

NSHE Existing Program Review 2022-23

Prepared November 2023
for the Board of Regent's Academic, Research
and Student Affairs Committee



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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 number of students with a declared major in the program in 2022, as well as the number of graduates from the program for the past three academic years. This table also includes the service headcount for the Fall of 2022, which is the unduplicated headcount of students enrolled in any course related to the program.

This report, along with the corresponding [institutional reports](#) for each program summarized for 2022-23, 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		
Applied Health Sciences, B.S.		X
Athletic Training, M.S.		X
Master of Arts in Teaching, Elementary Education (M.A.T.E.E.)		X
Master of Arts in Teaching, Secondary Education (M.A.T.S.E.)		X
Water Resources, Ph.D.		X
University of Nevada, Reno		
Early Childhood Education, B.S.		X
Epidemiology, M.P.H.		X
Epidemiology, Ph.D.		X
Social Research Analytics, B.A.		X
Nevada State University		
Nursing Leadership, M.S.		X
School Psychology, Ed.S.		X
College of Southern Nevada		
Microsoft Office Master, Skills Certificate	X	
Online Teaching Level One, Skills Certificate		X
Online Teaching Level One, Skills Certificate		X
Great Basin College		
Cardio-Respiratory Care Science, A.A.S.		X
Early Childhood 1, Skills Certificate		X
Early Childhood 2, Skills Certificate		X
Graphic Communications, A.A.S.	X	
Mining Industry, CoA		X
Mining Industry, Skills Certificate		X
Science and Engineering, CoA		X
Truckee Meadows Community College		
Accounting, CoA		X
Advanced Manufacturing Workforce, Skills Certificate	X	
Architectural Drafting, Skills Certificate	X	
Career and Technical Education Leadership, Skills Certificate		X
Certified Dietary Manager, Skills Certificate		X
Dietetic Technician, Skills Certificate	X	
Dietetic Technician, A.A.S.	X	
Fundamentals of Smart Automation, CoA		X
Geoscience, A.S.	X	
Industrial 4.0 Fundamentals and Applications, Skills Certificate		X
Industrial Communications and Data Analytics, Skills Certificate		X
Industrial Electricity One, Skills Certificate	X	
Industrial Maintenance, CoA	X	
Industrial Maintenance for Automation, Skills Certificate		X
Industrial Process and Maintenance Theory, Skills Certificate		X
Industrial Programming and Controls, Skills Certificate		X
LMH Diesel Fleet Maintenance, CoA		X

Program	Elimination or Deactivation	New Program
Personal Trainer, CoA	X	
Programmable Logic Controllers (PLC), Skills Certificate	X	
Public Safety Dispatch, Skills Certificate		X
Theatre Tech, Skills Certificate		X
Welding CNC, CoA		X
Wildlife Technician, Skills Certificate		X
Western Nevada College		
Automotive Maintenance & Light Repair, Skills Certificate	X	
Automotive Engine Repair, Skills Certificate	X	
Cisco Routing and Switching, Skills Certificate		X
Construction, CoA		X
Construction: Energy Technology, Skills Certificate	X	
Cybersecurity, CoA	X	
Electrician Level 1- Skills Certificate		X
Firefighter 1, Skills Certificate		X
Front End Developer, Skills Certificate		X
Industrial Electronics Technology, CoA		X
IT Essentials, Skills Certificate		X
IT Project Management, Skills Certificate		X
IT Security, Ethical Hacking, Skills Certificate		X
IT Security, General Security, Skills Certificate		X
Mechatronics Level 2, Skills Certificate	X	
Mechatronics & Electronics Technology, A.A.S.		X
Network Support, Skills Certificate		X
Secondary Education Endorsement -Programming, Skills Certificate		X

Summary of Characteristics of Reviewed Programs

Program	Number of Students with Declared Major	Number of Graduates from Program 2020-2021	Number of Graduates from Program 2021-2022	Number of Graduates from Program 2022-2023	Service Headcount Fall 2022
University of Nevada, Las Vegas					
Anthropology, B.A.	210	34	40	62	2,293
Film, B.A.	435	57	71	71	1,353
Doctor of Physical Therapy, DPT	144	46	43	47	831
History, Ph.D.	23	2	0	0	68
Nursing, Ph.D.	22	2	7	8	435
University of Nevada, Reno					
Biochemistry, B.S.	308	58	39	36	1,497
Biotechnology, B.S.	131	12	16	12	105
Biochemistry, M.S.	19	0	1	19	192
Biotechnology, M.S.	30	9	7	14	55
Biotechnology, B.S./M.S.	18	3	8	0	160
Biochemistry, Ph.D.	16	3	8	1	192
Biology, B.S.	827	178	177	166	9,928
Biology, M.S.	12	3	1	2	177
English, B.A.	268	61	77	46	7,792
English, M.A.	8	6	3	4	371
English, M.F.A.	23	6	6	8	371
English, Ph.D.	23	2	2	2	371
Human Development & Family Science, B.S.	315	118	103	87	2,698
Early Childhood Education, B.S.	N/A	N/A	N/A	N/A	72
Human Development & Family Science, M.S.	16	10	4	5	85
Human Development & Family Science, Ph.D.	10	0	0	1	85
Mathematics, B.S.	193	44	43	35	18,406
Mathematics, B.A.	33	4	8	5	18,406
Mathematics, M.S.	19	4	5	2	325
Statistics & Data Science, M.S.	22	5	9	0	325
Mathematics, Ph.D.	10	0	0	2	325
Statistics & Data Science, Ph.D.	18	1	3	8	325
Philosophy (General), B.A.	27	7	5	3	1,342
Philosophy (Ethics, Law, & Politics), B.A.	35	15	5	8	1,342
Philosophy, M.A.	3	3	2	1	20
Psychology, B.A.	775	210	223	25	6,560
Psychology (Psychological Science), B.S.	332	1	20	28	6,560
Psychology (Behavior Science), B.S.	117	0	2	3	6,560
Psychology, M.A.	1	11	0	1	431
Psychology (Behavior Analysis), M.S.	9	7	14	3	431

Program	Number of Students with Declared Major	Number of Graduates from Program 2020-2021	Number of Graduates from Program 2021-2022	Number of Graduates from Program 2022-2023	Service Headcount Fall 2022
Psychology (Behavior Analysis - online), M.S.	5	N/A	N/A	N/A	N/A
Psychology (Cognitive & Brain Sciences), M.S.	3	1	3	2	431
Psychology (Behavioral Analysis), Ph.D.	25	7	3	7	431
Psychology (Clinical), Ph.D.	26	10	2	9	431
Psychology (Cognitive & Brain Sciences), Ph.D.	11	0	3	2	431
Nevada State College					
Biology, B.S.	287	19	35	27	9,497
English, B.A.	67	5	16	18	7,929
Environmental & Resource Science, B.S.	56	5	8	10	7,611
History, B.A.	75	14	13	20	9,362
Law Enforcement, B.P.A.	43	7	8	10	7,566
College of Southern Nevada					
Communications, A.A.	149	10	2	11	1,850
Journalism/Media Studies: Advertising/P.R., A.A.; Journalism/Media Studies, A.A.	142	20	6	3	19
Creative Writing, A.A.	96	10	2	5	202
English, A.A.	116	27	7	3	3,652
Art, A.A.	167	25	4	10	669
Music, A.A.; Music Business & Technology, CoA	221	1	0	10	790
Theatre, A.A.; Theatre Production, CoA	71	9	1	2	201
Deaf Studies: ASL/English Interpreting, B.A.S.; Deaf Studies, A.A.S.	177	13	4	8	262
Latin American & Latina/o Studies, A.A.	1	0	0	0	0
World Languages, A.A.	144	16	2	11	262
Dance, CoA	8	0	0	0	45
Great Basin College					
Radiological Science, A.A.S.	78	8	14	8	90
Truckee Meadows Community College					
Apprenticeship in Construction Trades, A.A.S.; Apprenticeship, CoA	553	52	156	519	292

Program	Number of Students with Declared Major	Number of Graduates from Program 2020-2021	Number of Graduates from Program 2021-2022	Number of Graduates from Program 2022-2023	Service Headcount Fall 2022
Business, Massage Therapy Entrepreneurship Emphasis, A.A.S.; Culinary Arts Entrepreneurs, A.A.S.; Small Business & Entrepreneurship, Graphic Arts Entrepreneurship, Culinary Entrepreneurs, and Bookkeeping Entrepreneurship, CoA	117	16	15	21	105
Culinary Arts, A.A.S.; Culinary Arts, CoA; Baking and Pastry, CoA	83	21	8	16	150
Early Childhood Education, A.A. & A.A.S.; Early Childhood Educator 1, 2, 3, and 4, Skills Certificate	77	33	46	35	98
Fine Arts, A.A.; Music, CoA; Theatre, CoA, Theatre Tech, Skills Certificate	45	2	3	2	539
Human Development and Family Studies, A.A.	50	5	9	3	191
Manufacturing Technologies, Machining, A.A.S.; CNC, CoA; Machining Level -1 CNC Milling, Skills Certificate; Machining Level-1, Turning, Skills Certificate; Industrial Electricity 1, Skills Certificate	25	46	32	87	143
Prehospital Emergency Medicine, A.A.S.; Paramedic, CoA; EMT, Skills Certificate; EMT Advanced, Skills Certificate	138	212	278	347	410
Social Work, A.A.	199	44	53	46	101
Veterinary Nursing, A.A.S.; Veterinary Assistant, Skills Certificate	37	0	9	29	222
Manufacturing Technologies, Welding, A.A.S.; Welding Technology and Welding CNC, CoA; Welding – FCAW & GTAW, Welding – SMAW & GMAW, Welding CNC, Skills Certificates	138	84	66	82	361
Western Nevada College					
Graphic Design, A.A.S.	41	3	7	1	110

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.**

- Anthropology, B.A.
- Film, B.A.
- Doctor of Physical Therapy, D.P.T.
- History, Ph.D.
- Nursing, 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.**

None

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

- Applied Health Sciences, B.S.
- Athletic Training, M.S.
- Master of Arts in Teaching, Elementary Education (M.A.T.E.E.)
- Master of Arts in Teaching, Secondary Education (M.A.T.S.E.)
- Water Resources, Ph.D.

Certificates

None

UNLV: Anthropology, B.A.

I. Description of Program Reviewed

The Bachelor of Arts in Anthropology has a comprehensive, well-integrated curriculum, covering methodological and theological approaches for the study of human beings around the world and over time. This program provides students with the tools to understand cultural diversity and evolutionary foundations of human behavior and biology, providing a holistic understanding of humanity across time and space.

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.

We are 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 results are summarized from the external reviewer from University of New Mexico.

1. Commendations

The B.A. in anthropology received commendations in five areas:

- a. The program responded to student feedback and created a new capstone course with a workforce focus. This course, which allows students to experience anthropology in a "real-world context," connects students to the field in a professional capacity. Students learn how to market themselves, while refining their resumes and practicing interviewing skills. The external evaluator reported that this course is a "model that could and should be replicated nationally."
- b. UNLV's anthropology program has exceptional laboratory spaces in a variety of content areas, including archeology, biological anthropology, and sociocultural anthropology. In these spaces, students conduct hands-on learning and research. These learning experiences help students move their understanding of content from the theoretical sphere to practical application.
- c. The anthropology program is a leader in offering online education allowing students to compete an anthropology degree 100% online. Almost one-third of the department's courses are available online including required lab courses and an internship option. This format maximizes flexibility for students to help them complete their degrees expeditiously.
- d. Faculty productivity is high averaging three publications a year from 2020-2022. This publication record is slightly higher than comparable anthropology departments at R1 state institutions. The department secured more than 1 million dollars in grant funding, a success rate of 35%.

- e. Program enrollment increased during the pandemic, which was counter to national trends in anthropology. The program is also diverse with approximately 60% of fall 2022 enrollments being in underrepresented groups.

2. Weakness and Recommendations

- a. The B.A. in Anthropology is resource constrained with regard to institutional funding and support. The department has impending retirements and faculty departures, and these positions will need to be replaced. The program needs additional support in transitioning more courses online to supplement the catalog that is available in the 100% online degree option. Funding an archeological field school would give students practical, hands-on experience in scientific fieldwork and professional practice.
- b. The department has been extremely forward-looking with regard to curating courses for a degree option that is 100% online. The department should continue to move courses online in partnership with the Office of Online Education.
- c. A majority of program enrollment is comprised of juniors and seniors, which is normal for anthropology programs. The department can work with advisors to help students identify anthropology as a prospective major earlier in their academic career. Students are not reaching out to academic advisors, so the department should find a way to build advising appointments into the student experience.
- d. The program should disaggregate assessment data for the online program and in person program to ensure that learning is congruent regardless of format. The program should also evaluate learning outcomes to make sure the outcomes are measurable.

Final Statements

The program is adept at identifying challenges and priorities in an evolving context, and it is receptive to student concerns. For instance, adding a new workforce-centric capstone course to the curriculum was a response to student feedback. Furthermore, the anthropology program is one of only a six online B.A. degrees offered at UNLV. During the wrap-up appointment that concludes the self-study process, program leaders articulated specific activities that they are already implementing to continue program growth and development. Thus, at the program-level, the department is already taking steps to secure continued success.

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. Online Courses: 30% of courses are currently available online. The department plans to transition additional courses into an online format. Four professors in the department are working with the Office of Online Education in the summer of 2023 to build five courses.
- 2. Advising: Leaders expressed an interest in creating a more robust communication system through increased advising. Traditionally, the department has had a limited role in undergraduate advising, but new leadership is providing course releases for enhanced advising experiences. The department is using this opportunity to explore additional ways to link students to academic advising.
- 3. Assessment: Meet with faculty to discuss assessment practices and explore ways to disaggregate data for the online degree vs. the traditional degree path.

V. Descriptive Statistics

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

2022-23

210

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

2020-21	34
2021-22	<u>40</u>
2022-23	<u>62</u>

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

2020-21	<u>15.4</u>
2021-22	<u>28.6</u>
2022-23	<u>46.7</u>

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

Fall 2022	<u>2,293</u>
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V. Institutional Reports

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

UNLV: Film, B.A.

I. Description of Program Reviewed

The Bachelor of Arts in Film provides students with the knowledge and experience to gain an entry-level position in the film industry. Students must fulfill the standard general education requirements and complete 60-63 credits in their major requirements. Unlike most programs, UNLV's film program does not limit entry to a small cohort of students. This inclusive environment produces a robust mix of students who bring diverse views to the creative process.

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.

We are 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 results are summarized from the department's self study and the report submitted by external reviewer from Dodge College of Film and Media Arts at Chapman University.

1. Commendations

The Film B.A. received commendations in the following areas:

- a. **Howard Hughes Archives:** The program received a donation of research material from the Howard Hughes estate. Using a \$270,000 grant from the National Endowment for the Humanities, the records were preserved and catalogued at the UNLV Library over a two-year period. Students were active in the preservation process, which provided them with professional experience in research and treatment of archival material.
- b. **UNLV Film Docs:** The program has an award-winning, in-house documentary brand that creates short projects that highlight important stories from the Las Vegas community. Recent titles include, "Broadway in the Hood" and "Windsor Park: The Sinking Streets."
- c. **UNLV Virtual Production Initiative:** The program installed a state-of-the-art virtual production studio, which combines live performance with 3D computer graphics in real-time. This space provides the opportunity for students to train and use current software.
- d. **Faculty:** The program has exceptionally devoted faculty members with creative and scholarly activity that is equal to or surpasses departments of similar size. The program has grown over this period adding new faculty members with specialized experiences and industry connections. These new faculty members cover applied areas, including production and sound design. Film production is the most popular track in the program, and faculty go out of their way to make sure students have appropriate tools and training. For instance, the sound design professor donated equipment for students to use in their courses. Consequently, faculty make vital contributions and even personal donations to

ensure that students are successful while they are at UNLV and as they graduate and move into the workforce.

- e. Open enrollment: Many film schools are selective entry and only accept a small cohort of top-performing students. UNLV's Film B.A. program is open to any student who is accepted to UNLV. This policy opens the door for many students who may not have the opportunity to study film if they were attending another institution, and it provides a diversity of experiences and ideas among film majors.
2. Recommendations
 - a. Student Learning Outcomes: The program bridges two disciplines, film studies and film production. The program learning outcomes are primarily focused on film studies with lesser emphasis on production-related outcomes. Since the majority of program enrollment is gravitating toward production, the learning outcomes should be redrawn to reflect the production focus of the program.
 - b. Resources: Film production is capital and space intensive, and the program is not adequately resourced. The operating budget needs to be increased to support computers and software. The program also needs a capital budget to acquire 4K cameras, lighting and sound equipment, and new production spaces. The program would benefit from additional staffing to manage equipment and assist students with internship placements and post-graduation employment. The department also has vacant faculty positions that need to be filled to provide additional specializations and capacity for instruction. The program should explore external partnerships or external funding opportunities to raise resources.
 - c. Clarify the curriculum: As noted with the learning outcomes, the program has a divided pathway between film studies and film production. This informal division could be clarified by defining program pathways and splitting them into BA/BFA degrees. Furthermore, the curriculum is somewhat confusing to students who are not sure how to navigate the course structure in order to acquire specialized training in their desired area. The department can explore the use of a course carousel to define scheduled course offerings and outline specific pathways.

Final Statements

The BA in Film provides students with the opportunity to study film in a variety of theoretical and practical avenues. The program follows the liberal arts tradition of exploration, so students are well-rounded in components of film critique and production. The program is not a selective enrollment program; therefore, it attracts many students who are interested in studying film production. This high enrollment is a challenge in light of the limited operating resources, and it suggests a need for new funding, either from the institution or from external sources. The review also suggested the importance of organizational changes specifically with assessment and curriculum.

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. The program will work to refine the curriculum, so students have a clearer path to follow in their courses and specialization.
2. Assessment is an area of focus as the program will reevaluate student learning outcomes, make sure their assessment reports are submitted on an annual basis, and renew the assessment plan.
3. The program has a new undergraduate coordinator who will work with the Director of General Education and Undergraduate Curriculum to make sure FILM 216 meets UNLV's milestone experience structure. Every program must have a culminating experience course, and the department will also work with leadership to make sure that the program meets this requirement.

V. Descriptive Statistics

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

2022-23	<u>435</u>
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B. Number of graduates from the program for the following years:

2020-21	57
2021-22	<u>71</u>
2022-23	<u>71</u>

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

2020-21	<u>42.9</u>
2021-22	<u>50</u>
2022-23	<u>44.1</u>

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

Fall 2022	<u>1,353</u>
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VI. Institutional Reports

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

UNLV: Doctor of Physical Therapy, DPT

I. Description of Program Reviewed

The DPT in Physical Therapy is an entry-level professional program designed to prepare students for professional practice. The program is cohort-based with a lock-step curriculum so that all entering students take a set sequence of courses, which ensures that all students take the same courses at the same time. The curriculum sequence includes intensive academic and clinical work over six semesters and three summers for a total of 112 credits. Students gain experience in a number of areas including classroom, clinical, and research activities. Graduates are prepared as general practitioners, and the program also provides opportunities to explore specialized aspects of physical therapy in a clinical setting.

During the program, students must maintain a grade point average of 3.0 or higher. In order to graduate, students are required to complete a capstone project, which can take the form of a research project, professional paper, or case report. The project/paper must be defended orally in an open, public setting. These rigorous requirements ensure the quality of program graduates, which is essential given that the program is the only DPT in the NSHE state system.

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.

We are 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 results are summarized from three external reviewers

1. Commendations

The DPT in Physical Therapy received commendations in the following areas:

- a. National Physical Therapy Exam (NPTE): Program graduates have a 100% pass rate on the NPTE with approximately 95% passing on their first try. This benchmark is rarely achieved, and it demonstrates a strong curriculum and preparation for the licensing process. UNLV graduates also perform higher than the national average in all content areas of the exam.
- b. Capstone projects: Each student is required to collaborate with a faculty member to complete a capstone project. Capstone projects can focus on research or service learning. The projects advance scholarship, community engagement, and professionalization, and some projects are accepted in peer reviewed publications and/or professional presentations.
- c. Graduation and Employment: Cohorts are slightly larger than the national average, but the program continues to graduate at least 95% of each cohort at the conclusion of the three year program. In the cohort that graduated in 2022, approximately 60% of graduates reported that

they plan to practice as physical therapists in the state of Nevada. This high rate of retention is excellent since the state of Nevada has the lowest rate of physical therapists per 100,000 people in the United States. Employer surveys echo the quality of program graduates with employers reporting that graduates were prepared to engage in ethical practice, demonstrate professional behaviors, and provide care to underserved populations.

- d. Faculty professional development and workload: Faculty reported that workload expectations are clear, and teaching responsibilities are congruent with scholarly expectations and research. The program supports professional development for faculty by allocating \$2,500 per person for professional development activities.
- e. Faculty productivity: Faculty are extremely productive averaging 37 publications in peer-reviewed journals annually. More than two-thirds of these publications are in top journals. Grant funding is also an area of success with approximately 70% of research faculty receiving funding through federal grant processes, and additional grant proposals are forthcoming. Multiple faculty members in the department received teaching awards.
- f. Curriculum: The curriculum is nimble and evolves to support recent trends in the field. The program added six courses and discontinued four courses to reflect changes in practice. The curriculum exceeds accreditation requirements by CAPTE. The curriculum is organized in lock-step, which facilitates cohort monitoring and space allocation. The number of clinical placement slots also exceeds the number required to facilitate student completion.
- g. Diversity: The program undertook a holistic admissions process five years ago that has produced a more diverse cohort.

2. Recommendations

- a. Assessment results: The program conducts a student survey to assess how ready students feel in content areas at the conclusion of their program. They identified specific areas, such as pharmacology, genetics, exercise science and nutrition, management, finance, and law as areas that may need additional attention in the curriculum.
- b. Faculty-in-residence opportunities: Faculty-in-residence reported limited opportunities for leadership in the department with the exception of committee chair positions. Adding a new title, associate program director, could create new space for leadership and development for FIR. Additionally, the intensive load of teaching, grading, and advising limit the time available for FIR to conduct research. Adding additional adjuncts or experienced clinical instructors to assist with grading would create space for FIR to advance research agendas.
- c. Resources: The program could benefit from additional staffing and/or giving FTE credit for teaching adjacent activities, such as mentoring and advising. Furthermore, student needs are increasing requiring additional training for faculty, specifically in areas of mental health and Title IX. The department can also conduct a physical space analysis to determine how to optimize space and provide additional practice and lab areas for students in the future. As the landscape becomes more competitive, the department should consider allocating resources to improve the virtual footprint of the program by enhancing the website and social media presentation of the program.

Final Statements

The DPT Physical Therapy program at UNLV is commended for the hard work and diligent attention given to the review process. The site visit was informative, and students reported that they are satisfied with their learning experience. The program shows excellent productivity with regard to research and student success. The program takes evaluation and assessment seriously, paying attention to assessment data and identifying components for improvement. The curriculum is also organized in a way that maximizes student outcomes, and the faculty ensure that content is relevant and current. This program is only one of its kind in the NSHE state system, and it meets an important need for the community because the majority of program graduates pursue jobs in Nevada after graduation.

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. The assessment process identified specific areas where graduating students are not confident in their skills. Faculty members are meeting to determine which components are most important in the curriculum and where these components should be covered.
2. The department will explore a dual degree program with healthcare administration or master's in public health.
3. The program will refine recruitment processes to focus on the unique qualities and value of this specific program. Another institution is starting a new hybrid program with large enrollments, and the program will need to make sure that prospective students understand how the UNLV program provides a unique value and professional experience.

V. Descriptive Statistics

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

2022-23	<u>144</u>
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B. Number of graduates from the program for the following years:

2020-21	46
2021-22	<u>43</u>
2022-23	<u>47</u>

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

2020-21	<u>97.1</u>
2021-22	<u>97.1</u>
2022-23	<u>97.2</u>

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

Fall 2022	<u>831</u>
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VI. Institutional Reports

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

UNLV: History, Ph.D.

I. Description of Program Reviewed

The History Ph.D. program is a specialized course of study designed to train students to teach and write history at an advanced level. This program has three areas of concentration: North American West; North American Culture and Society; and European Culture and Society. The department is staffed with specialists covering a number of time periods and subjects, and the institution provides numerous resources, such as a large micro film collection and extensive collections of local and Nevada history.

Students learn how to apply analytical tools to historical research, conduct original research, and present information clearly and professionally. They develop their plan of study from a variety of courses, including readings to master historical literature; seminars for original research and writing; courses covering historical writing, historical theory, and historical methods; and independent study. Students must complete a comprehensive exam at the conclusion of their coursework. The culminating experience of the program is a dissertation: a major written contribution to the field of history based on original research and worthy of publication.

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.

We are 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 results are summarized from the external reviewer from University of Utah.

1. Commendations

The Ph.D. in History received commendations in five areas:

- a. The program has a strong record of professional placement for graduates. Recent graduates hold tenure-track positions at a number of institutions, professional positions at private organizations, and teaching positions in Clark County School District. Program graduates also serve on boards for non-profits and cultural heritage organizations.
- b. The program is a leader in best practices because it integrates public history theory and methods into the curriculum. This diversity of training allows students to be flexible in their career paths by preparing them for the academic and professional job market.
- c. Program faculty are commended for their care and attention to graduate students. In meetings, students reported that they feel valued and supported as individuals and aspiring professionals.

- d. The History Ph.D. program and the department are extensively engaged in community partnerships at a level that “exceeds comparable institutions.” Local partnerships include but are not limited to: state government, local government, museums, U.S. Department of Energy/Nevada Test Site, and Clark County School District. The department also hosts several external historical organizations.
 - e. Development efforts have been extremely successful in generating large gifts to support major initiatives. One gift enabled the creation of the Harry Reid Endowed Chair for the History of the Intermountain West, and a gift within the last year supported the Reid Public History Institute. The department’s long record of community engagement created these opportunities, and in turn, the funding expands the department’s national profile.
2. Weakness and Recommendations
- a. Currently, the department has a mission statement that encompasses all programs. Creating a specific mission statement for the Ph.D. program will define a unique program identity within the department, while also generating space for reflection and faculty engagement with programmatic components.
 - b. Graduate Assistant Funding and Structure
 - 1. Graduate assistant stipend amounts are \$20,000, which is not sufficient to make the program competitive in national recruitment. The external evaluator noted that the stipend for History Ph.D. students at University of Utah is \$24,500. When UNLV’s low stipend is paired with the rapidly rising cost of housing in Las Vegas, the program is not well-positioned for recruitment because students can choose programs with higher stipends and/or lower cost of living. This low stipend can be offset by additional housing options, but graduate students reported limited access to on campus or family housing.
 - 2. Graduate assistant stipend terms are one year with the potential to renew in subsequent years. Many universities offer standard funding packages that are guaranteed for 3-5 years as long as the student maintains academic standing and program progression. Historically, the department is able to maintain funding for students, but the one-year offer hinders recruitment because students value predictability in funding.
 - 3. The number of graduate assistantships that are available constrain program growth. The Graduate College provides 18 stipends and another three GA positions are grant-funded. Increasing the number of assistantships has the potential to produce larger cohorts.
 - 4. The department would like to offer additional support for students who are completing their dissertation, such as a reduced teaching load or writing fellowships.
 - c. Program faculty expressed concern that Top Tier funding formulas may put this program at a disadvantage in hiring new faculty members. Thus, the program produces Ph.D.s, but the numbers are small relative to some other departments, may relegate the department to a low priority in acquiring funding for additional tenure-track lines. However, without additional faculty, the program has limited opportunity to expand.

Final Statements

The Ph.D. in History has been successful in creating a strong curriculum to train students for the diverse opportunities they pursue after graduation. In 2018, the program adjusted the comprehensive exam structure and streamlined the dissertation prospectus process to reflect norms at peer and aspirational institutions. The program shows a strong commitment to academic quality with strong faculty productivity and positive employment outcomes for completing students. Overall, these factors suggest a high-quality program that produces a plethora of positive outcomes extending beyond the institution and into the community.

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. Continue recruiting Ph.D. students through the Reid Public History Institute and Schuck Fellowships
2. Enhance public history programs and community engagement networks to achieve full employment for program graduates
3. Work with the Dean and Graduate College to create more effective funding structures, particularly with regard to stability of funding for a specified period of time.

V. Descriptive Statistics

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

2022-23	<u>23</u>
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B. Number of graduates from the program for the following years:

2020-21	2
2021-22	<u>0</u>
2022-23	<u>0</u>

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

2020-21	<u>0</u>
2021-22	<u>33.3</u>
2022-23	<u>100</u>

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

Fall 2022	<u>68</u>
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VI. Institutional Reports

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

UNLV: Nursing, Ph.D.

I. Description of Program Reviewed

The Ph.D. in Nursing advances research, practice, and leadership for nursing professionals through a web-based, flexible curriculum. The program offers three tracks: nursing education subplan, post-MSN-nursing education accelerated degree, and Post D.N.P. to Ph.D. subplan. The online program requires students to come to campus at several significant points including: orientation, oral comprehensive exams, proposal defense, and final dissertation defense.

This degree program is unique within the NSHE system, so this program does not have transfer agreements. All prospective students must be licensed, active registered nurses in at least one state and have a master's degree in nursing or health-related program.

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.

We are 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 results are summarized from the external reviewer from UT Health San Antonio.

1. Commendations

The Ph.D. in nursing received commendations in multiple areas:

a. This program is unique because it provides a terminal degree that is focused on nursing education. Across the United States, there is a pronounced shortage of nursing faculty, so the nursing Ph.D. delivers skills and training that are in high-demand, locally and nationally. The program enrolls a mix of in-state and out-of-state students, and program alumni are practicing, teaching, or conducting research throughout the United States.

b. Student Awards

1. Between 2014 and 2020, eight School of Nursing Ph.D. students received awards from the nationally recognized Jonas Center for Nursing Excellence and participated in the Jonas Nurse Scholars Program. This prestigious award provides \$30,000 in matched funds per student, and the students participate in a leadership conference in Washington, D.C. Awarded students must prepare a leadership project for the conference, which advances their professionalization and helps them build a professional network

2. Within the last five years, two SON Ph.D. students received the \$8,000 NLN Foundation for Nursing Education Scholarship. This scholarship is highly competitive, and it is unusual for one program to have multiple scholarship recipients.

3. The department provides multiple internal awards to support students during the dissertation process. These awards are competitive with variable funding.
4. The department received a grant through the Nurse Faculty Loan Program (NFLP) to finance loan forgiveness for Ph.D. students. The grant is competitive, and it currently covers 36 Ph.D. students. Since 2009, 65 Ph.D. students have received money from this grant, which is awarded by the Department of Health and Human Services Resources and Service Administration (HRSA).
- c. Current students and alumni of the program were generally satisfied with the program.

2. Weakness and Recommendations

- a. Students suggested that the asynchronous online learning experience is convenient and adaptable to their needs, but the learning process is too passive. Thus, they indicated a desire for a more interactive learning experience with active discussions or work with peers. Students also reported that they have not been able to build a strong sense of community and cohesion among their classmates, and many are not sure where their peers are with regard to progression through the program.
- b. Students articulated a desire for more faculty-led engagement and personal interactions. They reported that some faculty check-in on a regular basis, whereas with others, contact is more limited. These opportunities for one-on-one interactions are beneficial for students because it helps students focus their research interests and build relationships that sustain them as they progress through the program.
- c. The evaluator recommends additional face-to-face activities with required attendance. These meetings could help students build community, and they also provide a chance for students to meet with faculty mentors. These contacts may help students learn from each other and build a network that sustains them as they become research and teaching professionals in the discipline.
- d. The asynchronous option is popular with the working professionals in this program, but the department should consult with technology specialists and instructional designers to find new mechanisms of engagement, while keeping the online course structure. Implementation of these changes will require training to help faculty members adapt to these new practices.
- e. Faculty mentors should require their Ph.D. students to attend at least one nursing research meeting in the company of their mentor. Attending these meetings will socialize students with regard to the research expectations and practices expected within the professional community.
- f. Faculty should reimagine strategies to communicate student success. This communication can create a community among program students, while also modeling the importance of professional achievement.
- g. Organization and Workload of Program Faculty
 1. Mentoring Ph.D. students can be time-consuming, but the mentorship process can be reframed so that it is more efficient. For instance, the dissertation can become part of the student experience throughout the program, and class papers and projects can be a stepping stone/component leading to the dissertation. Hence, at the conclusion of their program coursework, students will have an established body of work that can be reshaped into their final project.
 2. Workload data suggests that some of Ph.D. program courses are being taught by part-time faculty members. Thus, full-time faculty members are responsible for mentoring students through the professionalization process, but they may not be teaching in the program. This arrangement can lead to faculty dissatisfaction and fragmentation in the student experience because mentoring faculty may not be involved in creating program instruction and assignments. The evaluator suggests that program instruction should come from full-time faculty members in order to create a more cohesive environment for students and faculty members.

3. Faculty hiring in the program needs to evolve in order to create better alignment with the mission of the university, school, and Ph.D. program.

Final Statements

This is a very good Ph.D. program that meets a special niche. Program personnel put a substantial amount of time and effort into documenting their progress during this review.

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

Based on this review, the department identified three areas for improvement:

1. The department will evaluate pedagogy used in the Ph.D. program to address student concerns about engagement. This may include utilizing instructional designers and educational technology managers to refine courses and create a more engaging instructional environment. This evaluation will also consider how to incorporate dissertation research into program coursework to help students establish their direction earlier in the program.
2. The current focus of the program, nursing education, may be expanded to include clinical research. The department is currently recruiting research intensive faculty. For example, in 2022, Dr. Linda Evangelista, an internationally recognized researcher, became the Associate Dean of Research. Dr. Evangelista is an extremely productive researcher generating more than 125 publications. She also received more than \$10 million dollars from the NIH to finance research projects. These strategic hires will move the department forward and expand the research productivity of the department.
3. The program is dedicated to helping Ph.D. students develop a research agenda and generate publications. This goal of increasing the quantity of publications for program students and graduates is complementary with the emerging emphasis on clinical research.

V. Descriptive Statistics

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

2022-23	<u>22</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>2</u>
2021-22	<u>7</u>
2022-23	<u>8</u>

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

2020-21	<u>75</u>
2021-22	<u>75</u>
2022-23	<u>100</u>

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

Fall 2022	<u>435</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.**

- Biochemistry and Molecular Biology, B.S.
- Biotechnology, B.S., M.S. & Ph.D.
- Biotechnology, B.S. & M.S.
- Biology, B.S. & M.S.
- English, B.A., M.A., M.F.A., & Ph.D.
- Human Development and Family Science, B.S., M.S., Ph.D.
- Early Childhood Education, B.S.
- Mathematics, B.S. M.S. Ph.D.
- Mathematics, B.A.
- Statistics and Data Science, M.S. & Ph.D.
- Philosophy, B.A. & M.A.
- Psychology, B.A.
- Psychology, B.S., M.S., & 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.**

None

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

- Early Childhood Education, B.S.
- Epidemiology, M.P.H.
- Epidemiology, Ph.D.
- Social Research Analytics, B.A.

Certificates

None

UNR: Biochemistry: Biochemistry & Molecular Biology, BS.; Biochemistry, M.S. & Ph.D.; Biotechnology, B.S. & Ph.D.

I. Description of Program Reviewed

The Department of Biochemistry & Molecular Biology integrates the molecular life sciences from the most basic biology-chemistry interface to molecular genetics and bioinformatics. The disciplines of the molecular biosciences involve the use of sophisticated analytical, biochemical, and genetic technologies to examine the activities of living systems, focusing on the structures and roles of macromolecules in complex biological systems.

Faculty members in biochemistry function as research project managers and principal investigators of their own individual programs whose success require them to be innovative and interactive with other scientists. The faculty member designs the individual research programs, and there is little to no administrative direction applied to their choices of research activities.

Each faculty member is expected to direct an active research program or be involved in other scholastic activities involving the training of doctoral and masters-level graduate students as well as undergraduate students studying in biochemistry and molecular biology. In addition, each tenure-track faculty member provide effective formal classroom teaching, provides service to the department's research and academic functions and maintains research/teaching funding to sustain their laboratory programs.

The department has multiple missions that involve balancing teaching in biochemistry and molecular biology with the needs of high-achieving undergraduate majors in biochemistry, a growing Ph.D. program in biochemistry, and of highly competitive research programs. The department has administrative responsibility for the support and resource management for the interdepartmental graduate faculty of Biotechnology and Cell & Molecular Biology.

II. Review Process and Criteria

The Biochemistry 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 2022 for Biochemistry programs. These respective reports were provided to the reviewers before they conducted a visit on March 29-30, 2023. 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 29th, 2023. This document represents the final MOU of recommendations and findings from the review.

II. Major Findings and Conclusions of the Program Review

The review team shared the view that the culture within the Department is positive, supportive, and overall very favorable, but with room to grow. There was every indication of great merit and potential in the Department for it to flourish and stand among the crown jewels of the College and

University. Importantly, the students see the merit, potential, and opportunities the Department brings to their professional careers and lives. As a result, they benefit greatly and have developed a tremendous sense of loyalty to the Department and UNR overall. This is a tremendous strength and testament to the Department's success in achieving its teaching and research mission. Here are areas the committee felt the department needed to address, both by the department and the college/university as a whole:

- Fulfillment of past promises – specifically the hiring of Biochemistry tenure-track faculty in Human Health, as communicated by the chair when recruited.
- An explicit commitment to build on faculty (non-tenure track) so the department can continue to realize its ambitions to serve and fulfill the University and College mission which is growing and serving different student populations
- Recruit more undergraduate students
- Address stipend amounts
- The Department needs to participate in a strategic plan exercise. Need help with a cohesion and vision, including department management, research and collaboration.
- Recommended that the administration of CABNR engage with the Department to find a permanent solution for the benefit of both the Department and the students enrolled in its undergraduate and graduate programs.
- Recruit 4-5 faculty in the are of biochemistry of human health.
- We strongly recommend that the administration of CABNR engage with the Department to find a permanent solution for the space issues that plague the Department for the benefit of both the faculty's research programs and the students enrolled in its undergraduate and graduate programs.
- We strongly recommend the Department also build on non-tenure track faculty so the Department can sustain anticipated retirements and continue to realize its ambitions to serve and fulfill their teaching mission, which is growing and serving different student populations.
- We recommend the University allow the Department to make multiple offers in a given search if candidates are competitive and aligned with the Department mission.
- We recommend the Department develop a second-year undergraduate course focused on teaching students how to "think like biochemists" and become more thoroughly acquainted with their major.
- We recommend the Department consider offering a course for non-majors, possibly in a dual-enrollment format to attract high school students to the discipline, UNR, and major.
- We recommend that the Department institutes regularly scheduled monthly faculty meetings the dates of which are set at least a semester in advance.
- We recommend that the Chair forms an advisory committee. This committee should include untenured faculty and could be organized in one of several ways. One option is to have representation from the different research focus areas in the Department. Alternatively, it can be staffed according to mission areas with faculty representing the undergraduate and graduate programs, research, facilities, etc.

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

BMB will hold faculty meetings on a monthly basis from August until May. These meetings will take place on a regular schedule that is announced well in advance.

- BMB will organize an Advisory Board comprised of faculty members representing all ranks that will meet with the Chair one week prior to faculty meetings to discuss departmental affairs.
- With regard to concurrent enrollment courses, the department will take a close look at the pros and cons of this opportunity at the first faculty meeting of the academic year and decide on the most appropriate path forward.
- BMB faculty, or a subcommittee, will develop a Strategic Plan, describing a shared vision for research, teaching, and hiring priorities developed with reference to institutional and college-level priorities. The Strategic Plan will address research directions, and teaching missions (undergraduate and graduate education). The final plan will be approved by a majority vote of faculty members and uploaded to a prominent place on the departmental web page.
- BMB commits to developing a new course for non-majors designed to highlight the revolutionary changes in biochemistry, molecular biology and biotechnology that impact all of our lives. This course will allow both BMB majors and non-majors to become better acquainted with the mission and teaching goals of BMB during the 2nd year of their undergraduate experience and will focus on describing the excitement of scientific discovery and breakthroughs, without belaboring complex chemical concepts.
- The Chair commits to renewing accreditation of the undergraduate program with the American Society of Biochemistry and Molecular Biology. To encourage this the Dean's office commits to providing one semester of teaching release for one full-time instructor (or equivalent) so that some faculty effort can focus on curricular review, course development and accreditation steps.
- BMB will work with the CABNR office of media and communications to revise and update our website and expand our social media presence in an effort to improve visibility and communication
- BMB will work with the UNR Foundation to create an account that permits the department to add a "donate here" button to our website.
- Work with UNR administration to find suitable solutions to departmental space constraints. We note as well that improved infrastructure (e.g. a BSL-3 capable insectary) will help the department contribute even more effectively to UNR's research prowess. We do know that a new Life Sciences building is a priority of UNR's president, and he advocated for it strongly during the Nevada legislature session.

IV. Descriptive Statistics

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

2022-23	Biochemistry, B.S.	<u>308</u>
	Biotechnology, B.S.	<u>131</u>
	Biochemistry, M.S.	<u>19</u>
	Biotechnology, M.S.	<u>30</u>
	Biotechnology, B.S./M.S.	<u>18</u>
	Biochemistry, Ph.D.	<u>16</u>

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

2020-21	Biochemistry, B.S.	<u>58</u>
	Biotechnology, B.S.	<u>12</u>
	Biochemistry, M.S.	<u>0</u>

	Biotechnology, M.S.	<u>9</u>
	Biotechnology, B.S./M.S.	<u>3</u>
	Biochemistry, Ph.D.	<u>3</u>
2021-22	Biochemistry, B.S.	<u>39</u>
	Biotechnology, B.S.	<u>16</u>
	Biochemistry, M.S.	<u>1</u>
	Biotechnology, M.S.	<u>7</u>
	Biotechnology, B.S./M.S.	<u>8</u>
	Biochemistry, Ph.D.	<u>8</u>
2022-23	Biochemistry, B.S.	<u>36</u>
	Biotechnology, B.S.	<u>12</u>
	Biochemistry, M.S.	<u>19</u>
	Biotechnology, M.S.	<u>14</u>
	Biotechnology, B.S./M.S.	<u>0</u>
	Biochemistry, Ph.D.	<u>1</u>

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

2020-21	Biochemistry, B.S.	<u>34%, n=92</u>
	Biotechnology, B.S.	<u>N/A, n=0</u>
	Biochemistry, M.S.	<u>100%, n=1</u>
	Biotechnology, M.S.	<u>N/A, n=0</u>
	Biotechnology, B.S./M.S.	<u>100%, n=2</u>
	Biochemistry, Ph.D.	<u>N/A, n=0</u>
2021-22	Biochemistry, B.S.	<u>37%, n=90</u>
	Biotechnology, B.S.	<u>N/A, n=0</u>
	Biochemistry, M.S.	<u>N/A, n=0</u>
	Biotechnology, M.S.	<u>100%, n=3</u>
	Biotechnology, B.S./M.S.	<u>0%, n=2</u>
	Biochemistry, Ph.D.	<u>0%, n=2</u>
2022-23	Biochemistry, B.S.	<u>35%, n=79</u>
	Biotechnology, B.S.	<u>N/A, n=0</u>
	Biochemistry, M.S.	<u>0%, n=N/A</u>
	Biotechnology, M.S.	<u>88%, n=8</u>
	Biotechnology, B.S./M.S.	<u>39%, n=18</u>
	Biochemistry, Ph.D.	<u>100%, n=3</u>

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

Fall 2022	Biochemistry, B.S.	<u>1,497</u>
	Biotechnology, B.S.	<u>105</u>
	Biochemistry, M.S.	<u>192</u>
	Biotechnology, M.S.	<u>55</u>

Biotechnology, B.S./M.S.	<u>160</u>
Biochemistry, Ph.D.	<u>192</u>

V. Institutional Reports

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

UNR: Biology, B.S. & M.S.

I. Description of Program Reviewed

Established in the early 1960s, the Department of Biology is one of the premier teaching, research, and outreach life sciences units within the College of Science (COS) and the University of Nevada, Reno (UNR) campus. UNR has been recognized as an R1 (Doctoral Universities - Very High Research activity) in the Carnegie Classification of Institutions of Higher Education. Over the last 15 years, the Department of Biology has experienced a tremendous growth in undergraduate enrollment numbers within the University. With 37 continuing instructional faculty, the Department serves as one of the largest departments on campus with >1,200 Biology and Neuroscience undergraduate majors and >80 graduate students generating more FTE than several other departments. It has a vigorous, high quality research program that, in the last 5 years, brought in an average of \$6.1 million per year in grant funding.

The Department of Biology engages in considerable regional, national, and global research efforts that are funded by numerous federal and state agencies, including the National Institute of Health (NIH), the National Science Foundation (NSF), the US Department of Agriculture (USDA), the Department of Defense (DOD), the National Oceanic and Atmospheric Administration (NOAA/USGS) and the US Fish and Wildlife Service (USFWS). The Department provides a strong Biology curriculum and foundation for careers in biological sciences upon graduation or for further professional training in fields such as medicine, dentistry, nursing, conservation biology, wildlife biology, and biotechnology. Many undergraduate majors carry out original research projects and earn post-graduate degrees in biological sciences and related health fields. The Department includes faculty members whose primary responsibilities are to teach and advise undergraduate students. They are at the forefront of new and innovative pedagogies for preparing undergraduates for successful career paths, including an outstanding and large peer-driven learning program.

The Department also offers its own Master's degree program, and actively participates in several large interdisciplinary graduate programs on campus, including the Ecology, Evolution and Conservation Biology (EECB), the Molecular Biosciences (MB) and the Integrative Neuroscience (INS) programs. The Department is highly engaged in university and professional services with faculty members serving as editors of international journals and as panelists and/or reviewers for major granting agencies, including USDA, NIH, and NSF.

The Department actively participates in outreach to the community, including Broader Impacts efforts funded by NSF awards and also informally via faculty and student-driven presentations at local and regional elementary, middle, and high schools. Other outreach programs include the Brain Awareness Week, and annual visits by K-12 students (>2,000) and teachers to the UNR Natural History Museum.

II. Review Process and Criteria

The Biology 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 2022 for Biology programs. These respective reports were provided to the reviewers before they conducted a visit on March 6-7, 2023. 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 22, 2023. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The committee was favorably impressed with the Department of Biology, faculty, students (undergraduate and graduate). They evaluated the Department overall as highly functional and a strong team player across the UNR campus. The Department provides facilities and support for research across a wide range of biological disciplines. Overall the review committee was impressed by the quality of the Department's research portfolio which appears to be primarily maintained by the enthusiasm and entrepreneurial spirit of the faculty, with modest levels of support from the campus both at administrative levels and in physical facilities.

Though the committee had an overall favorable view of the program there were still areas for improvement identified.

- Create a more forward-looking strategy regarding inclusion and diversity.
- The committee views programmatic assessment as the main area for improvement in the undergraduate (and graduate) programs. The impacts of the pandemic are likely part of the reason for lack of such programmatic assessment.
- Most of Biology curriculum is largely discussion and group work based, following best practices, but there are challenges supporting this type of teaching due to class sizes and lack of graduate support.
- Maintain current funding for Peer Teaching program requiring resources. The student to advisor ratio is incredibly high, in addition after three terms the students move to a faculty advisor which seems unattainable with the amount of duties the faculty have.
- Inequities in graduate student support between the three major interdisciplinary graduate programs, noting that stipend amounts have declined and the MS program in Biology is in a steep decline. In addition, different stipend amount for MS student's vs PhD students doing the same work.
- Lack of institutional fellowships for the very best applicants to the graduate program
- Lack of funding for a sufficient number of graduate teaching assistantships to allow for lab size reduction, by increasing number of labs.
- Establish structured forums/faculty meetings, or structured career development processes, allowing new faculty to meet with senior faculty and administrators to understand campus procedures and to lower institutional barriers.
- Lack of staffing in the department that impacts graduate students and faculty. Acquire additional staff dedicated to graduate training programs and post-award fund management. And support for faculty when they apply for private awards or approaching private donors.
- Better security for parking of departmental and faculty-owned vehicles for teaching and research.
- Prioritize construction of a new life sciences building with significant space for Biology faculty research programs.

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

- The department will form a new DEI advisory committee consisting of faculty and students to assess the current state and review existing policies and practices to identify gaps and areas of improvements in DEI.
- The department will move forward with programmatic assessments. The department plans to develop and conduct satisfaction surveys of students in Biology BS and MS degree programs similar to evaluations currently done for individual courses. They will establish a post-survey to be given to students at the end of program completion delivered through the online WebCampus portal (an exit interview of sorts). This student satisfaction survey would collect student opinions on the program and its goals, as well as collect information on students' future plans, such as job placement, graduate school, etc. Second, the department plans to implement appropriate tools identified by our teaching faculty to track student learning and attitudes over time. The student learning objectives (SLO) of the Biology BS and MS programs will be assessed by establishing a post-test at the end of program completion. This post-test would consist of questions from pre-tests or exams given in required Biology courses to track student performance over time.
- The department will enhance and improve the Biology curriculum, including new course offerings and lab sections. For example, they plan to develop a Molecular Genetics course (Biol 304) to provide more in-depth genetic principles. For the neuroscience curriculum, they now offer a new computational course, and plan to expand lab sections of the Techniques in Neuroscience lab course (NS 479, formally Biol 479) taught by Biology faculty. This fall they offered new Anatomy & Physiology lecture and lab courses (Biol 323/324 A/L) and lectures for majors with particular emphasis on research-based careers. However, doing so and to sustain increasing student demand, it will require additional graduate teaching assistantships to teach these lab sections.
- The department strongly agrees with the reviewers' recommendation to continue support of the Peer Teaching program as a priority.
- To increase undergraduate advising capacity, the department will make changes such that there will be 4 biology major advisors (compared to the current 3 advisors), and 2 neuroscience major advisors (compared to one advisor). This would bring the department advising capacity at ~200:1 for the combined biology and neuroscience curriculum (~1,200 total majors), and well below the national benchmark.
- The department supports a market-competitive strategy and institutional fellowships to attract graduate students in their respective fields, as top students may be inclined to attend elsewhere. To improve equity in graduate support between graduate programs, the department will explore options and seek input and feedback from the three interdisciplinary graduate programs (EECB, MB and INS) and its faculty.
- The department is in the process to work together with senior faculty, biology staff and administrators, to start monthly or semi-monthly faculty meetings focused solely on specific business issues by sharing knowledge and providing mentoring opportunities.
- Ideally, because of the size of the department, biology should have at least 5 administrative staff in the office, including staff for direct support of graduate training programs and post-award management.
- The department will prioritize a new Life Sciences building and seek the help from campus leadership to address issues with parking.

V. Descriptive Statistics

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

2022-23	Biology, B.S.	<u>827</u>
	Biology, M.S.	<u>12</u>

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

2020-21	Biology, B.S.	<u>178</u>
	Biology, M.S.	<u>3</u>
2021-22	Biology, B.S.	<u>177</u>
	Biology, M.S.	<u>1</u>
2022-23	Biology, B.S.	<u>166</u>
	Biology, M.S.	<u>2</u>

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

2020-21	Biology, B.S.	<u>36%,n=298</u>
	Biology, M.S.	<u>0%, n=2</u>
2021-22	Biology, B.S.	<u>0%,n=205</u>
	Biology, M.S.	<u>0%, n=2</u>
2022-23	Biology, B.S.	<u>34%, n=281</u>
	Biology, M.S.	<u>50%,n=2</u>

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

Fall 2022	Biology, B.S.	<u>9,928</u>
	Biology, M.S.	<u>177</u>

VI. Institutional Reports

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

UNR: English, B.A., M.A., M.F.A., & Ph.D.

I. Description of Program Reviewed

The Department of English offers programs of study leading to the degree of Bachelor of Arts in English, Master of Arts in English, Master of Fine Arts in English, and Doctor of Philosophy in English. There are different specializations within each of these degree programs.

We also offer Core Curriculum courses designed for students from across the campus, and literature and writing courses for non-majors. The department's programs provide a strong liberal arts education; prepare students for careers in education, writing, publishing, public service, and more; and enable them to compete nationally for admission to graduate programs in the humanities or professional fields such as law and communications.

II. Review Process and Criteria

The English 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 2022 for English programs. These respective reports were provided to the reviewers before they conducted a visit on April 3-4, 2023. 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 28th, 2023. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The mission of the Department of English shall be to promote the ability to read, write, and think critically. The Department achieves this goal through instruction, scholarship, and creative activity. In all areas of our curriculum—literary and film studies, rhetoric and writing studies, creative writing, linguistics, and the digital humanities—we help our students cultivate their capacities for critical thinking and imaginative reasoning. Our faculty devote equal priority to teaching and scholarship, and secondary priority to service, engagement, and entrepreneurial activity, and related professional enterprises.

The reviewers stated they enjoyed their visit and came away with a very positive impression of the UNR English Department. They felt that leadership changes within the department are positive and appear to be inspiring confidence for their vision and administrative abilities. They were also impressed with the care they took to create their self-study. The reviewers felt the strengths of the department include, students greatly respect and appreciate all the mentoring and attention they are given. Faculty are dedicated to students and departmental programs. Staff seem committed to the unit and its members and the department administration as well as upper administration want to see the English Department evolve and succeed.

The areas that the reviewers thought should be addressed are as follows:

- Students are meeting their degree requirements, in part due to waivers instead of the courses that students would prefer to take.
- Faculty are exhausted and seem focused on how to return to pre-pandemic norms.
- Staff assistance is in short supply, which contributes, in part, to faculty exhaustion.
- Communications between the department and upper administration should attempt to reach a shared understanding of issues and data, an understanding that provides common ground

for moving forward and that reflects their already-existing shared desire for the English Department to succeed in its endeavors.

- Rebuilding and diversifying undergraduate and graduate enrollments to Pre-pandemic levels.
- Need to build Undergraduate Online Courses/Programs.
- Rebuild faculty to pre-Pandemic levels while increasing its diversity.
- Retool graduate programs (and retain graduate faculty) toward Applied Humanities and Alternative -Academic career tracks.
- Improving commensurability between faculty compensation and workload.
- Build ties to the community, creating relationships with key community partners.

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

In three years, the English department will have

- Pending internal seed-funding to support writing team, applied for external funding to help re-tool PhD programs to prepare graduates for a wider range of career opportunities outside the academy.
- Instituted new annual evaluation procedures to help faculty focus teaching and service role percent-ages on priorities set in the program review process: namely, relieving faculty exhaustion; curricular streamlining; and, graduate recruitment.
- Submitted open-rank TT hiring requests to the Dean in the areas of Computational Linguistics and Cin-ema and Media Studies, both identified as productive growth and recruitment areas in the program review process.
- Streamlined the Literature undergraduate and graduate curriculum to shorten time to degree for stu-dents and equalize instructional/advising burden for Literature faculty while continuing to serve stake-holders such as PackTeach.
- Identified at least one English degree program (minor, major, or graduate) that can be moved to low-residency or entirely online and secured support for course development.

In seven years, the English department will have

- Pending external funding, re-tooled PhD programs to prepare graduates for a wider range of career opportunities
- Pending external funding, marketed re-tooled PhD programs through paid social-media ad placements and other venues deemed effective by MarComm
- Launched low-residency/online degree program identified in midterm evaluation above.
- Streamlined Rhetoric & Writing studies undergraduate and graduate curriculum to shorten time to degree for students and equalize instructional/advising burden for RWS faculty while continuing to serve stakeholders such as PackTeach.

V. Descriptive Statistics

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

2022-23	English, B.A.	<u>268</u>
	English, M.A.	<u>8</u>
	English, M.F.A.	<u>23</u>
	English, Ph.D.	<u>23</u>

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

2020-21	English, B.A.	<u>61</u>
	English, M.A.	<u>6</u>
	English, M.F.A.	<u>6</u>
	English, Ph.D.	<u>2</u>
2021-22	English, B.A.	<u>77</u>
	English, M.A.	<u>3</u>
	English, M.F.A.	<u>6</u>
	English, Ph.D.	<u>2</u>
2022-23	English, B.A.	<u>46</u>
	English, M.A.	<u>4</u>
	English, M.F.A.	<u>8</u>
	English, Ph.D.	<u>2</u>

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

2020-21	English, B.A.	<u>34%, n=35</u>
	English, M.A.	<u>100%, n=5</u>
	English, M.F.A.	<u>75%, n=8</u>
	English, Ph.D.	<u>43%, n=7</u>
2021-22	English, B.A.	<u>56%, n=32</u>
	English, M.A.	<u>100%, n=7</u>
	English, M.F.A.	<u>71%, n=7</u>
	English, Ph.D.	<u>80%, n=5</u>
2022-23	English, B.A.	<u>39%, n=36</u>
	English, M.A.	<u>100%, n=1</u>
	English, M.F.A.	<u>89%, n=9</u>
	English, Ph.D.	<u>33%, n=6</u>

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

Fall 2022	English, B.A.	<u>7,792</u>
	English, M.A.	<u>371</u>
	English, M.F.A.	<u>371</u>
	English, Ph.D.	<u>371</u>

VI. Institutional Reports

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

UNR: Human Development and Family Science, B.S., M.S., & Ph.D.; Early Childhood Education, B.S.

I. Description of Program Reviewed

The College of Education & Human Development is a recognized leader in guiding, shaping, and mentoring high-performing education professionals who will go forth with a lifelong love of learning and with the skills essential for thriving in a global, knowledge-based economy. We are committed to a diverse and inclusive learning community that works to promote education across disciplines for everyone, locally, nationally and around the globe. The University of Nevada, Reno is recognized by the Carnegie Classification of Institutions of Higher Education as an R1 institution, which is reserved for doctoral universities with the highest levels of research activity.

The Human Development and Family Science (HDFS) program includes instructional and outreach faculty, whose work is facilitated by a program coordinator. Over the last decade, HDFS has developed procedures and a strong history of faculty governance and shared responsibility for decision-making and program tasks. This collaborative arrangement has created a collegial and productive environment of flexibility, wide-involvement, and shared ownership—all in the face of reorganization pressures. When the current Dean of College of Education and Human Development (CEHD) arrived in 2019, one initial priority was to establish a formalized departmental structure (replacing the more informal Division structure). To this end, the HDFS program joined the Counseling program to create the Department of Human Development, Family Science and Counseling (HDFSC). Our student-centered faculty inspire the next generation of helping professionals and researchers. We study individuals and families within broader contexts and devote our skills and expertise to enhancing their well-being. Our centers provide research-informed services for the community, experiential learning opportunities for students, and spaces for faculty inquiry.

II. Review Process and Criteria

The HDFS 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 2022 for HDFS programs. These respective reports were provided to the reviewers before they conducted a visit on April 17-18, 2023. 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 30, 2023. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

Human Development and Family Science (HDFS) at UNR is a highly impressive unit, with a strong collaborative and cooperative atmosphere, and demonstrated excellence in teaching, research, and service. College Factual ranked the department among the Top 5 for the "Best Schools for Human Development & Family Science in the Far Western US Region." The department is an asset to the College and UNR, with its wide-reaching impact in the community and state. With 10 full-time research faculty, between 2015-2022, HDFS faculty taught thousands of students (currently, there

500 UG majors and minors), established a PhD program, mentored master's students, published close to 125 articles/book chapters and 4 books, were awarded approximately \$28 million in external funding (including CFRC funding), and engaged in considerable service within the department, college, and community. The research productivity and engagement in service is especially impressive because the faculty had a high standard teaching load (3/2) during this time and faculty were regularly asked to teach overloads to meet student enrollment demands. To put this in perspective, a common teaching load for research faculty at R-1 universities is a 2:1.

The HDFS department should be commended on the important strides they made since the previous review in 2014 (especially hiring new faculty and starting the PhD program) as well as their ability to respond to multiple challenges associated with the College re-structure, shifting upper-level administration at UNR, the pandemic, and being under-resourced. It appears that HDFS is high functioning, well-organized, and able to develop creative responses to many of the challenges they face.

There was however concern, that the way the department is currently functioning is not sustainable, especially as the department is in the throes of starting a PhD program. The major issue is that the department is sorely under-resourced, and faculty have compensated for this by taking on more teaching and working beyond what is to be reasonably expected (i.e., working most weekends and holidays to keep up with research expectations at UNR). As was articulated in the self-report and made evident during the site visit, the faculty are being stretched too thin and are at risk of burn-out, which will inevitably lead to poor outcomes. That being said, I am optimistic that if the College and UNR take immediate action to remedy this situation, HDFS will be able to maintain its excellent standards and continue to be a valuable asset to UNR, the community, and the state.

Here are the reviewer's recommendations:

- Hire new full-time HDFS teaching faculty.
- Work with college to create a distribution model for teaching assistantships based on department needs.
- Expand support to efficiently assist with grant application and management.
- Work with University Advancement and Career Studio to track and engage alumni.
- Encourage faculty to integrate current events and topics into teaching materials.
- Offer undergraduate practicums from across the lifespan.
- Build on the current department successes to offer more research opportunities for undergraduates.
- Connect HDFS graduate to Graduate School resources and events .
- Teach more graduate-only courses.
- Retool the existing HDFS research methods course to meet graduate students needs.
- Create a strategy to ensure research active faculty have teaching loads consistent with peer and aspirant institutions.
- Allocate adequate space for faculty research.
- Provide adequate resources to HDFS as they establish their doctoral program.
- After teaching conditions become manageable (with the recommended full-time teaching hires and more teaching assistantships), it is recommended that HDFS faculty develop a clear vision for the future.
- Support CFRC to engage in a fundraising campaign to raise money for more space.

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

- Prioritize hiring of 2 additional teaching faculty lines with COEHD administration to ease the undergraduate teaching load of existing HDFS faculty and free up time to create and teach graduate-only courses for our new HDFS Ph.D. program and our existing master's degree program.
- Advocate for equitable and timely allocation of state-funded teaching graduate assistantships in the College, including alignment of distribution of TAs to undergraduate teaching needs of a department.
- Offer the HDFS Graduate Program Director a course release and an additional 5 hours per week of a graduate assistant to accommodate this documented need.
- Make undergraduate research opportunities more visible to our HDFS undergraduate student body. Chair will meet with COEHD Director of Student Success to develop a plan and assure that advising staff are aware of HDFS faculty including undergraduates on their research teams.
- Develop a plan with the HDFS Practicum and Internship coordinator and other HDFS faculty to consider reconceptualizing the practicum course to allow for a slightly broader array of placements that align.
- with student interests across the lifespan and allow for close supervision of lower division undergraduate students.
- Pilot an HDFS-specific graduate research methods course that aligns with the nature and rigor of social science research conducted in the HDFS field.
- Develop and provide HDFS Graduate Director access to a program-specific graduate student listserv.
- Consider with faculty adding an HDFS colloquium series for graduate students and advanced undergraduates interested in graduate school.
- Chair will work with the COEHD Development Director to establish an HDFS alumni network.
- Chair will work with COEHD Director of Student Success and the appropriate UNR offices to re-establish the tracking of HDFS graduates.
- Chair will continue to advocate for robust, timely grant support within the COEHD and will invite both college-level and university-level grant personnel to department meetings. As the department's F&A account increases, we will also consider adding a part-time support position specifically for HDFSC grants.
- Chair will continue to advocate with COEHD administrators for the CFRC to be granted the ability to pursue a large fundraising campaign for a new or repurposed building for child care, student training, and HDFSC research.
- Chair will continue to advocate for conversations between the COEHD Dean and the Director of Extension to discuss more joint appointments between HDFS and Extension.
- Chair will prioritize an update of the strategic plan in fall of 2023 and will encourage the HDFS Program Coordinator to develop short and long-term goals specific to HDFS as part of this process.

V. Descriptive Statistics

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

2022-23	Human Development and Family Science, BS.	<u>315</u>
	Early Childhood Education, B.S.	<u>N/A</u>
	Human Development and Family Science, M.S.	<u>16</u>
	Human Development and Family Science, Ph.D.	<u>10</u>

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

2020-21	Human Development and Family Science, BS.	<u>118</u>
	Early Childhood Education, B.S.	<u>N/A</u>
	Human Development and Family Science, M.S.	<u>10</u>
	Human Development and Family Science, Ph.D.	<u>0</u>
2021-22	Human Development and Family Science, BS.	<u>103</u>
	Early Childhood Education, B.S.	<u>N/A</u>
	Human Development and Family Science, M.S.	<u>4</u>
	Human Development and Family Science, Ph.D.	<u>0</u>
2022-23	Human Development and Family Science, BS.	<u>87</u>
	Early Childhood Education, B.S.	<u>N/A</u>
	Human Development and Family Science, M.S.	<u>5</u>
	Human Development and Family Science, Ph.D.	<u>1</u>

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

2020-21	Human Development and Family Science, BS.	<u>54%, n=13</u>
	Early Childhood Education, B.S.	<u>N/A</u>
	Human Development and Family Science, M.S.	<u>67%, n=3</u>
	Human Development and Family Science, Ph.D.	<u>N/A</u>
2021-22	Human Development and Family Science, BS.	<u>57%, n=14</u>
	Early Childhood Education, B.S.	<u>N/A</u>
	Human Development and Family Science, M.S.	<u>100%, n=4</u>
	Human Development and Family Science, Ph.D.	<u>N/A</u>
2022-23	Human Development and Family Science, BS.	<u>69%, n=16</u>
	Early Childhood Education, B.S.	<u>N/A</u>
	Human Development and Family Science, M.S.	<u>N/A, n=0</u>
	Human Development and Family Science, Ph.D.	<u>N/A</u>

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

Fall 2022	Human Development and Family Science, BS.	<u>2,698</u>
	Early Childhood Education, B.S.	<u>72</u>
	Human Development and Family Science, M.S.	<u>85</u>
	Human Development and Family Science, Ph.D.	<u>85</u>

VI. Institutional Reports

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

UNR: Mathematics, B.S., M.S., & Ph.D.; Mathematics, B.A.; Statistics and Data Science, M.S. & Ph.D.

I. Description of Program Reviewed

The Department of Mathematics and Statistics is a teaching and research-oriented department that offers graduate degrees (M.S. and Ph.D.) and undergraduate degrees in Pure and Applied Mathematics and Statistics. With over 40 faculty members with roughly two-thirds of those in tenured or tenure-track positions, the department offers a wide range of experts to advise students and do research.

II. Review Process and Criteria

The Mathematics 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 2022 for Mathematic and Statistics programs. These respective reports were provided to the reviewers before they conducted a visit on March 29-31, 2023. The external reviewers reviewed the program and met with relevant faculty, staff, students, alumni 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 30, 2023. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The number of graduating math and statistics majors per year is steadily increasing, reflecting a growing interest of students and a commitment of the department. Moreover, this trend is not limited to math majors alone, as an increasing number of students are also choosing to declare a minor in Mathematics and Statistics.

The Ph.D. and M.S. programs in Statistics and Data Science, established in 2017 and 2019 respectively, initially saw an increase of the numbers of students in each program, but for the last few years these numbers have leveled off. In Fall 2022, there were 15 students in the Ph.D. program in Statistics and Data Science, and 17 in the M.S. program. The Ph.D. program in Mathematics, launched in 2017 has grown steadily, with 17 graduate students enrolled in Fall 2022.

Though the committee had an overall favorable view of the program there were still areas for improvement identified.

When compared to math or math & statistics departments at peer universities of similar size, the graduate programs in Mathematics and Statistics are insufficiently sized to adequately meet the growing teaching and research demands of the university. Currently, the department has 30 state funded graduate assistantships. We understand that this number will increase to 35 starting next fall. We recommend to further increase the number of state funded graduate assistantships. This will not only contribute to the success rate in math and statistics classes by lowering class sizes and providing teaching assistants to instructors of large sections, but the additional Ph.D. students will also make a positive impact on the research output of the department.

While the departmental website is clear and informative, enhancing recruitment efforts could be achieved by incorporating a section showcasing sample alumni and their inspiring career paths. This addition would be beneficial for undergraduate and for graduate recruitment.

The department should intensify its efforts to reach out to international math and statistics programs for the recruitment of graduate students. Several faculty members in the department have

strong connections to these programs in other countries, and this advantage can be leveraged to increase the pool of graduate applications and further enhance the quality of students.

Faculty expressed a strong desire for the ALEKS score to play a more prominent and influential role in determining the placement of incoming students into gateway math courses.

Currently, the department lacks a comprehensive system for tracking the placements of its graduating majors and Ph.D. and M.S. alumni. We recommend that the department implements a systematic data collection process to gather this information, which can be immensely beneficial for various purposes such as grant applications, departmental reports, and reviews. The department can also make use of social media (Facebook, LinkedIn, Instagram) to remain connected with graduates well into the future. Work with advancement office and career studio to track placement of graduating majors.

The department has 23 tenure-line faculty, including only two assistant professors. Two searches for Assistant Professorships are ongoing. In comparison to similar departments around the country, this is a low number and negatively impacts the department's research competitiveness and its ability to offer a broad range of upper-level and graduate-level courses. We recommend increasing the tenure-line faculty size.

Teaching faculty need smaller class sizes and more grading support. As noted above, increasing the number of graduate teaching assistants will decrease class sizes, but adding teaching faculty would create a larger set of permanent instructors, further increasing course success rates.

A considerable portion of teaching is covered on an ad-hoc level by Letter of Appointments (temporary instructorships). This negatively impacts the course experience of incoming students at the university, and the institutional memory of instruction. We recommend converting parts of the LOA budget – based on long term budget numbers - into non-tenure line faculty positions.

It is common for Math and Statistics departments to generate additional funds through revenue sharing programs with the university. One effective approach is to offer additional opportunities for generating revenue, such as through teaching Dual Enrollment sections or classes for online programs, and scaling these opportunities based on enrollment or number of sections taught. This not only provides the department with much-needed resources, but also serves as an incentive to expand their offerings beyond their core mission. By embracing these revenue-sharing programs, the math and statistics department can continue to thrive and provide top-quality education to their students.

The reviewers strongly recommend that the university proactively supports the department in gradually reducing the teaching load to a more balanced 2:1 teaching load for research-active faculty.

The department could benefit from communicating and engaging more with alumni.

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

We recognize the importance of the departmental website as a tool for marketing our degree programs to students and to faculty advisors and family members who might be advising prospective recruits to our graduate program. We plan to (continue to) work on improving our website in the manner suggested.

- We agree that improving our graduate recruiting is a top priority.
- We will work with and advise upper administration to develop admissions and placement policies.
- In general, we plan to continue to look for ways to improve our graduate offerings.

- We are going to work with career studio and the alumni association to track and engage alumni.

The Department agrees that replacing much of our LOA-funded instructional staff by permanent instructors would improve the course experience of incoming students, facilitate mentoring the instructors, and increase institutional memory of instruction, as well as strengthening the Department in other ways. Overall, we hope that the Department is able to secure additional resources to enhance the Department’s teaching and research missions.

The department will review faculty teaching loads with the intent of becoming closer aligned to aspirant and peer R1 universities.

The Department will work with appropriate offices to engage alumni.

IV. Descriptive Statistics

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

2022-23	Mathematics, B.S.	<u>193</u>
	Mathematics, B.A.	<u>33</u>
	Mathematics, M.S.	<u>19</u>
	Statistics & Data Science, M.S.	<u>22</u>
	Mathematics, Ph.D.	<u>10</u>
	Statistics & Data Science, Ph.D.	<u>18</u>

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

2020-21	Mathematics, B.S.	<u>44</u>
	Mathematics, B.A.	<u>4</u>
	Mathematics, M.S.	<u>4</u>
	Statistics & Data Science, M.S.	<u>5</u>
	Mathematics, Ph.D.	<u>0</u>
	Statistics & Data Science, Ph.D.	<u>1</u>
2021-22	Mathematics, B.S.	<u>43</u>
	Mathematics, B.A.	<u>8</u>
	Mathematics, M.S.	<u>5</u>
	Statistics & Data Science, M.S.	<u>9</u>
	Mathematics, Ph.D.	<u>0</u>
	Statistics & Data Science, Ph.D.	<u>3</u>
2022-23	Mathematics, B.S.	<u>35</u>
	Mathematics, B.A.	<u>5</u>
	Mathematics, M.S.	<u>2</u>
	Statistics & Data Science, M.S.	<u>0</u>
	Mathematics, Ph.D.	<u>2</u>
	Statistics & Data Science, Ph.D.	<u>8</u>

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

2020-21	Mathematics, B.S.	<u>38%, n=13</u>
	Mathematics, B.A.	<u>50%, n=2</u>
	Mathematics, M.S.	<u>100%, n=3</u>
	Statistics & Data Science, M.S.	<u>N/A</u>
	Mathematics, Ph.D.	<u>N/A</u>
	Statistics & Data Science, Ph.D.	<u>N/A</u>
2021-22	Mathematics, B.S.	<u>55%, n=22</u>
	Mathematics, B.A.	<u>0%, n=3</u>
	Mathematics, M.S.	<u>8%, n=16</u>
	Statistics & Data Science, M.S.	<u>N/A</u>
	Mathematics, Ph.D.	<u>N/A</u>
	Statistics & Data Science, Ph.D.	<u>N/A</u>
2022-23	Mathematics, B.S.	<u>56%, n=18</u>
	Mathematics, B.A.	<u>33%, n=3</u>
	Mathematics, M.S.	<u>50%, n=2</u>
	Statistics & Data Science, M.S.	<u>100%, n=4</u>
	Mathematics, Ph.D.	<u>N/A</u>
	Statistics & Data Science, Ph.D.	<u>N/A</u>

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

Fall 2022	Mathematics, B.S.	<u>18,406</u>
	Mathematics, B.A.	<u>18,406</u>
	Mathematics, M.S.	<u>325</u>
	Statistics & Data Science, M.S.	<u>325</u>
	Mathematics, Ph.D.	<u>325</u>
	Statistics & Data Science, Ph.D.	<u>325</u>

V. Institutional Reports

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

UNR: Philosophy, B.A. & M.A.

I. Description of Program Reviewed

In the University of Nevada, Reno Department of Philosophy students navigate some of the deepest questions human beings have asked – questions about the basic character of reality, the limits of knowledge, the place of mind in nature, the best of life for a person and the most decent society for us all, among others. You will not find easy answers, but you will think clearly about the options while honing analytical and imaginative skills that will prepare you for a host of exciting careers. Upon graduation, many of our students go on to law school or medical school, or secure employment in business, policy institutes or nonprofits and governmental agencies.

The primary mission of the Department of Philosophy is to pursue, through research, and to disseminate, through teaching and publication, a deeper understanding of philosophical thought. There is an equal emphasis on research and teaching, which the department regards as mutually reinforcing activities. A secondary mission is to make contributions, through service, to life at the university and to the profession.

The UNR Mission includes excellence, inclusivity, integrity and collaboration. The department supports the UNR mission by emphasizing excellence in research and teaching, striving for inclusivity through service, and seeking a deeper understanding of philosophical thought through inclusive practice. The philosophical method demands integrity. Philosophy is, at its core, interdisciplinary, relying on and supporting the discoveries of other disciplines.

II. Review Process and Criteria

The Philosophy 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 2022 for Philosophy programs. These respective reports were provided to the reviewers before they conducted a visit on March 12-15, 2023. 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 28th, 2023. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The review committee commented that over the review period, the department faculty has transformed dramatically. Significantly fewer in number than the previous review period (when there were seven (7) full-time equivalent faculty members), its current full-time faculty (sans the one faculty member serving full-time in the college's administration) are all early or mid-career and decidedly oriented toward contemporary analytic traditions in philosophy, with notable strengths in philosophy of science and in contemporary value theory. The chair is mid-career and newly arrived at UNR. She has taken charge of the department with vision and tact, and enjoys the support and confidence of her colleagues. With appropriate support from the university, we believe she will be

able to provide effective leadership going forward. The department administrator is new but capable and committed. Among the permanent (non-LOA) faculty and staff, collegiality and esprit de corps are excellent and enviable. We were struck by the impression of a young and energetic group of permanent (or tenure track) faculty, mutually supportive, integrated and coherent as a group. Faculty research productivity and professional visibility is good. In recent years, however, strains related to lower faculty numbers have adversely impacted both faculty and student morale. Still, students, both current and past, and across all programs, were very positive about the department, its faculty, and their academic experience in their respective programs. They clearly expressed their sense that over the review period the faculty have been giving 110% effort. We noted above that the department is strongly identified with the 'analytic' tradition in philosophy. This tradition dominates in the overwhelming number of philosophy departments in the English-speaking world and at all the top-ranked departments. What is distinctive about the analytic tradition is its emphasis on argumentative clarity and precision, and its employment of the methods of formal logic and conceptual analysis in order to clarify theses, arguments, and objections. At UNR this orientation together with the specific faculty interests perhaps explain the department's success in offering an undergraduate program and undergraduate courses that attract considerable numbers of students with backgrounds in STEM-area subjects and/or the area of law or public policy. UNR is fortunate to have a Philosophy Department faculty that is not only young, bright, collegial, devoted, and productive, but is also well-positioned by training both to supporting strong philosophy programs and to contributing to other programs across campus (including the natural sciences, computer and cognitive sciences, political and legal studies, professional ethics, etc.). Below are the challenges the review committee have identified.

- The department needs more full-time faculty to sustain a strong program.
- The department must grow its graduate program, with better curricular offerings, marketing and recruitment, especially international.
- The department should be working with the college and the provost to secure better funding for graduate students.
- The department must stop relying on LOA faculty.
- The department must work with the college and university administration to ensure more reliable communication, coordination, and long-term planning.
- The total number of credit hours for both undergraduate and graduate programs should be cut.
- The department, college and provost should settle on a mutually agreeable and fair measure of the department's teaching contributions across campus.
- Urgent need for more full-time faculty (tenured). Both to offer essential courses in the undergraduate program and to build the MA program.
- Make a full-time (tenure-track) hire in ancient philosophy, to teach the required course, students are having to take the class on-line with other universities.
- More faculty to address the curricular needs in several areas such as, metaphysics and epistemology.
- More institutional support for undergraduate advising.

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

We have designed a more streamlined set of catalog requirements for our BA programs. This will reduce the total number of credit hours and reduce the number of required history of philosophy courses.

The MA in Philosophy is already 30 total hours of coursework, including thesis hours, for the thesis option. For the professional paper option in our MA, there are 33 total hours of coursework. We are investigating the possibility of lowering the professional paper option to 30 total credit hours.

We agree that increased student funding, especially the creation of more GTA positions in the department, would benefit the program. It would increase enrollment, allow us to advertise the program more effectively, and provide more teaching and grading relief in the department. We will request more GTA positions in the future.

We have a plan to market the MA program better. We have proposed an Accelerated BA/MA option that will hopefully be implemented by Fall 2023. This will increase the visibility and accessibility of our MA to UNR philosophy students. We have joined the WRGP (Western Region Graduate Programs), allowing residents of 16 western states to enroll in our MA at a reduced rate. We will work with the College to better market the MA.

The department strongly support the externs' rationale for more faculty in our department and think adding at least two faculty to the department is an urgent priority. We have prepared position requests for new full-time tenure-track faculty to be submitted at the next opportunity.

We will work with the Provost and Dean's offices to better understand how we can communicate our contributions for the purpose of resource measurement. We believe there are several important data sets to consider in resource allocation decisions, including: the amount of teaching philosophy does in the core curriculum and other departments, staff/student ratios, FTEs, total number of student bodies (not the same as FTEs) in our programs, and a target number of faculty required to run a department with multiple majors, minors and an MA, which should be the equivalent of at least 7 or 8 full-time faculty.

The department has begun to design a mentor system for junior faculty. Ideally, this would be formally integrated into our departmental service or annual review structures, to ensure that it is implemented and maintained faithfully in the future.

The undergraduate director/advisor should be better supported. The externs remarked that faculty and students singled out the current Director of Undergraduate Studies 'for praise as extraordinarily committed to student advising and as hard-working beyond any normal expectations.' Unfortunately, the current situation seems unsustainable with a high risk of burnout from the overload. Externs recommend institutional preparedness to reduce this risk.

V. Descriptive Statistics

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

2022-23	Philosophy (General), B.A.	<u>27</u>
	Philosophy (Ethics, Law, & Politics), B.A.	<u>35</u>
	Philosophy, M.A.	<u>3</u>

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

2020-21	Philosophy (General), B.A.	<u>7</u>
	Philosophy (Ethics, Law, & Politics), B.A.	<u>15</u>
	Philosophy, M.A.	<u>3</u>
2021-22	Philosophy (General), B.A.	<u>5</u>
	Philosophy (Ethics, Law, & Politics), B.A.	<u>5</u>
	Philosophy, M.A.	<u>2</u>
2022-23	Philosophy (General), B.A.	<u>3</u>
	Philosophy (Ethics, Law, & Politics), B.A.	<u>8</u>
	Philosophy, M.A.	<u>1</u>

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

2020-21	Philosophy (General), B.A.	<u>0%, n=3</u>
	Philosophy (Ethics, Law, & Politics), B.A.	<u>100%, n=1</u>
	Philosophy, M.A.	<u>100%, n=2</u>
2021-22	Philosophy (General), B.A.	<u>0%, n=1</u>
	Philosophy (Ethics, Law, & Politics), B.A.	<u>N/A</u>
	Philosophy, M.A.	<u>67%, n=3</u>
2022-23	Philosophy (General), B.A.	<u>40%, n=5</u>
	Philosophy (Ethics, Law, & Politics), B.A.	<u>71%, n=7</u>
	Philosophy, M.A.	<u>N/A</u>

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

Fall 2022	Philosophy (General), B.A.	<u>1,342</u>
	Philosophy (Ethics, Law, & Politics), B.A.	<u>1,342</u>
	Philosophy, M.A.	<u>20</u>

VI. Institutional Reports

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

UNR: Psychology, B.A. & M.A.; Psychology (Psychological Science), B.S.; Psychology (Behavioral Science), B.S.; Psychology (Behavioral Analysis), M.S. & Ph.D.; Psychology (Cognitive and Brain Science), M.S. & Ph.D.; Psychology (Clinical), Ph.D.

I. Description of Program Reviewed

The psychology department is part of the College of Science, the largest academic unit on campus, and is housed in the Mack Social Science building. The psychology major offers broad range of courses in the core areas of the discipline, and we offer numerous opportunities for undergraduate students to get involved in faculty research projects and apply their education to real-world psychology questions.

The field of psychology includes myriad research and teaching topics, which contribute to a diverse identity. Defining psychology at the University of Nevada is no exception and results in several identities determined by faculty and student association with our three main graduate programs (Clinical, Behavior Analysis, and Cognitive and Brain Sciences) and our two interdisciplinary graduate programs (Neuroscience and Social Psychology). In 2003/04, Psychology was placed in CLA despite the fact that a majority of the faculty had stated that our identity was more closely linked to the natural sciences. While Psychology was well treated in the CLA, we have revisited the logic of this decision and subsequently negotiated a successful transfer to the College of Science in 2019. The Satellite Programs in Behavior Analysis were founded in 1995 to meet the demand for behavior analytically trained providers and has been in continuous operation since that time. The Satellite Programs include the full Master of Arts degree, as well as course sequences and practical training regimes pursuant to professional credentialing by the Behavior Analysis Certification Board. The Satellite Program is currently under the umbrella of the Global Institute for Behavior Analysis (GIBA) here at UNR along with online degree and training programs in Behavior Analysis and is under the direct supervision of the Department.

II. Review Process and Criteria

The Psychology 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 2022 for Psychology programs. These respective reports were provided to the reviewers before they conducted a visit on March 8-9, 2023. 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 8/30/23. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The psychology department is part of the College of Science, the largest academic unit on campus, and is housed in the Mack Social Science building. The psychology major offers broad range of courses in the core areas of the discipline, and we offer numerous opportunities for undergraduate students to get involved in faculty research projects and apply their education to real-world psychology questions.

The field of psychology includes myriad research and teaching topics, which contribute to a diverse identity. Defining psychology at the University of Nevada is no exception and results in several identities determined by faculty and student association with our three main graduate programs (Clinical, Behavior Analysis, and Cognitive and Brain Sciences) and our two interdisciplinary graduate programs (Neuroscience and Social Psychology). The inherent problem is illustrated by the fact that considerable discussion was focused on the appropriate placement of Psychology when the College of Arts and Sciences was split into separate Colleges of Liberal Arts (CLA) and the College of Sciences in 2003/04. Psychology was placed in CLA (where it had received strong support), despite the fact that a majority of the faculty had stated that our identity was more closely linked to the natural sciences. While Psychology was well treated in the CLA, we have revisited the logic of this decision and subsequently negotiated a successful transfer to the College of Science in 2019. The Satellite Programs in Behavior Analysis were founded in 1995 to meet the demand for behavior analytically trained providers and has been in continuous operation since that time. The Satellite Programs include the full Master of Arts degree, as well as course sequences and practical training regimes pursuant to professional credentialing by the Behavior Analysis Certification Board. The Satellite Program is currently under the umbrella of the Global Institute for Behavior Analysis (GIBA) here at UNR along with online degree and training programs in Behavior Analysis and is under the direct supervision of the Department.

The reviewers stated that as indicated by its healthy and growing number of majors, steady 4- and 6-year graduation rates, and stable credit-hour data, Psychology is obviously an attractive major at UNR. There were many comments and issues the reviewers identified. The reviewers broke out the issues by department.

Recommendations for the Department include the following:

- The Department should plan for opportunities for faculty and student interchange across programs, to aid in building a stronger and more cohesive department climate. Examples might include department-wide colloquia, perhaps three a year spearheaded by each of the three areas with the entire department encouraged to attend; lab shares, research presentations, or departmental poster sessions; department-wide social events.
- The Department website should be updated routinely so that it reflects current degrees (BS degrees vs BA), current program outcome data, and perhaps to reflect student research opportunities more effectively.
- The Department may wish to consider requiring a course in Behavioral Analysis and in Cognitive Psychology as part of their undergraduate degrees, to help in ensuring students' informed selection of degree specializations.
- The BS degrees would benefit from better coordination of students in need of lab experiences and labs with openings for students.

Recommendations for the Behavior Analysis program include the following:

- At minimum, a third hire in Behavior Analysis will be needed to fill the recently vacated position.

Recommendations for the Clinical Psychology program include the following:

- There have been long standing divisions within the clinical psychology program that need to be addressed.
- Review the policy on how students are compensated for required clinical work and the impact it has on international students.
- The Clinical Psychology program needs a functioning student handbook. The Council of University Directors of Clinical Psychology (CUDCP) has numerous examples of comprehensive and well-developed handbooks that can be used as models for the Clinical Psychology handbook.
- The Clinical Psychology program could benefit from engaging in promotional efforts to increase the number of applications received. Outside of addressing cultural and climate concerns, the Clinical Psychology program should work to identify other factors that may result in a lower number of applicants, and work to address those concerns.

Recommendations for the Cognitive and Brain Sciences (CBS) program include the following:

- The CBS graduate program needs to assess the costs and benefits of merging with the Integrative.
- Neuroscience graduate program. While this would certainly reduce confusion and provide a single-entry point for neuroscience graduate students across the university, CBS stands to lose some of the autonomy they currently enjoy. This can likely only be resolved by engaging both the Neuroscience Institute and the Graduate School administrators to explore what the merge would entail.

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

Department

- Efforts will be made to increase cohesiveness in the department (e.g. collective department colloquia and social events).
- The department will prepare a shared preamble to existing graduate program handbooks to clarify policies and procedures. We are awaiting approval of a grievance policy from the Graduate School.
- Will assign website update duties in order to keep information current and accurate.
- Will have our curriculum committee examine the effects of adding requirements.
- An onboarding procedure will be added for any future teaching faculty hires.
- Clarification and expansion of the role of the Associate Chair will be addressed in formal written fashion.

Behavior Analysis

- Will submit a request for replacing this lost faculty member.

Clinical

- Hired a new director of the clinic and the program to create a new strategic vision.
- Investigate allegations of graduate student work without appropriate compensation and communicate policies and requirements to all faculty members.

Cognitive and Brain Science

- Over the next year, we look forward to clarifying the individuated missions of CBS, INP, and the Neuroscience Institute. There is general support for a merger between the CBS and INP graduate programs that creates a distinct track in Cognitive Neuroscience and retains full

curricular and admissions autonomy within the Department of Psychology. As all CBS faculty are affiliated with INP, we are prepared to be constructive partners with all relevant entities. We are eager to be a part of the decision-making process in charting the course of the Neuroscience Institute as it charts a long-term, sustainable course.

V. Descriptive Statistics

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

2022-23	Psychology, B.A.	<u>775</u>
	Psychology (Psychological Science), B.S.	<u>332</u>
	Psychology (Behavioral Science), B.S.	<u>117</u>
	Psychology, MA.	<u>1</u>
	Psychology (Behavior Analysis), M.S.	<u>9</u>
	Psychology (Behavior Analysis - online), M.S.	<u>5</u>
	Psychology (Cognitive & Brain Science), M.S.	<u>3</u>
	Psychology (Behavioral Analysis), Ph.D.	<u>25</u>
	Psychology (Cognitive & Brain Science), Ph.D.	<u>11</u>
	Psychology (Clinical), Ph.D.	<u>26</u>

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

2020-21	Psychology, B.A.	<u>210</u>
	Psychology (Psychological Science), B.S.	<u>1</u>
	Psychology (Behavioral Science), B.S.	<u>0</u>
	Psychology, MA.	<u>11</u>
	Psychology (Behavior Analysis), M.S.	<u>7</u>
	Psychology (Behavior Analysis - online), M.S.	<u>N/A</u>
	Psychology (Cognitive & Brain Science), M.S.	<u>1</u>
	Psychology (Behavioral Analysis), Ph.D.	<u>7</u>
	Psychology (Cognitive & Brain Science), Ph.D.	<u>10</u>
	Psychology (Clinical), Ph.D.	<u>0</u>
2021-22	Psychology, B.A.	<u>223</u>
	Psychology (Psychological Science), B.S.	<u>20</u>
	Psychology (Behavioral Science), B.S.	<u>2</u>
	Psychology, MA.	<u>0</u>
	Psychology (Behavior Analysis), M.S.	<u>14</u>
	Psychology (Behavior Analysis - online), M.S.	<u>N/A</u>
	Psychology (Cognitive & Brain Science), M.S.	<u>3</u>
	Psychology (Behavioral Analysis), Ph.D.	<u>3</u>
	Psychology (Cognitive & Brain Science), Ph.D.	<u>3</u>
	Psychology (Clinical), Ph.D.	<u>2</u>
2022-23	Psychology, B.A.	<u>25</u>
	Psychology (Psychological Science), B.S.	<u>28</u>
	Psychology (Behavioral Science), B.S.	<u>3</u>
	Psychology, MA.	<u>1</u>
	Psychology (Behavior Analysis), M.S.	<u>3</u>
	Psychology (Behavior Analysis - online), M.S.	<u>N/A</u>
	Psychology (Cognitive & Brain Science), M.S.	<u>2</u>
	Psychology (Behavioral Analysis), Ph.D.	<u>7</u>

Psychology (Cognitive & Brain Science), Ph.D.	<u>2</u>
Psychology (Clinical), Ph.D.	<u>9</u>

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

2020-21	Psychology, B.A.	<u>36%, n=159</u>
	Psychology (Psychological Science), B.S.	<u>N/A</u>
	Psychology (Behavioral Science), B.S.	<u>N/A</u>
	Psychology, MA.	<u>75%, n=4</u>
	Psychology (Behavior Analysis), M.S.	<u>N/A</u>
	Psychology (Behavior Analysis - online), M.S.	<u>N/A</u>
	Psychology (Cognitive & Brain Science), M.S.	<u>N/A</u>
	Psychology (Behavioral Analysis), Ph.D.	<u>25%, n=4</u>
	Psychology (Cognitive & Brain Science), Ph.D.	<u>67%, n=3</u>
	Psychology (Clinical), Ph.D.	<u>N/A</u>
2021-22	Psychology, B.A.	<u>48%, n=160</u>
	Psychology (Psychological Science), B.S.	<u>N/A</u>
	Psychology (Behavioral Science), B.S.	<u>N/A</u>
	Psychology, MA.	<u>0%, n=2</u>
	Psychology (Behavior Analysis), M.S.	<u>N/A</u>
	Psychology (Behavior Analysis - online), M.S.	<u>N/A</u>
	Psychology (Cognitive & Brain Science), M.S.	<u>N/A</u>
	Psychology (Behavioral Analysis), Ph.D.	<u>100%, n=1</u>
	Psychology (Cognitive & Brain Science), Ph.D.	<u>57%, n=7</u>
	Psychology (Clinical), Ph.D.	<u>71%, n=7</u>
2022-23	Psychology, B.A.	<u>40%, n=200</u>
	Psychology (Psychological Science), B.S.	<u>N/A</u>
	Psychology (Behavioral Science), B.S.	<u>N/A</u>
	Psychology, MA.	<u>0%, n=2</u>
	Psychology (Behavior Analysis), M.S.	<u>N/A</u>
	Psychology (Behavior Analysis - online), M.S.	<u>N/A</u>
	Psychology (Cognitive & Brain Science), M.S.	<u>N/A</u>
	Psychology (Behavioral Analysis), Ph.D.	<u>60%, n=5</u>
	Psychology (Cognitive & Brain Science), Ph.D.	<u>67%, n=3</u>
	Psychology (Clinical), Ph.D.	<u>50%, n=6</u>

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

Fall 2022	Psychology, B.A.	<u>6,560</u>
	Psychology (Psychological Science), B.S.	<u>6,560</u>
	Psychology (Behavioral Science), B.S.	<u>6,560</u>
	Psychology, MA.	<u>431</u>
	Psychology (Behavior Analysis), M.S.	<u>431</u>
	Psychology (Behavior Analysis - online), M.S.	<u>N/A</u>
	Psychology (Cognitive & Brain Science), M.S.	<u>431</u>
	Psychology (Behavioral Analysis), Ph.D.	<u>431</u>
	Psychology (Cognitive & Brain Science), Ph.D.	<u>431</u>
	Psychology (Clinical), Ph.D.	<u>431</u>

VI. Institutional Reports

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

Nevada State University

Summary

Degree Programs

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

- Biology, B.S.
- English, B.A.
- Environmental & Resource Science, B.S.
- History, B.A.
- Law Enforcement, B.P.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.**

- School Psychology, Ed.S.
- Nursing Leadership, M.S.

Certificates

None

NSU: Biology, B.S.

I. Description of Program Reviewed

The Biology program identifies as its central role to create scientific literacy in addressing biological issues, enhancing opportunities for a diverse student population to enter graduate, professional and entry-level career positions in biology. The Biology program infrastructure provides ongoing support, guidance and encouragement to our students as they strive to meet personal and professional goals.

II. Review Process and Criteria

The Bachelor of Science in Biology was assessed according to a standardized procedure that governs the 10-year program review process at Nevada State University. The review began by soliciting and compiling relevant materials, including faculty biographies, historical student evaluation data, and outcomes assessment reports. The AVP of Institutional Effectiveness provided critical data regarding enrollment figures, graduation numbers, student demographics, and related metrics. A close examination of these data and materials culminated in a comprehensive report, which was reviewed by the department Chair, Dean, and Provost.

The review relied on:

Ten years of Institutional Effectiveness data, including headcounts, FTEs, retention and graduation numbers, average credits to degree completion, and average GPA at graduation. Headcounts and graduation numbers were disaggregated by self-reported student race/ethnicity, gender, Pell eligibility, and first-generation status.

- Student course evaluations.
- Faculty expertise and accomplishments in the field.
- Annual evaluation, hiring, and faculty development structures and processes.
- Outcomes assessment processes, data, and reports.
- Qualitative analyses of curricular strengths and weaknesses.
- Logistical components, including library resources, facilities, computer resources, and instructional equipment.
- Barriers to post-graduate success.

Though significant work has gone into the review of this program, we see the resulting report not as the culmination of a process, but a meaningful step toward the ultimate goal of facilitating program improvement. In the coming year we will continue to work with program faculty, our dean, and the Office of the Provost to identify and implement improvements based on the recommendations that emerged from this analysis.

III. Major Findings and Conclusions of the Program Review

- Assessment processes for the degree have improved since 2017, when the program created new rubrics based on Bloom's taxonomy. Students had improved in their mastery of scientific literacy based on the outcome of the 2022 Student Learning Outcomes assessment.
- We plan to establish a new mechanism to ensure the upkeep of lab equipment to support faculty and student research. Conversations are underway to this end.
- We are considering the development of a STEM-specific First Year Experience course or a writing-intensive STEM course that majors would take early in the curriculum. The aim would be to improve student proficiency in scientific writing.

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

- Our Director of Assessment will follow up with faculty and the supervising chair/dean on the areas for improvement identified in the full report. Our goal is to implement at least one of the recommended improvements in the 2023-24 academic year. In general terms, we aim to continue improving success rates across all student populations (e.g., retention, graduation rates).
- Necessary resources should be integrated into the budget request process, which will begin in Fall 2023.
- Nevada State is currently working on a policy to determine distribution of indirect funds, which may help with upkeep of equipment.

V. Descriptive Statistics

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

2022-23	<u>287</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>19</u>
2021-22	<u>35</u>
2022-23	<u>27</u>

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

2020-21	<u>15.8% (cohort size: 19)</u>
2021-22	<u>36.0%</u>
2022-23	<u>35.1%</u>

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

Fall 2022	<u>9,497</u>
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VI. Institutional Reports

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

NSU: English, B.A.

I. Description of Program Reviewed

The English program helps develop academic skills for critical thinking, as well as oral and written expression. English majors learn how to analyze and respond to a variety of texts. They also learn how to write in and about various academic disciplines. These skills allow students to broaden their critical and social perspectives as well as their imagination, thereby helping them to succeed in their collegiate and post-collegiate careers.

II. Review Process and Criteria

The BA in English was assessed according to a standardized procedure that governs the 10-year program review process at Nevada State University. The review began by soliciting and compiling relevant materials, including faculty biographies, historical student evaluation data, and outcomes assessment reports. The AVP of Institutional Effectiveness provided critical data regarding enrollment figures, graduation numbers, student demographics, and related metrics. A close examination of these data and materials culminated in a comprehensive report, which was reviewed by the department Chair, Dean, and Provost.

The review relied on:

- Ten years of Institutional Effectiveness data, including headcounts, FTEs, retention and graduation numbers, average credits to degree completion, and average GPA at graduation. Headcounts and graduation numbers were disaggregated by self-reported student race/ethnicity, gender, Pell eligibility, and first-generation status.
- Student course evaluations.
- Faculty expertise and accomplishments in the field.
- Annual evaluation, hiring, and faculty development structures and processes.
- Outcomes assessment processes, data, and reports.
- Qualitative analyses of curricular strengths and weaknesses.
- Logistical components, including library resources, facilities, computer resources, and instructional equipment.
- Barriers to post-graduate success.

Though significant work has gone into the review of this program, we see the resulting report not as the culmination of a process, but a meaningful step toward the ultimate goal of facilitating program improvement. In the coming year we will continue to work with program faculty, our dean, and the Office of the Provost to identify and implement improvements based on the recommendations that emerged from this analysis.

III. Major Findings and Conclusions of the Program Review

- We have encountered some difficulty post-pandemic finding enough in-person instructors, especially for Composition courses needed by first-year students.
- Enrollment has grown over this 10-year period, returning to 71 in 2022.
- The program has added multiple classes in Latinx Literature, Chicano literature, and other topics relevant to our student body.
- DFWI rates in upper-division courses have dropped since faculty changed pre-requisites for the curriculum.

- Moving forward, one critical improvement will be to work collaborative with the dean’s office and the Academic Advising Center to develop a more efficient and effective method of using Directed Self-Placement to guide students into the appropriate gateway English class.

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

- Our Director of Assessment will follow up with faculty and the supervising chair/dean on the areas for improvement identified in the full report. Our goal is to implement at least one of the recommended improvements in the 2023-24 academic year. In general terms, we aim to continue improving success rates across all student populations (e.g., retention, graduation rates).
- Emphasize the Writing Studies track, which is unique in NSHE and especially valuable to future teachers of composition.
- Address inefficiencies in the student self-placement process for English Composition.
- Request faculty as needed in the budgeting process to address difficulties staffing in-person courses.

V. Descriptive Statistics

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

2021-22	<u>67</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>5</u>
2021-22	<u>16</u>
2022-23	<u>18</u>

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

2020-21	<u>50%</u>	(cohort size =2)
2021-22	<u>0%</u>	(cohort size =2)
2022-23	<u>25%</u>	(cohort size =4)

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

Fall 2022	<u>7,929</u>
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VI. Institutional Reports

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

NSU: Environmental & Resource Sciences, B.S.

I. Description of Program Reviewed

MISSION

The Environmental and Resource Science program is designed for students motivated to become experts on how the environment functions through a hands-on approach focusing on specific case studies related to the interactions between human health and the earth's atmosphere, biosphere, hydrosphere and lithosphere.

EXCELLENCE

This program will prepare you for a meaningful career and lay the foundation for additional education at the graduate level. You will learn field and laboratory techniques, work with state-of-the-art software, explore authentic research projects, communicate science to a variety of audiences, and network with local and regional professionals.

VISION

As a graduate of the ERS program, you will understand the complexity of global environmental issues and be equipped with the skills to creatively solve real-world problems that are fundamental to our lives.

II. Review Process and Criteria

The BS in Environmental & Resource Sciences was assessed according to a standardized procedure that governs the 10-year program review process at Nevada State University. The review began by soliciting and compiling relevant materials, including faculty biographies, historical student evaluation data, and outcomes assessment reports. The AVP of Institutional Effectiveness provided critical data regarding enrollment figures, graduation numbers, student demographics, and related metrics. A close examination of these data and materials culminated in a comprehensive report, which was reviewed by the department Chair, Dean, and Provost.

The review relied on:

- Ten years of Institutional Effectiveness data, including headcounts, FTEs, retention and graduation numbers, average credits to degree completion, and average GPA at graduation. Headcounts and graduation numbers were disaggregated by self-reported student race/ethnicity, gender, Pell eligibility, and first-generation status.
- Student course evaluations.
- Faculty expertise and accomplishments in the field.
- Annual evaluation, hiring, and faculty development structures and processes.
- Outcomes assessment processes, data, and reports.
- Qualitative analyses of curricular strengths and weaknesses.
- Logistical components, including library resources, facilities, computer resources, and instructional equipment.
- Barriers to post-graduate success.

Though significant work has gone into the review of this program, we see the resulting report not as the culmination of a process, but a meaningful step toward the ultimate goal of facilitating program improvement. In the coming year we will continue to work with program faculty, our dean, and the Office of the Provost to identify and implement improvements based on the recommendations that emerged from this analysis.

III. Major Findings and Conclusions of the Program Review

- The curriculum was revised in 2016 to avoid bottlenecks that kept students from graduation.
- Hiring a Geosciences faculty member allowed for more consistent offerings of physical sciences classes, which helps students progress through the degree.
- Students continue to request additional field experience options. This would require additional resources, such as camping gear, a van for field trips, and storage space for equipment; storage space is scarce at our growing campus.
- The program should increase access to equipment for students to practice data collection, digital mapping, and other skills.
- The program has experienced consistent growth and is no longer a “low enrollment program.”

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

- Our Director of Assessment will follow up with faculty and the supervising chair/dean on the areas for improvement identified in the full report. Our goal is to implement at least one of the recommended improvements in the 2023-24 academic year. In general terms, we aim to continue improving success rates across all student populations (e.g., retention, graduation rates).
- Request resources as needed in the budgeting cycle, which begins in Fall 2023.
- Consider adding concentrations to provide more in-depth knowledge in specific fields (e.g., health sciences, physical sciences, sustainability). However, this must be done carefully to ensure we do not have low-enrollment concentrations by dividing the student cohort into too many areas.
- Continue to seek ways to increase field trip experiences, including partnering with the College of Southern Nevada on joint trips.

V. Descriptive Statistics

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

2022-23	<u>56</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>5</u>
2021-22	<u>8</u>
2022-23	<u>10</u>

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

2020-21	<u>0%</u>	<u>cohort size: 2</u>
2021-22	<u>67%</u>	<u>cohort size: 3</u>
2022-23	<u>40%</u>	<u>cohort size: 5</u>

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

Fall 2022	<u>7,611</u>
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VI. Institutional Reports

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

NSU: History, B.A.

I. Description of Program Reviewed

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

Through the study of history, students will develop the qualities of mind necessary for responsible citizenship in the 21st century and acquire an appreciation for the diversity of human experience and a capacity to understand the historical dimensions of contemporary problems across global communities. They will graduate with the ability to synthesize information from primary and secondary sources (whether of a print, visual, or material nature) in order to produce cogent arguments and sound historical narrative through a variety of mediums. Students of History will be prepared to contribute to our knowledge of the past with new discoveries and understandings.

II. Review Process and Criteria

The BA in History was assessed according to a standardized procedure that governs the 10-year program review process at Nevada State University. The review began by soliciting and compiling relevant materials, including faculty biographies, historical student evaluation data, and outcomes assessment reports. The AVP of Institutional Effectiveness provided critical data regarding enrollment figures, graduation numbers, student demographics, and related metrics. A close examination of these data and materials culminated in a comprehensive report, which was reviewed by the department Chair, Dean, and Provost.

The review relied on:

- Ten years of Institutional Effectiveness data, including headcounts, FTEs, retention and graduation numbers, average credits to degree completion, and average GPA at graduation. Headcounts and graduation numbers were disaggregated by self-reported student race/ethnicity, gender, Pell eligibility, and first-generation status.
- Student course evaluations.
- Faculty expertise and accomplishments in the field.
- Annual evaluation, hiring, and faculty development structures and processes.
- Outcomes assessment processes, data, and reports.
- Qualitative analyses of curricular strengths and weaknesses.
- Logistical components, including library resources, facilities, computer resources, and instructional equipment.
- Barriers to post-graduate success.

Though significant work has gone into the review of this program, we see the resulting report not as the culmination of a process, but a meaningful step toward the ultimate goal of facilitating program improvement. In the coming year we will continue to work with program faculty, our dean, and the Office of the Provost to identify and implement improvements based on the recommendations that emerged from this analysis.

III. Major Findings and Conclusions of the Program Review

- The major has a History and a History Pre-Law concentration available to students.
- Total credits at graduation has decreased over time for History majors, indicating that curriculum revisions may have led to a more streamlined pathway for students.
- A fully online pathway was created to add flexibility for working students and the “new majority” of students who often have caretaking and other responsibilities
- A new hire specializing in Latin American history has allowed the expansion of curricular offerings in ways that address the interests of our student body. In addition, in 2022 the program added a lower-division African American History course.
- We aim to increase enrollment in the main History concentration (which has experienced a slight drop in numbers) while simultaneously continuing to leverage the strengths of the pre-law concentration, which is gaining students and appears to be a strong fit for our New Majority student population.
- We need to establish clear and ongoing communication with the Academic Advising Center to help improve student outcomes (e.g., progression along our degree pathways)
- The “Distinctive Excellence” sheet describing the program should be updated and provided to the Admissions & Recruitment team.

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

- Our Director of Assessment will follow up with faculty and the supervising chair/dean on the areas for improvement identified in the full report. Our goal is to implement at least one of the recommended improvements in the 2023-24 academic year. In general terms, we aim to continue improving success rates across all student populations (e.g., retention, graduation rates).
- Enrollment in the main history concentration has dropped slightly, while enrollment in the Pre-Law concentration has grown. The program should work with recruiters and Marketing to ensure they know what specific job pathways students can enter with a History degree. We also aim to provide recruiters with an updated version of the Distinctive Excellence document that describes the program.
- We should continue to leverage the strengths of the Pre-Law concentration, which is attracting disproportionately female, Hispanic, and first-generation students.

V. Descriptive Statistics

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

2022-23	<u>75</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>14</u>
2021-22	<u>13</u>
2022-23	<u>20</u>

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

2020-21	<u>100%</u> (cohort size: 1)
2021-22	<u>100%</u> (cohort size: 1)
2022-23	<u>33.3%</u> (cohort size: 9)

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

Fall 2022	<u>9,362</u>
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VI. Institutional Reports

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

NSU: Law Enforcement, B.P.A.

I. Description of Program Reviewed

The mission of the baccalaureate degree in Public Administration - Law Enforcement is to provide current and future middle managers with the professional skills and management tools necessary to succeed in the management of a law enforcement agency. The role of the law enforcement middle manager is primarily to provide leadership to the agency stakeholders. The twenty-first century middle manager must be able to adapt to rapid technology changes, interact with diverse groups of citizens, and possess the ability to manage daily operations on limited budgets.

II. Review Process and Criteria

The BPA in Law Enforcement was assessed according to a standardized procedure that governs the 10-year program review process at Nevada State University. The review began by soliciting and compiling relevant materials, including faculty biographies, historical student evaluation data, and outcomes assessment reports. The AVP of Institutional Effectiveness provided critical data regarding enrollment figures, graduation numbers, student demographics, and related metrics. A close examination of these data and materials culminated in a comprehensive report, which was reviewed by the department Chair, Dean, and Provost.

The review relied on:

- Ten years of Institutional Effectiveness data, including headcounts, FTEs, retention and graduation numbers, average credits to degree completion, and average GPA at graduation. Headcounts and graduation numbers were disaggregated by self-reported student race/ethnicity, gender, Pell eligibility, and first-generation status.
- Student course evaluations.
- Faculty expertise and accomplishments in the field.
- Annual evaluation, hiring, and faculty development structures and processes.
- Outcomes assessment processes, data, and reports.
- Qualitative analyses of curricular strengths and weaknesses.
- Logistical components, including library resources, facilities, computer resources, and instructional equipment.
- Barriers to post-graduate success.

Though significant work has gone into the review of this program, we see the resulting report not as the culmination of a process, but a meaningful step toward the ultimate goal of facilitating program improvement. In the coming year we will continue to work with program faculty, our dean, and the Office of the Provost to identify and implement improvements based on the recommendations that emerged from this analysis.

III. Major Findings and Conclusions of the Program Review

- This program mainly addresses the needs of students who are already working in law enforcement or are interested in entering the field. It is particularly useful for those who wish to move into management/supervisory positions within law enforcement.
- The program has moved to an almost entirely online modality to accommodate the working students who tend to enroll in it.
- The curriculum was broadened to include emerging themes such as Victimology. Bottleneck courses were removed from the program to improve degree progression while maintaining a high-quality curriculum.
- Enrollment plateaued in 2017-19 and has declined somewhat since then.
- Most students in the program are transfer students.

- A key imperative is to hire a full-time faculty member to replace the lecturer who resigned in spring 2023.

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

- Our Director of Assessment will follow up with faculty and the supervising chair/dean on potential areas for improvement. Our goal is to implement at least one recommended improvement in the 2023-24 academic year. In general terms, we aim to continue improving success rates across all student populations (e.g., retention, graduation rates).
- Request a full-time faculty member as part of the budget cycle, starting in Fall 2023.
- Continue the primarily online modality, as students in the program value the flexibility this provides.

V. Descriptive Statistics

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

2022-23	<u>43</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>7</u>
2021-22	<u>8</u>
2022-23	<u>10</u>

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

2020-21	<u>33.0% (cohort size: 9)</u>
2021-22	<u>33.3% (cohort size: 9)</u>
2022-23	<u>36.4% (cohort size: 11)</u>

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

Fall 2022	<u>7,566</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.**

- Communications, AA.
- Journalism/Media Studies: Advertising/Public Relations, A.A.
- Journalism/Media Studies: News Production, A.A.
- Creative Writing, A.A.
- English, A.A.
- Art, A.A.
- Music, A.A.
- Theatre, A.A.
- Deaf Studies: American Sign Language/English Interpreting, B.A.S.
- Deaf Studies, A.A.S.
- Latin American and Latina/o Studies, A.A.
- World Languages, 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.**

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.**

- Dance, Certificate of Achievement
- Theatre: Technology and Production, Certificate of Achievement
- Music Business & Technology, 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.**

None

***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.

- Online Teaching Level One, Skills Certificate
- Online Teaching Level Two, Skills Certificate

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

- Microsoft Office Master, Skills Certificate

CSN: Communications, A.A.

I. Description of Program Reviewed

PROGRAM MISSION:

We teach and research communication to connect people, support the workforce, create change, promote critical thinking, and foster learning.

PROGRAM HISTORY:

The Department of Communication has grown from a small aspect of the Theater Department to mid-sized department in its own right teaching general education courses. The department taught primarily oral communication courses. It is expanding to teach more courses in support of skills certificates.

SUPPORT FOR CSN STRATEGIC PLAN GOALS:

The Department of Communication teaches the Institutional Values of Communication & Critical Thinking. The basic course is the principal course for the human relations component on many degrees and certificates. The majority of the programs exist to support other areas of the college and provide a cornerstone of a classical liberal arts education.

Student Success. One of the most requested job skills is the ability to communicate. Our courses develop students' communication skills to help them succeed with their life goals.

Engagement. Our courses are highly interactive and allow students to connect with others, professors and CSN. Although we primarily teach general education courses students respond well to multiple teaching styles that allow them to connect material in the classroom with their daily experience.

Workforce. Many of our courses are the primary human relations component that is on every skills certificate. Outside of technical knowledge, our courses, often COM 115 are the only class outside their area of study.

SUPPORT FOR NSHE STRATEGIC GOALS:

Access. As a provider of general education courses, our department gives students access to knowledge and skills without requiring much academic experience.

Success. The goal of the department is to help learners become more proficient at communication. It is simply impossible to be successful in the 21st century without the ability to communicate with others and to collaborate with others.

Workforce: Our students develop the skills set or "soft skills" required for success in the 21st century workforce.

ROLE AND PURPOSE OF THE PROGRAM:

Primarily the role of the department is to support other academic units by providing courses in communication in support of their degrees and certificates.

PARTNERSHIPS WITH BUSINESS AND PROFESSIONAL OR COMMUNITY ORGANIZATION:

While the majority of the interaction of the department is with other academic partners at CSN, the department is beginning to expand its connections with business interests by providing workforce training and human relations classes in support of professional certificates. Entities outside of CSN who regularly request that the department provide classes are : Nevada Department of Corrections. Clark County School District, Nevada Gold Mines, Clark County Libraries.

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

SWOT Analysis completed by surveying Assessment Committee and other interested faculty members.

STRENGTHS:

- Department members are excellent at communication
- Program aligns with diverse mission of CSN/ NSHE
- Diverse Faculty
- Collaborate well together to solve problems
- Able to handle issues within department
- Collegial with other faculty members
- Faculty good at adapting to change
- Diverse professional experience outside of the classroom
- Capable of building life skills in students
- Meeting assessment goals for COM 101 course learning outcomes

WEAKNESSES:

- High percentage of adjunct to meet workload
- Have had to teach some JOUR classes online even though some specific skills are more easily shown in person
- Some faculty are more involved than others in both departmental or college service

OPPORTUNITIES:

- Recent general education classes back in person
- More involvement with JumpStart/ Dual Enrollment
- Able to build UNLV / UNR Alliance
- Able to work with CCSD to make high school classes first OR last period at onsite dual enrollment courses
- Internship Opportunities
- Establish more connections with community (CCSD)
- New JOUR certificates with production focus (CTE)
- New classes—podcasting

THREATS-

- Outside pressure to change general education "COM 101 isn't necessary"
- Community perception that public speaking is a diminishing communication skill
- Changes to human relations component
- Lack of training for working with K-12 populations
- Chat GPT written speeches

Mandate modality for course offerings from CSN admin
Still seeing COVID effects – socioeconomic/ academic preparation
Navigation of CSN website to register for classes (enrollment drops)
Getting students to come to campus
Modality preference is online—look at enrollments not survey.
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

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

- Recruit and retain diverse faculty.
- Develop podcasting component -- new course/ new certificate
- Expand COM 115 both with CCSD Dual Enrollment options and Clark County Libraries
- Train ALL COM/ JOUR faculty in pedagogical issues with K-12 learners
- Develop robust strategies for dealing with emerging technologies such as ChatGP

ENROLLMENT PLANNING/RECRUITMENT:

- The department will continue to increase in-person class offerings. Unless exempted by ADA accommodations, full-time faculty will teach at least 40% in-person as part of their workload.
- The department will expand its partnerships with dual enrollment programs (CCSD & Nevada Gold Mines)
- Journalism faculty will be more active in recruiting from CCSD.
- Department of Communication will work with Advising to promote systematic filling of classes (Advisor awareness is a continual problem.)
- More active major recruitment will occur as in-person sections increase

SPACE UTILIZATION/SCHEDULING:

The Department of Communication has one of the best records for space utilization of priority rooms of any department at CSN. As prudent we will continue to use offer as many as in person sections as student actual enrollment demand supports.

It is of note that the department had a room with a 95% usage rating (C 226) on the Henderson campus and it was still taken from the department due to other campus requirements. The chair believes that this item is moot for this department's planning.

PROGRAM ASSESSMENT ACTIVITIES ALIGNED WITH CSN'S STRATEGIC PLAN GOALS AND OBJECTIVES:

Program assessments address CSN goals of: Engagement, Access, Workforce Development, Communication, & Critical Thinking. Program assessment is primarily done by continually assessing the general education course COM 101. Workforce development/ Engagement is assessed by JOUR assessment data, COM 101 & COM 115 data. Access: COM 101 has no prerequisites and is often in the first course of study. COM 101 students gain many of the necessary skills for further success in other classes and entry into the workforce. The majority of COM / JOUR have a critical thinking component.

PEER REVIEW FEEDBACK:

Not usually a standard in our area.

V. Descriptive Statistics

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

2022-23	<u>149</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>10</u>
2021-22	<u>2</u>
2022-23	<u>11</u>

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

2020-21	<u>8.3%</u>
2021-22	<u>9.1%</u>
2022-23	<u>13.3%</u>

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

Fall 2022	<u>1,850</u>
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VI. Institutional Reports

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

CSN: Journalism/Media Studies: Advertising/Public Relations, A.A.; Journalism/Media Studies: News Production, A.A.

I. Description of Program Reviewed

PROGRAM MISSION:

In the journalism program, our courses provide real training for the field including JOUR 105 News Production linked to CSN's online student newspaper Coyote Student News; JOUR 121 Radio Production, linked to CSN's digital radio station CSN Streamin' Radio; and our internship program that requires students to work in professional media environments. In total, CSN's journalism program is strong and equips students with fundamentals and pre-professional practice that leads to higher-division courses and also fruitful skills for the marketplace.

PROGRAM HISTORY:

The Journalism program with its two-pathways -- News Production and Advertising and PR -- has thrived for decades. The program covers fundamentals in multi-media journalism necessary to transfer into bachelor's programs.

SUPPORT FOR CSN STRATEGIC PLAN GOALS:

CSN's Strategic Plan Goals include the following: Student Success, Engagement, Performance and Quality, and Workforce and Community.

Student Success and Engagement— The journalism program includes courses that require students to work one-on-one with instructors and people in the field including news reporting and writing, fundamentals of applied media aesthetics and internships. The enriched instruction personalizes education for each student. It lessens attrition rates and ensures students succeed through program completion. Students transfer these skills from the classroom to the workplace in internships required of all journalism students. Both coursework and internships increase student success. We also have a degree sheet and a set of pathways with suggestions of an order to take courses that makes requirements and time frame for completion simple to understand. Journalism faculty provide advising for students throughout their program to help them succeed.

Performance and Quality, and Workforce and Community — Our program faculty contribute to our discipline by attending conferences, conducting research and staying current in the field. We offer JOUR 198 Special Topics including classes on social media and the magazine business to increase subject matter to provide up-to-date information for students. Our courses are hands-on and provide real training. JOUR 290/COM 196 Internship program requires students to work one-to-three credits (50 to 150 hours) in a professional media environment. In total, CSN's journalism program is strong and equips students with fundamentals that leads to higher-division courses and also fruitful skills for the marketplace.

SUPPORT FOR NSHE STRATEGIC GOALS:

NSHE's Strategic Goals include the following: Access, Success, Close the Achievement Gap, Workforce and Research.

Access— Our most popular courses including JOUR 100, 101 and COM 101 are offered in two formats, traditional classroom and 100 percent online, to increase access for students. Students can choose to take courses that fit their schedules. We offer courses during spring, summer and fall terms to provide additional access. Additionally, journalism faculty and department chair are eager to meet students' needs as they reach graduation date by offering alternatives to courses that are required but not able to be taken by the student due to scheduling conflicts. Our goal is to provide quality education in an accessible and timely way.

Success— The journalism program includes courses that require students to work one-on-one with instructors and people in the field including news reporting and writing, fundamentals of applied media aesthetics and internships. The enriched instruction personalizes education for

each student. It lessens attrition rates and ensures students succeed through program completion. Students transfer these skills from the classroom to the workplace in internships required of all journalism students. Both coursework and internships increase student success. We also have a degree sheet and a set of pathways with suggestions of an order to take courses that makes requirements and time frame for completion simple to understand. Journalism faculty provide advising for students throughout their program to help them succeed.

Close the Achievement Gap (Diversity): We have courses that focus on critical analysis of mass media, applied media aesthetics, news reporting and writing and oral communication that all involve instruction and elevation of diversity skills and cultural competencies. This makes a place and space for our diverse student population to see themselves in the materials they are studying and reporting. Additionally, we work closely with students by advising them on their coursework, program, and next steps in order to help them achieve in our program and beyond.

Workforce and Research -- Our program faculty contributes to our discipline by attending conferences, conducting research and staying current in the field. We offer JOUR 198 Special Topics including classes on social media and the magazine business to increase subject matter to provide up-to-date information for students. Our courses are hands-on and provide real training. JOUR 290/COM 196 Internship program requires students to work one-to-three credits (50 to 150 hours) in a professional media environment. In total, CSN's journalism program is strong and equips students with fundamentals that leads to higher-division courses and also fruitful skills for THE marketplace.

ROLE AND PURPOSE OF THE PROGRAM:

The Associate of Arts in Journalism/Media Studies has two tracks: news production and advertising/public relations. Students will complete a core set of classes and then choose a track they wish to follow pertaining to their specific interests. In this program, students will be provided with the most current and relevant instruction in the field of journalism and integrated marketing communications. Students entering the field of journalism need the skills to compete in the multimedia landscape. The news production track focuses on writing, reporting, analyzing, and producing media for print, online, and broadcast. The advertising/public relations tract focuses on public relations (PR), advertising, direct marketing, and multimedia communication for careers in PR and advertising. Both tracks give students the base knowledge needed for higher education and gainful employment.

PARTNERSHIPS WITH BUSINESS AND PROFESSIONAL OR COMMUNITY ORGANIZATION:

Our JOUR 290/COM 196 Internship program creates partnerships between the journalism program at CSN and professional media companies. We host internships with many media companies in Las Vegas including the following: Greenspun Media Group, Las-Vegas Review Journal, Vegas PBS, Morning Blend, KNPR, Lotus Broadcasting, Eat More Art, Millennials in Motion Magazine, Athletic Farm, The Mob Museum, VOX, Bell and Ivy, Candlelighters Childhood Cancer Foundation, among others. Our faculty are linked to the Associated Press, ISOJ and other professional organizations. We have close ties with the community.

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

SWOT Analysis completed by surveying Assessment Committee and other interested faculty members.

STRENGTHS (WHAT WE DO WELL INTERNALLY):

Ability to transition the program to meet best practices in current journalism market. As example, changing program to one pathway with electives to make room for Latino news and News Media specialties.

Students learn bankable skills in news production, radio, TV and internship courses.

Our CSN journalism faculty have several years of professional experience as journalists and are also currently employed as professional journalists – which allows us to strongly and efficiently marry journalistic practices with the theory-based knowledge that we also effectively impart through student instruction.

An advantage that our CSN journalism faculty has over other institutions' faculties is our smaller sized student-instructor class ratio that allows for greater student achievement, through more focused, active learning and student-oriented instruction.

WEAKNESSES (WHAT WE DON'T DO WELL INTERNALLY):

With two-track pathways, students did not have enough choice in their preferences in journalism. For example, if a student wanted to learn podcasting or new-media journalism, there were limited options. A change is coming to one pathway with electives opening up many special-topic courses that students can select from in order to pursue their special interests.

There was a limited number of professors teaching JOUR. The department added more instructors that help support the major.

Our journalism faculty is often so student-focused that we do not meet regularly to keep our fellow journalism faculty members updated on all the wonderful things happening connected to our endeavors.

There should be more communication and collaboration between journalism faculty and administration regarding decisions that impact journalism faculty such as determining operational control of the CSN radio station.

OPPORTUNITIES (EXTERNAL POSITIVES):

According to recent BLS statistics, there are jobs in the industry and pay is good for journalists especially in PR and news media.

JOUR internships and opportunities bridge the gap between CSN and the professional community positioning our students in incredible ways. Recently a couple more internships and events were added including the NFL franchise team the Las Vegas Raiders' Media Relations Department is hosting a Sports Communications Public Relations (PR) Student Seminar and The Hank Greenspun School of Journalism & Media Studies at UNLV is holding an internship and career fair. We have deep connections in the community for our students to gather work experience while extending the CSN brand.

CSN JOUR alumni have succeeded with jobs at the Washington Post, RJ, Sun, Chicago Daily Herald, major magazines, etc. Our students are excelling in the field.

THREATS (EXTERNAL NEGATIVES):

UNLV and other schools may sway students to leave CSN early without completing the AA degree.

The JOUR field is seen as irrelevant by some as citizen journalists (bloggers, vloggers, YouTubers, podcasters, etc.) are increasing. Thus, we need to offer courses in those to add value to our students and maintain best practices in the field.

As new-media technology continues to emerge and drive the industry forward, a threat facing our journalism faculty is being able to provide our students with state-of-the-art, on-campus facilities and online resources to practice and hone their respective crafts.

With continued emergence of popular new-media platforms like podcasting, we must be able to serve and instruct CSN students – including those who are non-degree seeking – by offering educational “Certificates” that revolve around students’ demands to learn about applicable theory and practices in new-media forms. We risk losing enrollment opportunities without such evolution.

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

Push our changes to the program with one-pathway and certificate programs through Curriculum October 2023 to implement following fall term; work with internal CSN counseling and advising to promote JOUR as a major; keep developing program with great elective offerings bringing in best trends and best practices such as podcasting and vlogging; keep building our internship connections with media companies

ENROLLMENT PLANNING/RECRUITMENT:

We would like more student majors, although we are surpassing goals for graduates. Our two new certificate programs that we hope to implement fall 2024 will improve our numbers for completion and graduates

SPACE UTILIZATION/SCHEDULING:

More online classes as students want that

PROGRAM ASSESSMENT ACTIVITIES THAT ALIGN WITH CSN’S STRATEGIC PLAN GOALS AND OBJECTIVES:

Our program directly address several CSN and NSHE Strategic Plan Goals as noted in this report: Access, Success, Workforce, etc.

PEER REVIEW FEEDBACK:

JOUR faculty including Lead Faculty Melissa Weinstein and Com Dpt Chair Kevin Mitchell met to discuss and plan for future of the program, pathway, certificates and courses. In collaboration we made plans for future success.

V. Descriptive Statistics

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

2022-23	<u>142</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>20</u>
2021-22	<u>6</u>
2022-23	<u>3</u>

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

2020-21	<u>10.0%</u>
2021-22	<u>6.5%</u>
2022-23	<u>7.9%</u>

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

Fall 2022	<u>19</u>
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VI. Institutional Reports

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

CSN: Creative Writing, A.A.

I. Description of Program Reviewed

PROGRAM MISSION:

The AA in Creative Writing focuses on amplifying the voices and crediting the excellence in the writing of fiction or poetry of CSN students. As knowledge of the genres and traditions of literature is central to the development of a writer or poet, courses that include the study of fiction and poetry are integrated into the program.

PROGRAM HISTORY:

H. Lee Barnes was instrumental in creating this program, the first Creative Writing degree program for two or four-year students in the state of Nevada. The program was well received and immediately successful, graduating students within the first full year. The program has grown steadily and has graduated an increasing number of students.

SUPPORT FOR CSN STRATEGIC PLAN GOALS:

CSN lists student success as its number one goal. Our program endeavors to provide the best educational environment to meet students' education needs and expectations, through writing workshops and literature courses.

SUPPORT FOR NSHE STRATEGIC GOALS:

NSHE lists their number one strategic goal as access. Our program provides a degree path that is available nowhere else in Nevada post-secondary education.

ROLE AND PURPOSE OF THE PROGRAM:

Our role and purpose is to provide the only undergraduate degree program in the state of Nevada.

PARTNERSHIPS WITH BUSINESS AND PROFESSIONAL OR COMMUNITY ORGANIZATION:

While our program's students have limited opportunities for workforce/intern positions, we can provide community outreach through readings and workshops open to the public or held in public venues, when possible.

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

SWOT Analysis completed by surveying Assessment Committee and other interested faculty members.

STRENGTHS (WHAT WE DO WELL INTERNALLY):

Well-constructed pathway of instruction for each mission. Competent, engaged faculty. Good administrative support for program.

WEAKNESSES (WHAT WE DON'T DO WELL INTERNALLY):

Unable to offer all courses every semester. Prerequisite enforcement is not consistent. Need more engagement with the greater Las Vegas community.

OPPORTUNITIES (EXTERNAL POSITIVES):

More community involvement. Sponsoring more reading and workshop events for students. More academic recognition for creative writing students.

THREATS (EXTERNAL NEGATIVES):

Declining enrollments. Students being discouraged from taking electives. Economic constraints.

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

ENROLLMENT PLANNING/RECRUITMENT:

The program has no active recruiting policy in place. This will be considered for the future. The program has grown at a reasonable pace since its inception.

SPACE UTILIZATION/SCHEDULING:

Since our program has a small footprint and does not require extensive resource use, we do not have space concerns at this time. Results and findings should help us estimate future enrollments and to some extent guide course scheduling.

PROGRAM ASSESSMENT ACTIVITIES THAT ALIGN WITH CSN'S STRATEGIC PLAN GOALS AND OBJECTIVES:

A core focus of CSN's strategic planning is student success and engagement. Our program is not in a position to directly address specific Strategic Plan Objectives. We can directly support student success by providing an environment of success in our courses. We can endeavor to help students successfully complete our program, whether as a transfer student or as a terminal degree seeking student. We can try to cultivate better community relationships as a program.

PEER REVIEW FEEDBACK:

In addition to the data provided by the college, we solicited anecdotal information from our program faculty. Creative Writing faculty met twice to discuss relevant elements of our program, program strengths and weaknesses, and plans for the future. We also discussed our program issues while completing our annual assessment.

V. Descriptive Statistics

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

2022-23	<u>96</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>10</u>
2021-22	<u>2</u>
2022-23	<u>5</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.

2020-21	<u>6.3%</u>
2021-22	<u>12.5%</u>
2022-23	<u>6.3%</u>

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

Fall 2022	<u>202</u>
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V. Institutional Reports

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

CSN: English, A.A.

I. Description of Program Reviewed

PROGRAM MISSION:

CSN's Department of English is dedicated to the promotion of reading, writing, and critical thinking skills, with the goal of preparing our students for academic, professional, and creative writing. The Department reaches this objective through learning, research, and artistic endeavors. We encourage our students to develop their critical thinking and creative reasoning skills in all areas of our curriculum.

PROGRAM HISTORY:

The Department of English at the College of Southern Nevada (CSN) dates back to 1971, when the college was first formed under the name Clark County Community College. CSN's undergraduate degrees have received accreditation from the Northwest Commission on Colleges and Universities since 1975. The Associate of Arts Degree with an Emphasis in English is a 60-credit program which has been preparing students to transfer to a four-year institution for over 50 years. As the cornerstone for any sound education, English was one of the original disciplines represented when Clark County Community College opened its doors in 1971; two of the first five faculty members were English professors. We originally offered courses in Composition, Speech, and Literature.

SUPPORT FOR CSN STRATEGIC PLAN GOALS:

The 2019-2024 CSN Strategic Plan strives to provide an inclusive and diverse environment to increase student engagement. To that end, the Department of English has increased its offerings in classes such as Composition I for International and Multilingual Students and Composition II for International Students. Additionally, the program now includes a variety of genres and subjects including, but not limited to, African American Literature, Latin American Literature, LGBTQI Literature, Women's Literature, and Migrant Literature.

Student Success (NSHE #2, 3): According to the Program Review Data Sheet, we have a graduation or transfer rate of 32%, well above the median for the college as a whole (12.5%, per IR data dashboards for 2021-2022). Also, students in our major are more likely to be Pell eligible (42.7%) than those from the entire college (26.9%) in 2021-22, meaning that we are providing access to low-income students. And our program's student demographics match those of CSN as a whole (representative groupings of Black, Hispanic, and multi-racial/multi-ethnic students, though a slightly lower proportion of Asian-American students).

Engagement (NSHE 1, 2, and 3): In terms of an "inclusive and diverse environment," our major offers a huge range of texts and authors (particularly in our wide-ranging 223 course), covering a vast diversity of voices and topics, such as Southeast Asian literature, African-American literature, women writers, and feminist theory.

Performance & Quality (NSHE #2, 5): "CSN Goal: Engage in best performance excellence practices that lead to the deployment of our values, accomplishment of our mission, and realization of our vision. Review and improve academic and work processes, ensure two-way communication and collaboration across campuses, and promote institutional innovation. Research critical real-world problems and seek solutions and stewardship to ensure performance excellence and the increase of quality and value to CSN stakeholders."

SUPPORT FOR NSHE STRATEGIC GOALS:

To that end, the CSN Department of English has trained its faculty to work in concert with the Centers for Academic Success to ensure that all students have access to tutoring and advising to

promote their success. Additionally, faculty members are encouraged to create lesson plans and assignments that allow all students to succeed, regardless of background.

Strategic Goal 1: ACCESS Increase participation in post-secondary education. [See CSN student success answer above]

Strategic Goal 2: SUCCESS Improve completions/student success rates and increase the number of individuals with a post-secondary credential. [See CSN student success answer above]

Strategic Goal 3: CLOSE THE ACHIEVEMENT GAP Close the achievement gap among underserved student populations. [See CSN student success answer above]

ROLE AND PURPOSE OF THE PROGRAM:

The Department of English at the College of Southern Nevada (CSN) has two purposes. The first is to teach college-level reading, writing, and research skills to all students regardless of major. The second is to provide a solid foundation for students who wish to transfer to a four-year institution for a higher degree in English. The CSN Associate of Arts Degree with an English Emphasis helps students develop and apply critical thinking, analytical writing, and communication skills. The CSN Associate of Arts Degree with an Emphasis in Creative Writing focuses on the writing of fiction or poetry, as well as the study of a variety of genres and traditions in literature.

PARTNERSHIPS WITH BUSINESS AND PROFESSIONAL OR COMMUNITY ORGANIZATION:

The Department of English supports The Red Rock Reader, a national literary publication, and Neon Dreams, the student publication produced by the English Creative Writing Club. Additionally, it supports the Jumpstart Concurrent Enrollment Program which allows local high school students to enroll in college-level classes at a reduced fee.

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

SWOT Analysis completed by surveying Assessment Committee and other interested faculty members.

STRENGTHS (WHAT WE DO WELL INTERNALLY):

Encourages intellectual and cultural literacy, both for students and for faculty

Diversity of students and faculty

Diversity of courses

ENG 223 Themes of Literature allows professors the freedom to offer and explore many interesting and unique literary themes such as, Literature of the Midwest, Horror Literature, and Detective Novels that inspired Film Noir.

Diverse curriculum of courses offered

Topics in comp courses—several on contemporary and Nevada issues, which ties into the Strategic goals.

Varieties of reading and writing assignments

Varieties of pedagogical approaches

OER Adoption

If paperwork is current and students have no issues, teachers have a great deal of autonomy.

Great resources (CAS, library) that want to work with students and faculty.

New Co-requisite courses are serving students well and promoting success.

Instructor Canvas shell is kept fully updated with resources for instructors.

of FT/PT faculty roughly equal

Part-time faculty are often working professionals, which can both show students that English degrees are employable and provide them with contacts in that field.

Some adjuncts are UNLV grad students; CSN English benefits from fresh and new ideas

Several faculty members are published authors and scholars with published books, articles, and presentations.

Several faculty awards

Our faculty serve on department, school, Senate, and institutional committee.

WEAKNESSES (WHAT WE DON'T DO WELL INTERNALLY):

The sheer number of classes is overwhelming to some students.

Between all the diversity in courses, topics, assignments, and pedagogies, the right course for everyone exists, but there are so many that it may be impossible for students to find the correct mix.

The sheer range of the variety available, can make rigor consistency a challenge.

Admin creep—administrators who have not taught in years and may never have taught general education classes at a community college, feel qualified to tell us where, when, and in what modality to teach our classes.

Self-directed placement—While this method works very well, for the most part, some students do place themselves into courses that are too difficult to allow the ability to benefit.

CSN High school growing; this can mean the infusion of strong, motivated students, but if student and faculty behavioral expectations aren't crystal clear from the beginning, there can be issues.

High turnover, especially in HR and Marketing

Internal Review Board moves very slowly.

Some faculty teaching at several institutions to make a living may be stretching themselves too thin.

HR Initial salary offers are often quite low.

It can be difficult to get assistance with technology.

OPPORTUNITIES (EXTERNAL POSITIVES):

Strong Language skills contribute to employment opportunities.

Strong writing skills give students an edge in other coursework.

General economic trends of community, state, and nation (DETR and DOL)

Cost of living/inflation data (DETR and DOL)

Advisory Committee input/guidance

Regional Accreditation guidance/standards

Specialty Accreditation guidance/standards (ACBSP, ACF, NLN, etc.)

Industry trends and standards (NCCER, AWS, NATEF, etc.)

THREATS (EXTERNAL NEGATIVES):

High Turnover of support personnel effects every aspect of running the college, as well as the English department
Low pay and constant offers from jobs with better pay and working conditions keeps the English department in a constant state of recruitment.
Impact of Federal and state regulations on programs (ex. from State jurisdiction to Clark County Health District jurisdiction).
Academic preparation of prospective students.
Impact of Technology on programs and departments.
Changing local department needs (example Police and Fire Academies requirements)
Impact of State Legislature on Programs.
Political Leadership Turnover/Changing needs.
Chamber of Commerce business trends

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

Add our capstone portfolio to the degree requirements, preferably for the last semester, so that we can assess our specific graduates in the field.

ENROLLMENT PLANNING/RECRUITMENT:

Data that has been gathered over the last few years has resulted in the English department lowering the caps on all composition courses to lower the teacher/student ratio.

SPACE UTILIZATION/SCHEDULING:

The results of our data are unlikely to have an impact on space utilization and scheduling.

PROGRAM ASSESSMENT ACTIVITIES THAT ALIGN WITH CSN'S STRATEGIC PLAN GOALS AND OBJECTIVES:

The 2019-2024 CSN Strategic Plan strives to provide an inclusive and diverse environment to increase student engagement. To that end, the Department of English has increased its offerings in classes such as Composition I for International and Multilingual Students and Composition II for International Students. Additionally, the program now includes a variety of genres and subjects including, but not limited to, African American Literature, Latin American Literature, LGBTQI Literature, Women's Literature, and Migrant Literature.

Since the removal of remedial courses, placement has been made through self-placement and advisor support into English courses. There have been courses added so ELL students can be placed into courses that are designed to specifically support ELL students and have a non-ELL counterpart, so students are progressing through English courses in the same time frame and learning the same skills. With self-placement information, the English department has collaborated with the advisors to help students reach the best English course for their placement scores and student needs. Students have the opportunity to switch to a lower or higher-level English course at the beginning of the semester after reviewing the syllabus and assignments in their English course. Most courses are offered at all three CSN main locations as well as online to meet student needs.

CSN English has also promoted undergraduate research opportunities to support the CSN/NSHE strategic goal of co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile.

PEER REVIEW FEEDBACK:

Faculty in the English Assessment Committee worked with each other, as well as their co-workers throughout the process and reviewed each other's work. In addition, most of the information was discussed and critiqued in the spring 23 department meeting which was attended by at least 80% of the faculty.

V. Descriptive Statistics

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

2022-23	<u>116</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>27</u>
2021-22	<u>7</u>
2022-23	<u>3</u>

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

2020-21	9.1%
2021-22	10.5%
2022-23	18.2%

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

Fall 2022	<u>3,652</u>
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V. Institutional Reports

<https://www.taskstream.com/ts/englishprogram1/AcademicProgramReviewWorkspace>

CSN: Art, A.A.

I. Description of Program Reviewed

PROGRAM MISSION:

The Art program at CSN provides students with a foundation in studio art and art history. The foundation of the program relies upon exposing students to the concepts of art history, technical and conceptual art experiences. In addition, students gather experience with all modalities of art including digital, 2D and 3D Design. Students enrolled in the art program at CSN will learn visual perception, self-expression, creative problem solving and contemporary art techniques. The Associate of Arts degree prepares students for transfer to a university to complete a BA in Fine Arts.

PROGRAM HISTORY:

The Art Department was created over 30 years ago. In 2005-06 the Art Department had its department status removed and was folded into the Department of Fine Arts as the Art Program. Since its creation the Art Program has offered ART classes to the college and community at most main campuses and several satellite campus locations.

SUPPORT FOR CSN STRATEGIC PLAN GOALS:

CSN Strategic Goal 2. Engagement

The roster of art faculty, staff and students are always involved in numerous meaningful community engagement activities, such as public art, exhibitions, grants, etc. We are working on increasing CTE, jumpstart and dual enrollment courses to increase student engagement in preparation for college. The Art Program heavily values diversity and inclusion, and this is apparent in our faculty, staff, and students.

SUPPORT FOR NSHE STRATEGIC GOALS:

NSHE Strategic Goal 1: ACCESS

Most of the students taking ART courses are doing so to complete various other degrees at CSN or within NSHE, and our courses fulfill a Humanities requirement. The Art Program also caters to community members wishing to enhance their artistic skills without pursuing a degree. This in turn leads to an increase of post-secondary education.

ROLE AND PURPOSE OF THE PROGRAM:

The Art Program offers students a variety of courses, both studio and lecture, which ask them to look at themselves within a broader cultural context. We provide students with a broad curriculum and a means to pursue life enrichment, personal expression, and analytic skills. Our associate of arts degree builds a solid foundation for transfer to a four-year institution for a major in art or art history. Careers for graduates of the Art Program vary widely and include commercial artists and photographers, costume and fashion designers, art teachers, art gallery managers and many more.

PARTNERSHIPS WITH BUSINESS AND PROFESSIONAL OR COMMUNITY ORGANIZATION:

The Art Program is connected to a variety of local Las Vegas businesses and entities. Most of our student's art supplies are purchased from either local Dick Blick or Desert Art Supply stores, and we maintain supply lists, kits, and discounts for student through them. The Art Gallery works with numerous local artists for artistic exhibitions. The Art Gallery contracts local art personalities for juror duties. Our capstone Art 298: Portfolio Emphasis course brings in local artists as guest speakers. Various classes take field trips to local art galleries or museums. The Art Program cross promotes events and opportunities with UNLV, NSC, CC, CLV, etc.

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

SWOT Analysis completed by surveying Assessment Committee and other interested faculty members.

STRENGTHS (WHAT WE DO WELL INTERNALLY):

- 100% of Faculty have Masters.
- Diversity/demographic data of faculty/staff
- Faculty with current industry certifications/qualifications
- HIGH room/space utilization rates
- Assessment of Student Learning Outcomes Data Positive
- Lab Fees fund Program well

WEAKNESSES (WHAT WE DON'T DO WELL INTERNALLY):

- VERY LOW number of Full-time faculty
- VERY HIGH number of Part-time faculty
- LOW ratio FT/PT (6/25)
- Lack of Lab and technology assets/shortfalls
- Lack of Technology Expenditures

OPPORTUNITIES (EXTERNAL POSITIVES):

- Academic preparation of prospective students (CTE, Jumpstart, Dual Enrollment)

THREATS (EXTERNAL NEGATIVES):

- General economic trends of community, state, and nation
- Cost of living/inflation data
- Impact of Technology on programs and departments.
- Impact of State Legislature on Programs.
- Political Leadership Turnover/Changing needs

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

- Increase efforts for more Full Time Faculty
- Increase efforts for additional Computer/Technology facilities
- Increase efforts for additional Studio Facilities
- Further explore CTE, Jumpstart and Dual Enrollment opportunities

ENROLLMENT PLANNING/RECRUITMENT:

The Art Program would like to increase recruitment via CTE, Jumpstart and Dual Enrollment programs. Additional facilities will be required on the Henderson campus to accommodate this. Better coordination with CCSD, especially concerning the Green Valley High School and Palo Verde High Schools, will be required to further increase enrollment.

SPACE UTILIZATION/SCHEDULING:

The Art Program is currently bottlenecked by lack of studio facilities (rooms with vents, sinks, etc). If we are to make any changes to the scheduling, additional, desirable, facilities and faculty will be required. The Art Program also requires dedicated Technology facilities to better accommodate the courses and materials students want.

PROGRAM ASSESSMENT ACTIVITIES ALIGNED WITH CSN'S STRATEGIC PLAN GOALS AND OBJECTIVES:

The Art Program assesses students through a Capstone course, Art 298: Portfolio Emphasis. As part of this course, all students document their artwork, create written documents, and orally discuss their artwork and practice. The Full-Time faculty assesses the students via our Program Learning Outcomes. Our assessment activities relate to the following CSN Strategic Goals and Objectives:

1.1 Improve graduation and transfer rates year-over-year.
Students need Art 298 to graduate

1.5 Increase the number of students who utilize the support services that result in student retention, persistence, and completion.
Usually, students taking Art 298 complete the degree.

2.1 Improve outreach to cultivate community relationships.
Art 298 introduces students to the local art community.

2.2 Increase the number of participants engaging in preparation activities for college.
Art 298 prepares students for further college careers.

2.3 Promote CSN shared identity and pride and 2.4 Create a culture in which CSN values diversity, inclusion, and respect for others in every College service, event, and operation.
Art 298 is a communal course, where students work together with fellow students and other, outside Professors

3.1 Embed continuous improvement and innovation into all aspects of the College. The Art Program is always working on improving and innovating our courses, and the success of our students is evidence.

3.6 Develop opportunities for faculty and students to engage in undergraduate research.
As part of our assessment, students have their own art exhibition.

3.7 Evaluate degree and certificate programs and services.
Art 298 evaluates our degree because the course is used for assessment

PEER REVIEW FEEDBACK:

The Art Program Full Time faculty were consulted and provided input on this document.

V. Descriptive Statistics

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

2022-23

167

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

2020-21	25
2021-22	<u>4</u>
2022-23	<u>10</u>

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

2020-21	<u>7.8%</u>
2021-22	<u>7.5%</u>
2022-23	<u>13.5%</u>

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

Fall 2022	<u>669</u>
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VI. Institutional Reports

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

CSN: Music, A.A.; Music Business & Technology, Certificate of Achievement

I. Description of Program Reviewed

PROGRAM MISSION:

The College of Southern Nevada Music Program provides the best possible educational opportunities in music. As the music field is a continually changing entity, the Music Program meets the needs of music enthusiasts, music majors and professional musicians by means of continually updating and revising the curricula and latest technologies with the purpose of offering the highest instructional preparation and performance practices to our students. In addition, the Music Program serves to fulfill the Fine Arts requirements in general education, for transfer and degree-seeking students' college-wide.

PROGRAM HISTORY:

The program produces multiple concerts and recitals during the course of the semester and has been working to this end since the early 80's. Our students are taught and coached by a world class faculty, all of whom are active on the Strip and other major venues across the valley, thus giving our students the unique ability to work with pros, and have other pros visit and work with our students. Our program completers have the option to move to other NSHE institutions to complete a 4-year degree or they can move into the workforce with our COA in Music Business and Technology.

SUPPORT FOR CSN STRATEGIC PLAN GOALS:

Music students are by nature, a very diverse cadre'. Our students perform in diverse ensembles, world music ensembles, stylistically different musical genres as well as being coached to a final product which requires all to work together in a collaborative and inclusive environment.

SUPPORT FOR NSHE STRATEGIC GOALS:

The Music program is open access to all students to participate in recitals, concerts and recording sessions as well as small group work which trains them for the real music world and the diverse work opportunities they will face. Our COA in Music Business and Technology provides hands-on, real work activities that provide a realistic opportunity for them to gain experience in a safe and diverse environment, before entering the workforce.

ROLE AND PURPOSE OF THE PROGRAM:

The program is designed to equip students with the knowledge and skills to be a professional musician, educator, choir director, or recording engineer through hands-on experience in an industry standard recording studio, ensemble experience in rehearsals and performances on the latest innovations in instruments, as well as private lessons on their chosen instrument. Our classes prepare them for an easy transition to other 4-year institutions or the marketplace.

PARTNERSHIPS WITH BUSINESS AND PROFESSIONAL OR COMMUNITY ORGANIZATION:

The program has a 5-member advisory board to assist in guiding our program towards new ideas and concepts in the professional world that includes recording studio owners, educators in the valley, show producers and contractors/musicians to keep our standards in line with the norm in the marketplace.

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

SWOT Analysis completed by surveying Assessment Committee and other interested faculty members.

STRENGTHS (WHAT WE DO WELL INTERNALLY):

- Industry standard equipment throughout the program to facilitate current trends training in all areas.
- Current staffing in faculty to facilitate learning with additions/replacements as the need requires.
- Constant access to performance/rehearsal spaces on all campuses to widen the training prospects.
- Scholarship opportunities for certain programs in Music.

WEAKNESSES (WHAT WE DON'T DO WELL INTERNALLY):

- Need to maintain staffing across all instruments and subjects to be able to grow the programs.
- More recruiting from area high schools, making this a first choice for schooling.
- Scholarship opportunities in the COA.
- Limited space to rehearse large ensembles.

OPPORTUNITIES (EXTERNAL POSITIVES):

- Partnerships with groups such as Jazz Outreach Initiative for an open door recruiting possibility.
- More partnerships through CCSD to increase visibility of our programs is now underway.
- Community outreach for our programs, pushing our students into internships and teaching situations.
- Emphasize more work across Fine Arts disciplines to increase program collaboration (i.e. Music/Dance, Music/Theatre, Music/Theatre/Dance as well as others).

THREATS (EXTERNAL NEGATIVES):

- Unwillingness of faculty to collaborate. (Department Chair motivation issue).
- Faculty complacency
- Shifts in the industry due to uncontrollable factors (COVID or other, entertainment trend shifts, school district paradigm shifts). Hiring processes through Workday, and the problems that are caused by the program itself.

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

ENROLLMENT PLANNING/RECRUITMENT:

- Streamline course offerings to make sure rubrics, ADA, DRC, and other statements are up to date, SLO's are clear and aligned with PLO's.
- Reveal places that will offer more recruitment possibilities for our programs (i.e. Mariachi, COA in Music Business and Technology, music ensembles).
- Ability to target better for recruitment and enrollment.

SPACE UTILIZATION/SCHEDULING:

Track ALL rehearsals, lessons, practice rooms and lab spaces across all campuses to show utilization and potential for stunted growth in enrollment without more space. The data will show that spaces that once were in our control, need to be re-allocated to us due to increased need and numbers. Some spaces are approaching maximum utilization already. Increase Music offerings to meet the demand of new enrollment and specialties.

PROGRAM ASSESSMENT ACTIVITIES ALIGNED WITH CSN'S STRATEGIC PLAN GOALS AND OBJECTIVES:

Diversity is aligned across the program through diverse enrollment, diverse choices of literature to be performed and explored. Lifelong learning is encouraged by enrollment of students of all ages, to perform and participate in final concerts and projects. Rehearsal techniques are adjusted to meet learners at all levels to support life-long learning.

PEER REVIEW FEEDBACK:

Faculty contributed to all assessment in their classes. Adjunct faculty are active in assisting in assessment and ideas to further the program and its goals. Expand the seats on our Advisory Boards for more insight and guidance in industry standards and expectations.

V. Descriptive Statistics

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

2022-23	<u>221</u>
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B. Number of graduates from the program for the following years:

2020-21	1
2021-22	<u>0</u>
2022-23	<u>10</u>

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

2020-21	<u>11.4%</u>
2021-22	<u>11.0%</u>
2022-23	<u>8.9%</u>

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

Fall 2022	<u>790</u>
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IV. Institutional Reports

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

CSN: Theatre, A.A.; Theatre Technology and Production, Certificate of Achievement

I. Description of Program Reviewed

PROGRAM MISSION:

The CSN Theatre Program explores the ideas, relationships, philosophies, and values of the human experience through the art of acting, voice, movement, technology, dramatic literature, and theatrical productions that both entertain and enlighten. CSN Theatre curriculum pursues new technologies and trends in theatre styles, performance, design, and production. Additionally, the Theatre program fulfills fine arts requirements for transfer and degree-seeking students' college-wide.

PROGRAM HISTORY:

The program produces one major event per semester which fulfills student curriculum requirements and goals while providing professionals to mentor students throughout each process, much like apprenticeship training. The program has moved from training primarily directors and designers to fulfilling entry-level, high demand jobs in the local Las Vegas economy by focusing on technology and production requirements. Classes are designed to introduce students to basic fundamentals while concurrently training in basic technology, such as shop safety. Students' progress to take on leadership roles in the productions as they move toward degree completion. The Theatre AA has been at CSN for decades and primarily sends graduates as transfers, while the new COA trains students in industry skills suited directly to the local workforce.

SUPPORT FOR CSN STRATEGIC PLAN GOALS:

Theatre productions are diverse in nature and students are required to participate in the creative process by executing basic production processes. Most students involved in THTR 208ACDE receive high grades and high achievability on their ability to participate and therefore, support diversity and the success of other students working on the productions through engagement. Students are able to focus their roles on production based on personal interests by choosing the corresponding practicum course and assignment. Their excitement and engagement in those roles create a collaborative environment for all student success in the program.

SUPPORT FOR NSHE STRATEGIC GOALS:

The Theatre program supports access by allowing everyone to participate in all theatre programmatic activities in roles such as actors, stagehands, board operators, carpenters, electricians, and more. Students are encouraged to get involved, which has led to increasingly diverse productions. The theatre program began a COA in Theatre Technology to better align students with the workforce and prepare them to meet the needs of the Las Vegas entertainment economy.

ROLE AND PURPOSE OF THE PROGRAM:

The program is designed to teach students the knowledge and skills to be successful in their chosen field within entertainment through hands-on practical training in our on-campus productions, shops, technical courses, acting courses, and practicum courses which promote individual interests. Discuss the program's partnerships with business and professional or community organizations: The program has an advisory board with 12 highly trained professionals from diverse backgrounds advising on training needs for the industry. Additionally, CSN Theatre graduates are fast-tracked into the IATSE union, the largest entertainment union and one of the largest employers in Las Vegas entertainment. Students bypass sponsorship and

professional work requirements. They are also able to bypass skills certificate training programs so that they can immediately take skills tests and begin at higher pay ranges.

PARTNERSHIPS WITH BUSINESS AND PROFESSIONAL OR COMMUNITY ORGANIZATION:

The program has a 5-member advisory board to assist in guiding our program towards new ideas and concepts in the professional world that includes recording studio owners, educators in the valley, show producers and contractors/musicians to keep our standards in line with the norm in the marketplace.

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

SWOT Analysis completed by surveying Assessment Committee and other interested faculty members.

STRENGTHS (WHAT WE DO WELL INTERNALLY):

State-of-the-art equipment modeled after current entertainment technology trends.

Engaged faculty working with local artists and technicians: teach relevant skills and network with students.

Access to multiple spaces ideal for training: lg theatre, flexible theater, shops, labs, shared equipment with CADD program, VID program.

WEAKNESSES (WHAT WE DON'T DO WELL INTERNALLY):

Need full-time staff support committed to creative projects in the Fine Arts, especially technical directors qualified in technical design and build components.

Lack of varied opportunities each semester/year due to low levels of full-time staff and faculty support. More positions are needed to grow supervision and to recruit.

Lack of access to training spaces for students to do projects, etc.

OPPORTUNITIES (EXTERNAL POSITIVES):

Utilize the Certificate program and CTE to support newer productions.

Alignment with workforce initiatives in Las Vegas brings student access to jobs.

Alignment with other departments at CSN will bring Theatre more resources and enable recruitment, to increase numbers. (VID, CADD, Entertainment ENG)

THREATS (EXTERNAL NEGATIVES):

CSN had a conflicting degree in Entertainment Engineering that continues to reduce enrollment in THTR.

Resources from THTR are overstretched when supporting other programs' events. This decreases theatre support and student support for programmatic activities, which reduces enrollment. Students "hang out" outside of class in shop spaces and deteriorate the professional culture of the program.

Enrollment is falling due to Covid and in-person demands of the curriculum. We should identify areas that can have limited in-person to help students balance work/life demands.

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

ENROLLMENT PLANNING/RECRUITMENT:

Confirm the Certificate of Achievement in Theatre is financial aid eligible.

Identify plans for recruitment at high schools, theatre Jumpstart programs, Dual enrollment, and local theatre festivals.

Hire a full-time Technical Director to oversee safety, production, and shop procedures for the theatre's programmatic activities.

Allocate all theatre resources to theatre programmatic activities to build a consistent program.

Once it grows, the program can support other programs and events.

Initiate suggestions by the Theatre Advisory Board to target local workforce job training. Use this to confirm internship opportunities for students close to graduating or recently graduated.

Provide standardized grading rubrics for theatre-wide assessment assignments, such as the Production review paper on the theatre programmatic activity. Provide resources and writing support for student's program wide.

SPACE UTILIZATION/SCHEDULING:

With an increase in enrollment in the new Certificate program, scheduling and utilization of new lab spaces will be optimized. Technical courses share classroom/lab spaces for maximum use.

Offer more theatre courses as General Education by utilizing the CSN Curriculum Committee process.

PROGRAM ASSESSMENT ACTIVITIES ALIGNED WITH CSN'S STRATEGIC PLAN GOALS AND OBJECTIVES:

Diversity in our theatre programmatic activities is supported through shared program-wide assignments that require students to engage by viewing, assisting, or creating productions.

Lifelong Learning: Hands-on assessment activities are utilized throughout at least 1/2 of all theatre courses, offering students the ability to pursue problem-solving and creative thinking in their specialized field, supporting life-long learning and success in the program and their careers.

Excellence: Students strive for excellence in their assessed assignments, which contribute to the success of the larger programmatic activity. Students are mentored to complete various roles in support of the programmatic production, and the completion of the project promotes continuous performance improvement.

PEER REVIEW FEEDBACK:

Faculty contributed to assessment in their classes and program wide.

Adjuncts in the program offered ideas and insight for furthering the goals of the program and college.

A professional advisory board offered suggestions for curriculum changes that would improve programmatic performance.

V. Descriptive Statistics

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

2022-23	<u>71</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>9</u>
2021-22	<u>1</u>
2022-23	<u>2</u>

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

2020-21	<u>10.0%</u>
2021-22	<u>6.7%</u>
2022-23	<u>0%</u>

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

Fall 2022	<u>201</u>
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VI. Institutional Reports

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

CSN: Deaf Studies: American Sign Language/English Interpreting, B.A.S.; Deaf Studies, A.A.S.

I. Description of Program Reviewed

PROGRAM MISSION:

The Deaf Studies Program mission reflects the CSN mission and responds to the needs of citizens of Southern Nevada by providing educational and support services in general education, transfer preparation, vocational education, and basic skills development. The Deaf Studies Program is an interdisciplinary program in which students learn about the history, culture, and language of the Deaf community. Students interested in Deaf Education and those with interest in a wide variety of disciplines-particularly those in linguistics, anthropology, history, American Studies, psychology, education, speech pathology, audiology and social work seek the AAS in Deaf Studies as a foundation for advanced study. For those students interested in a career in interpreting, the BAS degree in ASL/English interpreting is offered at CSN.

PROGRAM HISTORY:

CSN's Interpreter Preparation Program (IPP) had its formal inception in 2002 when the National Consortium of Interpreter Education Centers (NCIEC) was mandated by the Department of Education Interpreter Training Grants to establish a program in the state of NV. After searching several potential sites, CSN was selected as the site for this program. The program officially began in 2002 offering an AAS degree in both Deaf Studies and Interpreting. In 2020, the BAS degree replacing the AAS in Interpreting, began to be offered. Since the inception, CSN has the distinction of operating the only IPP offering a BAS degree within the state of Nevada and has been designated by NSHE as a "Niche Program". Nevada state law mandates that an interpreter who wishes to work in the state must be registered with the state and hold certification from the Registry of Interpreters for the Deaf or a K-12 Educational Interpreter Performance Assessment (4.0 or above). In order for interpreters to obtain the necessary preparation to stand for these national evaluations, they must complete a BA level degree program in interpreting.

These standards have been set by the Registry of Interpreters for the Deaf. The vision that the Director of the NCIEC-West and the faculty of CSN had made it clear that CSN had the facilities, faculty and necessary support system to have a successful interpreter preparation program. In fact, it was clear that CSN was the only college in Nevada that had the necessary mix of ingredients to create a center of excellence for this unique field of study. We are proud to be the first and only IPP in the state of Nevada. Because we offer this distinct course of study, students who wish to work in the field of Deafness and earn a degree in Deaf Studies may also continue on to earn a BAS degree in interpreting.

Students in high schools throughout the state may take American Sign Language (ASL) to meet their foreign language requirements for high school graduation. Upon completion of their studies, they will be attracted to the course offerings of CSN in this same field.

There is a serious nationwide shortage of qualified interpreters and Nevada has been in a state of crisis. With our state law (SB 473) mandating interpreters be registered and properly credentialed to work, the shortage has hit Nevada especially hard. Schools and agencies are vulnerable to lawsuits from dissatisfied clients who are not getting the services of properly credentialed interpreters. It is CSN's civic responsibility to offer this unique program which qualifies interpreters to work in the state.

SUPPORT FOR CSN STRATEGIC PLAN GOALS:

Goal #1: ACCESS - By offering this program, CSN is contributing to the expansion of the pool of professional interpreters in the workforce. We are creating more opportunities for Deaf and HH students to participate in the post-secondary experiences that we offer. It's the concept of a full circle of services. Our program directly contributes to the pool of interpreters who potentially gain employment at CSN and other institutions such as CCSD. These interpreters work in the community providing services in various settings such as medical, legal, manufacturing, hotel, food services and employment.

Goal #3: CLOSE THE ACHIEVEMENT GAP: CSN's IPP graduates, by nature of their services, offer opportunities for traditionally underserved and marginalized Deaf and Hard of Hearing students to obtain necessary training and education, therefore becoming prepared to enter their chosen fields of employment.

Goal #4: WORKFORCE: Due to the statewide shortage of qualified interpreters, CSN, by graduating students in the IPP, is preparing them for employment.

SUPPORT FOR NSHE STRATEGIC GOALS:

The purpose of the Deaf Studies AAS and the ASL/English Interpreting BAS degree programs is to prepare our students for employment in the field of deafness. There are numerous types of positions that can be filled with the AAS degree or allow students to further study and earn higher degrees in related fields such as social work, psychology, special education and so on. The BAS degree in ASL/English interpreting prepares students to become professional interpreters who can work in either K-12 or community settings as is their preference. Many of our students are hired before they graduate as the need is so great in NV.

ROLE AND PURPOSE OF THE PROGRAM:

The program is designed to teach students the knowledge and skills to be successful in their chosen field within entertainment through hands-on practical training in our on-campus productions, shops, technical courses, acting courses, and practicum courses which promote individual interests. Discuss the program's partnerships with business and professional or community organizations: The program has an advisory board with 12 highly trained professionals from diverse backgrounds advising on training needs for the industry. Additionally, CSN Theatre graduates are fast-tracked into the IATSE union, the largest entertainment union and one of the largest employers in Las Vegas entertainment. Students bypass sponsorship and professional work requirements. They are also able to bypass skills certificate training programs so that they can immediately take skills tests and begin at higher pay ranges.

PARTNERSHIPS WITH BUSINESS AND PROFESSIONAL OR COMMUNITY ORGANIZATION:

Our program includes three "practical" courses: Practicum, Mentorship, and Internship where the students are placed at various sites in the community to gain practical experiences as interpreters. We have a strong relationship with CCSD and CSN where our students are placed annually. We work collaboratively with the staff at these institutions to provide orientation and training to those involved in this program. CSN has developed a Student/Mentor handbook of policies and procedures (including a liability waiver developed by CSN's legal department) that are to be followed. In addition to CCSD and CSN, we have relationships with interpreting agencies and government offices that specialize in working with Deaf individuals.

Part of the internship training includes field work at various public sites such as The Mob Museum, The Springs Preserve, The Neon Museum, UNR Demonstration Gardens, etc.

Our student ASL Club regularly hosts events and brings together Deaf community organizations, individuals, and students in a collaborative forum to celebrate the language and culture of Deaf people. These events occur at locations both on and off campus (i.e. Wildfire Lanes, Starbucks

Coffee, private cafes, Pin Ball Hall of Fame, etc.). This increases the visibility and public awareness of our local Deaf community and our program.

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

SWOT Analysis completed by surveying Assessment Committee and other interested faculty members.

STRENGTHS (WHAT WE DO WELL INTERNALLY):

Open communication - the team of full-time faculty hold monthly meetings; semesterly meetings are held with adjunct faculty as well.

CSN's ASL students' club activities is included as part of the curriculum for Deaf Studies ASL Club is recognized by Associated Students of CSN as "Club of the Year" for their work in community/student events and bringing awareness of Sign Language and the culture of Deaf people.

requirement of experiential hours interacting with the ASL Facilitators and the local community of ASL users

WEAKNESSES (WHAT WE DON'T DO WELL INTERNALLY):

No college wide inclusion of ASL interpreting at all public events to increase visibility regardless of Deaf attendees.

No recognition of Deaf Studies BAS degree program among the publicity of other BA programs at CSN (we are not adjacently marketed)

Lack of institutional support/funding for department and program marketing and recruiting Recruiting more qualified staff and faculty

CSN, in its collaboration marketing package to potential donors, should mention the IPP and CSN's ability to provide interpreters and qualified Deaf students for internships. This would increase the number of sites for fieldwork opportunities with those who collaborate with us.

OPPORTUNITIES (EXTERNAL POSITIVES):

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

All external marketing that represents the diversity of our institution should intentionally include Sign Language (example: marketing on sides of busses, TV and magazine ads, radio interviews)

Increase number of classrooms that are visually "friendly" (moveable desk chairs, projection equipment placed correctly for instruction, digitizing materials)

Re-establishing the CSN Deaf Studies and IPP Advisory Board

THREATS (EXTERNAL NEGATIVES):

Class size caps that are unreasonable for a Niche Program that is mandated by the state.

Internal: With a high turnover of administration and staff, our program is constantly having to educate others about our specialized status rather than focusing on current needs. (We have to keep re-educating which becomes redundant). Critical information should be well documented for reference by new employees.

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

Increase and improve institutional support for marketing and publicity of our program.
Direct support from CSN's web development team to increase ease of navigation to our program (see nursing website).
Assist our program with recruiting efforts and publicity.
Integrate Sign Language at all college events for visibility.
Offer ongoing in-service to Academic Advisement, staff and faculty regarding our program.
Designate classrooms that are visually accessible with moveable desks for use by the AM program and World Languages.
Ensure that AM 145 is included in the General Education requirements for all degree offerings.

V. Descriptive Statistics

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

2022-23	<u>177</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>13</u>
2021-22	<u>4</u>
2022-23	<u>8</u>

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

2020-21	<u>12.5%</u>
2021-22	<u>16.7%</u>
2022-23	<u>4.2%</u>

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

Fall 2022	<u>262</u>
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VI. Institutional Reports

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

CSN: Latin American & Latina/o Studies Program, A.A.

I. Description of Program Reviewed

PROGRAM MISSION:

This interdisciplinary program provides an overview of the historical, political, cultural, and artistic factors that have contributed to create the current conditions and identities of Latin American regions and peoples. The program prepares students for further education in areas such as education, humanities, and social sciences and reflects CSN's commitment to global and multicultural perspectives.

PROGRAM HISTORY:

CSN's Latin American/Latina(o) Studies program began in 2008 and has been housed in the World Languages Department from then until present. The AA degree is comprised of classes from various departments (World Languages, English, Economics, History). There are currently four Latin American/Latina(o) Studies classes offered, Introduction to Latin American Studies, Introduction to Latina(o) Studies, Mexican Culture, and Spanish Caribbean Culture. All courses have been taught online since 2017.

SUPPORT FOR CSN STRATEGIC PLAN GOALS:

Strategic Goal 1. STUDENT SUCCESS Provide the best environment, programs, and support services to meet students' personal, work, and educational needs and expectations. Close the achievement gap among underserved student populations. Improve completion and student success rates and increase the number of individuals with a post-secondary credential. Offer classes that fit the schedules of busy working adults. While open to all students, courses in this program appeal especially to Latinx students. Connect students with CSN resources (TAP, Computers) and services (counseling) Use OER and other low-cost materials.

Strategic Goal 2. ENGAGEMENT Provide an inclusive environment that fosters lasting connection, shared investment, pride, and goodwill. Communicate, connect with and support students to increase student engagement (sense of belonging and involvement) and satisfaction with CSN's family, culture, programs, and services. Include content on Afro-latino history and culture. Assignments and projects contain elements of students' personal experiences.

Strategic Goal 3. PERFORMANCE AND QUALITY Engage in best performance excellence practices that lead to the deployment of our values, accomplishment of our mission, and realization of our vision. Review and improve academic and work processes, ensure two-way communication and collaboration across campuses, and promote institutional innovation and stewardship to ensure performance excellence and the increase of quality and value to CSN stakeholders. Faculty attended and presented at national and international conferences. Project based learning often employed.

Strategic Goal 4. WORKFORCE AND COMMUNITY Collaboratively address the challenges of the workforce and industry education needs of Nevada populations. Address the critical issues facing 21st century Nevada. Consider the environmental, social, and fiscal impact of every decision to use resources ethically, effectively, and sustainably. When paired with a major in another field, Latin American Studies can enhance the employability of a student because of a deeper understanding of the Latino experience which many organizations will value. Training in this field can lead to a better appreciation of certain customers or clients.

Some students may choose to pursue Latin American Studies because they enjoy the subject but wish to pursue careers requiring “any major.” In this scenario, it is critical to develop skills relevant to targeted field through internships, part-time or summer jobs, or volunteer experiences.

Latin American Studies provides an interdisciplinary background that helps students develop analytical, critical thinking, and writing skills while gaining knowledge about the cultures, histories, and languages of Mexico, Central America, South America, and the Caribbean.

SUPPORT FOR NSHE STRATEGIC GOALS:

STUDENT SUCCESS NSHE Goals #2, Success; #3, Closing the Achievement Gap Provide the best environment, programs, and support services to meet students’ personal, work, and educational needs and expectations. Close the achievement gap among underserved student populations. Improve completion and student success rates and increase the number of individuals with a post-secondary credential.

ENGAGEMENT: NSHE Goals #1, Access; #2, Success; #3, Closing the Achievement Gap Provide an inclusive environment that fosters lasting connection, shared investment, pride, and goodwill. Communicate, connect with and support students to increase student engagement (sense of belonging and involvement) and satisfaction with CSN’s family, culture, programs, and services.

PERFORMANCE AND QUALITY: NSHE Goals #2, Success; #5, Research Engage in best performance excellence practices that lead to the deployment of our values, accomplishment of our mission, and realization of our vision. Review and improve academic and work processes, ensure two-way communication and collaboration across campuses, and promote institutional innovation and stewardship to ensure performance excellence and the increase of quality and value to CSN stakeholders.

WORKFORCE AND COMMUNITY: NSHE Goals #2, Success; #4, Workforce Collaboratively addresses the challenges of the workforce and industry education needs of Nevada populations. Address the critical issues facing 21st century Nevada. Consider the environmental, social, and fiscal impact of every decision to use resources ethically, effectively, and sustainably.

ROLE AND PURPOSE OF THE PROGRAM:

CSN’s Latin American/Latina(o) Studies program aims to produce students with high levels of language competence and in-depth, substantive understanding of the societies, cultures, politics, and economies of the peoples of Latin America and the Caribbean. In a global workplace, the career options available to LAS graduates are immediate and highly visible: global industry and commerce, multinational nongovernmental organizations, government service, health programs, and K12 public education. LAS courses provide a useful introduction to other university programs and resources and an effective link with career options in business, engineering, education, social work, the media, counseling, urban planning, statistics, marketing, health, social sciences and the humanities.

PARTNERSHIPS WITH BUSINESS AND PROFESSIONAL OR COMMUNITY ORGANIZATION:

Faculty in the LAS program are members of professional organizations such as MLA, Latin American Studies Association. They are active in local organizations such as the Latin Chamber of Commerce.

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

SWOT Analysis completed by surveying Assessment Committee and other interested faculty members.

STRENGTHS (WHAT WE DO WELL INTERNALLY):

- All LAS faculty have experience learning and/or teaching in Latin American countries.
- CSN has the only Russian classes and degree program in Nevada.
- Faculty attend and/or present at local, national, and international conferences.
- Program provides students with cultural competence.
- The faculty are comprised of lifelong learners who engage in continuous professional development opportunities.
- Faculty trained and certified in online teaching via CAPE (internal training), Quality Matters, and other seminars and programs.
- The program draws on connections with the community.
- Program classes are transferrable to most colleges and universities.

WEAKNESSES (WHAT WE DON'T DO WELL INTERNALLY):

- Lack of marketing strategy and plan.
- Turnover of office support personnel.
- Difficulty in finding qualified instructors for existing and new courses.
- Extremely low funding for materials, training, and other professional development opportunities.
- Lack of cohesiveness among faculty.
- Difficulty connecting and/or collaborating with programs at other universities.

OPPORTUNITIES (EXTERNAL POSITIVES):

- Increase visibility through attendance of and participation in local college and high school career (and other) fairs.
- Administration (President's Office) has expressed interest in reviving the program, which was set to be cut.
- Support from campus organizations like Office of Diversity and Inclusion (sponsoring events, for example).
- Participation in programs such as Acadeum, which allow our students to take courses not offered at CSN and students elsewhere take classes not offered in their home institution.
- No shortage of local resources from all countries of Latin America.

THREATS (EXTERNAL NEGATIVES):

- Polarized political climate that does not support area studies.
- National trends, such as economic climate negatively affect enrollment in elective classes.
- High turnover of administrators, resulting in unclear and shifting policies.
- High cost of educational materials.

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

Coordinate with CSN's marketing department to create strategy to promote Latin American/Latina(o) Studies locally

Develop new courses, especially on contemporary Latin American/Latinx culture that reflect student interests

Actively recruit qualified faculty to teach LAS 100 and LAS 101

Initiate connection and collaboration with the College of Southern Nevada's Global Studies and with UNLV's LAS program

Meet with upper administration to discuss the future of the LAS program: do we cut it or do we amp up efforts to resuscitate it?

Collect and use peer review feedback for the next academic program review

ENROLLMENT PLANNING/RECRUITMENT:

First of all, the program's failure to produce graduates with an LAS degree must be examined and we must be realistic about its future.

SPACE UTILIZATION/SCHEDULING:

As of now, all classes have been offered exclusively online, but as new courses are designed, it will be determined whether there is enough interest to offer them in-person.

PROGRAM ASSESSMENT ACTIVITIES THAT ALIGN WITH CSN'S STRATEGIC PLAN GOALS AND OBJECTIVES:

Strategic Goal 1. STUDENT SUCCESS Provide the best environment, programs, and support services to meet students' personal, work, and educational needs and expectations. Close the achievement gap among underserved student populations. Improve completion and student success rates and increase the number of individuals with a post-secondary credential.

Offer classes that fit the schedules of busy working adults

While open to all students, courses in this program appeal especially to Latinx students

Connect students with CSN resources (TAP, Computers) and services (counseling)

Use OER and other low-cost materials

Strategic Goal 2. ENGAGEMENT Provide an inclusive environment that fosters lasting connection, shared investment, pride, and goodwill. Communicate, connect with and support students to increase student engagement (sense of belonging and involvement) and satisfaction with CSN's family, culture, programs, and services.

Include content on Afro-latino history and culture

Assignments and projects contain elements of students' personal experiences

Strategic Goal 3. PERFORMANCE AND QUALITY Engage in best performance excellence practices that lead to the deployment of our values, accomplishment of our mission, and realization of our vision.

Review and improve academic and work processes, ensure two-way communication and collaboration across campuses, and promote institutional innovation and stewardship to ensure performance excellence and the increase of quality and value to CSN stakeholders.

Faculty attended and presented at national and international conferences

Project based learning often employed

Strategic Goal 4. WORKFORCE AND COMMUNITY Collaboratively address the challenges of the workforce and industry education needs of Nevada populations. Address the critical issues facing 21st century Nevada. Consider the environmental, social, and fiscal impact of every decision to use resources ethically, effectively, and sustainably.

When paired with a major in another field, Latin American Studies can enhance the employability of a student because of a deeper understanding of the Latino experience which many organizations will

value. Training in this field can lead to a better appreciation of certain customers or clients. Some students may choose to pursue Latin American Studies because they enjoy the subject but wish to pursue careers requiring “any major.” In this scenario, it is critical to develop skills relevant to targeted field through internships, part-time or summer jobs, or volunteer experiences. Latin American Studies provides an interdisciplinary background that helps students develop analytical, critical thinking, and writing skills while gaining knowledge about the cultures, histories, and languages of Mexico, Central America, South America, and the Caribbean.

PEER REVIEW FEEDBACK:
Only the data provided from IR.

V. Descriptive Statistics

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

2022-23	<u>1</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>0</u>
2021-22	<u>0</u>
2022-23	<u>0</u>

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

2020-21	<u>0%</u>
2021-22	<u>0%</u>
2022-23	<u>0%</u>

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

Fall 2022	<u>0</u>
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V. Institutional Reports

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

CSN: World Languages, A.A.

I. Description of Program Reviewed

PROGRAM MISSION:

The CSN World Language Program is committed to providing quality World Language courses and learner centered opportunities for students to develop the second language, intercultural and life skills necessary to engage in a culturally diverse global society and local community.

PROGRAM HISTORY:

The department changed its name from International Language Department to World Languages Department in 2017.

SUPPORT FOR CSN STRATEGIC PLAN GOALS:

Strategic Goal 1. **STUDENT SUCCESS** Provide the best environment, programs, and support services to meet students' personal, work, and educational needs and expectations. Close the achievement gap among underserved student populations. Improve completion and student success rates and increase the number of individuals with a post-secondary credential. Offer classes that fit the schedules of busy working adults. While open to all students, courses in this program appeal especially to Latinx students. Connect students with CSN resources (TAP, Computers) and services (counseling) Use OER and other low-cost materials.

Strategic Goal 2. **ENGAGEMENT** Provide an inclusive environment that fosters lasting connection, shared investment, pride, and goodwill. Communicate, connect with and support students to increase student engagement (sense of belonging and involvement) and satisfaction with CSN's family, culture, programs, and services. Include content on Afro-latino history and culture. Assignments and projects contain elements of students' personal experiences.

Strategic Goal 3. **PERFORMANCE AND QUALITY** Engage in best performance excellence practices that lead to the deployment of our values, accomplishment of our mission, and realization of our vision. Review and improve academic and work processes, ensure two-way communication and collaboration across campuses, and promote institutional innovation and stewardship to ensure performance excellence and the increase of quality and value to CSN stakeholders. Faculty attended and presented at national and international conferences. Project based learning often employed.

Strategic Goal 4. **WORKFORCE AND COMMUNITY** Collaboratively address the challenges of the workforce and industry education needs of Nevada populations. Address the critical issues facing 21st century Nevada. Consider the environmental, social, and fiscal impact of every decision to use resources ethically, effectively, and sustainably. When paired with a major in another field, Latin American Studies can enhance the employability of a student because of a deeper understanding of the Latino experience which many organizations will value. Training in this field can lead to a better appreciation of certain customers or clients. Some students may choose to pursue Latin American Studies because they enjoy the subject but wish to pursue careers requiring "any major." In this scenario, it is critical to develop skills relevant to targeted field through internships, part-time or summer jobs, or volunteer experiences.

Latin American Studies provides an interdisciplinary background that helps students develop analytical, critical thinking, and writing skills while gaining knowledge about the cultures, histories, and languages of Mexico, Central America, South America, and the Caribbean.

SUPPORT FOR NSHE STRATEGIC GOALS:

Student Success NSHE Goals #2, Success; #3, Closing the Achievement Gap Provide the best environment, programs, and support services to meet students' personal, work, and educational needs and expectations. Close the achievement gap among underserved student populations. Improve completion and student success rates and increase the number of individuals with a post-secondary credential.

- Language lab
- Facilitators
- Appropriate placement into courses
- Programs and opportunities for heritage learners
- Connect students with CSN resources (TAP, Computers) and services (counseling).
- Using OER materials

Engagement: NSHE Goals #1, Access; #2, Success; #3, Closing the Achievement Gap Provide an inclusive environment that fosters lasting connection, shared investment, pride, and goodwill. Communicate, connect with and support students to increase student engagement (sense of belonging and involvement) and satisfaction with CSN's family, culture, programs, and services.

- Include information about students' pronouns.
- Vocabulary to describe diverse appearances.
- Information about populations of African descent in language regions
- Global Engagement Committee
- Events (in person and online) organized by individual languages.
- Invite native speakers to join online and in person classes.
- Invite former students to talk to the class.
- Spanish club

Performance And Quality: NSHE Goals #2, Success; #5, Research Engage in best performance excellence practices that lead to the deployment of our values, accomplishment of our mission, and realization of our vision. Review and improve academic and work processes, ensure two-way communication and collaboration across campuses, and promote institutional innovation and stewardship to ensure performance excellence and the increase of quality and value to CSN stakeholders.

- Explored HyFlex classes.
- Attended and presented at conferences.
- National collaboration among Russian teachers (online teaching, teaching culture)
- Project-based learning.
- Italian faculty on executive board of American Association of Teachers of Italian (advocacy and conference committees)
- Training in online teaching and learning
- Faculty sabbatical projects

Workforce And Community: NSHE Goals #2, Success; #4, Workforce Collaboratively address the challenges of the workforce and industry education needs of Nevada populations. Address the critical issues facing 21st century Nevada. Consider the environmental, social, and fiscal impact of every decision to use resources ethically, effectively, and sustainably.

- Spanish for Medical Professions course offered.
- Planned a French "boot camp" (Summer 2021)
- Italian faculty on the Board of Casa Italiana di Las Vegas, non-profit organization

Providing access to language programs not offered elsewhere to students from other schools (UNLV, UNR, NSC, etc.).

ROLE AND PURPOSE OF THE PROGRAM:

To assist our CSN students in dealing with a diverse southern Nevada workforce, multilingual community (e.g. Spanish, Filipino, Thai, Armenian, etc.) and global society, the World Language Program offers quality courses emphasizing active use of the World Languages. In addition, the World Language program provides students with both university transfer courses leading to an Associate of Arts degree in World Languages with an emphasis in Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Spanish and Russian as well as courses for the professions and for heritage speakers of Spanish.

PARTNERSHIPS WITH BUSINESS AND PROFESSIONAL OR COMMUNITY ORGANIZATION:

Our faculty are members and officers of national and international professional organizations such as American Association of Teachers of Italian, American Council of Teachers of Russian, American Association of Teachers of Slavic and Eastern European Languages, American Association of Teachers of Spanish and Portuguese (our faculty member is the representative for community colleges), Latin American Studies Association, Alliance Française, American Council on the Teaching of Foreign Language, Modern Language Association, etc. and community (state and local) organizations such as Casa Italiana di Las Vegas and Professional Language Association of Nevada.

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

SWOT Analysis completed by surveying Assessment Committee and other interested faculty members.

STRENGTHS (WHAT WE DO WELL INTERNALLY):

Faculty have been flexible in teaching additional languages when needed (including in other departments)

Large percentage of full-time faculty from diverse cultural, linguistic, and academic backgrounds

All WL faculty have experience learning and/or teaching language in other countries.

We consistently offer at least 10 languages, making us the program with the most language offerings.

CSN has the only Russian classes and degree program in Nevada.

Faculty attend and/or present at local, national, and international conferences.

Our department offers Spanish for Heritage Speakers

Spanish faculty member accepted into Florida International University's Bolivia High Andes Qualitative Field Study for Community Colleges and minority-serving faculty.

The faculty are comprised of lifelong learners who engage in continuous professional development opportunities.

Several languages use OER (Open Education Resources) materials to decrease textbook costs for students.
CSN credits are accepted at universities nationwide.
Faculty completed graduate certificate program assessment and evaluation at UNLV.
Faculty trained and certified in online teaching via CAPE (internal training), Quality Matters, and Online Learning Consortium
CSN offers Spanish for the Medical Professions and is developing a class in Spanish for Law Enforcement
WL department continuously assesses and identifies local community language programming needs to provide innovative workforce curriculum.

WEAKNESSES (WHAT WE DON'T DO WELL INTERNALLY):

Lack of marketing strategy and plan
World languages are not a general education requirement at CSN and UNLV
Website issues beyond the department's control
Turnover of office support personnel
Extremely low funding for materials, training and other professional development opportunities
Lack of cohesiveness among faculty
Difficulty connecting and/or collaborating with other local and state language programs

OPPORTUNITIES (EXTERNAL POSITIVES):

Increase visibility through attendance of and participation in local college and high school career (and other) fairs
Hosting PLAN conference
Faculty collaboration and articulation with local high school teachers
Participation in programs such as Acadeum, which allow our students to take courses not offered at CSN and students elsewhere take classes not offered in their home institution.

THREATS (EXTERNAL NEGATIVES):

Polarized political climate that does not support world language learning.
National trends, such as economic climate negatively affect enrollment in world language classes.
Post-pandemic reluctance to return to in-person classes.
High turnover of administrators, resulting in unclear and shifting policies
High cost of educational materials

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

There are several steps our program can take, as follows. It will be necessary to coordinate with CSN's marketing department to create strategies to promote World Languages locally. To be more responsive to community needs, we will develop alternatives to on-campus instruction, such as third-part on site language courses (e.g., in hospitality venues).
To alleviate financial strain on students, more languages will work toward providing Open Education Resources for students. World Language department members will advocate for reinstating the two-semester language general education requirement. We will request/demand an increase in our department budget to support faculty professional development opportunities (e.g. conference registration fees), language event sponsorships, and to provide basic classroom supplies (e.g. dry-erase markers). The department will seek out external accreditation for CSN's World Languages Program (American Council on the Teaching of Foreign Languages). Department will increase on-campus world language workshops and guest speaker events.

ENROLLMENT PLANNING/RECRUITMENT:

The department will employ strategies such as modifying class schedules to accommodate varying student schedules and increasing collaboration with CSN's marketing department. Additionally, the department will expand collaboration and articulation with the Clark County School District and private schools to disseminate information about language learning at CSN. Our department will also develop a close working relationship with CSN's counselors and academic advisors as well as the recruitment office to enable them to better advise students about World Language course offerings.

SPACE UTILIZATION/SCHEDULING:

We will examine high-usage time slots and locations to more effectively build course schedules. Student preferences and course enrollment will be examined in order to determine the most appropriate course modalities.

PROGRAM ASSESSMENT ACTIVITIES THAT ALIGN WITH CSN'S STRATEGIC PLAN GOALS AND OBJECTIVES:

Student Success

Provide the best environment, programs, and support services to meet students' personal, work, and educational needs and expectations. Close the achievement gap among underserved student populations. Improve completion and student success rates and increase the number of individuals with a post-secondary credential.

Based on annual assessment reports, we adjust course curriculum and instructional materials to ensure student success. Faculty from each language division collaborate to design courses that meet student's needs, working on adopting OER materials to keep costs low, for example. We offer online sections of most classes and a wide variety of in-person class offerings. Students have the opportunity to practice their new languages with native speaker facilitators online and on campus as well as embedded tutors in classes.

Engagement

Provide an inclusive and diverse environment that fosters lasting connection, shared investment, pride and goodwill.

Communicate and connect with and support students to increase new student enrollments (access) student engagement

(sense of belonging and involvement) and satisfaction with CSN's family, culture, programs, and services.

Our department uses student evaluation data collected at the end of the semester to ensure that our instructors create an inclusive and diverse classroom environment, in which students feel comfortable and confident engaging in activities and discussions. Students are also informed of various opportunities to more closely interact with CSN's varied clubs, as well as attend lectures, events, and presentations and connect with students, faculty, and staff in more informal ways.

World Language students also have access to the services and support offered at the Language Labs.

Performance And Quality

Engage in best performance excellence practices that lead to the deployment of our values, accomplishment of our mission, and realization of our vision. Review and improve academic and work processes, ensure two-way communication and collaboration across campuses, and promote institutional innovation. Research critical real-world problems and seek solutions and stewardship to ensure performance excellence and the increase of quality and value to CSN stakeholders.

Our annual program assessment reports reveal that faculty take advantage of professional development opportunities, as do individual faculty self-assessments. These reports include

information about how these professional development opportunities are applied in innovative methodology.

Workforce And Community

Collaboratively address the challenges of the workforce and industry education needs of Nevada populations. Address the critical issues facing 21st century Nevada. Consider the environmental, social, and fiscal impact of every decision to use resources ethically, effectively and sustainably. Student's enrollment data regarding their degree programs informs us of current demand in current workforce and we created courses that address that need. For example, Spanish for Medical Professions continued to be offered in 2021-2022.

PEER REVIEW FEEDBACK:

Russian faculty member attends monthly meetings with other instructors of Russian around the country and received feedback on CSN's Russian program curriculum.

V. Descriptive Statistics

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

2022-23	<u>144</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>16</u>
2021-22	<u>2</u>
2022-23	<u>11</u>

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

2020-21	<u>16.7%</u>
2021-22	<u>11.8%</u>
2022-23	<u>10.0%</u>

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

Fall 2022	<u>262</u>
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V. Institutional Reports

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

CSN: Dance, Certificate of Achievement

I. Description of Program Reviewed

PROGRAM MISSION:

The CSN Dance Program, recognizing dance as the oldest of the arts, the CSN Dance Program is dedicated to its renewed promulgation as a vital 21st century art form. In so doing the program provides training in modern dance, ballet, jazz, dance improvisation, choreography, performance, ethnic and social forms, and general dance appreciation. Dance students can expect to increase the strength, flexibility and coordination of the physical instrument, refine social interaction; and deepen and diversify aesthetic perceptions. As a performing art the dance program offers a variety of essential performance opportunities, both formal and informal, as well as touring regionally and internationally when circumstances permit. We assert that in a society increasingly defined by technology it is the inescapable human element present in dance that enjoins its educational and artistic role in building the human spirit.

PROGRAM HISTORY:

Started approximately 27 years ago, the CSN Dance Program began offering classes in Dance Performance, Choreography, Appreciation and then grew from there. Under the tutelage of Professor Kelly Roth (deceased, 2021), the Dance Program developed and maintained an international exposure as well as gaining respect amongst schools of dance in the United States. The program has experienced ebb and flow in enrollment numbers and is currently experiencing exponential growth, post COVID.

SUPPORT FOR CSN STRATEGIC PLAN GOALS:

The Dance Program is an all-inclusive, all ages, diverse program that features different styles of dance for all to experience. Our students, both traditional and non-traditional, are able to experience many of the current styles, work in professional settings with choreographers and masterclasses, and then choose to go to a four-year school or enter the workforce.

SUPPORT FOR NSHE STRATEGIC GOALS:

The Dance Program supports access by allowing all to participate in multiple staged choreographies during the semester with encouragement from faculty and guest artists as well as working within industry standard software and tools, to prep our dancers for professional life as a dancer in Las Vegas, across the United States, or on cruise ships and in theme parks around the world.

ROLE AND PURPOSE OF THE PROGRAM:

The role of the program is to teach students in the art of Dance and Dance Appreciation and to prepare them for either a transfer to a 4-year institution or transition to the audition scene for production shows, industrials, corporate, cruise ships or theme parks along with all of the responsibilities of marketing oneself in each of these areas, to ensure success in the field of Dance.

PARTNERSHIPS WITH BUSINESS AND PROFESSIONAL OR COMMUNITY ORGANIZATION:

The Dance Program has currently, 8 people on an Advisory Board, representing all avenues of show business in the valley. Dance Captains, choreographers, producers, studio owners and educators are all providing real-time, current trends in Dance so our dancers are prepared for whatever may present itself after graduating with our COA.

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

SWOT Analysis completed by surveying Assessment Committee and other interested faculty members.

STRENGTHS (WHAT WE DO WELL INTERNALLY):

Interim Director of Dance has been hired breathing new life and energy into the Dance program.

The Dance community has once again recognized that there is a program due to increased visibility and outreach.

Development of communication at sister institutions, paving the way for our dancers to realize a. they can finish at CSN. and b. they can get involved at UNLV prior to graduating from CSN.

Dance facility (sprung floor, marley, ballet barres), are all top notch, professional standard gear, for our dancers to utilize.

WEAKNESSES (WHAT WE DON'T DO WELL INTERNALLY):

Doubt from administration, as to the validity of the program.

Inability to push forward with an established associate degree for Dance.

Advising to take an Associates/No Emphasis and graduate. (This is problematic across all disciplines and has a direct impact on Program and Department graduation rates).

OPPORTUNITIES (EXTERNAL POSITIVES):

Excellent working relationship with UNLV Dance.

Assistance from UNLV professors to push our program and create more opportunity for our students.

More positive response from studios around town to workshop, masterclass, rehearse with our CSN students.

Interest in developing dance classes and offerings in more diverse cultural dance have been met with positive attitudes. No rush, but steady, calculated growth with each offering advertised and vetted for potential enrollment.

THREATS (EXTERNAL NEGATIVES):

Continued lack of interest in developing and re-launching the AA - Dance at CSN.

Budgetary requests that are ignored, that represent our ability to grow and offer new equipment, classes, and guests.

Hiring processes through Workday, and the problems that are caused by the program itself.

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

ENROLLMENT PLANNING/RECRUITMENT:

Recruitment will be focused on CCSD/private school students as well as non-traditional students and will continue to emphasize the Art of Dance as it relates to professional occupations within the Las Vegas Valley as well as other markets and job opportunities, as discussed with our Advisory Board. Assessment will remain in line with these goals, thus assisting us in keeping the classes up to date and up to professional standards.

SPACE UTILIZATION/SCHEDULING:

We will be able to schedule classes more effectively in our Dance Studio with enrollment and recruitment improvements, thereby maximizing our use of the Dance Studio on a daily basis.

PROGRAM ASSESSMENT ACTIVITIES ALIGNED WITH CSN'S STRATEGIC PLAN GOALS AND OBJECTIVES:

Excellence, Diversity, Lifelong Learning are the three areas that our assessment activities focus. Our students are expected to perform with a diverse cast, non-traditional students within the framework of perfection and excellence that is required of all dances when they step on stage, anywhere. While assisting our students in the many activities that make up dance, they get hands on experience in a safe learning environment and are the able to take these skills to the workplace and ensures success for our students so they may Achieve, Succeed and Prosper.

PEER REVIEW FEEDBACK:

Dance has been collaborating with UNLV Dance, our Advisory Board as well as the Department Chair and other Program Directors within the College.

V. Descriptive Statistics

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

2022-23	<u>8</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>0</u>
2021-22	<u>0</u>
2022-23	<u>0</u>

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

2020-21	<u>0%</u>
2021-22	<u>0%</u>
2022-23	<u>0%</u>

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

Fall 2022	<u>45</u>
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V. Institutional Reports

<https://www.taskstream.com/ts/danceprogram/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.**
 - Radiological Science, 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.**
 - Graphic Communications, 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.**
 - Cardio-Respiratory Care Science, 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.**
 - Science and engineering, Certificate of Achievement
 - Mining Industry, 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.**
 - Mining Industry, Skills Certificate
 - Early Childhood 1, Skills Certificate
 - Early Childhood 2, Skills Certificate

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: Radiological Sciences, A.S.

I. Description of Program Reviewed

The AS in Radiologic Sciences is a 2 year associate degree consisting of 66 credits including general education, prerequisites, didactic, lab and clinical coursework. This program's mission is to provide a high quality, accessible and affordable undergraduate radiography education that will graduate competent entry level radiographers for the local and national healthcare community. We serve our rural learning community by providing course attendance options at our Pahrump and Elko campuses and clinical participation throughout the entire state. We offer access to state of the art equipment and a variety of clinical experiences, all within a degree students can utilize now and grow with in the future.

II. Review Process and Criteria

A comprehensive accreditation self-study for the Joint Review Commission on Educators in Radiologic Technology (JRCERT) was completed in July 2022, with a follow up site visit in May 2023.

In addition, annual program assessments and program outcomes were reviewed with an advisory board consisting of stakeholders, administrators, community members, faculty and students.

III. Major Findings and Conclusions of the Program Review

The AS degree in radiology received positive feedback in all three review processes. It was found that the program is currently meeting all JRCERT requirements and that an extension of accreditation will be suggested at an upcoming JRCERT board meeting.

Review of assessment plans by the advisory board resulted in support from students and stakeholders to continue the program with no changes.

Review of the program outcomes demonstrated the program is meeting all benchmarks including: retention, credentialing pass rate, employment rate, student satisfaction and employer satisfaction.

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

The AS in Radiology should continue annual assessment and outcome review with stakeholders. As areas of concern arise, these should be addressed with an immediate plan of action to be implemented before the next annual review.

In addition, the program should continue with JRCERT annual reporting to ensure program accreditation requirements continue to be met.

V. Descriptive Statistics

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

2022-23	<u>78</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>8</u>
2021-22	<u>14</u>
2022-23	<u>8</u>

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

2020-21	<u>36%</u>
2021-22	<u>44%</u>
2022-23	<u>38%</u>

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

Fall 2022	<u>90</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.**

- Apprenticeship in Construction Trades, A.A.S.
- Business, Massage Therapy Entrepreneurship Emphasis, A.A.S.
- Culinary Arts, A.A.S.
- Culinary Arts Entrepreneurs, A.A.S.
- Early Childhood Education A.A.
- Early Childhood Education, A.A.S.
- Fine Arts, Dance Emphasis, A.A.
- Fine Arts, Music Emphasis, A.A.
- Fine Arts, Theatre Emphasis, A.A.
- Human Development and Family Studies, A.A.
- Manufacturing Technologies, Machining Emphasis, A.A.S.
- Manufacturing Technologies, Welding Emphasis, A.A.S.
- Prehospital Emergency Medicine, A.A.S.
- Small Business and Entrepreneurship, A.A.
- Social Work, A.A.
- Veterinary Nursing, A.A.S.

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

- Geoscience, Associate of Science
- Dietetic Technician, 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.**

None

Certificates

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

- Apprenticeship, Certificate of Achievement
- Apprenticeship, Skills Certificate
- Culinary Arts, Certificate of Achievement
- Baking and Pastry, Certificate of Achievement
- Computer Numeric Controlled (CNC) Machining, Certificate of Achievement

- Machining Level 1-CNC Milling, Skills Certificate
- Machining Level 1-CNC Turning, Skills Certificate
- Industrial Electricity 1, Skills Certificate
- Welding Technology, Certificate of Achievement
- Welding CNC, Certificate of Achievement
- Welding – FCAW & GTAW, Skills Certificate
- Welding – SMAW & GMAW, Skills Certificate
- Welding – CNC, Skills Certificate
- Early Childhood Educator 1, Skills Certificate
- Early Childhood Educator 2, Skills Certificate
- Early Childhood Educator 3, Skills Certificate
- Early Childhood Educator 4, Skills Certificate
- Small Business and Entrepreneurship, Certificate of Achievement
- Graphic Arts Entrepreneurship, Certificate of Achievement
- Culinary Arts Entrepreneurs, Certificate of Achievement
- Bookkeeping Entrepreneurship, Certificate of Achievement
- Paramedic, Certificate of Achievement
- Emergency Medical Technician (EMT), Skills Certificate
- EMT Advanced, Skills Certificate
- Music, Certificate of Achievement
- Theatre, Certificate of Achievement
- Theater Tech, Skills Certificate
- Veterinary Nursing, 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.

- Accounting, Certificate of Achievement
- LMH Diesel Fleet Maintenance, Certificate of Achievement
- Welding Computer Numerical Control (CNC), Certificate of Achievement
- Fundamentals of Smart Automation, 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.

- Personal Trainer, Certificate of Achievement
- Industrial Maintenance, 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.

- Certified Dietary Manager, Skills Certificate
- Public Safety Dispatch, Skills Certificate
- Theatre Tech, Skills Certificate
- Wildlife Technician, Skills Certificate
- Industrial Mechatronics, Skills Certificate
- Industrial Communications and Data Analytics, Skills Certificate

- Industrial 4.0 Fundamentals and Applications, Skills Certificate
- Industrial Process and Maintenance Theory, Skills Certificate
- Industrial Programming and Controls, Skills Certificate
- Computer Numerical Control (CNC), Skills Certificate
- Career and Technical Education Leadership, Skills Certificate
- Industrial Maintenance for Automation, Skills Certificate **

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

- Architectural Drafting, Skills Certificate
- Dietetic Technician, Skills Certificate
- Advanced Manufacturing Workforce, Skills Certificate
- Industrial Electricity One, Skills Certificate
- Programmable Logic Controllers (PLC) One, Skills Certificate

TMCC: Apprenticeship in Construction Trades, A.A.S.; Apprenticeship, Certificate of Achievement

I. Description of Program Reviewed

The TMCC –Building Trades Apprenticeship program provides training in skilled workforce areas that constantly require changes as the knowledge and technology job related skills are modified. The various apprenticeship programs are influenced by local, regional and national code provisions along with specific municipal and industry license requirements.

The local and national area trade unions provide a professional educational and on-the-job, training opportunity, leading to achievement as an apprentice for student participants. TMCC provides additional opportunities for apprenticeship students to enhance their knowledge through certificates and degrees in association with the union training programs. The current Apprenticeship program is managed within TMCC by the Applied Industrial Technology Division.

Only indentured apprenticeship students, sponsored by local union apprenticeship programs and approved by the Nevada State Apprenticeship Council are permitted to enroll and participate in the emphasis area course and curriculum. The apprenticeship program courses have been designed to provide participants with basic technical trade knowledge and manual skills required for their type of employment. Courses include subjects such as trade and industry law, job safety, job skill practices, tool and equipment operation and applied math applications. Participants can typically complete their emphasis area of study and on-the-job training requirements within three to five years, leading to journeyman status.

Most apprenticeship participants complete a minimum thirty-six credits of technical courses in their first three years and up to 60 credits in five years' time. Participants are only permitted to enroll in twelve credits annually. Once the participants complete twelve credits per year, they meet the annual requirements for 144 or more hours of classroom training. Participants are required by the indentured apprenticeship programs to complete six core credit hours of on-the-job training and work experience, usually through internship training with employers. In addition, participants are required to complete at least three credit hours of technical core courses related to plan reading and drawing interpretation.

Currently, the completion of an Associate of Applied Science Degree requires completion of 12 credit hours of General Education courses, 42 credit hours of Approved Apprenticeship courses that are combined with the 6 credits of approved Elective Apprenticeship courses for the degree minimum of 60 credits. The Certificate of Achievement requires completion of 3 credits of General Education courses, 3 credits of elective courses combined with 24 credits of approved Apprenticeship courses for the certificate minimum of 30 credits. The Skills Certificate Requires completion 12 credits of Approved Apprenticeship courses.

Currently the following Northern Nevada Apprenticeship programs participate with TMCC for the Skills Certificate, Certificate of Achievement and Associate of Applied Science Degree as delineated in the Memorandum of Understanding between TMCC and the individual Apprenticeship Training Programs. Bricklayers: BRL; Carpenters: CPT; Cement Masons: PLCM; Electricians: ELEC; Iron Workers: IRW; Sheet Metal: SMTL; Operating Engineers: OPE; Painters and Decorators: PTD ; Plasterers: PLST; Plumbers and Pipefitters: PPF; and Refrigeration (HVAC): RS

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. 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. The self-study 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 at each of these levels.

III. Major Findings and Conclusions of the Program Review

The Academic Standards and Assessment Committee finds that the Apprenticeship Program is an important program for meeting the TMCC goal of workforce readiness. The Department Chair has done laudable work to make the program current and establish working relationships with the 11 different Trade Unions represented. The committee is concerned about the lack of in-house assessment, though there is a self-identified plan to increase this. The committee supports the resource request for an Apprenticeship Coordinator position to maintain program viability, for program growth, and to maintain working relationships with the different Trade Unions.

Strengths:

- The new assessment plan, curriculum revisions (completed in Spring of 2022), and MOU are laudable; these have updated the program and simplified the credit structure to be able to more easily track and award skills certificates in the different trade areas.
- DETR data supports strong short and long-term growth projections in all 11 apprenticeship programs in Northern Nevada.
- The various Apprenticeship programs bring a sizable 4.0 value for weighted student credit hours (WSCH).
- All instructional resources are available to students on-site and provided by the different Trade Unions.
- FTE, student success rates, and awards support program viability.
- There are concrete, actionable plans to mitigate gender and ethnicity equity gaps in enrollment.
- There do not appear to be any equity gaps in completion and successful completion rates.
- Goals are concrete, actionable, feasible, and cover a relevant time frame.

Areas for Improvement:

- It is unclear if the instructional materials are accessible.
- There is a self-identified lack of direct assessment; indirect assessment is being done.
- There are noted gender and ethnicity equity gaps in enrollment.

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

The program is continuing. Other recommendations include:

- Work with the Trade Unions and DRC to ensure accessibility of materials, as possible.
- Implement the self-identified plan to increase direct assessment of PLOs.
- Continue working with the Trade Unions to mitigate the noted enrollment equity gaps.
- While not specifically asked for in the PUR, additional discussion of WSCH would help emphasize how valuable the program is for TMCC.
- ASA supports the resource request for an Apprenticeship Coordinator position.

V. Descriptive Statistics

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

2022-23	<u>553</u>
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B. Number of graduates from the program for the following years:

Students enroll through their apprenticeship unions and do not declare as part of the first-time, full-time, degree-seeking cohort.

2020-21	<u>52</u>
2021-22	<u>156</u>
2022-23	<u>519</u>

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

Students enroll through their apprenticeship unions and do not declare as part of the first-time, full-time, degree-seeking cohort.

2020-21	n/a
2021-22	n/a
2022-23	n/a

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

Fall 2022	<u>292</u>
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VI. Institutional Reports

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

TMCC: Business, Massage Therapy Entrepreneurship Emphasis, A.A.S.; Culinary Arts Entrepreneurs, A.A.S.; Small Business and Entrepreneurship, A.A.; Small Business and Entrepreneurship, Graphic Arts Entrepreneurship, Culinary Arts Entrepreneurs, and Bookkeeping Entrepreneurship, Certificates of Achievement

I. Description of Program Reviewed

The entrepreneurship program is housed under the Division of Business and Social Sciences. There are a number of entrepreneurship programs offered at TMCC. They are as follows:

- Associate of Arts Degree—Entrepreneurship (3-year average enrollment = 17)
- Certificate of Achievement—Entrepreneurship (3-year average enrollment = 5)
- Associate of Applied Science—Culinary Arts Entrepreneurs (3-year average enrollment = 12)
- Certificate of Achievement—Culinary Arts Entrepreneurs (3-year average enrollment = 3)
- Associate of Applied Science—Business, Massage Therapy Entrepreneurship Emphasis (3-year average enrollment = 22)
- Certificate of Achievement—Graphic Arts Entrepreneurship (2-year average enrollment = 4)
- Certificate of Achievement—Bookkeeping Entrepreneurship. (2-year average enrollment = 2)

In terms of pedagogical approach the class offerings are delivered through a mix of web and in person course offerings with a .5 full-time faculty teaching 40% of the two primary two ENT degrees: Associate of Arts Degree—Entrepreneurship and Certificate of Achievement—Entrepreneurship.

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. 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. The self-study 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 at each of these levels.

III. Major Findings and Conclusions of the Program Review

Academic Dean Findings: As a whole, I find the research and analysis in this program review to be lacking in depth. A program review affords the opportunity to really look in depth at a program and what is working and what is not working, delve into the data to see patterns and explore opportunities for improvement, review the current economy and how the program meets the needs in the community and research other programs across the nation to get ideas that might be helpful with our program. However, I want to acknowledge that all of this work and research is supposed to be done by a team and that the team also then has the opportunity to brainstorm and discuss opportunities and concerns. This PUR was essentially done by one faculty member, without input and help from others, and so it would have been much more difficult to achieve the hoped for results of an extensive program review. The author is the only full time faculty member who teaches in the entrepreneurship discipline and yet she does so as only part of her workload as she also teaches management. I strongly suggest that in the next review cycle we consider putting together a team to work on this to lessen the load on one person and also to increase the benefit and

outcomes from the review. I would support paying a stipend to part time faculty willing to help with an extensive program unit review in the next cycle.

Strengths:

The Entrepreneurship program has the following strengths:

- The name of this program has been changed from just Entrepreneurship to Small Business and Entrepreneurship effective next academic year. This change much more closely reflects the purpose for which most majors have selected this program as well as the community in which it serves. Students are much more likely to be interested in gaining the skills to open a small business as opposed to being a true entrepreneur. This name change is a positive move for this program.
- The program has dedicated and experienced faculty who teach effectively and support student success.
- The program is ideal for cross discipline collaboration with programs in which it would be common for graduates to own a small business such as the current partnerships in Massage, Bookkeeping, Culinary Arts and Graphic Design. These partnership programs give students the opportunity to build two skills sets at once and make them more effective in their future career endeavors.
- The full time faculty member in the Entrepreneurship discipline actively mentors the part time faculty in this discipline.
- The Entrepreneurship degree and certificate of achievement programs can both be completed 100% online.

Areas for Improvement:

- The Entrepreneurship program has the following areas that could be improved upon:
- Enrollment and completion rates appear to have experienced a recent decline.
- OER materials are not being used. This is an area in which there should be a lot of resources for OER that could be utilized to save students money. Current textbooks costs are approximately \$100 per class for all ENT classes.
- ENT courses have not been analyzed for accessibility, nor have faculty been trained in accessibility.
- CAR outcomes do not appear to be being implemented and then used to improve student achievement measures.
- There are no fully dedicated faculty to Entrepreneurship. The program has one full time faculty who spends approximately half time on the discipline and is otherwise made up of part time faculty. This makes it difficult to be innovative, have brainstorming sessions, and work on continuous program improvement.
- Enrollment is not high enough in some ENT courses to be able to offer both in person and online options. Some students do not prefer online learning and would see this as a negative aspect of this program.

ASA Committee Findings:

The Academic Standards and Assessment Committee finds that the Entrepreneurship Program has made significant progress towards previous recommendations, particularly in light of having one 0.5 FTE faculty member. We found that, while lacking a timeline, the five-year plan had excellent and specific goals. The committee is concerned about the low course completion rates and noted equity gap in Hispanic student completion. The committee concurs with the dean that overall analysis was lacking leading to a missed opportunity for strong self-reflection.

Strengths:

- Significant progress towards previous PUR recommendations was made.
- Courses in the AA Entrepreneurship articulate directly with courses for the UNR Entrepreneurship Minor.

Areas for Improvement:

- PLO 1 AA Entrepreneurship Emphasis is not a measurable learning outcome of the program.
- Fill rates for ENT 230 are <50%.
- Course completion and successful completion rates are lower than TMCC and the Division and there is a noted equity gap in course completion by Hispanic students (who should be compared to all ENT students and not only Caucasian students).
- Additional resources may be required for program growth (e.g., partnering with other programs).

VPAA Findings: This program's structure is more than mildly confusing. For someone who saw it emerge and evolve, they might have an understanding of its structure. But for someone unfamiliar with the various origin stories, it is difficult to tell. Is it one program? Is it multiple programs that happen to share a few courses by prefix? Is it multiple programs counted as emphases under a single award, or are they all different? If the latter, how are awards with such low major counts able to continue? Are they like a form of double major in these disciplines? There is no discussion of this, except in section VII, where the author suggests that it might be worth creating a single ENT degree/cert pathway. Is this not that? If it isn't, how can one PUR evaluate it? An infographic is needed, at least.

Strengths:

The enrollment, if it is a program, might be sound. If it is not a program, but rather a series of different avenues to some shared ENT courses, then it is more difficult to tell. A table shows a collective sum of awards issued, but they come from a variety of different award areas. Are they emphases within a single award category? The list of certs and degrees does not seem to indicate this, yet here we have a PUR for ENT as though it were a single program.

Areas for Improvement:

Most of my concerns have already been stated. This program seems to have interest, but is it even a program, when it has so many different component awards?

As far as the ENT courses are concerned, I support the above recommendation that OER content should be researched and adopted.

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

Academic Dean Recommendations:

At the present time the Entrepreneurship program, soon to be Small Business and Entrepreneurship, is still enrolling and completing enough students to be viable. There are other opportunities for interdisciplinary partnerships which would help with overall program growth as well. My recommendation is to continue the current programs. At next PUR cycle it should have been enough time to see if the name change and the recommendations in the PUR have made an impact on program growth and completion and continuation of each program that is part of the discipline can be evaluated on the normal five year cycle.

The below five items were recommended by the faculty author of the PUR and my comments are included along with a timeline.

1. Introduce a shadowing requirement for students with a local business/entrepreneur related to students' areas of interest. This internship/shadowing might improve completion and graduation rates.

Comment: I suggest making this an option and not a requirement. This sort of thing generally works against program completion when it is a requirement. Consider adding the option into the capstone course after exploring employer willingness and opportunities.

Timeline: AY24 or AY 25

2. Investigate opportunities available in the local business community targeted at promoting small business development among Hispanic minorities, which might improve opportunities for Hispanic minorities who are underrepresented in the ENT program.

Comment: This would be a great initiative and a way to promote the program with the new name.

Timeline: AY24

3. The professional development course "Creating Accessible Content" workshop should be attended and the course reviews of ENT 200, ENT 230, ENT 240 and ENT 280 should be checked for accessibility.

Comment: Agreed

Timeline: Spring 23-Fall 24

4. Open educational resources (OER) have been reviewed but another analysis would be appropriate.

Comment: Agreed

Timeline: Participate in summer OER opportunity for stipend Summer 23 and implement resources by Spring 24

5. Research other interdisciplinary partnerships such as ENT/Auto Mechanic certificate and ENT/Construction Management certificates and any others that might benefit from a partnership with Small Business and Entrepreneurship. (Paraphrased)

Comment: Agreed as long as partnerships are only implemented if deemed to generate viable completion numbers.

Timeline: Research at least two partnership opportunities and implement if viable within this next five year PUR cycle.

Additionally, I add the following recommendations:

6. Request Perkins funding for marketing materials with the new program name and use these materials in the outreach in #2 above as well as for outreach throughout the community. Share with recruitment team.

Timeline: Request funds in Spring 23 for creation in Summer 23 and use Fall 23 and beyond.

7. Revise PLO #1 and ensure CLOs still align. Make any needed changes to CLOs.

Timeline: AY24 (ideally Spring 23 instead if there is time)

8. Review past CARS from recent years and ensure recommendations were put into practice. Ensure future recommendations are put into practice in following semester so that student achievement measures are improved as suggested.

Timeline: Spring 23 and ongoing

9. Revise course sequence and input changes in CIM for any of the programs that do not have the courses scaffolded with ENT 200 being first and ENT 280 being last.

Timeline: Spring 23 and Fall 23

No resources were requested in the PUR. However, I believe the program would benefit from the addition of some resources including funding for marketing and marketing materials as well as funding for an additional assignment to focus on some of the needed program analysis and implementation plans that seem to be lacking. This funding could be requested through Perkins as Entrepreneurship is Perkins eligible.

ASA Committee Recommendations:

- Review PLOs for currency and accuracy as they appear to date from 2010; rewrite PLO1 for the AA Entrepreneurship to reflect program level learning.
- Review course sequence and CLOs for opportunities to scaffold learning to increase student success.
- Establish and implement a plan of program learning outcomes assessment for all ENT and multi-discipline ENT programs.
- Continue making progress towards previous recommendations.
- Review DETR data for all the multi-discipline AAS degrees and CoAs and establish strong working relationships with these faculty to improve programmatic learning.
- Proactively work with the DRC and WebCollege to address accessibility of course materials, as noted in the self-study.
- Actively work towards the self-identified need to find affordable course materials; eBooks may not be more affordable and older versions may be outdated.
- Fill rates for ENT 230 should be monitored.
- Generate and implement a concrete plan to mitigate the noted equity gap in Hispanic student completion.
- Establish a timeline for goals in the 5-year plan.

VPAA Recommendations:

It is difficult to say whether this program should continue, particularly if it isn't a single program. And if it isn't, then this isn't a fair question. The ENT courses appear to have some relevance and interest, but as courses they could simply be added to various degrees as requirements/electives without the multiplicity of cert/degree awards that bear the title Entrepreneurship. No resources requested. None foreseen.

V. Descriptive Statistics

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

2022-23

117

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

2020-21	<u>16</u>
2021-22	<u>15</u>
2022-23	<u>21</u>

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

2020-21	<u>14%</u>
2021-22	<u>37.5%</u>
2022-23	<u>50%</u>

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

Fall 2022	<u>105</u>
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VI. Institutional Reports

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

TMCC: Culinary Arts, A.A.S.; Culinary Arts, Certificate of Achievement; Baking and Pastry, Certificate of Achievement

I. Description of Program Reviewed

The Culinary Arts Program of TMCC was created to provide quality education to those seeking to begin or further their career in the food service industry. The program, consisting of general education courses, kitchen production, operations, management, and related basic skill development provides the student with the knowledge and skills needed to be successful in the work environment. The emphasis is on preparing students to be employable with a focus on professionalism, mentoring, and teamwork.

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. 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. The self-study 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 at each of these levels.

III. Major Findings and Conclusions of the Program Review

Academic Dean's Findings: The Culinary Arts program at TMCC is a much-needed program in our community and serves a top industry in Northern Nevada. It continues to be a viable program at TMCC, offering relevant certificate and degree programs and training students in state-of-the-art facilities on relevant and current methods that are immediately applicable in the workforce.

Strengths:

- State of the art industrial culinary facilities and dining and classroom space that is ideal for a culinary program
- Well trained and experienced chef instructors for students to learn from
- Relevant curriculum supported by local industry
- The program is well respected in the community and is involved in community events
- The program has earned exemplary status with their accrediting body
- The Culinary department chefs support their high school colleagues
- The Culinary program gets more webpage visits than most program webpages at TMCC demonstrating clear interest in the program
- Substantial hands-on experiences in nearly every class of the program ensure students have solid experience and practice to excel in the industry
- The program offers occasional lunches and dinners that are very popular, sought after and delicious

Areas for Improvement:

- The program does not have any part time faculty and the coordinator is resistant to hiring part time faculty, this greatly hinders program growth, instructional variety, diversity and more while also causing an unnecessary burden on the full time faculty who then have to teach all sections

- The program enrollment, FTE and completion numbers have been on a downward trend which can only partly be explained by the pandemic as this was the case pre-pandemic as well
- The program faculty have an inordinately high number of additional responsibilities in addition to teaching that are unique to this program. With the resignation of one full time position that has not been filled, this has only increased. The additional work causes a workload that is not sustainable and a solution needs to be found to cover the routine kitchen management responsibilities so that the faculty can focus on instruction and program improvement
- Culinary Arts is a high-cost program to run due to high food costs and other consumables, kitchen maintenance, lab supplies and many other needs
- The program has not effectively stayed on top of regular course assessment and review practices
- Due to the long labs and course and hour requirements that need to be met for accreditation, the schedule can be difficult for students to be full time students and to finish the program in a reasonable amount of time which may be one of the reasons more students do not declare culinary majors
- Most culinary education programs have a retail side of the operation that is run by students, examples include a regular restaurant type facility that is open regularly, grab and go counter, and bakery. TMCC Culinary Arts has not been able to find a way to have this sort of thing and so catering requests end up being a hardship on the program. If the East View concept ever comes to fruition, I believe the program will need to figure this out.

ASA Committee's Findings: The Culinary Arts program is valuable to TMCC and the ASA Committee is impressed by the "exemplary" rating from its programmatic accreditation. The program also has also put value into reducing student costs wherever possible. The Committee is concerned about the lack of program level (and course level) assessment being conducted. We support the need for a Kitchen Manager position.

Strengths:

- The program received "Exemplary status at its last programmatic accreditation, and is one of only 50 nationwide.
- The program has an active advisory board, which assists with insight on curriculum, equipment, internships, and job advertisements for students.
- The program has made meaningful progress towards previous PUR recommendations where possible.
- The program is dedicated to decreasing student costs whenever possible including the use of OER, having textbooks available in the library, and options for low cost uniforms and culinary tools.
- Data suggests that this is a small but viable program.
- Strong course completion rates, including among historically underserved populations, support student success in the program.
- Physical resources are excellent and support the program.

Areas for Improvement:

- As noted in the self-study, the program's course assessment has been inconsistent and not reflected at the program level.
- With only two FT faculty the lack of a kitchen manager puts additional strain on FT faculty who have to complete these needed tasks in addition to teaching.
- CUL 108 and CUL 125 are hidden prerequisites for CUL 295 in the AAS Culinary Arts Entrepreneurs program.
- It is unclear whether instructional materials are reviewed for accessibility.
- IS 101 is a required course for the AAS Culinary Arts Entrepreneurs but does not map to any PSLOs.

Vice President of Academic Affairs Findings:

The Culinary Arts program is a vital arena of CTE training for our region and its students perform well in competitions such as Skills USA.

The two FT faculty members are experienced, accomplished instructors and their students benefit from their tutelage. The program's receipt of exemplary status from its ACF accreditors is a significant achievement that ensures it has a stable foundation upon which to build and grow.

Strengths:

- The program faculty are skilled and experienced, and they deliver a rigorous and diverse curriculum.
- The program's facilities and equipment are of high quality and are well maintained.
- The accreditation team praised the program's delivery of instruction and the caliber of its students.
- The course completion rates are high.

Areas for Improvement:

This program has suffered a very rapid enrollment decline over the last dozen years. Its FTE fell nearly by half between Fall 2011 and Fall 2019 (from 67.9 to 35.8), even before the pandemic. During the pandemic, FTE dipped again before recovering to +30 since Fall 2022. Enrollment needs to grow once more in order to meet the needs of the job market, which is facing significant labor scarcity. The US federal Bureau of Labor Statistics reported in September 2022 that "overall employment of food and beverage serving and related workers is projected to grow 9 percent from 2021 to 2031, faster than the average for all occupations."

<https://www.bls.gov/ooh/food-preparation-and-serving/food-and-beverage-serving-and-related-workers.htm>

This program employs no PT instructors, which limits its capacity to grow, evolve, and incorporate new talent. PT instructors are highly valued members of our college instructional workforce, and it is among their ranks that we often nurture and develop future FT faculty hires. Instead of hiring and cultivating PT instructors, the two FT faculty members on staff often teach overload credits.

The program is blessed with an excellent dining space for front-of-the-house instruction, the Golden Frog, but it sits largely unused, even in the wake of the pandemic, which is unfortunate. This should be open for lunch 3 or 4 days a week and also for special events, staffed by PT instructors who are able to teach the necessary courses, as occurs at CSN and also at my prior institution. A space like this is an invaluable asset and it should be maximized.

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

Academic Dean's Recommendations: The culinary programs are all viable and should continue. I believe there are areas that could be focused on that were not recommended in this PUR and will add a few of those to my recommendations. I agree that a solution needs to be found to take some of the kitchen maintenance duties off of the faculty and would suggest that the vacant position be considered for reclassification to a lower level that focuses on all of those types of duties. At this time I do not agree that a third full time faculty member should be hired. The program is very small and is seeing a decline. It is the only program I am aware of at TMCC that does not utilize part time faculty. I strongly believe that part time faculty need to be included in the program and that this will solve a lot of the concerns with overloaded schedules and responsibilities. There are many programs at TMCC that have specialized facilities and equipment and they manage to have effective programs with part time faculty and I know that Culinary Arts can as well. I believe the Culinary has potential for growth that we are not tapping into and would like to explore various aspects of the program to see if we can determine what barriers might exist.

Finally, I believe there may be opportunity for skills certificates that could draw students into the program, increase registration numbers, and create a pipeline to leveled completion.

- Deactivate CUL 100 - Spring 2023
- Catch up on course assessments that are behind, update assessment cycle, and make changes based on assessment results - Start Spring 2023 and continuously stay on track moving forward
- Add an updated part time instructor pool position with Human Resources and begin to include part time faculty into the teaching schedule - Fall 2023
- Propose a reclassification of the Kitchen and Catering Coordinator position to a kitchen assistant, including a written justification and details of job duties - Fall 2023
- Explore the idea of creating skills certificates in Culinary and Baking with the advisory board and other local industry contacts - Spring 2024
- Conduct a full review of what a class schedule would look like for each Culinary certificate and degree and ensure that the schedule is practical. Make any adjustments possible to make the schedule as streamlined as possible for students to increase registrations and completions across the board. - Spring 2024
- Work with marketing to create and update marketing materials and other marketing efforts to increase awareness and interest in the program - Fall 2024
- Possible recommendation if East View happens or if the program experiences enough growth to make it happen: Visit at least two successful Culinary education programs that operate a "business" as part of the program, create a plan and take strides to incorporate something similar at TMCC. - TBD

ASA Committee's Recommendations:

- Develop and implement assessment of Program Learning Outcomes (PLOs) that aligns with ACF accreditation standards and regularly reviews program enrollment and completion for any equity gaps.
- Work with the DRC to evaluate instructional videos and OER for accessibility.
- Evaluate the need for IS 101 in the AAS Culinary Entrepreneurship program since it does not map to any of the PLOs.
- Deactivation of CUL 101 as noted in the self-study is appropriate and should be completed by the end of Spring 23.
- Restructure the recommended course sequence for the AAS Culinary Arts Entrepreneurs to include CUL 108 and CUL 125 ahead of CUL 295.
- The Committee supports the need for a Kitchen Manager and recruitment of PT instructors to relieve some of the burden on FT faculty as stated in the Self Study and Dean's comments.
- Develop a concrete and actionable 5-year plan that incorporates clear curricular strategies to improve the program, addresses any equity gaps that may exist, and includes student success metrics (e.g. course completion, retention, graduation).

Vice President of Academic Affairs' Recommendations:

The TMCC-NFA contract states that "A six-credit (6) per semester overload teaching limit, paid at the part-time rate, will be upheld consistently throughout all instructional divisions except in the case of an emergency (sudden resignation, unexpected absence, etc.) when a faculty member may

be granted an exception with the recommendation of the Department Chair and approval of the Dean and Vice President."

The Dean mentions resistance on the part of the Program Coordinator, to the idea of hiring PT instructors, but resistance to an idea does not constitute an emergency situation. To grow this (or any) program and infuse it with new ideas, approaches, and talent, PT instructors must be hired and their teaching abilities cultivated by more senior faculty. Mentoring PT instructors is important, as it is through supervising and mentoring colleagues that program leaders can themselves grow. Likewise, students are exposed to new techniques and experiences when they meet an array of practicing professionals. It can feel safe to maintain direct control over all aspects of program delivery, particularly when accreditors are watching, but when faced with a need to expand a program to meet urgent workforce demands, maintaining direct control over everything is neither feasible nor sustainable. It can even be unhealthy. To grow successfully, academic program leaders must learn to delegate, mentor, and inspire multiple colleagues just as they do students. Trusting junior colleagues involves risk, and things can sometimes go awry, but these are also teaching and learning opportunities, and they are more manageable than attempting to do most everything oneself.

V. Descriptive Statistics

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

2022-23	<u>83</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>21</u>
2021-22	<u>8</u>
2022-23	<u>16</u>

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

2020-21	<u>17%</u>
2021-22	<u>43%</u>
2022-23	<u>0%</u>

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

Fall 2022	<u>150</u>
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VI. Institutional Reports

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

TMCC: Early Childhood Education, A.A. and A.A.S.; Early Childhood Educator 1, 2, 3, and 4, Skills Certificates

I. Description of Program Reviewed

The ECE program is accredited by the National Association for the Education of Young Children (NAEYC). This accreditation cycle is up and we just held our site visit this spring. We await their findings. The ECE program is a part of the Business and Social Sciences department and offers two degree pathways, an AA in ECE and an AAS in ECE, and four stackable skills certificates. The ECE program has one full-time faculty who serves as the program coordinator and is split with ECE and HDFS. The average fall student enrollment between AY 17 and AY 21 is 27 students. Curriculum and pedagogical approaches are addressed in our program conceptual framework. To develop the knowledge, skills, and dispositions needed to become effective early childhood educators, students must develop a full understanding of pedagogy and developmental trajectories. The knowledge base and proficiencies for students are rooted in several foundational documents and funds of knowledge in the field of ECE. Students spend the majority of their time expanding their knowledge of child development and learning, Developmentally Appropriate Practices, and the NAEYC Professional Standards and Competencies for Early childhood Educators. Students practice the art and skill of teaching and caring for young children during fieldwork and practicum requirements. Through this practice, students also work to become confident and responsive in partnering with families and communities and engage in honest reflective practice related to their teaching, personal values, histories, and dispositions as early educators. All of this is accomplished in the context of joyful and playful environments and experiences for children, families, and our higher education 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. 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. The self-study 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 at each of these levels.

III. Major Findings and Conclusions of the Program Review

Academic Dean Findings: The Program Unit Review for the Early Childhood Education Program is very well done. I find all areas to be complete and the analysis and commentary to meet expectations of a thoughtful review. While it added a lot of work to this academic year to have it happen at the same time the program was going through national accreditation, it also proved to be a benefit in the sense that a lot of overall program evaluation and improvement was being done leading up to this PUR. Professor Davies has done a thorough job of program analysis and research as well as worked through a number of program improvements in recent semesters and is to be commended for her hard work and dedication to the success of this program.

Strengths:

This program has a large number of strengths including but not limited to:

- This program meets a great workforce need in our community
- The program partners effectively with local, state and national associations and stakeholders
- The program has been recently revamped to consolidate programs for more effective streamlining and opportunities for completion
- The AA degree is aligned to two state bachelor degree programs
- The PLOs are effective and are taught throughout the program curriculum
- Hispanic students are well represented in this program
- Assessment practices have been improved upon and are being aligned well across sections
- Practicum experiences have been expanded to allow off site experiences which has resulted in increased participation in this course and will ultimately lead to more completions

This program has already addressed a large number of areas that were identified for improvement over recent years. A few items remain in need of improvement including:

- The program struggles from low enrollment and completion rates. A plan should be developed to increase interest and initial enrollment and then to work with students to persist through the program to completion. It is expected that some of the work that has already been started and/or completed will result in gains in these areas as well.
- The program has a lower success rate identified in a few areas of this PUR that Professor Davies has already said would be looked into and addressed.
- There are a few CLOs in need of updating that are identified in this PUR.
- The program is in need of a second full time faculty member. This position has been frozen and it is a hardship to the program, the current faculty and any possibility of growth to not have this position filled.

ASA Committee Findings: The Academic Standards and Assessment Committee finds that the ECE program is a small program that helps fill a community need. The committee is impressed with the laudable work done by the ECE Coordinator as the only FT faculty member for both ECE and HDFFS. As such, the committee supports the request to unfreeze the ECE/HDFS faculty line. The committee is concerned that multiple equity gaps at multiple levels are present with no plans presented to mitigate those gaps.

Strengths:

- There is a demonstrated need for ECE workers in northern Nevada.
- It is clear that the program takes both accessibility and affordability seriously and works on both proactively.
- Faculty collaborated to develop assessment tools and rubrics for increased grading consistency leading to changes in how topics are introduced and scaffolding of learning.
- Concrete strategies to improve enrollment and student success address NAEYC standards.
- Per Dean's comments the HSI representation is laudable.

Areas for Improvement:

- Program enrollment and course fill rates have declined since before Covid, and the program has appeared on the low yield list for the past 5-years.
- No CSLOs map to PLO1; per conversation PLO1 incorporates the NAEYC standards.

- Equity gaps in enrollment, course completion rates, and transfer students are identified; implementation strategies for enrollment and student success are presented but no plans on how to mitigate equity gaps for these are identified.

VPAA Findings: ECE is a valuable program that serves an important need in our community. The enrollment has recovered in recent semesters, and this presents an opportunity to refine efforts to keep students engaged, progressing, and completing the program in a timely way. Jencie Davies has done very fine work in the past year to prepare this PUR and undergo a NAEYC accreditation site visit. Though their findings are not yet received, their visit was very positive and they offered no immediate criticisms.

Strengths:

Professor Davies is a real asset to the program and the college broadly. Recently tenured and promoted to Professor, she is clearly very committed to seeing this program succeed, particularly post-pandemic.

The program's very strong use of OER is excellent -- bravo!

The program has a very fine teaching space in SIER 117, which has great space, light, and supplies. The absence of cabinets, counter, and sink are noted. My office will explore this.

ECE is also ahead of other programs in its development and assessment of program-level outcomes. This is important for any program that supports the workforce, as students need to master a suite of competencies in order to be prepared for successful careers.

Areas for Improvement:

The chief concerns focus on the pace of student learning, and the rate at which they are retaining and completing the program. The recent rise in AA enrollment is an encouraging sign, possibly due to the bachelor's degree opportunities at GBC and UNR. Efforts are also being made to diversify the student body.

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

Academic Dean Recommendations:

I am in full support of this much needed program to continue. The program has gone through recent revisions and has new leadership which I am confident will ultimately equate to program improvement and growth over time. This program meets an urgent workforce need in our community.

I agree with the three goal recommendations and their timeline in the five year plan as set forth in this PUR and do not have any further recommendations to add at this time. I am also in agreement with the two resource requests.

Resources will be needed to fill the full time tenure track position that has been frozen in this area. The goal will be to post this position for a search to conclude in Spring 2024 for a Fall 2024 start. This will include funding, which is already in the budget, for salary and fringe.

Resources will be needed for annual participation by at least one faculty member in an ECE conference or professional development event. PD is an essential part of faculty growth and program improvement. Our current PD budget per faculty member does not even come close to

meeting needs in this area. It would be ideal to be able to budget a few thousand dollars annually to over PD.

ASA Committee Recommendations:

- Address all recommendations from previous PURs and indicate which have been addressed and which were considered not applicable.
- Implement the self-identified plan to update the skills certificates and CLOs in light of programmatic changes.
- Evaluate scheduling of and student demand for courses with fill rates <40% and courses which have not been offered in greater than 4 years.
- Develop and implement strategies to mitigate noted equity gaps found and continue to monitor equity gaps closely.
- The ASA committee supports the request for another tenure track faculty position by unfreezing a current line. This request is also supported by the Dean.

VPAA Recommendations:

Certainly, this program should be continued. I support the Dean's conclusions regarding a study of sections and student demand, especially where fill rates are low or courses haven't been offered in some time.

The program searched for a FT Temp faculty member last year, but was unable to hire. As VP Peyerl begins to restore frozen lines in this new biennium, my office will aim to include the ECE/HDFS line in future restoration discussions. The ratio of FT to PT instruction has shifted quite a bit in recent years, landing most recently at an almost even split.

My office will explore further opportunities to furnish the SIER 117 classroom space.

V. Descriptive Statistics

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

2022-23	<u>77</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>33</u>
2021-22	<u>46</u>
2022-23	<u>35</u>

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

2020-21	<u>50%</u>
2021-22	<u>30%</u>
2022-23	<u>30%</u>

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

Fall 2022	<u>98</u>
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VI. Institutional Reports

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

TMCC: Fine Arts (Dance, Music and Theatre Emphases), A.A; Music Certificate of Achievement; Theatre, Certificate of Achievement; Theatre Tech, Skills Certificate

I. Description of Program Reviewed

The TMCC Performing Arts Department is an engaging and creative academic program that currently produces about four shows each year that are open to the Reno community, giving students the chance to show off their work and talent. The program includes Dance, Music, and Theatre, and offers AA degrees and certificates in each area. Performing Arts serves the institution and its students through its Fine Arts and Humanities General Education offerings, its Diversity classes, the unique degrees and certificates it offers, and the productions that connect it with the community.

The program is a part of the Visual and Performing Arts Department (VPARTS), which also includes the visual studio arts, art history, and graphic arts and media technology. VPARTS is in the Division of Liberal Arts. There are three full time faculty in the Performing Arts Department; one in Music and two in Theatre. There are currently 12 part time instructors teaching in the program.

Degree and certificate offerings are being revised and updated as a part of the 2022-23 PUR process, and include the following:

Dance Program: Associate of Arts in Dance, with a variety of technique classes in Choreography, Ballet, Jazz, Modern, and Tap.

Music Program: Associate of Arts in Music, as well as a one-year Certificate of Achievement in Music, which will include new music recording tech classes starting in F23. There are also choral and instrumental ensembles to participate in, a variety of music courses offered, and private lessons.

Theatre Program: Associate of Arts in Theatre, as well as a Certificate of Achievement, and a new Theatre Tech Skills Certificate which will appear in the F23 catalog for the first time. The Musical Theatre AA degree emphasis is being deactivated for the F23 catalog due to chronic low graduate yields and its similarity to the Theatre degree.

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. 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. The self-study 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 at each of these levels.

III. Major Findings and Conclusions of the Program Review

Academic Dean's Findings: This PUR for Performing Arts is thoughtfully developed, well-organized around significant accomplishments and measurable outcomes, and a realistic analysis of the programs within this department. The faculty work tirelessly to promote their programs, recruit students, design and re-design innovative curriculum and completion certificates that match industry needs, and stay current as both professionals in the industries as well as effective academic

instructors. The performing arts fields, globally, have suffered dramatic losses in personnel, visibility, stability, influence, and funding in the past few years, caused by Covid and a general decline in the appreciation for the arts. And unfortunately, with the loss of a Theatre space and the pandemic that followed, our local programs have not fared any better than others. TMCC Performing Arts programs are rebuilding and redefining themselves, but this work will continue for many years.

Strengths:

The strengths of the Performing Arts programs come primarily from the hard-working, dedicated, and talented faculty and staff who teach and manage these programs. Chair Ron Marston is consistently a vocal and effective advocate for these programs and maintains their vitality through resource allocation requests and follow-through, strategic enrollment management and planning, and sound hiring decisions. The two tenure-track Theatre faculty, Jared Sorenson and Shea King, who have been hired in the past couple of years, have brought a renewed sense of purpose and life, and tremendous skill and knowledge to these programs, and under their tutelage, students are going to be well-prepared to enter the workforce and make a meaningful impact on the arts communities. They have done extensive outreach and recruitment in the local high schools to rebuild relationships with Washoe County HS Theatre programs and create a strong pipeline of students into TMCC programs. Their strategic thinking and planning are backed up by drive, hard work, industry expertise, and tenacity. Professors Ted Owens and Ron Marston have also strategically re-designed the Music certificates and degrees to create pathways for students into the music recording business, which they have consistently expressed interest in. They have been creative and persistent in designing programs that will appeal to students, provide them with opportunities for employment, and keep TMCC at the forefront of technology and innovation.

Areas for Improvement:

As noted throughout the PUR, there are areas for potential growth and improvement in these programs:

1. Continued exploration of OER materials for courses (like DANCE 101, as mentioned) where this is feasible. No- or low-cost textbooks and/or materials will only continue to help us rebuild our programs by making them financially attractive and feasible for students.
2. As noted in the GELO section, Instructors have noticed students struggling with academic writing conventions in THTR 100 & 210, and they refer some students to the Tutoring & Learning Center. Faculty may want to consider one required visit on the first paper so that students better understand course/college writing conventions and expectations.
3. Although the numbers provided may be anomalies or due to specific factors like loss of performance space and Covid, the department should focus attention on the spring fill rates in courses such as DAN 101, MUS 101, THTR 100 and 105. Analyze the number of sections offered and reduce to encourage higher fill rates or work on recruitment efforts from fall classes.
4. Focus on retaining continuing students in the Performing Arts majors, who decline from 63.6% (F'17) to 51.2% (F'21), but was likely affected by multiple external factors. We should work to play off of the strength that already exists within the Performing Arts programs and students--the identity-formation and community building of students with these common interests and purposes. This existing community mindset could help strengthen the feelings of shared understanding and campus belonging that students need to persist and be retained and successful in their degree programs.

ASA Committee: The Theatre, Music, and Dance programs recent curricular changes (at both the program and course level) should lead to meaningful assessment and data-driven program improvement. The new FT faculty are dedicated to programmatic improvement and increased DEI in courses. The programs have seen drops in enrollment for majors-level courses that correspond to both the loss of the Keystone space and pandemic.

It was a pleasure to read an actionable 5-year plan with concrete goals and plans to improve retention and student success.

Strengths:

- Theatre programs now have dedicated FT faculty following a period of turnover. These faculty have already implemented significant curriculum updates in their first year at the college.
- A specific and strategic 5-year plan for curriculum updates, curriculum mapping of new programs, OER implementation, enrollment growth, and improvements in retention and graduation is presented with specific implementation timelines.
- Progress towards completion of previous recommendations has been made in spite of faculty turnover.
- New skills certificates are clearly aimed at meeting current industry needs.
- Faculty are cognizant that they do not represent all student demographics, have a commendable plan to increase DEI content (e.g., increased BIPOC voices), and no obvious equity gaps.
- Faculty have significantly increased community outreach and work with different partners.
- Resource requests are specific, data supported, and align with the strategic plan.

Areas for Improvement:

- Enrollment in Theatre, Music, and Dance is generally low with the exception of GE courses.
- Performing arts programs currently lack a dedicated performing space that is outfitted with the storage, shop, technical equipment, and seating that can meet the needs of Theatre, Music and Dance. RDMT 240 is woefully inadequate. The Oddie facility move in date has been pushed back several times and is currently unknown (with Fall 2023 at the earliest).
- There is no discussion as to how current accessibility needs are being addressed.
- Formal PLO assessment has not been taking place.
- General Education assessment data is being collected but it is unclear how that data is being used to improve learning.

Vice President of Academic Affairs' Findings: Our Performing Arts programs are fortunate to have talented, dedicated faculty members, which gives this program good potential for post-pandemic recovery. Since 2015, FTE in MUS and DAN has fallen by nearly half, and while THTR was able to maintain its numbers, the loss of the theater space put a sizeable dent in its enrollment too. With the dialogue about the Oddie Space continuing, there appears to be hope for a revival.

Strengths:

Performing Arts and Arts education in general has suffered losses nationwide, but where other colleges have led with budget and staffing cuts, TMCC has invested in recent years. Firstly, in two FT tenure-track faculty members in THTR. Second, in talks and design planning with the Oddie Space developers. Third, in the creation of a Theater Tech certificate and investment in the equipment needed to build it out. And fourth, in the sizeable investment by the college in music recording equipment.

The loss of the DAN faculty member early in the pandemic is regrettable, but a pattern of restoring FT positions in the current budget biennium is beginning to unfold. If there are tangible prospects for increased FTE in DAN, this may enable a tenure-track search in future.

More broadly, however, the Performing Arts are at a significant crossroads, given the current strike by SAG-AFTRA. Where performers and actors do not have clarity on the future of AI and its possible impact on their craft and their employment, students may have uncertainty about these professions and career tracks. Stage performances will probably be far less impacted than screen for a variety of reasons, but more clarity is needed concerning the differences between these career paths and the training that they require. The pendulum has swung back and forth over the years, with film taking a front seat for many decades, but this could change once more.

Areas for Improvement:

If the Performing Arts are to survive, thrive, and possibly eclipse screen performance in popularity among future students, then all program marketing materials, instruction, curricula, and assessment work needs to focus consistently on the paths to employment. If TMCC produces successful professionals in these areas, that should be showcased at every turn.

The program needs to work on assessing clear program-level learning outcomes that are paired with clearly-illustrated career pathways. If students must achieve a clear set of goals in order to find employment in one of our Performing Arts arenas, the program should make those very clear to students and should assess them in toto. Course-based learning assessment is important, but it is program completion that earns awards and merits comprehensive assessment.

If possible, an alumni showcase of our graduates who have gone on to work in these fields should be fostered and used to maximize student understanding that these are viable career pathways and they are worthy of students' investment in time, effort, and resources. This could take several forms, including a digital hall of fame, a speaker series, alumni performance workshops, and so on. Many of these ideas have surely been attempted in the past, but this is a critical moment for Performing Arts and every opportunity to highlight the merits of live performance versus AI-generated content should be maximized. Students and families need well-list pathways that offer reassurance, or they will imagine that all performance areas are poised to suffer the same fate.

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

Academic Dean's Recommendations:

I would encourage the faculty in these areas to continue their professional development in pedagogical techniques. They are clearly industry experts and highly skilled at connecting with students on personal levels so that students feel safe, supported, and welcome. I would just recommend that when they are a little further along in the tenure-track process that they consider joining an ACUE cohort so that they can learn more about innovative teaching strategies, especially in online classes, where retention is even more challenging.

In terms of program viability, we will need to be persistent in our pursuit of a Theater space. While the faculty have done incredible work transforming a standard Dance classroom into a kind of "Black Box Theater," this space is not adequate to attract students to this program, which will ensure continued growth, or to support or showcase the knowledge and talent that our faculty are imparting to our students in the technical aspects of Theatre, set design, related technology, directing, and acting. They have redesigned classes and programs to match current theoretical and industry best practices, but without the appropriate space, we will not be able to fully support or develop the program they have envisioned.

In order for the upcoming Music Recording Certificate to be successful, we will need to acquire the technology and equipment that match industry standards and give our students the skills they need to compete in this specialized field. We have identified a suitable space for the Recording Studio and are eagerly looking forward to continuing to design this curriculum, connect with industry professionals, purchase and install the necessary equipment, and get this program up and running for students.

Enrollments in Dance classes continue to decline, and although steps have already been taken to try to prevent program discontinuance (combining class levels & identifying potential roadblocks in

degree requirements), we need to continue to assess how to maintain the viability of these programs and strategically position them for future success.

Resources have been identified by faculty authors. The performance space and music recording equipment remain priorities for the division.

The performance space needs to be kept at the forefront of division planning and priorities. I will make sure that resources continue to be allocated with this vision in mind and that I remain involved in and knowledgeable about the process, obstacles, and plans so that I can be the advocate that this project deserves.

The Performing Arts faculty have dedicated themselves to securing an adequate space for the various performances sponsored by these areas--theatre, choir, wind...They are actively involved in the communication with the Oddie space management, in the negotiations process, and in the extensive planning involved in the build-out of this space. If this project does not come to fruition, the faculty are going to be deflated and discouraged, and I worry that we will lose these talented professionals to another institution. I appreciate that TMCC appreciates innovation and community partnerships, and these faculty exemplify those values. I hope that their efforts will continue to be recognized and eventually rewarded with a performing arts space that matches their revolutionary vision for what our students can accomplish in these industries.

ASA Committee Recommendations:

- Continue to monitor, follow-up, and ensure that faculty are able to provide input on the design and completion of the Oddie space.
- Evaluate PLOs (from 2010) to ensure that they are still up-to-date and accurate.
- Ensure content accessibility by working with the DRC and completion of the "Creating Accessible Content" workshop.
- Curriculum maps need to be revised based upon recent curricular changes; this is an opportunity to formulate an assessment plan for PLOs and CLOs.
- Monitor low enrollment in non-GE courses to see if there is an increase as we are coming out of the pandemic and space becomes available.
- Evaluate cap size on majors classes to improve fill rates (are the fill rates artificially low because the cap size is high?).
- Reevaluation for equity gaps in course pass rates using the PUR dashboards for disaggregated data.
- Resource requests are supported.

VPAA Recommendations:

This program should be continued. Recent investments have set the stage for growth, particularly if we are able to secure a theater space.

The program faculty should study the Musical Theatre track closely, as its majors are in sharp decline. Does this track still appeal to students? If not, it should be merged with the THTR track. Meanwhile, THTR should produce plays that maximize student involvement through a breadth of themes and roles, and it should maximize its opportunity to showcase employment prospects through continuous emphasis on career pathways.

We continue to pursue a viable theater space, and recent news suggests that the Oddie Space concept is still on track.

V. Descriptive Statistics

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

2022-23	<u>45</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>2</u>
2021-22	<u>3</u>
2022-23	<u>2</u>

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

Please note that a combined 3-year 150% graduation rate for all certificates and degrees was used.

2020-21	<u>0%</u>
2021-22	<u>28.5%</u>
2022-23	<u>20%</u>

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

Fall 2022	<u>539</u>
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VI. Institutional Reports

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

TMCC: Human Development and Family Studies, A.A.

I. Description of Program Reviewed

The Human Development and Family Studies belongs to the Business and Social Sciences division. Students can earn an Associate of Arts in HDFS with an option to transfer to UNR for a 4-year HDFS degree. The AA in HDFS is a multidisciplinary introductory degree program focused on building student knowledge and understanding of human and family development across the lifespan. Pedagogy centers on the study of theory and research in the field of developmental science. Students explore the ways in which individuals interact within family systems and the larger sociocultural context. The HDFS program prepares students to work in a variety of professional settings working directly with children, youth, and families. The HDFS program was first introduced in AY 17-18. The average fall FTE since program inception is just over 51. Program enrollment has declined since the initial rollout of the program. The HDFS program does not currently have a dedicated full-time faculty member. The HDFS program is staffed by part-time instructors and one full-time faculty member who is split between HDFS and ECE.

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. 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. The self-study 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 at each of these levels.

III. Major Findings and Conclusions of the Program Review

Academic Dean Findings:

The Program Unit Review for the Human Development and Family Studies Program has been well done and has revealed some areas in need of improvement. It also has demonstrated that work has been done already to make program improvements. I am in agreement with the analysis, suggestions for improvement, five year plan and resources requested. HDFS is a program that started out with a great deal of interest and has seen a reduction in that interest which the suggested changes may help resolve. This program has a lot of potential and I believe that with greater attention and focus placed on the program over the next few years we will see it revive again.

Strengths:

The HDFS program has many strengths including:

- The program has high completion rates across all demographics.
- The program serves an ethnically diverse group of students with Hispanic students being its prime demographic.

- Courses are accessible and a focus has been placed on ensuring this.
- Text costs have been dramatically reduced for this program.
- PLOs are on target and CLOs align with PLOs.
- An effective transfer agreement is in place.

Areas for Improvement:

The HDFS program has a handful of areas that could use improvement, including:

- We have a frozen full time faculty line which is meant to be the second faculty member that serves over both ECE and HDFS. Without this position in place, the program has suffered from lack of attention. It is essential that this position be unfrozen and filled in the next academic year.
- The program is seeing declining enrollment.
- The program has an ECE focus which is not the goal of many students. The program needs revision to provide focus options while still seamlessly transferring as a 2+2 program.
- Some CLOs and curriculum need to be reworked to improve the program.

ASA Committee Findings:

The Academic Standards and Assessment Committee finds that the HDFS program is a viable program (though the fill rates and FTE should be closely monitored). The program is committed to accessibility and affordability and shows no equity gaps in course pass rates or completion. The committee is concerned about the declining fill rates and FTE. We concur with the dean that unfreezing the ECE/HDFS faculty line is needed for the HDFS program to grow and continue to serve students.

Strengths:

- It is clear that the program takes both accessibility and affordability seriously and works on both proactively.
- The program's curriculum map is thorough, complete, and shows scaffolding of learning throughout the program.
- There has been active assessment of HDFS courses and these have been analyzed and evaluated from a programmatic level; assessment results are being used to improve the program.
- Low unsuccessful enrollment attempts support student centric scheduling.
- Faculty are trained to be culturally sensitive in their discipline.
- Demographic data is thoroughly analyzed for equity gaps. The male:female equity gap has narrowed.
- Analysis for equity gaps in course pass rates is thorough and there are no obvious equity gaps.
- The 5-year plan includes feasible goals with timelines.

Areas for Improvement:

- HDFS 201 and 202 are general education courses for Social Science for AAS/AGS/CT; HDFS 232 is Diversity general education; but have not been assessed as such.
- There is a notable decline in enrollment though section counts have remained stable. Fill rates have declined almost 30% over the 5-year period.
- There is only one FT faculty member shared between HDFS and ECE hindering program improvement.

VPAA Findings:

HDFS is a strong program with a viable future. The enrollments, though 30% lower than a few years prior, are still significant. The number fill rates have fallen in proportion to the higher number of sections offered, given the effort to provide more courses/modalities. A curricular refresh may help garner further enrollments as well.

Strengths:

As in the case of ECE, Professor Davies is the anchor for this program and her work is very valuable. Two PURs and a NAEYC accreditation site visit in the span of a year is a significant lift. The division and college certainly recognize her for this effort. The curriculum has clear value, and the transferability to UNR is an important pathway for graduates.

Areas for Improvement:

Reviewers have pointed to the need to diversify the curriculum to include a wider range of the human lifespan, as well as to ensure continued alignment with the UNR major. Working to improve program awareness in the community may also benefit. Do WCSD students know about this program option? Some outreach may help.

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

Academic Dean Recommendations:

I strongly support the continuation of this program. With the suggested changes, I believe this program has great potential to get back onto a path of growth.

I am in full agreement with the recommendations made by Professor Davies and with her suggested timeline for completion.

Resources will be needed to fill the full-time position that has been frozen including salary and fringe which are already in the budget. This position should be recruited for a finalized in Spring of 2024 for a Fall of 2024 start date.

Resources will be needed to cover at least one faculty member to attend a related professional development conference or program. The \$300 in PD that has been traditionally set aside for each faculty member does not even begin to cover the costs of any professional development opportunity. It is recommended that a few thousand dollars be added to the budget to cover this.

ASA Committee Recommendations:

- Develop an HDFS specific mission statement.
- Implement the self-identified plan to update HDFS 232, reevaluate WMST 250 and HDFS 231, and better align with UNR.
- Generate a plan to assess HDFS 201 and 202 for general education Social Science AAS/AGS/CT and HDFS 232 for general education Diversity learning outcomes by Spring24.
- Closely monitor program enrollment and fill rate decline.

- Develop and implement ideas (e.g., work with marketing, social media) to increase program awareness and FTE.

- The ASA committee recognizes the need for a dedicated FT faculty member for the HDFS program and supports unfreezing the current faculty line, which is also supported by the dean.

VPAA Recommendations:

This program should definitely continue. It features significant enrollment and is a valuable transfer program. I agree with the recommendation that an HDFS mission statement should be created.

As VP Peyerl begins to restore frozen lines in this new biennium, my office will aim to include the ECE/HDFS line in future restoration discussions.

V. Descriptive Statistics

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

2022-23	<u>50</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>5</u>
2021-22	<u>9</u>
2022-23	<u>3</u>

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

2020-21	<u>67%</u>
2021-22	<u>33%</u>
2022-23	<u>33%</u>

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

Fall 2022	<u>191</u>
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VI. Institutional Reports

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

TMCC: Manufacturing Technologies, Machining Emphasis, A.A.S.; Computer Numeric Controller (CNC), Certificate of Achievement; Machining Level 1-CNC Milling, Skills Certificate; Machining Level 1-CNC Turning, Skills Certificate; Industrial Electricity 1, Skills Certificate

I. Description of Program Reviewed

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

The Manufacturing Technologies Unit is a member of the Applied Industrial Technologies Department (AIT) of Truckee Meadows Community College's School of Science. The AIT department is headquartered at the Edison campus Pennington Applied Technology Center. The major programs and areas of study within the Manufacturing Technologies Unit are Advanced Manufacturing, Architecture, Machining, and Welding.

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. 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. The self-study 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 at each of these levels.

III. Major Findings and Conclusions of the Program Review

Academic Dean's Findings: This is a strong and growing department, shepherded by two dedicated and highly effective professors. They have creatively made best use of the facilities, resources, and technology provided to them to meet students' needs. Strong partnerships with high schools to create pathways to our programs. Staying current by heeding advisory board recommendations. Additional resources and space are needed. Recruitment of women should continue. Some curriculum alignment between the catalog, courses and program maps needs to be done.

Strengths:

- Strong teaching presence by highly credentialed professors (91% of sections taught).
- Completed prior goals of facility expansion and equipment procurement to meet student demand and improve student success.
- High course completion rates (higher than the division and college).
- Strong enrollment.
- Increased diversity of student population (women and Hispanics)
- Strategies implemented to increase affordability and thereby, accessibility for students.

- Labor market data favorable for completers to get jobs.
- Right Skills and ACE High School programs.
- Acting on advisory board input.

Areas for Improvement:

- Describe how program learning outcomes align to the department mission.
- Misalignment between current catalog and programs shown in this plan.
- AAS Productions, Industrial Electricity SC and CNC Turning Ops and Prog. SC are not in the catalog.
- Mismatch of courses in the map for the AAS to course in the catalog for the AAS.
- FI -110 and MTT150 are in the catalog, but not on the map.
- E290, MPT140M, MTT101, MTT110, MTT234, MTT260, MTT261, MTT291 and MTT293 are in the map but not in the catalog.
- Section 6D - No response as to the current adequacy of the facility and technology.
- Program completions
- Continue to recruit women.

ASA Committee Findings: The Machining program provides valuable training to students who are looking to enter the workforce. There is projected growth demand for jobs the program prepares students for and the program has a strong commitment to lowering costs for students wherever possible. There is concern that there is no indication of accessibility needs being met and that equity gaps for course pass rates and awards were not analyzed. The resource requests are data informed, reasonable, and in-line with the college and division plans.

Strengths:

- Meaningful progress has been made on previous Machining specific recommendations.
- Strong job demand and projected growth in the northern Nevada region.
- Strong commitment to low-cost materials and OER.
- There has been a significant increase in Hispanic students (18.4% - 34.6%) over the past 5-years.
- Courses are being developed as a response to industry needs and advisory board recommendations.
- Goals presented are lofty but achievable.
- Resource requests are reasonable, supported by data, and in-line with the college plan.

Areas for Improvement:

- No indication of work being done to meet accessibility needs.
- Assessment data is being collected but it is not clear how it is being used to improve program learning outcomes achievement.
- There is a noted male:female equity gap in enrollment; equity gaps for course pass rates and awards given were not analyzed.

Vice President of Academic Affairs Findings: Machining is a strong and vital program, and it does great work to deliver instruction for our students and community. The recommendations made by the Dean and ASA are upheld. I will note that the Hispanic enrollment exceeds the institutional average, and the program continues to market to female students. The FT faculty are very skilled

and their instruction is comprehensive. Assessment data should be used to identify areas for improvement.

Strengths:

The FT faculty care deeply about the program and its success, and their support for CTE promotional fairs and events is always appreciated. Professor Oswald does tremendous work and his production of the TMCC Mace for 2023 Commencement was a remarkable accomplishment and contribution.

Areas for Improvement:

The machine shop is a tight fit for the equipment on hand. Any disused equipment should be sent to surplus if possible. The shop should be expanded to move the offices out beneath the mezzanine and free up space for instruction.

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

Academic Dean's Recommendations:

- Continue to support this growing department's resource needs.
- Ensure curriculum alignment of courses and program maps with the current catalog.
- Continue the ACE partnership and Right Skills activities.
- Continue to retool based on advisory board input.
- Need to plan for a larger facility and more equipment (next 1-2 years)
- Secure stable funding for IA support (1 year)
- Plan for increasing annual operating budget commensurate with growth (annually)

ASA Committee Recommendations:

- Work with the DRC to ensure that program instructional materials are accessible; recommend taking the "Creating Accessible Content" Canvas course. Review CLOs for MTT 261 and 291 to indicate that these are student specific courses.
- Evaluate potential reasons for increased Hispanic student enrollment and, if appropriate, apply those to other equity gaps.
- Evaluate course pass rates and awards given for any equity gaps.
- Develop a plan for programmatic improvement based on student success metrics and mitigating equity gaps with clear time-lines over the next 5-years.
- The committee supports the resource requests including the CNC Milling Machine, Fiber Laser, 3D Printer, Manual Milling Machine, Manual Lathes, CNC Simulators, and IA funding; we also support the additional space needed.

Vice President of Academic Affairs Recommendations:

This program should be continued, and investments should be made to support its growth, where data can be used to verify needs. Updates to the physical layout of the lab are needed to ensure sufficient instructional space.

V. Descriptive Statistics

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

2022-23	<u>25</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>46</u>
2021-22	<u>32</u>
2022-23	<u>87</u>

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

A 3-year 150% graduation rate was used for the AAS and CoA.

2020-21	<u>0%</u>
2021-22	<u>0%</u>
2022-23	<u>20%</u>

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

Fall 2022	<u>143</u>
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VI. Institutional Reports

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

TMCC: Prehospital Emergency Medicine, A.A.S.; Paramedic, Certificate of Achievement; Emergency Medical Technician, Skills Certificate; Emergency Medical Technician Advanced, Skills Certificate

I. Description of Program Reviewed

The Emergency Medical Services (EMS) program includes Paramedic, Advanced, and EMT. The EMS program resides in the Public Safety Department as part of Life Science, Allied Health, and Public Safety Division. The academic areas represented are Skills Certificates in EMT and AEMT, C of A in Paramedic, and AAS in Prehospital Emergency Medicine. EMS curriculum or pedagogical approaches emphasize the integration of EMS within the overall health care system. In addition to acute emergency care and all EMS educational programs teach illness and injury prevention, risk modification, the treatment of chronic conditions, as well as community and public health.

This program has a unique and beneficial relationship between program staff and faculty, in that all were or remain local providers. This local knowledge helps the program with its relationships, and clinical and internship placements, in the region. This allows for uncomplicated and productive collaboration that may not be found in other programs.

Average student enrollment is 169.44 students per year enrolled of the last 5 years per fiscal year in EMS prefix classes. The growth in EMS has been continual and substantial, even throughout Covid. In Fall, EMS enrollment increased 27% in 2022 compared to 2021, and for Spring, EMS enrollment increased another 9% in 2023 compared to 2022.

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. 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. The self-study 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 at each of these levels.

III. Major Findings and Conclusions of the Program Review

Academic Dean Findings: The EMS/Paramedic program is under new leadership and has grown substantially since the 2015-2016 PUR. Mike Schulz became Director less than two years ago and his position is over EMS/Paramedic, CPR, Fire Suppression/Technology, Wildland Fire, EMS Continuing Education, and the EMHS BAS program. The Public Safety Department will be adding Criminal Justice and Law Enforcement to that list in Fall 2023. This is a large scope of responsibility. This report is just on the EMS/Paramedic component of the Public Safety Department. EMS/Paramedic is composed of two one-semester Skills Certificates, EMT Basic and EMT Advanced, which are 6 and 7 credits respectively. There is also a Certificate of Achievement in Paramedic that can step-stone to the AAS degree in Pre-Hospital Emergency Medicine. The Paramedic training also comes in two forms, the traditional in-person full-time Paramedic Academy (60+ credits) and the newer Hybrid Paramedic Program that is designed for working firefighters with experience to be able to complete Paramedic school while working for a fire agency (50+ credits). The need for EMT professionals and

the need to upskill firefighters to full Paramedics has fueled significant growth in the EMS/Paramedic program. The program historically has offered one traditional Paramedic Academy per year, and now the program has up to five cohorts progressing through the curriculum in a year.

Strengths:

Program growth during the toughest of times is a major accomplishment of the EMS/Paramedic program and should be commended. Like many of the health care programs, EMS/Paramedic did not go remote during Covid, they just masked up and kept teaching. EMS/Paramedic is the only health related area that significantly increased enrollment during the pandemic. The program is very adaptable and finds a way to keep expanding offerings to try to meet the workforce needs in the community. Since state positions were frozen and budgets were tight, the program did this by applying for grants and finding other sources of support. The program was awarded competitive Perkins funding for two three-year full time-temp positions to build, launch, coordinate and teach the Hybrid Paramedic Program. It was awarded ARP Federal Rescue funds to support a full time EMS Skills Lab Coordinator for two years, and justified support for three Additional Assignments, for an EMT Coordinator, a Paramedic Coordinator, and a Field and Clinic Coordinator. The Director, the three full-time tenure/tenure-track EMS/Paramedic/Fire faculty and the faculty filling these temporary positions are the true strength of the program. They are the ones who educate and prepare the students and are responsible for the impressive student pass rates. The program has also built strong partnerships with other health care and public safety entities in the community, including running apprenticeships with Renown and collaboration with the fire agencies that need paramedics and provide equipment support and their personnel who serve as advisory board members, trainers and part-time instructors.

Areas for Improvement:

The program has continued to make strides in closing the enrollment and completion gap among women and minoritized populations in the EMS/Paramedic pathway. There has been a concerted effort, which I applaud, and I endorse continual engagement to address this issue. The program has been recruiting through Summer Bridge, attending high school college fairs, and running a Jump Start First Responders course at Hug High to recruit more students to the program from low-income, first-generation, underrepresented populations. Two of the three full-time tenure/tenure-track faculty are women, which shows role models for other females interested in the field, and the program connects low-income students with scholarship opportunities including through SANDI, NAYA, Pennington Foundation, and the Renown Apprenticeships.

ASA Recommendations: The EMS/Paramedic programs are an asset to TMCC and the community. There is excellent job growth projected and the programs have continued to grow. Director Schulz has built strong partnerships within the community. There is a concrete plan with timelines to begin curriculum assessment. There is concern about an apparent lack of self-engaged collaboration with the DRC to ensure that instructional materials are accessible. There is also concern that the program is primarily supported by PT faculty who are undertaking FT faculty responsibilities. The committee supports the dean's request of unfreezing positions and making contingency-funded positions permanent. We cannot support the other resource requests without more information.

Strengths:

- EMS programs have seen significant growth, even through the pandemic. The programs have made creative use of Perkins funds and grants to support this growth and hire needed personnel.
- The director has built strong relationships and partnerships within the community.

- Regional job demand and projected growth is strong.
- The program has recently revised its PLOs and CSLOs to improve student learning and success.
- The area has awarded a robust number of EMT and Advanced EMT skills certificates over the past 5 years.
- There are concrete plans with timelines to begin curriculum assessment for student success in the program.
- There are clear implementation strategies to improve student success metrics including early meetings with students.
- The five-year plan is concrete, actionable, and feasible; the plan will require annual monitoring.

Areas for Improvement:

- Although pass rates are monitored and reported annually, there was no evidence presented of PLO assessment being conducted across the program curriculum.
- The program works as needed with the DRC but has not actively self-engaged in ensuring that instructional materials are accessible.
- The program is primarily supported by PT faculty doing FT faculty responsibilities, which jeopardizes the stability of the program.
- Resources are not sufficient for program growth; the data supports the need for increased resources.
- The resource requests made are vague (e.g., facility improvements) making it difficult to support them.

Vice President of Academic Affairs Findings: The EMS/Paramedic program is vital to our college and our wider community, and its staff and leadership performed remarkably during the pandemic to keep student learning progressing and thus supply this workforce sector with essential graduates. Like most areas of the college, budget cuts left lines unfilled and this program has had to rely upon PT instructors and temp faculty in order to maintain operations. With the new budget biennium, we look forward to two new FT tenure-track faculty searches and an array of new teaching and learning spaces at the Pennington Health Science Center.

Strengths:

The EMS/Paramedic program relies upon the hard work of a core number of FT faculty and PT instructors who do a remarkable job of delivering instruction for our regional agencies. The Director, Mike Schulz, is a dedicated leader who mended several frayed relationships with these groups during 2021-22, and has maintained them very well since. Recent missteps by one of the newer FT faculty have been brought to his attention by one of the agencies, and he is moving swiftly to address those concerns and redirect the faculty member's instruction. This feedback is evidence of trust and of an open communication channel between the agency and our program, and I am confident that the Director can remedy their concerns.

The program places great emphasis on active simulation and FT faculty work closely with students to ensure that they are mastering the learning outcomes. In just one example, Professor Stephanie Mead has played an important role in delivering our Emergency Medical Responder Course, a dual credit class given in partnership between our EMS program and Hug High. This course helps students to determine whether a first-responder or healthcare career might be a good fit for them, which is an excellent means of recruiting future students.

The program has also done great work to adopt instructional technology like the iSimulate, which mimics several types of field equipment interfaces using an iPad Pro mounted in a carrying case.

This effort, together with the adoption of iPads in other EMS courses, enables equipment cost-savings and also digital literacy for our students.

Unsurprisingly, the EMS/Paramedic program was selected by our Leadership Team to be profiled during the September 2023 Board of Regents meeting at TMCC. We look forward to showcasing for our Regents and visiting dignitaries the caliber of this program and the accomplishments of its students and graduates.

Areas for Improvement:

I will only reiterate the findings of the Dean with regard to need to assess program learning outcomes, as well as the need to increase the number of Hispanic students and Spanish-speaking instructors. All of the efforts made to increase representation in our programs are noteworthy, and these efforts must continue. Spanish-language marketing efforts and recruiting materials may help as well.

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

Academic Dean Recommendations:

Continue the EMT Basic and Advanced programs, and prepare to curtail the number of Advanced offerings (and expand spaces in the traditional Paramedic program) if the Nevada State rules are changed to allow students to go directly from EMT Basic to Paramedic school. Continue both the traditional and Hybrid Paramedic programs, and roll out the new Emergency Dispatch Skills Certificate to meet the needs of the community and provide a career option for students interested in emergency response, but who cannot or do not want to do the physicality of working in the field or on an ambulance.

All of the following are recommendations in the 2-5 year timeline range:

1. Finish the curriculum realignment of the traditional and Hybrid paramedic programs and institute systematic programmatic assessment based on the registry.
2. Once the new construction at HSC is complete move as many faculty and coordinators as possible into individual offices.
3. Offer EMT and Paramedic schedules that are sustainable and are off set as needed to prevent clinical and internship.
4. Hire new full-time members to the instructional support team of faculty, coordinators, and staff.
5. Continue outreach to underserved student communities and focus on retention efforts to increase student certificate and degree completion.
6. Continue to expand partnerships in the community, including with Washoe County, Remsa, local hospitals, and regional fire agencies.
7. Provide professional development opportunities for staff, faculty, and coordinators to maximize their effectiveness.
8. Continue to improve registry exam outcomes and maintain external accreditation

Budget restoration and the unfreezing of positions are required to make the contingency-funded positions permanent. Without more full-time permanent faculty the stability of the overall program is in jeopardy. It is also difficult to recruit and retain because of wages being so much lower than industry wages.

ASA Committee Recommendations:

- There is significant data to support the need for additional FT faculty to support program growth and advancement. These will be hard to find and hard to fill positions.
- Per the dean, unfreezing positions and making contingency-funded positions permanent are needed to maintain stability of the current program; the committee supports this.
- Recommendations from the previous PUR still need to be addressed.

- Develop an active relationship with the DRC, make use of professional development opportunities, and utilize accessibility self-checkers (e.g., MS Word, PowerPoint) to ensure accessibility of instructional materials.
- Implement the self-identified plan to show evidence of assessment use to improve the program and plans to mitigate equity gaps in enrollment and completion.
- Be clear with resource requests as we cannot support requests that are non-specific.

Vice President of Academic Affairs Recommendations:

- Fortunately, the Leadership Team approved two new, FT tenure-track faculty searches in EMS in recent months, which offers opportunities to hopefully increase the diversity of their faculty ranks.
- The program's decision to hire Stephanie Mead as the Academic Program Coordinator is a great step forward, and it will offer a path toward recruiting two new faculty members who need not be tasked with coordinator duties during their probationary periods. I find that our TMCC-NFA contract includes a terrible double-standard when it requires Department Chairs to be tenured Professors, but it will give the same scope of duties (and more) as an APC to a brand-new tenure-track hire in a CTE program immediately upon hire. Out of urgent necessity, such a hire may need to perform some coordinator duties, but it should not be a job expectation on day one if that faculty member is to have an equal shot at earning tenure through the performance of excellent teaching and solid service. Given our now growing FT faculty ranks, new hires should be afforded every opportunity to develop effective teaching before they are given administrative duties.
- In July 2023, at my request, the LAP Division Dean, Dr. Julie Ellsworth-Baker, agreed to rewrite the Director's position description together with him in order to fully document his responsibilities and duties. This will help the HR team to better understand the scope of his work as Director, which will better distinguish his role from that of the various program, clinical, and equipment coordinators needed by the EMS/Paramedic program -- whose responsibilities and duties also require clear documentation. Developing this org chart and corresponding duties will give the HR team a greater understanding of the work performed by each position, and how the roles fit together, which will facilitate smoother Personnel Requisitions if these positions must be searched anew in future.

The EMS/Paramedic program will search one of the two new FT tenure-track positions during 2023-24, and the other in the following year. NFA has given its support for this plan. The program should aim to advertise these positions via outlets and sources that can reach a diverse audience, in hopes of hiring diverse team members. MCO may be able to assist with raising the profile of these positions in area media.

V. Descriptive Statistics

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

2022-23	<u>138</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>212</u>
2021-22	<u>278</u>
2022-23	<u>347</u>

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

2020-21	<u>80%</u>
2021-22	<u>29%</u>
2022-23	<u>33%</u>

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

Fall 2022	<u>410</u>
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VI. Institutional Reports

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

TMCC: Social Work, A.A.

I. Description of Program Reviewed

The Social Work program was established at TMCC in 2017. It is housed within the Division of Business and Social Sciences/Department of Social Sciences. The Associate of Arts, Social Work degree was designed as a transfer degree for students seeking careers in social work or related fields. Program curriculum provides students with major concepts, theoretical perspectives, and an overview of modern practices in social work. Further, students are introduced to social work research, human development, and social welfare history.

During Fall 2021, the headcount by major for the Social Work AA was reported to be 203, making this the third most popular degree within the Division of Business and Social Sciences. The average yearly FTE for Social Work, which includes Career and Personal Development (CPD) and Social Work (SW) subject areas, is 73.36 (spanning AY 2017-2018 through AY 2021-2022). In Spring 2022, we hired our first and only full-time (temporary) faculty member for this program.

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. 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. The self-study 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 at each of these levels.

III. Major Findings and Conclusions of the Program Review

I have found this Social Work Program Unit Review to be very well done. The Social Work program is excelling overall despite its desperate need for full time faculty to lead the program. In general the program achieves higher results in all areas when compared to the College as a whole and oftentimes also when compared to the Division. Students are persisting and completing and we seem to be meeting student needs with our course offerings. Another great aspect of this program is the solid 2+2 agreement with UNR which we recently updated to comply with their changes. I am happy to see that the chair and temporary full time faculty member are also interested in exploring how we might also partner with their substance abuse program as I think that may also draw in a lot of interest from students. I am in agreement with all of the suggestions made and resources requested to enhance this program and look forward to seeing its future potential.

Strengths:

The Social Work program has many strengths. Some of the more notable ones include:

- The program generates a lot of student interest. This fall semester we had 145 declared majors in this program. Overall the program has been growing since its inception.

- Students are successfully completing in this program at higher rates than the College as a whole.
- The program has a diversity focus and attracts students of diversity. The program serves a greater percentage of Hispanic students than the College as a whole.
- The temporary full time faculty member participated in the OER project and implemented an OER text for a class saving students in this course approximately \$100. All sections of this course now use this OER and students are responding very positively to it.
- The program is accessible and there is an ongoing awareness of accessibility issues and needs.
- TMCC's Social Work AA transfers fully to UNR where students can complete their bachelor's degree and continue on for their master's degree in Social Work as well. The chair and temporary full time faculty member stay on top of any changes at UNR and have ideas for further appropriate course development and partnerships relevant to Social Work.

Areas for Improvement:

The Social Work Program is doing very well overall and there are not too many areas that I will note for improvement. However, a few include:

- The primary area for improvement in this program is that it lacks any full time faculty. As Social Work is a very specialized field, we do not have other full time faculty that can lend support to this program. We had an approved full time tenure track position for Social Work that has since been frozen despite the great need for this position. As Social Work is one of TMCC's largest degree completion programs this should be made a high priority.
- Course assessments have not been done. This is largely due to having no full time faculty in the discipline until we were recently allowed to hire a temporary full time faculty member. However, the previous department chair should have worked with the part timers to assess the courses as scheduled. As that was not done, the program is playing catch up now which I do know is planned so I anticipate this will no longer be an area noted for improvement in the next PUR.
- Diversity is lacking among our instructional faculty. When hiring from the part time instructor pool in the future, I recommend that the team select diverse candidates when possible and when candidates are otherwise equally qualified.

ASA Committee's Findings:

The Social Work program is a valuable program to TMCC and the community, where there is a demonstrated need for social workers. The committee is concerned that no program-level assessment and very little course-level assessment have occurred over the past 6-years. Given the apparent demand for the program (203 declared AA-SW majors in Fall 2021), the committee supports the resource request for a FT tenure-track position.

Strengths:

- The program has robust enrollment with no apparent equity gaps. In fact, it attracts a higher percentage of Hispanic students than the college as a whole.
- Unsuccessful enrollment attempts are near zero, suggesting that the department is offering an appropriate number of sections to meet student demand.
- As noted by the dean, the program is focused on diversity, accessibility, and cost for students. The part-time faculty member participated in the OER project and has implemented OER across all CPD 116 sections.
- Course completion and successful course completion outpace the college.
- Numbers of graduates are robust, continue to trend upward, and reflect the demographics of the program. No equity gaps are apparent.

- Program viability is supported by the overall FTE, section counts, and the noted need for social workers.

Areas for Improvement

- There has been no program-level assessment in the 6 years of the program's existence and very little course assessment, which began only recently.
- Future plans regarding assessment address alignment of PLOs to national standards but do not include specific implementation strategies for assessing program learning outcomes.
- There is a noticeable drop in the overall successful SW course completion rates over the last 5 years (from 81% > 81% > 78% > 75% > 66%) that may warrant continued monitoring and intervention; this may be due to the impact of COVID.
- The program has a sizable number of majors but has no permanent full-time faculty, which hampers assessment, growth, and additional specializations.
- The program improvement plan is dependent on the hiring of a new FT tenure-track faculty member.
- The five-year plan addresses needs to align with NASW during AY23-24 after programmatic assessment in Spring23. Other goals discussed include potentially offering new courses and alignment with UNR's minor in addiction studies with no timeline presented and these are dependent on a FT tenure-track faculty member.

Vice President of Academic Affairs' Findings:

Firstly, kudos to the designers of this program and the author of this PUR. This is a great-news story all around. A strong new major with significant enrollment, widespread persistence, significant major counts, great student performance, strong completion rates, solid OER adoption, ethnic diversity, and a strong transfer articulation. What else can be said?

Strengths:

- This program is serving a vital need and offers a significant transfer opportunity to our students. They could end up in a wide variety of occupations related to Social Work, or carry on to graduate degree programs. Students have clearly found this program and have told their friends.
- Jennifer Griffin is clearly doing terrific work, and she needs some new FT faculty colleagues to keep the momentum going.
- Areas for Improvement:
- I cannot identify any, save for the need to expand and diversify the faculty ranks.

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

Academic Dean's Recommendations:

There is no doubt the program should be continued. However, it must be considered that when this program was created it should have included the hire of a full-time faculty member. As that was not done with its creation, the College needs to make that right by hiring one now. This will benefit the College as it will help the program grow effectively, expand and produce excellent outcomes.

1. The need for a full-time faculty member has been addressed throughout the PUR. I agree that it should have a new line assigned to it so that we do not have to take away from the Psychology program which is what we were doing out of desperation when that line was frozen. I agree with

the suggested timeline of hiring in Spring 24 for a Fall 24 start as long as we are able to keep the full-time temporary position in place until that hire is established.

2. The request for the video subscriptions is a modest request. I understand the value of not having to watch ads throughout class time in order to show a video that will benefit the students. This is something we should be able to accommodate with department funds.

3. The final request benefits the whole college, not just the Social Work program as it is helpful to all students to know that they can access free bus passes and get to school for every class on time. While it is obvious that there is a total correlation with class attendance and successful completion, it cannot be overemphasized to the student enough how important it is to come to class and that we can help with transportation if that is an issue. A student awareness campaign can easily be done at no further marketing costs on a semesterly basis.

ASA Committee's Recommendations:

- The need for a new FT faculty line for this program is supported. If a new faculty line is not possible, transferring a vacant line from a program with less demand should be considered. If current faculty lines are available but frozen we support unfreezing them.
- Develop and implement program-level assessment across the curriculum that addresses all PLOs.
- Develop a Social Work specific mission statement that aligns with, but is distinct from the department statement.
- Update program description with the change to the addiction treatment services at UNR and evaluate the relevance of CPD courses based on alignment.
- Align PSLOs with NASW guidelines as suggested in the self-study.
- Generate a five-year plan with concrete goals, plans, and an actionable time-line.

Vice President of Academic Affairs' Recommendations:

Definitely continue this program, for the reasons outlined above. My office will aim to align any future position restoration opportunities with this program as they come available.

V. Descriptive Statistics

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

2022-23	<u>199</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>44</u>
2021-22	<u>53</u>
2022-23	<u>46</u>

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

Please note that 3-year 150% graduation rates are used.

2020-21	<u>n/a</u>
2021-22	<u>27%</u>
2022-23	<u>30%</u>

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

Fall 2022	<u>101</u>
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VI. Institutional Reports

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

TMCC: Veterinary Nursing (formerly Veterinary Technician), A.A.S.; Veterinary Assistant, Skills Certificate

I. Description of Program Reviewed

The Veterinary Technician Program at Truckee Meadows Community College officially changed its name to the Veterinary Nursing Program in Spring 2020. The program was initiated after an assessment of the veterinary community in 2002 where a demand for licensed veterinary technicians (LVTs) was evident. The Veterinary Technician Program was granted provisional accreditation in September of 2005 by the American Veterinary Medical Association – Committee on Veterinary Technician Education and Activities (AVMA-CVTEA). The program addressed the critical and major recommendations as described in the first report and was granted full accreditation in November 2006.

The program has two decades of successful classes. Almost all of the graduates have passed their Veterinary Technician National Examination and all have passed the State of Nevada exam. Currently the three-year average VTNE pass rate is greater than 90%.

The Veterinary Nursing Program is in the Life Sciences, Allied Health and Public Safety Division of the college. There are two full-time faculty members (a DVM and an LVT), and the program has a strong, committed part-time faculty comprised of veterinarians and veterinary technicians (vet nurses). The program had been competitive with admission until this past summer (2022), and traditionally sixteen students were accepted to the program annually. With the new facility, we had planned on increasing the yearly enrollment to twenty students; however, it has been challenging to generate interest in a full time in-person academic program post-Covid. The program currently has nineteen second year students and fourteen first year students in addition to part-time 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. 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. The self-study 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 at each of these levels.

III. Major Findings and Conclusions of the Program Review

Academic Dean: The Veterinary Nursing AAS program, led by Dr. Michele Noreen, is a well-organized and well-run program. The AAS program accepts a new cohort of students into the two-year program each fall semester, so there are simultaneous 1st year and 2nd year students each semester (fall and spring). The program has one full-time Academic Program Director, one full-time tenure-track faculty member, and shares an Admin 3 and an Admin 2 with the CNA and Phlebotomy programs. The program is fully accredited by the AVMA-CVTEA and the last site visit was February 2021. All issues noted by the site visit have been addressed and there are no outstanding issues. The previous PUR suggested upgrading facilities to be less reliant on partner locations, starting an entry level Veterinary Assistant program that could feed into the Veterinary Nursing AAS, developing

marketing and promotional materials to expand student recruitment, and consider offering flexible model instruction to accommodate more students. All of these goals have been met. The program moved into renovated space at the Meadowood North campus where all skills and labs can be conducted, launched a Skills Certificate in Veterinary Assisting, produced and distributed new program flyers and attended college fairs and other promotional events, and piloted hybrid instruction and the acceptance of part-time and transfer students.

Strengths: Dr. Noreen is an excellent program leader and manager, Instructor McMahon is a great instructor and recognized Career Champion, and they are both very committed to their students and the success of the program. They are both highly trained, involved in continual professional development, and are well-connected in the regional veterinary community. The program curriculum is well constructed and they conduct regular course and program assessment. The program has well established partnerships and externships in the greater Reno area including with UNR, Charles River Laboratories, the county shelter, and numerous veterinary hospitals and clinics. Many courses use open educational resources to reduce costs for students, students are routinely awarded scholarships from Pennington and other sources, and the three-year pass rate for the Veterinary Technician National Exam (VTNE) is 95%. There is growth in student diversity in the program, particularly among Hispanic/Latino women and in the number of men pursuing the program. The addition of the Admin 2 brings the appropriate level of administrative support to the program, the new facility is beautiful and high functioning, and the inaugural cohort of the Veterinary Assistant program met enrollment goals with 12 students.

Areas for Improvement: The program runs best and has the best outcomes as a full-time, in-person cohort program, but the world has changed since Covid. The program has started accommodating some part-time enrollees, some transfer students from all-online programs who are not succeeding in the all-online environment, and some hybrid flexibility in content delivery. These accommodations are allowable by AVMA-CVTEA, although going fully hybrid would require additional review. I support all of these efforts and encourage their expansion to accommodate as many students as possible to become fully licensed Veterinary Technicians. I recommend the main Veterinary Nursing classroom (MDWN 172) be considered for Hy-Flex technology to accommodate this flexible teaching modality. I also encourage continued outreach to and recruitment of high school students and possible Jump Start offerings of the Veterinary Assisting curriculum.

ASA Committee: The AAS Veterinary Nursing Program is a valuable program for TMCC based on the need for veterinary assistants and nurses both regionally and nationally as well as the high pass rate of the Veterinary Technician National Exam (VTNE). There are concerns about declining fill-rates, though FTE and section counts are stable.

Strengths:

- Veterinary Technician National Exam (VTNE) pass rates are high.
- The physical space and equipment are state of the art.
- All recommendations from the accrediting body have been addressed and most recommendations from the most recent PUR have been addressed.
- Data from the US BLS support the need for veterinary assistants and technicians. No local data is available but graduates are being hired.
- There is commendable use of affordable materials being used whenever possible.
- FTE and section counts are stable and support program viability.

Areas for Improvement:

- Several CSLOs (e.g., VETN 125 CSLO 3) state "student will understand" which is not measurable.
- A male:female equity gap in enrollment is noted but there are no proposals to mitigate the gap.
- Course pass rates and graduation data are not analyzed for equity gaps.
- Funding is needed for repair/maintenance of big-ticket items (e.g., radiograph machines).
- Plans are presented to improve the program through recruitment, but not are not based on student success metrics.

Vice President of Academic Affairs Findings: This PUR was a pleasure to read. The outcomes are testament to Dr. Noreen's leadership and the care that she and her team have for this program and their students. The efforts to remedy the deficiencies pointed out in early 2021 are significant and the results speak for themselves. The pass rates are very high and the program exhibits a genuine esprit de corps.

Strengths:

The program's strengths begin with its leader, Dr. Noreen, and extend throughout its teaching and support staff. The facilities are first-rate, and the support from regional vets is evident in the long list of MOUs that was just recently renewed. The graduates are clearly very well prepared to enter the workforce and the program merits such respect that these hires will fare very well. The program has strong enrollment this Fall.

Areas for Improvement:

I can see none, aside from continuing to diversify the student body and the instructor ranks, if possible. The program's graduation ceremony is always a treat to attend. This program should be featured more prominently in our college's social media channels. I suggest inviting Barrie Fenton from MCO to attend labs and events, for the photo ops will surely be very impressive and garner lots of attention online.

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

Academic Dean Recommendations:

1. Continue the Academic Program Director in Veterinary Nursing with release time support
2. Continue the Additional Assignment for the release time to coordinate the Veterinary Assisting program
3. Continue the shared Admin 2 and Admin 3 for appropriate administrative support
4. Continue using Perkins and other funding sources to support occasional large equipment expenses, since most maintenance contracts are not allowed
5. Continue allowing LOB contract for needed part-time teaching with limited part-time instructor pool and to meet required teaching ratios with live animals
6. Continue looking for ways to offset the costs to students of the rabies vaccination, including possible support from Charles River Laboratories
7. Continue to update and distribute marketing materials and attend recruitment and outreach events
8. Expand recruitment and acceptance of part-time, transfer, and high school students over the next two years
9. Explore expansion of hybrid-type instructional offerings over the next two years

ASA Committee Recommendations:

- Complete curriculum map for the Veterinary Assistant Skills Certificate.

- Regularly review program enrollment and completion for any equity gaps and develop and implement plans to mitigate any equity gaps found.
- Reevaluate CSLOs to replace “understand” with a measurable action verb.
- Work with the DRC to ensure all instructional materials are accessible.

Vice President of Academic Affairs Recommendations:

Absolutely continue this program. I concur with the Dean's recommendation that the program work with WCSD to identify dual-credit opportunities. Our emerging 'Bridge to TMCC' program for HS CTE students could be a fine avenue for this.

The VPAA recently supported the purchase of an x-ray machine, and is standing by to review other needs as they arise.

V. Descriptive Statistics

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

2022-23	<u>37</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>0</u>
2021-22	<u>9</u>
2022-23	<u>29</u>

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

2020-21	<u>100%</u>
2021-22	--
2022-23	<u>0%</u>

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

Fall 2022	<u>222</u>
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VI. Institutional Reports

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

TMCC: Manufacturing Technologies, Welding, A.A.S.; Welding Technology and Welding Computer Numerical Control (CNC), Certificates of Achievement; Welding – FCAW and GTAW, Welding – SMAW and GMAW, and Welding CNC, Skills Certificates

I. Description of Program Reviewed

Welding is offered within Truckee Meadows Community College's Pennington Applied Technology Center. The Welding Department offers a Skills Certificate, Certificate of Achievement and a AAS Degree. There is one full time faculty, one temporary full-time faculty, two part-time lab instructors and one classified employee assigned to the Welding Department. Coursework is completed online and the students have access to the welding lab Monday through Friday 1:30PM until 9:00PM. with faculty present to assist the student through their kinesthetic learning process. The Welding Department has an average enrollment of 108.44 students during the last 5-year enrollment period.

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. 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. The self-study 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 at each of these levels.

III. Major Findings and Conclusions of the Program Review

Academic Dean Findings:

The welding program has grown to reach / exceed capacity of our facility. The expert and dedicated faculty and staff have kept pace with industry trends, offering a new CNC program for which they are currently undergoing equipment training. Due to the way the courses are offered, fill rates are not a good indicator of demand. Enrollment outpaces the college. Hispanic students are underserved as compared to the college, while Asian students are overrepresented in welding. The program's strong suit is skills certificates, certificates of achievement and issuing industry recognized credentials. Completions and successful completions mirror those of the college. They have planned well and enabled the college to meet a number of the projected needs in this plan for an additional faculty member (GOED WINN grant for 2 years) and equipment (\$100K of equipment in GOED WINN grant). The college should plan to expand the welding facility, provide regular equipment replacement funding and permanent faculty lines as soon as is feasible.

Strengths:

- Enrollment
- Completions
- Industry recognized credentialing
- Highly trained faculty and staff
- Strong participation by high school and 18–24-year-olds

- Strong completions and successful completions on par or slightly above college metrics
On point planning effort
- Cognizant of costs to students; adopted cheapest text that fits the curriculum and examining OER materials.

Areas for Improvement:

- Alignment of PLOs to the College Mission was not answered. It is clear that the PLOs align to the courses and the Department's Mission, it just needs articulation. PLO assessment needs to be conducted and documented now that this department has broken free from advanced manufacturing.
- There is a CNC COA and SC in the catalog, but not in this program review. I believe these may have been finalized after this was written.
- Advisory board meeting needs to be held. Curriculum meets industry needs and trends, but there are no advisory board minutes to validate this and provide future direction.
- WELD 215 and 280 are not in the Fall 23 schedule. These courses have not been offered and this document indicates you might this year. Perhaps the course outlines should be downloaded and kept as Google documents so they could be relaunched down the road if needed. It is important that we regularly offer what we say we offer in our college catalog.
- There are some maps missing for the CNC COA and the CNC SC. Again, I believe these were finalized after this review was written.
- College needs to provide sufficient resources (faculty, IA, equipment and space) for this program that is at capacity.

ASA Committee Findings:

The Academic Standards and Assessment Committee appreciates the work done by the author on this first Welding-specific PUR where it had previously been part of the collective Manufacturing Technologies. Along with Tesla and Panasonic partnerships, the committee further compliments the programs' awarding of numerous certificates and degrees in the past five years, which is significant in our region where there is both short and long term projected job growth. In terms of curriculum and course offerings, the program could benefit from reviewing course and program learning outcomes that are over 10 years old and addressing WELD 215 and 280, which have not been offered in over 4 years. The program also needs to be more engaged in assessment of program learning outcomes, as there was no evidence presented on the collection or use of program learning outcomes assessment data to improve student learning. Program faculty should also analyze and be mindful of any equity gaps in program enrollment and completion, and if such gaps are found, to implement mitigation strategies. There were a number of expensive resource requests made, some of which were proposed to address safety issues around older equipment. Despite the high cost, ASA supports RAP or other available funding towards these requests, first and foremost where there are safety concerns.

Strengths:

- DETR data supports both short and long term job growth in Northern Nevada.
- Over 350 certificates and degrees have been awarded to students in the past 5 years.
- Welding courses are offered in conjunction with Tesla and Panasonic partnerships (not noted in PUR).
- The program uses the same textbook for multiple classes, which helps to reduce textbook cost as students continue taking classes.

Areas for Improvement:

- It is unclear if current instructional materials (online postings and textbooks) are accessible.
- WELD 215 and 280 have not been offered in >4 years.
- No in-house assessment of program learning outcomes has been completed (stated in self-study).
- There is a noted male:female equity gap in enrollment but no analysis for other equity gaps in enrollment, course pass rates, successful completion, and awards granted.
- Strategies presented focus on increasing enrollment but not improvement in student learning and success or equity gap mitigation.
- There are safety concerns due to lack of instructors, teaching assistants, and older equipment; these should be addressed first.

VPAA Findings:

This is a very strong program that meets a wide array of training and workforce needs. The instructors are dedicated and also innovative. I support all of the Dean's findings, particularly regarding space, staffing, and the convening of the advisory board. Input from employers is vital. I especially value the program instructors' presence at our CTE Open House events; they are great at showcasing their tools and equipment for prospective students.

Strengths:

The program's instructors are highly skilled and supportive of their students. The number of female students has risen from 9% to 15% over the last five years, which is good news. The facilities are always in impeccable shape, and the new plasma cutting table is a great addition. The recent support of GOED-WINN for new equipment is also well timed. The availability of supplemental OER materials is ideal, and the prospects for an OER text in future are sound.

Areas for Improvement:

The program must meet with its advisory board twice annually to gather input, learn about needs, and assess the applicability of training and equipment. Student learning assessment is also needed - and it needn't be complicated. Learning outcomes and mastery of expected competencies is already being evaluated. This process can be twinned to produce valuable assessment data.

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

Academic Dean Recommendations:

- Continue with the existing programs and begin offering the courses in the CNC COA and SC in Spring 2024.
- College needs to provide sufficient resources (faculty, IA, equipment and space) for this program that is at capacity.
- Hold two advisory board meetings annually.
- Continue with the existing programs and begin offering the courses in the CNC COA and SC in Spring 2024.
- College needs to provide sufficient resources (faculty, IA, equipment and space) for this program that is at capacity within the next 1 - 2 years.
- Hold two advisory board meetings FY 2024 and going forward.
- Develop the program maps for the CNC COA and SC in FY 2024.
- Assess PLOs for all programs in FY 2024.

Resources needed:

- Award of a faculty line (GOED WINN Grant is providing one for 2 years through 2025).
- Funding to expand existing facility or lease nearby facility.
- Funding to expand operating budget and equipment replacement fund.
- Host funding for two advisory board meetings.

ASA Committee Recommendations:

- PSLOs and CLOs from greater than 5 years ago (Certificate of Achievement are 2010) should be reevaluated and go through the Curriculum Review Committee approval process.
- Meet with the Advisory Board in Fall 23.
- Work with the DRC to ensure accessibility of instructional materials and Canvas shells (Canvas has a built-in accessibility checker).
- Monitor WELD 215 and 280 offerings to ensure that they are still necessary and being offered as planned.
- Analyze and update curriculum maps to show scaffolding of learning to meet PLOs of the AAS, CofA, and skills certificates.
- Develop and implement a concrete plan to institute PLO and CLO assessment; use assessment data for potential changes to pedagogy, assignments, scaffolding of learning, and learning support.
- Continue efforts to mitigate noted male:female equity gap in enrollment.
- Thoroughly analyze enrollment, completion, successful completion, and awards granted data for any equity gaps and implement strategies to mitigate any equity gaps found.
- Resource requests are expensive but seem reasonable and RAP requests would be appropriate; safety concerns with resources should be addressed first.

VPAA Recommendations:

This program should be continued, of course. It meets important needs and offers excellent training to our ACE HS students. This program requires additional space in order to expand and to operate safely. It also needs additional teaching faculty; my office will aim to align resources as the VP of Finance restores FT positions in this new biennium

V. Descriptive Statistics

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

2022-23	<u>138</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>84</u>
2021-22	<u>66</u>
2022-23	<u>82</u>

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

2020-21	<u>37.5%</u>
2021-22	<u>37.5%</u>
2022-23	<u>33.33%</u>

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

Fall 2022	<u>361</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.**
 - Graphic Design, 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.**

None
- III.* List all new programs and corresponding degree level for all programs that received Board approval in this academic year of review.**
 - Mechatronics & Electronics Technology, 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.**
 - Construction, CoA
 - Industrial Electronics Technology, CoA
- III.* List the certificate programs of at least 30 credits that received AAC approval for elimination or deactivation in this academic year of review.**
 - Cybersecurity, CoA
- 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.**
 - Front End Developer, Skills Certificate – Comp TIA A+, Network+; CIT Site Developer Associate

- Cisco Routing and Switching, Skills Certificate – Comp TIA A+, Network+; CCNA Route and Switch
- IT Essentials, Skills Certificate – Comp TIA A+, Network+
- Network Support, Skills Certificate – Comp TIA A+, Network+; Wireshark Certified Network Analyst
- IT Security: Ethical Hacking, Skills Certificate – Compt TIA Network+; EC Council Certified Network Defender, EC Council Certified Ethical Hacker
- IT Security: General Security, Skills Certificate – Comp TIA Network+, Linux+, Security+
- IT Project Management, Skills Certificate – Comp TIA Project+; PMI CAPM
- Secondary Education Endorsement: Programming, Skills Certificate – Python Institute Certified Entry-Level Python Programmer; Certified Associate Python Programming
- Electrician Level 1, Skills Certificate –Independent Electrical Contractors (IEC) 1st Year Exam
- Firefighter 1, Skills Certificate – NFPA/IFSAC Firefighter 1

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

- Automation & Industrial Tech: Mechatronics 2, Skills Certificate
- Automotive Technology: Automotive Engine Repair, Skills Certificate
- Automotive Technology: Maintenance and Light Repair, Skills Certificate
- Construction, Energy Technology, Skills Certificate

WNC: Graphic Design, A.A.S.

I. Description of Program Reviewed

The Graphic Design Program at Western Nevada College offers Certificate and Associate level courses through onsite and online instruction. Students now have the choice to earn the Certificate of Achievement, Associate of Applied Science Degree or the Associate of Arts Degree online. The Program prepares students for entry-level positions and also provides students the opportunity to transfer with junior standing to a four-year college or university for a bachelor's degree within the NSHE system.

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.

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.

A full overview of the review process and criteria may be reviewed here: <https://www.wnc.edu/wp-content/uploads/2020/09/Academic-Program-Review-Guidelines-Revised-Spring-2020.docx>.

III. Major Findings and Conclusions of the Program Review

Student satisfaction and instructor engagement is extremely high throughout the Graphic Design Program. The entire AAS degree is available online and students now have the opportunity to transfer to 4-year baccalaureate programs— many students have earned their baccalaureate degrees already. The Graphic Design Professor continues to engage in professional development opportunities to further program curriculum design and development.

Actions include: 1. Continue to coordinate with dual credit high school instructors. 2. Continue ongoing course-level and program level assessment. 3. Continue to coordinate efforts with UNR's Graphic Design Program to maintain AA pathway for students wishing to pursue the BFA in Graphic Design. 4. Provide information about certificate requirements in all graphic design course syllabi and encourage students to apply for the certificate of achievement as a stackable credential, whether they are earning an AAS or the AA Pathway. 5. Update software/hardware in the computer labs.

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

1. Work with high school instructors who deliver dual credit courses (GRC 116 and GRC 200) to ensure curriculum aligns. (Program Goal 1) Apply technical skills in current design technologies. (Program Goal 2) Identify and apply design concepts. Program instructor serves as affiliate instructor or for Co-Teaching model for high schools who currently offer GRC 116 and GRC 200 for dual credit.
2. Remove GRC 275 from certificate and degree requirements. (Program Goal 1) Apply technical skills in current design technologies. GRC 275 will be removed from degree requirements by the 2023- 2024 catalog year. Students will enroll in ART 261 instead.
3. Update Cedar lab/classroom software and computers. Purchase color laser printer. (Program Goal 1) Apply technical skills in current design technologies. Work order requests will be submitted through Director of PAT. Color printer requested from Perkins May, 2022. New computers installed in Cedar lab over summer, 2022.
4. Continue to coordinate degree requirements and align curriculum with UNR and TMCC/NSC. (Program Goal 1) Apply technical skills in current design technologies. (Program Goal 2 Identify and apply design concepts, (Program Goal 3) Develop a portfolio of work demonstrating design skills), Program Mission - WNC Transfer Education Core Theme.
5. Monitor number of AAS degrees granted each fiscal year to determine the viability or need of the degree.
6. Move the Program from Professional and Applied Technology Division to the Liberal Arts Division.

V. Descriptive Statistics

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

2022-23	<u>41</u>
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B. Number of graduates from the program for the following years:

2020-21	<u>3</u>
2021-22	<u>7</u>
2022-23	<u>1</u>

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

2020-21	<u>38%</u>
2021-22	<u>20%</u>
2022-23	<u>25%</u>

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

Fall 2022	<u>110</u>
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IV. Institutional Reports

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