



# Existing Program Review Report

**DEGREE PROGRAM:**

**ELEMENTARY EDUCATION (BA)**

**PROGRAM REVIEW CHAIR:**

**SHARTRIYA COLLIER, ASSOCIATE DEAN**

## I. MISSION STATEMENT

**NOTE:** The Office of the Provost will utilize this program review document as a foundation for discussions about program improvement across the 2022-2023 academic year.

### *A. Institutional Mission Statement*

At Nevada State College, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable four-year degree programs open the door to career success and enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity – the promise of a stronger community and a better future for all of Nevada.

### *B. School of Education Mission Statement*

The Mission of the Nevada State College School of Education is to prepare educators and speech language pathologists to support children, youth, and adults by utilizing evidence-based approaches and providing high quality field and clinical experiences. We are committed to promoting:

1. Creative, critical, reflective, responsive, and collaborative professionals
2. High quality research and evidence-based practices
3. Cultural, linguistic, physical, and cognitive diversity
4. Justice, equity, and inclusivity
5. Partnerships with families, PK-12, higher education, and the community
6. Civic engagement and advocacy

### *C. Mission Statement Alignment*

- Explain the relationship of the program to the College's mission.

Our SOE Mission is aligned with the broader NSC mission by reinforcing high quality curricula, innovative programs, cultural diversity, access, and robust community partnerships.

The School of Education also is well-aligned with our 2020-2025 Institutional Strategic plan. This planning document, titled “Delivering on the Promise,” highlights the unique contributions and commitments NSC embodies as the only state college in the Nevada System of Higher Education (NSHE).

Embedded within the new strategic plan are the five key themes listed below.

### **NSC Strategic Themes**

**Theme One: Students (S)** We will deliver on our promise to students by demonstrating leadership in providing innovative forms of academic and student support that improve student success for a highly diverse, first-generation student population.

**Theme Two: Curriculum and Instruction (CI)** We will deliver on our promise to innovate in curriculum and instruction by building innovative and socially relevant curricula that anticipate and are responsive to the regional workforce, transformational in nature, and committed to developing the whole student.

**Theme Three: Organizational Culture (OC)** We will deliver on our promise to nurture our unique organizational culture by cultivating a workplace that is inclusive, inspirational, characterized by meaningful work, and supportive of diverse perspectives.

**Theme Four: Growth and Capacity Building (GC)** We will deliver on our promise to steward our growth and capacity building, expanding the College intentionally through strategic enrollment management, enlarging our physical footprint through sustainable building practices, and relationship-driven advancement practices.

**Theme Five: Community Engagement and Economic Development (CE)** We will deliver on our promise to improve community engagement and economic development by increasing our public-private partnerships, forging strong relationships with local organizations, making a positive impact on the community, and improving the local economy. We have also updated our NSC Mission and Vision Statements to reinforce these themes. NSC's updated mission and vision reconfirm the school's status as an educationally inclusive institution of higher education.

Furthermore, NSC has adopted several Core Values to guide our college-wide development.

- 1) Core Value: Embrace the Journey: We foster a culture of high-achieving teams and empower individuals to be the difference.
- 2) Core Value: Climb Mountains: We aspire to be experts in transforming the lives of our students and their families. We strive towards excellence in our jobs and advancement in our careers.
- 3) Core Value: Blaze Trails-If we think there is a better way, we look at the research, trust our instincts and try it!

The School of Education 2020-2025 Strategic Plan aligns with the NS Strategic Plan in the following overarching ways.

**SOE Strategic Goal 1: Recruitment (NSC Theme: Students) :** NSC School of Education is dedicated to the recruitment of students into the teaching field and to the development of speech language professionals. We offer a variety of program options that support the creation of effective and high-quality teacher candidates and speech language pathologists. Our recruitment efforts reflect an ongoing commitment to a diverse student body and a diverse faculty and staff in the School of Education. Recruitment initiatives in this plan also demonstrate our dedication to working closely with two-year community colleges across Nevada. Finally, our recruitment activities reflect both the internal and external goals of our School of Education.

**Strategic Goal 2: EnRichment (NSC Theme: Community Engagement and Economic Development (CE):** EnRichment emphasizes the enhancement of campus and community activities and programs that have been designed to increase and support the quality of the services delivered by the NSC School of Education. Our enRichment activities emphasize the professional preparation of our teacher candidates and speech pathologists, program assessment, professional entrance and exit exam support and the development and elevation of new program pathways in selected goals.

**Strategic Goal 3: Retention (NSC Theme: Curriculum and Instruction (CI):** Retention activities highlighted in this Strategic Plan identify internal outcomes such as the retention of students while in our programs, as well as external outcomes including retention of students in the teaching field and in speech language pathology once they exit our programs. Retention is the result of recruiting strong candidates and ensuring our instruction and support are grounded not only in evidence-based research but that they also enrich professional practice.

## II. INSTITUTIONAL RESEARCH DATA

### *A. Student Profile and Success Metrics*

- Display relevant data (chart, table, or figure as appropriate) and discuss the program's success in recruiting, retaining, and graduating students (overall and disaggregated by demographic characteristics; e.g., gender, ethnicity, and transfer/non-transfer). If program has a post-baccalaureate or other relevant degree besides the BA/BS, include data on that as well.

Nevada State College (NSC) is, by design, an educationally inclusive four-year institution of higher education. Since its “birth” as an institution of higher education on September 3, 2002, Nevada State has dedicated itself to the task of providing “Quality, affordable four-year degree programs...” that “...open the doors to career success and enhanced quality of life for a diverse population of students...” that will ultimately contribute to “...a stronger community and a better future for all of Nevada.” As the only four-year college Nevada State plays a unique role in the NSHE system.

The Nevada State College School of Education is extremely vital to the completion of this goal. Accordingly, it is integral that the Nevada State College, School of Education (NSC/SOE) evaluate our progress, barriers to progress, and correlates of progress. By recruiting, educating, and mentoring teachers, the NSC/SOE serves as a vital link to the economic growth and development of Southern Nevada.

Data from the College Board reveal that, overall, college enrollment rates of high school graduates dropped from 40.6% in 2018 to 39.4% in 2019 to 36.5% in 2020 at both public and/or private nonprofit 4-year colleges/universities. This trend was not followed by Nevada State College. Rather, Nevada State College’s enrollment increased from the level of 4,914 in the Fall of the 2018-2019 school year. Rather than decreasing from the pre-COVID period to the Fall of 2020, Nevada State’s overall enrollment grew to 5,578 persons in Fall of the 2019-2020 school year. But by the 2020-2021 school year, the enrollment had reached 7,287

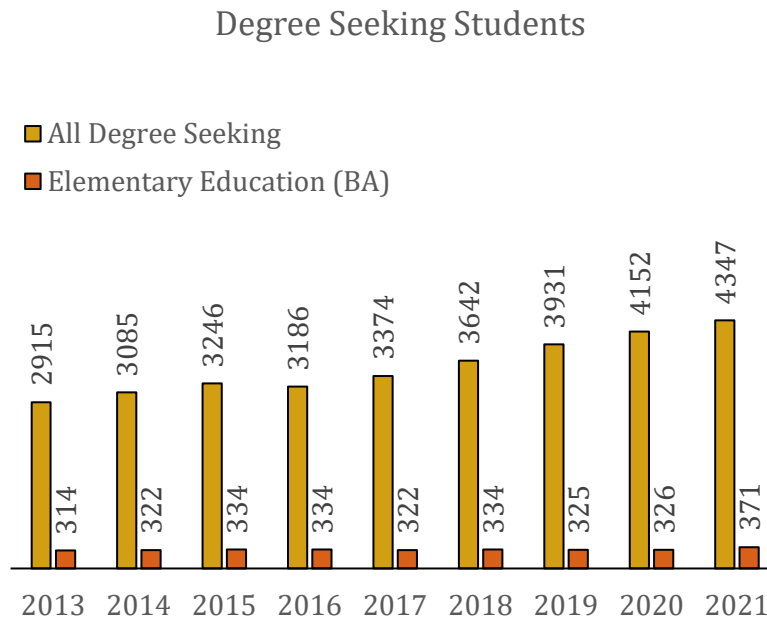
students.<sup>1</sup> This was a one-year growth rate of 31% for Nevada State as a whole. As Table. 1 below reveals, enrollment in the SOE also grew. In the Fall of 2018, there were 773 students. In the Fall of 2019, enrollment was 842 students. In the Fall of 2020, 895 students enrolled. This was an absolute one-year increase of 53 students or an increase of 6% in the number of students served by the 2020-2021 academic year. However, overall enrollment across schools and programs increased by 31% from the Fall of 2017 to Fall 2018.

**Table. 1**

	2019 2018 Fall			2020 2019 Fall			2021 2020 Fall		
	Total	Performance	Progression	Total	Performance	Progression	Total	Performance	Progression
Dual-credit	696	3.11	91%	1,114	3.14	95%	2,672	3.25	95%
Liberal Arts & Sciences	2,793	3.01	79%	2,857	3.04	78%	2,898	3.03	76%
Non-degree	113	2.99	42%	143	3.08	41%	144	3.11	42%
School of Education	773	3.24	74%	842	3.25	77%	895	3.29	78%
School of Nursing	1,706	3.23	80%	1,814	3.26	80%	1,551	3.29	75%
Grand Total	4,914	3.10	79%	5,578	3.13	81%	7,287	3.18	83%

The Nevada State School of Education, Elementary Education Program consists of several concentrations: Elementary Education, Elementary with a Concentration in Special Education (A Dual Licensure Program) and our recently revived Elementary Education with a Concentration with Bilingual Education. This report and the data below include a very broad overview of the Elementary Education (ELED) program data but has not been disaggregated to include an in-depth analysis of the concentrations.

**Table 2: Enrollment by Academic Year (Program & NSC overall)**

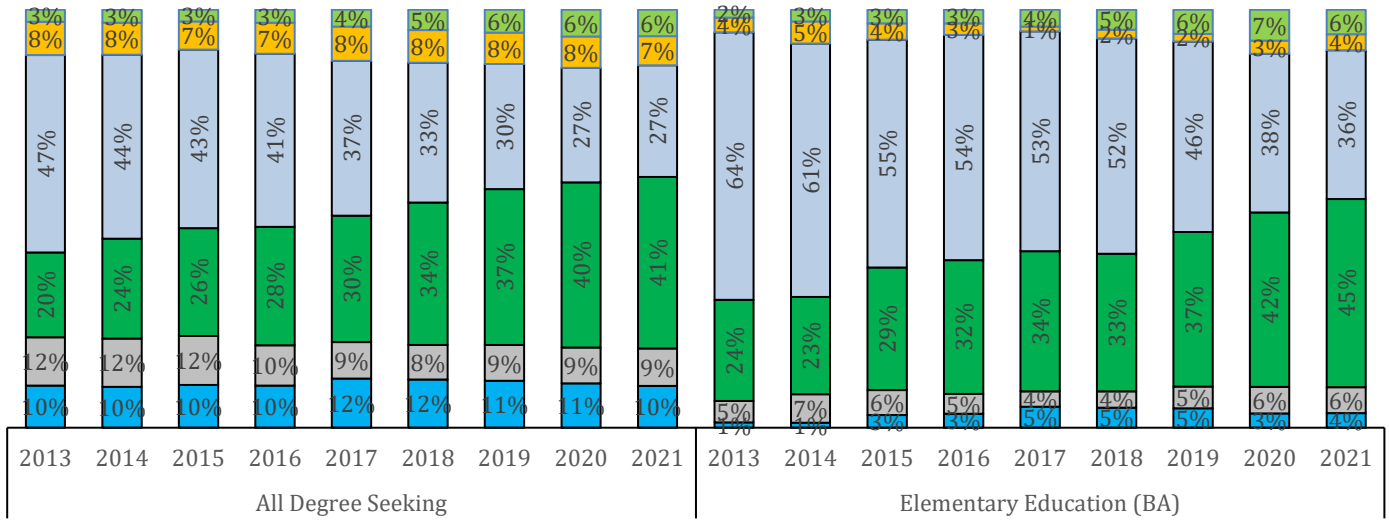


<sup>1</sup> This 7,287 number includes approximately 2800 concurrent enrollment students (i.e., high school students who are currently taking gateway college courses for NSC credit, many of whom eventually enroll at Nevada State after graduating).

**Table. 3**

Race/Ethnicity

■ % Asian   ■ % Black or African American   ■ % Hispanics of Any Race   ■ % White   ■ % Other   ■ % Unknown

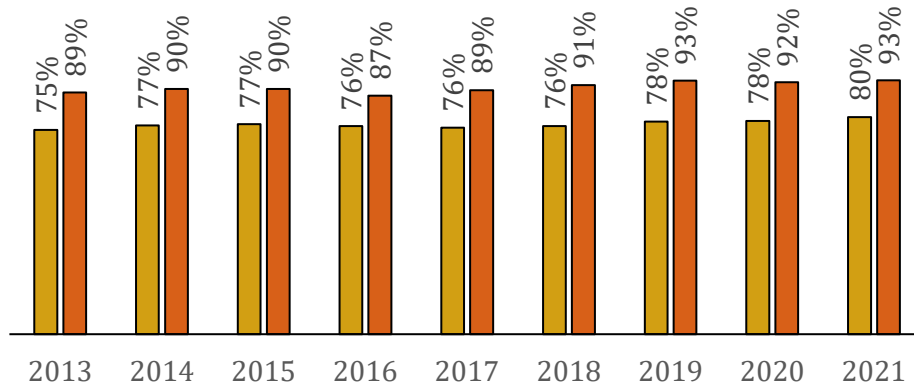


Race/ethnicity, gender, Pell-eligible, & first-generation status (separate, or integrate into #1)

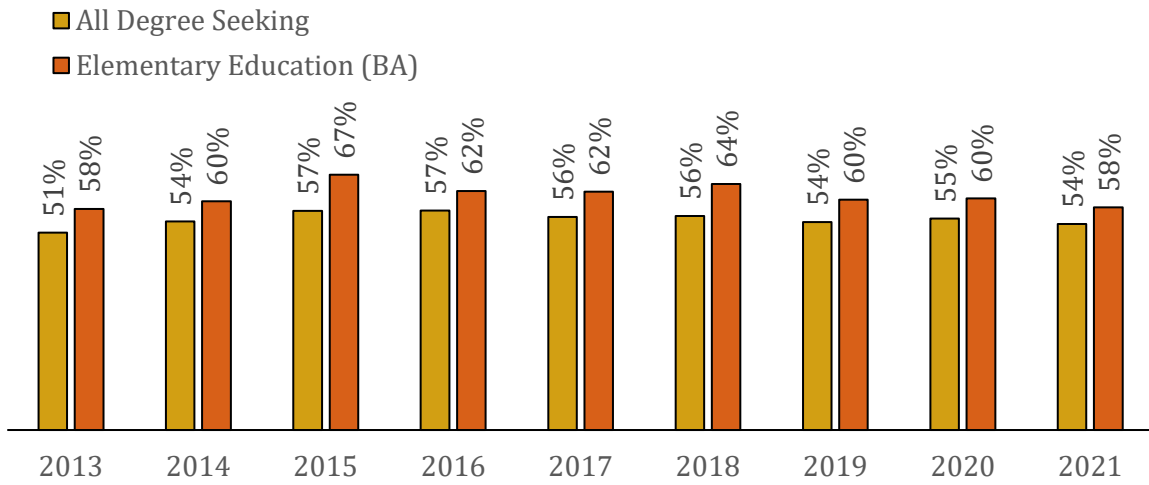
**Table. 4**

Women

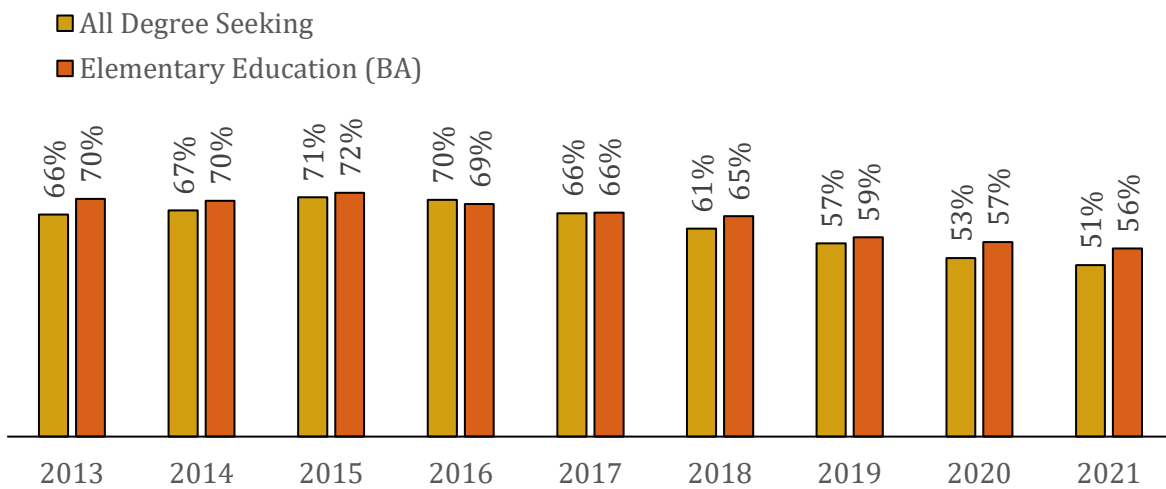
■ All Degree Seeking   ■ Elementary Education (BA)



**Table. 5**  
Pell Recipient



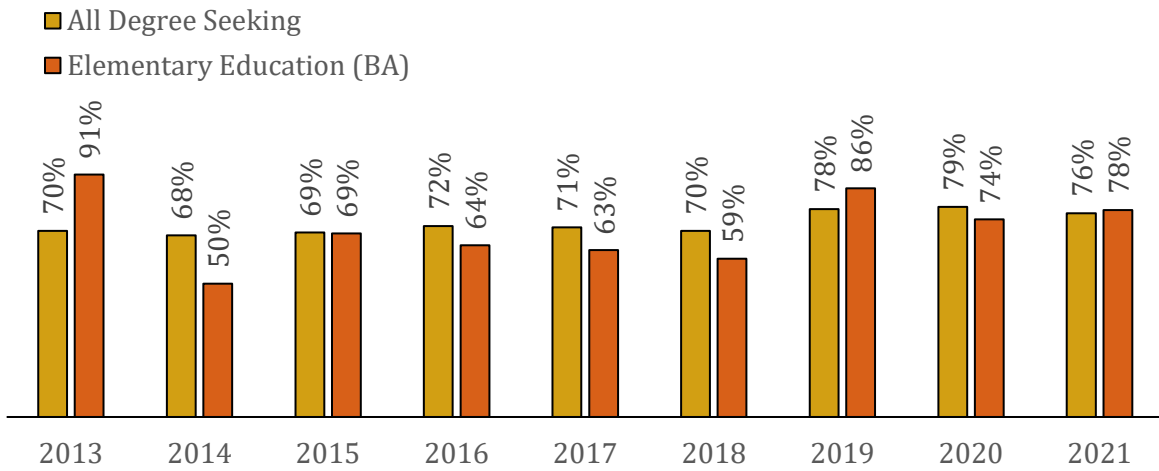
**Table. 6**  
First-Generation



Retention (IPEDS & transfer student data)

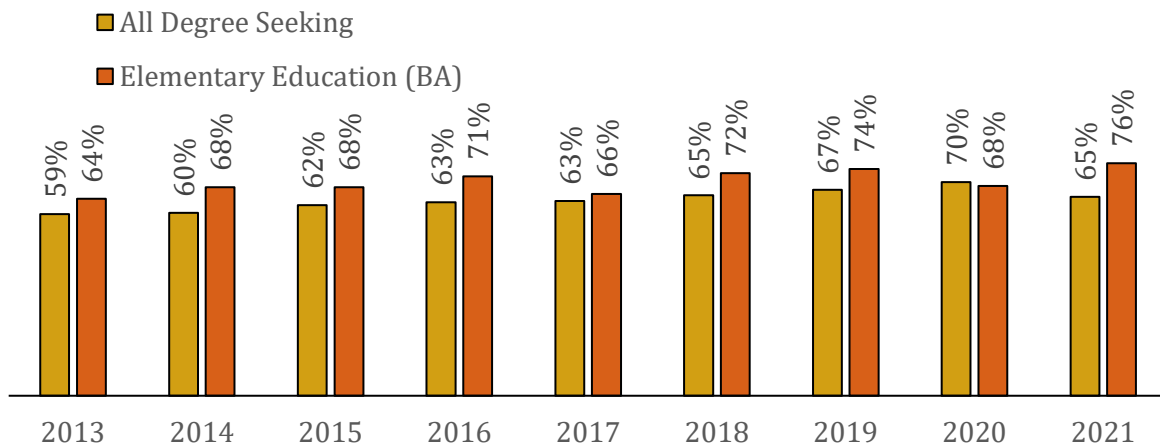
**Table. 7**

One-year Retention of First-time, Full-time Students



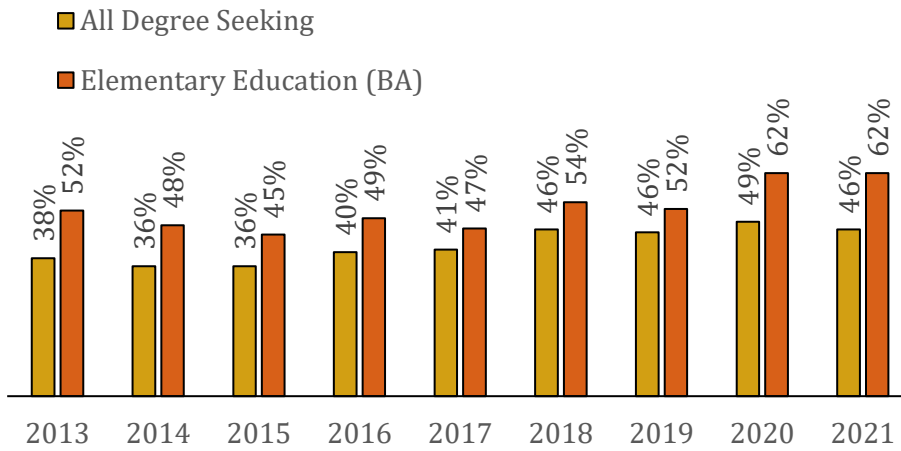
**Table. 8**

One-year Retention of New Transfer Students



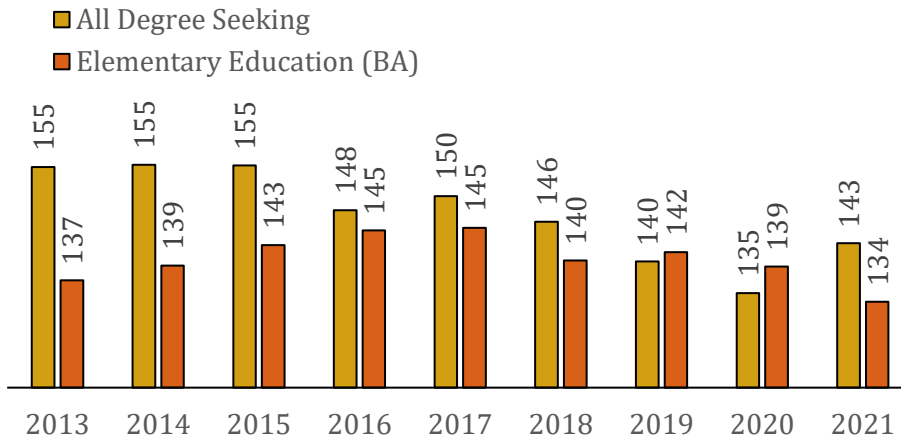
**Table. 9**

Percent Full-Time Students



**Table. 10**

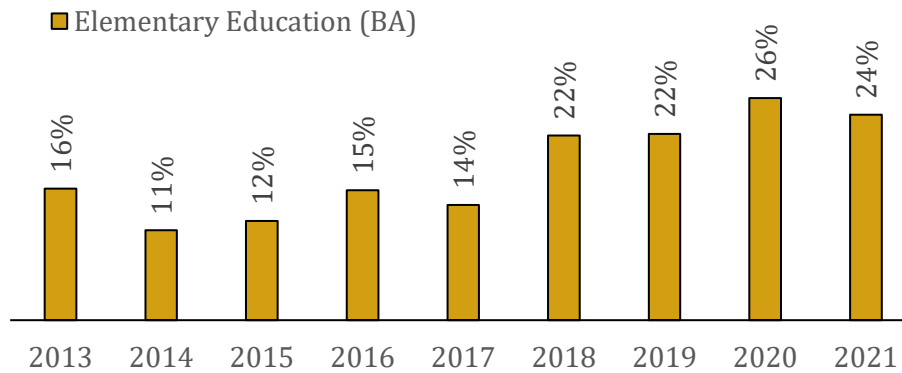
Average Degree Credits Earned by Graduation





**Table. 11**

## Percent Moving from Pre-Major to Major



If program has a pre-program before admission (like Education and Nursing), % of pre-majors moving into program each year (or over a certain amount of time)

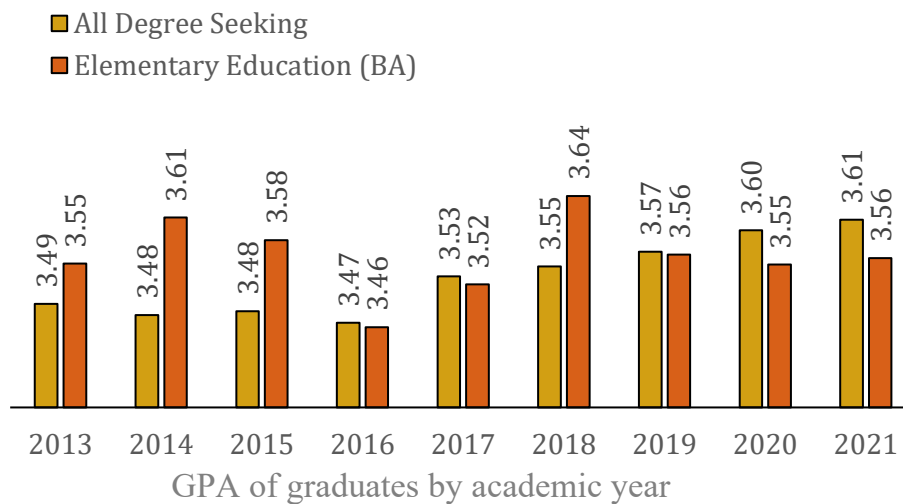
**Table. 12**
**Elementary Education (BA) IPEDS 6-Year Graduation Rate by Gender, Race/Ethnicity**

Year	Women	Men	Asian	Black or African American	Hispanics of Any Race	Race/Ethnicity Not Represented Elsewhere	White	All
2007	22%	0%	-	0%	0%	-	29%	19%
2008	29%	-	-	0%	-	-	33%	29%
2009	22%	-	0%	-	0%	0%	40%	22%
2010	22%	0%	0%	-	0%	-	20%	20%
2011	25%	-	-	0%	0%	100%	50%	25%
2012	26%	75%	-	-	29%	-	46%	33%
2013	10%	0%	-	-	33%	-	0%	9%
2014	30%	-	-	-	25%	50%	25%	30%
2015	14%	-	-	0%	13%	-	0%	13%
2016	36%	-	0%	0%	60%	-	40%	36%

Graduation rate for program for each of the most recent 10 academic years (table should include race/ethnicity & gender) and overall average for 10-year period

**Table. 13**

Graduate GPA by Year



Similar to NSC as a whole, we have a very non-traditional student population. As Table. 2 indicates, from 2013 to 2021 the Elementary Education program increased 18% from 314 students to 371. Demographically, our student population has shifted from predominately White to predominately Hispanic/Latinx. Black and Asian students are the most under-represented populations. As Table. 4 indicates gender representation in the School of Education-ELED degree is aligned with the gender representation of NSC as a whole, which is predominately female. ELED majors had slightly more women. They included 89% of the student population in 2013 and now 93% of the student population in 2021, thus a 4% increase. 58% of the elementary education students are Pell grant recipients. Thus, socioeconomic variables are likely to impact their journeys as students in our program. This number rose slightly from 2015-2020 but in again 58% as of 2021. The representation of first-generation students in the elementary education program declined by approximately 20% from 2013 (70%) to (56%) in 2021, thus there are less first generation ELED students than in past years. However, again, a significant number of our students are first generation, thus may need additional supports as they navigate college. The number of full-time ELED students has also increased 19% from 52% in 2013 to 62% in 2021. While most Elementary Education programs include 120-124 credits, on average ELED students take 134-140, thus they are going well beyond the credit hour requirements. Several variables might influence this, financial aid requirements needed to enroll in required coursework, minor coursework, and other factors.

One-year IPEDS retention rates for first-time, full-time students have been somewhat erratic due to the small sample sizes for this population,<sup>2</sup> but generally we have observed an upward trajectory for these data, from 50 to 69% between 2013 and 2018, to over 74% in the past three years (as shown in Table 7). Similarly, the 1-year retention rate for transfer students has climbed over time, on average, but to a lesser (see Table 8). However, the positive impact of improved retention rates is being attenuated, to some degree, by our

<sup>2</sup> We can provide the raw data upon request, but the cohort sizes during these years range as low as 7 students, with an average just under 17, so even very small shifts in headcount can have a large proportional impact.

challenges in getting students to matriculate from pre-major status to admission to the program, which is possibly the most concerning aspect of the data presented above. As Table 11 indicates, while there has been some increase in the amount of ELED majors who moved from pre-major to in-program from 2013 (16%) to 24% in 2021, the numbers are still quite low. Probably the most significant barrier students face in moving from pre-program to in-program is the Praxis Core which is needed for program admission. Other factors include advising turnover, scheduling issues, and the fact that many of our students are non-traditional working adults with families.

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

### *B. Programmatic Comparisons*

Discuss the unique elements of the program. Discuss the special advantages and/or challenges this program experiences. Compare, if possible, with other programs in the institution or with other institutions.

#### **1.) Need for the program.**

Nevada is currently facing one of the largest teacher shortages in the nation. Clark County School District (CCSD) is the 5<sup>th</sup> largest school district in the United States. However, 16% of the teachers who began in 2015-16 left the profession within one year. The turnover rate over a three-year period was even higher: 29.5% of those who started in 2012-13 had left the teaching field (Las Vegas Review Journal, 2017). Additionally, a recent CCSD Teacher Recruitment and Retention Report (2020) found that “12,000 students in 489 CCSD classrooms are left without a full-time teacher on their first day of classes and 15.6% of CCSD teachers leave after year one (p.6).” In the winter of 2022, Clark County School District alone faced up to 2000 teacher vacancies per day. The residual effects of the global pandemic compounded with the pre-existing state-wide teacher shortage has placed the State of Nevada in an educational crisis.

Additionally, there is a dire need to diversify the teaching workforce. According to the National Center for Education Statistics (NCES), as of the 2015-2016 school year, 80 percent of public-school teachers were White Americans, 9 percent were Hispanic Americans, 7% were African Americans, and 2% were Asian Americans. Yet, similar to many large school districts, CCSD’s student body is more diverse both ethnically and in terms of ability and needs. Data reveals that 46.2% of the students in CCSD are Hispanic/Latinx, 25% are Caucasian, 13% are African American, 6.4% are Asian and 1.6% are Native American.

#### **2.) Distinct elements of coursework/program. Comparison/relationship to other programs in NSHE, including cost to complete full program.**

NSC as the only four-year institution in the Nevada System of Higher Education is uniquely positioned to address the dire needs mentioned above. While this report focuses on Elementary Education in general, we also offer Elementary with a concentration in Special Education which is a dual degree. We are the only NSHE school in Southern Nevada to offer a Bilingual endorsement, we are also the only school in Nevada to offer a

dual Early Childhood/Early Childhood Special Education degree as well as a Master’s in Speech language pathology.

All NSHE Teacher Preparation programs must first meet State licensure requirements. Thus, there are many similarities in the type of coursework, Elementary Education students must complete. For the sake of this report, we will compare our Elementary Program with our neighboring southern Nevada school, UNLV.

As can be observed below, Nevada State College is significantly lower in cost per credit than UNLV. A unique component of the NSC ELED program are the Praxis Core labs. They were designed to support students with passing the Praxis. These include a Praxis Literacy lab and a Praxis Math lab. UNLV does not have this offering. Per state requirements, both programs include English Language Development courses (EDRL 477, EDRL 471, EDRL 474 and (NSC has the additional EDRL 475). NSC’s “major requirements” are 68-70 credits versus UNLV which includes 75 credits. However, both programs are a total of 120 credits. Both programs have at least 9 credits of literacy. NSC seems to have more literacy program offerings including a “Teaching Writing” course which is extremely important because future teachers often struggle in teaching writing.

On the other hand, UNLV’s program includes an art and music elective option which is also important. NSC also has an abundance of science programing which provides our teacher candidates with a unique STEM lens. In terms of NSC, our program currently has 70 hours of field experiences disbursed across four courses in addition to Student Teaching. UNLV has 18 credits hours of field experiences including student teaching. While the programs vary slightly it is clear, they are similar in content, however, NSC is a more affordable degree for students.

**Table. 15**

<b>Nevada State College (BA in Elementary Education)</b> <b>Program Costs: \$185.00 per credit 2:6</b>	<b>University of Nevada, Las Vegas (UNLV)</b> <b>(B.S. in Elementary Education)</b> <b>Program Costs \$256.00 per credit plus fees</b>
<b>Major Requirements (68-70 credits)</b> <b>BA in Elementary Education</b>	<b>Major Requirements (75 credits)</b> <b>BSED in Elementary Education (Grades K-8)</b>
EDU 163-Praxis Core for Educators Literacy Lab (1)*	EDU 280 - Valuing Cultural Diversity
*The Praxis Core Literacy Lab will be waived for students who produce passing scores for both the reading and writing exams.	EPY 303 - Educational Psychology

EDU 164-Praxis Core for Educators Mathematics Lab (1)*	EDSP 432 - Parent Involvement and Family Engagement for Students with/without Disabilities	
*The Praxis Core Mathematics Lab will be waived for students who produce a passing score for the mathematics exam.	EDSP 411 - Students with Disabilities in General Education Settings	
EDU 203-Introduction to Special Education (3)	EDEL 405 - Curriculum and Assessment Elementary Education	
EDU 206-Classroom Learning Environments (3)	EPY 451 - Foundations of Educational Assessment	
EDU 214-Preparing Teachers to Use Technology (3)		
EDRL 471- Theory and Practice for Academic English Language Development (3)		
EDSP 432-Parent Involvement and Family Engagement for Students with/without Disabilities (3)		
		<b>The following courses require Teacher Preparation Program admission: 42 credits</b>
<b>Literacy (6 credits) Select two courses from the following:</b>		EDU 201 - Introduction to Elementary Education
EDRL 402-Literature for Young Adults (3)	EDU 214E - Preparing Teachers to Use Technology	
EDRL 407-Teaching Literature (3)	EDEL 331 - Teaching Elementary School Art	
EDRL 427-Teaching Writing Across the School Curriculum (3)	or	
EDRL 451A-Content Area Literacy Elementary (3)	MUS 453 - Music Skills for Classroom Teachers	

	EDEL 323 - Teaching and Learning Elementary Education
<b>The following courses require Teacher Preparation Program admission:</b>	EDEL 408 - Classroom Management Elementary Education
EDEL 433-Teaching Elementary School Math (3) (15 Hours Field Experience)	EDEL 433 - Teaching Elementary School Mathematics
EDEL 441-Standards-based Curriculum-Elementary Science (Physics emphasis) (4)	EDEL 443 - Teaching Elementary School Science
EDEL 443-Teaching Elementary School Science (3) (10 Field Experience)	EDEL 453 - Teaching Elementary School Social Studies
EDEL 445-Curriculum Development Elementary School Science (Earth Science emphasis) (4)	EDRL 401 - Children's Literature Elementary School Curriculum
EDEL 453-Teaching Elementary School Social Science (3)	EDRL 442 - Literacy Instruction I
EDEL 483-Elementary Supervised Student Teaching (12)	EDRL 443 - Literacy Instruction II: Clinic-based
EDRL 442-Literacy Instruction I (3)	EDRL 471 - Theory and Practice for Academic English Language Development
EDRL 443-Literacy Instruction II (3)	EDRL 474 - Methods and Curriculum for Teaching English Language
EDRL 461-Diagnostic Assessment & Instruction Literacy (3) (20 Hours Field Experience)	PBH 424 - Teaching Elementary School Health
EDRL 474-Methods & Curriculum for Teaching English Language (3)	<b>FIELD EXPERIENCES - TOTAL CREDITS: 18</b>
EDRL 475-Assessment & Evaluation English Language Learners (3)	EDEL 311 - Elementary Methods Practicum I

EDRL 477-Policies, Critical Issues and Best Practices for ELLS – Practicum (3) (25 hours)	EDEL 313 - Elementary Methods Practicum II
<b>Summary of credit requirements</b>	and
College Core Curriculum (31-45 credits)	EDEL 482 - Elementary Supervised Student Teaching Seminar
Additional Major Requirements (12 credits)	and complete 10 credits of:
Major Requirements (68-70 credits)	EDEL 481 - Elementary Supervised Student Teaching
Electives (0-9 credits)	or
<b>Total Credits: 120 credits</b>	EDEL 483 - Elementary Supervised Teaching Internship
	or
	EDEL 485 - Elementary Supervised Teaching Residency Student
	<b>Total Credit: 120</b>

### 3.) Articulation agreements, 3+1 programs, etc.

Due to the fact that we have such a high transfer rate, we have a significant number of articulation agreements. The NSC School of Education has articulation agreements with College of Southern Nevada (CSN), Truckee Meadows Community College (TMCC) and Western Nevada College (WNC). Our School of Education is fortunate to have a Northern Nevada Coordinator, Vanessa Nichols, who facilitates student engagement in Northern Nevada. As programs are updated, we work closely with these schools to update seamless articulations.

### III. FACULTY INFORMATION

#### A. Faculty Profiles

- 1) % of program classes taught by FT vs. PT faculty
- 2) Table summarizing rank (lecturer, tenure-track, full prof, etc.)
- 3) Include current CVs in an appendix folder and link here.
- 4) Data on race/ethnicity & gender of faculty (and specifically for FT faculty).

Nevada State College is committed to the idea that excellence fosters opportunity. To support this commitment, we have built a team of exceptional full-time and part-time faculty who are excited by NSC’s vision and dedicated to improving the quality of life of our diverse population of students. These faculty are often drawn to NSC by the opportunity to play an important role in the future of Nevada.

The list below includes ALL full-time Teacher Education academic faculty in the School of Education. However, those who work specifically in one of the Elementary Education concentrations (including ELAD coursework and foundational pre-major courses) have an asterisk.

**Table. 16**

#### School of Education Teacher Education Faculty and Curriculum Vitae’s

<b>Professor</b>	<b>Rank</b>
<a href="#">Aminger, Walter</a>	Assistant Professor of Science Education (Secondary Emphasis )
<a href="#">Beaudry, Christine E*</a>	Associate Professor of Education (Secondary History Emphasis)
<a href="#">Bower, Rachel S*</a>	Assistant Professor of Education
<a href="#">Carter, Amanda R*</a>	Associate Professor of Literacy/Reading
<a href="#">Choi, Young</a>	Assistant Professor of Early Childhood Education
<a href="#">Graziano, Kevin*</a>	Professor of Teacher Education (Also Technology Emphasis)
<a href="#">Hayden, Steve*</a>	Assistant Professor of Literacy Reading
<a href="#">Kaufman, Roberta*</a>	Associate Professor of Special Education
<a href="#">Mari, Vanessa*</a>	Assistant Professor of TESL
<a href="#">Navarrete, Lori*</a>	Professor of Special Education
<a href="#">Tucktuck, Mona*</a>	Lecturer of Special Education



The School of Education Faculty are predominantly, White at 68% and Hispanic at 18%. Asian and Black have the smallest representations. In some ways, our faculty population mirrors our student populations.

**Table. 17**

FT Academic Faculty

<b>SOE</b>	
<b>Race/Ethnicity</b>	<b>Percent of Total</b>
Black/African American	6.25%
Asian	6.25%
Hispanic	18.75%
White	68.75%

**A Note About Part-Time Versus Full Time Faculty**

As of Fall of 2019, there were 59 full-time faculty in the School of Liberal Arts and Sciences, 26 in the School of Nursing and 13 in the School of Education.

**Table. 18-Full-time Faculty in Classrooms**

School (Enrolled)	Term			
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Category	Enrollment Measure	Enrollment Measure	Enrollment Measure	Enrollment Measure
Education	9	9	11	13
Liberal Arts and Sciences	40	43	47	59
Nursing	20	20	23	26
Grand Total	67	71	79	96

NSC part-time faculty in Fall 2019 had 205 instructor assignments compared to only 151 full-time faculty college wide.

**Table. 19 NSC Full-time and Part-Time**

Category*	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	Enrollment Measure	Enrollment Measure	Enrollment Measure	Enrollment Measure	Enrollment Measure
Full-time	135	127	122	150	151
Part-time	195	163	196	200	205
Supplemental	2	9	5	1	4
Grand Total	328	296	318	347	354

\* Hover over Category and click (+) to show sub categories

As of Fall 2019, the School of Education employed 13 full-time academic faculty and 29 part-time faculty. This number has increased slightly as of 2022.

**Table. 20. Full-Time vs. Part-time Assignments in the SOE**

Category*	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	Enrollment Measure	Enrollment Measure	Enrollment Measure	Enrollment Measure	Enrollment Measure
Full-time	9	9	9	11	13
Part-time	17	21	24	28	29
Grand Total	26	30	33	39	42

\* Hover over Category and click (+) to show sub categories

The ratio of full-time to part-time faculty has varied over the years. Nonetheless, SOE’s patterns as a whole are consistent with the other schools at NSC. In other words, a greater number of part-time faculty are teaching courses compared to full-time faculty.

**Future Implications:** Due to the fact the part-time faculty play such an integral role in supporting students, explicit training and consistent professional development are key. Additionally, full-time faculty must work closely with part-time faculty to understand programmatic changes, shifting student demographics and other variables. As the School of Education continues to grow, it is essential that we strive to decrease the amount of part-time faculty and increase the amount of full-time faculty. Full-time faculty have a greater understanding of curriculum processes, institutional practices and norms and thus can be a greater benefit to students. We will work with the dean to identify high, evidence-based areas of need and submit strategic initiative requests for new positions through the annual budget process.

### *B. Teaching Quality*

Describe indicators of teaching and advising quality (including, but not be limited to, innovative features of the program, awards, teaching accomplishments of the faculty, advising success, advanced degrees earned, workshops attended, and/or papers presented). Examples of exceptional teaching (e.g., experiential opportunities, field experiences and production courses, high-impact practices)

### **High Impact Practices of the Teacher Education Faculty**

Drs. Christine Beaudry and Amanda Carter have both been piloting the competency-based “ungrading” process in which students receive detailed feedback and opportunities to peer edit. This researched-based pedagogical approach emphasizes building students’ mastery of content versus numerical grading and skills.

Dr. Beaudry led an NSC-wide faculty learning community on the process and several other faculty on campus are now using this approach.

Dr. Vanessa Mari has integrated gaming into her online modules. Dr. Mari is also the creator and founder of NV-TESOL which plays a key role in providing professional development for ELL instruction.

### **Teaching-focused Awards**

Dr. Roberta Kaufman won the 2014, NSC iTEACH award. Most recently, she along with Dr. Katie Dockweiler received a \$600,000 + grant to create a graduate program for school psychology. Dr. Kaufman also mentored and took students to an International Conference to present on diversity and special education practices. She also has over 40 national and international presentations.

Dr. Kevin Graziano received two prestigious awards:

2021 The American Association of Colleges for Teacher Education (AACTE) Edward C. Pomeroy Award for outstanding contributions to teacher education.

2020 International Society for Technology in Teacher Education (ISTE), Teacher Education Network (TEN), Journal of Digital Learning in Teacher Education (JDLTE) Outstanding Research Paper Award

### **Participation in ACUE, Quality Matters, CTLE certificate, other formal and substantive professional development**

For her Math methods courses, Dr. Rachel Bower invites in-service STEM educators to class each year to allow students to network and learn from practicing educators. She led book studies for Teaching with Love & Logic in EDEL 433 and Math for ELLs: As Easy as Uno, Dos, Tres for the NVTESOL community. Dr. Bower also served as Faculty in Residence (FIR) in 2019 and 2022 for NEWL, National Education for Women's Leadership Nevada, made possible by the Women's Research Institute at UNLV. She also co-taught in a 6<sup>th</sup> grade during fall 2021 and presented about the experience in March 2022 at RCML conference in Grapevine, Texas.

Dr. Lori Navarrete, Dr. Beaudry and several more faculty have participated in professional learning communities through the Center of Teaching and Learning. They also participated in the ACUE Effective Online Teaching Program. Dr. Beaudry was a participant in the NSC "No Cost Textbook" Program and has now transitioned most courses to no cost materials.

### **Other Indicators of Teaching Quality**

**Annual Reviews:** The purpose of the annual review process is to carefully assess each full-time instructor's accomplishments in the areas of teaching, service, and scholarship. This is a critical means by which we convey expectations for teaching excellence, while assessing teaching quality and providing specific and constructive feedback for the growth of faculty. Annual reviews provide instructors with valuable information as they seek to offer an exceptional learning environment for students and improve their own practice.

Teacher Education faculty members are evaluated on an annual calendar cycle. In the Spring semester, faculty submit an annual review portfolio describing and documenting their accomplishments during the previous year. This document includes an update on their progress toward goals established during the previous annual review. New goals are established at each annual review. In the School of Education, multiple examples are evaluated as part of the assessment of teaching effectiveness. These are consistent with the SOE Standards of Academe and include the following indicators:

#### Course materials

- Course syllabi
- Review of online course shell for items such as
- Lectures, handouts, videos, activities
- Key performance activities
- Quizzes, exams, and major assignments

#### Evidence of teaching innovation and effectiveness

- An annual observation of instructor's teaching by the Dean
- Key performance assignments
- Use of active teaching strategies

#### Academic rigor

- Course grade distributions
- Use of readings, assignments, and exams

#### Feedback and mentoring

- Availability to students outside of classroom hours
- Student advising
- Feedback on graded assignments
- Quantitative scores and written comments on student course evaluations
- Progress toward meeting teaching-related goals set during the previous annual review

The Dean of the School of Education completes a thorough and rigorous review of materials submitted as part of the annual review. Given their strong correlation with other indicators of quality, student evaluations are given particular attention. As noted previously, NSC compiles data on individual instructors' student evaluations over time, as well as comparisons to SOE and NSC means. The Dean separates out the instructor's subscores in each of the instructional domains to provide for additional analysis of students' perceptions and to target specific areas for improvement. Course syllabi and other submitted materials are also reviewed to provide evidence of teaching excellence. The Dean also reviews the instructor's progress toward meeting goals set for the year and the incorporation of suggestions from previous annual reviews. As part of the annual review process, the Dean observes each instructor annually and completes a formal evaluation of the class session. This document is included as part of the annual review. The instructor receives a detailed evaluation report summarizing individual indicators of teaching quality, noting areas of particular success and providing specific suggestions for future growth. The Dean and instructor meet to review the report in detail. This meeting focuses on challenges or weaknesses identified during the review and the development of a specific plan of action to address those areas needing improvement. This process provides for the direct mentoring of instructors by the Dean of the SOE, ensuring students in the Elementary program continue to receive exceptional instruction.

**Observation of Teaching:** Each year, full-time faculty members in the teacher education program are observed and evaluated by the Dean of the School of Education. For in-person classes, the Dean sits in on a class and for those offered online, a thorough review of the course shell is completed. A course review form is completed based on the observation. The review involves rating multiple measures including: the instructor's interaction with students, the presentation of course concepts and the use of active learning techniques. The observation review from includes individual ratings on each indicator, detailed comments about each domain and recommendations for improvement based on the observation as well as peer-reviewed research on best

teaching practices. After the evaluation form is completed, the Dean and the instructor discuss the observation, including a review of the strengths and weaknesses exhibited and recommendations for improvement. This process is key to the maintenance and improvement of teaching quality throughout the School of Education, as instructors receive detailed and constructive feedback regarding specific elements of their teaching. Feedback focuses on student engagement, the pacing and presentation of course materials and the effectiveness of class activities. The recommendations made by the Dean provide a focus for improvement for instructors and are written into the annual review to ensure progress in teaching excellence.

Advising: The full-time Teacher Education faculty members provide student advising to all students admitted to the Elementary Education program, whether at the bachelors or post-baccalaureate level. Most faculty members advise 30-40 students admitted to the program. Prior to admittance, students are advised through the Academic Advising Center. The advisor meets with the student to design a degree plan and prepare a course map, outlining the courses to be completed and the semester in which they will be taken. This provides students with a contact within the program, allowing for ongoing mentoring of admitted students. Together, the full-time advising staff and the faculty advisors provide students with comprehensive academic advising. This ensures all students receive support and guidance related to their success at NSC and personalized mentoring and advice regarding their goals after graduation.

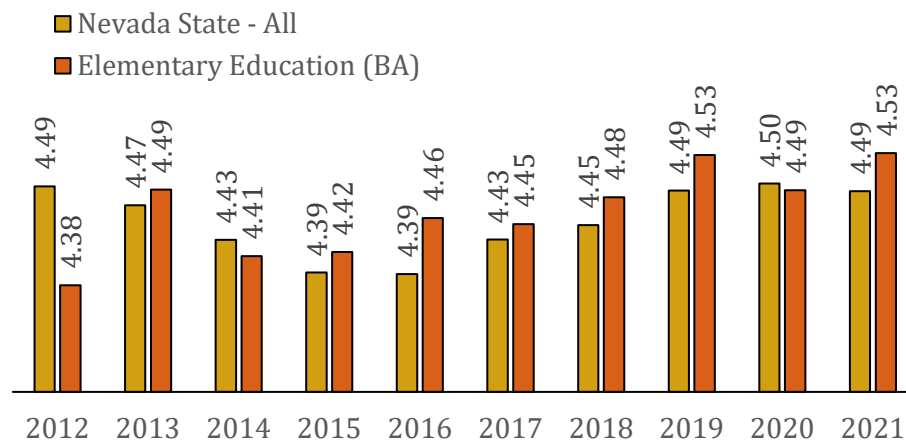
*C. Student Evaluations*

- Summarize student evaluations of teaching for the program.

Teacher Education Faculty are passionate about student success and dedicated to high quality teaching and advising. As can be observed in the Table. 21 below, student course evaluations are extremely high- ranging from 4.38-4.53, thus demonstrating a high level of teaching effectiveness on behalf of faculty.

**Table. 21**

Student Evaluation Ratings Average per Calendar Year



- 1.) Give overall summary for program, ideally for past 10 years. Can break out by course modality, if needed, but don't include each individual domain.

Generally, program offerings for the Elementary Education program include face-to-face, hybrid and asynchronous. Prior to the pandemic, course offerings were approximately 60% face-to-face. Currently, they are about 50% face-to-face and 50% remote.

## IV. STUDENT INFORMATION AND ASSESSMENT

### *A. Post-Graduate Success*

- Provide information about program graduates' success, appropriate to the discipline. This evidence might include, where possible, the number of graduates employed in areas related to the program or pursuing advanced degrees.

Data on graduates once they have exited our programs is difficult to track. Neither our school district nor the Nevada Department of Education track this. We will continue to explore ways to do this.

### *B. Student Learning Outcomes*

#### **Program Learning Outcomes**

NSC, School of Education academic programs are aligned with the INTASC Standards. Upon completion of our Teacher Education programs student will be able to:

#### **The Learner and Learning**

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### **Content**

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Instructional Practice**

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Professional Responsibility**

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### *C. Outcomes Assessment*

- How are student learning outcomes measured? [Existing reviews written for accreditation evaluations may be used.]

### **Overview of SOE Assessment Philosophy**

We believe assessment should be aligned with high expectations and rigor for determining student success and program enhancement. Our assessment process was developed to help us make informed decisions about our programs. The SOE assessment process is designed to determine areas of programmatic strengths and areas of growth. Program assessment is also used for accreditation purposes and therefore aligned with the Nevada Department of Education. Additionally, our goals are to also support best practices used in schools at the district and national levels. Key questions that guide our assessment processes are: What content, skills and habits of mind do students learn through program activities? Is the program design effective? Does the program address the key competencies students need to be successful in their lives and careers?

**Key Performance Assignments:** Faculty representing all teacher education programs at Nevada State College have worked collaboratively to create a coherent system for evaluating candidate performance that also

facilitates evaluation of program quality. The foundation for this system is --conceptualization and implementation of a key assessment for every course delivered in every licensure program. Each of these key assessments is aligned with one or more INTASC standard(s). The key assessment is a required course element; the key assessment is used in every section of every course every semester. A scoring rubric aligned with INTASC standards/indicators has been created for each key assessment. These key assessments collectively provide a very rich snapshot of the performance of individual students as they progress through the program. The data generated also provides an opportunity for teaching candidates to gain a solid understanding of the INTASC standards – a deepened understanding of what effective educators know, believe, and do! The evaluation of program quality flows out of the aforementioned plan for assessing candidate quality. A list of “key key” assessments (summarized in Table One below) have been identified. Collectively, the “Key, Key” assessments address all ten INTASC standards. The collation and analysis of individual performance data for all candidates provides powerful evidence of program quality.

**Table. 22**

**Nevada State College School of Education--Summary of “KEY, KEY Performance” Assessments by Licensure Area**

<b>INTASC Standard #</b>	<b>Admission Status</b>	<b>Elementary Education</b>	<b>Special Education</b>	<b>Secondary Education</b>	<b>Key Performance Assignment</b>
<b>I. The Learner and Learning</b>					
1a. Learner Development	Pre-Admission	EDRL 471	EDRL 471	EDRL 471	<b>-Theory of Language Learning Paper</b>
1b. Learning Differences	Pre-Admission	EDU 203	EDU 203	EDSP 411	-Disability Edusheet



1c. Learner Environments	Pre-Admission	EDU 214	EDU 214	EDU 214	-Create a WebQuest
	Pre-Admission	EDU 206	EDU 206	EDU 408	-Create a classroom management plan
<b>II. Content Knowledge</b>					
2a. Content Knowledge	Program Admission	Pre ST FE	Pre ST FE	Pre ST FE	*
	Program Admission	EDRL 442	EDRL 442	?	-Write lesson plan
	Pre-Admission	*	EDU 208	*	-Lived Experiences of Disability: Narrative Research Project

2b.Application of Content	Pre-Admission Program Admission  Pre-Admit/Prog. Adm	Pre ST FE  EDEL 443	Pre ST FE  EDEL 443	Pre ST FE  EDU 208  EDSP 453	*  -Write a lesson plan on a science topic covered in the NGSS for a K-5 grade level of your choice. -Lived Experiences of Disability: Narrative Research Project  Behavior Intervention Plan	
<b>III. Instructional Practice</b>						

3a.Assessment	Program Admission  Program Admission	EDRL 461	EDRL 461  EDSP 452		-Summary of Assessment Results Administration of Informal Assessment Battery and Report -Educational Assessment Battery with Analysis and PLAAFPs	
3b.Planning for Instruction	Pre-Admission  Program Admission	EDU 214	EDU 214	EDU 214	Create a WebQuest	

3c. Instructional Strategies	Program Admission  Program Admission	EDEL 433	EDEL 433  EDSP 443	EDSC 433          EDSC 453       EDSC 463    EDSC 473	-Plan, implement, reflect on a math lesson with use of video recording -Create a learning strategy and integrate it into a lesson plan for a child with special needs  Plan, implement, reflect on a math lesson with use of video recording (math majors) Write a lesson plan (science majors) Write a unit plan (history majors)	
<b>IV. Professional Responsibility</b>						
4a. Professional Learning and Ethical Practice	Pre-Admission Pre-Admission	EDU 250	EDU 250	EDU 250	Townhall Speech	

4b. Leadership and Collaboration	Pre-Admission	EDSP 432	EDSP 432	EDSP 432	Professional In-service Training
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**Data Collection Processes**

1. All key assessments for all courses will be focused on a particular INTASC standard(s). INTASC language will be used in all scoring rubrics for all key assessments.
2. All scoring rubrics for all key assessments will utilize a “4 point” (0-1-2-3) scale.
3. Reformulated this assessment plan to hone in on program assessment for our three licensure programs – elementary education, special education, and secondary education (multiple areas).
4. For each licensure area, the formative assessments (listed in the chart above) are equally divided between pre-admit courses and courses that require program admission.
5. The formative assessment plan for all licensure programs will include a “KEY, KEY” Assessment built into candidates’ pre-student teaching field experience. This vision is built on the expectation that candidates will have the opportunity to do “some” individual, small group, or large group teaching of K-12 learners prior to entering student teaching. The projected INTASC standards to be targeted for the pre-student teaching field experience are as follows: Standard 4, Standard 5, and Standard 9.
6. Summative assessments for all programs will be a part of STUDENT TEACHING. Collectively, the KEY Assessments during student teaching will “close the loop” -- all 10 INTASC Standards will be addressed.
  - a. Final Student Teacher Evaluation Form
  - b. Action Research Assignment (provide evidence of K-12 student learning)
7. The examinations required for Admission to Student Teaching (and for NDE Licensure) will provide another summative assessment data set. The specific INTASC standard(s) addressed by each examination will TBD.
  - a. Elementary – PLT
  - b. Special Education – PLT plus K-6 and 7-12 Special education specific Examinations
  - c. Secondary – PLT plus Content Exam for the candidates specific teaching subject
8. The “KEY, KEY” Assessment Data will be systematically gathered. The data will be reviewed on an annual basis. Analysis of data will provide the foundation for ongoing program improvement. At this point in time, we are engaged in a study of best options for gathering, storing, and analyzing the data.

**Data Analysis Processes**

Annual Calibration of “Key Performance” Scoring rubrics: Faculty will meet annually to review “Key performance” assignments and to develop interrater reliability of select “Key performance assignments” for each Teacher Education Program.

Annual Curriculum Mapping of Each Program: School of Education engages in annual curriculum mapping of each Teacher Education program to determine where standards are being met in the program and potential areas of weakness. Based upon findings, faculty review and update course objectives and make any needed revisions for the programs.

Monthly Data Talks: Faculty in the School of Education engage in monthly data talks in which they review key performance work samples, curriculum maps, program completer surveys, student teaching evaluations and other key program data. These data talks are designed to engage faculty in consistently examining data on student outcomes for each program.

### **Via By Watermark Assessment Platform**

The Nevada State College School of Education (SOE) piloted Via by Watermark as an Assessment platform in the Fall of 2019 and Spring of 2020. During the Fall, the assessments were implemented in a total of 8 courses (n=163). In the Spring, the assessments were completed in 6 courses (n=109). The courses selected for program assessment include courses that are identified as pre-program, in addition to courses for students who have already been admitted “in-program.”

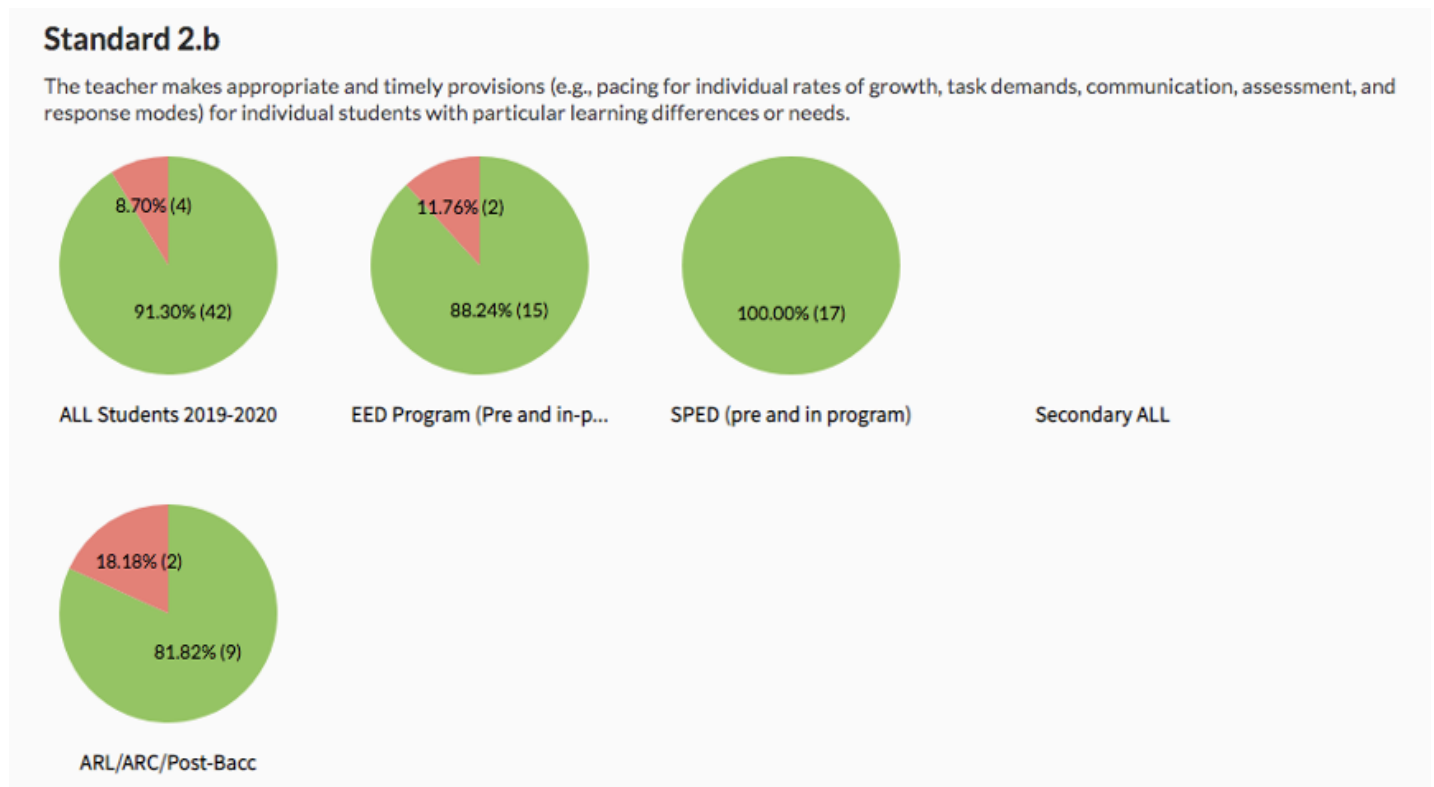
All course key performance rubrics were measured using a four-point scale. The measures used were: 1.) Does not Meet Expectations; 2.) Approaching Expectations; 3.) Met Expectations; and 4.) Exceeds Expectations for the identified Standard. The pilot consisted of 6 full-time faculty and 2 part-time faculty. Overall, the pilot revealed that approximately 90% of the students assessed met or exceeded the standards. The data also reveal that those who did not meet standards were often: 1.) students who were junior or senior pre-program students or 2.) students who were part of a post-baccalaureate-ARL/ARC option.

The most commonly assessed standards for the pilot included: Standard 9: Professional Learning and Ethical Practice in which a total of 87 students were assessed across a total of 3 sections of the course EDSP 432: Family Involvement and Parent Engagement for Students with and without Disabilities. The assessment process also included four sections of the course EDRL 471: Theory and Practice for Academic Language Development. A total of 95% (n=60) of the students assessed across all four sections met or exceeded the standard. A mere 4% (3 students) did not meet the standard. The data reviewed also included assessments from two of our key elementary methods courses: EDEL 433: Math Teaching Elementary Math Methods and EDSP 441: Characteristics and Inclusive Strategies for Students with Mild/Moderate Disabilities. Relative to Standard 2b, 88% (15) of the Elementary Education program participants from the EDEL 433 course “met or exceeded” the standards. 11% (2 students) of the Elementary program students did not meet the standard. In contrast, all 17 of the in-program Special Education majors assessed on this standard met or exceeded this standard (12 were from the EDEL 433 course, 5 from the EDSP 441 course). Postbaccalaureate students were reflected in the data from these courses. 81% (9) of the Postbaccalaureate students met or exceeded the standard. 18% (2) did not meet the standard.

**While all courses in a School of Education are important, the methods courses are essential.** These following data reflect assessments from two of our Elementary methods courses: **EDEL 433: Math Teaching Elementary Math Methods** and **EDSP 441: Characteristics and Inclusive Strategies for Students with Mild/Moderate Disabilities**. Both of these courses are aligned with **another commonly assessed INTASC standard in our pilot: Standard 2 - Learning Differences** (The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.)

As Figure 2b below demonstrates, 88% (15) of the Elementary Education program participants from the EDEL 433 course “met or exceeded” the standards. 11% (2 students) of the Elementary program students did not meet the standard. All 17 of the in-program Special Education majors met or exceeded this standard (12 of the assessed students were from the EDEL 433 course, 5 from the EDSP 441 course). Post-baccalaureate students were reflected in the data from these courses. 81% (9) of the post-baccalaureate students met or exceeded the standard. 18% (2) did not meet the standard.

**Figure. 1**

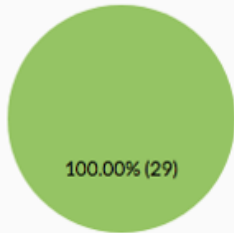


EDEL 433 is taken by both in-program Elementary Education students and in-program SPED students. 100% of the students assessed in this course “met “or “exceeded the standards 3m, 9n, 9d, and 10s. For example, see scores from 9d. below.

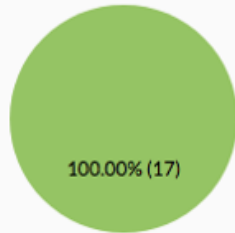
**Figure. 2**

### Standard 9.d

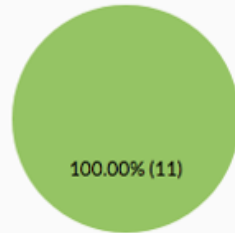
The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.



ALL Students 2019-2020

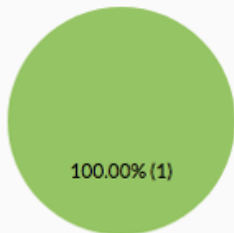


EED Program (Pre and in-p...



SPED (pre and in program)

Secondary ALL

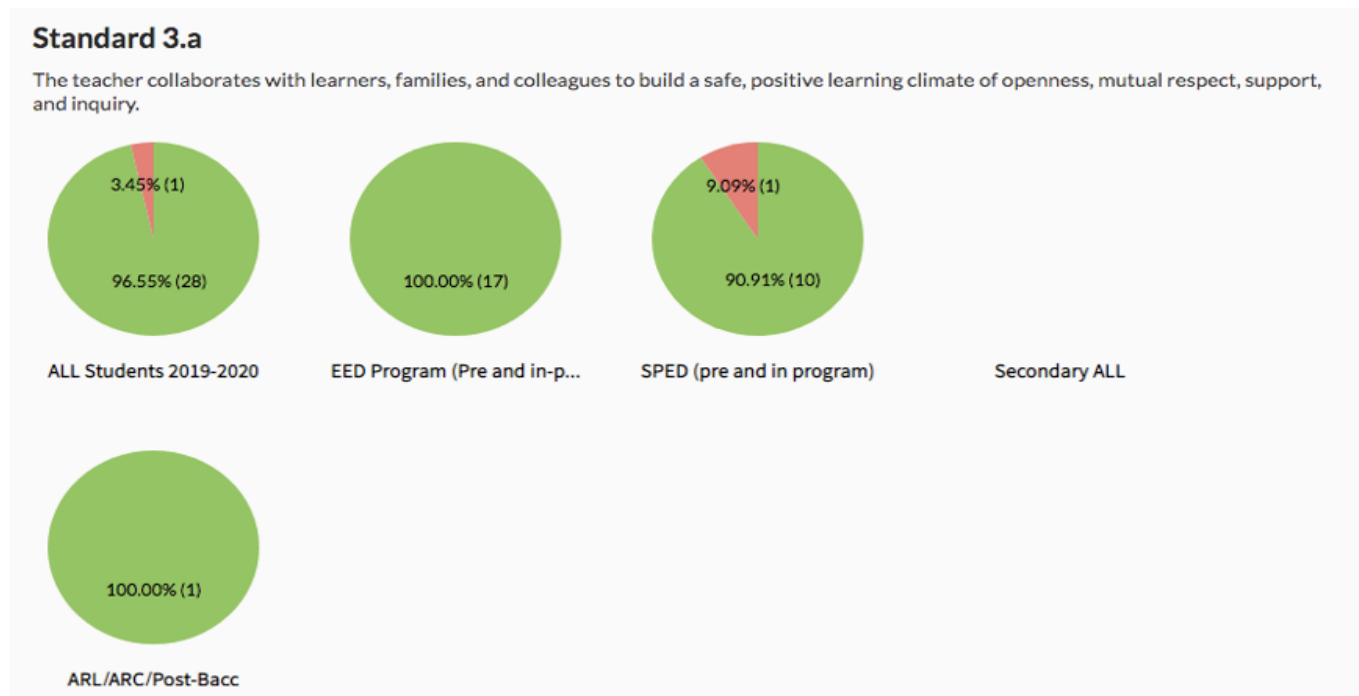


ARL/ARC/Post-Bacc



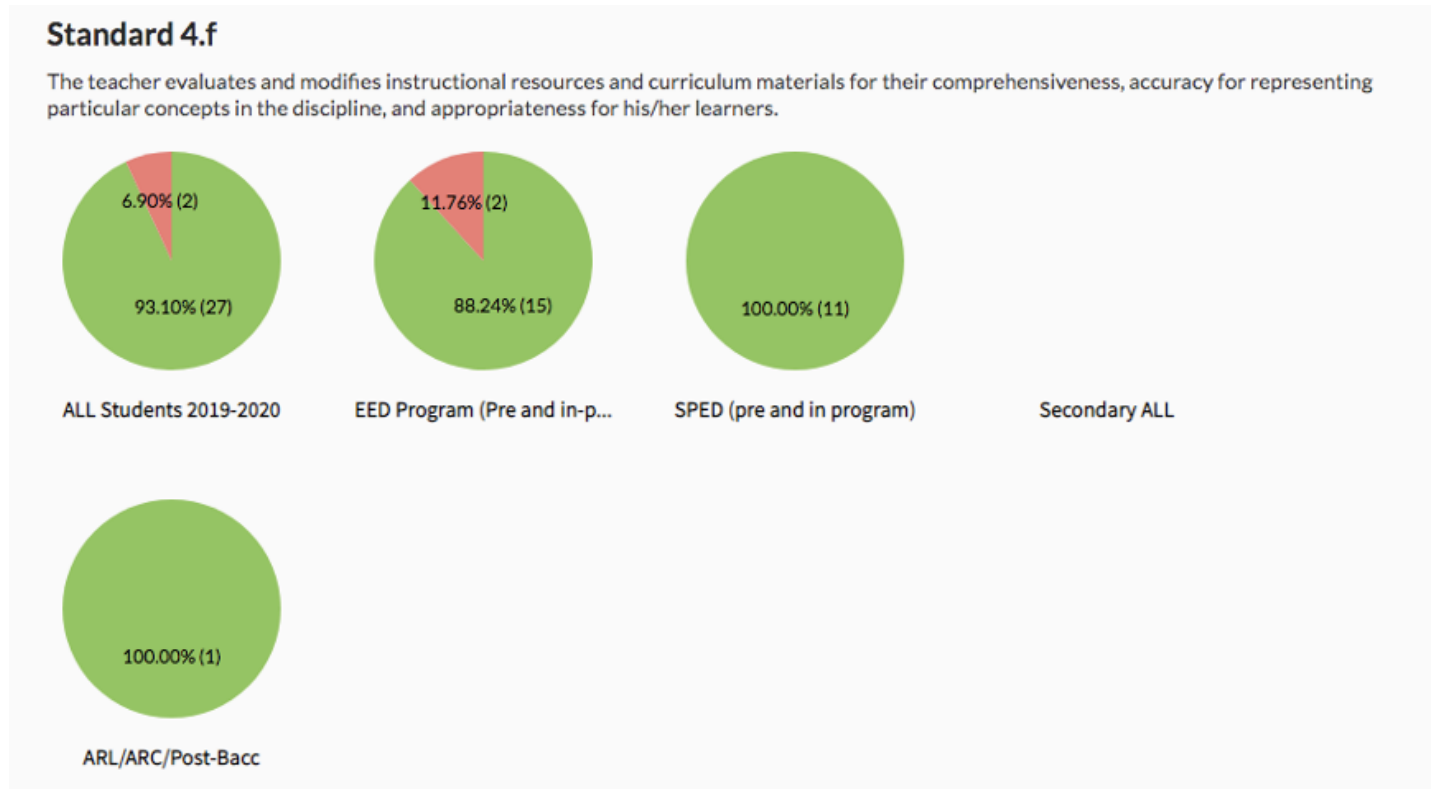
The standards that revealed some variation for the EDEL 433 course included Standard 3a in which 96% (28 students) of the students met or exceeded the standard. 3% (1 students) did not meet the standards. This student was identified as an in-program SPED student.

**Figure. 3**



Additionally, Standard 4f reflected some variation for this EDEL 433 course. 93% of the students met or exceeded the standards. 6.9% (2 students) did not meet this standard. Both students who did not meet the standard were identified as in-program Elementary Education students who were seniors.

**Figure 4.**



### Special Education Content

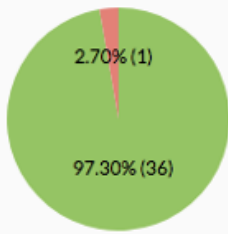
Two courses used in the pilot reflect Special Education content.

A pre-program course used in the pilot was: **EDU 203 Introduction to Special Education** and the in-program course was: **EDSP 441**. As the data for Figure 2a below reveal, overall, regardless of the program, 97% of the student assessed “met” or exceeded expectations for these standards. The 10 responses listed here are all from the EDU 203 course and identified as pre-elementary students. All 6 students reflected below were from the EDSP 441 course and they are SPED majors. All 9 students listed as ARL students who were enrolled in the EDSP 441 course.

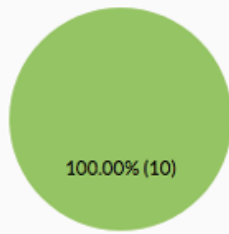
**Figure. 5**

**Standard 2.a**

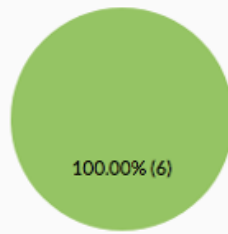
The teacher designs, adapts, and delivers instruction to address each students diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.



ALL Students 2019-2020

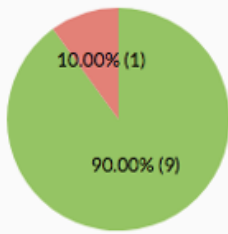


EED Program (Pre and in-p...



SPED (pre and in program)

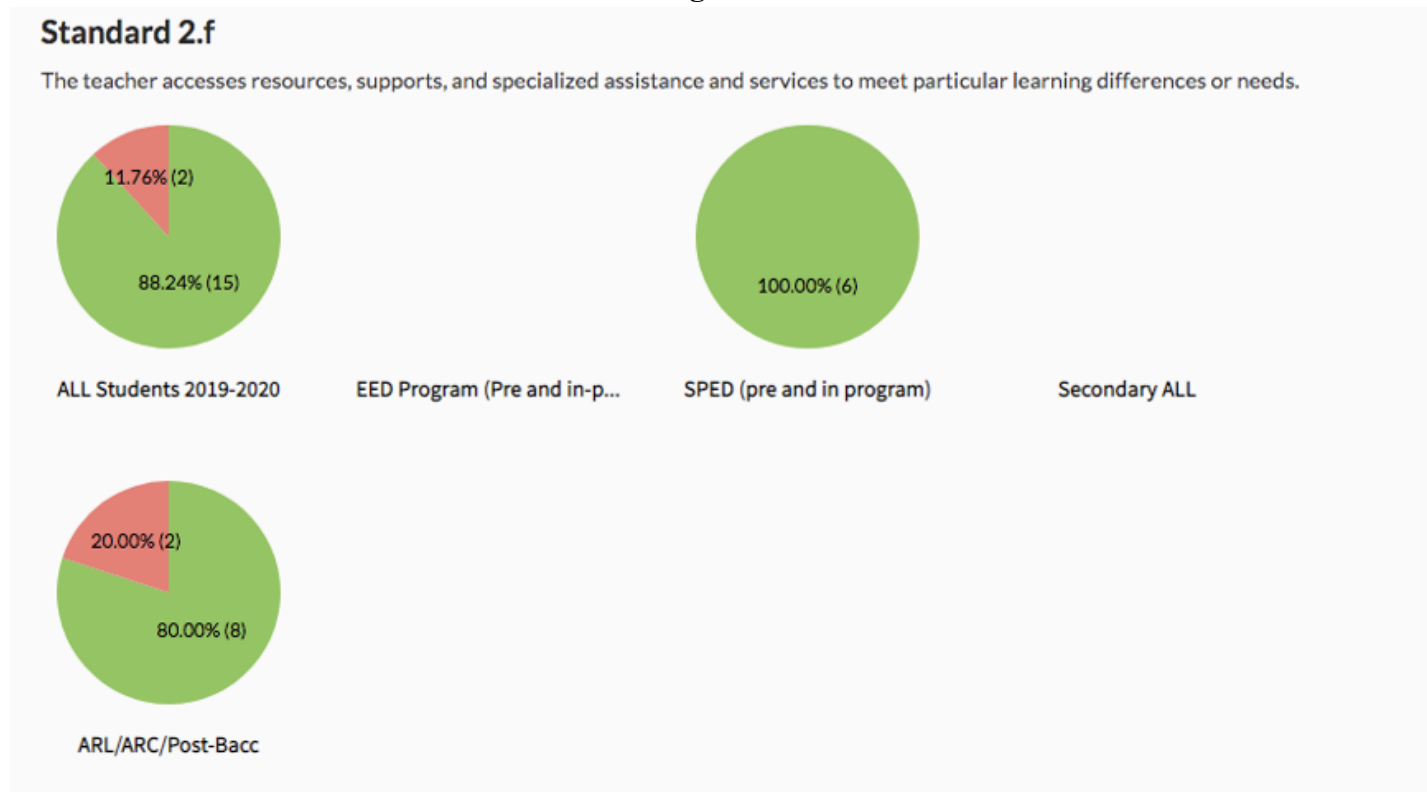
Secondary ALL



ARL/ARC/Post-Bacc

Standard 2f data in the figure below reflects outcomes from only students enrolled in the EDSP 441 course. As reflected below, 88% of the students met or exceeded the standard. 11.7% do not meet the standard. The two students that did not meet the standard were identified as ARL students.

**Figure. 6**



#### *D. Student Satisfaction*

Provide evidence of student satisfaction with the program. (May include surveys of current and alumni students, NSSE data, or customized surveys.)

Over recent years we have implemented a Student Program Exit Survey. While response rates have been relatively low, they have provided some insights. We are currently seeking more effective ways to increase the response rates.

The Program Exit Surveys are aligned with our SLO's. In the Fall of 2020 we had 21 respondents (13 Elementary majors) and in Spring of 2021, we had 17 respondents (15 Elementary majors). Results reveal that students agreed or strongly agreed that they had met the INTASC standards. See Fall 2020 Results: [Here](#). See Spring 2021 results: [Here](#)

#### *E. Demand for Graduates & Barriers to Success*

Evaluate the demand for program graduates. Identify barriers to success for graduates if the barriers relate to course offerings, scheduling, and/or staffing at Nevada State.

As previously mentioned, the state is in dire need of teachers. Once students reach in-program status they are highly successful and graduate. As the data reveal, the biggest challenge is retaining pre-majors and getting them in-program. Barriers to program entry include:

**Difficulty passing the Praxis and also paying for Praxis.** As observed, most of our students are Pell recipients, thus paying for several tests at one time can be challenging not to mention, learning, and mastering the content of the exams is difficult for many students. Many of our students experience test anxiety.

**Confusing Admissions Processes and Deadlines:** Often times, deadlines for applications are listed too early in the semester. Also, at one-point students were required to apply for a substitute license in order to enter our programs this was a timely and costly process. We have begun to address this issue.

**Advising Turnover:** The turnover rate for advisors is higher than anticipated. Thus, by the time that one advisor learns our program requirements, they leave and must be replaced.

## V. CURRICULUM INFORMATION

### *A. Curricular Strengths & Weaknesses*

Provide evidence of curricular strength or weakness. This may include, but is not limited to, pass rates on certification or licensure exams, accreditation or other external review reports, results of exit exams, awards and honors (earned by faculty or students), explanations of course rotations and sequencing, and/or results of satisfaction surveys.

Again, the list below includes the coursework for **ALL Elementary Education concentrations**. Thus, Elementary general, Elementary with a Concentration in Special Education, and Elementary Ed. with a concentration in Bilingual Education. For the sake of this report, we will focus on Elementary Education as discussed on the previous section on “Program Comparisons”.

The National Council on Teacher Quality gave our Elementary Program an “A” rating in the area of Early Reading for the Year 2020. Specifically, their findings and comments were:

“We are happy to recognize the strong preparation in reading instruction that your undergraduate program provides to your elementary teacher candidates. This program was part of a small group - only about a quarter of programs nationwide - to qualify for an ‘A’ by providing a combination of the following:

- 1.) Explicit instruction on each of the five components of reading instruction.
- 2.) Support for instruction with high-quality textbooks that accurately detail established principles of scientifically-based reading practices; and,
- 3.) Evidence that teacher candidates must demonstrate mastery through in-class assignments, tests, and fieldwork.

### **Praxis Review**

Praxis Core continues to be a challenge for students across the state. As is known, a prerequisite to teachers’ nationwide licensing process is that of demonstrating acquisition of core skills in the very foundations of all learning - reading, writing, and “arithmetic”. The Praxis Core assesses the degree to which teacher candidates have had an undergraduate experience that has resulted in greater preparation in key areas. Nonetheless, as is commonly known, such standardized tests are biased and not always an effective measure of content, specifically for first generation and students of color.

### ELED Programmatic Strengths

- An abundance of literacy pedagogy
- An abundance of science pedagogy
- Support for ELL pedagogy
- Innovative technology instruction
- Praxis support through labs
- Methods courses with field experiences

### ELED Programmatic Weaknesses

- No arts integration
- Field experiences need a bit more structure and more alignment with partnership schools
- More content courses to support the acquisition of the content versus only pedagogy
- More emphasis on culturally responsive practices
- More program sequencing, so students have the prerequisite content skills they need to succeed

**Table. 23 ELED Courses including ALL Elementary Concentrations**

Course	Course Name	Course Description
EDEL 433	Teaching Elem School Math	Mathematical and psychological bases for scope, sequence and appropriate instructional strategies in elementary and middle school mathematics. Field Experience hours required. Pre-requisite(s): MATH 122, MATH 123, and admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)
EDEL 441	Stndrds-Bsd Crrclm-Elem Sci	Elementary science curriculum standards as outlined by state and national agencies. Emphasis is placed on teacher knowledge and skills of physics content and integration of effective science pedagogy. Does not satisfy the Natural Science Core Curriculum requirement. Pre-requisite(s): Admission to the Teacher Preparation Program.
EDEL 443	Teaching Elem School Science	Current methods and materials for teaching life, physical, and earth science using process skills, guided discovery activities, and curriculum integration techniques. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)
EDEL 445	Crrclm Dvlpmnt Elm Schl Sci	Elementary science curriculum standards as outlined by state and national agencies. Emphasis is placed on teacher knowledge and skills of earth science content and integration of effective science pedagogy. Does not satisfy the Natural Science Core Curriculum requirement. Pre-requisite(s): Admission to the Teacher Preparation Program.

EDEL 453	Tchnng Elem Schl Social Science	Teaching content and processes for social studies in elementary school classrooms. Development of instructional materials and techniques. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)
EDEL 483	Elem Sprvsd Student Teaching	Full-time supervised practice teaching in a K-5 placement. Formal application and acceptance. Maximum of 12 credits. Pre-requisite(s): Completion of ALL core and education courses. Passing score on the Praxis CORE and Praxis Subject Assessments. Due to the nature of this course, participants will not be allowed to register for any additional courses the semester they are enrolled in student teaching without direct approval of the Dean of the School of Education. Course Fee: \$250. S/U grading only.
EDRL 402	Literature for Young Adults	Acquaintance with and critical analysis of the creative reading methodology and the application of the methodology with children and young adult literature, including Latino/a literature from various cultural perspectives that prepare teachers to teach and improve reading with elementary and secondary students.
EDRL 407	Teaching Literature	Integration of reading, language arts, and literature for diverse learners. Students will examine literature critically by reading outside of class and reflecting on various issues connected with adolescent and children's literature. Focus is placed on text selection, student engagement, and comprehension strategies. Pre-requisite(s): EDU 250 (Pre-requisites do not apply to Alternative Route to Licensure majors).
EDRL 442	Literacy Instruction I	Learning theories and practice relating to reading, writing, oral language and literature for the K-3 grades. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Alternative Route to Licensure and Speech Pathology majors.)
EDRL 443	Literacy Instruction II	Learning and instruction in reading, writing, oral language and literature for the 4-8 grades. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)
EDRL 451A	Content Area Literacy Elem	Strategies for developing comprehension and critical reading and writing in content areas for students in grades K-8. Pre-requisite(s): EDU 250. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)
EDRL 461	Diag Assess/Instruct Lit	Emphasis on developmental instruction with children who have difficulty learning to read, small group instruction and applications in the classroom. Field Experience hours required. Pre-requisite(s) or Co-requisite(s): EDRL 442 or EDRL 443. Pre-requisite(s): Admission to the Teacher Preparation Program. (The program admission pre-requisite does not apply to Alternative Route to Licensure majors.)
EDRL 471	Theory & Prac for Acad Eng Lan	Demonstrate knowledge of theoretical foundations of first and second language acquisition; develop or increase understanding of the complexities of individual, linguistic, sociocultural, educational, and political factors involved in the acquisition of a second language in

		school settings; develop or increase sensitivity to appreciation of and respect for the diverse backgrounds of second language learners; appropriately infer from second language acquisition theories and articulate clearly a theory-based personal teaching philosophy and pedagogy for second language teaching; develop a reflective attitude towards teaching a systematic reflectivity enables novice and experience teachers to select appropriate methodologies to meeting the needs of their students.
EDRL 474	Methods & Curr for Teach Eng L	Demonstrate planning lessons for standards content instruction for English Language Learners by designing a collection of strategies project, designing a lesson using standards-based instruction, and writing a series of objectives with formative assessment from standards; demonstrate planning for managing and implementing standards based content instruction for English Language Learners by designing a lesson for standards based unit of instruction; demonstrate planning effective use of resources in ESL and content instruction by designing a lesson for a standards-based unit of instruction. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to TESL and Alternative Route to Licensure majors.)
EDRL 475	Assess/Eval Eng Lang Lear	Review and administration of formal and informal assessments to determine stages of English language proficiency. The process for identifying and serving English language learners, including state and federal guidelines, is addressed. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to TESL and Alternative Route to Licensure majors.) Co-requisite(s): EDSC 483 (Co-requisite(s) only applies to Secondary Education majors and Teacher Education Program (TEP) secondary post-baccalaureate majors.)
EDRL 477	Pol, Critical Iss & Best Prac	Use evidence-based practices and strategies related to planning, implement, and managing standards-based EL and content instruction; use a variety of performance-based assessment tools and techniques to inform practice in the classroom; demonstrate knowledge of the evolution of laws and policy related to ELs; review NAEP data with a focus on closing the EL achievement gap; explore current topics in EL education. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to TESL and Alternative Route to Licensure majors.)
EDSP 414	Career Edu for Stud W Dis	This course will focus on the implementation of transition requirements for secondary level students and techniques to develop career readiness for all grades. Pre-requisite(s): EDSP 441 or EDSP 443 (The pre-requisite(s) EDSP 441 or EDSP 443 does not apply to Speech Pathology majors.) (Pre-requisite(s) do not apply to Alternative Route to Licensure (ARL) and Alternative Route to Certification (ARC) majors.)



EDSP 431	Legal Aspects of Special Ed	An analysis of federal, state, and local statutes, policies and titles which affect the funding and direction of special education programs particularly as related to the development and implementation of Individual Education Programs for students with disabilities. Additional areas of inquiry will include early childhood IFSPs, medical, transition and exit documents as well as court cases which have influenced special education. Pre-requisite(s): Admission to Teacher Preparation Program and EDU 203. Lecture/ Lab Hours: 3+0
EDSP 432	Parent Inv & Fam Engagemnt	Overview of current involvement, rationale for parent involvement, and research that supports it. Focuses on common effort by the school, home, and community to provide for students' growth through integrated success learning experiences that allow for variations in skills, cognitive development, emotional creative abilities, and physical development. Pre-requisite(s): EDU 250 (Pre-requisite(s) do not apply to Alternative Route to Licensure (ARL), Alternative Route to Certification (ARC) and Speech Pathology majors) Lecture/ Lab Hours: 3+0
EDSP 441	Char & Inklus Strat Student	This course analyzes common characteristics and educational needs of students including, but not limited to, emotional disturbance, learning disabilities, and intellectual disabilities. Specific instructional practices for inclusive settings such co-teaching, diagnostic teaching, and progress monitoring will be addressed. 10 hours of field experience are required in diverse special education settings. Pre-requisite(s): EDU 203 and Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Alternative Route to Licensure (ARL) and Alternative Route to Certification (ARC) majors.) Lecture/ Lab Hours: 3+0
EDSP 443	Special Ed Curr: Gen Meth	Special instructional methods for students with cognitive and behavioral disorders. Includes instruction in IEP goals and objectives. Field Experience hours required. Pre-requisite(s): Admission to the Teacher Preparation Program and EDRL 442 or EDRL 443. (Pre-requisite(s) do not apply to Alternative Route to Licensure (ARL) and Alternative Route to Certification (ARC) majors.) Lecture/ Lab Hours: 3+0
EDSP 452	Assessment for Spcl Educ	Focus on the assessment of students with disabilities in all content areas and performance domains. Techniques in the use of standardized and informal assessments will be reviewed and applied. Students will learn strategies that can be used to integrate assessment into both instruction and the IEP process. Pre-requisite(s) or Co-requisite(s): EDSP 443. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Alternative Route to Licensure (ARL) and Alternative Route to Certification (ARC) majors.)
EDSP 453	Bhvr Mgt Tcnq for Dis Std	Principles of behavior management and social learning theory to aid parents and educators in improving academic and social behavior of students with disabilities in the classroom and home settings. Pre-requisite(s) or Co-requisite(s): EDSP 441. Pre-requisite(s): Admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to

		Alternative Route to Licensure (ARL) and Alternative Route to Certification (ARC) majors.)
EDSP 455	Assistive Tech for Disability	Overview of low- and high-end assertive technology. Course content will include various computer software and hardware adaptations that can be used to compensate for academic, communication, and physical challenges among students with and without identified disabilities.
EDSP 493	Supervised Intern in Spec Ed	Full-time supervised practice teaching with exceptional children in a K-5 placement. Placement will be 8 weeks in an elementary classroom and 8 weeks in a special education setting. Formal application and acceptance. Maximum of 12 credits. Pre-requisite(s): Completion of ALL core and education courses. Passing score on Praxis CORE and Praxis Subject Assessments. Due to the nature of this course, participants will not be allowed to register for any additional courses the semester they are enrolled in student teaching without direct approval of the Dean of the School of Education. Course Fee: \$250
EDU 203	Intro to Special Education	Survey of the characteristics, training, and educational needs of students with various exceptionalities. Designed for undergraduate students in elementary/special education, general education, nursing, psychology and related fields.
EDU 206	Classroom Learning Environment	Function and analysis of elementary school classrooms, daily activities and methods of behavior management. Pre-requisite(s): EDU 250. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)
EDU 214	Preparing Teachers to Use Tech	The course focuses on the operation and utilization of technology applications in the classroom for teaching and learning. Students practice using web-based resources, educational software, and instructional technology tools for effective teaching and learning in the 21st century classroom. Pre-requisite(s): EDU 250. (Pre-requisite(s) do not apply to Alternative Route to Licensure, Speech Pathology and Speech Pathology Post-Baccalaureate majors.)
EDU 260	Foundations of Bilingual Educ	A foundations course in bilingual education and introduction to the history, philosophy, theory, practice, and sociopolitical context of bilingual education. Emphasis is placed on policies, practices, and current trends in bilingual education.
MATH 122	Nmbr Cncpts for Elem Scl Tchrs	Mathematics needed by those teaching new-content mathematics courses at the elementary school level with emphasis on the structure of the real number system and its subsystems. Designed for students seeking a teaching certificate in elementary education. Open to others only with approval. Pre-requisite(s): MATH 120
MATH 123	Stat & Gmtrl Cncpts Elem Tchr	Mathematics needed by those teaching new-content mathematics courses at the elementary school level with emphasis on the concepts in statistics and geometry. Pre-requisite(s): MATH 120
PSY 307	Principles of Educational Psyc	Educational applications of psychology to learning discipline, and social, emotional and intellectual behavior. Educational and psychological tests and measurements. Pre-requisite(s): Psychology

		Majors: PSY 101, PSY 240; Education major: ENG 102, Junior status; Other Majors: PSY 101, Junior status Lecture/ Lab/ Studio Hours: 3+0+0
PSY 330	Dev. Psych: Inf & Child	Study of human development from conception to late childhood. Pre-requisite(s): Psychology Majors: PSY 101, PSY 240; Education majors: ENG 102, Junior status; Other Majors: PSY 101, Junior status. (Formerly PSY 430) Lecture/ Lab/ Studio Hours: 3+0+0
SPAN 226	Spanish for Heritage Speakers	Designed for students who have a Spanish language background or informal training in Spanish, but little or no formal training. Emphasis on grammar, transfer of literacy skills, vocabulary enrichment and cultural awareness. Not open to students who have credit for SPAN 213 or SPAN 214.
SPAN 227	Spanish for Heritage Spkrs II	Designed for students who have a Spanish language background or informal training in Spanish, but little or no formal training. Emphasis on grammar, transfer of literacy skills, vocabulary enrichment and cultural awareness. Pre-requisite(s): SPAN 226.
SPAN 307	Writing for Spanish Heritage	Emphasizes reading and writing in a way that capitalizes prior contact with the language, expands on language competence through vocabulary building, grammar review, spelling, punctuation, and writing strategies. Intended for Hispanic/Latinx bilingual students. Pre-requisite(s): SPAN 227.

### *B. Program Improvement*

- Explain how assessment results are used in the program for improvement.

Over the last several years, we have been reviewing key data at faculty meetings to determine policy and programmatic changes. The full scope of these recommended changes is listed on p. 52-54 of this report, and includes additional Praxis interventions to increase the number of pre-majors who can enter the program, curriculum revisions that would increase the number of content-focused courses in the program, the integration of more culturally responsive practices across the curriculum, enhanced development and support for part-time instructors, and the development of degree pathways that are more tailored to the needs of non-traditional students (e.g., part-time students).

We also have begun meeting with faculty in the School of Liberal Arts, Sciences, and Business to address scheduling challenges and ensure that majors have the courses they need for graduation.

## VI.

## EVALUATION OF RESOURCES

### *A. Library Resources*

The Marydean Martin Library is an 8,000 ft<sup>2</sup> facility in the Rogers Student Center that provides 16 desktop computers (with additional laptops for loan), seating for 174 students, 14 collaborative workspaces, and in-person assistance with research and technology questions. The Library's collections model emphasizes easy discovery and retrieval of materials in a wide variety of formats. The Library provides access to approximately 100,000 journals and serials, 1.5 million e-books, and 10,000 streaming video and audio materials. The predominately digital collection allows for easy remote access to the majority of the library collection. Within Canvas (the campus LMS), instructors can easily link to appropriate library resources.

Library staff regularly monitor statistics on the use of online information resources, including cost effectiveness and patterns of use. Periodically, subscriptions are canceled or added in order to adjust to the addition or growth of programs and to the research and teaching needs of new faculty. Interlibrary Loan data are regularly examined to determine the items that are most frequently requested and to make purchasing decisions accordingly.

Academic journals are among the most important resources for our students and faculty, and the NSC library provides access to key databases in the field. These include [committee fills in relevant ones for program].

### *B. Computer Resources*

The Office of Information & Technology Services (ITS) maintains and supports computer labs, general-use workstations, and kiosks. NSC provides approximately 470 student workstations that offer access to the internet, printing, Microsoft Office, and specialized software such as SPSS and Adobe Creative Suite. Additional equipment is available for checkout at the library, including laptops, Chromebooks, iPads, Kindle readers, and video cameras. A student technology fee is allocated annually to support a 5-year replacement plan for all classroom, lab, and general-use student workstations. This replacement plan ensures that student workstations are never more than 5 years old. The technology fee also supports upgrades to classroom audio/visual systems, software, and infrastructure.

Each full-time employee is provided with at least one desktop workstation or laptop and resources such as the internet, network file storage, printing, Microsoft Office, and, as needed, specialized software such as Camtasia, SPSS, or the Adobe Creative Suite. Laptops, tablets, and projectors are available for checkout. All campus workstations, including those in open computer labs and spaces, are available for use by NSC faculty and staff. Funds are allocated annually to support a 5-year replacement plan for all faculty and staff workstations.

ITS maintains a wide area network in all buildings across the main campus. The internal core network runs at 10 Gb/s with 1 Gb/s connectivity to end devices. Both a guest and secured wireless connection is available at all facilities to provide connectivity for mobile devices. Internet connectivity for the campus is provided by the NSHE's statewide network, NevadaNet, providing speeds of up to 10 Gb/s.

NSC's data center infrastructure consists of a Nutanix virtual server environment. This infrastructure supports over 70 virtual machines running on 4 physical hosts with approximately 50 terabytes of disk storage. Server infrastructure equipment is configured with multiple layers of redundancy and is housed between two campus data centers. Data center, core network, and telecommunication infrastructure is refreshed on a 10-year replacement cycle.

NSC takes a cloud-first approach for enterprise applications in order to reduce staffing needs and eliminate the costs for acquiring, maintaining, and upgrading hardware and software. Through a single sign-on online campus portal, NSC's enterprise applications are accessible 24/7 from anywhere in the world. This provides faculty, staff, and students with access to electronic resources to support management and operational functions, academic programs, and support services, wherever offered and however delivered.

### *C. Facilities & Instructional Equipment*

#### **Facilities**

[Identify the building(s) where program faculty and classes, labs, etc., are primarily housed, discuss uses, etc.]

While NSC has expanded its physical facilities significantly in recent years, securing sufficient space continues to be a challenge, given the College's rapid growth. Current facilities are adequate to meet current demands for instructional space, employee offices, and other uses. Program growth will require additional space for classrooms, science labs, research facilities (including equipment and materials storage), employee offices, and open spaces for studying and student activity.

#### **Instructional Equipment**

Every classroom at NSC is configured as a smart classroom with instructor workstations, projection systems, wireless connectivity, document cameras, and interactive touch devices that permit instructors to write digitally on a board or computer monitor. Over 40% of classrooms have lecture capture systems that allow instructors to record lectures, demonstrations, and clinical simulations. Video conferencing is available through online conferencing tools such as BlueJeans, Microsoft Teams, and Zoom. The campus has adopted Canvas as the learning management system.

The Office of Instructional Technology has invested in in-person and online training opportunities and online technology workshops and real-time instructional resources. This ensures that faculty can receive the type of training that best fits their preferences, needs, and skills. Web-accessible resources ensure that course design and development assistance is available wherever faculty need it. Instructional Technology and Center for Teaching and Learning Excellence (CTLE) staff provide one-on-one consultations on course development, instructional design strategies, assessment methods, course communication, online course management, and the use of media and live lecture materials.

NSC provides laboratory equipment that makes learning relevant to current industrial standards as well as future trends. Biology lab spaces are outfitted with equipment such as table-top refrigerated centrifuges, heated incubators, a deionized water station, and multiple classroom sets of high-end Motic digital microscopes with

the capability to function with cameras. The College has two fluorescent microscopes, including one compound and one inverted microscope. Chemistry labs have eight dual-sided fume hoods with workstations that allow 32 students at a time to work safely. For lab preparation, two autoclaves, a large industrial dishwasher, two -80-degree Celsius freezers, three -20-degree Celsius freezers, and three 4-degree Celsius refrigerators are available. The College has four Beckman Coulter PA800 capillary electrophoresis machines, an Amnis imaging flow cytometer that performs high-throughput cellular microscopy and standard flow cytometric spectral analysis of cells, and a high-capacity Sorval Legend XTR centrifuge capable of spinning flow cytometry tubes. Molecular research uses both a Nanodrop spectrophotometer and a Qubit system for nucleic acid quantification, as well as multiple centrifuges, gel-rigs, and transilluminators for nucleic acid extraction, amplification, and visualization, including a LiCor imaging system. A Bio-Rad CFX96 Real-time System is available for quantitative PCR reactions, while a COY anaerobic chamber is used for culturing and measurements taken under anoxic conditions. Similar investments have been made for chemistry; NSC owns powerful high-performance liquid chromatography (HPLC) and gas chromatography (GC) instrumentation, a mass-spectrometer, ultraviolet-visible (UV-Vis) spectrophotometers, a HORiba FluoroMax 4 scanning fluorometer, an infrared (IR) spectrophotometer, and a PicoSpin nuclear magnet resonance (NMR). The College maintains two biological biosafety hoods and has a designated BSL2 laboratory.

Field instrumentation includes a YSI sondes, YSI Pro ODO meter, HACH HQ11D conductivity/pH probes, HACH DR1900 field spectrophotometer, and a Marsh McBirney Flo-Mate 2000. Field collection methods include 2 Malaise traps, a field-spotting scope, 30 pairs of binoculars, a soil auger, a soil hydrometer, a portable weather station, soil temperature probes, and handheld GPS devices. Two portable heat sensors and bat-call detection devices are used with phone apps for data collection. Faculty also have access through collaboration with the DRI to a FieldSpec 3 Spectroradiometer for field measurements of object spectra.

#### *D. Academic Support & Student Services*

##### **Academic Advising**

Since 2013, the Academic Advising Center has nearly quadrupled its number of professional Advisors from three to eleven, restructured the center to establish a Director of Advising, and created two additional leadership positions within the office, the Associate Director of Academic Advising and Student Success Initiatives, and the Advising and Completion Manager. Equipped with these resources, the AAC has been integral to the implementation of several NSHE projects (e.g., 15-to-Finish; continuous enrollment in gateway math and English) and has enforced semester-by-semester mandatory advising for all degree seeking students with fewer than 90 credits.

This substantive investment in a comprehensive model of advising reflects both our commitment to student success and our belief that close guidance and mentorship can help our students achieve their highest potential. Owing to this expansion in capacity, the AAC assumed a number of key responsibilities, including oversight of our 15-to-Finish campaign, and continuous enrollment in college math and English. Moreover, to increase the probability of student success, mandatory advising is applied to specific populations and enforced through

registration holds. The presence of a hold and the need to meet with an advisor are communicated to students via email and through a notification in PeopleSoft.

The AAC has established a team model where advisors serve on one of three advising teams: Liberal Arts, STEM (including Pre-Nursing), and Education/Pre-Education/Pre-Speech Pathology. The team model allows students to receive timely advising appointments. Each advisor is responsible for advising students on matters related to their academic success, including academic standing, Satisfactory Academic Progress for financial aid recipients, and adherence to NSHE policies related to remedial math (see NSHE Handbook 4.16.1). Advisors at all levels understand that a high proportion of our students come from nontraditional, first-generation backgrounds, and they remain vigilant in directing students to resources and experiences that may be unfamiliar to our students (e.g., supplemental instruction; the importance of research experience for those planning to apply to graduate school).

### **Academic Success Center**

The Academic Success Center (ASC) provides academic guidance and enhanced learning skills through peer-to-peer support and evidence-based initiatives, while leading students toward independent learning. The ASC provides free in-person and online tutoring services to all enrolled students. Online tutoring services are available 24 hours a day, 7 days a week, and through a concerted marketing effort, usage of these services has increased substantially. The ASC works with faculty to ensure tutors have access to key course materials (syllabi, lecture slides, etc.) that assist tutors in designing tutoring sessions and ensure consistency in the information students receive. The ASC also provides embedded peer-led Supplemental Instruction and conducts metacognition and learning strategy workshops for College Success courses.

### **Writing Center**

The Nevada State Writing Center offers free writing support for Nevada State students, faculty, staff, and alumni. Our highly trained peer writing specialists come from degree programs across campus. We use antiracist and access-focused approaches to support writers on any kind of writing and at any stage of the writing process. Visit our website to learn about how you can access support on-campus, via zoom, and via recorded video. In addition to one-on-one support, the center creates in-class workshops, develops writing resources, leads faculty writing groups, fosters undergraduate writing research, and organizes all-campus events, such as the Long Night Against Procrastination.

### **Disabilities Resource Center**

The Disabilities Resource Center (DRC) provides eligible students with accommodations and services. The DRC recently implemented an online case management program that allows for more efficient and easier tracking of all DRC notifications and documentation. The DRC Director has also increased students' access to assistive technologies such as Read & Write, which is available to all NSC students for free. DRC staff train DRC students on how to use these assistive technologies, which can greatly enhance their academic success.

### **Student CARE Team and Counseling Services**

The Student Concern, Assessment, Referral, and Education (CARE) Team promotes students' wellbeing and success. The CARE Team consists of a full-time case manager, faculty representatives from each school, and staff members from key units (e.g., Financial Aid, the Academic Advising Center). Faculty and staff may refer any student who is in distress or otherwise poses a concern, and students may also self-refer. The CARE Team connects students with resources such as advising and tutoring; it also manages a food pantry and donated funds that can be used to cover emergency costs, psychological or disability assessments, or other needs. The College contracts with a private mental health provider and also employs one full-time staff member to offer free on-campus mental health services. Students receive several free sessions, and if longer-term therapy or other services are required, the case manager works with the student and recommendations from the therapists to connect the student with providers in the community who are covered by their insurance or accept sliding-scale fees.

### **Career Services Center**

The Career Services Center (CSC) organizes career fairs, mock and real interviews, resumé reviews, and other workshops that help students prepare for the job market. The CSC also offers students the opportunity to search for jobs through Handshake.

### **Financial Aid**

Financial aid programs at Nevada State College are directly aligned with our mission. Information about available financial aid programs is published on the NSC website and is discussed extensively at New Student Orientation. In addition to face-to-face and phone counseling, the Office of Financial Aid engages in extensive outreach to campus promoting financial aid and scholarship opportunities, and periodically conducts workshops on financial management and minimizing indebtedness. NSC provides each student with a membership to Financial Awareness Basics, an online, interactive financial literacy program maintained by the Educational Credit Management Corporation (ECMC). A library of topical videos and a chatbot also are available through Financial Aid TV (FATV) on the NSC website.

Generally, the number of aid packages has kept pace with our enrollment growth. Additional insight comes from an examination of the aid granted to IPEDs students, which can be compared to the data for our peer institutions. These data show that, starting in 2012–13, a greater proportion of NSC's first-year full-time students have received grants than those students at our comparison institutions (Figure 4B-7), with over 80% of our incoming IPEDs cohort receiving grant aid in every year of this accreditation cycle.

While DACA/undocumented students are not eligible for federal financial aid, they do qualify for some state and institutional scholarships if they graduated from a high school or community college in Nevada. NSC also partners with TheDream.US to provide scholarships to undocumented students.



## VII. INFORMATION PROVIDED BY THE DEAN

### A. *Discipline-Specific Accreditation Status*

Nevada State College School of Education Elementary Education Programs (N=3) have all been approved by the Nevada Department of Education. Program completers have met all academic requirements for a Standard Teaching License. I also want to note that our School of Education has engaged in preliminary conversations with AAQEP; AAQEP is a national level accrediting body for Educator Preparation Programs. Ideally, all SOE programs, eventually, will successfully join our Speech-Language Pathology as a nationally accredited program.

### B. *Resource Analysis*

I am pleased by the depth and breadth of this Elementary Education Academic Program Review document. Associate Dean Shartriya Collier invested considerable time and effort; she has effectively told the story of our Elementary Education programs. The three ELED programs are a major producer of credit hours, enrollments, and graduates. The recommendations shared previously in this document foreshadow and provide the foundation for future resources requests.

We need:

- A much more robust marketing / advertising commitment; we must “tell our story”, more effectively and broadly. I believe our campus should seriously consider assigning marketing/advertising specifically to the School of Education.
- We must go “all in” for our current efforts to attract high school students enrolled in the high-school based Teaching and Training CTE program. Our State lacks viable external options; we must **LOCALLY** grow more teachers for Nevada.
- Academic Advising Support. Our SOE is the only NS School that is still relying upon faculty to advise undergraduate (and graduate) students. This is an equity issue but, more than that, it will create more time and space for our faculty to do what they do best – they are awesome teachers! A key part of this work is building varied scheduling / completion options for students and incoming transfer students (4, 5, 6-year plans; FTF options and REMOTE options, etc.)
- A bold commitment to **RETENTION** of SOE students should be made. Unfortunately, in the current Nevada context, elevating the number of incoming SOE students is challenging – for all NSHE institutions and nation-wide. We have relatively “more control” of our current pre-majors and majors. We absolutely need to create a more robust retention plan that could/should include tutoring / academic support, test preparation support, enhanced scholarship availability, mental/health counseling support. Some of these needs could be addressed within the SOE and some could more effectively be expanded campus wide.
- It is time for the School of Education to consider adding a “department structure.” We have two distinctly different units – Teacher Education and Speech-Language Pathology. As we have grown, in the number of programs, outreach activities across both programs are approaching the place where we need mid-level administrative support.
- We are in the midst of a thoughtful review of our Elementary Education programs. This work creates an opportunity for re-thinking clinical components of the program. Ideally, all of our ELED students will enter student teaching having completed high quality early field experiences that enhance student teaching performance.

### *C. Student Success Data*

Our SOE deeply appreciates the data assembled and efficiently provided by the NS Office of Institutional Research. SOE programs are not particularly easy to track; we have a plethora of UG, post-baccalaureate, and graduate programs. The challenges associated with providing “traditional data” when the student population is primarily part-time and dispersed across different access points poses considerable advising and scheduling challenges. It is also true that despite the complexity, we “desperately need” students who are pursuing education degrees. Our State is in a perilous position with an extreme shortage of teachers. Our SOE needs to do more . . . a lot more. This includes finding ways to elevate the success rates/graduation rates of SOE students. The “number of licensure-ready graduates” we finish, at some level for our State, is the only number that matters. Finding teachers for the children/youngsters attend Nevada is SOE/student success at the most relevant and crucial level. Having said this, we are extremely proud of our growth and we are confident that successful efforts to attract more Nevadans to “choose teaching” will eventually increase graduation numbers. We must stay the course – with resolve and determination!

## **VIII. IMPROVEMENTS SINCE LAST REVIEW**

### *A. Improvements*

- Discuss evidence-based improvements made during this review cycle driven by accreditation recommendations, student learning outcomes assessment findings, program improvement evaluations, etc.

As a whole, the NSC School of Education has experienced tremendous growth, since our 2013 program review. We asserted that we wanted to hire more full-time faculty and we have increased from five full-time faculty member in Teacher Education to thirteen.

A significant resource supporting Elementary program delivery are our Hispanic Serving Institution (HSI) grants. The two HSI grants have allowed the SOE to hire a full-time Academic Success Coach. This has significantly improved students’ ability to access Praxis resources and support. The HSI Grant has also developed the Teacher Academy Pipeline Project a highly successful “grow your own” program. We currently have 12 TAPP sites. The Dean of the SOE also spearheaded the creation of dual credit offerings. We also now have double the amount of faculty since our last review.

Additionally, we have gone through all “key performances” to ensure that the activities and outcomes are aligned and evenly distributed across the program., created rubrics, and implemented a program assessment platform, Via.

**Table. 25 Other Related NSC School of Education Programs**

### **NSC's School of Education Program Overview**

Nevada State College School of Education currently offers nine undergraduate degree program pathways:

#### **Existing Undergraduate Programs:**

Elementary Ed. and Elementary Ed., Special Education Concentration,  
Secondary Education (English, History, Biology, Math, Physical Science)  
Speech Language Pathology

#### **New Programs**

Masters in Speech Language Pathology launched with 52 graduate students in Fall 2019

Bachelor's Degree in Elementary Education with Concentration in Bilingual Education (to launch in Fall 2020).

Speech Language Pathology Clinic (Launched)

Early Childhood Education Center (To be Launched in Fall 2021)

Bachelor's Degree in Early Childhood Inclusive Education- (Goal launch Fall 2021)

Clinics/Centers

#### **Special Programs**

Teacher Academies/Dual Enrollment

Northern Nevada Programs

Post-baccalaureate Teacher Education Program (TEP) – Licensure-only Coursework

The NSC SOE offers a post-baccalaureate Teacher Education Program (TEP) which is an

approved program of study leading to an initial teaching license in Nevada. Coursework in each of the aforementioned degrees is aligned with NDE licensure criteria by teaching area. Upon successful completion of coursework, the individual may apply to the NDE to obtain his or her initial teaching license. (This includes ARL/ARC)

## IX. FINAL SUMMARY & IMPROVEMENT PLAN

The PRC works with the dean to approve a final summary and, if needed, improvement plan that reflects the findings of the program review. The implementation plan includes (but is not limited to) the following elements:

Key recommendations resulting from the self-study. Actions to be taken in order to achieve each of the recommendations. Strategies to remedy identified problems, build on identified strengths, and manage anticipated growth of the program and school.

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

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

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

### **Praxis Core Interventions for ELED Students**

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

### **Increasing ELED Scholarship Opportunities**

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

### **Designing 4- and 6-Year ELED Graduation Models**

Students enrolled in the School of Education are receiving additional supports that encourage 4-year retention. Nonetheless, the School must continue to explore pathways that will encourage and support graduation within four years. With the arrival of the new dorms and the current robust Teacher Academy population, the School

of Education may consider developing accelerated pathways to support these populations. Additionally, initiatives to engage and graduate transfer students within four years are also needed. Moreover, this data supports the thesis that the School of Education is perfectly positioned to establish a Center of Teaching Innovation that could ultimately reverse the inverse relationship between educational inclusivity and retention and

### **ELED Curriculum Sequencing and Pre-Requisites**

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

### **Dual Credit Expansion**

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

### **Northern Nevada School of Education Programs**

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

### **PTI Professional Development and Support**

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

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

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

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

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

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