**WRITTEN ACADEMIC PROGRAM REVIEW REPORT ELEMENTS**

**Part 1: Program Overview**

    **A. Brief Program Description/Summary**

1) The Associate of Arts degree allows early choices for those planning a professional life in art, communication, education, history, psychology, social sciences, social work or a related field.

2) This degree is for students planning to transfer with junior standing to a four-year college or university for a bachelor's degree.

3) WNC has 2+2 partnerships with UNR and many other institutions to make completing the Associate of Arts degree at WNC and transferring to a four-year college as smooth as possible. The Associate of Arts degree is designed so students may tailor it to meet degree requirements for a variety of majors at transfer institutions. Courses are scheduled in such a way that Students can finish their degree in 2 years, and the increased use of online courses has heightened the flexibility of the program.

4) The WNC Liberal Arts Division takes responsibility for oversight of the AA Program. The division's academic faculty in arts, sciences, and humanities disciplines work in conjunction with the division director and staff to manage curriculum, scheduling, assessment, reporting, and faculty and student support.

5) The primary bases for admission to upper-division study with full junior status of transfer students from an NSHE community college to any other NSHE institution shall be the associate of arts, associate of science, and the associate of business degrees.

> "The completion of the associate of arts, associate of science, and associate of business degree at a community college automatically fulfills the lower-division general education requirements at any other NSHE institution." Board of Regents Handbook (Title 4, Chapter 14, Section 15)

    **B. College and Program Mission**

| College Mission | Program Mission |
|---|---|
| WNC contributes to solutions for the 21st century by providing effective educational pathways for the students and communities of Nevada. | The mission of the Associate of Arts degree program is to provide the academic knowledge and skills for successful transfer to meet higher education goals. (Added 4/7/21 by Tim Mayo, from https://www.wnc.edu/degree/aa/#mission)It provides pathways to a bachelor's degree at institutions of higher learning in the state of Nevada. |
| Alignment: Academic knowledge and skills acquired in core requirement courses for the AA degree provide the pathways for our students to complete degree requirements which will contribute to the workplace in Nevada and make a difference in solving problems of the 21st century . (Tim Mayo, 5/20/21) ||

**C. College and Program Goals:**

    a.   Please review the current WNC Strategic Plan linked here. On pages 3-4, you'll find a grid listing WNC's current Core Themes, Objectives, and Strategic Plan Indicators. The Associate of Arts mission and Program Learning Outcomes are accessible through this link. The table below records identified alignment.

| College Core Themes, Objectives, and/or Key Performance Indicators | Program Goals and Student Learning Outcomes |
|---|---|
| Transfer Education | The primary mission of the AA is to aid students who wish to transfer.  All of the Program Learning Outcomes (PLOs) are geared toward preparing students for transfer to a higher institution, and the last PLO explicitly states "Be prepared to succeed at a transfer institution." |
| Professional Education | The PLOs are geared towards equipping students with the tools to succeed professionally. |
| Lifelong Learning | The Mission of the AA is suited to lifelong learning is evident in its primary function of a transfer degree.  If the program prepares students for the rigors of a higher institution, it will similarly prepare students to meet all of life's challenges with a spirit of inquiry.  The PLOs are also designed to give students important tools to carry and advance their education through their lifetime. |

D. **Short Description:** Include the following information and append supporting documents as appropriate:

   a. Unique characteristics: The AA program focuses on giving students a broad exposure to the liberal arts in its core requirements, as preparation to continue on to a four-year degree program in a broad range of majors.
   b. Concerns or trends affecting the program: Are there more students moving away from the traditional liberal arts core and moving towards terminal degrees, such as the AAS and other programs? There appears to be a decline in the headcount for degree-seeking students from Spring 17 to Spring 20. The data for terminal programs such as Phlebotomy and Welding seemed to fluctuate. This may be due in part to COVID and general economic trends as well.

   c. Significant changes or needs in the next five years: Employment in western Nevada is shifting to jobs in technology and services. Students pursuing an AA degree will need to sharpen their knowledge of PCs and other communication devices, and "soft skills" need more emphasis as well.

   d. Program Student Learning Outcome/Required Course Curriculum Map: Please see the Student Learning Outcomes for Liberal Arts and PAT which has institutional outcomes mapped to LA courses. It has been uploaded to the shared drive. Here is the link to it: [Course Level Student Learning Outcomes LA and PAT](Course Level Student Learning Outcomes LA and PAT)

E. **Degrees and/or Certificates Offered**: List degrees or certificates that are being evaluated for the purposes of this program review.
   **Students can earn an Associate of Arts Degree in any of the following majors**.

   **Art**
   **Criminal Justice**
   **Education**
   **General Studies**
   **Graphic Design**
   **History**
   **Human Development & Family Studies**
   **Journalism**
   **Psychology**
   **Sociology**
   **Social Work – WNC/UNR 3+1 Collaborative**

F. **Niches Served**: The AA degree is applicable to a variety of niches and has great flexibility. More specifically, it is intended for students in WNC's service area to fulfill core requirements to transfer to four-year institutions of higher learning in Nevada.

**Part 2: Program Effectiveness**

A. **Evidence of Effectiveness**

    a. [Course Scheduling/Enrollment History Report](#)

    b. [Summary Data Sheet](#)

    c. Systematic Assessment:
    [AA Course Level SLO Assessment data 2017-2021](#)

    Academic programs must include evidence that they systematically assess program level student learning outcomes and that data from assessments are used to make improvements to programs. The final program review report should include assessment reports from the past five years and an assessment plan for the upcoming five years. The report should also indicate the steps taken to make the student learning outcomes public and available to students.

B. **Evidence of Satisfaction**:

    a. [AA Program Review Student Panel: Overview and Discussion Notes](#)

 Academic programs may include additional hard data regarding student satisfaction with courses and programs, employer satisfaction studies, etc., as indicators of effectiveness of the program. Results from the Noel-Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement can be broken out by declared major and are available upon request from Institutional Research and Effectiveness. Summarized results from student course evaluations, other student satisfaction surveys, and student focus groups and feedback panels are additional sources that may be included.

C. **Certifications/Licenses**: The Associate of Arts Program does not offer any certifications or Licenses.

D. **Enrollment Trends:** Instructional programs should discuss general student demographics and enrollment trends outlined by the following questions:

    a. What student demographic and enrollment trends are most notable?
        i. Overall, enrollment in the AA program is declining.
        ii. Male enrollment is declining at a greater rate than female enrollment.
        iii. Enrollment of students aged 25 and older is declining at a greater rate than younger students.
        iv. The proportion of Hispanic enrollment is increasing
        v. WNC is actually more diverse than its service area population.

    b. What groups constitute the program's main demographic?

i. The largest overall demographic in the AA program is White Women representing 357 out of 928 students in 2020.

ii. By age, the largest demographic continues to be those between 18-25 years though their proportion and headcount are both declining.

iii. By Race/Ethnicity, the largest demographic is White, but its proportion and headcount has declined.

iv. By attendance level, students taking fewer than 12 units is the largest body, but accounts for 45-54% of all students between Fall 2015 and Fall 2020.

v. By gender, Women make up 65-70% of AA degree seekers between Fall 2015 and Fall 2020.

c. What efforts have been made by the program to recruit students?

The Marketing Department recruits students through call campaigns, mailing campaigns, presentations, and community events, in accordance with the institutional marketing plan. Specifically, the Bridge to Success program has been an integral part of increasing access to recruitment directly in high schools. Please see the Information and Marketing Services (Links to an external site.) website for more information including Marketing and advertising (Links to an external site.), Public Relations (Links to an external site.), and Mission and Goals. (Links to an external site.) Please also see the AA Emphasis page in the Needs for the Program module for specific recommendations.

d. What initiatives have been undertaken to increase FTE?
   i. The biggest initiative to increase FTE has been the jumpstart dual enrollment program. From FA15 to FA20 the percentage of AA degree seeking students under the age of 18 has grown from 14% to 29%, and in each year 75% or more were enrolled in 12 credits or more per semester.
   ii. The AA Program maintained alignment with UNR standards.

e. What initiatives have been undertaken to improve student retention?
   i. Efforts in Admissions and Records to make the enrollment process smoother and easier have been undertaken.
   ii. The corequisite program for Math and English classes was developed and implemented.
   iii. There has been pressure to move to more open source texts and materials in an effort to lower costs.
   iv. The use of Canvas was mandated in an effort to increase engagement. This move was especially helpful in moving to a fully online environment during the COVID Pandemic.
   v. Cohort programs have shown good success in driving retention.
   vi. The Dual Credit initiatives have also driven retention as dual credit students maintain their enrollment at a higher rate than traditional students.
   vii. The LA division has made course mapping training and assessment workshops more available to help instructors hone their classes in order to drive retention.

viii. Admissions and Records has pushed for more use of Early Alert to retain students.  There was a system wide trial of Starfish, but it did not meet the needs of WNC as well as Early Alert.

E. **Need for the Program**:  Explain the need and basis for determining the need for the program. Objective data, such as alumni studies, employer perceptions, data on transfer or transfer potential, local employment opportunities, and studies commissioned by WNC or NSHE, should be included when possible.

> i. The flexibility of an AA degree meets the needs of students who wish to transfer to a four-year institution, in particular those who may wish to change their major field of study after transferring. The AA degree is applicable to a variety of niches and has great flexibility.
>
> ii. Although the AA has experienced an overall decrease in enrollment, the percent of students who started the AA degree and completed it on time increased from 36% in Fall 2015 to 100% in Fall 2018.

F. **Curriculum Review Report**: Attach to this report the Curriculum Review Report and the Curriculum Committee Program Evaluation (the committee's response to the Curriculum Review Report).

Curriculum Committee Review

G. **Internal and External Reviewer Reports**: Attach to this report the completed Internal and External Reviewer Reports.

These were not available at this time of this report.

H. **Findings and Recommendations:** Present the Program Review Team's commendations and recommendations that are the result of the self-study process. Include:

> a. A Five-Year Action Plan outlining major goals, projects, and/or priorities within the program for the next five years.
>
> > i. Part of the challenge here is what we've talked about before regarding not having complete curriculum mapping from the course level to the program level for the AA program. While we have evidence of course-level assessment reporting occurring, not all of those reports have connected their course-level outcomes to program-level outcomes. That means we don't have great data on systematic program-level SLO assessment. One of the conclusions or recommendations coming out of this program review process may relate to improving program-level SLO assessment for the AA. This is also a project that the Assessment Leads have been working on as well.
> >
> > ii. Maybe conduct a study regarding our enrollment numbers, and whether there is a correlation between the drop in traditional students, and the increase in dual enrollment students.  In any case there should be some study or something that addresses the steady drop in traditional student enrollment.
>
> b. A Five-Year Assessment Plan outlining program-level student learning outcome assessment plans that ensures 1) all program-level outcomes are assessed within the

next five-year period and 2) meaningful findings from those assessments are applied to the program.

   i. Assessment of SLOs within the AA program should be continued on final exams, and data from these should be compiled and analyzed to assess the effectiveness of teaching and learning in AA offerings.

   ii. When deficiencies are revealed in assessments, faculty in the disciplines involved should review the methods used to deliver the SLOs and revise them if needed.

   iii. Efforts to recruit students as enumerated in 2D part C should be expanded. Counselors should employ the AA program as a tool to guide students who may be undecided on a major field of study, emphasizing the flexibility of an AA degree for transfer and general education purposes.

   iv. Some of the course outlines are outdated and need to be revised to show clear actionable items to be assessed.

c. Program needs and/or opportunities for support, including budgetary requests, hiring recommendations, and recommended collaborations with internal and external partners.

   i. Funding for technological improvements in WNC classrooms should be sought, and outdated classroom equipment should be updated.

   ii. Efforts to recruit qualified, competent and inspiring faculty are paramount in the retention of students and growth of the AA program.

   iii. Presently English is not offered as a major in the AA program. Recruitment of students for this program could be increased by adding English to the offerings, as it is a common major in most AA programs.

   iv. Spanish would also be a welcome addition to the list of majors offered in the AA program.

   v. Courses in other modern languages could give the AA program more appeal.

   vi. Funding for "welcoming spaces" for adult learners (25+) may be a good future investment and may help boost enrollment in this age group. Other colleges have had success with these spaces (see https://sponsored.chronicle.com/lifelonglearning/index.html?CHENLSDXESCNL)

d. Program successes and recommended action to continue or expand those successes.

   i. The success noted in 2E part ii regarding completion rates is encouraging, and the percentage of students successfully completing an AA degree can be maintained and even increased by proper placement of students in AA courses by counselors. The Jump Start program has contributed to this success as well, and its influence should continue into the future.

   ii. Offerings in lifelong learning/self-improvement could go far in attracting more students in the 25+ age bracket. The AA program has experienced a decline in this group, so courses that could qualify both as AA credit courses and self-improvement courses could attract more students in this age group to enroll in the AA program. Such courses have boosted retention and enrollment at other institutions.

e. Proposed program changes or adjustments, including but not limited to changes in program student learning outcomes, recommended curriculum changes or adjustments, changes to degrees/certificates offered, opportunities for program expansion or streamlining, proposed changes to program modality (e.g., offering distance learning or expanding online offerings), etc.

    i. Bachelor Degree Pathways Misalignment: On the AA webpage WNC does not have Bachelor Degree pathways for Economics, Geography, or Math. UNR does offer Bachelor of Arts degrees in those fields.

    ii. Explore offering certificate for midway completion (like WICHE passport).

    iii. The Library/ASC is an important resource for AA students especially regarding PLO 2, but also 3, and potentially 4&5 (maybe give reason). Since the library went through a major overhaul and even created a new division, it would be beneficial to conduct a study to determine if and/or how well the changes have supported the AA program and mission.

**Written Academic Program Review Report Format**

Please combine all of the above elements, including supporting documents, exhibits, and appendices, **into a single PDF.** This is critical to ensure WNC's ability to properly archive academic program reviews for NSHE and NWCCU accreditation purposes.