



Existing Program Review Report

“The art of teaching is the art of assisting discovery.”
Mark Van Doren

DEGREE PROGRAM:	SECONDARY EDUCATION (BSED)
PROGRAM REVIEW CHAIR:	DR. SHARTRIYA COLLIER, ASSOCIATE DEAN/PROFESSOR

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.](#)

Overview

As is known, we, in the United States live and operate in a “Knowledge Economy”. Thus, educators play one of the most critical roles in human society. Accordingly, at Nevada State College, excellence is used as education to foster opportunity for individuals, families, communities, states, and for the country as a whole. Moreover, 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 not only career success, but to an 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 and for the country.

Thus, Nevada State College’s School of Education plays a pivotal role in the status of life not only in Nevada, but in the nation and in the world by fostering opportunity. Accordingly, the Nevada State College, School of Education 10-year program review explores our strengths and fragilities as we prepare our students to go forth and teach the students and families of Nevada. The NSC BSED degree in Secondary Education includes concentrations in Math, Physical Science, and Biology. **This report and the data below include a very broad overview of the Secondary BS (BSED) program data but has not been disaggregated to include and in-depth analysis of the concentrations.**

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

A. Institutional Mission Statement

Mission: 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 degree programs open doors to career success and an 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. **NSC’s Vision:** Nevada State College will deliver on its promise to Nevada by becoming a model of teaching excellence, a pioneer in innovative student support, and an agent of economic growth and social justice. Furthermore, NSC has adopted several Core Values to guide our college-wide development.

B. School of Education Program 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

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 the 2020-2025 Institutional Strategic Plan. This plan, 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.

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

SOE Strategic Goal 1: Recruitment (Strategic Plan 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 so that we can facilitate a near-seamless pathway into higher education. Finally, our recruitment activities reflect both the internal and external goals of our School of Education.

Strategic Goal 2: EnRichment (Strategic Plan 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 (Strategic Plan 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 that our instruction and support are grounded not only in evidence-based research, but that they also enrich professional practice.



View of our new education facility, the Glenn & Ande Christenson School of Education Building

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.

Note: One important caveat for all of the numbers presented in this section is that they refer to a comparatively small population of students (the program has ranged in size from 1 to 9 students during this period under review). Consequently, even small changes in raw headcount – such as with our retention data – can yield very large proportional changes in data presented as percentages.

1) Enrollment by Academic Year (program & NSC overall)

Given the critical need for educators in the United States and in Nevada in particular, a first question becomes, “Is the School of Education growing as the college grows?” More concretely, given that Nevada State College’s number of degree-seeking students grew from 2915 to 4347 students from 2013 to 2021, what proportion of these students selected to major in secondary education?

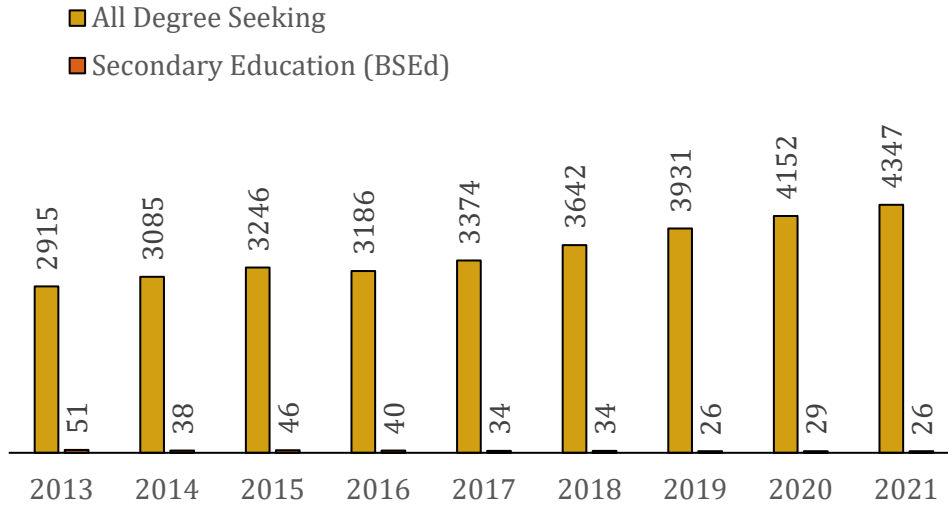
Box 1

- Answer: As Figure 1 reveals, NSC experienced a growth rate of 49.125% over this six-year period.
- In contrast, the School of Education’s Secondary Education enrollment dropped from 51 to 26 students from 2013 to 2021 - a decrease of 49.02%.

The magnitude of this decrease suggests that it is urgent that the School of Education at Nevada State College engage in extensive outreach and recruitment. As is known, in the year of 2022, Nevada was second in the nation in the ten states in the country with a high teacher shortage. However, Nevada’s greatest teacher shortages were in Mathematics, Science, Foreign Languages, Bilingual education, and Special Education. While Nevada State College’s School of Education is actively involved in initiatives to increase its “production” of secondary school teachers, far more is needed given the additional pressures upon teachers created by COVID-19. Before the COVID pandemic, the teacher shortage in Clark County was only 530 teachers. In August 2021, it was 777. As of February 2022, there were 1,270 unfilled positions for secondary teachers in Clark County (Solis, March 7, 2022, 2:00 A.M.).¹

Figure. 1

Degree Seeking Students

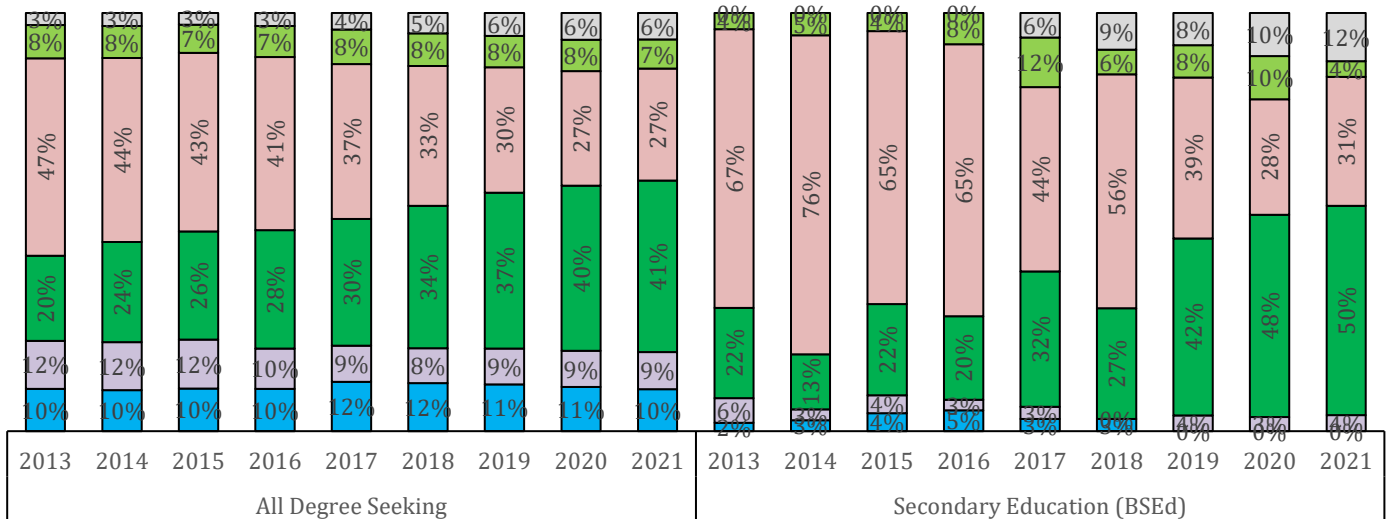


2) Race/Ethnicity, Gender, Pell-eligible, & First-generation status

But, as a public institution of higher education, Nevada State College is also implicitly mandated to produce teachers who have the training and experience needed to maximize educational outcomes by race/ethnicity, gender, parental/familial socioeconomic income status, and across other relevant descriptors. As Figure. 2 reveals while racial and ethnic diversity of the BSEd students grew, there is still room for additional growth in this area.

Figure. 2
Race/Ethnicity

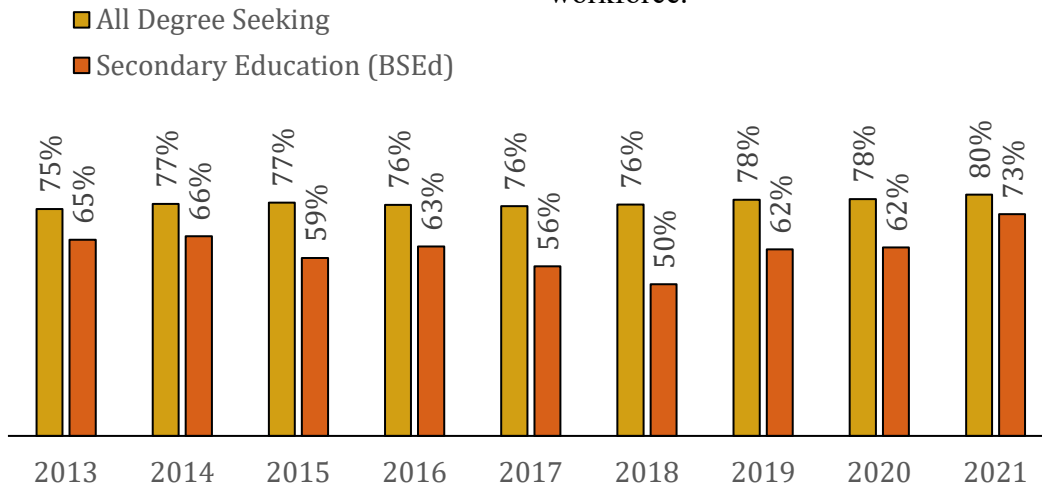
■ % Asian
 ■ % Black or African American
 ■ % Hispanics of Any Race
 ■ % White
 ■ % Other
 ■ % Unknown



- From 2013 to 2021, the racial diversity of all degree seeking students at NSC increased from 53% in 2013 to 73% in 2021 - an increase of 37.7%.

The percent of the School of Education's Secondary Education graduates who were diverse grew from 33% in 2013 to 69% in 2021 - a growth rate of 109.09%. Specifically, for students of Hispanic/Latinx background. However, the Asian and Black populations are still very small. The SOE will continue its efforts to diversify the teaching workforce.

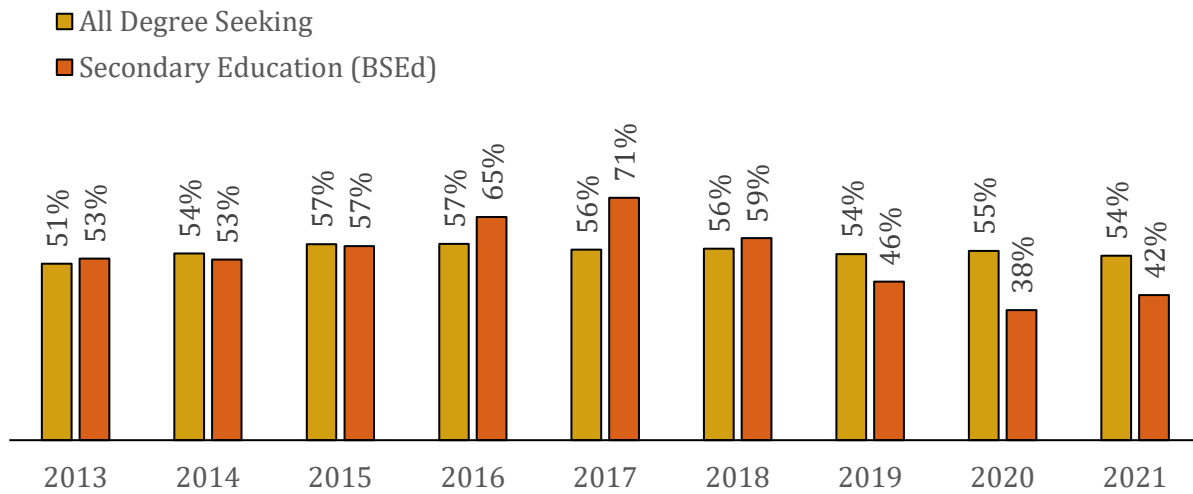
Figure 8
Women



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



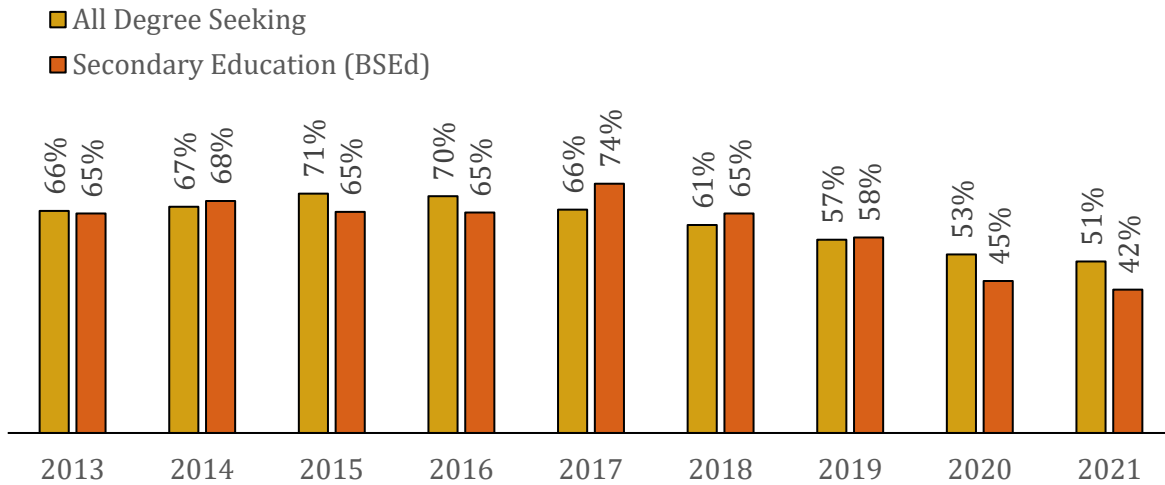
Figure. 4
PELL Recipient



As Figure. 4 reveals, enrollment of low-income students significantly declined from 2013 when 53% of all secondary education majors were low-income to only 42% in 2021. This was a 20.75% decrease. In contrast, All NSC PELL grant recipients has ranged from 51% in 2013 to 54% in 2021. Thus, the Secondary students do not receive as much aid as the rest of the NSC population. This may represent that fact that many of the Secondary Education students are working adults with active careers. However, further data is needed to confirm this.



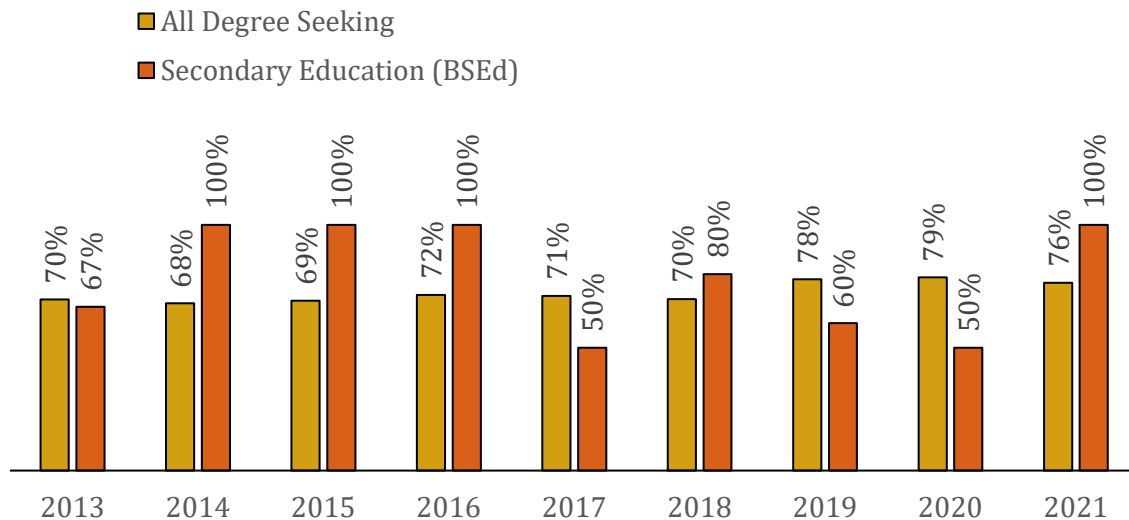
Figure. 5
First-Generation and Second Education Degree-Seeking Students



NSC as whole experienced a decrease in the proportion of first-generation degree-seeking students from 2015 to 2021. The amount of BSEd students who are identified as first generation also decreased from 65% in 2013 to 42% in 2021. Overall, this trend is aligned with the greater NSC student population which was 66% in 2013 and 51% in 2021. Nonetheless, a large portion of BSEd population is first generation, thus additional academic supports may be needed to help first generation students acclimate to college.

3) Retention (IPEDS & transfer student data)

Figure. 6
One-year Retention of First-time, Full-time Students



As Figure. 6 reveals, BSEd students have a relatively high one-year retention rate. For example, in years 2014, 2015, 2016, and 2021 there was a 100% one-year retention rate. However, it is important to reiterate that these percentages involve cohorts with very small headcount numbers (single digits in all cases). As such, the high retention numbers are encouraging, but it also is difficult to draw conclusions from the data, especially

when the retention rates drop – such as the rates of 50% in 2017 and 2020 – because those decreases involve the attrition of just 1 to 2 students. Nevertheless, it is imperative for us to continue to identify factors that both enhance and attenuate retention and graduation rates so that we maximize the success of our students regardless of the raw headcount numbers. Factors already identified include course availability, access to financial aid, and advising.

Figure. 7
One-year Retention of New Transfer Students

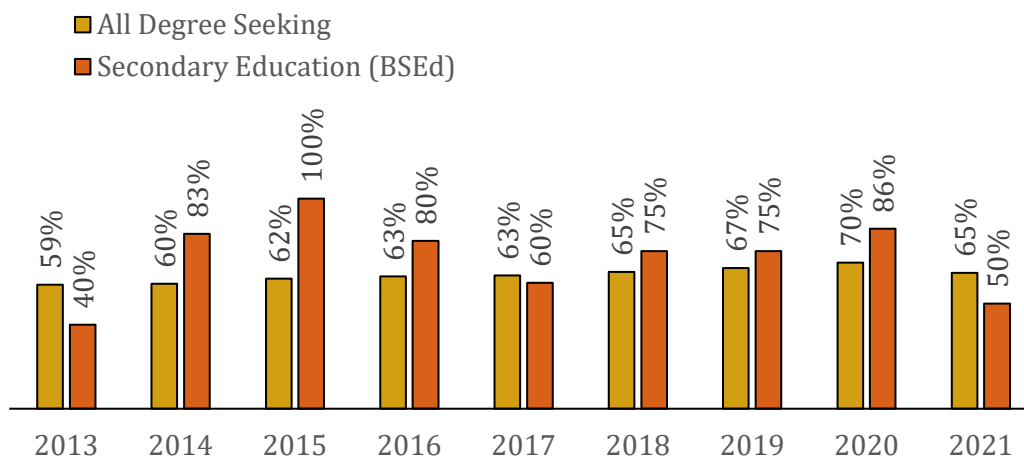
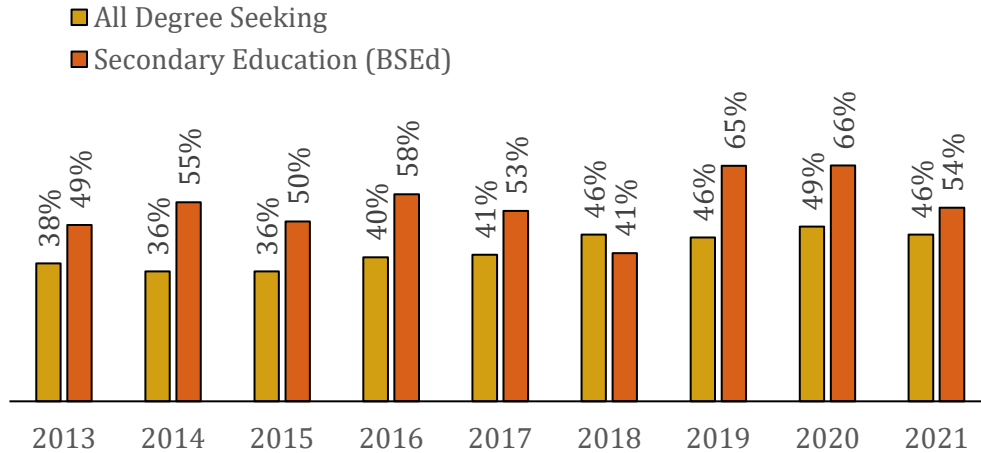


Figure. 7 reveals a strong need to direct services towards those students who transfer into NSC’s SOE Secondary Education programs since only 50% of these students were retained in 2021. Moreover, it appears that there was an ongoing problem since 2013 with a strong improvement in 2015. Aulch (2017), in a review of the literature, found that students who transfer in may have low retention because they feel isolated. Thus, NSC/SOE may wish to hold orientation sessions and events to address the unique needs of transfer students. There is also evidence that being unable to transfer 100% of prior credits supports low retention. NSC/SOE may wish to clarify the number of credits that will be accepted in the letter of acceptance. Additionally, before admitting transfer students, NSC/SOE may wish to query potential transfer students who live a great distance from the college regarding their willingness to live on campus and/or to commit to class attendance and graduation before they are accepted into the Secondary Education program as transfers. Other variables that are associated with the lower retention rates of transfer students may include: 1) accepting students with a lower GPA than the mean for students in the overall Secondary Education Program and/or providing educational support services to students with lower GPAs who are accepted as transfer students.

4) Part-time vs. full-time

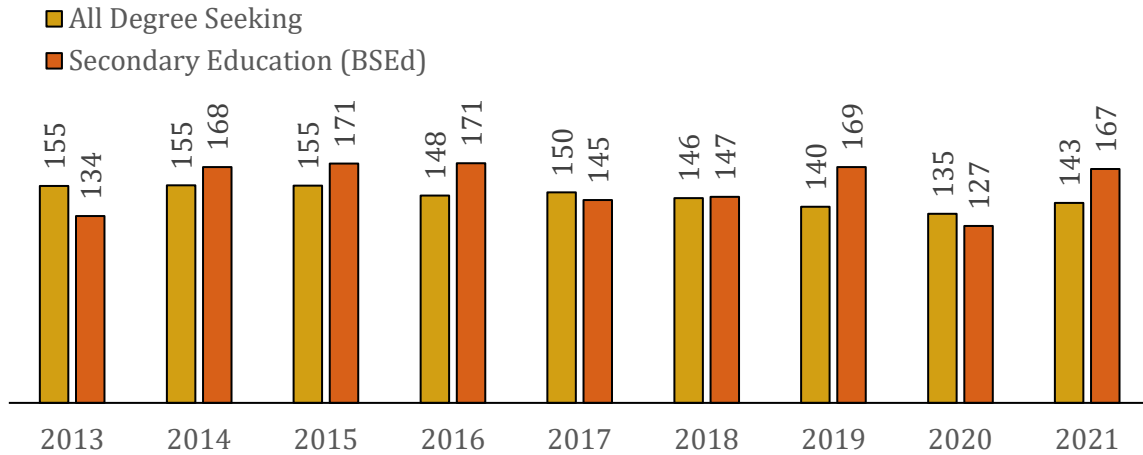
As the data below demonstrate, in most years over half of the Secondary students were full-time students. This number has varied. In the lowest year 2018, 41% of the students were full-time. During the highest year in 2020- 66% of the students were full-time. Thus, in some ways the BSED student populations are outliers in contrast to the rest of the campus. This full-time status provides more opportunities to explore accelerated pathways for full-time students and also create flexible scheduling for part-time students.

Figure. 8
Percent Full-Time Students



5) Average number of credits earned by graduation

Figure. 9
Average Degree Credits Earned by Graduation



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

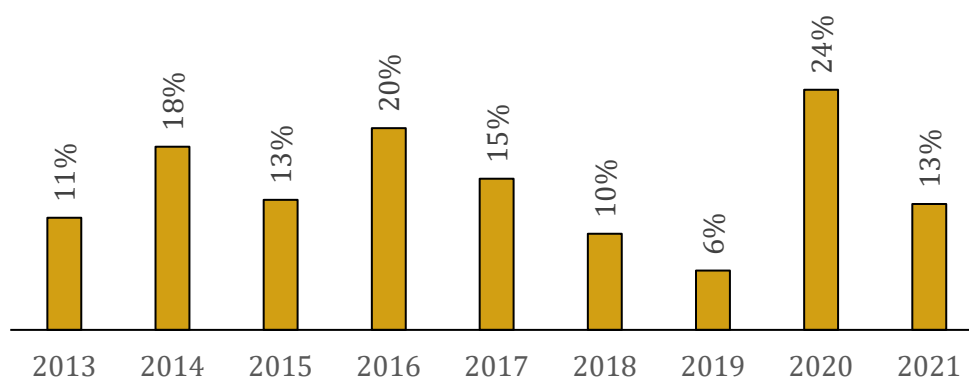
6) If program has a pre-program before admission (like Education and Nursing), % of pre-majors moving into program each year (or over a certain amount of time)

One area in which the School of Education has a major problem that requires immediate attention is that of elevating the speed with which students move from pre-major to major. As Figure. 10 below reveals, in the

nine-year period from 2013 to 2021, the highest proportion of students who moved from pre-major to major was 24% in 2020. In 2021, 87% of the overall degree-seeking students did *not* ever reach the status of being a major.

As Figure 10 demonstrates, in 2014 and 2021, only 18% of students changed from a pre-major in secondary to an actual major. Probably the most significant barrier that students face in moving from pre-program to in-program is the Praxis Core which is needed for program admission. Other factors include advising turnover, scheduling issues and also many of our students are non-traditional working adults with families, thus they need flexible course scheduling with a variety of options.

Figure. 10
Percent Moving from Pre-Major to Major



7) 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.

If students do not move from pre-major to major, how does it affect secondary education graduation rates? As Figure. 11 confirms, the School of Education had quite low graduation rates for male students in the secondary in 2007. However, by 2016, 100% of females enrolled graduated or had done so in 2015. The same was true for Asian American students in 2015 and 2016, for African-descended students in 2010, Latinx students in 2015, and European-descended students in 2010. The SOE will continue to explore strategies to improve program completion given that the six-year graduation rates from 2006 to 2015 were only 18% for all degree-seeking students and 34% for all students receiving a Bachelor of Science in Secondary Education.



Figure 11

Secondary Education (BSEd) IPEDS 6-Year Graduation Rate by Gender, Race/Ethnicity

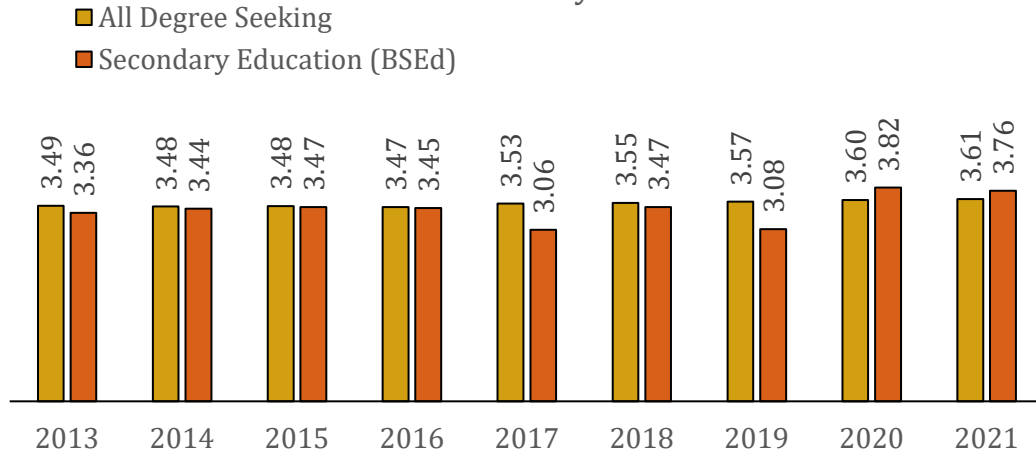
Year	Women	Men	Asian	Race/			White	All
				Black or African American	Hispanics of Any Race	Ethnicity Not Represented Elsewhere		
2007	33%	33%	67%	-	67%	0%	20%	33%
2008	100%	0%	0%	-	0%	-	50%	25%
2009	100%	-	-	-	-	-	100%	100%
2010	25%	50%	-	100%	-	100%	0%	33%
2011	0%	0%	-	-	-	-	0%	0%
2012	67%	25%	25%	-	25%	-	67%	43%
2013	0%	0%	0%	-	0%	-	-	0%
2014	0%	0%	-	-	-	-	0%	0%
2015	100%	-	100%	-	100%	-	100%	100%
2016	100%	-	100%	-	100%	-	-	100%

As Figure 11 reveals, graduation rates for BSEd Secondary Education students vary greatly from year to year, ranging from 100% to 0%. Again, we believe this is less a function of substantive changes to the program or our students from year to year, and simply a reflection of the very small sample sizes for these observations (often in the low single digits). Even the additional retention or attrition of a single student can have a 33 to 100% impact on these proportional numbers. As might be expected, the small sample sizes make it prohibitively difficult to draw any conclusions regarding demographic variables (e.g., gender, ethnicity), but we provide them above in accordance with our program review policy.

8) GPA of graduates by academic year

It is notable that the general NSC “All Degree” students had slightly higher GPAs in 2013-2019. However, in 2020 and 2021, BSEd students’ GPAs were significantly higher. Mean GPAs in secondary education increased from 3.19 in 2013 to 3.79 in 2021. This is an increase of 18.8%.

Figure. 13
Graduate GPA by 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.
 - 2) Distinct elements of coursework/program. Comparison/relationship to other programs in NSHE, including cost to complete full program.
 - 3) Articulation agreements, 3+1 programs, etc.

1) Need:

It has been estimated that a 23% increase is needed for teachers in the State of Nevada over upcoming years. Data from the Nevada Department of Education also reveal that there is a specific need for teachers who are able to improve academic outcomes for pupils statewide through the use of evidence-based approaches. NSC/SOE integrates these needs into its action plans.

Nevada is currently facing one of the largest teacher shortages in the nation. Clark County School District (CCSD) is the 5th 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:

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 Secondary Education BSED in general, concentrations in the degree include Biology, Math and Physical Science. Some Secondary concentrations are dual degrees; thus, students are certified to teach and receive a degree in the Secondary concentration of focus. SOE is also known for other unique programming, 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, Secondary Bachelor of Science students must complete. For the sake of this report, we will compare our BSED Program with our neighboring southern Nevada school, UNLV.

The sample below is from our BSED, with a Biology concentration. As can be observed below, Nevada State College is significantly lower in cost per credit than UNLV. A unique component of the NSC Secondary BSED 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, Nevada State College has implemented four English Language Development courses EDRL 477, EDRL 471, EDRL 474 and EDRL 475. NSC’s “major requirements” are 85-87 credits versus UNLV which includes 84-94 credits. However, both programs are a total of 120 credits. Both programs have at least 3 credits of literacy and 3 credits of Secondary methods. Both programs require student to study content courses in the Secondary concentration area.

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 credit 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. 1

Nevada State (B.S. in Secondary Education) Program Cost-\$185.00 per credit plus fees	UNLV (B.S. Secondary Education) Program Cost-\$256 per credit plus fees
College Core Curriculum (33-44 credits)	College Core Curriculum (36-40 credits)
Major Requirements (85-87 credits)	Major Requirements (84-94)
Electives (0-2)	Electives-
Secondary Concentration Required Courses- Pre-program	Secondary Concentration Required Courses- Pre-Program
EDU 163 Praxis Core Literacy Lab EDSP 411-Students with Disabilities in General Education Settings (3) EDU 164-Praxis Core for Educators Mathematics Lab (1)*	EDU 280 - Valuing Cultural Diversity EPY 303 - Educational Psychology EDSP 411 - Students with Disabilities in General Education Settings EDU 202 Introduction to Secondary Education

<p>EDSP 432-Parent Involvement and Family Engagement for Students with/without Disabilities (3) EDRL 471- Theory and Practice for Academic English Language Development (3)</p> <p>One of the Following: EDU 214-Preparing Teachers to Use Technology (3) EDUC 399-Foundations of Educational Technology (3)</p> <p>Program Admission Courses: EDRL 451B-Content Area Literacy Secondary (3) EDRL 474-Methods and Curriculum for Teaching English Language (3) EDRL 475-Assessment and Evaluation English Language Learners (3) EDRL 477-Policies, Critical Issues and Best Practices for ELLS - Practicum (3) EDSC 325-Differentiated Instruction and Assessment for Diverse Learners (3) EDSC 463-Teaching Secondary Science EDSC 483-Secondary Supervised Teaching Internship (9)</p>	<p>EDU 214S Preparing Teachers to Use Technology EDSC 408 Classroom Management in Secondary Education</p> <p>Program Admission Courses: EDRL 451 Content Area Literacy EDSC 323 Teaching and Learning in Secondary Education</p>
<p>Secondary Education Concentration Courses (40-43 credits)</p>	<p>Secondary Education Concentration Courses 37-52</p>
<p>Total Credits-120</p>	<p>Total Credits-120</p>

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, Vannessa 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. NSC/SOE Faculty Profiles

- 1) % of program classes taught by FT vs. PT faculty. Only ___ or ___% of courses are taught by parttime faculty. Thus, a full ___% of classes are taught by fulltime faculty.
- 2) Table summarizing rank (lecturer, tenure-track, full prof, etc.)
- 3) Include current CVs in an appendix folder and link here. (See Appendix 1: Current CVs)
- 4) Data on race/ethnicity & gender of faculty (and specifically for FT faculty). (See Attachment 2: Faculty by Race/Ethnicity and Gender)

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 Secondary Education concentrations (including ELAD coursework and foundational pre-major courses) have an asterisk.

Table. 2
School of Education Teacher Education Faculty and Curriculum Vitae's

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

Additionally, the talented faculty in the [Biology](#), [Math](#), and [Physical Science](#) Departments in the School of Liberal Arts and Sciences play a key role in equipping students with the content area expertise they need as Secondary teachers. (Click the links above to review bios).

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. 3

FT Academic Faculty

SOE	
Race/Ethnicity	Percent of Total
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. 4-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. 5 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. 6 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 6th 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 excellences, 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 sub-scores 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,

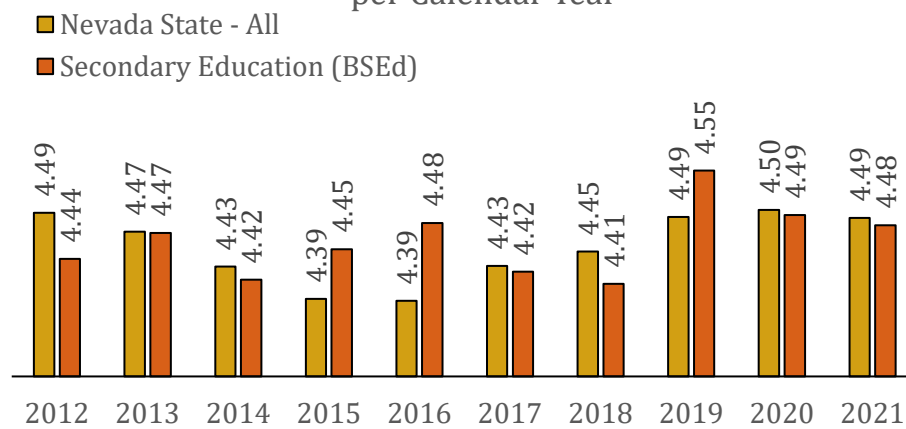
including a review of the strengths and weaknesses exhibited and recommendations for improvement. This process is key to the maintenance and improvement of teaching quality throughout the School of Education, as instructors receive detailed and constructive feedback regarding specific elements of their 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.

Figure. 14
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.

As Figure. 14 reveals, in the time period 2012 to 2021 - a 10-year period, Faculty in Secondary Education had exceptional student evaluations ranging from a low of 4.41 in 2012 and 2013, and 4.41 in 2018 to a high of 4.54 in 2019, 4.52 in 2020 and 4.51 in 2021. However, NSC/SOE is pleased to note that the mean evaluation scores of faculty at Nevada State College in general and in the School of Education exceeded 4.0 out of 5 over the entirety of the 10-year period.

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. 7

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

INTASC Standard #	Admission Status	Elementary Education	Special Education	Secondary Education	Key Performance Assignment
I. The Learner and Learning					
1a. Learner Development	Pre-Admission	EDRL 471	EDRL 471	EDRL 471	-Theory of Language Learning Paper
1b. Learning Differences	Pre-Admission	EDU 203	EDU 203	EDSP 411	-Disability Edusheet
1c. Learner Environments	Pre-Admission Pre-Admission	EDU 214 EDU 206	EDU 214 EDU 206	EDU 214 EDU 408	-Create a WebQuest -Create a classroom management plan
II. Content Knowledge					

2a. Content Knowledge	<p>Program Admission</p> <p>Program Admission</p> <p>Pre-Admission</p>	<p>Pre ST FE</p> <p>EDRL 442</p> <p>*</p>	<p>Pre ST FE</p> <p>EDRL 442</p> <p>EDU 208</p>	<p>Pre ST FE</p> <p>?</p> <p>*</p>	<p>*</p> <p>-Write lesson plan</p> <p>-Lived Experiences of Disability: Narrative Research Project</p>
2b. Application of Content	<p>Pre-Admission</p> <p>Program Admission</p> <p>Pre-Admit/Prog. Adm</p>	<p>Pre ST FE</p> <p>EDEL 443</p>	<p>Pre ST FE</p> <p>EDEL 443</p> <p>EDU 208</p> <p>EDSP 453</p>	<p>Pre ST FE</p>	<p>*</p> <p>-Write a lesson plan on a science topic covered in the NGSS for a K-5 grade level of your choice.</p> <p>-Lived Experiences of Disability: Narrative Research Project</p> <p>Behavior Intervention Plan</p>

	III. Instructional Practice						
	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)	
IV. Professional Responsibility						
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.

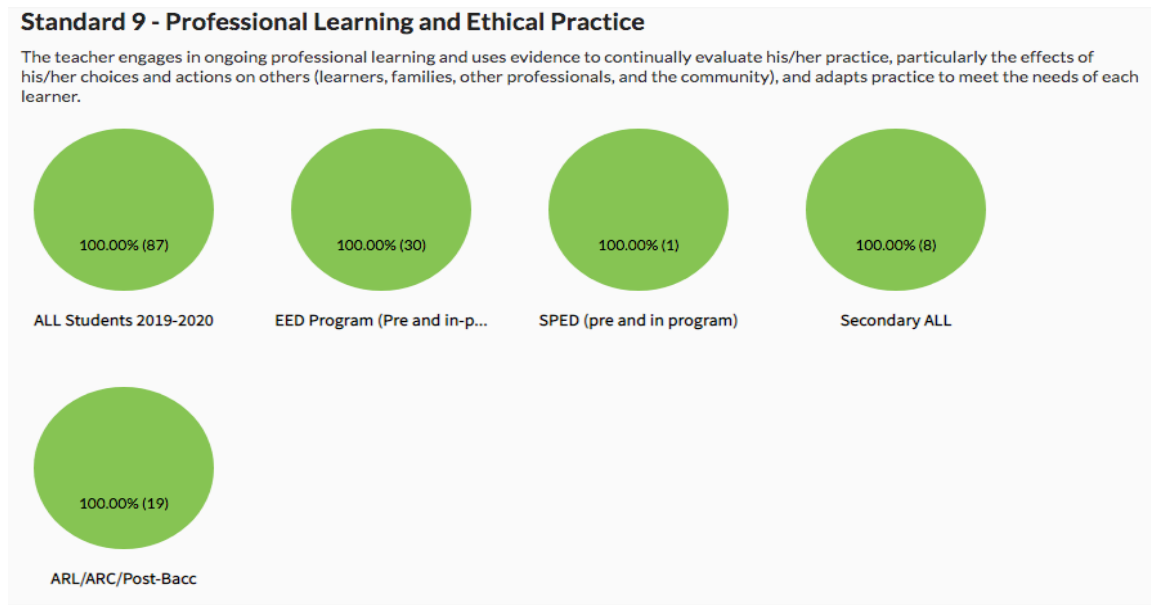
The most commonly assessed standards for the pilot included: Standard 9: Professional Learning and Ethical Practice in which a total of 87 students were assessed across a total of 3 sections of the course EDSP 432: Family Involvement and Parent Engagement for Students with and without Disabilities. The 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 Secondary Program data included one section of **EDSC 473: Pedagogy in Secondary History/EDSC 433: Pedagogy in Secondary Science** participated in the pilot in the Fall of 2019. The key performance for this course assessed Standards 6,7, and 8. Findings revealed that 100% of the students assessed met or exceeded the standards.

Over 90% of the students in the School of Education either met or exceeded the INTASC standards addressed by the key performances in the courses assessed.

Program Level Data

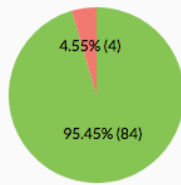
First, the most commonly assessed standard for the pilot included: **Standard 9: Professional Learning and Ethical Practice** in which a total of 87 students were assessed across 3 sections of the course **EDSP 432: Family Involvement and Parent Engagement for Students with and without Disabilities**. The figure below reflects the student outcomes for all three sections across programs. 100% or 87 students met or exceeded the standard. Interestingly, 30 of the 87 students were identified as Pre-elementary/Elementary, 1 identified as an in-program Special Education major, 8 students were in-program Secondary students and 19 students were enrolled in one of our post-baccalaureate program options.



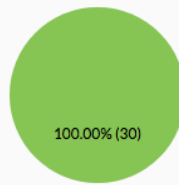
The second most commonly assessed standard was Standard 10F (once again across three sections of EDSP 432:). A total of 95% (84 students) of the students assessed, met or exceeded the standards. 4.55% (4 students) did not meet the standards.

Standard 10.f

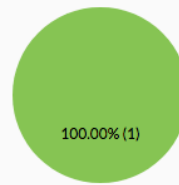
The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.



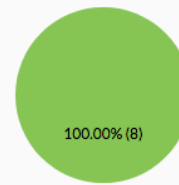
ALL Students 2019-2020



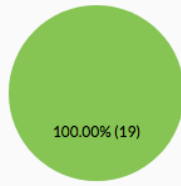
EED Program (Pre and in-p...



SPED (pre and in program)



Secondary ALL

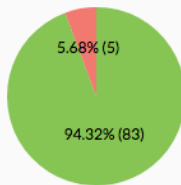


ARL/ARC/Post-Bacc

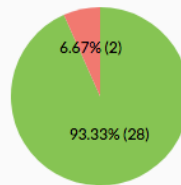
Similarly, 94.3% (n=83) of the students assessed on Standard 10e met or exceeded the standard. 5.68% (5 students) did not meet the standard. Two of the five students were identified as pre-elementary. The others were pre-speech (2) and one student was from interdisciplinary studies.

Standard 10.e

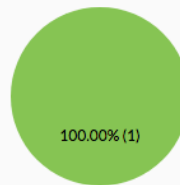
Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.



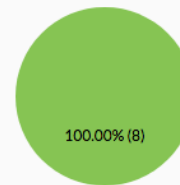
ALL Students 2019-2020



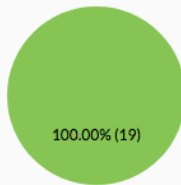
EED Program (Pre and in-p...



SPED (pre and in program)



Secondary ALL

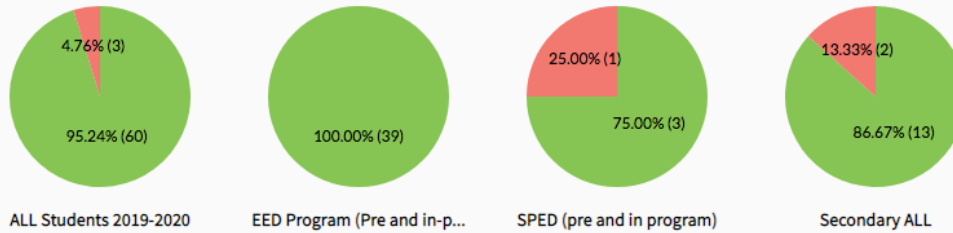


ARL/ARC/Post-Bacc

Other commonly assessed standards for the pilot were across four sections of the course: **EDRL 471 Theory and Practice for Academic Language Development**. This course specifically focused on Standards 1d, 1g, and 1h as outlined in the figures below. 95% (n=60) of the students assessed across all four sections met or exceeded Standard 1d. 4% (3 students) did not meet the Standard. One of the students was an in-program Special Education major and two were in-program Secondary majors.

Standard 1.d

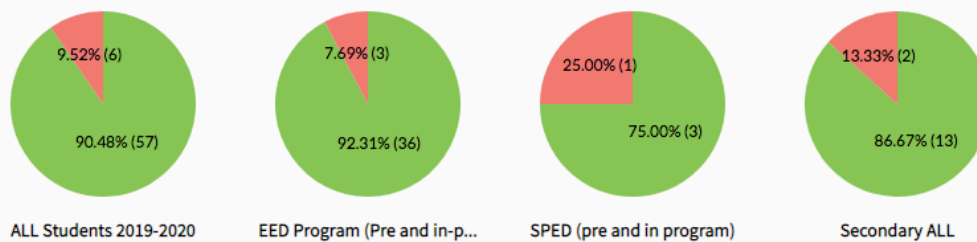
The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.



Student outcomes for the EDRL 471 courses varied a bit. For example, approximately 90% (or 57 students) met or exceeded Standard 1g. The majority of the students assessed in this sample were from the Elementary Ed. Program (pre- or in-program). This number accounts for in-program SPED majors 3 students (75%) met or exceeded and 13 students (86%) of them were in-program Secondary majors.

Standard 1.g

The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.



ARL/ARC/Post-Bacc

Additionally, as the figure below for Standard 1h reveals, 92% or (58) students “met or exceeded” the Standard. 5 students “did not meet” the standard. Of the five students who “did not meet” the Standard 1 was identified as a pre-elementary junior, one was a Special Education in-program junior, a pre-education Secondary senior, an in-program Secondary senior and an in-program Secondary sophomore. The performance on this standard demonstrates the variety of students who take this required course at varying stages of their student journey. Implications for further tracking of when students take this course and further advising on the best time to take the course, whether it is prior to program entrance or once students get into the program, is essential.

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.

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.

BSED Programmatic Strengths

- Highly trained faculty in Education and with content expertise
- Support for ELL pedagogy
- Innovative technology instruction
- Praxis support through labs
- Methods courses with field experiences

BSED Programmatic Weaknesses

- Low enrollment
- More collaboration between the School of Education and the School of Liberal Arts and Sciences to ensure that content and pedagogy are scaffolded
- Continued collaboration to ensure that courses schedules between the two schools are aligned
- 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.

1) List of classes required by program.

Course	Course Name	Course Description
BIOL 191A	Intro to Org Biol Lecture	Evolution and ecology of major groups of organisms, including bacteria, protists, fungi, plants, and animals with emphasis on morphology and function, reproduction and physiology. Co-requisite: BIOL 191L; Recommended prerequisite: BIOL 190 or BIOL 190A and BIOL 190L. Lecture/ Lab/ Studio Hours: 3+0+0
BIOL 191L	Intro to Org Bio Lab	Evolution and ecology of major groups of organisms, including bacteria, protists, fungi, plants, and animals with emphasis on morphology and function, reproduction and physiology. Co-requisite: BIOL 191A; Recommended prerequisite: BIOL 190 or BIOL 190A and BIOL 190L. \$35 lab fee Lecture/ Lab/ Studio Hours: 0+3+0
BIOL 209	Cell Processes	The course will address fundamental principles cellular phenomena in eukaryotic cells including the organization of cells and their organelles, signal transduction, cytoskeletal systems, cell movement and cellular communication. This course is recommended for biology majors interested in careers in biomedical science. Pre-requisite(s): BIOL 190, CHEM 121, CHEM 122, and MATH 126 Lecture/ Lab/ Studio Hours: 3+0+0
BIOL 251A	Gen Microbiology Lecture	Morphology, physiology, classification and culture techniques of prokaryotic and eukaryotic microorganisms. Co-requisite: BIOL 251L; Pre-requisite(s): BIOL 189 and CHEM 108 OR BIOL 190 and CHEM 121 Lecture/ Lab/ Studio Hours: 3+0+0
BIOL 415	Evolution	Pattern and process in the evolution of life on earth. Pre-requisite(s): BIOL 190, BIOL 191, BIOL 300, CHEM 121, and MATH 126. Lecture/ Lab/ Studio Hours: 3+0+0
CHEM 474	Biochemistry I	Fundamentals of biochemistry with emphasis on the molecular/chemical composition and the structure-function relationships of biological macromolecules. Important concepts may include: protein structure and function, bioenergetics, composition of biological membranes, signal

		transduction, introductory metabolism, and enzyme catalysis, kinetics, and regulation. Pre-requisite(s): BIOL 300, CHEM 241 (with a C- or better) or CHEM 242.
CS 135	Computer Science I	Problem solving methods and algorithm development in a high-level programming language. Program design, coding, debugging, and documentation using techniques of good programming style. Program development in a powerful operating environment. Pre-requisite(s): Placement into or completion of MATH 120E or higher; \$25 lab fee.
EDRL 451B	Content Area Literacy Sec	Strategies for developing comprehension and critical reading and writing in content areas for students in grades 7-12. Pre-requisite(s): EDU 250 and admission to the Teacher Preparation Program. (Pre-requisite(s) do 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.)

EDSC 325	Diff Instrctn & Assmnt Lnrs	This course explores theories and practices of differentiated instruction in secondary education contexts with a focus on curricular, instructional, and assessment approaches for use with diverse learners. Field Experience hours required. Pre-requisite(s): EDU 250 and admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)
EDSC 408	Classroom Management	Emphasis on effective classroom management techniques and management programs for the secondary school environment. Students develop and evaluate teaching philosophies and classroom management plans. Topics include school and classroom climates, student motivation, effective communication, and problem solving. Field experience hours required. Pre-requisite(s): EDSC 321 and admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to ARL and Post-Baccalaureate students.)
EDSC 453	Teaching Secondary Mathematics	Methods, materials, teaching techniques and strategies unique to secondary mathematics; curriculum; classroom organization; test construction/evaluation, use of technology and resources. This course should be taken in the semester prior to student teaching. Field experience hours required. Pre-requisite(s): EDSC 325 and admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)
EDSC 463	Teaching Secondary Science	Methods, materials, teaching techniques and strategies unique to secondary science; curriculum; classroom organization; test construction/evaluation, use of technology and resources. This course should be taken in the semester prior to student teaching. Field experience hours required. Pre-requisite(s): EDSC 325 and admission to the Teacher Preparation Program. (Pre-requisite(s) do not apply to Alternative Route to Licensure majors.)
EDSC 483	Sendry Sprvsd Tchng Intrnshp	Full-time supervised practice teaching in a 7-12 placement. 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. S/U grading only. Course Fee: \$250
EDSP 411	Stud W/ Disab in Gen Ed	Preparation of teachers to deal with assessment and program development for students with disabilities who are included in general education classrooms
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
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 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.)
GEOG 117	Meteorology/Climateology	Studies the composition, structure, and dynamics of the earth's atmosphere that influences global weather patterns. Meteorology defines weather concepts that provide the basis for forecasting, weather analysis and understanding atmospheric phenomena such as hurricanes, tornadoes and extreme weather. Discussion on human impact of the atmosphere, ozone depletion, greenhouse effect and air pollution. Satisfies Natural Science Core Curriculum. (non-lab credit).
MATH 182	Calculus II	Continuation of MATH 181; transcendental functions, methods of integration, conics, vectors. Satisfies Mathematics Core Curriculum. Pre-requisite(s): MATH 181.
MATH 301	Intro to Proofs: Logic, Sets &	Logic; elementary set theory; functions. Emphasis on learning to read and write proofs. Pre-requisite(s) or Co-requisite(s): MATH 182
MATH 314	History of Mathematics	Survey of mathematical developments from ancient times to present. Emphasis on originators, origins and consequences of significant mathematical contributions. Co-requisite(s): MATH 182. Lecture/Lab/Studio Hours: 3+0+0
MATH 352	Probability and Statistics	Probability experiments; sample spaces, discrete and continuous random variables and distributions; mathematical expectation, central limit theorem; hypothesis testing and linear regression. Pre-requisite(s): MATH 182
MATH 381	Methods of Discrete Math	Quantifiers and logical operators; sets, functions, binary relations, digraphs, and trees; inductive definitions, counting techniques, recurrence systems analysis of algorithms. Pre-requisite(s) or Co-requisite(s): MATH 301.
MATH 427	Differential Equations	Theory and solution techniques for solving ordinary differential equations with constant and variable coefficients, systems of linear differential equations, and a variety of other methods and applications. Pre-requisite(s): MATH 182.
MATH 453	Abstract Algebra	Sets, functions, groups, quotient groups, homomorphism theorems, Abelian groups, rings, polynomial rings, division rings, Euclidean domains, fields and vector spaces. Pre-requisite(s): MATH 301 and MATH 330
MATH 454	Abstract Algebra II	This course is a continuation of Math 453. We expand our study of algebraic structures to include rings, polynomial rings, division rings, Euclidean domains, fields, and vector spaces. Pre-requisite Math 453
MATH 455	Elementary Theory of Numbers	Topics include divisibility, arithmetic functions, congruences, quadratic residues, primitive roots, Diophantine equations, continued fractions, algebraic numbers, partitions Pre-requisite(s): MATH 301.
NRES 210	Environmental Pollution	Application of physical sciences to address local, regional and global environmental issues associated with anthropogenic interactions with the biosphere, geosphere, atmosphere and hydrosphere. Pre-requisite(s): MATH 120 or higher; Co-requisite(s): CHEM 108 or CHEM 121.
PHYS 151A	General Physics I - Lecture	For non-physical science majors. Kinematics, energy and momentum conservation, rotational dynamics, thermodynamics, fluids, harmonic motion and sound. Satisfies Natural Sciences Core Curriculum. Pre-requisite(s): MATH 126 and MATH 127; Co-requisite: PHYS 151L

PHYS 151L	General Physics I Lab	For non-physical science majors. Laboratory experiences involving kinematics, energy and momentum conservation, rotational dynamics, thermodynamics, fluids, harmonic motion and sound. Satisfies Natural Sciences Core Curriculum. (lab credit) \$25 lab fee. Co-requisite: PHYS 151A
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
STAT 391	Applied Stats Bio Science	Elements of probability, types of biological data, sampling, graphical display of data, commonly used distributions, sampling distributions, point estimations, interval estimation, testing of hypothesis, nonparametric tests, categorical data analysis, introduction to regression, and design of experiments. Pre-requisite(s): MATH 120 or MATH 126.

B. Program Improvement

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

Over the last several years, we have begun to review key data at our faculty meetings to determine policy and/or programmatic changes. The Secondary lead faculty and the SOE Administration have also been meeting to design new recruitment materials. Additionally, we have begun regular meetings with the School of Liberal Arts and Sciences faculty to address scheduling and to ensure that Secondary majors have the courses they need for graduation.

The section that follows addresses the SOE's needs in the area of resources. Subsequent sections address other needs.

VI. EVALUATION OF RESOURCES

A. Library Resources

- Evaluate library resources for the program.

Relative to resources, both faculty and students in the NSC/SOE requires access to current and new information. The Marydean Martin Library is an 8,000 ft² 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

- Evaluate computer access and adequacy of software programs for program faculty and students, if appropriate.

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. It provides speeds of up to 10 Gb/s.

NSC's data center's infrastructure also 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

- Evaluate the adequacy and currency of facilities including quality of facilities maintenance and condition of departmental space. Evaluate the adequacy and currency of instructional equipment (including lab and visual media equipment, etc.) to achieve the objectives of the program.

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. Nonacademic Services

- Evaluate the adequacy of nonacademic student services (e.g., financial aid, Registrar's Office, cashiering) for the program.

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's math and English programs. 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 while maintaining work and school; how to address adverse experiences, etc.

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-in-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

All teacher education licensure programs are approved by the Nevada Department of Education (NDE). The requirements for full licensure by the NDE include passing the Praxis Core Exam and a Praxis Content Exam (in candidates’ secondary subject teaching area). Historically, 100% of secondary graduates have passed both the Core Exam (required for program admission) and the Content Exam (required for admission to student teaching). This does not, however, mean there is not a significant challenge. As per data presented in this document, too many secondary majors do not successfully pass both exams – and thus are not qualified to continue in their chosen secondary program. Given the extreme need for secondary teachers in Nevada, our SOE is in the process of making changes that will provide candidates with more support for exam preparation and changes that will make it possible for candidates to graduate without passing the content exam—assuming they meet all other licensure requirements, program graduates will be qualified for full time employment in a Nevada school district on a two year provisional license (must pass the content exam within two years). While this scenario is not ideal, the severe shortage of secondary teachers is prompting compromises.

B. Resource Analysis

Generally, sufficient resources that support secondary programs are in place. The vast majority of secondary programs (content) courses are delivered by the School of Liberal Arts and Sciences. A significant challenge is scheduling all required courses consistently. Low enrollments in secondary discipline areas (most acute in math) often delay/slow the pathway to graduation. Our SOE is working with LAS to address this issue.

C. Student Success Data

Every secondary teacher that we graduate is important. We celebrate the successes of our secondary education program graduates. As per the data provided, we continue to believe our programs provide candidates with a solid foundation for embarking upon a full-time teaching assignment in a middle school or high school. Unfortunately, the data presented in this program review is sobering; we continue to struggle to recruit sufficient numbers of secondary education majors and we continue to struggle to retain a high enough percentage; too few graduate as per the stated extreme need for secondary teachers in our county and in our State. Finding ways to boost both our secondary education recruitment and retention numbers, moving forward, is/must be a major priority for our School of Education and for our entire campus.

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 the BSED 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. 9 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.
- Types of human, fiscal, and physical resources needed to address recommendations for improvement.

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

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

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

Praxis Core Interventions for Secondary Students

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

Increasing Secondary Scholarship Opportunities

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

Designing 4- and 6-Year Secondary Graduation Models

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

Innovation that could ultimately reverse the inverse relationship between educational inclusivity and retention and

Secondary Curriculum Sequencing and Pre-Requisites

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

Dual Credit Expansion

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

Northern Nevada School of Education Programs

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

PTI Professional Development and Support

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

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

¹ Solis, J. (March 7, 2022). As Nevada’s shortage worsens, where will the new teachers come from? <https://thenevadaindependent.com>