

# UNLV

UNIVERSITY OF NEVADA, LAS VEGAS

## Program Review Self-Study

Program Reviewed: Urban Studies

Degrees: Bachelor of Science in Urban Studies

Program Chair or Director: Dr. Chris Stream

Dean: Dr. Rob Ulmer

Date of Report: Oct 30<sup>th</sup> 2018

## GENERAL INSTRUCTIONS

1. **Please complete the program review self-study using this template.**
2. If this review is covering several degree levels, please be sure to address *each level* in your responses to the questions.
  - Dr. Rainier Spencer, Vice Provost for Academic Affairs: [rainier.spencer@unlv.edu](mailto:rainier.spencer@unlv.edu), 702-895-5833.
  - Nora Carroll, Academic Programs Analyst, [leonora.carroll@unlv.edu](mailto:leonora.carroll@unlv.edu), 702-895-1888.
3. **Self-study submission:**
  - Send completed self-study electronically to [rainier.spencer@unlv.edu](mailto:rainier.spencer@unlv.edu) and [leonora.carroll@unlv.edu](mailto:leonora.carroll@unlv.edu).

## I. Program Description

### A. College/Department/Program

1. College or School: School of Public Policy & Leadership
2. Unit Web Address: <https://www.unlv.edu/publicpolicy>
3. Program being reviewed:
  - a) Degrees and their abbreviations: Urban Studies Program (B.S. in Urban Studies)

### B. Primary individual completing this worksheet

1. Name: Jaewon Lim
2. Title: Associate Professor & Undergraduate Coordinator
3. Date of self-study: Oct 30, 2018
4. Campus phone number: 702-895-4440 (or 702-793-3490)
5. Mail stop: Box 454030
6. E-mail: [jaewon.lim@unlv.edu](mailto:jaewon.lim@unlv.edu)
7. Fax number: 702-895-4436

### C. Other faculty involved in writing this report:

- Chris Stream
- Helen Neil
- Karen Danielsen-Lang

### D. Catalog Description

**Please insert the most recent catalog description(s) of the program(s). Due to display complications, the description must be typed into this form and not pasted from the catalog.**

The Bachelor of Science in Urban Studies (BSUS) is the degree for individuals desiring to make a difference in their community. The BSUS at UNLV is an undergraduate degree that provides students with the conceptual knowledge and technical skills they need to understand and analyze the physical, social, political and economic environment of large and small urban communities.

Urban Studies at UNLV will equip students with the skills and understanding to address many of the most pressing issues facing society today, and most of them are urban in nature. The curriculum will offer a set of core classes building a dual foundation of urban data analysis and community engagement. Because of the school's belief in a multi-disciplinary approach to learning, Urban Studies students will develop a deeper grasp of specific aspects of the urban environment, including but not limited to economic development, sustainability, governance, or data analytics. Finally, and maybe most importantly, Urban Studies students will have the opportunity to apply skills to meeting community needs and solutions. Students, faculty, and graduates will work in public agencies and a wide range of community-based organizations in the Las Vegas metro region.

The UNLV School of Public Policy and Leadership, located within the College of Urban Affairs is requested a degree name change in 2016 and the change was approved in 2017.

At this point in our history, the academic degree of PUA was fully and completely integrated with that of the entire unit and the PUA degree awards reflect that evolution. The Bachelor of Science degree in Public Administration has become a vestige of a time when PUA courses were not fully part of our School curriculum. That is no longer the case. We renamed this degree Urban Studies. The academic fields included in this school have changed and the curriculum has been updated and more thoroughly integrated. Based on the evolution of the faculty's research and the field of public policy, the previous names of the school and degrees are not appropriately aligned, thus permission was granted by the Board of Regents to rename this degree the Bachelor of Science in Urban studies. During this program students will be exposed to numerous aspects of cities of and towns from problems facing local neighborhoods to exploring the complexities associated with rapidly emerging global urban centers. Experiential activities are an integral part of the program, providing the opportunity for students to explore and address first-hand the challenges facing the contemporary urban environment such developing sustainable communities, neighborhood redevelopment and building local economies.

**1. Is this description correct? If not, what needs to be changed?**

Yes, this description is correct.

## **II. Centrality to Mission**

### **A. Department/Program Mission**

**What is the program's mission statement (or the department's if the program does not have one)?**

**Mission:** The School of Public Policy and Leadership employs an interdisciplinary approach to create knowledge and understanding to support effective policy and governance through collaborations of faculty, students, and the greater community.

**Vision:** At the School of Public Policy and Leadership, our vision is a community that continuously engages important decision-making processes in order to facilitate effective, long-term, problem-solving capacity for society in the areas of public administration, governance, collaboration, sustainability, and other policy arenas. This will require new levels of cooperation among citizens and experts across the public, non-profit, civic, and private sectors.

### **B. Department/Program Mission Alignment**

**Briefly describe how this program is aligned to the mission of the University as described in the most recent mission statement, UNLV Mission <https://www.unlv.edu/toptier/vision>, and how it supports achievement of the institution's mission:**

The Urban Studies degree program is designed to equip students with skills and knowledge to address many of the most pressing issues in urban communities today and train them to produce viable and sustainable solutions to these issues. As stated in UNLV mission statement, through the Urban Studies degree program, graduates, students, and faculty make contributions that promote community well being and enhance the quality of life in urban communities. These contributions will further stimulate the sustainable economic growth and enrich the cultural vitality and diversification in our communities. Using a multi-disciplinary approach to learning, Urban Studies students will have the opportunity to apply skills that meet community needs and develop innovative solutions through active involvements in various community-based programs and projects.

### **C. Core Themes**

**Briefly describe how this program supports UNLV’s Core Themes (the core themes can be found at: <https://www.unlv.edu/provost/nwccu/core-themes>):**

The Urban Studies degree program supports the following UNLV’s Core Themes.

- It fosters “community partnerships” (Core Theme 4) through the active involvement of students in various community issues through the partnership between the School of Public Policy and Leadership and stakeholders in Nevada.
- It “promotes applied research” for various urban and social issues (Core Theme 2). Because Las Vegas has been one of the fastest growing metropolitan area in the U.S., Southern Nevada is valuable resource for enhancing students’ learning experience about urban problems. The Las Vegas Valley serves as a living laboratory for developing the knowledge and skillsets required to produce urban solutions for various issues we face.
- It also “advances student achievement” (Core Theme 1). Students and faculty will have the opportunities to participate and develop applied research in urban areas geared towards solving real life problem that are both useful for the students’ future employment and at the same time will promote the community partnerships with the University while enhancing quality of life.

### **D. Excellence**

**List and briefly describe five highlights or areas of excellence of the program:**

The Urban Studies degree is designed to educate/train the students and help them achieve in producing urban solutions by focusing on the following five highlights and learning objectives.

- Examine whether an organization or community meet multiple conditions of sustainability.
- Characterize the roles of individuals and organizations in policy and governance.
- Produce analyses that demonstrate information literacy and numeracy.
- Communicate data needs and analyses to multiple audiences to support decision making processes.
- Apply knowledge and skills required for successful collaboration.

Amongst the most noteworthy highlights of the B.S. in Urban Studies include the following activities of students.

- Robin Mendoza, a graduate of the program, was able to apply the newly acquired spatial analytical skills using GIS techniques to the water and other natural issues in Southern Nevada. For her class projects, she focused on the integration of GIS in data-driven decision making and policy. After graduation, she started her career as an intern for Las Vegas Valley Water District and later was hired as a full-time policy analyst for the City of Las Vegas. While working for the City of Las Vegas, she earned her MPA (Masters in Public Administration) as a part-time student. Currently, she is in Ph.D. in Public Affairs Program, writing her dissertation. She is pursuing her career in academia in the field of urban studies and public policy.
- Ray Danser, a graduate of the program, advanced his interests in data analytics of urban studies and completed his master’s degree in GIS from the University of Southern California. He was a project member of Wetlands Park mapping project sponsored by the Park and Recreational Department of Clark County in Nevada. He effectively applied the skillsets from the classrooms into the applied community project. Since 2017, he has been serving as a GIS technician helping policymakers for the data-driven decision making process to enhance the quality of life in Southern Nevada communities.
- In November 2018, USSA (Urban Studies Student Association) was officially launched. USSA is a network of Urban Studies majors committed to creating the sustainable, resilient cities of tomorrow and connects Urban Studies students with relevant internships and jobs.

Its goals are

- Hear from professionals in related fields
- Urban Affairs Association Honor society
- Send members to UAA conferences
- Encourage URST-related research
- Support network for URST students

USSA also represents UNLV's Urban Studies students to UAA (Urban Affairs Association). The first participation of Urban Studies students in the annual meeting was for the 47<sup>th</sup> Annual UAA Meeting in Minneapolis, MN. The student representatives of our program will participate again in the 49<sup>th</sup> Meeting in Los Angeles in 2019.

- Miranda Barrie, the president of USSA, after taking a semester off to work on Hillary Clinton's presidential campaign, traveled to Chile to learn Spanish while taking two UNLV online courses for Urban Studies degree program. During her two semesters there, she was enrolled in a data class for the urban studies degree that led to her academic exploration of Santiago Resiliente, which is part of the 100 Resilient Cities program created by the Rockefeller Foundation to foster city resiliency in the face of economic, social and physical challenges. She was able to take advantage of flexible ways fit academics into her larger life instead of orienting her life around her studies. Her experience clearly demonstrates that Urban Studies students have an opportunity and ability to work independently, think creatively and take active roles in their education and communities.
- Shirley Lim, a graduate of the School of Public Policy and Leadership, is now working as a GIS Technician for Apple Maps. Her GIS learning experience at UNLV has helped her gain a greater insight of the global infrastructure and how spatial information can be utilized to model and analyze the rapidly urbanizing world and more efficiently distribute limited resources across the U.S. In her current position, she continuously deepens her understanding and interest how space and geography matter in developing data-driven decision making process in a collaborative manner among various stakeholders.

### **III. External Demand for Program**

#### **A. Stakeholders**

**1. Who are the main local and regional stakeholders of your educational programs, i.e., employers and entities benefiting from these programs, hiring the graduates, or admitting them to graduate and/or professional programs?**

Our stakeholders include, but are not limited to, the following public entities, state and local governments (State of Nevada, Clark County, City of Las Vegas, City of Henderson, City of North Las Vegas, Boulder County), regional and local offices of federal agencies in Southern Nevada (e.g., Lower Colorado Region Office of Bureau of Reclamation, other regional entities such as the Regional Transportation Commission of Southern Nevada, Southern Nevada Water Authority, and educational entities such as the Nevada System of Higher Education and Clark County School District. Various non-profit agencies in Southern Nevada are also the stakeholders, including Nevada Homeless Alliance, Three Square, etc. Additionally, private businesses and chambers of commerce in Southern Nevada are important stakeholders for building various partnerships for training our students, faculty research projects and hiring the graduates.

**2. What are specific stakeholder needs for graduates?**

Our stakeholders' specific needs for graduates are a set of professional skills, more specifically analytical knowledge and skills for data literacy (ability to read, understand, and communicate

data as information), communication skills for effective interactions with various stakeholders, and collaborative skills for developing urban solutions in comprehensive approaches.

## **B. Needs for Graduates and Future Plans**

### **1. What are the anticipated needs for program graduates over the next 3-5 years? Please cite sources of information.**

The designed learning objectives of the Urban Studies program will equip the graduates with the matching skillsets and knowledges required for the following occupations. There can be many other occupations for the graduates of the urban studies program, but the occupations listed below are some examples the graduates can easily qualify for with their B.S. in Urban Studies.

The two main sources of information are:

- (1) Occupational Outlook Handbook published by Bureau of Labor Statistics (BLS), U.S. Dept. of Labor (<https://www.bls.gov/ooh/>)
- (2) O\*Net OnLine sponsored by Employment & Training Administration, U.S. Dept. of Labor (<https://www.onetonline.org/>)

- Community & Social Service Specialists:
  - 2016 employment: 100,300
  - Number of projected new jobs (2016-26): 13,200
  - Projected growth (2016-26): 13% → 6% faster than the overall job growth in the U.S.
- Compliance Officers:
  - 2016 employment: 288,300
  - Number of projected new jobs (2016-26): 23,700
  - Projected growth (2016-26): 8% → slightly faster than the overall job growth in the U.S.
- Education Administrators:
  - 2016 employment: 38,400
  - Number of projected new jobs (2016-26): 4,100
  - Projected growth (2016-26): 11% → 4% faster than the overall job growth in the U.S.
- Legislators:
  - 2016 employment: 55,500
  - Number of projected new jobs (2016-26): 3,900
  - Projected growth (2016-26): 7% → as fast as the overall job growth in the U.S.
- Management Analysts:
  - 2016 employment: 806,400
  - Number of projected new jobs (2016-26): 115,200
  - Projected growth (2016-26): 14% → 7% faster than the overall job growth in the U.S.
- Public Relations Specialists:
  - 2016 employment: 259,600
  - Number of projected new jobs (2016-26): 22,900
  - Projected growth (2016-26): 9% → 2% faster than the overall job growth in the U.S.
- Social and Community Service Managers:
  - 2016 employment: 147,300
  - Number of projected new jobs (2016-26): 26,500

- Projected growth (2016-26): 18% → 11% faster than the overall job growth in the U.S.
- **Regulatory Affairs Specialist:**
  - 2016 employment: 288,000
  - Number of projected new jobs (2016-26): 25,900
  - Projected growth (2016-26): 7% → as fast as the overall job growth in the U.S.
- **Fundraiser:**
  - 2016 employment: 90,000
  - Number of projected new jobs (2016-26): 10,700
  - Projected growth (2016-26): 15% → 8% higher than the overall job growth in the U.S.

## **2. What changes to the program will those require?**

Urban Studies program will continue to focus on the following areas in training professionals and specialists for producing urban solutions: (1) developing the knowledge on how urban issues evolve, (2) applicable professional skills, and (3) collaborative skills in multidisciplinary approaches. Since urban issues are complex and continue to evolve, the urban studies program needs to further expand hands-on experiences for the students through the improved partnerships with various stakeholders, partners, and future employers in local, regional, and national scale. This change will enhance ‘Learning by Doing’ efforts in the Urban Studies Program.

## **C. Success of Graduates**

### **1. What steps does the department take to facilitate the success of graduates (e.g., internships, career fairs, employment talks, etc.)?**

The Urban Studies program currently has an established internship course (URST 495) and a new student organization. Recently, a student association for the Urban Studies degree program, USSA (Urban Studies Student Association) was launched. Additionally, the Urban Studies program recently designated a lead faculty member for community outreach and network. The Urban Studies program is now in the process of designing a more structured program for volunteer and internship opportunities, career fairs, and employment talks using these new channels for networking with future employers from various fields.

### **2. Discuss the placements of recent graduates:**

The Urban Studies program was officially approved in September 2016 and started to offer urban studies (URST) courses for the first time in Spring 2017. The first school year when the newly launched Bachelor of Science in Urban Studies (BSUS) was offered was the 2017-2018 school year. Over the past several years, graduates to the School of Public Policy and Leadership have been employed by state and local governments, federal agencies, local and national non-profits, and private corporations in Nevada, and region.

### **3. If the department or program does not have placement information on graduates, what is the plan to implement gathering that information?**

The Urban Studies program plans to develop an annual online survey for recent graduates with the aim to keep track of their placements. To implement the annual online survey, we will add an additional question asking for a non-UNLV email account in an exit survey for graduates. The newly launched student organization, USSA, will serve as a nexus for recent graduates and enrolled students. Within next couple of years, current officers of USSA will launch a formal alumni association for the Urban Studies Program graduates and it will be a unified outlet for online surveys sent to the graduates. The Urban Studies program will continue to accumulate the

**Program Review Self-Study**  
Academic Year 2018–19

data on their placements including demographic information through the online survey. The findings from the survey will provide valuable input to further analyze needs and gaps for enrolled students.

**4. Do placements match stakeholder needs as identified above in A of this section?**

Yes, it matches stakeholder needs.

**5. If not, please explain:**

Not Applicable

**6. Does the program assess whether the graduates are meeting employer's needs?**

Currently, we are developing a formal system in place to assess whether the graduates are meeting employer's needs. The new annual online survey currently under development will ask the NSHE-required assessment questions to our recent graduates. We plan to launch the annual online survey system by the end of 2018-2019 school year (May of 2018) and implement the first pilot survey during Fall semester of 2019.

**7. If not, what will the program do to place this NSHE-required assessment in place and by what date?**

Not Applicable

**8. Additional comments:**

N/A

## IV. Program Resources

### A. Faculty Time

#### 1. Faculty and GA Resources

**Table IVA. Faculty and GA resources for the School of Public Policy and Leadership**

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Number of Full Time Faculty	12	10	13	13	12	12
Number of State-Supported GA lines	4	9	5	7	12	12
Number of PTIs	11	15	15	9	13	12
Number of FIRS & Visiting Faculty	1	1	1	1	1	1

source: UNLV Institutional Analysis, 2018

**Table IVB. Total number of undergraduate courses taught by faculty type each semester**

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Number of courses taught by Full Time Faculty	10	9	12	7	10	7
Number of courses supported and/or taught by State-Supported GAs	7	9	7	10	11	8
Number of courses taught by PTIs	2	2	2	1	2	1
Number of courses taught by FIRS & Visiting Faculty	5	7	5	6	5	4

source: MyUNLV college course schedules.

Table IVB summarizes the number of undergraduate courses taught each semester by faculty type. These numbers include all undergraduate courses offered in public administration (PUA), environmental studies (ENV), and urban studies (URST). If a course is team taught or instructors are assigned a graduate assistant, this process will include both in the totals. This table, however, does not include courses in the leadership and civic engagement (LCE) minor. It also does not include first-year seminar (GSC 100) and second-year seminar (GSC 300) courses where some faculty and graduate assistants also teach sections for the college. This table, Table IVB and the next five tables are based upon data downloaded and reviewed from the college schedule in MyUNLV.

**Table IVC. Percentage of undergraduate courses taught by faculty type each semester (in %)**

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Percent of Classes Taught by Full Time Faculty	41.67	33.33	46.15	29.17	35.71	35.27
Percent of Classes Supported &/or Taught by State-Supported GA lines	29.17	33.33	26.92	41.67	39.29	39.25
Percent of Classes Taught by PTIs	8.33	7.41	7.69	4.17	7.14	5.30
Percent of Classes Taught by FIRS & Visiting Faculty	20.83	25.93	19.23	25.00	17.86	20.18

source: MyUNLV college course schedules.

**Program Review Self-Study**  
Academic Year 2018–19

Table IVC summarizes the percentage of undergraduate courses taught by faculty type where each cell is based upon previous table and sums to 100%.

**Table IVD: Total undergraduate credit hours by faculty type and semester`**

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Student Credit Hours Taught by Full Time Faculty	1122	803	1028	522	543	720
Student Credit Hours Taught by State-Supported GA lines	1455	1269	726	735	1056	600
Student Credit Hours Taught by PTIs	306	312	303	210	156	30
Student Credit Hours Taught by FIRS & Visiting Faculty	1800	1277	1656	604	1176	343

source: MyUNLV college course schedules.

Table IVD summarizes the total undergraduate student credit hours by faculty type and semester. Each cell is based upon a two step procedure. First, we multiply total course credits (e.g. 3 credit class) with total number of students enrolled (20 students). This process equals student credit hours (e.g. 60 student credit hours). We sum all student credit hours by faculty type and by semester. Just like the earlier tables, this table includes undergraduate courses in public administration (PUA), environmental studies (ENV), and urban studies (URST).

**Table IVE: Total undergraduate credit hours for PUA by faculty type and semester**

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Student Credit Hours Taught by Full Time Faculty	750	450	651	63	6	3
Student Credit Hours Taught by State-Supported GA lines	1455	1269	726	561	351	78
Student Credit Hours Taught by PTIs	306	150	303	.	51	30
Student Credit Hours Taught by FIRS & Visiting Faculty	.	147	.	.	75	45

source: MyUNLV college course schedules

This table summarizes the total undergraduate student credit hours for public administration courses. Note, PUA 241 which was replaced by URST 241 is a general education course that meets part of the UNLV constitutions requirement.

**Table IVF: Total undergraduate credit hours for ENV by faculty type and semester**

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Student Credit Hours Taught by Full Time Faculty	372	353	377	405	402	369
Student Credit Hours Taught by State-Supported GA lines	.	.	.	21	12	.
Student Credit Hours Taught by PTIs	.	162	.	210	.	.
Student Credit Hours Taught by FIRS & Visiting Faculty	1800	1130	1656	457	1101	298

source: MyUNLV college course schedules

**Program Review Self-Study**  
Academic Year 2018–19

Table IVF shown below summarizes the total undergraduate student credit hours for ENV by faculty type and by semester. This table shows the drop in student credit hours for ENV courses given the closure of the ENV program. Both ENV 101 and 220 meet part of the general education requirements for the life and physical science distribution. While ENV 101 and ENV 220 were required courses for majors in environmental studies, they continue to meet UNLV general education requirement

**Table IVG: Total undergraduate credit hours for URST by faculty type and semester**

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Student Credit Hours Taught by Full Time Faculty	.	.	.	54	135	348
Student Credit Hours Taught by State-Supported GA lines	.	.	.	153	693	522
Student Credit Hours Taught by PTIs	.	.	.	.	105	.
Student Credit Hours Taught by FIRS & Visiting Faculty	.	.	.	147	.	.

source: MyUNLV college course schedules

Table IVG summarizes the total undergraduate student credit hours for URST by faculty type and by semester. Note: expect number of student credit hours to increase with both number of majors and students across campus interested in completing the US Constitution requirement by taking URST 241.

**2. For other non-major courses – e.g., upper division for the college or university, estimate the unit’s resources allocated to them:**

The unit offers multiple programs including MPA (Master of Public Administration) program, Master of Art in Urban Leadership and Ph.D. in PAF (Public Administration) and DPP (Doctorate Degree in Public Policy) programs.

**B. Budget**

**1. Please fill in the table with three years of financial expenditures to be used to respond to questions 2 and 3 below.**

Budget category	FY 15–16	FY 16–17	FY 17–18
State Operating (2101)	\$30,235.09	\$28,220.91	\$27,997.97
Student Fees	-	-	-
Indirect Cost Recovery	-	-	-
Self-supporting	\$86,977.79	\$94,983.13	\$31,569.78
<b>Total Allocations</b>	<b>\$117,212.88</b>	<b>\$123,204.04</b>	<b>\$59,566.78</b>
<b>Number of Graduate Assistantships (including GAs on grants)</b>	14	16	21

The listed amount in the table above includes the budget for the entire School of Public Policy and Leadership.

**2. Are these resources sufficient to meet the degree program’s instructional and scholarship needs?**

Currently there are adequate resources and administrative capacity to support our program. Specifically, the School has made curriculum changes and hired new faculty members over the past years to efficiently meet the program’s instructional needs.

**3. If not, approximately what line items and amounts would be needed?**

Not Applicable

**C. General Education**

**1. If your program or unit offers General Education courses, please estimate what portion of the unit’s resources are allocated to this area:**

Approximately 30% of the resources in School of Public Policy and Leadership is allocated to Urban Studies Degree Program.

**2. Does the combined load from A and B above affect your unit’s ability to offer courses for its major? If so, please describe:**

No

**D. Other Funding and Resources**

**1. Is funding from other sources sufficient to assist the program in achieving its outcomes? Other sources to be considered include: differential tuition, grants and contracts, endowment income, and one-time gifts for student scholarships, other one-time gifts.**

Funding from other sources has been sufficient up to this point. The School operates on state allocations, differential tuitions, and faculty research grants and contracts.

**2. If not, which funding streams could most reasonably be increased to help the program attain its outcomes?**

N/A

**3. Has any new donor revenue been generated since the last program review?**

No. This program has recently launched. New donors to the program are currently being identified.

**4. Has the unit engaged in fundraising activities to support the program over the last 5 years? If no, please explain why not:**

The unit has not directly engaged in fundraising activities. All fundraising in the College of Urban Affairs is coordinated by the Development officer in the Dean’s office. The program, of course, supports the Dean’s office in these various efforts.

**5. What has been the result of these fundraising activities?**

N/A

**6. Review the space data for your department and comment on its amount and quality. These data will need to be accessed by an individual with Archibus® access.**

The amount and quality of space for the program is adequate for the delivery of the program.

**7. Is the quality and quantity of available consumable materials and supplies (e.g., office supplies or lab supplies) adequate and if not, explain why not:**

Yes

**8. Is the quality and quantity of available technology resources, such as computers adequate and if not, explain why not:**

Yes

**9. Is the quality and quantity of available equipment (other than computing) adequate and if not, explain why not:**

Yes

**10. Is the quality and quantity of available library and information resources adequate and if not, explain why not:**

Yes

**11. Staffing**

**a) Are available department staff resources sufficient to attain the program's outcomes?**

Yes. We have two administrative professionals whose job responsibilities are to support the functions and delivery of our program. Descriptions for the duties and responsibilities of these positions are as follows:

- Our first administrative staff person is assigned to supporting the broader programmatic functions of our program. These duties include organizing internal and external meetings, handling faculty and staff personnel issues, helping students within the program, serving as a liaison between the University, College and the program faculty, as well as assisting the program's Coordinator with ensuring the program is compliant with College and broader university policies. Other duties of this person include assisting students with administrative and registration needs.
- Our second administrative professional has since been reassigned from our off-campus departmental site to our main office to provide direct support to our program. This person's duties primarily include assisting with program admissions, answering questions, assisting students with registration and administrative issues, addressing queries from persons interested in the program, and providing general administrative support to the program's Coordinator.

In addition to our current program administrative personnel, we are in the process of developing an additional administrative support positions that will be dedicated to assisting with our on-going program assessment efforts. This position will consist of an existing non-tenure track/administrative faculty who will be reassigned in their duties order for them to serve full-time as a program assessment administrator. Reassigning this position person will enable us to ensure that our administrative capacity supports our program, while doing so within the limitations of our current resources.

**b) If not, what additional staff resources are needed and how would they be funded?**

N/A

**12. Additional comments:**

None

**Program Review Self-Study**  
Academic Year 2018–19

**V. Size of Program**

**1. Below are headcount, course enrollment, and degrees conferred data from Decision Support.**

<u>Academic Level Key</u>	
Undergraduate (UGRD):	Graduate (GRAD):
10 – Freshman	GR - Graduate
20 – Sophomore	PHD – PhD
30 – Junior	
40 – Senior	
50 – Post Bacc Undergrad	

**Headcount:**

**Headcount declared majors in Public Administration *Preparatory* Only**

Term	Freshmen	Soph.	Junior	Senior	Senior+
Fall 2010	4	2	4	7	0
Spring 2011	3	5	4	8	0
Fall 2011	2	10	13	15	0
Spring 2012	2	6	17	7	0
Fall 2012	0	9	18	11	0
Spring 2013	0	7	15	10	3
Fall 2013	4	6	25	12	5
Spring 2014	5	6	21	11	5
Fall 2014	7	15	31	15	6
Spring 2015	6	12	25	11	1
Fall 2015	7	11	30	21	2
Spring 2016	1	5	4	0	0
Fall 2016	0	6	0	2	1
Spring 2017	0	7	4	3	0
Fall 2017	0	1	3	1	1
Spring 2018	0	0	1	1	0

Source: PeopleSoft Table PS\_LV\_CNR\_STDNT\_CR, PS\_LV\_CNR\_STDNT\_CP  
Office of Decision Support, July 2018

**Headcount declared majors in Public Administration BS Only**

Term	Freshmen	Soph.	Junior	Senior	Senior+
Fall 2010	0	9	19	33	0
Spring 2011	2	8	19	35	0
Fall 2011	0	5	28	42	0
Spring 2012	1	4	20	48	0
Fall 2012	2	2	22	48	0
Spring 2013	0	6	32	58	0
Fall 2013	1	14	36	63	0

**Program Review Self-Study**  
Academic Year 2018–19

<b>Term</b>	<b>Freshmen</b>	<b>Soph.</b>	<b>Junior</b>	<b>Senior</b>	<b>Senior+</b>
Spring 2014	1	6	39	64	2
Fall 2014	1	19	35	73	2
Spring 2015	4	9	42	86	1
Fall 2015	5	12	57	78	1
Spring 2016	2	18	61	123	1
Fall 2016	1	9	27	108	1
Spring 2017	0	3	13	83	1
Fall 2017	1	1	4	40	1
Spring 2018	0	0	3	7	0

Source: PeopleSoft Table PS\_LV\_CNR\_STDNT\_CR, PS\_LV\_CNR\_STDNT\_CP  
Office of Decision Support, July 2018

**Headcount declared majors in Public Administration BS and Preparatory**

<b>Term</b>	<b>Freshmen</b>	<b>Soph.</b>	<b>Junior</b>	<b>Senior</b>	<b>Senior+</b>
Fall 2010	4	11	23	40	0
Spring 2011	5	13	23	43	0
Fall 2011	2	15	41	57	0
Spring 2012	3	10	37	55	0
Fall 2012	2	11	40	59	0
Spring 2013	0	13	47	68	3
Fall 2013	5	20	61	75	5
Spring 2014	6	12	60	75	7
Fall 2014	8	34	66	88	8
Spring 2015	10	21	67	97	2
Fall 2015	12	23	87	99	3
Spring 2016	3	23	65	123	1
Fall 2016	1	15	27	110	2
Spring 2017	0	10	17	86	1
Fall 2017	1	2	1	41	2
Spring 2018	0	0	4	8	0
Fall 2018	0	0	0	0	0

Source: PeopleSoft Table PS\_LV\_CNR\_STDNT\_CR, PS\_LV\_CNR\_STDNT\_CP  
Office of Decision Support, July 2018

**Headcount declared majors in Urban Studies BS Only**

<b>Term</b>	<b>Freshmen</b>	<b>Soph.</b>	<b>Junior</b>	<b>Senior</b>	<b>Senior+</b>
Spring 2017	1	2	4	3	1
Fall 2017	0	13	27	22	0
Spring 2018	2	9	33	38	2
Fall 2018	5	9	35	57	1

Source: PeopleSoft Table PS\_LV\_CNR\_STDNT\_CR, PS\_LV\_CNR\_STDNT\_CP  
Office of Decision Support, July 2018

**Program Review Self-Study**  
Academic Year 2018–19

**Course Enrollments:**  
**School of Public Policy and Leadership enrollments by course subject**

Enrollments in **ENV** lecture courses by course level

<b>Term</b>	<b>Level - 100</b>	<b>Level - 200</b>	<b>Level – 300</b>	<b>Level – 400</b>
Fall 2010	447	105	24	62
Spring 2011	280	85	26	83
Fall 2011	283	39	23	85
Spring 2012	235	32	8	76
Fall 2012	428	77	0	21
Spring 2013	394	69	56	58
Fall 2013	588	69	0	16
Spring 2014	539	65	37	42
Fall 2014	457	40	0	23
Spring 2015	389	66	34	24
Fall 2015	610	83	0	21
Spring 2016	404	68	27	40
Fall 2016	557	69	10	40
Spring 2017	325	0	14	20
Fall 2017	442	53	0	15
Spring 2018	193	1	11	2

Source: PeopleSoft Table PS\_LV\_CNR\_STDNT\_CR, PS\_LV\_CNR\_STDNT\_CP  
Office of Decision Support, July 2018

Enrollments in **PUA** lecture courses by course level

<b>Term</b>	<b>Level - 200</b>	<b>Level – 300</b>	<b>Level – 400</b>
Fall 2010	90	0	125
Spring 2011	177	0	145
Fall 2011	69	2	152
Spring 2012	188	26	137
Fall 2012	110	20	146
Spring 2013	244	24	188
Fall 2013	356	24	338
Spring 2014	197	12	182
Fall 2014	337	34	366
Spring 2015	247	26	256
Fall 2015	380	31	403
Spring 2016	246	0	429
Fall 2016	259	27	281
Spring 2017	32	0	176

**Program Review Self-Study**  
Academic Year 2018–19

**Enrollments in PUA lecture courses by course level**

Term	Level - 200	Level – 300	Level – 400
Fall 2017	0	0	161
Spring 2018	0	0	54

Source: PeopleSoft Table PS\_LV\_CNR\_STDNT\_CR, PS\_LV\_CNR\_STDNT\_CP  
Office of Decision Support, July 2018

**Enrollments in URST lecture courses by course level**

Term	Level - 200	Level – 300	Level – 400
Spring 2017	55	18	45
Summer 2017	26	0	11
Fall 2017	241	60	0
Spring 2018	87	113	59
Summer 2018	26	0	11
Fall 2018	269	97	123

Source: PeopleSoft Table PS\_LV\_CNR\_STDNT\_CR, PS\_LV\_CNR\_STDNT\_CP  
Office of Decision Support, July 2018

**Degrees Conferred:**  
**Degrees Conferred by Academic Year (July to June)**

**Majors in Public Administration BS**

Academic Year	Degree Count
2008-09	18
2009-10	31
2010-11	31
2011-12	31
2012-13	30
2013-14	32
2014-15	46
2015-16	61
2016-17	80
2017-18	48

Source: PeopleSoft Table PS\_LV\_CNR\_STDNT\_CR, PS\_LV\_CNR\_STDNT\_CP  
Office of Decision Support, July 2018

**Majors in Urban Studies BS**

Academic Year	Degree Count
2017-18	10

Source: PeopleSoft Table PS\_LV\_CNR\_STDNT\_CR, PS\_LV\_CNR\_STDNT\_CP  
Office of Decision Support, July 2018

**2. Discuss the headcounts from the last five years, i.e., are the trends in line with projections in your unit's strategic plan?**

The Urban Studies program started to enroll students in Spring 2017. Since Spring 2017, the number of enrollments has grown from 11 in Spring 2017 to 107 in Fall 2018. Prior to the Urban Studies Program, a B.S. in Public Administration and a B.A. in Environmental Studies had existed within School of Public Policy and Leadership. The B.S. in Public Administration stopped enrolling new students in Spring 2016 semester and both degree programs (Public Administration and Environment Studies) encouraged the students in these majors to graduate by December of 2017. The students who could not complete their degrees (Public Administration and Environment Studies) by December of 2017, had been given the option to migrate to new Urban Studies degree program and most of them are now enrolled in Urbans Studies degree program. During the two-year transition period (Spring 2016 to Fall 2017), the enrollments for Public Administration had dropped from 215 students in Spring 2016, down to 155 students in Fall 2016, to 114 students in Spring 2017, to 47 students in Fall 2017, to 12 students in Spring 2018, and finally to 0 in Fall 2018. In the meantime, enrollment for Urban Studies has grown from 11 students in Spring 2017, to 62 students in Fall 2017, to 84 in Spring 2018, and finally to 107 students in Fall 2018. Overall, Urban Studies enrollment has started to grow steadily for the last two semesters after the two-year transition period. We expected to have the net loss in overall enrollments since we had not accepted new students for two semesters (Spring 2016 and Fall 2016) during the transition period. The recent growth since Spring 2018 clearly indicates that enrollment has started to grow again in line with the projections in School of Public Policy & Leadership's strategic plan.

**3. If not, why not?**

Though Urban Studies Program had experienced the net loss in enrollment during the two-year transition period, that was expected due to the temporary freeze in new enrollment in the old majors. Recent change shows that Urban Studies Program is now back on track for steady and continuous growth in the future. This is in line with the projections in School of Public Policy & Leadership's strategic plan.

**4. Does your program's enrollment trend differ from national trends?**

With the growing needs for interdisciplinary studies about cities and urban spaces facing rapid growths, it is evident that the Urban Studies degree program continues to gain its popularity and importance as a field of study. The Urban Studies Program in School of Public Policy and Leadership operates in a public university located in the fastest growing metro in the U.S. Even with this program's short history at UNLV, the program has started to grow rapidly, reflecting the national trends that corresponds to the growing needs of the city and nation for urban experts. With the recent announcement of MGM College (tuition assistance to its employees who pursue online undergraduate degrees), Urban Studies program will be uniquely situated in that it is the one of the only program that students fulfill graduate requirements by solely taking online courses. We expect to see the growth in enrollment with the new demand from MGM employees.

**5. If yes, please discuss the reasons why:**

As a state university's program, the Urban Studies Degree at UNLV is drawing more attention from its incoming and future students. Las Vegas Metropolitan Area is a great laboratory to explore various types of urban theories and to develop the applicable skillsets that will produce solutions for various urban issues. The majority of students want to find jobs locally and the local stakeholders are looking for those graduates who have the requisite knowledge and skillsets to tackle tough urban problems. Consequently, students and stakeholders will recognize the value of this degree as we continue to grow and serve the needs of regional stakeholders and other future employers.

**6. Additional comments:**

N/A

## VI. Retention, Progression, Completion

### A. Major Course Offerings

**1. Are enough courses offered to meet enrollment demands?**

Urban Studies Program started to offer enough courses to meet demands since Spring 2017.

**2. How many major courses have been added or eliminated in the last 5 years?**

  9   Added     3   Eliminated    13   Changed

**3. Why were the actions taken?**

These actions were made to offer a new set of required courses and major electives for newly launched Urban Studies Program. Some of the existing courses of Public Administration and Environmental Studies majors were redesigned to meet the new learning outcomes from the new urban studies degree program.

**4. After reviewing the program, what additional actions should be taken to improve retention, progression and completion?**

There will be additional curriculum changes that are expected to be completed by the end of Spring 2019 semester. We are developing a course roadmap with suggested areas of interest to help Urban Studies students to navigate the major. Additionally, we are reformulating our internship course to require students to be more actively involved in community projects. We designated a new staff person for coordination of Urban Studies internship program and she has been developing a formal procedures and guidelines for both employers and the student interns to make it a mutually beneficial experience. The new internship program will help our students and graduates to apply their skills from classrooms to real issues with aim to develop urban solutions. It will also provide the students and graduates to find professional career opportunities. These actions will improve retention of existing students by allowing the expanded community engagement opportunities, which help student progress towards graduation with real-world experience.

**5. Are there any courses that students routinely have difficulty getting enrolled in, that slow progression and/or graduation? If so, please identify them:**

Currently, there is no such course.

**6. If last question was answered yes, what steps can be taken to reduce “bottle-necks” in these courses. Please indicate *both* financially-based and non-financially-based solutions.**

N/A

**7. Can any changes in sequencing of courses be made to facilitate graduations?**

Currently, sequencing in the core-requirement is designed to facilitate graduations and major electives also offer opportunities to focus on specific area of interest for students.

**B. Curriculum**

**1. Is the program’s curriculum aligned with current developments in the field?**

The existing curriculum is aligned with current developments in the field; however, there is still room for improvement, especially with more recently developed topics in urban studies. One good example is the new minor program, Urban Analytics in collaboration with Management of Information Science (MIS) Program, that will start in fall 2019. For instance, MIS and Urban Studies developed a joint minor program to meet the growing needs of trained workforce with data literacy. Through the joint minor, students will take courses from both programs to develop and enhance skillsets in data analytics for urban solutions.

Community partners from state and local governments who have hands-on experiences with applicable skillsets can teach courses of the newly emerging topics in urban studies, such as the ‘Smart City’. Also, more active collaborative efforts in partnership with other disciplines within university will benefit students with more comprehensive approaches.

**2. If not, what needs to be done to make the curriculum current?**

Not Applicable

**C. Graduation Rates**

Program graduation numbers and rates are summarized below.

**Graduation Rates:**  
**Graduation rates for Fall Cohorts**

**Six-Year Graduation Rate\* for Junior Standing Students in PUABS**

Cohort Term	Cohort Size	Degree at UNLV	Degree in PUA	Six-Year UNLV Graduation Rate (%)	Six-Year PUA Graduation Rate (%)
Fall 2010	20	15	12	75.0%	60.0%
Fall 2011	28	17	16	60.7%	57.1%
Fall 2012	26	19	15	73.1%	57.7%
Fall 2013	37	30	27	81.1%	73.0%
Fall 2014	36	27	25	75.0%	69.4%
<b>All</b>	<b>147</b>	<b>108</b>	<b>95</b>	<b>73.5%</b>	<b>64.6%</b>

Source: PeopleSoft Table PS\_LV\_CNR\_DEGREES, PS\_LV\_CNR\_CP  
Office of Decision Support, October 2018

\* Office of Decision Support at UNLV calculates the number of students in each cohort that earn the degree in the academic plan PUABS within six years (e.g., a student that is a Junior in Fall 2010 is considered graduating within six years if the degree is earned by the 2014-15 period).

**Graduation Rates:**

**Graduation rates for Fall Cohorts**

**First-time, Full-time College Students declaring Public Administration BS and Public Administration Preparatory and graduating within 6 years**

**Plan codes 'PUABS', 'PUAPRE'**

Cohort Term	Cohort Size	Degree in Plan	Degree % Plan	Degree in Dept	Degree % Dept	Degree any Dept	Degree % any
Fall 2010	2	NA	NA	NA	NA	1	50.0

Source: PeopleSoft Table PS\_LV\_CNR\_DEGREES  
PS\_LV\_CNR\_CP  
PS\_LV\_CNR\_CR  
Office of Decision Support, July 2018

Note: Office of Decision Support (ODS) confirmed the graduation numbers for the Public Administration (PUA) Program and the newer code for Urban Studies. It was confirmed that students simply did not enter the university as first time, full time declaring those majors and this is the limitation of the raw data provided by ODS.

Using the data in the tables above, please answer the following questions:

**1. Are trends in 6-year cohort graduation close to the University’s goals (UNLV’s undergrad goal is 50%)?**

The Urban Studies Program cannot report a six-year graduation rate since this degree has been in existence less than two years as of Fall 2018. Instead, the table above shows the six-year graduate rate for junior standing students in PUABS (B.S. in Public Administration). All the cohorts from 2010 to 2014, reflect six-year graduation rates higher than University’s goal of 50% with the overall graduation rate at 64.6%.

**2. If not, what is being done to reach the goal?**

N/A

**3. Discuss how and why the graduation rate is changing.**

The graduation rates for the discontinued majors maintained stable growth from 2011 to 2014. It is expected to grow further with the new Urban Studies Degree Program that replaced PUABS.

**4. Additional comments:**

N/A

**VII. Relationship to Other Programs**

**1. What relationship does your program have to other programs (e.g. articulation, transfers, collaborations, partnerships) in the NSHE system?**

We are currently working with the College of Southern Nevada (CSN) to develop a combined plan or a 2+3 degree path. This is a unique opportunity for an NSHE student to earn an Associate’s degree from CSN, a BS in Urban Studies from UNLV and a Masters of Public Administration (MPA) from UNLV. At the end of 5 years, the student will have an AA, BS and MPA.

**2. What the relationship does this program have to other programs at UNLV (e.g., collaborations, partnerships, affiliated faculty, General Education requirements, etc.)?**

The Urban Studies Program has been working with Information Management to create a new minor in Urban Data Analytics. This minor aims to enhance student data analytical skills, and is for those students who want to take their statistical analysis skills to an advanced level.

Students in the Urban Studies major are required to fulfill the total 38 to 47 credits of General Education requirements in the following areas: 1<sup>st</sup> and 2<sup>nd</sup> Year Seminars, English Composition, US and NV Constitution, Mathematics, Humanities, Fine Arts, Life & Physical Sciences, Logic/Analytical Thinking, and Multicultural & International.

Faculty and graduate students in School of Public Policy and Leadership regularly teach the following general education seminar courses: GSC 100 and GSC 300, and United States Constitution courses: URST 241 (replaced PUA 241). The unit also teaches ENV 101 & 220, popular courses where ENV 101 is required by Hospitality College given their emphasis on sustainability.

**3. Additional comments:**

N/A

## **VIII. Impact**

**1. What impact has this program had or will have in the following areas:**

**a) University**

The Urban Studies Degree program will be playing a critical role for UNLV's efforts in stimulating economic development and diversification in our urban communities through the strengthened partnership with various stakeholders and employers in Southern Nevada community. These expanded efforts in the community will eventually contribute to accomplishing UNLV's top tier public university vision in research, education, and community impact.

**b) Community**

Through a comprehensive and interdisciplinary approach, the Urban Studies Degree program will educate and train our students to be equipped with the required skill sets and knowledge for developing urban solutions. Evolving issues in urban communities in our region continuously challenge the sustainable growth of the region. The Urban Studies students' active involvements in a wide range of applied research with faculty members will benefit our community to be prepared for the next stage sustainable growth.

**c) Field**

As a multidisciplinary field of study, the academic community in Urban Studies/Affairs always seek lessons of applied real-world projects in various urban settings. Faculty and student involvement in applied research through partnerships with various local and regional stakeholders will contribute to the development of new approaches and knowledge in producing urban solutions.

**2. What are the benefits to the institution of offering this program?**

School of Public Policy and Leadership (SPPL) is home of the Urban Studies Degree program. The majority of program graduates find jobs in local, state, and regional agencies in Southern Nevada. These relationships enrich the program's partnerships with various stakeholders and

provide the faculty and students with the opportunities to work on applied research. SPPL will benefit from linking education and research with our community partnerships. SPPL also offers a MPA (Master of Public Administration) degree, a DPP (Doctorate in Public Policy), and a Ph.D. in Public Affairs. The graduates who started their professional career in local agencies tend to come back to SPPL with the aim to pursue graduate education for our professional degrees and/or Ph.D. Consequently, the graduates of the Urban Studies program can grow professionally, further reinforcing the degree program's partnerships and reputation with community stakeholders who employ the graduate of our programs.

**3. Provide examples of the integration of teaching, research, and service (e.g., faculty mentoring leading to student presentations at conferences, service learning classes, community service activities involving students, or other student activities and/or achievements that you think are noteworthy).**

Several Urban Studies majors had participated in the 47<sup>th</sup> Annual Conference of the Urban Affairs Association in Spring of 2017, the first semester when the degree program officially launched. For the annual meeting held in Minneapolis, three of SPPL faculty members, Dr. Karen Danielsen, Dr. Robert Lang, and Dr. Magdalena Martinez, were invited to discuss urban injustice issues in the state of Nevada and Las Vegas metro area. For the 48<sup>th</sup> meeting in Toronto, Canada, two of our faculty members participated to present their research project about infrastructure and transportation planning issues in Las Vegas metro with some students' involvement in the project. Even before the degree program launched in Spring 2017, Dr. Jaewon Lim hired several students for a funded project by County government for mapping trail and facilities in Wetlands Park. Student workers initially started working for the preliminary stage for their term project in Dr. Lim's GIS (Geographic Information System) course, but later were officially hired as paid project members for building GIS mapping system for the County. Students were able to take the skillsets and techniques from class room and apply them to a community project aimed at enhancing the County Government services. Ms. Robin Mendoza, one of the three students hired, later found a full-time job at Las Vegas Valley Water District and advanced her career in the City of Las Vegas. Another student worker for the project, Shirley Lim, is now working as a GIS technician for the geography team of Apple Maps in San Jose after graduation.

**4. Additional comments:**

N/A

## **IX. Productivity**

**1. Please provide an indication of faculty productivity appropriate for your unit (lists of selected publications by faculty in Urban Studies and related field of study):**

- **List of Selected Publication by SPPL Faculty (2016-2018) in Urban Studies Discipline**

**Danielsen, K. A., & Lang, R. E.** (2018). Confronting Urban Crisis and Opportunity in the 1990s: An Insiders' View on How Fannie Mae's Housing Research Helped Reset Policy and Remade Cities. *Housing Policy Debate*, 28(2), 299-316.

**Farmer, J. L.** (2018). "Connecting Theory with Practice: The Institutional Evolvement of U.S. Counties Functioning as Regional Service Providers," *The American Review of Public Administration*, 48(8).

Albert, V., & **Lim, J.** (2018). Spatial Analyses of the Impact of Temporary Assistance for Needy

**Program Review Self-Study**  
Academic Year 2018–19

Families on Child Neglect Caseloads During the Great Recession. *Journal of Social Service Research*, (published online first, 23 Aug 2018).

- Choi, J. O., Shrestha, P. P., **Lim, J.**, & Shrestha, B. K. (2018). An Investigation of Construction Workforce Inequalities and Biases in the Architecture, Engineering, and Construction (AEC) Industry. In *Construction Research Congress 2018*: 65-75.
- Martínez, M.** & Freeman, M. (2018). Policy actors and public policy in higher education: Developing a national organizational infrastructure for Latina/o postsecondary advocacy. In A. E. Batista, S. M. Collado, & D. Perez II (Eds.). *Latinx/a/os in Higher Education: Exploring Identity, Pathways and Success*. Washington, D.C.: NASPA.
- Martínez, M.** (2018). Nevada's English language learner strategy: A case study on policymaking and implementation. In G.E. Hall, L.E. Quinn, L.F., & D.M. Gollnick (Eds), *The Handbook on Teaching and Learning*. Hoboken, NJ: John, Wiley & Sons, Inc.
- Martínez, M.** (2018). [Book Review of Dream Hoarders: How the American Upper Middle Class is Leaving Everyone Else in the Dust, Why that is Problem and What to do About it by Richard V. Reeves]. *Journal of Urban Affairs* (In press).
- Coker, A., Bush, H., **Cook-Craig, P.G.**, DeGue, S., Clear, E., Brancato, C., Fisher, B., & Recktenwald, E. (2017). RCT testing bystander effectiveness to reduce violence. *American Journal of Preventive Medicine*, 52(5): 566-578.
- Kellogg, L. D., Gourrier, A. G., **Bernick, E. L.**, & **Brekken, K.** (2017). County governing boards: where are all the women?. *Politics, Groups, and Identities*, 1-13.
- Lang, R. E.**, & **Danielsen, K. A.** (2017). Peak Millennials. *Housing Policy Debate*, 27(2), 327-330.
- Lim, J.** (2017). Outmigration from the Epicenters of Housing Bubble Burst During and in the aftermath of Great Recession in the U.S. *The Annals of Regional Science*, 59(2): 297-319.
- Basile, R., **Lim, J.** (2017). Nonlinearities in Interregional Migration Behaviour: Evidence from the United States. *International Regional Science Review*, 40(6): 563-589.
- Woo, Y., Kim, E., & **Lim, J.** (2017). The impact of education and R&D investment on regional economic growth. *Sustainability*, 9(5), 676.
- Martínez, M.** (2017). The problem with our students...is that their families don't value education: Undocumented Latino males. In B. Overton-Adkins, P.A. Pasque, & J.C. Burkhardt (Eds), *Engaged research and practice: Higher education and the pursuit of the public good*. VA: Stylus.
- Coulson, N. E., Morris, A. C., & **Neill, H. R.** (2016). Are new homes special?. *Real Estate Economics*.
- Rahm, D., **Farmer, J. L.** & Fields, B. 2016. "The Eagle Ford Shale Development and Local Government Fiscal Behavior," *Public Budgeting & Finance*, 36(3).
- Lim, J.**, & Dall'erba, S. (2016). An Analysis of the Impact of Federally-Funded Investments in Science, Research and Technology Across Regions and Education Groups in Arizona. *Regional Science Policy & Practice*, 8(4): 149-165.
- Lim, J.**, & Dall'erba, S. (2016). An Analysis of the Impact of Federally-Funded Investments in Science, Research and Technology Across Regions and Education Groups in Arizona. *Regional Science Policy & Practice*, 8(4): 149-165.
- Gibson, L. J., Pavlakovich-Kochi, V., Wong-Gonzalez, P., **Lim, J.**, & Wright, B. (2016). "Sun Corridor" as a Transborder Mega-Region: Revivifying Economic Development in the Arizona-Sonora Region. *Studies in Regional Science*, 46(1): 41-62.
- Lim, J.** (2016). Labor Market Distortion with Discouraged Worker Effects in Korea. In: Kim E., Kim B. (eds) *Quantitative Regional Economic and Environmental Analysis for Sustainability in Korea*. *New Frontiers in Regional Science: Asian Perspectives*, Vol. 25. Springer, Singapore

**2. Additional comments:** N/A

## X. Quality

### A. Admission and graduation requirements

**1. Please insert program admission requirements from the current UNLV catalog. Due to display complications, this description must be typed into this form and not pasted from the Catalog.**

Admission requirement for B.S. in Urban Studies is as follows,

- 3.0 GPA in 13 core units:
  - English - 4
  - Math - 3
  - Social Science - 3
  - Natural Science - 3

OR

- 1120 SAT\* (EBRW and math)  
\*1040 SAT for exams taken prior to March 2016

OR

- 22 ACT (composite score)

OR

- Nevada Advanced High School Diploma

**2. Are there any updates that need to be made to the catalog and if so, what are they?**

No updates are necessary or planned as of Fall 2018.

**3. How many full-time advisors are available at the college level?**

There are three full-time advisors in Greenspun College of Urban Affairs.

### B. Outcomes and Assessment

**1. Student Learning Outcomes and Program Assessment Plans and Reports by program concentration are listed at <http://provost.unlv.edu/Assessment/plans.html>. Please attach the most recent assessment report in the Appendix.**

We are in the process of updating our learning outcomes around core competencies. The following is a list of our five competencies (C1 – C5) and student learning outcomes (SLO 1 – 6)

*C1. Apply urban theories*

SLO1. Examine whether a community meets multiple conditions of resiliency.

*C2. Assess public policy and community engagement*

SLO2. Characterize the level of community engagement for an urban issue.

*C3. Demonstrate data literacy*

SLO3. Produce analyses that demonstrate knowledge and skills required for data analysis.

*C4. Demonstrate information literacy*

SLO4. Exhibit information literacy skills.

*C5. Demonstrate professional judgment and behaviors*

SLO5. Apply knowledge and skills required for successful collaboration.

SLO6. Communicate information to multiple audiences to support decision making.

**2. Describe specific program changes made based on the program’s evaluation of its assessment reports:**

Based upon feedback from students, faculty and community partners, we’re continuing to revise our curriculum. We’ve also updated lectures, learning activities, and assignments in core courses to improve online learning experiences.

**3. Has the program revised its curriculum such as changing prerequisites, adding or eliminating required or elective courses, or co-curricular experiences for the degree(s) in the last 5 years?**

**a) If yes, what changes were made and why?**

Four required courses are newly developed for this new B.S. in Urban Studies Program and the one required course has been revised to fit the needs of the new degree program. Additionally, 5 new major elective courses were added while three old electives from the Public Administration and Environmental Studies majors were eliminated. Among the existing major elective courses, 13 courses were revised to better fit to the new learning outcomes and competency areas for the new degree program.

**4. Has the program revised course content or instructional approaches (pedagogy, technology) in the last 5 years?**

**a) If yes, what changes were made and why?**

In total, 14 courses were revised and redeveloped with the new urban focus in order to equip the students with the required skill sets and knowledge for producing urban solutions.

**5. Describe any other changes made in the last 5 years (for example, advising) based on assessment reports:**

N/A

**6. List and describe two specific improvements in student learning outcomes and why they represent forward movement.**

The newly revised and redeveloped curriculum improves the student learning outcomes in the following areas:

- Produce analyses that demonstrate information literacy and numeracy
- Apply knowledge and skills required for successful collaboration

These two learning outcomes are the key objectives of B.S. in Urban Studies. Urban Studies Degree Program’s new curriculum that focuses on data-driven decision making and comprehensive approach through collaboration among various stakeholders has effectively guided the students in developing skill sets and knowledge for urban solutions.

**7. Additional comments:**

N/A

## **XI. Conclusions, Self-Assessment**

### **A. Faculty Review of self-study**

**1. On what date did the program and/or department faculty review this self-study?**

October 31<sup>st</sup> of 2018

**2. What were the results of the faculty review?**

Faculty members of School of Public Policy and Leadership reviewed and revised the internal program review report with additional inputs and new suggestions to more accurately reflect the new directions of Urban Studies degree program.

**3. What are the top 3 priorities and/or needs for the future development of the program?**

- Completing a new ‘Student Learning Outcomes and Program Assessment Plans and Reports’
- Extending the community partnership for more active students’ involvements in community projects
- Completing the curriculum revision with the new direction focusing on ‘learning by doing’

**4. What are the strengths of the program?**

Even with the short history of the program, the Urban Studies Program has been actively expanding its community partnerships for education, research, and service purposes. This was possible through the established community networks between SPPL and the graduates and former students in both undergraduate and graduate programs. The new curriculum developed for the Urban Studies program enables students to complete their B.S. fully online. SPPL expects to see a steady growth of the program because it meets the increasing needs for distant learning.

**5. What are the challenges facing the program?**

Though the first round of revision has been successfully completed with the launch of the new degree program, the Urban Studies Program still needs the second round of curriculum revision for the completion of curriculum development. SPPL tries to offer all required and core elective courses in 300 and 400 levels with core faculty members as instructors, but it is currently not feasible due to the limited faculty resources.

**6. What recent additions, corrections, or other changes have been made to the program that reflect changes or developments in the field?**

The Urban Studies program was approved in Spring 2017, made relatively new approach to fulfill the students’ needs to develop skillsets and knowledge in evolving urban issues such as sustainability, resiliency, smart growth, and data-driven decision making in public realm. The newly designed curriculum of the Urban Studies program reflects changes or new developments in the urban studies field.

**B. Other comments**

**1. Is there anything else you would like to discuss about the program?**

The Urban Studies Degree Program is the only undergraduate degree in UNLV that can be fully completed online. However, the students’ ability to take other courses across various disciplines for electives or to fulfill requirements at UNLV are limited because other programs do not offer many online courses. Consequently, university-wide efforts are required to provide the Urban Studies Degree students with enough opportunities to take other courses from various disciplines across campus.