The graduate program has less resources in terms of student support to attract top students. There needs to be increase in number of TAs which can be merged with faculty's research grant support to make longer term offers to recruit top students. Also consider partial support to help a larger number of students.
- Based on comments from students, it would seem that the heavier lab facilities fall short in maintenance, safety and adequacy for research needs.
- There appears to be a need for an additional technician particularly with respect to the structures emphasis are.

c. In the area of Retention, Progression, Completion (RPC):

- the number of students graduating relative to the number joining is low, this indicates students are either taking longer to graduate or dropping out.
- A major impediment seems to be the lack of a coursework only M.S. Part-time students from industry may be reluctant to pursue a research path.
- Based from student feedback, required courses are not offered regularly for students to enable timely completion. This may be partially responsible for some of the attrition.

Recommendations to enhance RPC:

- Increase TA offers – both the number of positions and the monthly rate.
- Course requirements need to be streamlined. Currently, students are forced to take courses far outside their specialization to fulfill coursework requirements. Consider offering courses online, especially during summer, this will help with diversity of courses.
- Offer a coursework only M.S. option. This will greatly increase completion rate even if the time to graduation gets extended by part-time students.

d. Information on the departmental website should be updated and made to attract and recruit students. Focus on the many benefits of a graduate degree first.

The overall findings of the external reviewers are positive, "very effective department whose graduates will continue to find profession success and promote the UNLV brand".

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

The program has identified the top three priorities for future development:

1. Increase the enrollment of Ph.D. and M.S. students by 10% every year for the coming five years.
2. Increase the 5-year cohort Ph.D. graduation rate to 50% and 2-year cohort M.S. graduation rate to 60%.
3. Increase the journal publications of CEEC faculty with graduate students from 0.5 to 0.75 per year. (The ratio is taken as # of publications by graduate students/ # of graduate students).

V. Descriptive Statistics

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

2021-22 30 M.S., 31 Ph.D.

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

2019-20	<u>14 M.S., 8 Ph.D.</u>
2020-21	<u>13 M.S., 5 Ph.D.</u>
2021-22	<u>4 M.S., 4 Ph.D.</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>40 M.S., 54 Ph.D.</u>
2020-21	<u>45 M.S., 63 Ph.D.</u>
2021-22	<u>24 M.S., 0 Ph.D.</u>

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

Fall 2021	<u>83</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

University of Nevada, Reno

Summary

Degree Programs

I. List the existing programs and corresponding degree for all programs that were reviewed over this academic year of review.

- Anthropology, B.A.
- Anthropology, M.A.
- Anthropology, Ph.D.
- Geography, B.A.
- Geography, B.S.
- Geography, M.S.
- Geography, Ph.D.
- Justice Management, M.J.M.
- Judicial Studies, M.J.S.
- Judicial Studies, Ph.D.
- Microbiology and Immunology, B.S.
- Music, B.A.
- Applied Music, B.M.
- Music Education, B.M.
- Music History/Musicology, M.A.
- Performance, M.M.
- Music Education, M.M.
- Music, D.M.A.
- International Affairs, B.A.
- Political Science, B.A.
- Political Science, M.A.
- Public Administration and Policy, M.P.A.
- Political Science, Ph.D.
- French, B.A.
- Spanish, B.A.
- World Languages and Literatures, M.A.

II. List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review.

None

III. List all new programs and corresponding degree level for all programs that received Board approval in this academic year of review.

- Computational Linguistics, B.S.
- Kinesiology, B.S.
- Public Health, B.S.

Certificates

None

UNR: Anthropology, B.A., M.A., and Ph.D.

I. Description of Program reviewed

Anthropology is an academic discipline that operates at the crossroads of the physical sciences, social sciences and humanities to examine the diversity of human experience across culture and time. Anthropologists in the department study everything from human evolution to pre-history to life in a globalizing world. Because of this breadth of focus, anthropology is highly relevant to understanding and living in a rapidly changing world. The Department of Anthropology at the University of Nevada, Reno is home to an active community of scholars including specialists in archaeology, cultural anthropology, linguistics and biological anthropology. We offer a wide range of courses in each of these sub-disciplines and many research opportunities for graduate and undergraduate students. The department offers Bachelor of Arts, Master of Arts and Ph.D. degrees. Students have opportunities for training in a variety of laboratories and research programs. The department takes a four-field approach to understand humans and emphasizes collaborative research that cross-cuts sub-fields.

II. Review Process and Criteria

The Anthropology program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2021 for Anthropology programs. These respective reports were provided to the reviewers before they conducted a virtual visit on February 24 – 25, 2022. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team 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 took place on August 18, 2022. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The Anthropology Department is particularly proud of the fact that they are one of the few Anthropology programs with faculty expertise in all four core disciplines, archaeology, biological anthropology, cultural anthropology, and linguistic anthropology. While this breadth of expertise provides both undergraduate and graduate students a solid foundation in in the Anthropology, sustaining balanced support to faculty and students in all four core disciplines has proved challenging. However, despite these issues, the external reviewers commended the Anthropology Department for maintaining high quality undergraduate and graduate degree programs, while at the same time being a productive research department that lives up to the expectations of a Carnegie R1 university. Since the last program review in 2014, Anthropology has experienced a 50% increase in graduate enrollment and dramatic increase in extramural research funding through grants and endowments.

Major Findings and Conclusions:

- Growth of in the department's extramural research funding and graduate programs require additional administrative support.
- The reviewers recommended the department prioritize the hiring of an additional Biological Anthropology faculty to address the growth and success of this graduate program. They also suggested that the department prioritize a second faculty hire that could help maintain a

balanced faculty to address its four-core discipline approach to educating Anthropology professionals.

- The Archaeology and Biological Anthropology disciplines have been highly successful in both their research endeavors and at attracting large numbers of undergraduate and graduate students. Unfortunately, this department lacks sufficient laboratory space that can safely accommodate the use of toxic and caustic chemical and biological reagents that are routinely used in Archaeological and Biological Anthropological research and teaching. Currently, faculty research labs are also being used as teaching laboratories. Dedicated “wetlab” teaching space is needed to provide students with a safe and learning environment that does not impact faculty research productivity.
- While the reviewers commended the department on the quality of its undergraduate programs, but were surprised by the lack of growth in the number of majors. They recommended that the program review their undergraduate curriculum and program policies and identify ways to increase the number of Anthropology majors.
- The success of the Anthropology graduate has been highly successful to the point that the department needs to consider how to maintain and sustain the quality of the program with finite funding, space and faculty resources. The reviewers suggested that the department begin setting a limit on graduate admissions to address departmental capacity and the market need for Anthropology PhDs and Masters Graduates.
- Due to the high demand in the public and private sector for persons with Cultural Resource Management (CRM) MA degrees, the reviewers suggested that the department consider developing this graduate degree option for their students.
- The reviewers commented on the department's work to comply with the Native American Graves and Repatriation Act (NAGPRA) in returning Native American remains and related artifacts to the appropriate tribal communities. They felt that the university's hiring of a NAGPRA coordinator to oversee and coordinate these efforts was a clear sign of their commitment to addressing this culturally sensitive issue.

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

The department and college have prioritized increasing administrative support to the department as funds become available.

The department and college are committed to finding “wetlab” teaching space to relieve the burden on faculty research space.

The department is committed to the success of their faculty. As such, they will develop a mentoring program that will not only support junior faculty progression to tenure, but also facilitate the progression of Associate Professors to the rank of full professor.

To drive increased undergraduate enrollments, retention and degree attainment the department and college propose the following:

- 1) Create a departmental committee to address curricular and engagement activities that promote student retention and progression in the major.
- 2) Develop attractive lower division anthropology course offerings to entice undeclared and undecided students to the major.
- 3) Conduct a review of the anthropology undergraduate curriculum to address potential barriers to student success and to develop strategies to best utilization of faculty and existing teaching resources.
- 4) Develop online course offerings to provide increased access and flexibility to working and non-traditional students.

To maintain the success of the Anthropology graduate programs in a sustainable manner, the department and college propose the following:

- 1) Develop a graduate admission strategy that optimizes enrollments in relationship to actual funding, space and resource availability.
- 2) Continue to promote Anthropology graduate students success by communicating clear expectations for degree attainment and offering professional development opportunities.
- 3) Investigate the development of a Cultural Resource Management (CRM) MA degree option to address the demand for CRM professionals in the private and public sectors.

The department and college are committed to work with the UNR Native American Graves and Repatriation Act (NAGPRA) Coordinator to return Native American remains and artifacts to the appropriate Native American communities.

IV. Descriptive Statistics

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

2021-22	Anthropology, BA	<u>128</u>
	Anthropology, MA	<u>23</u>
	Anthropology, PhD	<u>39</u>

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

2019-20	Anthropology, BA	<u>39</u>
	Anthropology, MA	<u>7</u>
	Anthropology, PhD	<u>3</u>
2020-21	Anthropology, BA	<u>39</u>
	Anthropology, MA	<u>4</u>
	Anthropology, PhD	<u>1</u>
2021-22	Anthropology, BA	<u>35</u>
	Anthropology, MA	<u>6</u>
	Anthropology, PhD	<u>4</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	Anthropology, BA	<u>33%, n=6</u>
	Anthropology, MA	<u>50.%, n=8</u>
	Anthropology, PhD	<u>100%, n=2</u>
2020-21	Anthropology, BA	<u>63%, n=18</u>
	Anthropology, MA	<u>83%, n=6</u>
	Anthropology, PhD	<u>60%, n=5</u>
2021-22	Anthropology, BA	<u>27.8%, n=18</u>
	Anthropology, MA	<u>67 %, n=6</u>
	Anthropology, PhD	<u>67%, n=3</u>

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

Fall 2021	Anthropology, BA	<u>2,378</u>
	Anthropology, MA	<u>220</u>
	Anthropology, PhD	<u>220</u>

V. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNR: Geography, B.A., B.S., M.S., and Ph.D.

I. Description of Program reviewed

Geography is the examination of the complex relationships between humans and their environments and the spatial dimensions of our world's most pressing challenges. Faculty and student research and teaching extend across the full breadth of the discipline, exploring issues of landscape and climate change, water resource management, urban and regional development, and social inequality, along with the application of GIS and spatial analysis in geographic research.

The Department of Geography offers Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degrees as well as a minor in Geography. Undergraduate coursework emphasizes proficiency in human geography and physical geography, geospatial methods, and human/environment interaction. Within the undergraduate program, students have the option to pursue one of four specializations outlined below or a general B.A. or B.S. in Geography tailored to their interests.

The M.S. in Geography is a two-year program of study that allows students to pursue advanced coursework across a range of subfields of geography while conducting independent research or a professional project in coordination with a faculty adviser.

The Ph.D. in Geography is a specialized, research-focused degree that prepares students for professional careers in academia, government, private industry and non-profit sectors – with alumni represented in each of these. The program trains students to design and carry out original research under the supervision of a faculty advisor.

II. Review Process and Criteria

The Geography program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2021 for Geography programs. These respective reports were provided to the reviewers before they conducted a virtual visit on March 30, 2022. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team 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 took place on August 12, 2022. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The Department of Geography at the University of Nevada in Reno is a department in flux with great potential to grow into a midsized thriving department. The department is uniquely positioned within the State of Nevada to address a series of urgent challenges facing the region. The department's overall goals and general area of expertise fits extremely well with the university's strategic plan. The department's active research program, which closely aligns with the university's strategic plan are vital to preparing students for our changing world.

The department has a strong research profile with excellent faculty conducting high quality research, with substantial publication activity and success in bringing research grant dollars. The department has highly engaged faculty and graduate students and several strong outside supporters. The department is also supported by a very strong and engaged graduate director and a highly skilled administrative staff.

The Department of Geography provides critical training for students who will work in essential sectors for the State of Nevada after they graduate. The Department is uniquely qualified to develop the next generation of leaders who will need integrated skills in communication, policy, and geospatial technologies/analysis. Management of natural resource and public lands in the face of environmental change is a first-order challenge for all western states, with Nevada at the forefront. The reviewers commended the Department for all it is doing to focus on regionally specific training needs, while also leveraging its research capacity to address issues and communities of interest to Nevada.

While the reviewers commented on the Geography's strengths, they also identified challenges that the department should address if it is to realize its full potential and thrive as an academic unit.

- Having experienced significant personnel changes, Geography needs to develop a new vision that encompasses its collective faculty.
- The department's undergraduate program has too few students to justify the large number of bachelor degree specializations.
- The College needs to better communicate information from the university administration to department to ensure all parties are aware of leadership priorities and expectations.
- Geography does not have a diversity plan resulting in a clear lack of diversity among its students (both undergraduate and graduate) and faculty.
- Faculty morale has been impacted by the COVID 19 pandemic and the departure of colleagues from the department.
- During the recent years, the department has lost several faculty which have not been replaced. This fall the department was down to just 11 regular tenure and tenure-track faculty members. The department has indicated that they believe they need at least 12 faculty to run the department, and as many as 14 faculty members to run a successful PhD program.
- As a result of the age of the Mackay Science Building, there are infrastructure related issues that impact faculty productivity including adequate faculty/student office space and the need for building repairs and maintenance.
- Graduate stipends are not competitive with competing universities, which is impacting the ability of the department to recruit top graduate student candidates.
- Department faculty and students are challenged by issues related to IT support, particularly in regards to adequate cloud storage and access to software/hardware updates.

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

- During fall 2022, the department will develop a focus and vision that correlates with defined core strength(s). The university's recently published strategic plan will help guide the discussion.
- During academic year 2023, the department will reassess the courses and majors offered and make appropriate changes to reflect the departments core strength(s) and current teaching capacity.
- The department will work with the college to improve communications related to college and university policies and procedures.
- The department will participate in recruitment initiatives with the aim of increasing diversity within undergraduate and graduate students.
- As faculty hires become available, it will be important for the department to continue its tradition of recruiting and interviewing a diverse and qualified pool.
- The department will facilitate team building activities that promote collegiality among its students, faculty and staff.
- The department will also work with the college to develop a prioritized hiring plan for the next five years.

- Future renovations of department space will focus on providing appropriate computational infrastructure for geography, both for research and teaching. College IT staff will be encouraged to continue advocating on behalf of the department.
- The department and college will continue to advocate for higher graduate student stipends.

IV. Descriptive Statistics

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

2021-22	Geography, B.A.	<u>14</u>
	Geography, B.S.	<u>45</u>
	Geography, M.S.	<u>11</u>
	Geography, Ph.D.	<u>13</u>

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

2019-20	Geography, B.A.	<u>3</u>
	Geography, B.S.	<u>15</u>
	Geography, M.S.	<u>5</u>
	Geography, Ph.D.	<u>4</u>
2020-21	Geography, B.A.	<u>4</u>
	Geography, B.S.	<u>11</u>
	Geography, M.S.	<u>6</u>
	Geography, Ph.D.	<u>2</u>
2021-22	Geography, B.A.	<u>4</u>
	Geography, B.S.	<u>11</u>
	Geography, M.S.	<u>5</u>
	Geography, Ph.D.	<u>5</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	Geography, B.A.	<u>0%, n=1</u>
	Geography, B.S.	<u>100%, n=1</u>
	Geography, M.S.	<u>67%, n=6</u>
	Geography, Ph.D.	<u>100%, n=4</u>
2020-21	Geography, B.A.	<u>50%, N=2</u>
	Geography, B.S.	<u>n/a, n=0</u>
	Geography, M.S.	<u>56%, n=9</u>
	Geography, Ph.D.	<u>25%, n=4</u>

2021-22	Geography, B.A.	<u>100%, n=1</u>
	Geography, B.S.	<u>100%, n=1</u>
	Geography, M.S	<u>100%, n=3</u>
	Geography, Ph.D.	<u>100%, n=3</u>

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

Fall 2021	Geography, B.A.	<u>2,228</u>
	Geography, B.S.	<u>2,228</u>
	Geography, M.S	<u>223</u>
	Geography, Ph.D.	<u>223</u>

V. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNR: Judicial Studies, M.J.S. and Ph.D.; Master of Justice Management, M.J.M.

I. Description of Program reviewed

Judicial Studies (MJS & Ph.D.). Judicial Studies is a special degree program within the School of Social Research and Justice Studies and the College of Liberal Arts intended for sitting judges. Judges/students integrate technical studies of the judiciary with academic courses to provide an intellectual assessment of the form and function of the judiciary. The program offers a track for trial judges and for juvenile/family court judges. In both tracks, judges study the humanities, social and behavioral sciences, natural sciences, and communication to understand the many factors that impact the process of judicial decision-making. Students expand their theoretical knowledge by becoming proficient in the diagnosis and analysis of problems through techniques developed by different areas of scholarship and inquiry. Students also expand their research skills and scholarly knowledge through research assignments and thesis projects. Program teaching faculty are recruited as needed from different UNR programs (e.g., Criminal Justice, Communication Studies, and Social Psychology) as well as other universities (e.g., UC-Berkeley, University of Virginia, and UNLV). The National Judicial College and the National Council of Juvenile and Family Court Judges, both program partners, provide a series of required and elective courses teaching technical subject matter immediately relevant to the courtroom. Students earn a Master's degree and, upon completion, have the option of continuing to pursue a Ph.D. Instruction is mainly provided by one half-time position (Judicial Studies) with additional instructors being drawn from recognized experts in their respective fields.

Judicial Management (MJM). This program provides education and academic training in fields associated with the administration of justice. It is administered under the Judicial Studies program within the School of Social Research and Justice Studies and the College of Liberal Arts. The program focuses on leadership and management within the larger field of justice such as those focused on professional development/ training, interventions, program evaluation, victim's issues, courts, and juvenile justice. Delivered online, the program mainly attracts working professionals who choose between three areas of concentration: Juvenile Justice Management, Adult Justice Management, and Executive Court and Agency Administration. Students are able to create a program of study unique to their interests and professional needs, including foundational courses in justice theory and process, essentials of justice management, and specialty courses (e.g., ethics, management). Instruction is mainly provided by one full-time teaching faculty (Justice Management) with additional instructors being drawn from recognized experts in their respective fields. Like the Judicial Studies program, the Justice Management program operates in cooperation with The National Judicial College and the National Council of Juvenile and Family Court Judges to offer various educational opportunities for students.

II. Review Process and Criteria

The Judicial Studies program and the Judicial Management program were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for both programs was developed by the department faculty and completed in the Fall of 2021. This report was provided to the reviewers before they conducted an in-person visit on April 13 & 14, 2022. The external reviewers reviewed the program and met with relevant faculty, staff, alumni and administrators. A meeting with students did not take place because of scheduling conflicts (Judicial Studies students are on campus only intermittently; all Justice Management students are online). They determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team 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 took place on August 23, 2022. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The external reviewer commented on the unique nature of both the Judicial Studies, and the Justice Management programs. They highlighted the flexibility, quality of faculty and instruction, and variety of relevant course offerings as strengths of both programs.

- A prominent theme was the ongoing resource shortage, which affects all aspects of the two programs. The Judicial Studies and Justice Management programs are each operated with minimal dedicated staffing (half of a full-time position in case of Judicial Studies; a single full-time position in the case of Justice Management). The instructional and administrative effort is considerable, and current levels of staffing are inadequate.
- A lack of resources limits the ability of the program to accommodate new students and to hire needed instructors. Growing enrollment, while possible if not likely, presents a serious challenge to the two programs.
- The Masters of Criminal Justice and the Masters of Justice Management seem to be seen as in competition with each other, even though they are distinct.
- Alumni of the program express high levels of satisfaction with the programs. Alumni of the Judicial Studies program (all judges) highlighted the benefits of the program in managing the complexities of judicial decision making.
- Time to degree is very long, even when the occasionally excessive time in the Judicial Studies program must be attributed to heavy dockets and high judicial workload, i.e. factors beyond the control of students. Recent curriculum changes are aimed at increasing retention and reducing time to degree.
- Both programs are adaptive and highly flexible, which is very much appreciated by their students who are all working professionals.
- Faculty in the Judicial Studies program and the Justice Management program are actively engaged in research, including those on non-tenure track faculty appointments (LOA). This provides evidence of their scholarly productivity.
- Faculty morale is very low because of high workloads and low pay, especially among non-fulltime faculty members. Faculty are struggling financially and are feeling overwhelmed.
- In spite of the evident potential to grow, the programs do not seem to have a deliberate recruitment strategy in place.
- Especially the website of the Judicial Studies program requires an update with information being sometimes inconsistent and outdated. It was noted that more detail is needed to attract additional students, especially considering that this program is geared toward sitting judges. The benefits of the Judicial Studies and the Justice Management program are not yet sufficiently illustrated on the website.
- The current format of the Judicial Studies program, which requires judges from across the U.S. to travel to Reno, is limiting the potential of the program to grow.

Based on their observations, the external reviewers made the following main recommendations:

- Both programs should lobby the University for additional resources, as there is great potential for growth. Specifically, advocate for faculty positions to be allocated to support the Judicial Studies and Justice Management programs.
- The Judicial Studies program should offer an online option, which would facilitate growth in a time when travel cost may be prohibitive.
- Both programs were advised to implement a deliberate recruitment strategy. Online this should include documenting the programs' successes as well as testimonials from alumni highlighting the benefits of a liberal arts education. Other efforts should include outreach to local, state and federal courts and agencies.

- Faculty in both programs were encouraged to seek funding internal and external to the University to support their research
- To reduce the burden on program faculty, it would be advisable to implement a peer advising model in which more advanced students advise less advanced students.

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

Administrative resources. With the Judicial Studies and the Justice Management programs being dependent on the administrative support by the same Administrative Assistant IV, the programs and the College of Liberal Arts will find a solution to ensure that the workload of this position is realistic. This may imply to restructure the current position such that the position is focused exclusively on supporting these two programs.

Faculty resources. Due to impending retirements and ongoing turnover, the programs will work toward making sure that both programs are adequately staffed.

Recruitment strategy. The programs will consider new recruitment strategies that are suitable for their target audiences, judges in the case of Judicial Studies, and mainly working professionals in the justice system in the case of Judicial Management.

Time to degree. The JUDICIAL STUDIES program will work on creative solutions to ensure that the time to degree is reduced, especially for its Ph.D. students. This may include online delivery of content or a re-structuring of courses that makes it easier for judges and other working professionals to complete courses.

Fundraising. Both programs will explore fund-raising options in cooperation with the College of Liberal Arts. This may include the creation of endowments that benefit the programs and its students.

Succession plan. The Judicial Studies program will work on a succession plan that considers the possibility that the current director will step down at some point.

Relationship with National Judicial College. The Judicial Studies program will clarify its relationship with a long-time partner, the National Judicial College. Though this relationship has been mutually beneficial, the level of collaboration can be expanded and enhanced. Messaging about this relationship to the public and to students can be confusing with potential implications for student retention.

V. Descriptive Statistics

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

2021-22	Judicial Studies (MJS)	<u>30</u>
2021-22	Judicial Studies (Ph.D.)	<u>10</u>
2121-22	Justice Management (MJM)	<u>33</u>

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

Judicial Studies (MJS)	
2019-20	<u>3</u>
2020-21	<u>0</u>
2021-22	<u>4</u>

Judicial Studies (Ph.D.)	
2019-20	<u>0</u>
2020-21	<u>3</u>
2021-22	<u>0</u>

Justice Management (MJM)	
2019-20	<u>14</u>
2020-21	<u>10</u>
2021-22	<u>13</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

Judicial Studies (MJS)	
2019-20	<u>0%, n=3</u>
2020-21	<u>100%, n=1</u>
2021-22	<u>20%, n=5</u>

Judicial Studies (Ph.D.)	
2019-20	<u>0%, n=1</u>
2020-21	<u>0%, n=0</u>
2021-22	<u>0%, n=2</u>

Justice Management (MJM)	
2019-20	<u>36%, n=14</u>
2020-21	<u>42%, n=13</u>
2021-22	<u>38%, n=8</u>

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

Fall 2021	
Judicial Studies (MJS, Ph.D.)	<u>111</u>
Justice Management (MJM)	<u>100</u>

VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNR: Microbiology and Immunology, B.S.

I. Description of Program reviewed

The Microbiology and Immunology (MI) program studies human bacterial, viral, fungal and protozoan pathogens at the molecular and cellular level, including their molecular structures, life cycles, and mechanisms of pathogenesis. From the classroom to the lab bench – combined with one-on-one instruction and mentoring – our integrated curriculum will greatly appeal to pre-health professional students who wish to pursue careers in microbiology research and clinical laboratory microbiology.

The program is administered and supported jointly between the College of Science (COS) and the UNR School of Medicine (UNR Med). While all program related faculty report to the MI department chair, the teaching faculty are supported through the COS while the research intensive faculty are supported through UNR Med. This arrangement provides students with quality foundational instruction in their lower division courses by full time teaching faculty and advanced upper division courses taught by research intensive faculty. The students also have opportunities to participate in research projects in MI faculty laboratories.

II. Review Process and Criteria

The Microbiology and Immunology (MI) program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2021 for the MI program. These respective reports were provided to the reviewers before they conducted a virtual visit on March 31, 2022. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team 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 took place on August 25, 2022. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

While the Microbiology and Immunology (MI) program was only recently established in 2013, it has been extremely popular with enrollments averaging around 200 students. The program graduates have been very successful obtaining full-time employment, graduate school admissions or professional school admissions, with ~80% of alumni being placed upon graduation. These successful outcomes are likely the reason that the external review team were greeted with such high praise for the program by MI students and alumni. The students commented on the quality of instruction and the accessibility to MI research faculty. The reviewers also commented on the enthusiasm of the MI faculty for the program and their commitment to the success of their students. The reviewers had high praise for the MI department leadership and attributed much of the MI program success to the Undergraduate Program Director. Although the reviewers had a strong overall impression of the department, they made the following recommendations to support the continued success of the department:

- Students appreciate the program's moderate size, which provides ready access to faculty and makes available many opportunities in research labs. Future program planning should focus on efficiency and sustainability of the current program mission, student success and faculty development.

- Currently, the program director, a research faculty, is primarily responsible for administering the program. The reviewers recommend that the program hire an administrative assistant to support director, so that the director’s research productivity is not negatively impacted.
- The program should develop a sustainable effort to engage MI alumni. These alumni comprise a pool of potential donors and recruiters for the program. This network of MI graduates will also provide MI students with valuable professional contacts to facilitate employment opportunities.
- While the program has created a highly successful medically focused program, microbiology is a broad field with career opportunities outside the medical arena. As such the reviewers suggest that the program consider the development of addition program emphases focusing on disciplines including computation microbiology, bioinformatics and microbial ecology.

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

- While the program has been highly successful, it lacks the human and physical resources to grow beyond its current enrollment capacity of ~200 students. That being said, the program feels that it can continue to provide its students with a high quality academic degree program and will heed the external reviewers’ advice to address efficiencies that support the program focus on student success.
- As funds become available, the program will prioritize the hiring of an administrative assistant to support the program director. In the meantime, student workers will be hired to help address this deficiency.
- While the program has little experience with alumni engagement, it will seek out advice from experts in this area, including persons from the UNR Alumni Office and UNR Med Office for Advancement and Engagement

V. Descriptive Statistics

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

2021-22	<u>201</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>51</u>
2020-21	<u>37</u>
2021-22	<u>36</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>60%, n=30</u>
2020-21	<u>76%, n=59</u>
2021-22	<u>72%, n=32</u>

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

Fall 2021	<u>637</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNR: Music, B.A.; Applied Music, B.M.; Music Education, B.M. and M.M.; Performance, M.M.; Music History/Musicology, M.A.; Music, D.M.A.

I. Description of Program reviewed

The University of Nevada, Reno Department of Music provides education in the history, performance, theory, and pedagogy of music. Its mission is to help students acquire the skills and knowledge to enable them to successfully contribute as performers, scholars, and educators. To this end, and following the mission of the university as a whole, the department provides high quality, accredited, undergraduate and graduate degree programs in performance, education, and research. The department offers courses, ensembles, and concerts that reflect the diversity and richness of the world's cultures, and maintains a learning environment where student performers and scholars may regularly interact with professional teacher/mentors.

BM Music Education: The music education degree enhances your personal skills as a musician and prepares you for teaching others how to explore their own musical interests and talents. Areas of emphasis include, Instrumental, Voice and General Music Education track.

BA Music: The department of music provides education in the history, performance, theory and pedagogy of music. Take courses, participate in ensembles and perform in concerts that reflect the diversity and richness of the world's cultures. A degree in music will provide you the skills and knowledge to successfully contribute as music performers, scholars and educators.

BM Applied Music: The applied music major at the University of Nevada, Reno concentrates on developing technical skills for pursuing professional careers in music performance. Emphasis is placed upon both solo and ensemble achievement. The department of music offers several degrees in applied music, including: Applied Instrumental Music, B.M., Applied Jazz Music, B.M., and Applied Voice Music, B.M.

MM Music Education: The Master of Music in music education degree is for candidates who are currently active music teachers. This degree program will help you improve your music teaching skills. Our MM in Music Education degrees are not designed to lead to a music teaching license on their own. We offer first-time licensure coursework leading to various Nevada music licenses. This can be in conjunction or separate from the MM in Music Education degree.

MM Performance: The Master of Music in performance program in the School of the Arts allows students to pursue their primary musical interests and gain an education in tracks including: Composition, Conducting, Instrumental Performance, Jazz and Improvisational Music Performance, Orchestral Career Studies, and Vocal Performance.

MA Music: The department of music offers music history courses which examine music and composers in broad cultural and social contexts through highly interdisciplinary approaches.

Doctor of Musical Arts: The Doctor of Musical Arts offers music performers and conductors an advanced degree beyond the master of music degree. The program includes core courses in musicology, theory and literature. This is the terminal degree for performers and conductors. Emphasis areas include: Conducting (Wind, Orchestral, Choral) and Performance (Strings, Voice, Instrumental).

II. Review Process and Criteria

In 2021, the University of Nevada, Department of Music was recently re-evaluated for accreditation by the National Association of Schools of Music (NASM). This accreditation review coincided with the department's seven year program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2021 for all Music programs. These respective

reports were provided to the NASM review team prior to their in-person site visit on October 10 -12, 2021. Collectively, the visitors toured facilities, observed classes, lessons, rehearsals, and a recital presented by students representing a range of degree programs. In addition, the reviewers examined student files and transcripts, conferred with administrators, met with faculty, students, and institutional leaders at all levels. A preliminary report was issued by the review team shortly after the review visit (summarized below). This report was followed by a formal Accreditation decision letter which was received on July 6, 2022. In accordance with institution practice, responses to the review were solicited from the department and the dean. A final meeting took place on August 24, 2022. This document represents the final MOU of recommendations and findings from the review.

II. Major Findings and Conclusions of the Program Review

NASM Review Team Post-Visit Report

1. Program Strengths

- Leadership that is respected by the faculty.
- A highly qualified faculty and staff who are responsive to the needs of the students.
- Excellent facilities, particularly performance spaces.
- Strong connections between faculty and students.
- Talented, hard-working students.
- An accomplished and dedicated faculty upon whom the students heaped praise for their dedication and mentoring.
- A core of talented students, a number of whom were extremely impressive in their performances.
- Campus and College leadership that is supportive of the music unit's goals and needs.
- A library that has the materials needed to support the various programs and a staff that responds to faculty needs and requests.
- Respect in region (word of mouth recruiting by educator community and alumni).

2. Recommendations for Short-Term Improvement

With the desire of several upcoming faculty searches on the horizon, the unit has the opportunity to implement a structured plan for achieving a desired "core" of anchor faculty members that will drive the success of the Department. This will also allow for strategic planning that will address concerns about Department leadership, faculty mentoring, and consistent communication. While rehearsal and performance spaces are an area of strength, classrooms and classroom use will need more careful consideration. Department faculty, staff, and leadership appear to have difficulty in tracking records and obtaining the information needed to make informed decisions. It is recommended that campus and College leadership provide workshops for faculty on various campus data management and student tracking software and processes.

3. Primary Futures Issues

Faculty expressed the need for additional scholarship funds to offset tuition costs and challenges in recruiting students. Continued collaboration with upper administration on this issue is recommended.

4. Suggestions for Long-Term Development

When students were asked to describe the Department in one word, they overwhelmingly said, "disorganized." They shared that faculty and staff members, although wonderfully caring and strong as teachers, didn't understand program requirements and were unable to clearly and accurately advise students. One student said, "I feel like I'm doing this blind." A graduate

student said, "I have yet to be advised -I have no clue what my program will consist of "The Department needs to develop processes for making curricular decisions, understanding their own programs, and then sharing these expectations with students.

NASM Accreditation Letter

On July 6, 2022 the University of Nevada, Department of Music Chair received a communication from the National Association of Schools of Music (NASM) Commission on Accreditation informing him that the commission voted to continue the Department of Music's NASM membership. However, the commission deferred full accreditation until the department addresses the following concerns:

1. It was unclear to the review team whether or not the department chair had sufficient time and staff to execute the required administrative and/or teaching activities effectively. They felt that the department chair had too heavy of a teaching load to effectively perform his administrative duties.
2. The review team felt that mechanisms by the department, college and university leadership communicate with faculty and students was insufficient. They provided examples where faculty were uninformed related to basic university policies and procedures.
3. The commission would like the department to provide plans and information about the filling of key positions, including an overview of the credentials of the new hires.
4. Because the review team found several errors and inconsistencies in department publications and web materials, the commission request that the department carefully review its publications and websites to ensure that the descriptions of degree programs and degree titles are consistent throughout all publications.
5. The Department of Music website mistakenly states that the department is a NASM member, when NASM only recognizes the University as the actual member.
6. NASM was concerned that the BA in Musical Theater degree was not included in the department's self-study, especially since the program has significant music content requiring resources from the Department of Music. As such they
7. The institution is asked to submit three transcripts for graduates of the Bachelor of Music in Performance degree program in order to be reviewed for consistency with curricular and other requirements stated in the institution's publications applicable to this degree. The submission should include an explanation of discrepancies between transcripts and the currently published curriculum for this program.
8. The Commission seeks information related to advising graduate students on program content and degree completion requirements, noting that the Visitors' Report indicates that "it wasn't clear to the reviewers, from the Self-Study, from the meeting with students of the music unit, and by reviewing available materials with administration, that consistency in advising of graduate students on program requirements and completion meets NASM standards.
9. The Commission notes the department's implementation of a more robust use of DocuSign for degree recital records, as well as the draft of a new job description for an employee to be hired to implement student record-keeping protocols. The institution is asked to provide documentation of the implementation of the proposed new record-keeping protocols in its reply as related to the following NASM standards.

NASM required the Department of Music respond to these question by October 1, 2022 after which time NASM will consider the accreditation status of the university.

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

Response to NASM Inquiry 1: The Department of Music Chair and the College of Liberal Arts Dean are working together to address the chairs administrative, teaching and scholarly activity workload balance. The chair is also delegating duties, as appropriate, to the department Associate Chair and Graduate Studies Coordinator.

Response to NASM Inquiry 2: In regards to improving communication, a newly defined, rigorous faculty and committee meeting schedule has been established in the department to ensure faculty meet regularly and be updated on departmental, college and university issues. The department has also created and distributed a faculty handbook the provides detailed descriptions of department, college and university policies and procedures related to topics including tenure and promotion, sabbatical, etc...

Response to NASM Inquiry 3: Each academic unit within the College of Liberal Arts was asked to submit a request for two positions on July 1, 2022. With support from NASM's recent findings, the music unit submitted the following position requests: 1. Coordinator of Music Theory (Tenure Track), and 2. Artist Teacher of Voice (low voice specialist, Tenure Track).

Response to NASM Inquiry 4: The department has reviewed its publications and web materials and made the appropriate updates and corrections.

Response to NASM Inquiry 5: The department modified the NASM accreditation statement to designate the university as the official accredited organization (i.e. "The University of Nevada, Reno is an accredited institutional member of the National Association of Schools of Music.")

Response to NASM Inquiry 6: The BA in Musical Theatre was implemented as a shared initiative between the Music and Theatre and Dance units. While the unit is housed within the Theatre and Dance unit, two split voice teaching positions were created in support of this degree at a 50% music and 50% theatre allocation. One collaborative pianist position was created in support of this degree at a 75% music and 25% theatre and dance allocation. While the music unit shares faculty resources with the theatre and dance unit, these resources were put in place with the intent to be shared. Funding for musical theatre productions and other operational aspects related to that program comes from the Theatre and Dance unit. The Voice area continues to see robust enrollment and a loss of two classical voice positions has stressed faculty teaching loads and needs attention from University administration; however, the split music/theatre positions are currently being used as they were intended.

Response to NASM Inquiry 7: Recent transcripts from the Bachelor of Music in Performance degree programs, including Instrumental, Jazz, and Voice, have been submitted for review to NASM.

Response to NASM Inquiry 8: The music unit has taken several steps to improve access to advisement for students at the undergraduate and graduate level. In conjunction with a University-wide initiative to overhaul the advising process, a new associate chair with significant advising experience has been tasked with coordinating music advisors at the undergraduate level (this included a re-orientation to advising for all undergraduates and development of a comprehensive and accessible undergraduate handbook). All faculty at the graduate level who supervise and advise students have been re-trained at the Music unit level by the Director of Graduate Studies. A new comprehensive and accessible handbook for graduate studies has been developed and released to the graduate students and faculty.

Response to NASM Inquiry 9: The steps that the Department took to address record keeping modernization are as follows:

1. Created a musicrecords@unr.edu email account, which is supervised by our Office personnel, where faculty or students can submit digital copies of student files (juries, proficiency exams, etc), which are then filed and organized under Department shared Drive (the "G Drive").

2. Implemented DocuSign recital forms that are initiated by a student, and then routed through all the committee members, who must sign the document.
3. Created an updated Jury/Barrier form, which must be pre-filled by students and signed by the respective adjudicator.

IV. Descriptive Statistics

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

2021-22	Music, B.A.	<u>49</u>
2021-22	Music Education, B.M.	<u>65</u>
2021-22	Applied Music, B.M.	<u>41</u>
2021-22	Music History/Musicology, M.A.	<u>4</u>
2021-22	Music Performance, M.M.	<u>17</u>
2021-22	Music Education, M.M.	<u>6</u>
2021-22	Doctor of Musical Arts	<u>13</u>

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

2019-20	Music, B.A.	<u>7</u>
2019-20	Music Education, B.M.	<u>7</u>
2021-22	Applied Music, B.M.	<u>5</u>
2019-20	Music History/Musicology, M.A.	<u>1</u>
2019-20	MM in Music Performance	<u>7</u>
2019-20	MM in Music Education	<u>0</u>
2019-20	Doctor of Musical Arts	<u>n/a</u>
2020-21	Music, B.A.	<u>10</u>
2020-21	Music Education, B.M.	<u>6</u>
2021-22	Applied Music, B.M.	<u>16</u>
2020-21	Music History/Musicology, M.A.	<u>0</u>
2020-21	Music Performance, M.M.	<u>9</u>
2020-21	Music Education, M.M.	<u>2</u>
2020-21	Doctor of Musical Arts	<u>n/a</u>
2021-22	Music, B.A.	<u>2</u>
2021-22	Music Education, B.M.	<u>11</u>
2021-22	Applied Music, B.M.	<u>6</u>
2021-22	Music History/Musicology, M.A.	<u>0</u>
2021-22	Music Performance, M.M.	<u>6</u>
2021-22	Music Education, M.M.	<u>1</u>
2021-22	Doctor of Musical Arts	<u>n/a</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	Music, B.A.	<u>46%, n=11</u>
2019-20	Music Education, B.M.	<u>57%, n=7</u>

2021-22	Applied Music, B.M.	<u>57%, n=7</u>
2019-20	Music History/Musicology, M.A.	<u>n/a</u>
2019-20	Music Performance, M.M.	<u>75%, n=4</u>
2019-20	Music Education, M.M.	<u>n/a</u>
2019-20	Doctor of Musical Arts	<u>n/a</u>
2020-21	Music, B.A.	<u>33%, n=12</u>
2020-21	Music Education, B.M.	<u>47%, n=7</u>
2021-22	Applied Music, B.M.	<u>64%, n=11</u>
2020-21	Music History/Musicology, M.A.	<u>n/a</u>
2020-21	Music Performance, M.M.	<u>88%, n=8</u>
2020-21	Music Education, M.M.	<u>33%, n=3</u>
2020-21	Doctor of Musical Arts	<u>n/a</u>
2021-22	Music, B.A.	<u>50 %, n=10</u>
2021-22	Music Education, B.M.	<u>40%, n=20</u>
2021-22	Applied Music, B.M.	<u>30%, n=10</u>
2021-22	Music History/Musicology, M.A.	<u>n/a</u>
2021-22	Music Performance, M.M.	<u>88%, n=8</u>
2021-22	Music Education, M.M.	<u>n/a, n=0</u>
2021-22	Doctor of Musical Arts	<u>n/a</u>

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

Fall 2021

Music, B.A.	<u>4,663</u>
Music Education, B.M.	<u>4,663</u>
Applied Music, B.M.	<u>4,663</u>
Music History/Musicology, M.A.	<u>289</u>
Music Performance, M.M.	<u>289</u>
Music Education, M.M.	<u>4,663</u>
Doctor of Musical Arts	<u>289</u>

V. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNR: International Affairs, B.A.; Political Science, B.A. and M.A.; Public Administration, M.P.A.; Political Science, Ph.D.

I. Description of Program reviewed

Political Science BA: Political science majors learn how to understand and analyze the ideologies, institutions and social forces that shape our lives. Through courses in American politics, comparative politics, political theory, international relations, public policy and administration, students come to develop both a deep knowledge of the world around them and the critical thinking, writing and analytical skills that will prepare them for productive careers after college. Students have opportunities to apply and enhance their knowledge and skills through innovative projects in classes and through internships with public organizations and legislatures.

International Affairs BA: The International Affairs program provides opportunities for students to explore diverse course options throughout the University and develop an area of expertise relating to your interests. International affairs students interested in environmental studies, geography, business, journalism, literature, economics or regional studies, to name a few, are encouraged to incorporate relevant coursework in these areas into their degree plans.

Political Science MA: This program offers students an opportunity for advanced, specialized courses in the discipline of political science, leading to a graduate degree. It also prepares students for additional graduate work leading to a doctoral degree and a career as a political scientist. Political Science Masters students the opportunity to prepare for a career in teaching, politics, public service and government or to complement their present careers. They also support University-based research involving issues of politics and public policy. The courses in political science cover a full range of the discipline, both in terms of substance and methodology. Courses in research methods provide the skills necessary for sophisticated analysis of political processes, institutions and policies. More specialized interests are developed through independent research courses and projects tackled by students.

Political Science PhD: The strength of the Ph.D. program in political science lies in its small size and the diversity of its faculty. Students accepted into the doctoral program are expected to have a major and minor field in the areas the department offers as specializations, including American Politics, Comparative Politics, International Relations, Public Administration, and Public policy.

II. Review Process and Criteria

The Political Science program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2021 for Political Science programs. These respective reports were provided to the reviewers before they conducted an in-person visit on March 21 -22, 2022. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team 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 took place on September 13, 2022. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

Our overall impression of the external review team was of a good department with much upside potential. The department benefits from good leadership and having faculty who seem refreshingly willing to work as a team to pitch in to make things work. Faculty members are engaged with research at a level appropriate for an R1 university, as evidenced by recent publications in top journals and presses, and by funded research awards. The department seems to be offering excellent education at both the undergraduate and graduate levels, and the payoff is evident both in the student success numbers, and in the anecdotal evidence of student success. On the other hand, the reviewers found the department to be under considerable strain due to recent faculty losses, and due to the original under-funding of the doctoral program.

Undergraduate Enrollment and Recruitment: The department's two undergraduate programs both have healthy enrollments averaging a combined annual headcount of around 470 students. However, because the majority of the department's majors enter the department in their second or third year from other programs, the department's recruiting efforts have been relatively passive. To realize further growth, the department would need to develop strategies to recruit new freshmen from high school populations.

Undergraduate Curriculum: The Political Science (PS) BA and International Affairs (IA) BA programs have been structured to provide students with a high degree of freedom create academic plans that address their specific interests. To enhance student enthusiasm for these programs, the reviewers felt that the department could update names of courses and required fields to better convey the relevance of the content. The reviewers also felt that the department should develop a research methods course for the PS BA program that better addresses the needs of PS professionals. Currently, PS BA students take research methods courses taught from other departments. One concern conveyed by the reviewers was that the department participated in an unusually large number of minors. They suggest that the department and college should be cautious about adding more minors, and should perhaps think about only adding further minors if they eliminates some of the existing ones. Having a more focused set of minors may make it easier to recruit for them, and to ensure that sufficient courses are being offered on a regular basis to allow students to complete the minor requirements.

Undergraduate Advising: Advising is currently divided between college-level advisors, who have contact with students in the first two years, and a faculty advisor, who advise students in the remainder of the student's undergraduate career. Unfortunately the departmental advising is the responsibility of a single faculty member. The reviewers were concerned that having a faculty member so deeply involved advising, may not be the best use of the department highly strained faculty resources.

Master of Public Administration: The MPA program, a once very successful program, has been allowed to decline in terms of faculty support and student numbers. Given the importance of MPA majors as alumni who connect the university with local, state and national government, and given that there is likely to be steady demand for this degree from a university that is so close to the state capitol, it seems highly likely that modest investment in this program could yield high dividends in terms of enrollment and community engagement. Due to the lack of MPA faculty in recent years, Political Science faculty from other fields have been advising student projects and teaching MPA students, just so that they can complete their studies. This shows great team-spirit

on the part of those faculty members, but it is a sub-optimal practice, and is not sustainable, especially if program growth is desired.

Political Science MA/PhD Program: The department aims to offer a “full service” doctoral program, potentially admitting students to study in most of the traditional political science sub-fields (except perhaps for political theory). Unfortunately, the program and its resources are limited in comparison to those at peer institutions. Because the department’s doctoral admission policy is to only accept students that it can fully fund, the typical size of the Political Science doctoral student cohort is limited to around ten students. Unfortunately, this falls below critical student enrollment needed by a thriving Political Science PhD program. With such a small number of students, it is difficult to provide students with the educational and research opportunities needed to attract top students to UNR.

Faculty: With many assistant and associate professors and just two Full Professors it is overall a young and developing faculty worthy of investment and support by the institution. Growing the number of faculty lines back to pre-pandemic amounts would be helpful in terms of having more folks to shoulder collective programmatic burdens and increase the likelihood that the department would flourish. However, the current number of faculty is too small to sustain what the department as a whole is doing, and a lack of senior faculty is placing added program-leadership responsibilities on mid-career and junior faculty.

Based on these observations, the reviewers made the following recommendations:

1. The department should recoup three of its lost faculty lines for searches in the 2022-23 academic year. A senior assistant or associate professor in public administration or policy should definitely be a priority to help shore up that supply of graduate students. This faculty member could also potentially take over the MPA advisement duties from the graduate director. A second line in PA/policy would also be advised. Finally, based on interest expressed in the self-study as well as likely demand from an increase in interest in domestic politics in recent years, another faculty line in American politics would be advised. After that initial year of hiring, the college and university should add another line each of the next three years, for a total of six new faculty. In keeping with our observation that the department has great potential to increase its major base by putting more emphasis on pre-law, we would recommend that one of these next hires be in the area of public law.
2. The number of allocated GTA lines from the Graduate School should be doubled from 10 to 20. The Ph.D. program has nice demand (as evidenced by the number of applications). To create more of a cohort (and to decrease the likelihood of periodic troughs in enrollment), more students are needed each year. Such growth will add to the life of the department and likely lead to increased research capability of the department faculty.
3. The department should be allocated a professional academic advisor, such that the faculty member and GTA currently providing advisement may return more fully to their instructional and scholarly pursuits.
4. The university (VPRI) should invest in the desired survey and experimental research lab. Such labs cost a mere fraction of a wet lab and the faculty who have this interest are

attracting grants already. This project would be a worthy investment that would support faculty and student research.

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

- The Political Science Department is encouraged to participate in activities to engage perspective students interested in Political Science undergraduate degree programs. A few suggested engagement activities include: 1) marketing the Political Science as an excellent pre-law major; 2) facilitate the teaching of Introductory Political Science dual enrollment courses in Clark County and Washoe County High Schools; 3) develop freshmen seminar courses. .
- The department will re-evaluate its current undergraduate majors and minors to identify curricular bottle neck and other inefficiencies that negatively impact student retention and progression to degree completion. They should also consider the reviewers recommendations to eliminate minors with low enrollments or courses that cannot be regularly scheduled due to limited instructor availability.
- The department will work with the College of Liberal Arts professional advising staff to transition towards an advising model where the college advisors do 100% of the undergraduate advising. This will allow faculty more time to focus on instruction and their scholar activity.
- The department chair will work with the College of Liberal Arts Dean to identify critical curricular and programmatic deficiencies and prioritize the recruitment of new faculty that can help address those deficiencies. The reviewer’s recommendations should be central to these discussions.
- Growth of the Political Science graduate programs is critical to their survival. Therefore the department chair and graduate program directors will work closely with the College and Graduate School Deans to develop strategies to generate addition graduate assistantships for the department.
- Considering that the department does not have the critical mass of faculty to maintain the Master of Public Administration, the department should consider partnering with departments/colleges/schools (e.g. Public Health, NRES, Education, Business) to create an interdisciplinary version of the existing MPA program.

V. Descriptive Statistics

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

2021-20	International Affairs, B.A.	<u>121</u>
	Political Science, B.A.	<u>334</u>
	Public Administration, M.P.A.	<u>33</u>
	Political Science, M.A.	<u>5</u>
	Political Science, Ph.D.	<u>17</u>

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

2019-20	International Affairs, B.A.	<u>41</u>
	Political Science, B.A.	<u>80</u>
	Public Administration, M.P.A.	<u>7</u>

	Political Science, M.A.	<u>2</u>
	Political Science, Ph.D.	<u>1</u>
2020-21	International Affairs, B.A.	<u>49</u>
	Political Science, B.A.	<u>101</u>
	Public Administration, M.P.A.	<u>4</u>
	Political Science, M.A.	<u>1</u>
	Political Science, Ph.D.	<u>4</u>
2021-22	International Affairs, B.A.	<u>35</u>
	Political Science, B.A.	<u>87</u>
	Public Administration, M.P.A.	<u>10</u>
	Political Science, M.A.	<u>0</u>
	Political Science, Ph.D.	<u>0</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	International Affairs, B.A.	<u>58%, n=26</u>
	Political Science, B.A.	<u>83%, n=38</u>
	Public Administration, M.P.A.	<u>100%, n=5</u>
	Political Science, M.A.	<u>0%, n=1</u>
	Political Science, Ph.D.	<u>75%, n=4</u>
2020-21	International Affairs, B.A.	<u>80%, n=30</u>
	Political Science, B.A.	<u>68%, n=68</u>
	Public Administration, M.P.A.	<u>100%, n=4</u>
	MA Political Science	<u>33%, n=3</u>
	Political Science, Ph.D.	<u>0%, n=1</u>
2021-22	International Affairs, B.A.	<u>77%, n=30</u>
	Political Science, B.A.	<u>61%, n=54</u>
	Public Administration, M.P.A.	<u>83%, n=6</u>
	Political Science, M.A.	<u>0%, n=1</u>
	Political Science, Ph.D.	<u>0%, n=1</u>

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

2021-22	International Affairs, B.A.	<u>26</u>
	Political Science, B.A.	<u>302</u>
	Public Administration, M.P.A.	<u>205</u>
	Political Science, M.A.	<u>205</u>
	Political Science, Ph.D.	<u>205</u>

VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNR: French, B.A.; Spanish, B.A.; World Languages and Literature, M.A.

I. Description of Program reviewed

The World Languages and Literatures Department offers courses of study leading to the degree of Bachelor of Arts with majors in French language and literature and Spanish literature, linguistics, and Spanish for the Professions, and Master of Arts with a major in World Languages and Literatures. In addition, the department offers minor programs in Arabic Language and Civilization, Chinese Studies, French, Japanese Studies, Italian Studies, Spanish, and Spanish Translation as well as courses in German and Portuguese.

The courses help fulfill requirements toward a liberal arts degree, and are also designed to assist prospective language teachers as they increase their skills. Students who complete the degree program also gain training for other careers requiring language skills and cultural knowledge.

Within the major program, students may emphasize the study of language, linguistics, literature and/or cultural studies, although they must include each study emphasis in their coursework. Foreign-born students may not enroll in lower-division classes in their native language. Native speakers and Heritage language speakers of languages other than English are encouraged to consult with the department chair for special advising on course work.

II. Review Process and Criteria

The World Languages and Literature (WLL) Department was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2021 for WLL programs. These respective reports were provided to the reviewers before they conducted a virtual visit on April 7 – 8, 2022. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team 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 took place on August 18, 2022. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The external reviewer commented that WLL is doing exceptionally well. The faculty are committed to their students and remain available to them and provide flexibility so that students can progress through their programs. Given the current staffing issues due to retirements and loss of positions, the faculty are succeeding in terms of maintaining enrollments as well as recruiting and retaining majors and minors. The reviewers were also impressed by the research productivity of the WLL faculty and the department's culture of support for research activities. Moreover, the morale and overall departmental climate are good. They attributed this success in large part due to the strong leadership provided by the department chair. Although the reviewers had a strong overall impression of the department, they made the following recommendations to support the continued success of the department;

- Because study abroad is a popular and important co-curricular activity related with the WLL undergraduate program, COVID 19 related closures of study abroad and international travel programs negatively impacted undergraduate enrollment. With COVID 19 travel restrictions loosening and study abroad programs reopening, WLL expects enrollments to recover.
- Some disparity exists within the department related to faculty resources allocation between large and small language programs, with some of the smaller programs having only one or

two faculty supporting the entire teaching and student engagement enterprise. Therefore, the reviewers encouraged the department to have faculty from larger language programs support the smaller programs where ever possible to create more equitable workload assignments.

- While the reviewers commended the department for doing a good job mentoring tenure track faculty, they felt that more could be done to support the professional development of the non-tenure track teaching faculty.
- The reviewers encouraged WLL to continue to hone its mission related to intercultural and transcultural competence and suggested the department consider developing a certificate and/or other programs in Intercultural Competence.
- As the WLL does not have a doctoral program, the reviewers supported the department's plans to participate in development of an interdisciplinary doctoral program in the Digital Humanities. They felt that this would provide WLL faculty to support the university's Carnegie R1 status.
- With the push in the College of Liberal Arts related to a public-and applied-humanities focus, the reviewers supported the expansion of WLL's reach to include programs related to languages for the professions including the health professions and increase experiential learning opportunities, such as internships and service learning, to their students.
- Because many language majors are double majors, with oftentimes complex curricular paths to graduation, the reviewers felt strongly that WLL faculty participate with college level professional advisors to support WLL students.
- With President Sandoval's vision of enrolling 23,000 students by 2025, the reviewers felt that it would be strategic to hire additional WLL faculty and administrative support staff to meet the university's increasing overall demand for foreign language instruction. They also felt that if these hires could include Latinx/ChicanX individuals, it would help support the university's Hispanic Serving Institutional aspirations.

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

In response to the external reviewers comments and recommendations, the college and department agree to pursue the following initiatives.

Graduate Curriculum. WLL will develop new graduate and combined graduate-undergraduate courses that incorporate digital humanities components, with the intention of developing undergraduate and graduate programs focusing on Digital Humanities. The department will also encourage WLL faculty, irrespective of their language specialty, integrate aspects of digital humanities into their research and instruction.

Undergraduate Curriculum. WLL will also continue its development of undergraduate WLL certificates in Intercultural Competence, an initiative that will expand access to the department's curricular offerings beyond majors and minors as well as allowing WLL students to acquire skills related to humanities disciplines such as communication studies. WLL will also continue to develop and expand initiatives that enhance our students' career readiness and that interface with the College's applied humanities focus.

Student Learning and Success. WLL will continue to design opportunities for students to develop intercultural and transcultural competency skills throughout our language programs and to measure

acquisition of these skills within the context of their French and Spanish BA program assessment rubrics and evaluations of student learning outcomes. Additionally, WLL will strive to develop clear paths to internships and job placement after graduation by working with the College’s Student Engagement and Experiential Learning Coordinator and other entities on campus, such as the Nevada Career Studio, that facilitate those opportunities. Because so many language students envision careers in other disciplines, WLL will also continue to encourage our students to consider nationally competitive awards for language study like the Boren Scholarships/Fellowships, the Critical Language Scholarship, and Fulbright U.S. Student Program, which open doors to numerous career paths, notably in the government sector.

Advising. The department’s faculty advisors will continue work with college advisors to provide high-quality, personalized advising to our majors and minors that allows them to take advantage of such opportunities as study abroad while ensuring timely degree completion.

Faculty. WLL will seek to enhance their faculty mentoring program so that senior faculty members are better able to mentor junior faculty members. Specifically, WLL will consider the different kinds of support that tenured/tenure-track and non-tenure-track faculty require in order to be successful and advance in their careers. WLL will also provide targeted support to associate professors, encouraging them to apply for promotion to full professor. Additionally, the department will devise a better system for mentoring our LOA instructors and continue to advocate for greater compensation for them, strategically replacing these positions with lectureships or tenure track positions whenever possible.

Office support. To operate efficiently and productively the department must return to a fully staffed office with one full-time and one half-time administrative assistant, aided by a temporary student worker. In a department with 9 tenured and tenure-track professors, 15 lecturers, 20 LOAs/LOBs, and 9 TAs serving 4,048 students across 8 language programs and a graduate program, the amount and complexity of the work involved is more than can reasonably be accomplished by a single administrative assistant. Therefore, the department will work closely with the college to prioritize the hiring of additional administrative support for the department as funds become available.

Research/Funding. WLL will focus on providing more support to associate professors to facilitate their promotion to full professor, working with the administration to determine what resources can be provided to them. The department will, therefore, pay special attention to providing appropriate support to faculty whose role statements reflect important administrative roles and substantially reduced research roles, as well as encouraging with the college and the university do so as well.

Facilities. WLL will discuss repurposing our language lab, which is currently shared with Nevada Bound, for more up-to-date student-specific uses, e.g., student lounge/study room, soundproof chambers for interpretation and linguistic studies, etc.

V. Descriptive Statistics

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

2021-22	Spanish, B.A.	<u>131</u>
	French, B.A.	<u>48</u>
	World Languages, M.A.	<u>20</u>

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

2019-20	Spanish, B.A.	<u>57</u>
	French, B.A.	<u>24</u>
	World Languages, M.A.	<u>6</u>
2020-21	Spanish, B.A.	<u>62</u>
	French, B.A.	<u>14</u>
	World Languages, M.A.	<u>5</u>
2021-22	Spanish, B.A.	<u>39</u>
	French, B.A.	<u>10</u>
	World Languages, M.A.	<u>4</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	Spanish, B.A.	<u>75%, n=4</u>
	French, B.A.	<u>50%, n=2</u>
	World Languages, M.A.	<u>66.7%, n=3</u>
2020-21	Spanish, B.A.	<u>100%, n=5</u>
	French, B.A.	<u>100%, n=3</u>
	World Languages, M.A.	<u>75%, n=8</u>
2021-22	Spanish, B.A.	<u>100%, n=1</u>
	French, B.A.	<u>100%, n=3</u>
	World Languages, M.A.	<u>85.7%, n=7</u>

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

Fall 2021	Spanish, B.A.	<u>1,818</u>
	French, B.A.	<u>585</u>
	World Languages, M.A.	<u>70</u>

VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

Nevada State College

Summary

Degree Programs

- I.* List the existing programs and corresponding degree for all programs that were reviewed over this academic year of review.**
 - Elementary Education, B.A.
 - Secondary Education, B.A and B.S.
 - Nursing, B.S.
- II.* List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review.**
 - Psychology, B.S.
- III.* List all new programs and corresponding degree level for all programs that received Board approval in this academic year of review.**
 - Chemistry, B.S.

Certificates

None

NSC: Elementary Education, B.A.

I. Description of Program reviewed

The Nevada State School of Education, Elementary Education Program consists of several concentrations: Elementary Education, Elementary with a Concentration in Special Education (A Dual Licensure Program) and our recently revived Elementary Education with a Concentration with Bilingual Education. This report and the data include a very broad overview of the Elementary Education (ELED) program data. Overall, the 10-Year Review data reveal several trends

II. Review Process and Criteria

The review process included several components. First, the Teacher Education faculty met as a whole to review the data and make recommendations. Second, a Program Review Committee was formed to review data and solicit additional feedback by faculty. Finally, an external reviewer: Dr. Katherine Norris, Chair of the Curriculum and Instruction Department at Howard University, also reviewed the data and provided recommendations.

III. Major Findings and Conclusions of the Program Review

From 2013 to 2021 the Elementary Education program increased 18% from 314 students to 371. Demographically, our student population has shifted from predominately White to predominately Hispanic/Latinx. Black and Asian students are the most under-represented populations. As Table 4 in the full report indicates (attached), gender representation in the School of Education-ELED degree is aligned with the gender representation of NSC as a whole, which is predominately female. However, ELED majors had a slightly higher proportion of women, ranging from 89% of the student population in 2013 to 93% of the student population in 2021. Additionally, 58% of the elementary education students are Pell grant recipients. Thus, socioeconomic variables are likely to impact their journeys as students in our program.

The representation of first-generation students in the elementary education program declined by approximately 20% from 2013 (70%) to (56%) in 2021. Despite this decline, a significant number of our students are first generation and consequently may need additional supports as they navigate college. One-year IPEDS retention rates for first-time, full-time students have been somewhat erratic due to the small sample sizes for this population, but generally we have observed an upward trajectory for these data, from 50 to 69% between 2013 and 2018, to over 74% in the past three years (as shown in Table 7 in the full report). Similarly, the 1-year retention rate for transfer students has climbed over time, on average, but to a lesser degree (see Table 8 in the full report). The number of full-time ELED students has also increased 19% from 52% in 2013 to 62% in 2021. While most Elementary Education programs include 120-124 credits, on average ELED students take 134-140, thus they are going well beyond the credit hour requirements. Several variables might influence this, including financial aid requirements needed to enroll in required coursework, minor coursework, and other factors.

The most striking and also most concerning aspect of the data presented above is the percentage of students who go from pre-major to in-program. While there has been some increase in the amount of ELED majors who moved from pre-major to in-program from 2013 (16%) to 24% in 2021, the numbers are still quite low. Probably the most significant barrier students face in moving from pre-program to in-program is the Praxis Core which is needed for program admission. Other factors include advising turnover, scheduling issues, and the reality that many of our students are non-traditional working adults with family obligations.

Despite these challenges, overall 6-year graduation rates for the program have exhibited the highest levels in our young history in recent years, reaching or eclipsing 30% in three of the last 5 years (see Table 12 in the full report). However, as with our retention rates, the results have been erratic, with overall rates of 13 and 9 percent emerging between those historically high years. We believe this is partly attributable to the small sample sizes for these observations, where even a modest change in raw numbers can have a large proportional impact, and also largely attributable to the unique challenges faced by our student population. Finally, the small sample sizes make it very difficult to properly assess equity outcomes as a function of student demographics, but we did observe that Hispanic students achieved the highest rate in the most recent year on record, at 60% (with White students following at 40%, but Black and Asian showing no graduates for that year).

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

ELED Curriculum Revisions: As previously mentioned, while having an abundance of literacy and science courses has been a benefit, we must also take the opportunity to creatively explore how to build in more content-focused courses. Additionally, since we do not have a diversity foundations course, support from the HSI grants provides a great opportunity to integrate more culturally responsive practices across the curriculum.

Increased Retention Efforts for ELED Pre-Majors: SOE will devise more engagement activities for pre-majors, this could include holding a Fall orientation each year with incoming freshmen, social activities, and various workshops offered by the Academic Success Coach. The SOE may also want to hold additional, "SOE Student Success Workshops" throughout the year.

Continued ELED Recruitment Efforts: While the School of Education ELED Program has increased in enrollment, we must still continue to actively recruit students into the program. SOE is the lowest enrolled of the three schools, a full-time SOE Marketing and Recruitment Specialist would be a huge asset.

Praxis Core Interventions for ELED Students

Interventions are desperately needed to increase the number of SOE pre-major students who take and pass all components of the Praxis Core by June 30th. While Praxis Labs are available, they may need to be revised in order to more effectively support students.

Increasing ELED Scholarship Opportunities

As the data revealed, SOE's ELED pre-majors are disproportionately likely to be first generation college students who are from low-income families thus continuing to provide financial support via scholarships and fellowships is key.

Designing 4- and 6-Year ELED Graduation Models

Students enrolled in the School of Education are receiving additional supports that encourage 4-year retention. Nonetheless, the School must continue to explore pathways that will encourage and support graduation within four years. With the arrival of the new dorms and the current robust Teacher Academy population, the School of Education may consider developing accelerated pathways to support these populations. Additionally, initiatives to engage and graduate transfer students within four years are also needed. Moreover, this data supports the thesis that the School of Education is perfectly positioned to establish a Center of Teaching Innovation that could ultimately reverse the inverse relationship between educational inclusivity and retention and

ELED Curriculum Sequencing and Pre-Requisites

The School of Education may consider designing cohorted and sequenced ELED pathway models for non-traditional pathways (Mothers/Working Parents, Substitute Teachers/TA cohort, Part-time cohorts, Latinx/Diverse teacher recruitment based upon research-based best practices. SOE might

also consider working more closely with existing NSC programs such as Nepantla and Trio SSS that have demonstrated great in increasing graduation rates and supporting non-traditional students.

Dual Credit Expansion

The School of Education might want to consider offering more SOE course options through the Teacher Academy/ Dual credit initiatives. This will increase student enrollment and FTEs for the School. Additionally, infrastructural needs across schools must increase in order to facilitate the growth of these programs. This is discussed in greater detail in the section "Theme: Growth and Capacity".

Northern Nevada School of Education Programs

The School of Education has provided several degree options for students in Northern Nevada over the last 17 years. These programs play a vital role in the current statewide mission to calibrate our programs to meet the emerging workforce needs. Over the last 17 years, approximately 109 students have graduated from programs in Northern Nevada. This data alone suggests that there is an urgent need to construct a marketing plan and launch an intensive and targeted enrollment effort in Northern Nevada.

PTI Professional Development and Support

Due to the fact the part-time faculty play such an integral role in supporting students, explicit training and consistent professional development are key. Additionally, full-time faculty must work closely with part-time faculty to understand programmatic changes, shifting student demographics and other variables. As the School of Education continues to grow, it is essential that we strive to decrease the amount of part-time faculty and increase the amount of full-time faculty. Full-time faculty have a greater understanding of curriculum processes, institutional practices and norms and thus can be a greater benefit to students.

Strategical Implications: The School of Education must develop initiatives to more effectively utilize these resources. For example, to alleviate faculty burnout from too many assigned and volunteer responsibilities. It may be helpful to hire a Community Outreach Specialist to work in collaboration with the Field Experience Director and the Teacher Academy Coordinator. This will be specifically important for the School of Education as initiatives such as the Early Childhood Center, Northern Nevada and Teacher Academies are expanded.

Types of human, fiscal, and physical resources needed to address recommendations for improvement.

Continue to add tenure-track faculty lines: Since there are three Elementary Education Concentrations consistently hiring more specialized faculty is key.

Hire a full-time SOE Undergraduate Advisor. Students need consistency, someone who knows the curriculum and someone that they trust.

Add a Teacher Education/ELED Chair: The School of Education is growing rapidly. We need additional supports to launch the retention activities we need to create in order to grow our programs and graduate out students.

V. Descriptive Statistics

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

2021-22

177

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

2019-20	<u>55</u>
2020-21	<u>61</u>
2021-22	<u>54</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>13 (cohort n = 16)</u>
2020-21	<u>39 (cohort n = 14)</u>
2021-22	<u>19 (cohort n = 16)</u>

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

Fall 2021	<u>17,806</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

NSC: Secondary Education, B.A.

I. Description of Program reviewed

The Nevada State College, School of Education 10-year program review explores our strengths and areas for improvement as we prepare our students to go forth and teach the students and families of Nevada. The NSC BAED degree in Secondary Education includes concentrations in English and History. This report and the data below include a very broad overview of the Secondary BA(BAED) program data but has not been disaggregated to include and in-depth analysis of the concentrations. This report and the data below include a very broad overview of the Secondary BA(BAED) program data but has not been disaggregated to include and in-depth analysis of the concentrations.

It is important to note that all NSC Secondary Education programs are housed in the NSC SOE, yet students take their content specialty courses within our School of Liberal Arts, Sciences, and Business (LASB). Consequently, collaboration and coordination between the two schools is key.

II. Review Process and Criteria

The review process included several components. First, the Teacher Education faculty met as a whole to review the data and make recommendations. Second, a Program Review Committee was formed to review data and solicit additional feedback by faculty. Finally, an external reviewer: Dr. Brian Foley, Professor of Secondary Education at California State University, Northridge, also reviewed the data and provided recommendations.

III. Major Findings and Conclusions of the Program Review

Note: This was a multi-faceted review that relied on many different forms of assessment. However, one important caveat for all of the Institutional Research numbers presented here is that they refer to a comparatively small population of students (the program has ranged in size from 1 to 10 students during this period under review). Consequently, even small changes in raw headcount – such as with our retention data – can yield very large proportional changes in data presented as percentages.

The School of Education's Secondary Education enrollment went from 76 to 93 students from 2013 to 2021, yielding a 22.5% increase. Demographically, our BAED student population has shifted from predominately White to predominately Hispanic/Latinx. Black and Asian students are the most under-represented populations. Gender representation in the School of Education-Secondary degree is aligned with the gender representation of NSC as a whole, which is predominately female. However, there has been a consistent decrease in female Secondary Education representation specifically in 2016 (54%), 2018 (58%), 2019 (53%) and 2020 (56%).

A significant portion of Secondary Education majors are Pell recipients. For example, in 2016, 71% of Secondary BAED majors were Pell Grant recipients, this was slightly higher than the greater NSC population which was 57% at the time. Nonetheless, the number of Pell recipients in the BAED program has decreased over the last several years. As of the year 2021, Pell recipients in the BAED program (53%) are almost the same as the rest of NSC (54%). Our Secondary students are primarily first generation college students; thus, they may need additional supports as they navigate college. However, the student population has also shifted. The number of first-generation students decreased 24% from 2013 (66%) to 2021 (50%). Thus, the SOE should be equipped to address a shifting demographic.

The one-year retention of first-time full-time students has been very inconsistent over the years. In years, 2013, 2016, and 2020 the program experienced 100% retention. In 2021 it dropped to 62% retention. This is a concern, but we must reiterate that these shifts involve very small changes in raw student headcounts. For example, several of these cohorts involved only 5 total students, so even a single student can yield a 20% change in retention rate (for better or worse). That said, our goal is to achieve high retention rates regardless of the circumstances. In that light, the SOE must consider creating more “touchpoints” whether via advising, student events or “Donuts with the Dean” to more effectively support the one-year retention of first time, full-time students.

One-year retention also has varied for BAED transfer students. While some years were low 2014 (53%), 2019 (50%), most years were above 60%. Additionally, on some years, one-year retention for new transfer students was extremely high 2015 (100%), 2017 (80%), 2020 (95%) and 2021 (90%). SOE will continue to work closely with the NSC Transfer Office as well as our community colleges to facilitate clear articulation agreements and to support the smooth transition of new transfer students. Between 38-45% of the BAED population are full-time students. Thus, over half of the population are part-time students. In general, part-time students require more time to graduate because they are often working full-time in addition to attending school. Thus, offering flexible course schedules, a variety of course formats (online, face-to-face etc.) is key with this student population.

One area in which the School of Education has a major problem that requires immediate attention is that of elevating the speed with which students move from pre-major to major. To this point, in the nine-year period from 2013 to 2021, the highest proportion of students who moved from pre-major to major was 18% in 2014 and in 2021. Probably the most significant barrier that students face in moving from pre-program to in-program is the Praxis Core which is needed for program admission. We have implemented multiple initiatives to improve student performance on Praxis, but must continue searching for ways to increase the pass rate.

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

BAED Curriculum Revisions: Due to state requirements, we have begun a revision our Secondary education programs. We will continue to work with LAS to collaborate on strengthening program content. Additionally, since we do not have a diversity foundations course, support from the HSI grants provides a great opportunity to integrate more culturally responsive practices across the curriculum.

Increased Retention Efforts for Secondary Pre-Majors: SOE will devise more engagement activities for pre-majors, this could include holding a Fall orientation each year with incoming freshmen, social activities, and various workshops offered by the Academic Success Coach. The SOE may also want to hold additional, “SOE Student Success Workshops” throughout the year.

Continued Secondary Recruitment Efforts: While the School of Education BAED Program has increased in enrollment, Secondary Program enrollment has remained somewhat stagnant. We must still continue to actively recruit students into the program. SOE is the lowest enrolled of the three schools, a full-time SOE Marketing and Recruitment Specialist would be a huge asset.

Praxis Core Interventions for Secondary Students

Interventions are desperately needed to increase the number of SOE pre-major students who take and pass all components of the Praxis Core by June 30th. While Praxis Labs are available, they may need to be revised in order to more effectively support students.

Increasing Secondary Scholarship Opportunities

As the data revealed, SOE's Secondary pre-majors are disproportionately likely to be first generation college students who are from low-income families thus continuing to provide financial support via scholarships and fellowships is key.

Designing 4- and 6-Year Secondary Graduation Models

Students enrolled in the School of Education are receiving additional supports that encourage 4-year retention. Nonetheless, the School must continue to explore pathways that will encourage and support graduation within four years. With the arrival of the new dorms and the current robust Teacher Academy population, the School of Education may consider developing accelerated pathways to support these populations. Additionally, initiatives to engage and graduate transfer students within four years are also needed. Moreover, this data supports the thesis that the School of Education is perfectly positioned to establish a Center of Teaching Innovation that could ultimately reverse the inverse relationship between educational inclusivity and retention and

Secondary Curriculum Sequencing and Pre-Requisites

The School of Education may consider designing "cohorted" and sequenced Secondary pathway models for non-traditional pathways (Mothers/Working Parents, Substitute Teachers/TA cohort, Part-time cohorts, Latinx/Diverse teacher recruitment based upon research-based best practices. SOE might also consider working more closely with existing NSC programs such as Nepantla and Trio SSS that have demonstrated great in increasing graduation rates and supporting non-traditional students.

Dual Credit Expansion

The School of Education might want to consider offering more SOE course options through the Teacher Academy/ Dual credit initiatives. This will increase student enrollment and FTEs for the School. Additionally, infrastructural needs across schools must increase in order to facilitate the growth of these programs. This is discussed in greater detail in the section "Theme: Growth and Capacity".

Northern Nevada School of Education Programs

The School of Education has provided several degree options for students in Northern Nevada over the last 17 years. These programs play a vital role in the current statewide mission to calibrate our programs to meet the emerging workforce needs. Over the last 17 years, approximately 109 students have graduated from programs in Northern Nevada. This data alone suggests that there is an urgent need to construct a marketing plan and launch an intensive and targeted enrollment effort in Northern Nevada.

PTI Professional Development and Support

Due to the fact the part-time faculty play such an integral role in supporting students, explicit training and consistent professional development are key. Additionally, full-time faculty must work closely with part-time faculty to understand programmatic changes, shifting student demographics and other variables. As the School of Education continues to grow, it is essential that we strive to decrease the amount of part-time faculty and increase the amount of full-time faculty. Full-time faculty have a greater understanding of curriculum processes, institutional practices and norms and thus can be a greater benefit to students.

Strategical Implications: The School of Education must develop initiatives to utilize these resources more effectively. For example, to alleviate faculty burnout from too many assigned and volunteer responsibilities. It may be helpful to hire a Community Outreach Specialist to work in collaboration with the Field Experience Director and the Teacher Academy Coordinator. This will be specifically important for the School of Education as initiatives such as the Early Childhood Center, Northern Nevada and Teacher Academies are expanded.

V. Descriptive Statistics

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

2021-22	<u>35</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>12</u>
2020-21	<u>6</u>
2021-22	<u>12</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>0% (cohort n=3)</u>
2020-21	<u>0% (cohort n=1)</u>
2021-22	<u>10% (cohort n=10)</u>

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

Fall 2021	<u>11,535</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

NSC: Secondary Education, B.S.

I. Description of Program reviewed

The Nevada State College, School of Education 10-year program review explores our strengths and areas for improvement as we prepare our students to go forth and teach the students and families of Nevada. The NSC BSED degree in Secondary Education includes concentrations in Math, Physical Science, and Biology. This report and the data below include a very broad overview of the Secondary BS (BSED) program data but has not been disaggregated to include and in-depth analysis of the concentrations. This report and the data below include a very broad overview of the Secondary BS (BSED) program data but has not been disaggregated to include and in-depth analysis of the concentrations.

It is important to note that all NSC Secondary Education programs are housed in the NSC SOE, yet students take their content specialty courses within our School of Liberal Arts, Sciences, & Business (LASB). Consequently, partnership, collaboration, and coordination between the two schools is key.

II. Review Process and Criteria

The review process included several components. First, the Teacher Education faculty met as a whole to review the data and make recommendations. Second, a Program Review Committee was formed to review data and solicit additional feedback by faculty.

III. Major Findings and Conclusions of the Program Review

Note: This was a multi-faceted review that relied on many different forms of assessment. However, one important caveat for all of the Institutional Research numbers presented here is that they refer to a comparatively small population of students (the program has ranged in size from 1 to 9 students during this period under review). Consequently, even small changes in raw headcount – such as with our retention data – can yield very large proportional changes in data presented as percentages.

The School of Education's Secondary Education enrollment dropped from 51 to 26 students from 2013 to 2021 - a decrease of 49.02%. The magnitude of this decrease suggests that it is urgent that the School of Education at Nevada State College engage in extensive outreach and recruitment. As is known, in the year of 2022, Nevada was second in the nation in the ten states in the country with a high teacher shortage. However, Nevada's greatest teacher shortages were in Mathematics, Science, Foreign Languages, Bilingual education, and Special Education. The percent of the School of Education's Secondary Education graduates who were diverse grew from 33% in 2013 to 69% in 2021 - a growth rate of 109.09%. Specifically, for students of Hispanic/Latinx background. However, the Asian and Black populations are still very small. The SOE will continue its efforts to diversify the teaching workforce.

While females were 75% of all degree-seeking at NSC in 2013, and 65% of all Secondary Education graduates, they were 80% of all degree-seeking NSC students in 2021, and 73% of Secondary Education graduates in 2021. Accordingly, the SOE may wish to diversify recruitment efforts to attract more male teacher candidates.

Enrollment of low-income students significantly declined from 2013 when 53% of all secondary education majors were low-income to only 42% in 2021. This was a 20.75% decrease. In contrast, All NSC PELL grant recipients has ranged from 51% in 2013 to 54% in 2021. Thus, the Secondary students do not receive as much aid as the rest of the NSC population.

The amount of BSED students who are identified as first generation also decreased from 65% in 2013 to 42% in 2021. Overall, this trend is aligned with the greater NSC student population which was 66% in 2013 and 51% in 2021. Nonetheless, a large portion of BSED population is first generation, thus additional academic supports may be needed to help first generation students acclimate to college.

BSED students have a relatively high one-year retention rate. For example, in years 2014, 2015, 2016, and 2021 there was a 100% one-year retention rate. However, it is important to reiterate that these percentages involve cohorts with very small headcount numbers (single digits in all cases). As such, the high retention numbers are encouraging, but it also is difficult to draw conclusions from the data, especially when the retention rates drop – such as the rates of 50% in 2017 and 2020 – because those decreases involve the attrition of just 1 to 2 students. Nevertheless, it is imperative for us to continue to identify factors that both enhance and attenuate retention and graduation rates so that we maximize the success of our students regardless of the raw headcount numbers. Factors already identified include course availability, access to financial aid, and advising.

BSED students tend to take more credits by graduation than the average NSC student. Part of this may be attributed to the fact that some of the BSED concentrations are dual degrees, thus the students receive their license to teach in addition to their bachelor's degree. Additionally, some of the coursework is only taught once a year, thus students have to take more classes as they wait for the next term in order to receive financial aid. School of Education will need to continue to work with the School of Liberal Arts and Sciences to coordinate efforts to alleviate this challenge.

One area in which the School of Education has a major problem that requires immediate attention is that of elevating the speed with which students move from pre-major to major. To this point, in the nine-year period from 2013 to 2021, the highest proportion of students who moved from pre-major to major was 24% in 2020. In 2021, 87% of the overall degree-seeking students did not ever reach the status of being a major.

Probably the most significant barrier that students face in moving from pre-program to in-program is the Praxis Core which is needed for program admission. We have implemented multiple initiatives to improve student performance on Praxis, but must continue searching for ways to increase the pass rate. Other contributing factors include advising turnover and the reality that many of our students are non-traditional working adults with families who need flexible course scheduling with a variety of options.

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

BSED Curriculum Revisions: Due to state requirements, we have begun to revise our Secondary education programs. We will continue to work with LAS to collaborate on strengthening program content. Additionally, since we do not have a diversity foundations course, support from the HSI grants provides a great opportunity to integrate more culturally responsive practices across the curriculum.

Increased Retention Efforts for Secondary Pre-Majors: SOE will devise more engagement activities for pre-majors, this could include holding a Fall orientation each year with incoming freshmen, social activities, and various workshops offered by the Academic Success Coach. The SOE may also want to hold additional, "SOE Student Success Workshops" throughout the year.

Continued Secondary Recruitment Efforts: While the School of Education ELED Program has increased in enrollment, Secondary enrollment has remained stagnant, we must still continue to

actively recruit students into the program. SOE is the lowest enrolled of the three schools, a full-time SOE Marketing and Recruitment Specialist would be a huge asset.

Praxis Core Interventions for Secondary Students

Interventions are desperately needed to increase the number of SOE pre-major students who take and pass all components of the Praxis Core by June 30th. While Praxis Labs are available, they may need to be revised in order to more effectively support students.

Increasing Secondary Scholarship Opportunities

As the data revealed, SOE's Secondary pre-majors are disproportionately likely to be first generation college students who are from low-income families thus continuing to provide financial support via scholarships and fellowships is key.

Designing 4- and 6-Year Secondary Graduation Models

Students enrolled in the School of Education are receiving additional supports that encourage 4-year retention. Nonetheless, the School must continue to explore pathways that will encourage and support graduation within four years. With the arrival of the new dorms and the current robust Teacher Academy population, the School of Education may consider developing accelerated pathways to support these populations. Additionally, initiatives to engage and graduate transfer students within four years are also needed. Moreover, this data supports the thesis that the School of Education is perfectly positioned to establish a Center of Teaching Innovation that could ultimately reverse the inverse relationship between educational inclusivity and retention and

Secondary Curriculum Sequencing and Pre-Requisites

The School of Education may consider designing "cohorted" and sequenced Secondary pathway models for non-traditional pathways (Mothers/Working Parents, Substitute Teachers/TA cohort, Part-time cohorts, Latinx/Diverse teacher recruitment based upon research-based best practices. SOE might also consider working more closely with existing NSC programs such as Nepantla and Trio SSS that have demonstrated great in increasing graduation rates and supporting non-traditional students.

Dual Credit Expansion

The School of Education might want to consider offering more SOE course options through the Teacher Academy/ Dual credit initiatives. This will increase student enrollment and FTEs for the School. Additionally, infrastructural needs across schools must increase in order to facilitate the growth of these programs. This is discussed in greater detail in the section "Theme: Growth and Capacity".

Northern Nevada School of Education Programs

The School of Education has provided several degree options for students in Northern Nevada over the last 17 years. These programs play a vital role in the current statewide mission to calibrate our programs to meet the emerging workforce needs. Over the last 17 years, approximately 109 students have graduated from programs in Northern Nevada. This data alone suggests that there is an urgent need to construct a marketing plan and launch an intensive and targeted enrollment effort in Northern Nevada.

PTI Professional Development and Support

Due to the fact the part-time faculty play such an integral role in supporting students, explicit training and consistent professional development are key. Additionally, full-time faculty must work closely with part-time faculty to understand programmatic changes, shifting student demographics and other variables. As the School of Education continues to grow, it is essential that we strive to decrease the amount of part-time faculty and increase the amount of full-time faculty. Full-time faculty have a greater understanding of curriculum processes, institutional practices and norms and thus can be a greater benefit to students.

Strategical Implications: The School of Education must develop initiatives to more effectively utilize these resources. For example, in order to alleviate faculty burnout from too many assigned and volunteer responsibilities. It may be helpful to hire a Community Outreach Specialist to work in collaboration with the Field Experience Director and the Teacher Academy Coordinator. This will be specifically important for the School of Education as initiatives such as the Early Childhood Center, Northern Nevada and Teacher Academies are expanded.

V. Descriptive Statistics

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

2021-22	<u>15</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>2</u>
2020-21	<u>1</u>
2021-22	<u>4</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>100% (cohort n=2)</u>
2020-21	<u>100% (cohort n=1)</u>
2021-22	<u>0% (cohort n=2)</u>

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

Fall 2021	<u>9,394</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

NSC: Nursing, B.S.N.

I. Description of Program reviewed

The Bachelor of Science in Nursing degree at Nevada State College is offered in three distinct tracks: full-time, part-time, and RN to BSN. These three tracks serve students with wide-ranging needs who are seeking to enter the profession of nursing, or who have entered nursing following completion of an Associate degree and are seeking to increase their knowledge and skills in the pursuit of expanded career opportunities.

II. Review Process and Criteria

This review was completed by a team of three, led by the Dean of Nursing. Materials and data were gathered to analyze and evaluate the curriculum, program delivery, the achievement of student learning outcomes, student satisfaction, faculty outcomes, and program outcomes. The report was shared with the Office of the Provost and reviewed by External Reviewers. Observations and recommendations were reviewed by the program, and a plan was developed based on cumulative findings.

III. Major Findings and Conclusions of the Program Review

The NSC Bachelor of Science in Nursing degree has undergone tremendous growth in the past 10 years, serving an increasingly diverse student demographic. During this growth, quality has been maintained through active faculty involvement in curriculum updates, continuous improvement guided by a Program Evaluation Plan, and a continued emphasis on caring for self and others. Areas of concern and continued focus that were identified include the recruitment and retention of qualified Registered Nurse faculty and the development of practice partnerships and new technology that enhance student learning opportunities.

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

Recruit, retain, and develop nurse faculty in a way that allows for continued program expansion during a nursing shortage, in order to better serve the needs of the community.

V. Descriptive Statistics

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

2021-22	<u>1,121</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>396</u>
2020-21	<u>348</u>
2021-22	<u>308</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>23%</u>
2020-21	<u>34%</u>
2021-22	<u>31%</u>

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

Fall 2021	<u>22,086</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

College of Southern Nevada

Summary

Degree Programs

- I.* List the existing programs and corresponding degree for all programs that were reviewed over this academic year of review.**
 - Project Management, B.A.S.
 - Business Management, A.A.S.
 - Business, A.B.
 - Marketing, A.A.S.
 - Paralegal Studies, A.A.S.
 - Real Estate, A.A.S.

- II.* List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review.**
 - Computer Office Technology, A.A.S.

- III.* List all new programs and corresponding degree level for all programs that received Board approval in this academic year of review.**
 - Computer Science, Associate of Arts
 - Environmental Conservation, Bachelor of Applied Science
 - Environmental Laboratory Sciences, Bachelor of Applied Sciences
 - Advanced Manufacturing, Associate of Applied Science

Certificates

- I.* List the certificates (at least 30 credits and under 30 credits) that were reviewed over this academic year of review.**
 - Business Management, Certificate of Achievement
 - Real Estate, Skills Certificate
 - Paralegal Studies, Certificate of Achievement
 - Real Estate, Certificate of Achievement
 - Retail Management, Certificate of Achievement

- II.* List the certificate programs of at least 30 credits that received Academic Affairs Council (AAC) approval to be established in this academic year of review.**
 - Advanced Manufacturing: Machining, Certificate of Achievement
 - Computing and Information Technology: Networking-Cloud Systems Administration

- III.* List the certificate programs of at least 30 credits that received AAC approval for elimination or deactivation in this academic year of review.**
 - Computer Office Technology, Certificate of Achievement

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

- Developmental Support Technician, Skills Certificate
 - o Nevada Revised Statute 433.279 requires that all DST's be certified within 2 years of employment. The state's job title for this requirement is: Developmental Support Technician.
- Advanced Manufacturing: Automation, Skills Certificate
 - o Smart Automation Certification Alliance (SACA) including Electrical Systems 1, Electric Motor Control Systems 1, Process Control Systems 1, and Programmable Controller Troubleshooting 1
- Machining: Lathe, Skills Certificate
 - o National Institute of Metalworking Skills (NIMS) including Measurement, Materials and Safety, Job Planning, Benchwork, and Layout.
- Machining: Milling, Skills Certificate
 - o National Institute of Metalworking Skills (NIMS) including Measurement, Materials and Safety, Job Planning, Benchwork, and Layout.

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

- None

CSN: Business, A.B.

I. Description of Program reviewed

Program Mission

The mission of the Associate of Business (AB) program is to prepare students for the workforce by providing the necessary knowledge and skills to solve organizational programs, make better business decisions, and to instill core competencies that help students succeed in any business role.

Brief History of the Program

CSN students began enrolling in the Associate Degree in Business (AB) program on 6/10/1991. The AB degree incorporates business principles with the theory and practice of business operations. The AB degree examines the planning, organization, leadership, and control functions of management. In addition, the program integrates financial and managerial accounting principles in the utilization of data planning and control to build a solid foundation for pursuing a bachelor's degree program and beyond. The Associates Degree in Business (AB) provides students with the foundational knowledge on which to build a career in business or create a successful business of their own. The versatile curriculum helps students establish a well-rounded skillset that helps them build a business career with practical knowledge application in the business world.

Transfer Information

The AB program is a transfer degree that provides the equivalent of the first two years of a bachelor's degree in business related subject areas. Students who pursue an AB degree are primarily interested in transferring to Nevada State College, University of Nevada Las Vegas, University Nevada Reno or another baccalaureate-level institution. Although the primary purpose of the AB program is to be a bridge for students to begin bachelor's degrees at other institutions, students can now choose to stay at CSN to complete a Bachelor of Applied Science degree in Project Management.

The number of students who graduated with an AB degree and transferred to a four-year institution over the past five years ranges from 172 students in 2019-20 to 239 students in 2017-18.

This AB program review highlights data from 2021-22. The 2021-22 academic cycle is not yet complete; however, there are currently 39 students who have graduated/transferred to a four-year institution. Because the 2021-22 data is incomplete, it is vital to study the transfer data from years prior to understand the patterns and themes, if any, to make educated projections about future performance and to provide valuable recommendations.

In 2019-20, the AB program graduated and transferred 172 students. When comparing the 2019-20 numbers with that of the 2017-18 and 2018-19 academic cycles, there is a decrease of 67 students from the 17-18 cycle and 39 students from the 18-19 cycle.

In 2020-21, the AB program graduated and transferred 198 students. This is an increase from the year prior (2019-20) by 26 students. This is a positive sign because the increase of student graduates who transfer to a four-year institution is closer to the numbers posted in 2018-19. A portion of the decrease may be attributed to the addition of a bachelor's degree at CSN and to the pandemic. The remaining graduated and transfer numbers posted from the 2021-22 academic cycle will be telling because the data will provide an indication if the degree continues to increase its numbers or experience another decrease.

Enrollment

AB student enrollment in the 2017-18 and 2018-19 academic cycles was consistent. There was a slight increase in 2018-19 (an increase of 46 students). AB student enrollment in 2019-20 fell to 3,193, which was a decrease of 475 students. The pandemic was a huge reason for the decrease in

student enrollment. Student uncertainty was at an all-time high during the 2019-20 and 2020-21 academic cycle. AB student enrollment fell again in 2020-21 by another 418 students to 2,775. AB student enrollment now appears to be stabilized reporting 2,779 students enrolled in the AB program.

Completion

From 2017-18 to 2018-19, there was a decrease of 9 students completing their degree. From 2018-19 to 2019-20 there was a decrease of 67 students completing their degree. However, there was an increase of 60 AB student completers from 2019-20 to 2020-21. Current completer numbers from the second half of the academic cycle are not available for the 2021-22 academic cycle.

ACBSP Accreditation

The AB program is accredited by the Accreditation Council of Business Schools and Programs (ACBSP), located at 11520 West 119th Street, Overland Park, KS 66213, (913) 339-9356, www.acbsp.org). The program earned the accreditation in 2008 and successfully maintained the accreditation since. ACBSP was founded in 1988 as a global business education accrediting body that ignites a standard of excellence by evaluating aspects of leadership, strategic planning, and relationships with stakeholders, and quality of academic programs, faculty credentials, and educational support. In 2018, the Business Administration Department received its 10-year reaffirmation of accreditation for the Associate in Business (AB) degree program. Program reaffirmations occur every 10 years. The quality assurance report is required every two (2) years.

Program Requirements

The AB program consists of a general education component (32 credits) and a special program component (28 credits). The special program component consists of a core 18 credits and an additional elective requirement consisting of 10 credits.

Student Learning Outcomes

The student learning outcomes for the AB program are as follows:

1. Integrate financial and managerial accounting principles in the utilization of data planning and control.
2. Incorporate business principles with the theory and practice of business operations.
3. Examine the planning, organization, leadership and control functions of management.

Program Support of CSN Strategic Plan Goals

The AB program supports the CSN Strategic Plan Goals by:

- Student Success - The AB program offers courses designed specifically to accommodate students who have a busy schedule and who are looking for an affordable way to complete their academic program. AB courses are administered in 16-, 8-, and 6-week formats. The AB program administers content specific to business and introduces students to valuable business and entrepreneurial skills that help students succeed in various business careers. The AB program uses CSN's Canvas platform to deliver concepts in a way that increases student engagement and tracks student success. Our seasoned instructors guide our students by sharing their experiences working in various capacities in the business environment.
- Student Engagement – Instructors are trained to use a variety of teaching approaches to engage and motivate students in the learning process. Such strategies may include case study analysis, role-playing and simulation exercises that are designed to provide a real-world context to course concepts and topics. Faculty who teach within the AB program keep students engaged by inviting successful businesspersons to speak to students during class. In addition, students can engage in student groups such as the Blackstone LaunchPad program.
- Performance and Quality – Students enrolled within the AB program experience smaller class sizes. The average class size is 20 students. Smaller class sizes allow for individualized

student attention from the instructors teaching each course. Therefore, students have more time to concentrate on knowing he or she will receive the best education possible.

- Workforce and Community- Most Business Administration majors are already engaged within the workforce. However, the AB curriculum builds upon existing knowledge and thus provides value to Las Vegas employers who hire CSN AB students. Student alumni employer surveys indicate that 90% of AB student graduate employers graduates are satisfied with the value and contribution of their CSN AB graduate.

Program support of NSHE Strategic Goals

- Access - Although many students who enroll in a business course at CSN never intend to complete a full program, students continue to express interest in the AB degree to transfer into the University of Nevada Las Vegas, Nevada State College, University Nevada Reno or another four-year university. The AB program offers cost effective courses giving busy students the flexibility needed to continue providing for their families while pursuing their career goals.
- Success-The success of students in AB program is important and link directly to the Strategic Goals of NSHE. Students who desire a business career enroll in the AB program with the intent of acquiring business skills that help them succeed. Students who complete this program have a solid foundation and are ready to hit the ground running with new and extended knowledge gained within these programs. Students will be able to apply what they learn immediately as they move from course to course within the AB program
- Close the Achievement Gap – The AB program focuses on serving underserved populations by maintaining open entry programs that are affordable and flexible. The programs collaborate with CSN’s tutors and advisors to assist students struggling to grasp more difficult business concepts.
- Workforce – The AB program prepares students for a career in business.

Role and Purpose of the Program

1. Expose students to the career opportunities in business including but not limited to Financial Analyst, Account Executive, Business Analyst, Account Manager, Portfolio Manager, Investment Banker, Resort Manager, and Operations Manager.
2. Provide an affordable option for students to obtain an associate degree that transfers directly into a bachelor’s program.
3. Educate students to make intelligent business decisions by using critical thinking techniques and Socratic questioning methods.

Program's Partnerships with Business and Professional or Community Organizations

- AB program faculty collaborate with MGM Resorts to offer the College Opportunity Program (COP) to all employees of MGM Resorts. The COP provides access to an online college degree programs at no cost to MGM Resorts Employees locally and internationally who are seeking to achieve their educational goals and success.
- AB program faculty engage with the Clark County School District (CCSD) to speak about our programs and encourage the High School students to start taking college credits towards achieving an Associate of Business (AB) degree.
- AB program faculty continue to seek funding for support in programs that develop job placements and internships for companies like Cox Communications, GES, and others.
- AB faculty collaborate with Sutherland Global Services (SGS) and Western Alliance of Food Chains (WAFC) to develop courses that assist their employees to acquire business knowledge and skills to complete business degrees and certificates.

- AB program faculty work with the American Association of Retired Persons (AARP) and the Society for Human Resource Management (SHRM) to assist older workers and students that are ambitiously seeking employment for educational and personal goals.
- AB program faculty reinforce the application of theoretical business concepts through active participation in Nevada Grow, a State of Nevada Business Incubator Program, which assists small businesses thrive and grow.
- AB program faculty encourage students to get involved with student groups such as the Blackstone LaunchPad program. This network makes entrepreneurship and entrepreneurial skills accessible and relevant for all college students. In April of 2022, out of 130 applicants from across the Blackstone LaunchPad network such as USC, UCLA, and Cornell, CSN team Nulife Kicks won the Startup Grind Pitch competition earning \$20,000 to help expand their business.

II. Review Process and Criteria

A systematic review and analysis of available assessment data for the last 5 years was performed. Combined with an analysis of current IR data, a compiled report was created to include a Program Review Summary, Assessment Overview, and Student Success Overview. Also included in the review process is an explanation of the program's assessment strategy as well as an explanation of how the assessment results are integrated into the business department's unit plan. The process followed the CSN Faculty Senate Academic Program Review Policy. In addition to the policy, consultation was sought with the Director of the Office of Assessment and Accreditation. All program faculty provided a review and input prior to the report finalization.

III. Major Findings and Conclusions of the Program Review

Strengths

1. Small class sizes –Students learn faster and perform better in smaller classes. Class sizes of fewer than 20 students often results in more individualized attention, increased participation, and better communication between the instructor and students. Students receive more feedback and have a better experience when on team projects. Smaller classes provide more opportunities to incorporate a hands-on learning approach, which appeals to many kinesthetic learners.
2. Instructor experience – The instructors who teach in AB program help develop curriculum that narrows the focus of each course and program to achieve the stated student learning outcomes. Each instructor teaching with the business programs bring many years of business experience. Our instructors understand the specific skills needed to obtain employment and to be successful in the many business roles. Our faculty prepare our students to address challenges within the business environment, discuss how best to research, and solve issues as they arise. Finally, our instructors are well positioned within the Las Vegas community and are able to assist students in finding an internship position or even a job after completing the AB program.
3. Flexible learning environment – Most students enrolled in the AB program have at least one full-time job and perhaps a part time job. Consequently, our students appreciate that the AB program has a flexible learning structure. Courses are typically offered in an accelerated eight-week format. Courses are offered both online and face-to-face. The program is supported by academic advising, career services, and free tutoring. The accelerated format gets students into their desired career faster and more efficiently than previous learning environments.

4. Well-Rounded Curriculum and Affordable Classes – The curriculum of the AB program prepares students to enter into the workplace with employable skills. Each of these programs highlight business specific content as well as math and business concepts that are useful in many different career paths. The AB program is affordable. Students who struggle financially are able to pace themselves through these programs as they can afford it rather than use financial aid.

Weaknesses

1. Program Marketing Support – Although CSN has a marketing department at the college, the department focuses more broadly on marketing the institution as a whole rather than marketing the programs within each department.
2. Limited Budget - The AB program depends on the Chair of the Business to allocate money from the department's budget specifically to the AB program. Because there are other programs within the department, the AB program allocation is so small that there is little to no funds to create and update marketing collateral to share with community partners.
3. More Transfer Choices – There are more choices for student graduates as it relates to where to pursue a bachelor's degree upon graduating from the AB program. Students may decide to remain at one of our NSHE institutions, may decide to remain at CSN to pursue a Bachelor of Applied Science Project Management degree, or may choose to complete their bachelor's degree outside of the NSHE system. The increase of choices, the pandemic, and the addition of the BAS PM program reduce the number of graduates leaving CSN until after they complete their bachelor's degree.

Opportunities

1. Collaborate with Marketing to Increase Enrollment
2. Expand community partnerships.
3. Increase student communication through surveys and focus groups.

Threats

1. Economy/Enrollment Factor - Enrollment in the AB program decreased substantially during the pandemic.

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

The assessment was submitted for review and discussion prior to submission. The information was shared with:

- Business Administration Faculty
- Office of Accreditation and Institutional Effectiveness

Feedback was collected and reflected within the final submission, which was submitted to the following:

- Chair, Business Administration
- Dean, Business, Hospitality, and Public Services
- Vice President of Academic Affairs

A copy of the final assessment will be kept within CSN's Taskstream system, the Business Administration's shared drive, and the Office of Accreditation and Institutional Effectiveness office.

The Department of Business Administration will work with subject matter experts to make improvements and use the results of this report to make necessary curriculum changes/updates. The Business Administration Department Chair along with faculty will ensure that the accreditation of the AB program is updated, and that the Department is compliant with ACBSP standards.

Program Improvement Recommendations

1. Increase enrollment by collaborating with Marketing to explore strategies to increase student awareness about the AB program.
2. Review the instruments used for program and course assessment. Consider adding a capstone used for assessment purposes
3. Review the AB Curriculum. Discuss curriculum with the Business Advisory Board. Make changes if necessary.

V. Descriptive Statistics

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

2021-22	<u>2,779</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>258</u>
2020-21	<u>318</u>
2021-22	<u>90</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>16%</u>
2020-21	<u>19%</u>
2021-22	<u>18%</u>

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

Fall 2021	<u>2,389</u>
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VI. Institutional Reports

<https://www.taskstream.com/ts/businessprogram/AcademicProgramReviewWorkspace>

CSN: Project Management, B.A.S.; Business Management, A.A.S. and Certificate of Achievement

I. Description of Program reviewed

Program Mission

The CSN Business Program mission is to create programs that offer relevant topics and concepts that prepare students to become successful entrepreneurs and business leaders. Business programs emphasize critical thinking, problem-solving strategies, and decision-making techniques aimed at developing practical approaches to existing and future business challenges.

Bachelor of Applied Science Project Management

The Bachelor of Applied Science Project Management degree was created and designed to instill abilities and competence focusing on developing student communication, project management skills, and decision-making abilities within a broader context rather than a single vocation. The BAS in Project Management is intended for students who wish to develop their managerial skills and further compliment the technical skills they already acquired throughout their Associate degree programming. The BAS Project Management program provides career pathways and promotional opportunities beyond what an Associate degree program provides.

The Bachelor of Applied Science (BAS) in Project Management degree aligns with the Career and Technical Education (CTE) degrees by allowing for a seamless articulation of the Associate of Applied Science programs. The BAS in Project Management degree is administered in an accelerated structure to meet industry demand.

The Bachelor of Applied Science (BAS) degree in Project Management provides a unique pathway for students to build upon the technical skills and knowledge acquired in attaining an associate degree. The BAS degree is designed to instill abilities and competence focusing on developing student communication, project management skills, and decision-making abilities within a broader context rather than a single vocation.

Learning Outcomes

1. Analyze and apply the role of the project manager in driving an organization's key performing indicators within an organization.
2. Conduct planning activities that forecast project costs, completion, quality, and necessary resources.
3. Develop and apply analytical frameworks, strategic planning skills, and managerial insight to be more effective project leaders and contributors.
4. Utilize tools specific to project management, applicable to many industries that ensure projects are on time, on budget, and within the project's original scope.
5. Acquire and apply the necessary theoretical management, knowledge, practices, and organizational structural workflow processes required to be successful in any project management career designation.

Initially, the BAS Project Management (BAS PM) program was developed because of the growing demand for project managers in the workplace. According to Shein (2021), "the global economy needs 25 million new project professionals by 2030 because of economic growth, an increase in the number of jobs requiring project management-oriented skills, and retirement rates." Project Management Institute reported that employers would need approximately 88 million project managers by 2027 to fill project-related roles (PMI, 2021). The Business Administration team

conducted its own research to discover if CSN students (both existing and alumni) were interested in a Project Management program.

Prior to launching the program, two surveys were deployed to discover if student demand existed for the program. The survey also served as a student-recruiting tool. After confirming the demand for the program, the BAS PM Program officially began with a soft opening spring 2019. Initially, the program was not financial aid eligible, which was problematic for many students who were interested in the program. Luckily, CSN obtained financial aid approval and the program continues to grow each semester since its inception.

Survey Details and Data

CSN business students currently enrolled at CSN as well as CSN business student graduates received a survey asking a variety of questions including, but not limited to, if they were interested in the BAS Project Management Program.

Below is the information taken from each survey created and deployed during the fall of 2018 (September). Respondents who replied "Interested" or "Not sure" were invited to participate in a Zoom video conference. During the conference, participants learned more about the program and were able to ask questions. Respondents who initially responded "not sure" were extremely interested after learning more about the program during these sessions.

After the initial informational video conference, student audits were completed and immediately following each student was introduced to a CSN counselor or advisers.

Survey #1 - (879 respondents) - This survey was deployed to the existing CSN Business Students to ask if they would be interested in the BAS Project Management program. The results were as follows:

- 66.76% Were Interested 578
- 17.41% Were Not Interested 153
- 16.84% Were Not Sure 148

Survey #2 - (2,174 respondents) - This survey was deployed to the existing CSN Business Students to ask if they would be interested in the BAS Project Management program. The results were as follows:

- 56.03% Were Interested 1,218
- 19.87% Were Not Interested 432
- 24.1% Were Not Sure 524

Information provided by the CSN Institutional Research team indicated that the Bachelor of Applied Science Project Management program exceeded year 3 FTE and headcount estimates. This is terrific news and confirms the survey findings relating to student demand for the program. The 3rd-Year Fall 2021 FTE Estimates were 120 and the actuals were 172.3. The Business Administration Department exceeded its projections by 52.3 FTE. In addition, the Department exceeded its headcount forecast. The fall 2021 headcount estimate was 50 and the actual fall 2021 headcount is 259. This exceeds the estimate by 209.

The Department of Business Administration expects the BAS Project Management program to continue to grow. Currently more than 400 students list the BAS Project Management program as their degree emphasis. However, not all are consistently enrolled in classes. More students apply to the program every week (approximately 5 students per week).

Enrollment

The BAS Project Management degree continues to spark the interest not only of students at CSN but also of students from other institutions.

From 2017-18 to 2018-19 the BAS Project Management program grew from 0 students to 76 students enrolled in one academic cycle. From 2018-19 to 2019-20 there was another increase of 196 students to 272 students enrolled in the program. From 2019-20 to 2020-21 there was another increase of 78 students to 350 students enrolled. The 2021-22 academic year is not over, it is not clear if the program will experience another increase in student enrollment but is on a good path to achieve at least meet the 350 students enrolled 2020-21 the year before.

During the pandemic, the recruiting tools used in the past were eliminated. With the death of four full-time faculty members within the department during one semester and another out of the department serving as Faculty Senate Chair for a year, the Business Administration Department did not have the capacity to cover classes of the deceased faculty members and at the same time continue to work on special projects. The inability to recruit during the pandemic is seen in the decrease of student enrollment from the 2020-21 to the 2021-22 academic slowed the growth of the program. The department now has several new faculty members who are eager to get involved in department projects. By fall 2023, recruiting strategies and structure will be reinstated which should be followed by increases in enrollment.

Completion

Because the BAS Project Management program is new to CSN, 2017-18 and 2018-19 were formative years. There were no student graduates during these academic cycles. During the 2019-20 academic cycle, there were 12 graduates and in 2020-21 there were 62 graduates, which was an increase of 50 graduates from the year prior. So far, there are 7 graduates in the 2021-22 academic cycle.

Transfer

Students who graduated from the BAS Project Management program who transfer to other institutions to pursue their master's degree began in 2019-20. There were 3 students who transferred. In 2020-21 there were 4 students who transferred, and in 2021-22 there was 1 student who transferred. This data is not noteworthy now but may be an opportunity for the department to continue encouraging students to continue their educational journey by pursuing a master's degree at another educational institution. This is also an opportunity to create partnership agreements with other institutions to create a seamless student transition.

Accreditation Unit Search

The Business Administration has begun the process of reviewing accreditation options for the BAS Project Management program. In addition, the department hopes to increase the number of BAS Project Management students transfer to other institutions to complete their master's program.

Associate of Applied Science Business Management

The Associate of Applied Science Business Management degree provides students with the understanding and knowledge necessary for managing people and functions in the workplace. The curriculum within this program highlights managerial and motivational theories, global management, decision-making, and organizational designs.

Learning Outcomes

1. Explain general business and management theories.
2. Examine managerial and motivational management theories.
3. Develop business and management skills for profit and nonprofit organizations.

The Associate of Applied Science Business Management degree consists of 22 general education requirements and 38 special program requirements. Within the special program requirements, there are 27 core requirements and 11 elective requirements.

Enrollment

The enrollment numbers for the AAS Business Management degree decreased over the past five years. During the 2017-18 academic cycle, there were 927 students enrolled in the program. In 2018-19 total students enrolled were 869, which was a decrease of 58 students. In 2019-20 there were 699 students enrolled in the program, which was another decrease of 170 students from the previous year. In the 2020-21 academic cycle, there were 578 students enrolled in the program, which was a decrease of 121 students from the previous year. In the 2021-22 academic year which is not over until the end of the fall semester, there are 490 students enrolled which is a decrease of 88 students from the year before.

The Department of Business Administration must discuss the decrease of student enrollment and identify a strategy to bring students back to CSN specific to the Business Management programs. Luckily, the BAS Project Management program is a great motivator for students to stay to pursue their bachelor's degree at CSN.

Completion

In 2017-18 there were 68 graduates in the AAS Business Management program and in 2018-19 there were 81 graduates, which was an increase of 13 graduates from the 17-18 cycle. In 2019-20 there were 72 graduates, which was a 9-student decrease semester over semester. In 2020-19 academic cycle, there were 75 student graduates which was a 3-student increase from the year prior. So far, there are 19 student graduates 2021-22.

Transfer

Although the AAS Business Management program was not designed to be a direct transfer degree, there are students who do transfer. In 2017-18 there were 17 student graduates and in 2018-19 there were 14 students, which was a decrease of 3 graduate transfers. In 2019-20 there were 13 graduate transfers a decrease of 1 student graduate transfer from the previous year. In 2020-21, there are 16 graduate transfers which is a 3-student increase, so far.

Certificate of Achievement, Business Management

The Certificate of Achievement in Business Management provides students with the understanding and knowledge necessary for managing people and functions. Decision making for both private and public sector agencies is stressed in the program. Students will learn basic principles of management and human relations skills through various interactive course techniques and formats.

Learning Outcomes

1. Explain general business and management theories.
2. Examine managerial and motivational management theories.
3. Develop business and management skills for profit and nonprofit organizations.

The Certificate of Achievement (BUSMGT-CT) consists of 30 total credits. There are three (3) general education requirements in communication and 27 special program requirements. The BUSMGT-CT courses fold into the Associate of Applied Science Business Management degree.

Enrollment

The Certificate of Achievement in Business Management has had a significant decrease in student enrollment over the last five years. In 2017-18 there were 164 students enrolled in the program and in 2018-19 there were 130 students enrolled, which was a 34-student decrease. In 2019-20 there

were 77 students and in 2020-21 there were 50 students, which was another decrease of 37 students. In 2021-22 there are 59 students enrolled so far. The department should discuss declining enrollment patterns and identify a strategy to increase enrollment during the next academic year.

Completion

Completion numbers decreased over the last five years. In 2017-18 there were 11 student graduates and in 2018-19 there were 3 graduates, which is a decrease of 8 graduates. In 2019-20 there were 6 graduates, which was an increase of 3 student graduates. In 2022-21 there were 5 graduates which was a decrease of 1 student graduate from the previous academic cycle. In 2021-22 there were 2 student graduates, which is a 3-student decrease from the previous year.

Transfer

The Certificate of Achievement in Business Management is not a transfer degree but has produce student graduates who have transferred to a four-year institution. The number of student graduates who have transferred ranges from 1 to 3 each academic cycle.

II. Review Process and Criteria

A systematic review and analysis of available assessment data for the last 5 years was performed. Combined with an analysis of current IR data, a compiled report was created to include a Program Review Summary, Assessment Overview, and Student Success Overview. Also included in the review process is an explanation of the program's assessment strategy as well as an explanation of how the assessment results are integrated into the business department's unit plan. The process followed the CSN Faculty Senate Academic Program Review Policy. In addition to the policy, consultation was sought with the Director of the Office of Assessment and Accreditation. All program faculty provided a review and input prior to the report finalization.

III. Major Findings and Conclusions of the Program Review

Strengths

1. Small class sizes –Students learn faster and perform better in smaller classes. Class sizes of fewer than 20 students often results in more individualized attention, increased participation, and better communication between the instructor and students. Students receive more feedback and have a better experience when on team projects. Smaller classes provide more opportunities to incorporate a hands-on learning approach, which appeals to many kinesthetic learners.
2. Instructor experience – The instructors who teach the Business Management CA, Business Management, AAS, and the Bachelor of Applied Science, Project Management programs help develop curriculum that narrows the focus of each course and program to achieve the stated student learning outcomes. Each instructor teaching with the business programs have many years of business/professional experience. Our instructors understand the specific skills needed to obtain employment and to be successful in the many business roles. Our faculty prepare our students to address challenges within the business environment, discuss how best to research, and solve issues as they arise.
3. Instructor Certifications – There are currently five full-time business faculty who earned their Project Management Professional (PMP) certificate and one additional faculty member who is preparing to sit for the exam spring of 2023. One full-time business faculty member has a Society of Human Resource Management Senior Certified Professional Certification designation (SHRM-SCP). Certifications indicate can deliver greater value from a student's perspective and

can show evidence of that value by using their knowledge and experience to improve curriculum.

4. Flexible Learning Environment – In a Business Student Preference Survey deployed fall 2022, students indicated that course modality is extremely important when selecting classes that fit into their busy schedule. The survey had an 86% completion rate. Most students enrolled in our business programs have at least one full-time job and perhaps a part time job. Consequently, our students appreciate having a flexible learning structure. In the AAS Business Management program and the Certificate of Achievement Business Management, students can take courses in a 16, 8, 6, and 4-week format. Courses are offered in an online, hybrid, and face-to-face modality. The survey indicated that 60% of the students who responded to the survey prefer an online format.
5. Well-Rounded Curriculum and Affordable Classes – The curriculum of each Business program included within this report prepares students to enter into the workplace with employable skills. Each of these programs highlight business specific content as well as math and business concepts that are useful in many different career paths. Each Business program is affordable. Students who struggle financially are able to pace themselves through these programs as they can afford it rather than use financial aid.
6. Stackable Programs – Each of the degrees within the Business Program are stackable. The Certificate of Achievement folds into the Associate of Applied Science Business Management degree and the AAS Business Management degree folds into the BAS Project Management degree. Stackable programs help students maintain their momentum and make their academic goals a reality. Because the degrees are stackable there are no hidden costs and student seamlessly transition from one program to another.
7. The program is supported by academic advising, career services, and free tutoring. The accelerated format gets students into their desired career faster and more efficiently than previous learning environments.

Weaknesses

1. Program Marketing Support – Although CSN has a marketing department at the college, the unit focuses more broadly on marketing at the institutional level rather than marketing specific programs within each department. Departments often lack the capacity or expertise to market their programs themselves.
2. Limited Budget - The Business programs depends on the Chair of the Business to allocate money from the department's budget specifically to the each of the Business programs. Because there are other programs within the department, the Business program allocation is so small that there is little to no funds to create and update marketing collateral to share with community partners and students.

Opportunities

1. Collaborate with Marketing to Increase Enrollment. Reimagine the program web landing to update for accuracy. Update web pages with the intent of engaging and servicing students.
2. Expand community partnerships.
3. Explore additional accreditation opportunities (PMI)

Threats

1. Economy/Enrollment Factor - Enrollment in the Business program decreased during the pandemic. Discuss how to reverse losses within the AAS Business Management and CA Business Management programs.

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

This assessment was submitted for review and discussion prior to submission. The information was shared with:

- Business Administration Faculty
- Office of Accreditation and Institutional Effectiveness

Feedback was collected and reflected within the final submission, which was submitted to the following:

- Chair, Business Administration
- Dean, Business, Hospitality, and Public Services
- Vice President of Academic Affairs

A copy of the final assessment will be kept within CSN's Taskstream system, the Business Administration's shared drive, and the Office of Accreditation and Institutional Effectiveness office.

The Department of Business Administration will work with subject matter experts to make improvements and use the results of this report to make necessary curriculum changes/updates. The Business Administration Department Chair along with faculty will ensure that the accreditation of the AAS Business Management program is updated and that the Department is compliant with ACBSP standards.

Program Improvement Recommendations

1. Increase enrollment by collaborating with Marketing to explore strategies to increase student awareness about the Certificate of Achievement Business Management, Associate of Applied Science Business Management program, and the Bachelor of Applied Science Project Management program. More specifically, reimagine the Business Administration website to attract, retain, and engage learners. The department was not consulted during the last web refresh/design. Students want to find the information they need quickly. If students are not able to find what they need on a website within one or two clicks, they get frustrated. We need to ensure that student tutorials and links are posted as a resource to help guide students needing assistance during non-office hours and who are unsuccessful reaching a student adviser/counselor.
2. Review the instruments used for each program and course assessment. Consider transitioning revising the instrument to increase sample size.
3. Review the curriculum of each program. Discuss potential curriculum with the Business Advisory Board. Make changes if necessary.
4. Deploy Surveys – Gather student feedback by deploying the surveys that collect the information.
 - a. Business Student Preference/Modality Survey (every semester/and summer)
 - b. Business Student Satisfaction Survey (Fall and Spring – Exiting students)
 - c. Business Student Satisfaction Survey (graduates)
 - d. Student Employer Survey (employers of the graduates)

5. Re-introduce the old BAS PM application, onboarding, and advising processes.
6. Reinstate the old BAS PM recruiting strategies that helped build the program from 0 students to 400 enrolled.
7. Create Reports that are generated regularly to help monitor important metrics.
8. Recruit faculty to teach within the department (part time).
9. Meet with Advisers and Counselors often to ensure they are advising students correctly.
10. Be accessible to students who need assistance.
11. Contact students frequently to ensure they are remaining in their program. Offer assistance if necessary.
12. Obtain accreditation for the BAS PM Program.
13. Review the curriculum of all Business programs. Find opportunities to interject new courses that reflect industry needs.
14. Review Business program descriptions, learning outcomes, and key assignments tied to assessing each of the Business programs to ascertain if the Department can streamline the assessment process.

V. Descriptive Statistics

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

2021-22	<u>861</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>91</u>
2020-21	<u>139</u>
2021-22	<u>28</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>32%</u>
2020-21	<u>3%</u>
2021-22	<u>21%</u>

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

Fall 2021

2,389

VI. Institutional Reports

<https://www.taskstream.com/ts/businessmanagementprogram/AcademicProgramReviewWorkspace>

CSN: Marketing, A.A.S.

I. Description of Program reviewed

Program Mission

The Associate of Applied Science – Marketing degree prepares students for careers in advertising, retail sales, and marketing. The program includes a comprehensive exposure to marketing principles and business-related fields to obtain employment and be economically progressive.

Since the inception of CSN in 1971, the Marketing Department under the Business Administration Department has grown since and to this date has continue to provide interest for students. This program equips students with the foundational skills and knowledge coupled with extensive comprehension of the principles of marketing, advertising, human resource management, and business management that qualifies graduates to work in multiple areas of the marketing industry. Students can obtain this AAS – Marketing degree with all online classes which offers flexibility for students to graduate while working and enjoying the commitment of family life. An Associate degree in Marketing can prepare students to continue their studies for a bachelor's degree in the business-related field.

Program support of CSN Strategic Plan Goals

- To student CSN completion and transfer rates
- To help students obtain careers in the business industry particularly in Marketing.
- To help students pursue entrepreneurship objectives.

Program support of NSHE Strategic Goals

- To support students to have the skills to compete in the global workforce.
- To help students get exposure to industry fields and provide leadership training.
- To help students diversify our Nevada economy.

Role and Purpose of the Program

- To provide instructional materials and lifetime learning access.
- To assist students in their education journey by providing instructors and professors who have world class background both academically and practical work experiences.
- To guide students along their career goals and obtaining their higher educational credentials.

Program's partnerships with business and professional or community organization

The AAS – Marketing degree program is under the umbrella of the Business Administration Department has been in partnership with community businesses and organizations such as the following:

- Clark County School District
- Governor's Office of Economic Development
- Latin Chamber of Commerce
- Urban Chamber of Commerce
- Las Vegas Chamber of Commerce
- Asian Chamber of Commerce
- Viet Culture
- Minority Business Development Agency
- Blackstone Launchpad
- National Association for Community College Entrepreneurship

II. Review Process and Criteria

The program followed the CSN Faculty Senate policy on Academic Program Review which includes all assessment data from 2016-2021. Information included in the Program Review: Number of students with a declared major in the program for the past five years, number of graduates from the program in the past five years, total headcount of students enrolled in any course related to the program, number of low yield courses within the program, number of students who have transferred to/from CSN pre- and post-major completion, Bureau of Labor Statistics Information, and Student Learning Indicators.

III. Major Findings and Conclusions of the Program Review

Strengths- Internal factors that are likely to have a positive effect on (or be an enabler to) achieving the program's mission/goals

- Knowledgeable faculty
- Technology and Tech Support available to students
- Online learning, strong community network
- Access to stakeholders and partnership with community businesses
- Proximity to the Las Vegas Strip allows access to international contacts

Weaknesses- Internal factors that are likely to have a negative effect on (or be a barrier to) achieving the program's mission/goals

- Not much advertising on the program
- Limited access to capital
- Minimal budget and budget cuts from internal and external forces
- Effect of the pandemic situation that limits classes to online learning and other governmental regulations
- Low rated public school system

Opportunities not previously considered- External factors that are likely to have a positive effect on achieving or exceeding the program's mission/goals, or goals

- More video conferencing and capabilities
- Digital and social media marketing to compete other educational institutions
- Attendance of global marketing conferences
- Develop more course offerings, i.e. brand management, integrated marketing communication
- Hire more marketing faculty
- Obtain accreditation with ACBSP

Threats- External factors that are likely to have a negative effect on achieving the program's mission/goals, or making the objective redundant or un-achievable

- Global pandemic that resulted to low student enrollment
- Budget cuts
- Open-source marketing classes
- Struggling Las Vegas economy
- Decentralized Clark County School District could make it harder to reach students.

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

In summary, the next approach for the AAS – Marketing degree is to continue to monitor the data provided by Institutional Research (IR) with respect to graduation rates, completion, and transfer rates. Important aspects to consider which highly affects not only Nevada, but the nationwide educational environment on mandatory federal and state guidelines involving the current pandemic

situation may provide a different direction. Students and stakeholders interest coupled with the economic demand for future offerings to sustain the continuity of the AAS - Marketing degree is vital.

To stay competitive, the Marketing degree program must develop strategic approaches to offer new courses on digital marketing and/or improve the current classes that evolve around obsolete concepts that face the challenges of the 21st Century. As the program continues to grow, it will be imperative to assign a lead faculty to oversee the developments and improvements necessary to sustain the expansion. This lead Marketing faculty will be responsible for the changes and development of new offerings, communicating with the Academic Standards, Curriculum Department, preparation of the Program Review, and Assessment Reports. The lead Marketing faculty will be the liaison to serve the Marketing students' needs towards successful graduation, completion, and transfer credits.

The AAS-Marketing Degree Program will propel more creativity and innovation to bring about success for students and their economic development. There will be better sustainability to build the Marketing Program towards survey concepts, functions, and methods of Marketing concepts as demanded by various industries. By building a strong base for understanding market research, digital marketing with current trends, the Marketing Program in the Business Administration Department will emerge into a more competitive, comprehensive, and sustainable degree program.

V. Descriptive Statistics

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

2021-22	<u>149</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>15</u>
2020-21	<u>11</u>
2021-22	<u>4</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

Data is difficult to extract as those seeking a degree verses educational classes towards career advancement cannot be extrapolated for this data report. It was identified during this assessment process that this data will need to be collected in coming years to better analyze completion rates for career promotions, and graduation rates for degree earning students.

2019-20	<u>0%</u>
2020-21	<u>0%</u>
2021-22	<u>0%</u>

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

Fall 2021	<u>772</u>
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VI. Institutional Reports

<https://www.taskstream.com/ts/marketingprogram/AcademicProgramReviewWorkspace>

CSN: Paralegal, A.A.S. and Certificate of Achievement

I. Description of Program reviewed

Program Mission

The mission of the Paralegal programs at the College of Southern Nevada is to prepare students to serve as legal professional in private law practice, corporate practice, and public practice.

Brief History of the Program

The Certificate of Achievement in Paralegal Studies began on May 13, 1987. The program was such a success that on August 29, 1990, the Associate of Applied Science in Paralegal Studies was added to satisfy student demand and the needs within the industry. Both programs are designed to prepare students to serve as legal professionals in private law practice, corporate practice, and public practice. General legal coursework is combined with thorough preparation in legal procedures, research and writing to provide high quality legal services under the direction of an attorney. The program also provides opportunity for those already employed in law-related occupations to improve and supplement their existing skills.

According to the 2018 Bureau of Labor Statistics data, the average annual pay for a paralegal with an associate degree is \$50,000. The employment of paralegals and legal assistants is projected to grow 12% from 2018 to 2028, which is much faster than the average for all occupations. The Paralegal program is a member of the American Association for Paralegal Education, which is a national organization that promotes high standards for paralegal education.

The Paralegal Program has been educating paralegals for over 30 years. CSN's Paralegal Program was the first of its kind in Nevada and is endorsed by many judges in the Las Vegas Valley. For example,

"I have had the opportunity to speak to students and faculty at the College of Southern Nevada in particular, the legal program. I know the faculty members all hold a degree of Juris Doctor. The atmosphere at the College is one that invites learning. The facilities are beautiful and practical, and I have not hesitancy in recommending to those who are interested in a special legal program attending this outstanding college."

Hon. Lloyd D. George
Senior United States District Court Judge

"The Paralegal Studies Program at CSN is an outstanding program and a huge step up in preparing students to enter the legal world."

Hon. Sally Loehrer
8th Judicial District Court Judge, Retired

"CSN offers the motivated paralegal student the opportunity to enter the work force well prepared with Nevada-specific training. My personal paralegal of ten years is a graduate, as well as other employees and I couldn't be happier with the quality of CSN graduates in my employ."

Rob W Bare, Esq.
8th Judicial District Court Judge

Associate of Applied Science Paralegal Studies

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. Elective course offerings will permit students to specialize areas of interest. The Paralegal Studies Program provides the foundation for students to think critically and act ethically in accordance with the local and national rules of professional conduct. Graduates of this program will be prepared to perform high quality legal work under the direction of an attorney. The program encourages graduates to continue educational pursuits and seek community service opportunities.

Learning Outcomes

1. Demonstrate ability to manage cases and draft legal documents by applying written skills and knowledge of legal procedures in civil litigation and other substantive areas of law.
2. Identify ethical issues and be able to apply the rules of professional conduct through synthesis and analysis.
3. Demonstrate knowledge of research methodology by applying critical thinking initiatives to various information formats including computerized and traditional library research.
4. Proficient use of word processing software and ability to identify and adapt to different types of law office technology and computer applications.

Program Overview

The Associate of Applied Science Paralegal Studies program consists of 22 general education credits and 38 special program requirements. Within the special program requirements there are 29 core requirements (8 LAW courses including Fundamentals of Law I, Civil Procedure, Civil Procedure II, Law Office Management) and 9 electives.

Enrollment

The enrollment for the AAS Paralegal Studies program is consistent. There were 238 students enrolled in the program during the 2017-18 academic year. In 2018-19, the student enrollment increased by 23 students which was an increase from the 2017-18 academic year. In 2019-20 there were 248 students in the program which a decrease of 13 students. By 2020-21 there were 250 students in the program which was an increase from the previous year by two students. So far there are 218 students enrolled in the AAS Paralegal Students in the 2021-22 academic year.

Completion

The completion numbers range from a low of 23 to a high of 39 students. The 2021-22 academic year is not yet complete. There will be many more than 8 students completing the AAS Paralegal Studies program by the end of the academic session.

Transfer

The AAS Paralegal Students is not known to be a transfer degree. Therefore, the low completion numbers are not a major source of concern. However, the Department should discuss how to increase the transfer numbers of the program in the future.

Certificate of Achievement, Paralegal Studies

The Certificate of Achievement in Paralegal Studies is designed for students who hold an associate or baccalaureate degree. It 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 professional conduct. Graduates of this program will be prepared to perform high quality legal work under the direction of an attorney. The program encourages graduates to continue educational pursuits and seek community service opportunities.

Learning Outcomes

1. Demonstrate ability to manage cases and draft legal documents by applying written skills and knowledge of legal procedures in civil litigation and other substantive areas of law.
2. Identify ethical issues and be able to apply the rules of professional conduct through synthesis and analysis.
3. Demonstrate knowledge of research methodology by applying critical thinking initiatives to various information formats including computerized and traditional library research.
4. Proficient use of word processing software and ability to identify and adapt to different types of law office technology and computer applications.

Program Overview

One GE communications course, special program requirements 29 credits. There are 8 LAW courses including Fundamentals of Law I, Civil Procedure, Civil Procedure II, Law Office Management, Legal Writing, Legal Research I, Legal Research II, and Ethics.

Enrollment

The enrollment for the Certificate of Achievement Paralegal Studies program is consistent. There were 24 students enrolled in the program during the 2017-18 academic year. In 2018-19, the student enrollment increased by 12 students to 36 which was an increase from the 2017-18 academic year. In 2019-20 there were 25 students in the program which a decrease of 11students. By 2020-21 there were 36 students in the program which was an increase from the previous year by 11 students. So far there are 36 students enrolled in the CA Paralegal Studies program in the 2021-22 academic year.

Completion

The completion numbers range from a low of 0 to a high of 5 students. The CA is not known to post double digit completion numbers. The Department should discuss how to increase the completion numbers of the program in the future.

Transfer

The CA Paralegal Students is not known to be a transfer degree. Therefore, the low completion numbers are not a major source of concern. However, the Department should discuss how to increase the transfer numbers of the program in the future.

Program Support of CSN Strategic Plan Goals

1. CSN Strategic Goals and Objective 4. Workforce and Community
2. Collaboratively address the challenges of the workforce and industry education needs of Nevada populations. Address critical issues facing 21st century Nevada.
3. 4.5 Ensure alignment with the workforce and economic development ecosystem to meet employment demand and skill gaps.

Program Support of NSHE Strategic Goals

1. NSHE Strategic Goal 4: WORKFORCE - Collaboratively address the challenges of the workforce and industry education needs of Nevada populations.

Role and purpose of the program

The Paralegal Program is designed to prepare students to serve as legal professionals in private law practice, corporate practice, and public practice. General legal coursework is combined with

thorough preparation in legal procedures, research and writing to provide high quality legal services under the direction of an attorney. The program also provides opportunity for those already employed in law-related occupations to improve and supplement their existing skills. Program's partnerships with business and professional or community organization.

II. Review Process and Criteria

A systematic review and analysis of available assessment data for the last 5 years was performed. Combined with an analysis of current IR data, a compiled report was created to include a Program Review Summary, Assessment Overview, and Student Success Overview. Also included in the review process is an explanation of the program's assessment strategy as well as an explanation of how the assessment results are integrated into the business department's unit plan. The process followed the CSN Faculty Senate Academic Program Review Policy. In addition to the policy, consultation was sought with the Director of the Office of Assessment and Accreditation. All program faculty provided a review and input prior to the report finalization.

III. Major Findings and Conclusions of the Program Review

Strengths

1. Small class sizes –Students learn faster and perform better in smaller classes. Class sizes of fewer than 20 students often result in more individualized attention, increased participation, and better communication between the instructor and students. Students receive more feedback and have a better experience when on team projects.
2. Instructor experience – The instructors who teach the Paralegal Studies Programs help develop curriculum that narrows the focus of each course and program to achieve the stated student learning outcomes. Each instructor teaching with the business programs has many years of legal experience. Our instructors understand the specific skills needed to obtain employment and to be successful in the many business roles. Our faculty prepare our students to address challenges within the business environment, discuss how best to research, and solve issues as they arise.
3. Flexible Learning Environment – In a Business Student Preference Survey deployed fall 2022, students indicated that course modality is extremely important when selecting classes that fit into their busy schedule. The survey had an 86% completion rate. Most students enrolled in our business programs have at least one full-time job and a part time job. Consequently, our students appreciate having a flexible learning structure. Students can take courses in a 16, 8, 6, and 4-week format. Courses are offered in an online, hybrid, and face-to-face modality. The survey indicated that 60% of the students who responded to the survey prefer an online format.
4. Well-Rounded Curriculum and Affordable Classes – The curriculum of each Paralegal Studies program included within this report prepares students to enter the workplace with employable skills. Each of these programs highlight business specific content as well as math and business concepts that are useful in many different career paths. Each Paralegal Studies program is affordable. Students who struggle financially can pace themselves through these programs as they can afford it rather than use financial aid.
5. Stackable Programs – Each of the degrees within the Paralegal Studies Program are stackable. The Certificate of Achievement folds into the Associate of Applied Paralegal Studies degree. Stackable programs help students maintain their momentum and make their academic goals a reality. Because the degrees are stackable there are no hidden costs and student seamlessly transition from one program to another.

6. The program is supported by academic advising, career services, and free tutoring. The accelerated format gets students into their desired career faster and more efficiently than previous learning environments.

Weaknesses: Certificate of Achievement -

1. Low enrollment and graduation rates. The plan is to remove the Certificate of Achievement.
2. Program Marketing Support – Although CSN has a marketing department at the college, the unit focuses more broadly on marketing at the institutional level rather than marketing specific programs within each department. Departments often lack the capacity or expertise to market their programs themselves.
3. Limited Budget - The Business programs depends on the Chair of the Business to allocate money from the department's budget specifically to the each of the Business programs. Because there are other programs within the department, the Business program allocation is so small that there is little to no funds to create and update marketing collateral to share with community partners and students.

Opportunities-

1. External factors that are likely to have a positive effect on achieving or exceeding the program's mission/goals, or goals not previously considered.
2. Collaborate with Marketing to Increase Enrollment. Reimagine the program web landing to update for accuracy. Update web pages with the intent of engaging and servicing students.
3. Expand community partnerships.
4. Explore additional accreditation opportunities (ABA)

Threats

1. External factors that are likely to have a negative effect on achieving the program's mission/goals or making the objective redundant or un-achievable
2. Economy/Enrollment Factor - Enrollment in the Business program decreased during the pandemic. Discuss how to reverse losses within the AAS Business Management and CA Business Management programs.

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

This assessment was submitted for review and discussion prior to submission. The information was shared with:

- Business Administration Faculty
- Office of Accreditation and Institutional Effectiveness

Feedback was collected and reflected within the final submission, which was submitted to the following:

- Chair, Business Administration
- Dean, Business, Hospitality, and Public Services
- Vice President of Academic Affairs

A copy of the final assessment will be kept within CSN's Taskstream system, the Business Administration's shared drive, and the Office of Accreditation and Institutional Effectiveness office.

The Department of Business Administration will work with subject matter experts to make improvements and use the results of this report to make necessary curriculum changes/updates. The Business Administration Department Chair along with faculty will ensure that the accreditation of the AAS Paralegal program is updated and that the Department is compliant with ACBSP standards.

Program Improvement Recommendations

1. Increase enrollment by collaborating with Marketing to explore strategies to increase student awareness about the Certificate of Achievement Paralegal Studies and the Associate of Applied Paralegal Studies program. More specifically, reimagine the Paralegal website to attract, retain, and engage learners. The department was not consulted during the last web refresh/design. Students want to find the information they need quickly. If students are not able to find what they need on a website within one or two clicks, they get frustrated. We need to ensure that student tutorials and links are posted as a resource to help guide students needing assistance during non-office hours and who are unsuccessful reaching a student adviser/counselor.
2. Review the instruments used for each program as it relates to course and program level assessment. Review the course description for each program as well as the learning outcomes. Review the key assignments used for assessment purposes for validity and reliability.
3. Review the curriculum of each program to ensure all courses are relevant to the field of paralegal studies.
4. Deploy Surveys – Gather student feedback by deploying the surveys that collect the information.
 - a. Paralegal Student Preference/Modality Survey (every semester/and summer)
 - b. Paralegal Student Satisfaction Survey (Fall and Spring – Exiting students)
 - c. Paralegal Student Satisfaction Survey (graduates)
 - d. Paralegal Student Employer Survey (employers of the graduates)
5. Create Reports that are generated regularly to help monitor important metrics.
6. Recruit faculty to teach within the department (part time). The department only has two full-time faculty members. To expand course offerings, we need additional capacity.
7. Contact students frequently to ensure they are remaining in their program. Offer assistance if necessary.

V. Descriptive Statistics

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

2021-22

249

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

2019-20	<u>25</u>
2020-21	<u>41</u>
2021-22	<u>8</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>66%</u>
2020-21	<u>0%</u>
2021-22	<u>17%</u>

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

Fall 2021	<u>652</u>
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VI. Institutional Reports

<https://www.taskstream.com/ts/paralegalstudiesprogram/AcademicProgramReviewWorkspace>

CSN: Real Estate, A.A.S., Certificate of Achievement and Skills Certificate

I. Description of Program reviewed

Program Mission

To prepare the College of Southern Nevada (CSN) students for a successful real estate career by presenting relevant concepts and trends within the real estate industry.

Brief History of the Programs

The College of Southern Nevada's Associate of Applied Science (AAS) Real Estate program began more than 40 years ago, May 24, 1974. The AAS Real Estate program prepares students with the knowledge and core competencies they need to succeed in the industry. As the creator and lead faculty for the Real Estate programs at CSN, Dr. John Rosich shared his vast experience in real estate and management until his passing spring 2021. He brought more than 40 years of experience to the program and was successful guiding students to pass the Nevada State Real Estate licensing exam. The AAS Real Estate program consists of a general education component (22 credits) and a special program component (39 credits).

The student learning outcomes (SLO) for the AAS Real Estate program are as follows:

1. Explain real estate listing practices and how they apply to the real estate market in general.
2. Apply negotiation strategies to real-life professional situations involving real estate transactions.
3. Explain the purpose of a standard real estate appraisal and the practices by which it is used.
4. Demonstrate ability to complete real estate transactions in accordance with local, state, and federal guidelines.
5. Demonstrate ability to obtain an official real estate license required to practice in the capacity of real estate agent.

The Real Estate Certificate of Achievement (CA) began six years after the AAS Real Estate program May 9, 1980. The CA program was created to meet the needs of real estate professionals who are interested in expanding their knowledge in the industry but are not ready to commit to the requirements of the AAS Real Estate program. The CA program consists of 30 credits, 6 general education requirements and 24 special program requirements.

The student learning outcomes (SLO) for the Real Estate CA are as follows:

1. Explain real estate listing practices and how they apply to the real estate market in general.
2. Apply negotiation strategies to real-estate professional situations involving real estate transactions.
3. Explain the purpose of a standard real estate appraisal and the practices by which it is used.
4. Demonstrate ability to complete real estate transactions in accordance with local, state, and federal guidelines.

The AAS and CA Real Estate programs offer courses that meet the standards of professionalism in the real estate industry while also preparing CSN students for the State of Nevada Real Estate exam. The initial license requirements for a real estate license requires a total of 120 hours of college credit. For licensed real estate brokers and sales associates, these programs provide courses used to upgrade skills as well as satisfy the Nevada Real Estate continuing education requirements. Every two years, the Nevada Real Estate Division (NRED) requires 24 hours of real estate continuing education (CE) credits with an approved provider.

In 2015, CSN began offering a Real Estate Skilled Certificate created to prepare students for industry certification/licensing. The CSN registrar's office awards the Real Estate Skilled Certificates (SC) and although students finish the coursework, student completing the SC do not count towards program completion.

Program support of CSN Strategic Plan Goals

The AAS and CA Real Estate programs support the CSN Strategic Plan Goals by:

- Student Success - The AAS and CA Real Estate programs offer courses primarily online designed specifically to accommodate students who have a busy schedule and who are looking for an affordable way to meet the Nevada State's initial real estate requirements. These programs, in addition to the Skilled Certificate, offer courses often used to satisfy the Nevada real estate continuing education requirements. Real Estate courses are administered in 16- and 8-week formats. The AAS CA real estate programs administer content specific to the real estate industry and introduce students to valuable business and entrepreneurial skills that help students succeed in real estate careers. The AAS and CA Real Estate programs use CSN's Canvas platform to deliver concepts in a way that increases student engagement and tracks student success. Our seasoned instructors guide our students by sharing their experiences practicing in the real estate field. The Real Estate 295B course requires students to obtain real world experience by working in their field while completing their studies. This opportunity serves as a bridge from the end of a student's educational journey to a career in real estate.
- Student Engagement - The AAS and CA Real Estate programs keep students engaged in course content by creating a shared experience and connection between students, instructors, and our Las Vegas community.
- Performance and Quality – Within these programs students may experience smaller class sizes. Smaller class sizes allow for individualized student attention from the instructors teaching each course. Therefore, students have more time to concentrate on knowing he or she will receive the best education possible.
- Workforce and Community- The demographics of the AAS & CA Real Estate programs mirror that of CSN. CSN is extremely racially and ethnically diverse and is ranked 64 out of 3,790. As mentioned previously, CSN Real Estate companies hire CSN Real Estate students for both paid and unpaid internships, which provide on the job training for students just beginning their real estate career.

Program support of NSHE Strategic Goals

- Access - Although many students who enroll in a real estate course at CSN never intend to complete a full program, more students are expressing an interest in the AAS Real Estate degree to transfer into the University of Nevada, Las Vegas Business Management - Real Estate bachelors' program. The AAS and CA programs offer cost effective courses giving busy students the flexibility needed to continue providing for their families while pursuing their career goals.
- Success The success of students in these programs is important and link directly to the Strategic Goals of NSHE. Students who desire a career in real estate enroll in the AAS and CA programs with the intent of obtaining a real estate license and acquiring business skills that help them succeed once licensed. Many students take classes within each of these programs to satisfy their continuing education requirement. Students who complete this program have real world experience and are ready to take the Nevada State Real Estate exam. Student graduates will be ready to hit the ground running with new and extended knowledge gained within these programs. Students will be able to apply what they learn immediately as they move from course to course within the AAS and CA programs.
- Close the Achievement Gap – The AAS and CA programs focus on serving underserved populations by maintaining open entry programs that are affordable and flexible. The programs partner with CSN's tutors and advisors to provide assistance to students struggling to grasp more difficult real estate concepts.
- Workforce – The AAS and CA Real Estate programs prepare students for a career in Real Estate. The programs also help existing professionals obtain continuing education that keeps them up to date with current trends and risks in the industry.

Role and purpose of the program

1. Prepare students for the State of Nevada Real Estate Exam

2. Expose students to the career opportunities within the RE industry including but not limited to real estate sales agents, brokers, loan officers, property managers, and appraisers.
3. Provide insight into real estate investing.
4. Provide an affordable option for students to obtain continuing education credits to maintain licensing.
5. Educate students to make intelligent decisions in the acquisition, ownership and disposition of real estate.

Program's partnerships with business and professional or community organizations

- Nevada Real Estate Division
- Nevada Association of Realtors
- Greater Las Vegas, Association of Realtors
- Nevada Real Estate Division
- Real Estate Internship Program (partnership with local real estate companies)

II. Review Process and Criteria

A systematic review and analysis of all annual assessment data for the last 5 years was performed. Combined with an analysis of current IR data, a compiled report was created to include a Program Review Summary and Overview, Assessment and Student Success Overview and updated program assessment plans and department unit plan. The process followed CSN Faculty Senate Academic Program Review Policy 2019. In addition to the policy, consultation was sought with the Director of the Office of Assessment and Accreditation. All program faculty provided a review and input prior to the report finalization.

III. Major Findings and Conclusions of the Program Review

Strengths - The AAS and CA real estate program strengths are many. The internal factors that are likely to have a positive effect on or be an enabler to achieving the program's mission/goals are as follows:

- Small class sizes –Students learn faster and perform better in smaller classes. Class sizes of fewer than 20 students often result in more individualized attention, increased participation, and better communication between the instructor and students. Students receive more feedback and have a better experience when on team projects. Smaller classes provide more opportunities to incorporate a hands-on learning approach which appeals to many kinesthetic learners.
- Instructor experience – The instructors who teach in AAS and CA programs help develop curriculum that narrows the focus of each course and program to achieve the stated student learning outcomes. Each instructor teaching with the real estate programs bring more than 20 years of experience in the real estate industry. Our instructors understand the specific skills needed to obtain employment and to be successful in the real estate industry. In fact, each instructor understands what it takes to succeed as a sales agent, broker, loan officer, or investment administrator and can address questions and concerns from students who aspire to attain these and other careers in the future. Additionally, our instructors prepare our students to address challenges within the real estate industry and discuss how best to research and solve issues as they arise. Finally, our instructors are well positioned within the Las Vegas community and are able to assist students in finding an internship position or even a job after passing the real estate exam.
- Flexible learning environment – Most students enrolled in the AAS and CA real estate programs have at least one full-time job and perhaps a part time job. Consequently, our students appreciate that the AAS and CA real estate programs have a flexible learning structure. Courses are typically offered in an accelerated eight-week format. Courses are offered both online and face to face. The program is supported by academic advising, career services, and free tutoring.

The accelerated format gets students into their desired career faster and more efficiently than previous learning environments.

- Well-Rounded Curriculum and Affordable Classes – The curriculum of the AAS and CA programs prepares students to enter into the workplace with employable skills. Each of these programs highlight real estate specific content as well as math and business concepts that are useful in many different career paths. The AAS and CA programs are affordable. Students who struggle financially are able to pace themselves through these programs as they can afford it rather than use financial aid.

Weaknesses - The AAS and CA real estate program weaknesses affect program success relating to student recruitment, enrollment, and completion. The internal factors that are likely to have a negative effect on or be a barrier to achieving the program's mission/goals are as follows:

- Program Marketing Support – Although CSN has a marketing department at the college, the department focuses more broadly on marketing the institution as a whole rather than marketing the programs within each department. Currently the real estate programs only have one full time faculty member who teaches 6 courses per semester. The heavy real estate program lead workload prevents them from creating and maintaining recruiting tactics that are consistent. Although the instructors have experience in the real estate industry, their marketing knowledge is limited, especially as it relates to social media marketing.
- Full-time Faculty (Lead) Vacancy – Dr. John Rosich who served as the lead faculty for the real estate programs at the college for more than two decades passed away in the spring of 2021. Since that time, part time faculty picked up the slack by covering real estate classes however, there is not a full-time faculty member responsible for program assessment, curriculum review, or managing these programs.
- Limited Budget - The AAS and CA real estate program depends on the Chair of the Business to allocate money from the department's budget to real estate. Because there are other programs within the department, the real estate's allocation is so small that there is little to no funds to create and update marketing collateral to share with community partners.
- Lack of Coordination and Competition from CSN's Division of Workforce & Economic Development (DWED) – In the past, CSN's DWED offered real estate courses that were similar to courses offered within the AAS and CA programs as well as the real estate SA. There was no coordination. The duplication and competition within the CSN institution may explain why the AAS and CA real estate programs have not expanded over the years but instead stay relatively stagnant.

Opportunities - The AAS and CA real estate program opportunities represent external factors that are likely to have a positive effect on achieving or exceeding the program's mission/goals, or goals not previously considered. The program opportunities are as follows:

- Cultivate Partnerships – As a community college, one of our primary goals is to offer programs that transfer to others. There is an opportunity to partner with University of Nevada, Las Vegas's Bachelor of Science degree in Business Administration with a Real Estate emphasis. The partnership will increase transfers from the AAS program and help lower income students who aspire to obtain a bachelor's degree in this field the pathway to make it happen.
- Collaborate with DWED – Instead of offering similar courses that overlap and compete for enrollment with each other, the real estate programs should look for opportunities to partner with DWED. Consider opportunities to co-facilitate a course with DWED. For example, DWED recently purchased a new real estate testing system used to prepare individuals for taking and passing the Nevada State Real Estate Exam. Using a proven platform tracks likely student success to pass the real estate exam in the state of Nevada. It also provides a more efficient way to track the achievement of program student learning outcomes.
- Re-Establish Approved Provider Status and Accreditation – CSN was listed on the State of Nevada's 504 approved provider list with the State of Nevada but is no longer listed. Additionally, programs were accredited.

- Review and Reimagine - If the Department of Business Administration decides to keep the Real Estate program, there is an opportunity to review the AAs, CA, and SA curriculum and assessment instruments. The review would include but is not limited to course and program outcomes, assessment instruments and course textbook/lab options.

Threats- The AAS and CA real estate program threats represent external factors are likely to have a negative effect on achieving the program's mission/goals or making the objective redundant or unachievable

- Increased Provider Competition - The number of private and public institutions offering real estate test preparation courses as well as real estate programs as part of a degree program have increased substantially over the past 5 years. Pricing is competitive.
- Economy/Enrollment Factor - Enrollment in the Real Estate programs mirrors that of the economy. When the economy is doing well and real estate sales increases, so does the enrollment of our programs. Thus, enrollment is affected by the economy.

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

The five year assessment was submitted for review and discussion prior to submission:

- Business Administration Faculty
- Office of Accreditation and Institutional Effectiveness

Feedback was collected and reflected within the final submission, which was submitted to the following:

- Chair, Business Administration
- Dean, Business, Hospitality, and Public Services
- Vice President of Academic Affairs

A copy of the final assessment will be kept within CSN's Taskstream system, the Business Administration's shared drive, and the Office of Accreditation and Institutional Effectiveness office.

The Department of Business Administration will use the results of this report to decide the future of the Real Estate programs. Upon making a decision regarding the future of the Real Estate programs at the College of Southern Nevada (CSN), the Business Administration Curriculum Committee (BACC) will review the report and work with subject matter experts to make improvements to the programs. The Business Administration Department Chair along with faculty will ensure that the accreditation of the programs are up to date and that CSN is listed as an approved provider on the Nevada State Real Estate Divisions website.

Program Improvement Recommendations:

- Increase student engagement by adding more visual elements such as videos that explain a topic or concept.
- Update all files uploaded into Canvas to be ADA compliant (Ally)
- Review the instruments used for assessment. Make changes if necessary.
- Review the Real Estate Curriculum. Make changes if necessary.
- Consider increasing the benchmark for program achievement to 75% which is an increase from the existing 70% benchmark.

V. Descriptive Statistics

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

2021-22

134

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

2019-20	<u>39</u>
2020-21	<u>39</u>
2021-22	<u>4</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>0%</u>
2020-21	<u>0%</u>
2021-22	<u>50%</u>

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

Fall 2021	<u>408</u>
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VI. Institutional Reports

<https://www.taskstream.com/ts/realestateprogram/AcademicProgramReviewWorkspace>

CSN: Retail Management, Certificate of Achievement

I. Description of Program reviewed

Program Mission

The Retail Management Certificate mission is to provide the highest quality retail management educational experience for all CSN business students helping them advance their career in retail management.

Brief History of the Program

The Retail Management Certificate began during the 2015-16 academic cycle. The purpose of the Retail Management Certificate of Achievement is to increase the skills and confidence of business students who desire a career in retail management by presenting concepts and topics specific to that industry. The program highlights topics such as supervising, hiring, training, sales, and leadership. The program increases the skills and confidence of students who are interested in a career in retail management.

The Retail Management Certificate is designed to prepare students for career opportunities and upward mobility in the retail industry. The certificate is endorsed by the Western Association of Food Chains and Food Marketing Institute (WAFC) and is relevant in any retail sector as its course content and learning outcomes mirror those advocated by the National Retail Federation.

The Retail Management Certificate was originally created as a partnership between the Western Association of Food Chains and Food Marketing Institute (WAFC) and the Department of Business Administration. Professor OJ Sydor played an integral role in creating this program. He possessed more than 30 years of experience in retail management and was proud of the program. During the pandemic, the Department of Business Administration lost four tenured faculty members. Unfortunately, the Professor Sydor was one of those who passed away in fall of 2020. Since then, the program has not seen any much growth and there has not been a full-time faculty member leading the program.

College of Southern Nevada offers an eight course Retail Management Certificate that can be completed within two years while working full or part-time. All courses are college-level and apply to more advanced educational programs such as Associate of Business, Associate of Applied Science Business Management, Marketing, Real Estate, Accounting, and Paralegal Studies. Courses are available in an online, hybrid, and face-to-face formats. In the past, many courses were offered at an employer site (Albertson's, Smith's etc.) but are also available on campus or online.

Program Requirements

The program consists of three general education credit requirements and 27 special program requirement credits. Within the special program requirement, there are two marketing courses, three management courses, one information systems course, one communications course, and one business math course. In addition, the students enroll in one accounting course.

Program Outcomes

1. Demonstrate a solid foundation in writing, oral communications, math applications and computer literacy.
2. Understand the fast-paced challenges prevalent in the retail industry.
3. Understand the scope of the retail manager's job and an understanding of the basic requirements for success performance management.

The enrollment of the Retail Management Certificate has not been consistent. The student enrollment has been as high as 20 students enrolled within the certificate to as few as five students

enrolled in the program. There have not been adequate resources dedicated to growing this program over the years.

Completion

The completion numbers for the Retail Management Certificate are not good. The Department of Business must discover why students enrolled in this program are not completing. The first course of action should be to reimagine the program to increase enrollment and completion. If, after all best efforts, this program does not increase its enrollment and completion numbers, the department should consider deactivating the program.

II. Review Process and Criteria

A systematic review and analysis of available assessment data for the last 5 years was performed. Combined with an analysis of current IR data, a compiled report was created to include a Program Review Summary, Assessment Overview, and Student Success Overview. Also included in the review process is an explanation of the program's assessment strategy as well as an explanation of how the assessment results are integrated into the business department's unit plan. The process followed CSN Faculty Senate Academic Program Review Policy 2019. In addition to the policy, consultation was sought with the Director of the Office of Assessment and Accreditation. All program faculty provided a review and input prior to the report finalization.

III. Major Findings and Conclusions of the Program Review

Strengths

1. Community Partnership – By collaborating with the Western Association of Food Chains and Food Marketing Institute (WAFC) CSN is demonstrating its commitment to collaborating with community partners to provide quality education to individuals working in the retail management industry.
2. Small class sizes –Students learn faster and perform better in smaller classes. Class sizes of fewer than 20 students often result in more individualized attention, increased participation, and better communication between the instructor and students. Students receive more feedback and have a better experience when on team projects. Smaller classes provide more opportunities to incorporate a direct learning approach, which appeals to many kinesthetic learners. Most classes facilitated for WAFC are onsite meaning that one of our faculty members facilitates the course at a grocery store location making it convenient for the store's employees to attend class. Employees are given work time to complete classes thus encouraging them to finish the program.
3. Instructor experience – Professor OJ Sydor who taught the Retail Management courses had more than 30 years of experience in retail management. He developed curriculum that narrowed the focus of the program to ensure that students who were interested in a career in retail management would obtain the necessary knowledge to succeed.
4. Flexible learning environment – Most students enrolled in the Retail Management Certificate have at least one full-time job and a part time job. Consequently, our students appreciate that the Retail Management program has a flexible learning structure. Courses are typically offered in an accelerated eight-week format. Courses are offered both online and face-to-face.
5. Well-Rounded Curriculum and Affordable Classes – The curriculum of the Retail Management program prepares students to enter the workplace with employable skills. Each of these programs highlight business specific content as well as math and business concepts that are useful in many different career paths. The Retail Management program is affordable. Students who struggle

financially can pace themselves through these programs as they can afford it rather than use financial aid.

Weaknesses

1. Low enrollment – The student enrollment within the Retail Management Certificate has continue to decrease over the past five years. The death of Professor OJ Sydor as well as the pandemic took their toll on the program.
2. Limited Marketing Support, Resources, and Budget – The Retail Management Certificate lacks the necessary resources, budget, and support necessary to grow the program.
3. Absence of full-time faculty leader – Since the passing of Professor Sydor, there has not been a full-time faculty member lead the program. The pandemic put a stop to classes facilitated on site.
4. Diversification of Providers – Although the Retail Management program was created for WAFC, the Department of Business did not seek out additional partners within the community who would be interested in offering the program to their employees. The certificate depended on one provider. The provider does not engage with CSN exclusively. There are many choices to complete a retail management certificate within the WAFC webpage.

Opportunities

1. Reevaluate the Retail Management Certificate to ascertain if the program can be reimagined and redeployed in the hopes of increasing enrollment and completion.
2. Seek out additional community partners who may be interested in sponsoring students into this program.
3. Collaborate with Marketing to Increase Enrollment

Threats

1. Other Institutions offering similar program/courses through WAFCd.

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

The assessment was submitted for review and discussion prior to submission. The information was shared with:

- Business Administration Faculty
- Office of Accreditation and Institutional Effectiveness

Feedback was collected and reflected within the final submission, which was submitted to the following:

- Chair, Business Administration
- Dean, Business, Hospitality, and Public Services
- Vice President of Academic Affairs

The Retail Management Certificate assessment was submitted for review and discussion prior to submission. The information was shared with:

- Business Administration Faculty
- Office of Accreditation and Institutional Effectiveness

Feedback was collected and reflected within the final submission, which was submitted to the following:

- Chair, Business Administration
- Dean, Business, Hospitality, and Public Services
- Vice President of Academic Affairs

A copy of the final assessment will be kept within CSN's Taskstream system, the Business Administration's shared drive, and the Office of Accreditation and Institutional Effectiveness office.

The Department of Business Administration will work with subject matter experts to make improvements and use the results of this report to make necessary curriculum changes/updates.

Program Improvement Recommendations:

1. Discuss the SWOT analysis among business faculty. Decide if the Retail Management Certificate is a program that can be revived or if the program should be deactivated.
2. Contact WAFC to verify that our information about the Retail Management Certificate is correct.
3. Review and discuss the Retail Management Certificate with the Business Advisory Board. Obtain feedback regarding how to proceed with the program
4. Discuss how we can grow the program with other businesses in Las Vegas.

V. Descriptive Statistics

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

2020-21	<u>5</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>0</u>
2020-21	<u>0</u>
2021-22	<u>0</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>0%</u>
2020-21	<u>0%</u>
2021-22	<u>0%</u>

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

Fall 2021	<u>772</u>
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VI. Institutional Reports

<https://www.taskstream.com/ts/retailmanagementprogram/AcademicProgramReviewWorkspace>

Great Basin College

Summary

Degree Programs

- I.* List the existing programs and corresponding degree for all programs that were reviewed over this academic year of review.**
 - Criminal Justice, A.A.S.
 - Social Sciences, 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.**

None

- III.* List all new programs and corresponding degree level for all programs that received Board approval in this academic year of review.**

None

Certificates

- I.* List the certificates (at least 30 credits and under 30 credits) that were reviewed over this academic year of review.**

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.**
 - Medical Assisting with Phlebotomy Technician and EKG Training (MAPE), Certificate of Achievement
 - Paramedic, Certificate of Achievement

- III.* List the certificate programs of at least 30 credits that received AAC approval for elimination or deactivation 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.**

None

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

None

GBC: Criminal Justice, A.A.S

I. Description of Program reviewed

The AAS in Criminal Justice program was reviewed for this process. The purpose of the Criminal Justice Program is to provide students with the biography and history for the social structures related to the criminal justice system. The GBC Criminal Justice Program has a unique population of students. Some GBC students are preparing to enter the criminal justice field but have to wait until they are 21 years of age, the minimum age for sworn law enforcement positions. These students are biding their time by gaining skills and knowledge to enhance their employability and future performance.

II. Review Process and Criteria

The program was reviewed with input from the industry community members (PoliceChiefs) and instructors from the Criminal Justice Program. The review was developed following the NSHE Title 4, Chapter 14, Section 4.

The following is the process included in the report:

1. Executive Summary and Program Review Policy
2. Overview of the program
3. Reflection of the 2017 five-year report
4. Current program data
5. Data
6. Current findings
7. Goals for 2022-2027
8. Overview of faculty

III. Major Findings and Conclusions of the Program Review

Over the last 5 years the program has changed from an AAS with two pathways to one. There were 3 graduates for this new pathway. With all the numbers for all the pathways to total 9 graduates. There are 23 graduates for the last 3 years. By combining the two pathways into one, this addresses the low yield and allows for more consistency.

The 2017 program review was reflected on. Three of the five goals were met. The two goals that were not met were to create an AA program in addition to the AAS. It was decided to change the program from two pathways to one and to review the need for the AA after this change and building the program. This will be evaluated again within the next five years. There was a request for a three credit release for the program supervisor for recruitment purposes. As recruitment is included in the current three credit release the program supervisor release was not approved. Program recommendations for the next 5 years is listed below in IV.

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

1. Resurrect the proposed AA program for feasibility and student requests.
2. Build ongoing relationships with criminal justice departments and other programs through-out the state.
3. From outside review, the request is to continual review courses for "real world" relevancy.
4. Focus on recruitment and marketing to "spread the word" regarding the opportunities GBC's Criminal Justice provides, such as, non-traditional college credit for POST certification.

V. Descriptive Statistics

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

2021-22 54

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

2019-20 2
2020-21 12
2021-22 9

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20 100%
2020-21 100%
2021-22 71%

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

Fall 2021 275

VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

GBC: Social Sciences, B.A.

I. Description of Program reviewed

The Bachelor of Arts in Social Science (BASS) is a new program with first graduates in 2017. This 2+2 model, online program that provides students an avenue for degree completion, especially our rural students who wouldn't have this opportunity.

II. Review Process and Criteria

This review was conducted in Spring of 2022 by committee made up of Social Science Faculty, a faculty member from another department and an outside reviewer. The review covered the following items:

PROGRAM OVERVIEW

- Mission and Institutional Alignment

PROGRAM DATA

- Enrollments and Graduates
- Student Success and Satisfaction
- Recruitment Approaches

STRENGTHS, CHALLENGES, AND GOALS

- Strengths
- Challenges
- Recommendations and Goals

APPENDIX

- Sample Syllabi
- Yearly Learning Outcomes Reports

III. Major Findings and Conclusions of the Program Review

Strengths:

- Growing enrollment (57 declared majors)
- Student satisfaction (survey)
- Interdisciplinary nature and courses (Anthropology, History, Political Science and Psychology).
- High quality instruction at an affordable price. The average tuition for the GBC's BASS program is \$3,248 per year and the average from the top 40 Social Science programs is \$11,857.
- Flexibility of the program and the online nature also accessibility.
- BASS Capstone which allows the students the opportunity to create a research project in a subject of interest to them.

Challenges:

- Consistency in record keeping during times of turn-over. The department has centralized the digital record keeping.
- Need to revise the Degree Audit Report to accurately reflect the progress of the students.
- Need to build a "sense of community" in the online environment to increase student success and retention.

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

Recommendations and Planning Goals:

Heading into the next five years, we hope to build on the strengths of the program and effectively address the challenges we face. Toward these ends, we offer the following recommendations:

To address issues with organization and tracking:

- Continued use and expansion of materials available in the shared drive
- Coordinating with Admissions and Records to revise the Degree Audit Report so that it tracks progress more effectively
- Developing a department-driven method for tracking graduates
- Continued improvement of application and advising procedures
- Working with administration to address full-time faculty needs; workload; low-enrollment and course cap concerns; professional marketing strategies; barriers to program growth; and impacts on student experience resulting from these issues.

To foster a greater sense of community:

- Organizing Orientation Meetings in the Fall via Zoom so faculty and students can meet
- Using Zoom to invite students to gather at significant events, such as capstone presentations
- Promoting and supporting student participation in The Phi Theta Kappa Honor Society at GBC

For general improvement:

- 300-level courses in all program areas to provide more elective variety for BASS and other GBC students. This will also facilitate transfer credits between NSHE institutions.
- Develop 400-level Political Science courses that address larger global issues.

In its first five years, the program has demonstrated its viability and value, and the faculty and staff intend to pursue opportunities and resources that will grow the program and better serve our students.

V. Descriptive Statistics

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

2021-22	<u>57</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>5</u>
2020-21	<u>3</u>
2021-22	<u>8</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>0</u>
2020-21	<u>0</u>
2021-22	<u>0</u>

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

Fall 2021	<u>281</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

Truckee Meadows Community College

Summary

Degree Programs

***I.* List the existing programs and corresponding degree for all programs that were reviewed over this academic year of review.**

- Chemistry, A.S.
- Computer Science, A.S.
- Construction and Design, A.A.S.
- Criminal Justice, A.A. and A.A.S.
- Emergency Management and Homeland Security, B.A.S.
- Environmental Science, A.S.
- Geoscience, A.S.
- Paralegal/Law, A.A.S.
- Political Science, 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.**

- Apprenticeship, A.A.S.

***III.* List all new programs and corresponding degree level for all programs that received Board approval in this academic year of review.**

- Business, A.A.
- Entrepreneurship, A.A.
- Political Science, A.A.
- Social Work, A.A.
- Data Science, A.S.
- Architecture, Bachelor of

Certificates

***I.* List the certificates (at least 30 credits and under 30 credits) that were reviewed over this academic year of review.**

- Architectural Drafting, Certificate of Achievement (≥ 30 credits)
- Architectural Drafting, Skills Certificate (< 30 credits)
- AutoCADD Architectural Drafting, Skills Certificate (< 30 credits)
- Construction Estimating, Skills Certificate (< 30 credits)
- Construction Project Management, Skills Certificate (< 30 credits)
- REVIT Architectural Drafting, Skills Certificate (< 30 credits)

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.

- Air Conditioning Technology, Certificate of Achievement
- Apprenticeship, Certificate of Achievement

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

- Bricklayer Apprentice, Certificate of Achievement
- Carpenter Apprentice, Certificate of Achievement
- Electrician Apprentice, Certificate of Achievement
- Ironworker Apprentice, Certificate of Achievement
- Operating Engineer Apprentice, Certificate of Achievement
- Painter-Decorator Apprentice, Certificate of Achievement
- Pipefitter-Plumber Apprentice, Certificate of Achievement
- Plasterers and Cement Masons Apprentice, Certificate of Achievement
- Refrigeration Apprentice, Certificate of Achievement
- Sheetmetal Worker Apprentice, Certificate of Achievement
- Tiler Apprentice, Certificate of Achievement
- Utility Apprentice, Certificate of Achievement

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

- Apprenticeship, Skills Certificate, Journeyman card
- Dental Assisting Basic Training, Skills Certificate, Dental Assisting National Board (DANB) Radiation Health and Radiation Health and Safety (RHS) exam and the DANB Infection Control exam
- Fire Suppression, Skills Certificate, National Fire Protection Association (NFPA) and Nevada standards for Firefighter I (NFPA/IFSA Firefighter I exam)
- IT Basics, Skills Certificate, CompTia IT Fundamentals, CompTia A+, CompTia Cloud Essentials+, CIW Web Foundations – Site Development Associate, Microsoft Technology Associate: Intro to JavaScript
- IT Specialty Front End Developer, Skills Certificate, CompTia IT Fundamentals, CompTia A+, CompTia Cloud Essentials+, CIW Web Foundations – Site Development Associate, Microsoft Technology Associate: Intro to JavaScript, Microsoft Technology Associate: Database Fundamentals
- IT Specialty Back End Developer, Skills Certificate, CompTia IT Fundamentals, CompTia A+, CompTia Cloud Essentials+, CIW Web Foundations – Site Development Associate, CIW JavaScript Specialist, Microsoft Technology Associate: Intro to JavaScript, Microsoft Certified Solutions Associate
- IT Specialty Full Stack Developer, Skills Certificate, CompTia IT Fundamentals, CompTia A+, CompTia Cloud Essentials+, CIW Web Foundations – Site

Development Associate, CIW JavaScript Specialist, Microsoft Technology Associate: Intro to JavaScript, Microsoft Technology Associate: Database Fundamentals, Microsoft Certified Solutions Associate

- Sterile Processing Technician, Skills Certificate, CRCST (Certified Registered Central Service Technician) certification
- Veterinary Assistant, Skills Certificate, NAVTA (National Association of Veterinary Technicians in America) examination to become an Approved Veterinary Assistant (AVA)

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

- Bricklayers Apprenticeship, Skills Certificate
- Carpentry Apprenticeship, Skills Certificate
- Cement Masons Apprenticeship, Skills Certificate
- Electricians Apprenticeship, Skills Certificate
- HVAC Installer, Skills Certificate
- Graphic Software Certification, Adobe Certified Associate, Skills Certificate
- Ironworkers Apprenticeship, Skills Certificate
- Natural Gas Serviceman Apprenticeship, Skills Certificate
- Operating Engineers Apprenticeship, Skills Certificate
- Painters Apprenticeship, Skills Certificate
- Plasterers Apprenticeship, Skills Certificate
- Refrigeration Apprenticeship, Skills Certificate
- Sheetmetal Apprenticeship, Skills Certificate
- Tilers Apprenticeship, Skills Certificate

TMCC: Chemistry, A.S.

I. Description of Program reviewed

The Chemistry program at Truckee Meadows Community College is part of the Physical Sciences department in the Division of Math and Physical Sciences. The program offers an Associates of Science degree in Chemistry which transfers to most American Chemical Society (ACS) programs across the country, including at the University of Nevada, Reno (UNR). Chemistry enrollment averages around 250 FTE per year, with many of the students fulfilling their general education requirements or completing prerequisites for programs in allied health, engineering, biology, and the environmental sciences. Currently, the program employs three tenure-track faculty to maintain a rigorous curriculum that encourages scientific problem solving, data analysis, and the development of lab skills. In the Chemistry program, the same instructor teaches both the lecture and lab sections of the course, allowing for the integration of lecture content in the lab and more one-on-one interaction between the student and instructor to help address misconceptions and develop problem-solving strategies for individual students.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5 years, which consists of a reflective self-study that is reviewed and evaluated by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of strengths, areas for improvement, and recommendations. The self-study report presents evidence of curriculum review and program assessment, provides disaggregated analysis of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College..

III. Major Findings and Conclusions of the Program Review

Our Chemistry program is a very strong service-learning program that supports a variety of important fields both in and beyond the Physical Science division. The program's curriculum is streamlined, the learning outcomes are clear, and the program has a functioning assessment effort that measures student proficiencies per the ACS. As at many two-year colleges the number of graduates is typically one per year, yet there is opportunity here to increase student awareness of career opportunities.

Strengths:

The quality and qualifications of the teaching faculty are very high. Many colleges would be envious of the teaching staff at TMCC, given their experience and obvious care for their students and the program. The team delivers robust offerings for AS majors and related programs. The newly renovated labs are also a significant asset, and the demographics of the students reflect the college's overall appearance. The college has allocated funds for an improved student gathering space in the RDMT 300 area, including soft seating, tables, charging ports, and wall art/posters that reflect and support AS major programs, particularly undergraduate research content.

Areas for Improvement:

The program has opportunities to increase major declarations by expanding students' awareness of careers for trained chemists, particularly with regard to climate change and its effects. Undergraduate research should be sewn into the curriculum, at least as a 200-level elective. This discussion is occurring in a variety of TMCC program areas. Program faculty could also explore opportunities for students to support research at DRI.

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

The Vice President of Academic Affairs (VPAA) supports:

- studying transfer articulations with UNR
- aligning the 5-year plan to the goals in the strategic master plan
- investing in accessibility training and materials conversion as needed
- developing an undergraduate research curriculum
- investing in trained tutors to support Chemistry students in our Learning Commons

VPAA also recommends:

- expanding students' awareness of careers for trained chemists
- promoting major declarations and awareness of reverse-transfer opportunities

VPAA recognizes the importance of staffing sections with FT faculty but does not support a FT faculty hire at this time. FTE in CHEM courses fell from 120.1 in Fall 2018 to 82.9 in Fall 2021, a 31% decline, owing broadly to the challenges of the pandemic. If FTE recovers and particularly if it rises above 2018 levels in a sustained fashion, then this question should be revisited.

The RDMT labs have been renovated with generous support from the Pennington Foundation. VPAA supports the acquisition of equipment and glassware needed to kit out the newly renovated lab spaces.

The VPAA worked with the academic dean and Finance in February 2022 to design a student gathering space near the RDMT labs, including new furniture and amenities. This will create a sticky, collaborative atmosphere for Physical Sciences students. Facilities is working on this order as of March 2022.

Definitely continue this program, as it is vital to our AS and related programs.

V. Descriptive Statistics

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

2021-22	<u>21</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>0</u>
2020-21	<u>5</u>
2021-22	<u>0</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>33%</u>
2020-21	<u>33%</u>
2021-22	<u>0%</u>

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

Fall 2021	<u>698</u>
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V/. Institutional Reports

Click [here](#) for a copy of the institutional report.

TMCC: Computer Science, A.S.

I. Description of Program reviewed

The Computer Science (CS) program is included in the Physical Sciences Department within the Math and Physical Sciences Division. The CS program offers a 2-year transferable degree: the Associate of Science, Computer Science. There are 2 full-time faculty tied to the CS program; the Physical Sciences Department, as a whole, is composed of 9 full time faculty. Student enrollment in CS classes is approximately 250 students/semester. CS classes employ a variety of pedagogical approaches: lecture, lab, small group work, problem based learning, hybrid and as of mid-spring 2019 remote learning classes.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5 years, which consists of a reflective self-study that is reviewed and evaluated by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of strengths, areas for improvement, and recommendations. The self-study report presents evidence of curriculum review and program assessment, provides disaggregated analysis of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College

III. Major Findings and Conclusions of the Program Review

Computer Sciences is a program with strong enrollment and it lends strength to the Physical Sciences overall. Its success depends upon finding capable FT faculty to manage and support a robust program of learning outcomes delivery and assessment. The inclusion of Project/Problem Based Learning is an asset, and its utility should be explored and its effectiveness assessed.

Strengths:

The program's leading strengths are its value to the economy and the marketability of its graduates. The program has a high rate of fill, completion, and transfer to university, but chiefly among male students. The addition of Life Coaching to the curriculum is very intriguing and VPAA would be very glad to learn more about this. Does data exist? Adopting this across other programs could be very beneficial.

Areas for Improvement:

The program's curriculum requires updating, which will bring about a need to reevaluate the program assessment efforts as well.

Much work needs to be done to recruit, retain, and see female students graduate. With perhaps 18% of enrolled students identifying as female, and just 3 of 41 graduates who are female, there is ample space to target and enroll females in order to grow and complement the existing male student cohort. Importantly, this involves looking beyond course enrollments to target major declarations. The curriculum should also be examined closely and independently to identify possible unconscious biases that may dissuade female registrants or majors. Classroom climate and conduct should also be studied to ensure that female students feel welcome and valued. TMCC is not alone in this work, so best practices from around the country should be studied carefully and their lessons adopted and adapted as needed. Outside reviewers should be consulted in order to glean insights that may be difficult or impossible to learn for ourselves.

Recommendations:

VPAA supports the removal of CS 105, the adoption of a CS-specific mission statement, and the revision of PLOs assessment.

VPAA also supports, developing 300-level courses in CS in order to match UNR's CS curriculum, but the program should proceed carefully, as this will succeed only if sufficient enrollment is sustained. A corollary campaign to boost declared majors and support their retention is vital to this effort. The ASA Committee writes that "Computer Science is one of the fastest growing industries," but the response to PUR question 3.1 about "meeting labor market demands and industry curriculum needs" reads "N/A." While this question is aimed at CTE programs, VPAA contends that this field is sufficiently technical as to warrant the inclusion of job market data and industry needs. This section of the PUR should be revised to ask for such data from any program with direct marketability, particularly in order to assess whether the learning outcomes are sufficient for employment with an Associate degree.

VPAA does not support raising the CS degree credit count above 60. Given UNR's decisions to add 300 level CS courses and also an Electrical Engineering course, achieving precise parity is unlikely. Even if our program adds parallel 300 level CS courses, graduates who earn the AS in CS will likely need to complete a small number of credits at UNR in preparation for junior year. Chasing every innovation in UNR's curriculum risks making our program un navigable and unsustainable. The EE220 course, if pursued, will need to be added to the curricula of other AS programs in order to ensure it will generate sufficient enrollment -- this will require careful study and collaboration. The program is presently pursuing a FT faculty search, as of March 2022.

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

Recommendations:

VPAA supports the removal of CS 105, the adoption of a CS-specific mission statement, and the revision of PLOs assessment.

VPAA also supports, developing 300-level courses in CS in order to match UNR's CS curriculum, but the program should proceed carefully, as this will succeed only if sufficient enrollment is sustained. A corollary campaign to boost declared majors and support their retention is vital to this effort.

The ASA Committee writes that "Computer Science is one of the fastest growing industries," but the response to PUR question 3.1 about "meeting labor market demands and industry curriculum needs" reads "N/A." While this question is aimed at CTE programs, VPAA contends that this field is sufficiently technical as to warrant the inclusion of job market data and industry needs. This section of the PUR should be revised to ask for such data from any program with direct marketability, particularly in order to assess whether the learning outcomes are sufficient for employment with an Associate degree.

VPAA does not support raising the CS degree credit count above 60. Given UNR's decisions to add 300 level CS courses and also an Electrical Engineering course, achieving precise parity is unlikely. Even if our program adds parallel 300 level CS courses, graduates who earn the AS in CS will likely need to complete a small number of credits at UNR in preparation for junior year. Chasing every innovation in UNR's curriculum risks making our program un navigable and unsustainable. The EE220 course, if pursued, will need to be added to the curricula of other AS programs in order to ensure it will generate sufficient enrollment -- this will require careful study and collaboration.

Definitely continue this program, with a revised curriculum that maximizes articulated transfer ability to UNR, as outlined above. The program is presently pursuing a FT faculty search, as of March 2022.

V. Descriptive Statistics

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

2021-22	<u>222</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>38</u>
2020-21	<u>51</u>
2021-22	<u>52</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>9%</u>
2020-21	<u>39%</u>
2021-22	<u>14%</u>

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

Fall 2021	<u>333</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

TMCC: Construction and Design, A.A.S.; Architectural Drafting, Certificate of Achievement and Skills Certificate; Skills Certificates: AutoCADD; Construction Estimating; Construction Project Management; REVIT Architectural Drafting

I. Description of Program reviewed

The AAS Construction and Design degree has four (4) areas of emphasis: Architecture, Construction Management, Landscape Architecture, and Residential Design. The Construction Management emphasis supports two stackable Skills Certificates in Construction Estimating and Construction Project Management. Along with the Certificate of Achievement in Architectural Drafting, skills certificates in Architectural Drafting, and REVIT Architectural drafting stack into the Architecture and Residential Design emphases. Students enrolled in the Landscape Architecture emphasis will most likely pursue the AutoCAD Skills Certificate as supported by industry standards.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5 years, which consists of a reflective self-study that is reviewed and evaluated by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of strengths, areas for improvement, and recommendations. The self-study report presents evidence of curriculum review and program assessment, provides disaggregated analysis of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College.

III. Major Findings and Conclusions of the Program Review

Since the last PUR, the Architecture program has benefitted from instructor attention to: align the credentials within the pathway to the regional need, engage employers and professional organizations, and intensive work on student engagement and retention. Conversely, the Construction Management program has seemingly coasted with few changes and little private sector engagement. With the retirement of the full-time instructor, new part-time instructors indicated the program content and tools (software and technology) are out of step with current industry standards.

This PUR was conducted without the benefit of a full-time program instructor.

Construction and Design is an important program that generated 20.2 FTE in Fall 2021, up nearly 3 FTE over Fall 2020. This bucked the trend seen in most disciplines, and bodes well for the program's continued growth. The program's format, featuring 4 emphases in the AAS, is right-sized and students are enrolling and completing at a steady pace.

Strengths:

The Architecture program enrollment was increasing even before the ACE partnership launched in Fall 2020 (further growing the program enrollment). This additional K-12 pipeline should lead to an increase in declared majors by Fall 2023. The opportunity to add a Bachelor of Architecture degree

will be a benefit to students who would need to relocate to finish their professional credential. TMCC is integrated with Nevada's architecture community (private sector) and strong relationships within that community that provide program support. Construction in the region is strong, which should benefit the Construction Management program and students.

The increase in female students is noteworthy, and the ethnicity figures reflect the college's overall trends. The instructors are well qualified, and we hope to bring aboard FT faculty in the coming year. The curriculum is clearly tracking with students, and the addition of ACE students has opened up further avenues for recruiting to the major. The approval of the B-Architecture opens even more avenues for recruitment and completion, in partnership with our Advisory Board.

Areas for Improvement:

The instructors should complete all accessibility trainings and ensure that all materials are accessible.

The program should expand its PLOs and ensure that all learning outcomes are assessed.

Recommendations:

VPAA supports developing twin mission statements, one for the growing Architecture program, and another for Construction & Design. They are interrelated but also have distinct identities.

The instructors should complete all accessibility trainings and ensure that all materials are accessible.

The program should expand its PLOs and ensure that all learning outcomes are assessed.

The program should analyze equity gaps and develop coherent, applied strategies for reducing them.

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

VPAA recognized the need for a FT faculty hire in Architecture, to support the B-Architecture program. This search is now in progress, as of March 2022.

VPAA delivered the B-Architecture program proposal to ARSA on March 3, 2022, where it was approved.

The idea of hiring an ACE Architecture instructor is also a good goal, based upon ACE enrollments.

Definitely continue the program, revise the PLO format and assessment regime, and continue to advance efforts to enroll ACE students and retain them as program majors.

V. Descriptive Statistics

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

2021-22	<u>127</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>16</u>
2020-21	<u>11</u>
2021-22	<u>18</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>25%</u>
2020-21	<u>33%</u>
2021-22	<u>50%</u>

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

Fall 2021	<u>882</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

TMCC: Criminal Justice, A.A. and A.A.S.

I. Description of Program reviewed

The Criminal Justice Program (CRJ) at Truckee Meadows Community College (TMCC) belongs to the Technical Sciences Division. The program serves students interested in the vast career opportunities within the criminal justice system; including law enforcement, corrections, the courts and community services. With the latest technologies offered through the Technical Sciences Division, students receive comprehensive education, hands-on training, and practical work skills for the chosen field of study. The Criminal Justice AA degree includes a 60 unit requirement, general education requirements, (6) six core CRJ units, (9) nine CRJ emphasis units, and (7) seven transferable electives. The Criminal Justice, Law Enforcement AAS Degree includes a 60 unit requirement, general education requirement for AAS, (9) nine CRJ core units, and 30 CRJ elective units.

The Criminal Justice Program serves students wishing to transfer to the university as well as students wanting to enter the career field following studies at TMCC. The program includes the Criminal Justice AA and Criminal Justice, Law Enforcement AAS degree pathways. Each program provides studies specifically designed to meet the student's future goals in this area of study and future career opportunities.

Courses are offered to students in person at the TMCC campuses and also through distance education/online instruction formats. Both daytime and evening classes are offered to serve traditional and continuing students. Through elective course offerings, students can emphasize their studies on law enforcement, policing, legal studies, and/or corrections. In Spring 2020, CRJ offered 13 web sections with an average class size of 25 students and (5) five in-person classes with an average class size of 24 students.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5 years, which consists of a reflective self-study that is reviewed and evaluated by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of strengths, areas for improvement, and recommendations. The self-study report presents evidence of curriculum review and program assessment, provides disaggregated analysis of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College.

III. Major Findings and Conclusions of the Program Review

CRJ is a program that has benefited from the dedication of its instructors, including its de facto director. These instructors make the program successful and attractive to students, particularly to female and Hispanic students, who are very well represented. Nevertheless, the program languishes because although several prior members of college leadership recommended that the program be relocated and aligned more closely with Public Safety, this has not happened.

This echoes recent conversations with the Public Safety Director, who is enthusiastic about aligning the CRJ program with other Public Safety and first-responder programs.

This PUR is notably candid, and was even more candid at one point, before the ASA Committee asked that the more pointed passages be removed and rewritten. Even so, the theme of the PUR alleges that the program survives and remains popular, despite the many consequences of neglect.

Strength:

The program is popular, well enrolled, and boasts strong completion and performance figures. The faculty and instructors have notable expertise, and they are clearly devoted to the program. Instructor Bays has been a very strong contributor to the program and upon meeting her this month, I was encouraged to know that we boast instructors of her caliber.

Areas for Improvement:

The program needs to finish assessing its courses, conduct a thorough curricular review, delete defunct courses, and refresh the remaining courses.

The program needs to replace its outgoing FT faculty member and explore new partnerships with local law enforcement and judicial agencies.

CRJ needs a new institutional home and reporting line by Fall 2023. Too many years have passed since past leadership made this recommendation.

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

The program needs to finish assessing its courses, conduct a thorough curricular review, delete defunct courses, and refresh the remaining courses.

The program needs to replace its outgoing FT faculty member and explore new partnerships with local law enforcement and judicial agencies.

CRJ needs a new institutional home and reporting line by Fall 2023. Too many years have passed since past leadership made this recommendation.

I agree that we should differentiate clearly between the AAS and the AA in CRJ. I further agree that a Bachelor's degree is not a priority at this time, given the need to focus on the succession plan for leadership and reporting. The authors reject the inclusion of Forensics in the curriculum, and argue against labs or software that would support it. Yet, there are no specifics given about why this curricular avenue must be closed. The VPAA wishes to learn more about this avenue, which may appeal to students.

Continue program under a new reporting structure, aligned with Public Safety. This program is not a good fit for Technical Sciences, and it urgently needs the support, leadership, and camaraderie that the Public Safety programs can provide. The timing that coincides with Randy's retirement is ideal, and we should also explore a partnership with Paralegal & Law.

V. Descriptive Statistics

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

2021-22	<u>318</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>48</u>
2020-21	<u>57</u>
2021-22	<u>62</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>19%</u>
2020-21	<u>24%</u>
2021-22	<u>14%</u>

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

Fall 2021	<u>687</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

TMCC: Emergency Management and Homeland Security, B.A.S.

I. Description of Program reviewed

The Bachelor of Applied Science in Emergency Management and Homeland Security (BAS-EMHS) resides in the Public Safety Division. The program became a program in fall of 2016 and was developed to meet a growing need for students in and out of state to have access to an undergraduate program in emergency management, as there was only a graduate program available in Nevada. The program provides students with a well-rounded foundation in the history, politics, defense, and preparedness aspects of terrorism. It will also provide students with the management principles of planning, mitigation, response and recovery from natural and manmade disasters in emergency management roles. Graduates of the program will be able to conduct planning analysis, write, and implement emergency plans for public and private entities while addressing the issues of homeland security within the emergency management role. Emergency management and homeland security is one of the fastest growing disciplines in the United States today with excellent employment prospects for graduates in both the public and the private sector.

This program was the first Bachelor of Applied Science (BAS) for TMCC followed closely by the BAS in Logistics Management. The BAS-EMHS was created as an online delivery only program, so that students from outside of the Truckee Meadows could complete the program. In addition, many of our prospective students work full time; so an asynchronous, online program make it possible for students to achieve success. Currently the program has students in five states and one in Indonesia. There are no full time faculty in the program but there are 13 part-time faculty members.

This program has a unique and very beneficial relationship between program staff and faculty in that they have all worked together in the Nevada emergency management community for many years previous to the inception of this program. This allows for streamline and efficient communication that may not be found in other programs.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5 years, which consists of a reflective self-study that is reviewed and evaluated by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of strengths, areas for improvement, and recommendations. The self-study report presents evidence of curriculum review and program assessment, provides disaggregated analysis of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College.

III. Major Findings and Conclusions of the Program Review

Based on the other entries and those of the Dean, the VPAA agrees that the program has experienced strong growth since 2016, has potential for further growth, and delivers a curriculum that appeals to students who have careers. Some of the findings are upheld, including the need to assess more of the courses, bring further diversity into the instructor ranks, and refresh the curriculum in a few places. I also agree that the program should hire a dedicated FT faculty member, as the reliance on PT instructors has made it difficult to assess curriculum, update PLOs,

and make curricular changes. As the program is chiefly online, the support of WebCollege is vital. At this time, the existing administrative support enables the program to function, but if enrollment rises, some dedicated support should be considered, budgets permitting. It is difficult to know if the introduction of a certificate would erode enrollments and limit those who complete the bachelor's degree.

Strengths:

The experience and expertise of the PT instructors is the program's greatest strength, and the recent hire of a Coordinator for Fall 2022 is a step in the right direction. The Coordinator knows the program and is an ideal person to serve in this role.

Areas for Improvement:

The PT instructor ranks need further diversity, the PLOs need attention, the rest of the courses require assessment, and the focus on terrorism should be reassessed. A FT faculty member is needed to anchor the program, and if enrollment grows, some dedicated admin support will be needed.

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

This program should be continued and it deserves further marketing support in key markets, particularly among working professionals. The Coordinator should update the PLOs, finish assessing the remaining courses, and study the curricular focus. A more recent threat, and one that is far more reaching, is the impact of climate change. The current forecasts of the financial, economic, and human tolls that will continue to be brought by climate-drive disasters are very grave, and trained EMHS experts will be vital to managing, surviving, and rebuilding from these disasters, some of which have the potential to impact many thousands of people at a time. Our program could play a leading role in navigating this future if it can train and prepare future leaders to deal with these crises.

The program needs to reassess the 490, as capstones are a better fit for larger programs with bigger graduating cohorts.

V. Descriptive Statistics

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

2021-22	<u>42</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>5</u>
2020-21	<u>2</u>
2021-22	<u>8</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>0</u>
2020-21	<u>0</u>
2021-22	<u>0</u>

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

Fall 2021	<u>269</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

TMCC: Environmental Science, A.S.

I. Description of Program reviewed

The Environmental Science Program is a unit of the Math and Physical Sciences Division. This program offers an Associate of Science degree in Environmental Science, which is designed to prepare students for transfer to University of Nevada, Reno and to similar programs at other four-year institutions. Additionally, Environmental Science program supports TMCC degrees in the Physical Sciences department as well as college's General Education program. Instructors in the Environmental Science program teach both the lectures and labs using active learning pedagogical approach, and labs are designed to give students real-world application of the theory discussed in the classroom. The program provides opportunities to learn practical skills by participation in undergraduate research. The Environmental Science program currently has one full time faculty and five part-time instructors.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5 years, which consists of a reflective self-study that is reviewed and evaluated by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of strengths, areas for improvement, and recommendations. The self-study report presents evidence of curriculum review and program assessment, provides disaggregated analysis of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College.

III. Major Findings and Conclusions of the Program Review

This is a high quality program with expert instruction and it serves multiple constituencies. It offers a viable path to transfer to UNR, and the modest number of degree completers offers ample room for growth.

Strengths:

The balance of FT faculty to PT instructors is good, and the proportion of female students in the ENV and NRES courses is nearly par with male students. The course content is strong and the learning outcomes are carefully considered.

Areas for Improvement:

Though there is strong enrollment of female students in ENV and NRES courses, the proportion of females who have declared AS majors overall is just 17.7%, and the proportion of female students who have declared AS Environmental Science is not stated. The demographics of the 9 degree completers are also not provided. This concern affects all AS degrees, of course, but attention needs to be paid to this issue, starting with the data. The division needs to examine its recruiting efforts and prioritize strategies that will engage more female student majors/completers

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

PSLOs need to be studied closely, URM students need to be engaged, a specific transfer agreement with UNR should be established, and catalog verbiage needs to be simplified. An engaging curriculum map is also a good idea.

Resources and support for undergraduate research and experiential learning are recommended, but not specified. Further study of how these efforts can be best supported is needed. No resources should be allocated toward marketing until the program identifies strategies to increase its recruitment of female and URM student majors.

Continue the program.

V. Descriptive Statistics

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

2021-22	<u>52</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>3</u>
2020-21	<u>2</u>
2021-22	<u>4</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>40%</u>
2020-21	<u>0%</u>
2021-22	<u>50%</u>

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

Fall 2021	<u>45</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

TMCC: Geoscience, A.S.

I. Description of Program reviewed

The Geoscience Program is part of the Department of Physical Sciences in the Division of Math and Physical Sciences. The program offers an Associate of Science degree in Geosciences that allows seamless transfer to the Geology baccalaureate degree at UNR. The program offers five courses: Geology 100 (Earth Hazards), Geology 101 (Physical Geology—Exploring Planet Earth), Geology 102 (History of Life Through Time), Geology 206 (Geologic Fundamentals of Geothermal Energy Resources), and Geology 260 (Introduction to Geological Field (Mapping) Techniques). The latter 4 courses are required for the A.S. degree and are required for the baccalaureate degree in Geology at UNR. Although Geology 100 (Earth Hazards) is not part of the Associate of Science Degree in Geoscience, it is a required course for several programs as well as a general education. Approximately 90 students enroll in geosciences courses each semester, many of them fulfilling their general education requirements. Currently, the program employs one tenure-track faculty, David Boden, who will be retiring at the end of the spring 2021 semester.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5 years, which consists of a reflective self-study that is reviewed and evaluated by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of strengths, areas for improvement, and recommendations. The self-study report presents evidence of curriculum review and program assessment, provides disaggregated analysis of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College.

III. Major Findings and Conclusions of the Program Review

This PUR was written before the lead faculty's retirement in Spring 2021, and already by that time, this program had been neglected for some time and its momentum lost. The time for reviving a named AS degree has passed, but the core GEOL courses could be offered as an AS with emphasis area in Geology. It was a mistake not to build the program's momentum upon its star course, GEOL 100: Earth Hazards.

Strengths:

The program's main strength was GEOL 100: Earth Hazards, which could have been a significant recruiting tool, particularly if offered by a dynamic instructor and taught using innovative approaches that engage students. This course should continue to be promoted and marketed, as it is the principal means of recruiting students to an AS with an emphasis in Geology.

Areas for Improvement:

Another 100-level recruiting course on the Geology of Nevada is desperately needed. Like GEOL 100, a focused course with local field trips could excite students and convince more of them to pursue Geology as an emphasis area.

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

I agree with the ASA Committee and the Dean -- this program should be deactivated. It should continue as an AS with an emphasis in Geology, enabling students to transfer to UNR to pursue a B.S. in Geology. However, if the enrollments beyond GEOL 100 are weak, they should be discontinued.

I do not support the ASA Committee's proposal for a 5-year plan to study the AS Geoscience degree. That program is a dead letter.

A FT faculty hire should be able to stand up a course on Geology of Nevada, as a recruiting vehicle to the emphasis and must be able to generate the enrollments necessary to deliver students to and through an AS with an emphasis in Geology. Perhaps if the hire can also teach Geography, we would be able to build upon their ability to teach 100-level courses.

Discontinue the AS Geosciences. Pursue a generic AS with emphasis in Geology, but discontinue it if enrollments remain weak and completers do not begin to rise within 3-5 years.

V. Descriptive Statistics

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

2021-22	<u>11</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>0</u>
2020-21	<u>1</u>
2021-22	<u>1</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>0%</u>
2020-21	<u>0%</u>
2021-22	<u>0%</u>

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

Fall 2021	<u>175</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

TMCC: Paralegal/Law, A.A.S.

I. Description of Program reviewed

The Paralegal/Law program was initially begun pre-1988 with a part-time coordinator/instructor. With the growth of the program and the push for ABA approval, a full-time coordinator was eventually hired. The program began as the Legal Assistant program and started admitting students in Spring 1989; the name was later changed to the program's current name to keep up with the changes in the field. From the beginning, the focus of the program has been to train students to be paralegals. With an active advisory board, a rigorous curriculum was implemented, and the program pursued ABA approval. The program achieved ABA approval in 1991 and has been reappraised in 1998, 2006, 2013, and 2020.

To further its mission, the primary goal of the paralegal program is to provide the student with a foundation in the basic skills of legal research, legal writing, ethics, and substantive knowledge of various areas of the law, including ethical responsibility, and to prepare graduates for employment in entry-level legal positions or other related fields. The Program covers all critical paralegal skills needed in the local community. The professors help students master important legal concepts and then apply those concepts to practical assignments that prepare the students to work as paralegals.

The program offers a two-year Associate of Applied Science Degree in Paralegal/Law, requiring the completion of 63 semester units. A degree candidate must complete at least 36 units in legal specialty courses, 24 units in general education courses, and 3 units of other program requirements.

The program is located within The Technical Sciences Division. The program has one full-time Coordinator/Instructor and three part-time Instructors.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5 years, which consists of a reflective self-study that is reviewed and evaluated by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of strengths, areas for improvement, and recommendations. The self-study report presents evidence of curriculum review and program assessment, provides disaggregated analysis of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College.

III. Major Findings and Conclusions of the Program Review

This PUR is clear, well-written, and concise. The enrollment and demographic data is also clear and well organized. This accredited program is a valuable asset to TMCC and to our region. Professor Sotelo fields the majority of the FTE and the program is managed efficiently. The student

performance data is strong. The program does indeed deserve additional marketing, and VPAA will advocate for this, in addition to supporting the marketing plan outlined above.

Strengths:

This is Nevada's only ABA approved Paralegal program, and according to DETR the profession is growing. The opportunities for students are ample. The faculty expertise is clear and the program is meeting the expectations of the ABA, which has renewed accreditation several times. The program has broad demographic appeal across age groups, which differs from the college's overall figures.

Areas for Improvement:

This PUR would benefit from job placement data, feedback from alumni, and input from the Advisory Board. Section 3.A notes correctly that there is labor market demand, but it does not specify whether or how our graduates are meeting the industry curriculum needs, or if they are being hired. Do the ABA criteria satisfy our regional workforce needs, and how do those ABA criteria align with the program's learning outcomes?

There is work to do to be inclusive of male students. Although there are parallels with other programs with lopsided enrollment by gender, those programs are making efforts to diversify their ranks. Nursing is a good example, though their profession tends to be more visible. Any marketing push for Paralegal should aim to reach male students as well. Best practices from around the country should be studied and their lessons adopted/modified as needed.

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

VPAA supports the call for increased marketing efforts and will recommend to MCO. The program should also expand its training and assessment of accessibility to ensure compliance with federal law. The VPAA also suggest working with the Tutoring Center to support students who speak Spanish.

The program has requested additional clerical support. Presently, there is a search for an Admin III underway (March 2022). This person could provide some of the requested support, in consultation with the Dean.

The pursuit of support grants is always supported. At present, there are limited funds with which to support a dedicated Spanish interpreter. However, there are Spanish-speaking tutors in our Tutoring Center who can assist students.

Certainly continue this valuable program, as it is a growing sector with rising demand. Revisions to the assessment program will yield a stronger data set concerning how the ABA criteria are being met.

V. Descriptive Statistics

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

2021-22	<u>98</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>17</u>
2020-21	<u>20</u>
2021-22	<u>18</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>50%</u>
2020-21	<u>50%</u>
2021-22	<u>20%</u>

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

Fall 2021	<u>374</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

TMCC: Political Science, A.A.

I. Description of Program reviewed

The Political Science program (PSC) currently functions within the Division of Business and Social Sciences. It is part of the Department of History and Political Science. It offers an Associate in Arts Degree in Political Science, which transfers to the University of Nevada (UNR). During the period under review, the program generally offered around 60 sections with an average annual FTE over 360. The average enrollment per section during the period under review was approximately 30 students. The Political Science full-time faculty consists of three professors. The approaches to teaching the courses vary based upon the expertise and background of the individual professors involved. They run the gamut from historical perspectives to more theoretical ones.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5 years, which consists of a reflective self-study that is reviewed and evaluated by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of strengths, areas for improvement, and recommendations. The self-study report presents evidence of curriculum review and program assessment, provides disaggregated analysis of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College.

III. Major Findings and Conclusions of the Program Review

This relatively new degree program has potential for growth, particularly if it can recruit majors who take PSC courses while pursuing a general AA degree. The program's stated themes of "power, authority, ethics, legitimacy, and representation" are fundamental to today's political discourse and many students will wish to engage with them. While politics itself is something of a third-rail in contemporary American society, and in other developed nations, given the polarization of social media and the chill effect it has on discourse, these themes remain engaging and interesting.

Strengths:

The program has very experienced, knowledgeable faculty who possess a deep understanding of political themes and trends.

The degree has very clear learning outcomes and a strong potential for transfer to four-year university programs.

The opportunity to integrate OER course materials is very strong and will enable PSC courses to be both current and affordable.

The program should continue to maximize co-curricular learning opportunities such as speakers (AG Ford was excellent), field trips to the Capitol, etc.

Areas for Improvement:

The PUR authors do not provide a 5-year plan, but there are several arenas in which improvement is possible:

- Identify recruiting measures and strategies that will entice students, particularly URM students, to engage with PSC and consider majoring.
- Improve the current course completion rate; over 5 years, 19% of students do not complete PSC courses, and 26% do not pass. Identify and implement strategies for improving student engagement, persistence, and successful completion, particularly among URM students.
- Develop programming and assignments that connect and engage students, especially URM students, with the themes of "power, authority, ethics, legitimacy, and representation" as a means to enhance successful course completion and program declaration/completion. These core themes are vehicles for so much curricular content -- they can serve as visible pillars throughout the program and various modules can point to them for continuity.

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

This program should certainly continue, and it should develop a 5-year plan that addresses the above criteria.

The VPAA agrees that the position vacated by the buyout of the full-time faculty member in 2020 should be searched for a Fall 2023 start, if funds permit and a personnel requisition is approved. VPAA further agrees that hiring a person of color will help diversify the faculty ranks; PT instructors of color should likewise be pursued wherever possible.

V. Descriptive Statistics

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

2021-22	<u>39</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>1</u>
2020-21	<u>7</u>
2021-22	<u>7</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>0%</u>
2020-21	<u>0%</u>
2021-22	<u>50%</u>

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

Fall 2021	<u>2,019</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

Western Nevada College

Summary

Degree Programs

- I.* List the existing programs and corresponding degree for all programs that were reviewed over this academic year of review.**
 - Associate of Arts
 - Associate of Business
 - Associate of Science
 - Business, A.A.S.
 - Construction Management, 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.**
 - Web Technology, A.A.S.
 - Early Childhood Education, A.A.S.
 - Geographic Information Systems, A.A.S.

- III.* List all new programs and corresponding degree level for all programs that received Board approval in this academic year of review.**
 - Fire Science Technology, A.A.S.
 - Paramedicine, A.A.S.

Certificates

- I.* List the certificates (at least 30 credits and under 30 credits) that were reviewed over this academic year of review.**

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.**
 - Peace Officer Academy, Certificate of Achievement
 - Heating, Ventilation, Air Conditioning (HVAC), Certificate of Achievement

- III.* List the certificate programs of at least 30 credits that received AAC approval for elimination or deactivation 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.

None

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

- FESTO Industry 4.0, Skills Certificate
- Automotive Service Excellence I, Skills Certificate
- Automotive Service Excellence II, Skills Certificate

WNC: Associate of Arts

I. Description of Program reviewed

1) The Associate of Arts degree allows early choices for those planning a professional life in art, communication, education, history, psychology, social sciences, social work or a related field. 2) This degree is for students planning to transfer with junior standing to a four-year college or university for a bachelor's degree. 3) WNC has 2+2 partnerships with UNR and many other institutions to make completing the Associate of Arts degree at WNC and transferring to a four-year college as smooth as possible. The Associate of Arts degree is designed so students may tailor it to meet degree requirements for a variety of majors at transfer institutions. Courses are scheduled in such a way that Students can finish their degree in 2 years, and the increased use of online courses has heightened the flexibility of the program. 4) The WNC Liberal Arts Division takes responsibility for oversight of the AA Program. The division's academic faculty in arts, sciences, and humanities disciplines work in conjunction with the division director and staff to manage curriculum, scheduling, assessment, reporting, and faculty and student support. 5) The primary basis for admission to upper-division study with full junior status of transfer students from an NSHE community college to any other NSHE institution shall be the associate of arts, associate of science, and the associate of business degrees. "The completion of the associate of arts, associate of science, and associate of business degree at a community college automatically fulfills the lower-division general education requirements at any other NSHE institution." Board of Regents Handbook (Title 4, Chapter 14, Section 15)

II. Review Process and Criteria

The academic program reviews consist of three major parts:

1. A written report completed by the program, which includes student learning outcome assessments, annual planning documents, a review of critical program data, curriculum review with feedback from Curriculum Committee, program conclusions and recommendations resulting in a five-year action and assessment plan, and budgetary requests that support those plans.
2. A written internal and external review of the program by faculty or professionals outside of the program.
3. A presentation to the WNC community, leadership, and relevant committees to present findings and plans, request needed resources, and invite questions and dialog.
4. The Academic Division Director and program faculty work together to form a Program Review Team to complete the program review process. The Program Review Team selects at least one internal and at least one external reviewer to review their completed written program review and provide meaningful feedback in the form of a brief written report. When available, the internal and external reviewers are encouraged to attend the program review presentation, ask questions, and share their insights. All academic programs are expected to present their program reviews to WNC leadership and the wider WNC community.

III. Major Findings and Conclusions of the Program Review

- Although the AA has experienced an overall decrease in enrollment, the percent of students who started the AA degree and completed it on time increased.
- Course-level assessment is happening within the program, but is not consistently mapped to program-level learning outcomes.
- Messaging regarding transfer pathways for students should be clearer. Program.

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

- Work with Marketing, Counseling, Admissions and Records, and Jump Start/dual enrollment programs to increase enrollment, retention, and ease of enrollment.
- Expand curriculum mapping to better assess program-level student outcomes.
- Review and update course descriptions and transfer pathways online.

V. Descriptive Statistics

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

2021-22	<u>1,043</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>294</u>
2020-21	<u>327</u>
2021-22	<u>270</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>34%</u>
2020-21	<u>39%</u>
2021-22	<u>36%</u>

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

Fall 2021	<u>10,088</u>
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IV. Institutional Reports

Click [here](#) for a copy of the institutional report.

WNC: Associate of Business

I. Description of Program reviewed

The Business Program provides learners with the knowledge, skills, and abilities necessary for career success. Through individual classes, specialized Certificates, the Associate in Applied Science degree in Business (AAS-Business) and the Associate in Business (AB) the Program has addressed individual student's personal and professional educational goals.

Historically, the Program has attracted students in all stages of their career – from entry level through mid-career and on into retirement.

- For those seeking career opportunities, a Certificate of Achievement or the AAS-Business degree with the choice of emphasis (Accounting, Business, or Management), may be the right choice.
- For students who aspired to continue their education by pursuing a bachelor's degree, the College's Associate in Business (AB) is fully transferable to the state universities in Nevada.
- For those in mid-career, specific courses that will help them "brush up" on new and emerging issues in business may be the right choice. Or perhaps courses leading to increased job opportunities and career advancement may be the right choice.
- For those approaching retirement, other specific courses might be the right choice..

II. Review Process and Criteria

The academic program reviews consist of three major parts:

1. A written report completed by the program, which includes student learning outcome assessments, annual planning documents, a review of critical program data, curriculum review with feedback from Curriculum Committee, program conclusions and recommendations resulting in a five-year action and assessment plan, and budgetary requests that support those plans.
2. A written internal and external review of the program by faculty or professionals outside of the program.
3. A presentation to the WNC community, leadership, and relevant committees to present findings and plans, request needed resources, and invite questions and dialog.
4. The Academic Division Director and program faculty work together to form a Program Review Team to complete the program review process. The Program Review Team selects at least one internal and at least one external reviewer to review their completed written program review and provide meaningful feedback in the form of a brief written report. When available, the internal and external reviewers are encouraged to attend the program review presentation, ask questions, and share their insights. All academic programs are expected to present their program reviews to WNC leadership and the wider WNC community.

III. Major Findings and Conclusions of the Program Review

Continued lack of Full-time, Tenured Faculty leading to an Over Reliance on Adjuncts.

The change in the College's focus toward younger learners entering

Bachelor Degree Paths has resulting in:

- The Associate in Business (AB) cannibalizing the AAS-Business.
- Leading to decreased enrollments in AAS-Business classes.
- Decreased Demand for the Business Core and Specialized Classes
- Lack of standardization and quality control in Business Program..

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

- Hire two full-time tenure track faculty and/or Develop adjuncts to college-level performance
- Redefine the Business Program Mission (acknowledging the change in target market)
- Revise Business Program Student Learning Objectives (emphasizing the limited Business preparation in the AB)
- Develop a one-year phase-out plan for the AAS-Business /Deactivate low-enrolled classes

V. Descriptive Statistics

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

2021-22	<u>205</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>26</u>
2020-21	<u>21</u>
2021-22	<u>32</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>17%</u>
2020-21	<u>31%</u>
2021-22	<u>14%</u>

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

Fall 2021	<u>1,858</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

WNC: Associate of Science

I. Description of Program reviewed

The Associate of Science degree is designed for students who intend to transfer with junior status to a four-year college or university for a bachelor of science degree. This degree allows early choices for those planning a professional career in mathematics, science, engineering, technology, medicine, agriculture or related fields. Students can complete an Associate of Science degree in four semesters taking classes either at the same campus or multiple campuses of WNC. Classes are scheduled in a way that fits the needs of traditional and nontraditional students. There are different possible pathways to complete an AS degree. At WNC, Liberal Arts Division takes responsibility for oversight of the AS Program.

II. Review Process and Criteria

The academic program reviews consist of three major parts:

1. A written report completed by the program, which includes student learning outcome assessments, annual planning documents, a review of critical program data, curriculum review with feedback from Curriculum Committee, program conclusions and recommendations resulting in a five-year action and assessment plan, and budgetary requests that support those plans.
2. A written internal and external review of the program by faculty or professionals outside of the program.
3. A presentation to the WNC community, leadership, and relevant committees to present findings and plans, request needed resources, and invite questions and dialog.
4. The Academic Division Director and program faculty work together to form a Program Review Team to complete the program review process. The Program Review Team selects at least one internal and at least one external reviewer to review their completed written program review and provide meaningful feedback in the form of a brief written report. When available, the internal and external reviewers are encouraged to attend the program review presentation, ask questions, and share their insights. All academic programs are expected to present their program reviews to WNC leadership and the wider WNC community.

III. Major Findings and Conclusions of the Program Review

Many faculty were not aware of the existence of Program level Student Learning Outcome (PSLOs). PSLOs have rarely been assessed. Only selective ISLOs have been regularly assessed in Science, Math, and Engineering courses. Faculty need more training on assessment and reporting.

Although classes are scheduled to fit the needs of traditional and nontraditional students in AS program, there have been issues with successful scheduling of enough biology course sections due to inability to find enough faculty to cover those sections. There is a growing demand for these courses due to prerequisites in the healthcare field. Another issue related to scheduling is trying to schedule higher level courses in balance with the lab science course schedules.

Math 181, which is a required course in the AS Program at WNC, is a bottleneck course. Some of the Bachelors degrees offered at UNR do not need Math 181.

With over 50% of students dropping out of the program each year, most students did not continue with their WNC education. Comparing retention rates with graduation rates, very low percentages of students graduated with an AS degree. However there was a slightly upward trend in the following year. This was excluding Jump Start students.

Across demographics, there were gaps in success for completion of an AS degree. Particularly, female graduates were behind male graduation numbers although they made up the majority of enrollment. This gap was also seen in the growing enrollment with Hispanics; yet, their graduation numbers remained stagnant. There were also sharp increases over the past five years of students who were seeking DSS accommodations.

Enrollments across course modalities (e.g. in person, online, etc) shifted significantly over the past five years - going from mostly in person to now only online enrollment as taking the lead.

Increase in enrollments in Hispanic population and decrease in White population. Also, a gap has been noticed in completion rate for degrees between Hispanic and White populations, which are the two major ethnicities served by WNC.

Increase in degree completion rate in Jump Start students and decrease in Non-Jump Start students.

Decrease in degree completion rate in Pell Grant recipients versus non-Pell grant recipients.

There is a large gap in the success rate between the students enrolled in Latino Cohort and their graduation rate.

Increase in demand for online modalities of class based on student enrollment.

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

- Explore the alternative pathways to Math 181 for possible transfer students who don't require this course for their major.
- Currently, only pathways that students can complete an AS degree online is with Geology which fulfills the Group A lab science requirements. Based on the enrollment data, we should offer more online pathways for AS degrees, especially in Group A lab sciences.
- Increase awareness of PSLOs and offer professional development opportunities for faculty. This should include improved standardization and reporting of student success using clear benchmarks.
- Approve the recommended changes to PSLOs and reduce their redundancies with ISLOs.
- Being a Hispanic Serving Institution, we should explore ways on closing the gap between enrollment and degree completion seen with the Hispanic student population.
- Collection of data and surveying of students seeking accommodations with DSS and counseling to better understand the increasing trends in these services.
- Contribute to OER Community of Practice mission to create a searchable low-cost/no cost textbook option in the course catalogue.
- Cataloging and reporting of academic dishonesty at testing centers to monitor trends in possible academic dishonesty in the STEM fields. Also, to conduct a review of environments of proctoring services to ensure they limit academic dishonesty.

V. Descriptive Statistics

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

2021-22	<u>491</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>112</u>
2020-21	<u>106</u>
2021-22	<u>95</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>44%</u>
2020-21	<u>36%</u>
2021-22	<u>32%</u>

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

Fall 2021	<u>4,609</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

WNC: Business, A.A.S.

I. Description of Program reviewed

The Business Program provides learners with the knowledge, skills, and abilities necessary for career success. Through individual classes, specialized Certificates, the Associate in Applied Science degree in Business (AAS-Business) and the Associate in Business (AB) the Program has addressed individual student's personal and professional educational goals.

Historically, the Program has attracted students in all stages of their career – from entry level through mid-career and on into retirement.

- For those seeking career opportunities, a Certificate of Achievement or the AAS-Business degree with the choice of emphasis (Accounting, Business, or Management), may be the right choice.
- For students who aspired to continue their education by pursuing a bachelor's degree, the College's Associate in Business (AB) is fully transferable to the state universities in Nevada.
- For those in mid-career, specific courses that will help them "brush up" on new and emerging issues in business may be the right choice. Or perhaps courses leading to increased job opportunities and career advancement may be the right choice.
- For those approaching retirement, other specific courses might be the right choice.

II. Review Process and Criteria

The academic program reviews consist of three major parts:

1. A written report completed by the program, which includes student learning outcome assessments, annual planning documents, a review of critical program data, curriculum review with feedback from Curriculum Committee, program conclusions and recommendations resulting in a five-year action and assessment plan, and budgetary requests that support those plans.
2. A written internal and external review of the program by faculty or professionals outside of the program.
3. A presentation to the WNC community, leadership, and relevant committees to present findings and plans, request needed resources, and invite questions and dialog.
4. The Academic Division Director and program faculty work together to form a Program Review Team to complete the program review process. The Program Review Team selects at least one internal and at least one external reviewer to review their completed written program review and provide meaningful feedback in the form of a brief written report. When available, the internal and external reviewers are encouraged to attend the program review presentation, ask questions, and share their insights. All academic programs are expected to present their program reviews to WNC leadership and the wider WNC community.

III. Major Findings and Conclusions of the Program Review

The change in the College's focus toward younger learners entering Bachelor Degree Paths has resulting in:

- The Associate in Business (AB) cannibalizing the AAS-Business.
- Leading to decreased enrollments in AAS-Business classes.
- Decreased Demand for the Business Core and Specialized Classes
- Lack of standardization and quality control in Business Program.

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

- Hire two full-time tenure track faculty and/or Develop adjuncts to college-level performance.
- Redefine the Business Program Mission (acknowledging the change in target market).
- Revise Business Program Student Learning Objectives (emphasizing the limited Business preparation in the AB).
- Develop a one-year phase-out plan for the AAS-Business /Deactivate low-enrolled classes.

V. Descriptive Statistics

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

2021-22	<u>134</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>10</u>
2020-21	<u>2</u>
2021-22	<u>4</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>13%</u> (8 students in first-time, full-time cohort in fall 2016)
2020-21	<u>36%</u>
2021-22	<u>NA</u> (0 first-time, full-time majors in fall 2018 cohort)

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

Fall 2021	<u>1,070</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

WNC: Construction, B.A.S.

I. Description of Program reviewed

The mission of the BAS degree in Construction Management is to prepare students for entry level positions within the various construction industry disciplines, and to meet the goals of the Technology Division. It also builds and reinforces the topics introduced in the AAS degree in Construction Management.

II. Review Process and Criteria

The academic program reviews consist of three major parts:

1. A written report completed by the program, which includes student learning outcome assessments, annual planning documents, a review of critical program data, curriculum review with feedback from Curriculum Committee, program conclusions and recommendations resulting in a five-year action and assessment plan, and budgetary requests that support those plans.
2. A written internal and external review of the program by faculty or professionals outside of the program.
3. A presentation to the WNC community, leadership, and relevant committees to present findings and plans, request needed resources, and invite questions and dialog.
4. The Academic Division Director and program faculty work together to form a Program Review Team to complete the program review process. The Program Review Team selects at least one internal and at least one external reviewer to review their completed written program review and provide meaningful feedback in the form of a brief written report. When available, the internal and external reviewers are encouraged to attend the program review presentation, ask questions, and share their insights. All academic programs are expected to present their program reviews to WNC leadership and the wider WNC community.

III. Major Findings and Conclusions of the Program Review

- Internships are difficult to come by for the students. Currently the students are tracking down their own internship opportunities.
- The need for another full time faculty member in Construction Management. Currently I (Nigel A. Harrison) teach 9-10 classes each semester. I am more than willing to teach these classes each semester, because it keeps the students on track for graduation, but the quality of instruction suffers. With an additional instructor, every course could improve every semester instead of a few here and there.
- Currently the construction industry is booming in our local area. In years past, this trend has meant lower enrollment; however, our enrollment has not been affected negatively from this.
- Open Entry (OE) classes have been a huge success. Each semester 3-4 OE classes are offered in the BAS.

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

- The Construction program has begun talks with our counterparts at TMCC to share curriculum in regards to the 100 and 200 level

courses. This relationship would create more awareness and a streamlined pathway into the BAS.

- The new Management (MGT) classes have created more opportunities for students within the BAS program to graduate on time.
- 15 out of 21 required Construction Management classes are offered fully online. This Canvas presence appeals to the working students. The 6 classes that are not fully online do have a Canvas presence, but due to their computer lab requirements, there is still a need for an in-class function.
- P.A.T. is working on a pathway for students with any AAS degree to enroll into the BAS program.

V. Descriptive Statistics

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

2021-22	<u>20</u>
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B. Number of graduates from the program for the following years:

2019-20	<u>5</u>
2020-21	<u>6</u>
2021-22	<u>8</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2019-20	<u>NA</u>
2020-21	<u>NA</u>
2021-22	<u>NA</u>

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

Fall 2021	<u>766</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.