Existing Program Review Report

DEGREE PROGRAM:	LAW ENFORCEMENT

PROGRAM REVIEW CHAIR:	LANCE R. HIGNITE, PH.D.

I. MISSION STATEMENT

A. Institutional Mission Statement

At Nevada State College, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable four-year degree programs open the door to career success and 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.

B. Degree Program Mission Statement

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

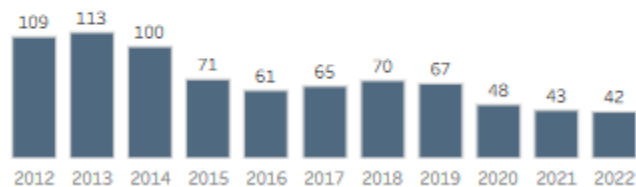### C. Mission Statement Alignment

As outlined above, the BPALE program's mission is closely tied to the mission of the institution. Current students and graduates are taking the necessary coursework to forster stronger communities and better futures. Students in the BPALE program take courses directly related to the law enforcement field (management, legal issues, mass media, contemporary issues), courses in leadership and public administration (problem solving, communication, personnel and financial administration) and courses intended to foster stronger communities (social justice, social inequalities and crime, and victimology). Taken as a whole these courses prepare BPALE students to become law enforcement professionals and to increase the quality of life both for the graduates and the communities they serve.
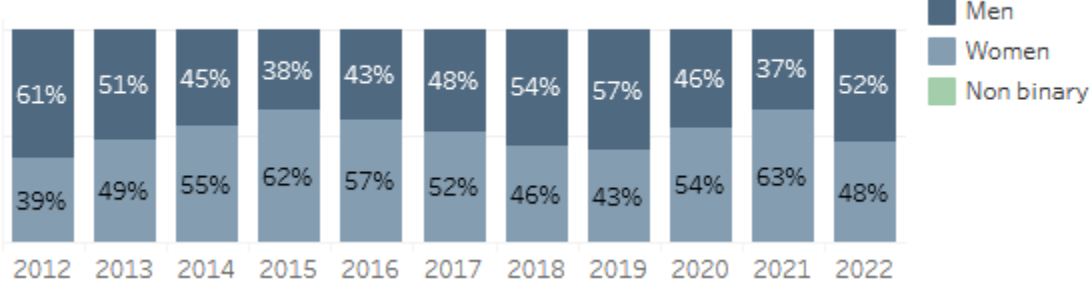
II. INSTITUTIONAL RESEARCH DATA

A. Student Profile and Success Metrics

Annual Enrollment
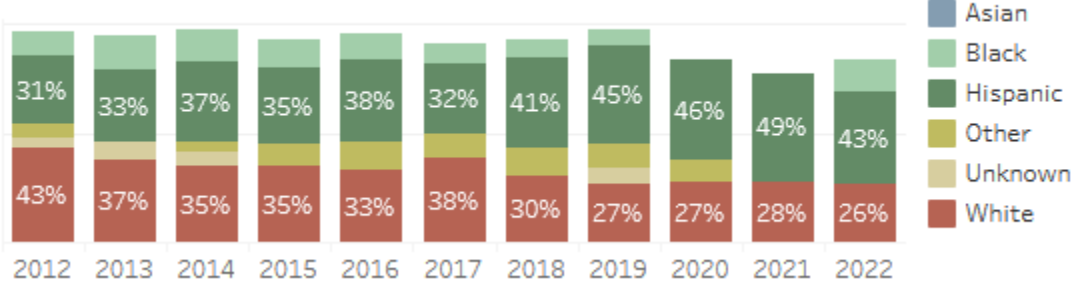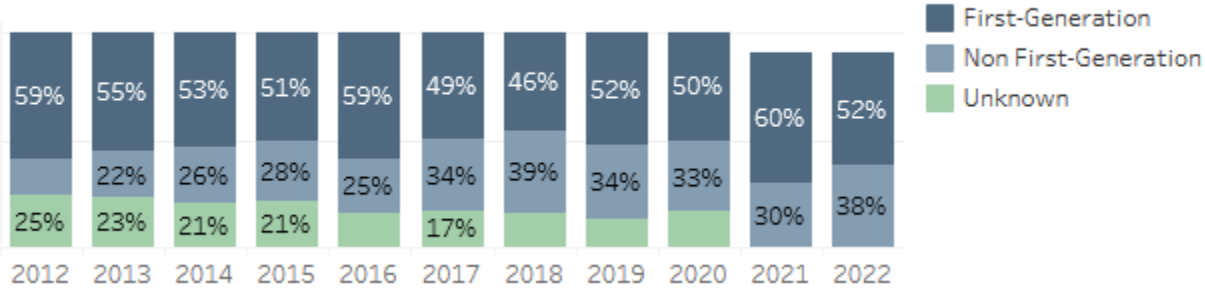
Law Enforcement - BPA

Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Enrollment	109	113	100	71	61	65	70	67	48	43	42

Law Enforcement - BPA: Gender

Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Men	61%	51%	45%	38%	43%	48%	54%	57%	46%	37%	52%
Women	39%	49%	55%	62%	57%	52%	46%	43%	54%	63%	48%

Law Enforcement - BPA: Ethnicity

Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Hispanic	31%	33%	37%	35%	38%	32%	41%	45%	46%	49%	43%
White	43%	37%	35%	35%	33%	38%	30%	27%	27%	28%	26%

Law Enforcement - BPA: First Generation

Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
First-Generation	59%	55%	53%	51%	59%	49%	46%	52%	50%	60%	52%
Non First-Generation		22%	26%	28%	25%	34%	39%	34%	33%	30%	38%
Unknown	25%	23%	21%	21%		17%					

Law Enforcement - BPA: Academic Load

Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Full-time	36%	41%	32%	38%	38%	37%	37%	31%	27%	28%	38%
Half-time	20%	26%	30%		25%	23%	23%	25%	25%	28%	21%
Less then half-time	29%	23%	21%	34%	23%	31%	21%	31%	38%	30%	31%
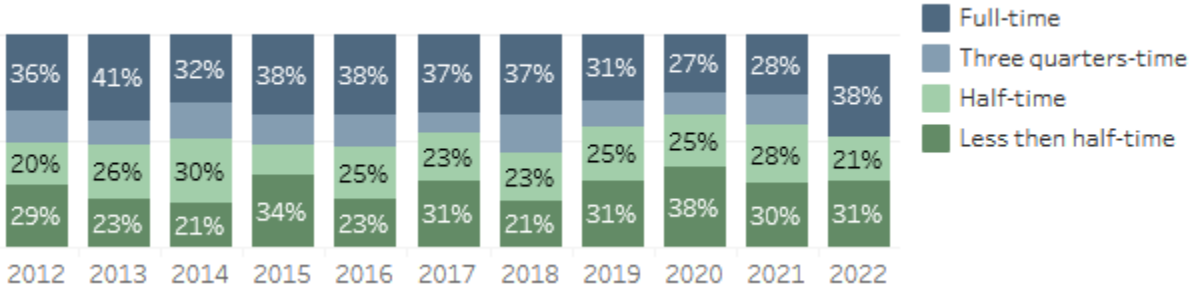
Graduates and Credits Completed

Graduates - Law Enforcement - BPA

132.0									124.4
11	21	11		7	9	12	7	7	8
2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
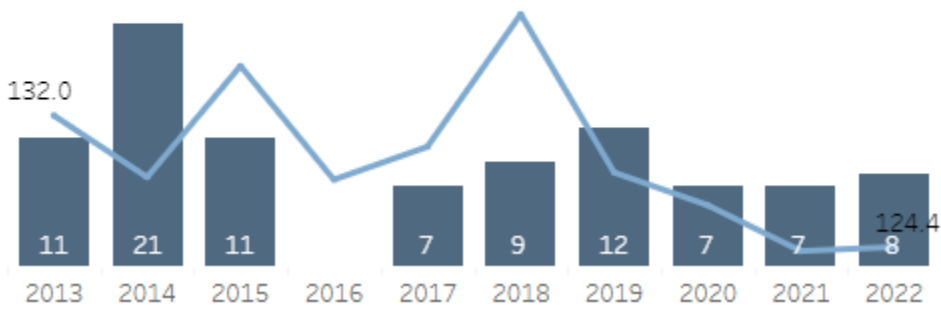
Graduates and Graduation GPA

Graduates - Law Enforcement - BPA

3.6									3.5
11	21	11		7	9	12	7	7	8
2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
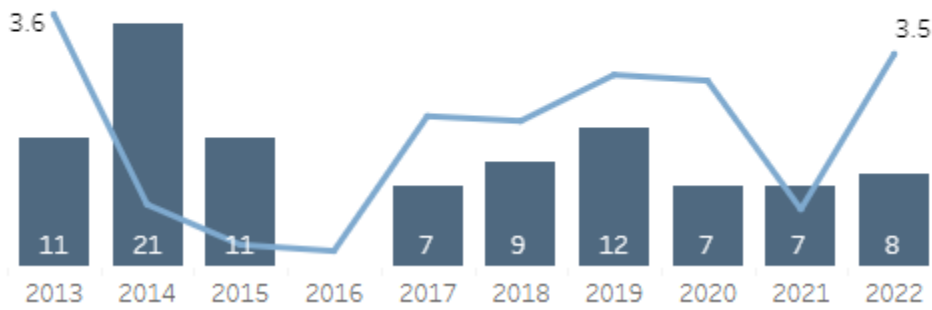
One-year Retention Rates

Law Enforcement - BPA: All

2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
66%	46%	62%	49%	57%	56%	68%	68%	43%	53%	47%	61%
53	74	90	87	56	52	53	56	58	34	36	31
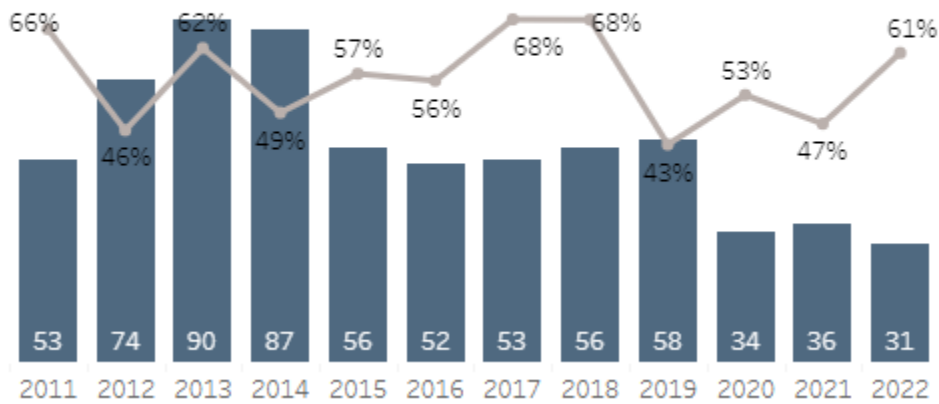
Six-year Graduation Rates

Law Enforcement - BPA: First-time, FT
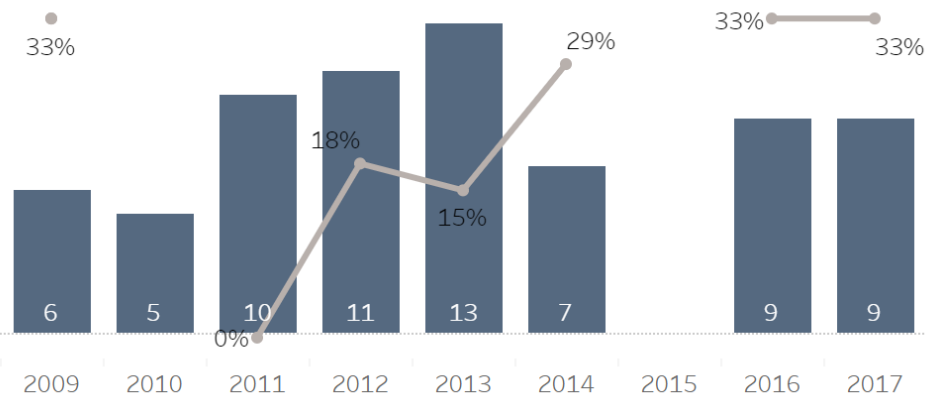
10-year BPALE student data is provided by the Nevada State Office of Institutional Research from 2012-2022. Ten-year enrollment data reports an average enrollment of 68 student majors, with a high of 113 majors in 2013 and low of 42 majors in 2022. Gender statistics report an average of 47.1% males and 52.9% females over the ten year period. This contrasts with NS gender statistics in 2022 which report 21% males and 79% females. The BPALE program has seen some shifts in race/ethnicity of program majors over the 10 year period. The percentage of white students has decreased and hispanic and black students have increased. 2022 statistics report BPALE majors are 43% hispanic, 26% white, and 14% black. 2022 NS ethnicity data for all students indicate 42% hispanic, 26% white, and 9% black students. 52% of BPALE majors identify as first-generation students in 2022 compared to 48% of all NS students in 2022. The average percentage of first generation BPALE students over 10 years is 52.7%. 37% of all NS students took a full-time credit load in 2022, while 38% of BPLAE students were full-time in 2022. The 10 year full time average for BPALE majors is 34.7%. 10 year program data indicates a higher DFWI rate for BPALE students (42.4%) than NS students overall (41.2%). Over the ten year evaluation period over 93 majors have graduated from the BPALE program (2016 data is missing).

B. Programmatic Comparisons
The BPALE program at NS is unique in many ways. First, the program focuses on the Public Administration of law enforcement agencies at the college (BA) level. Most law enforcement courses in NSHE are either focused on vocational training (usually at the community college level) or a part of a criminal justice degree. Second, there has traditionally been a large percentage of female BPALE students. It is common knowledge there is a lack of females in the profession and even less in managerial roles. Lastly, the program is almost entirely online allowing current law enforcement officers more flexibility to complete their coursework at their own pace.

Overall Estimated Comparison

Credit Load	NSC	UNLV	UNR
12 credits	$2,520	$3,890	$3,605
15 credits	$3,112	$4,726	$4,418
30 credits	$6,225	$9,452	$8,837
Estimated cost to complete 120 credits	$24,900	$37,808	$35,348

Articulation Agreements
The Nevada State Transfer Team oversees the update of our articulation agreements with the College of Southern Nevada every spring. The Transfer Team works in tandem with CSN's Assistant Director of Academic Articulation to maintain and update these agreements for all of the Bachelor of Arts and Bachelor of Science degrees that Nevada State offers. The finalized agreements are posted each summer on the dedicated CSN transfer page of the Nevada State website for ease of student and CSN Academic Advising access. The agreements are produced in the format of a four-year degree map to simplify understanding of the pathway from the student's first semester at CSN to their final semester at Nevada State. This process is carried out in coordination with David Singleton, NSHE Academic and Transfer Policy Analyst.

III. FACULTY INFORMATION

A. Faculty Profiles
    1) The percentage of PSC and CRJ classes taught by FT vs. PT faculty

Class Sections

	Full time	Part time
Fall 2022	31%	69%
Grand Total	31%	69%

    2) Table summarizing rank of faculty teaching PSC and CRJ courses (lecturer, tenure-track, full prof, etc.)

Faculty Rank

	Fall 2022	
	Full time	Part time
Associate	1	
Assistant	1	
Instructor	2	
No Rank		19
Grand Total	4	19

    3) CVs are included in this folder: https://drive.google.com/drive/folders/1zu-NpKaukO_lP0FhBZq2acCtWXWUi02l

    4) For full-time instructors, 75% identify as white, while the remaining percentages are too small to report in order to maintain anonymity. For part-time instructors, it can be reported that 63% identified as white, 16% identified as African American, and the remaining percentages too small to report.

B. Teaching Quality

The Center for Teaching and Learning Excellence (CTLE) provides professional development opportunities for full-time faculty and part-time instructors at Nevada State College in order to improve student learning outcomes and support the college's academic mission. The Center provides faculty with individual consultations,

workshops, faculty learning communities, and many other programs to improve student learning outcomes. In addition, faculty research provides examples to and for students in the classroom. Selected CTLE accomplishments and publications follow. Lastly, selected faculty teaching awards are listed.

Selected CTLE Trainings, Learning Communities and Faculty Spotlight:

- The Art of Changing the Brain
- Relationship Rich Education
- Design Tools Objectives & Outcomes
- Bloom's Taxonomy
- Online Course Renovation Collaborative
- Facilitating Diverse Ways of Learning
- Training Program on Accessibility
- Teaching Change
- NSC Online Quality Assurance Program
- CTLE Faculty Spotlight https://drive.google.com/drive/folders/1zu-NpKaukO_lP0FhBZq2acCtWXWUi02l

Selected Discipline-Related Publications:

- Haff, Darlene, Jo Meuris, and Lance Hignite. "Adolescent Suicide among Secondary School Students: Correlates of Risks." *Health Behavior and Policy Review* 6.5 (2019): 480-489.
- Hignite, L. R., Marshall, S., & Naumann, L. (2018). The ivory tower meets the inner city: Student protective and avoidance behaviors on an urban university campus. *College Student Journal*, *52*(1), 118-138.
- Hignite, Lance R., and Darlene R. Haff. "Rapid rehousing of formerly homeless jail and prison inmates." *Housing, Care and Support* 20.4 (2017): 137-151.
- Jones, J. (2021). An Examination of African Americans Fear of Police Among Citizens Eighteen to Twenty-Five Years of Age. *Journal of Criminal Justice Professionals. 2*(1), 58-105.
- Jones, James (2020). Primary Theories of Crime and Victimization 3rd Edition. Bloomington, Indiana: Xibris. ISBN: 978-7960-9627-9.
- Watts, J. H., Carmenety, D., & Kubena, J. (forthcoming). *The Rise of Specialized Policing in the United States*. New York: Linus Learning.
- Watts, J. H. (2019). *Policing America's Educational Systems*. Boca Raton, FL: Routledge Publishing.
- Watts, J. H. (2019). The evolution of school policing. In J. Watts (Ed), *Policing America's Educational Institutions*. Boca Raton, FL: Routledge Publishing.
- Kubena, J. & Watts, J. H. (2019). The evolution of securing the American K-12 educational environment with armed police officers. In Information Resources Management Association (Ed). *Police Science: Breakthroughs in Research and Practice*. Hershey, PA: Information Science.
- Watts, J. H. (2018). Age and social justice. In C. Roberson (Ed), *Handbook of Social, Economic, and Criminal Justice.* New York: Routledge.
- Kubena, J. & Watts, J. H. (2016). The evolution of securing the American K-12 educational environment with armed police officers. In G. Crews (Ed). *Critical Examinations of School Violence in K-12 Education.* Hershey, PA: IGI Global
- Watts, J. H. (2015). Burglary investigations. In J. Eterno & C. Roberson (Eds), *Handbook for Detectives.* Boca Raton, FL: CRC Press.

Selected Faculty Awards:

- Hignite, Lance (2019) Teaching Excellence Award. School of Liberal Arts & Sciences.
- Watts, Harrison (2019) Academy of Criminal Justice Sciences Outstanding Mentor Award

C. Student Evaluations

1) Faculty teaching PSC courses are averaging between 4.4 to a 4.6 average (out of 5.0) over recent years. Faculty teaching CRJ courses rank slightly higher in overall course ratings, generally averaging between 4.5 to a 4.7 average over recent years. In regard to quantitative student ratings, a 4.5 average has been Nevada State's typical standard for excellence in teaching in the LASB Standards of Academe.

Faculty Ratings

		Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022
CRJ	Students	222	54	250	268	77	276	294	138	373	406	121	320	316	106	314
	DFW or I grades	21%	11%	22%	20%	1%	18%	10%	12%	16%	16%	20%	16%	18%	14%	22%
	Instructors	6	3	9	10	2	13	10	6	12	8	5	11	9	6	9
	Instructors (FT)	2	1	2	3	0	5	5	4	5	5	4	4	6	4	3
	Instructors (PT)	4	2	7	7	2	8	5	2	7	3	1	7	3	2	6
	Rating (All)	4.5	4.6	4.5	4.6	4.5	4.5	4.7	4.5	4.6	4.6	4.6	4.5	4.6	4.7	4.6
	Rating (FT) - LD	4.6		4.3	4.6		4.4	4.4		4.5			4.4	4.7	4.7	4.6
	Rating (FT) - UD	4.7		4.5	4.6		4.7	4.7	4.5	4.6	4.6	4.6	4.6	4.6	4.8	4.7
	Rating (PT) - LD	4.6		4.3	4.6		4.4	4.4		4.5			4.4	4.7	4.7	4.6
	Rating (PT) - UD	4.4	4.5	4.5	4.6	4.5	4.2	4.6	4.5	4.5	4.6		4.3	4.6	4.7	4.4
	Rating (In-person)	4.7		4.6	4.7		4.5	4.7						4.8		4.7
	Rating (Hybrid)													4.7		4.6
	Rating (Web based)	4.5	4.5	4.5	4.6	4.5	4.4	4.6	4.5	4.6	4.6	4.6	4.4	4.6	4.7	4.5
	Rating (Online Live)															
	Rating (Remote Live)															
	Rating (Remote Hybrid)															
	Rating (Remote Asynch)									4.6			4.6	4.6		
PSC	Students	164	44	185	281	54	381	185		564	176		671	174		893
	DFW or I grades	27%	20%	24%	19%	17%	8%	15%		9%	12%		11%	14%		9%
	Instructors	6	2	7	8	2	7	6		7	5		6	6		6
	Instructors (FT)	0	0	0	0	0	1	1		1	1		1	1		1
	Instructors (PT)	6	2	7	8	2	6	5		6	4		5	5		5
	Rating (All)	4.4	4.4	4.2	4.4	4.6	4.5	4.5		4.4	4.4		4.4	4.4		4.4
	Rating (FT) - LD															
	Rating (FT) - UD															
	Rating (PT) - LD	4.1	4.1	4.0	4.4	4.5	4.5	4.3		4.4	4.4		4.2	4.3		4.3
	Rating (PT) - UD	4.6	4.7	4.5	4.4	4.8	4.6	4.6		4.5			4.9			4.4
	Rating (In-person)															
	Rating (Hybrid)															
	Rating (Web based)	4.4	4.4	4.1	4.4	4.6	4.5	4.5		4.4	4.4		4.3	4.4		4.4
	Rating (Online Live)															
	Rating (Remote Live)															
	Rating (Remote Hybrid)															
	Rating (Remote Asynch)															

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.*

This particular program had very low response rates for First Destination surveys from graduating students. In the future, we'll need to work on improving response rates from these students or increasing the distribution of these surveys to graduates.

B. Student Learning Outcomes
- Critical Thinking
    1) Successful students will understand and apply the principles and processes of management to the administration of law enforcement agencies
    2) Successful students will understand and analyze the dilemmas faced by today's law enforcement leadership
- Communication
    1) Successful students will understand and apply varied aspects and theories of effective organizational communication in both written and oral formats
- Effective Citizenship
    1) Successful students will understand how diversity issues, globalization, and ethical guidelines affect law enforcement leadership, organizations, and the community
    2) Successful students will understand how law enforcement agencies and personnel can best serve the public and other relevant constituents

C. Outcomes Assessment
- The process of Outcomes Assessment occurs on a bi-annual basis for all degree programs. In October the Dean of the College of Liberal Arts and Sciences, in consultation with area Department Chairs, selects assessment chairs for each program under review, who in turn select a three-person committee of faculty reviewers. This committee typically consists of three individuals with expertise in the discipline under examination, but often will include a strategically-selected faculty member from outside of the discipline. In broad terms, the committee targets a single learning outcome, randomly selects student "artifacts" (i.e., major assignments) that presumably reflect outcome performance, and then devises a rubric to evaluate the artifacts. The resulting scores and qualitative observations are incorporated into a formal report that describes the strengths and weaknesses of the program and renders suggested revisions. The revisions are implemented and the process begins anew as faculty gauge the extent to which the program has improved.
- Several essential methodological elements enhance the quality and consistency of this process:
    1) Outcome alignment: Faculty strive to develop clear, concise learning outcomes that reflect meaningful achievements in the area of study. At the outset of each assessment cycle, faculty also are asked to carefully align these learning outcomes with institutional and school-wide missions and consensus goals of the field. In this fashion, we consistently ensure that each program contributes to larger strategic objectives and maximizes each student's potential for success in his or her respective field.
    2) Clear rubric: Assessment is most effective if the evaluation of student performance is guided by a rubric that minimizes ambiguity by relying on clear, widely understood definitions and rating scales. A rubric is "a predefined scoring scheme to guide the analysis of student performance or artifacts" (Nicholas & Nichols, 2005, p. 110). It is applied as a set of rules for evaluating student performance, and it establishes a criterion by which the student will be deemed successful (e.g., at least a 3 on a 4-point scale). To this end, rubrics "set a common understanding among multiple judges about what represents success in student learning" (Nichols & Nichols, 2005, p. 110). The rubric answers fundamental questions about how student performance will be measured, it discriminates between high and low quality student work, and it helps ensure that our judgments

are valid and reliable. In general terms, it does this by clearly identifying several criteria by which a student's performance can be judged (e.g., relied on empirical data, provided a clear thesis statement, etc.) and then by delineating performance levels for each criterion (e.g., unsatisfactory, satisfactory, proficient, & excellent).

3) 3. Random Sampling: A random and robust sample of student work (referred to as "artifacts") in this circumstance is our best chance of taking a representative snapshot of NSC student performance, and thereby is most likely to guide improvements that assist a broad proportion of our student population. Moreover, the artifacts selected for analysis are "key assessments" – culminating assignments that are designed to showcase important student knowledge and skills.

4) 4. Value added: For each outcome we assess a sample of student artifacts from lower division classes and a separate sample from upper division courses. In this fashion we can estimate how much progress students have made over time as a result of the quality of the instruction and curriculum in our law enforcement program.

5) 5. Iterative philosophy: Importantly, the act of assessment does not exist in isolation; rather, it is a process that yields recommendations, the implementation of those recommendations, and a follow-up assessment to determine the effectiveness of the changes. At the close of this basic three-stage cycle, the process begins anew, which in many ways is the only response to a constantly evolving discipline and the ever-changing needs of businesses, organizations, and the community.

D. Student Satisfaction

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

Data from NSSE student surveys aggregated across the past five (5) years is presented below. Student respondents from the Law Enforcement BPA program are compared to Nevada State student respondents from all other programs. Law Enforcement students reported experiencing slightly higher levels of effective teaching practices compared to the average of other program respondents.

	Other	N	1,774
		Score	42.7
Effective Teaching Practices - Amount instructors emphasized student comprehension and learning with clear explanations and organization, use of illustrative examples, and providing formative and effective feedback.		% Diff. from Avg.	0%
	LEBPA	N	21
		Score	44.8
		% Diff. from Avg.	0%

E. Demand for Graduates & Barriers to Success

The table below provides DETR projections of job openings per year, through 2028, for jobs linked to the field of law enforcement. This is a conservative estimate of demand for the degree, as students enrolling in the major are often working police officers already.

		Period				
		NV 2018-2028 Long-Term Projections				
Major/Minor	Occupation Code & Title	Base Year Employment	Numeric Change	Projected Employment	% Change	Total Annual Openings
Law Enforcement	119199 - Managers, All Other	14,118	2,363	16,481	17%	1,395
	251111 - Criminal Justice and Law Enforcement Teachers, Pos	160	31	191	19%	17
	331012 - First-Line Supervisors of Police and Detectives	873	107	980	12%	68

V. CURRICULUM INFORMATION

A. Curricular Strengths & Weaknesses

The primary strength of the curriculum is the narrow focus on issues directly related to law enforcement and promotion within law enforcement agencies. Many undergraduate academic programs focus on criminal justice with some specialized knowledge in law enforcement, corrections, and/or law. The BPALE curriculum at NS is not only designed for the acquisition of knowledge related to law enforcement, but also focuses on areas of knowledge necessary for promotion within law enforcement agencies. Courses listed below indicate knowledge gained in legal issues, management, contemporary issues, leadership, communication, etc., which are necessary for modern police leaders.

Over the ten year evaluation period a small number of curricular weaknesses have been uncovered. From the program's inception (until 2019) BPALE students were required to take two courses in Organizational Management under the MGT course prefix in the Business unit. As the Business unit underwent curricular change the required business courses (MGT 301 and MGT 492) for BPALE students were no longer being offered with enough frequency to meet student needs. A careful review of these courses and existing PSC courses indicated there was enough overlap of concepts in these courses to remove the MGT courses from the degree and to replace these courses with ones from the BACJ program. This allowed for the introduction of courses related to emerging topics in policing such as victimology, and to provide better understandings of poor communities and communities of color.

Major Requirements (39 Credits)

Law Enforcement (15 credits)
PSC 307: Legal Issues for Command Level Officers
PSC 308: Mass Media and the Police
PSC 461: Executive Leadership
PSC 464: Contemporary Issues in Law Enforcement

Leadership and Public Administration (15 credits)
CRJ 412: Leadership and Administration in Problem Solving
CRJ 413: Dilemmas in Law Enforcement
PSC 306: Effective Organizational Communication
PSC 404A: Public Financial Administration
PSC 404B: Public Personnel Administration

Criminal Justice (9 credits)
CRJ 200: Social Justice
CRJ 438: Social Inequality and Crime
CRJ 463: Victimology

B. Program Improvement

Program Assessment
The College is exploring an overhaul to our assessment system, but currently we incorporate two primary modes of assessment, with one emphasizing a deeper analysis of student learning (the Nichols method; Nichols & Nichols, 2005) and the other complementing this approach with a broader look at program elements. The former method is referred to as "Outcomes Assessment,"(section IV.C. of this report) and the latter is identified as "Program Assessment." In the years between the biannual Outcomes Assessment, faculty examine programs at a broader level. This type of assessment includes a comprehensive report from Institutional Research of the program's "vital signs" (e.g., enrollment, retention, and graduation trends) as well as another method that is

tailored to the unique needs of the program. To this end, faculty have implemented program assessments that include audits of assignment quality, student surveys of the program, alumni surveys, and reviews of syllabi across the curriculum.

Identified program recommendations and improvements are outlined in the 2018-2019 NSC Assessment Report, Fall 2019 Program Assessment Report, Fall 2021 Program Assessment Report, and 2022 NSC Student Learning Outcomes Assessment Report. The earliest assessment report highlighted the hiring of a full-time lecturer to guide the program. Unfortunately, this faculty member resigned the position at the end of the Spring 2023 semester. As mentioned earlier in this report, there is an Associate Professor of Law Enforcement at NS, but this person largely teaches in the BACJ program and currently serves as Department Chair, further limiting their ability to recruit, teach, and/or manage the BPALE program.

Specific program changes mentioned providing BPALE students with resources related to APA style and format and more emphasis on the use of scholarly sources. In this regard faculty worked with the NS Library staff to create a discipline specific library guide covering APA style and format, using law enforcement related scholarly databases, search tips and tutorials, and the ability to schedule an appointment with a liaison librarian. This guide was then imported into BPALE courses taught by full-time faculty.

A full program assessment was suggested in Fall 2019. This included an updated program mission statement, program objectives, learning outcomes, course offerings, and modes of instruction. One faculty member in the BPALE program and one in the CRJ program were tasked with this assignment. Unfortunately both faculty members resigned their positions prior to the completion of the assignment. Their work, however, is documented and available for any new hires.

The 2021 program assessment report recommended in-class presentations regarding student success resources, faculty training regarding the use of best practices in writing (in conjunction with the NS Writing Center), redesigning the major and targeting more black high school students for recruiting. Section II a of this report indicates an increase in black students in the program over the 10 year reporting period. The inclusion of more best practices in writing includes the use of low stakes assignments, allowing a revise-and-resubmit for a major assignment, spending more class time discussing assignments and exams, and providing examples of both good and not-so-good work. Full-time faculty teaching BPALE courses provided evidence of the implementation of some of these techniques in their annual review.

VI. EVALUATION OF RESOURCES

A. Library Resources
- The Marydean Martin Library is an 8,000 ft^2 facility in the Rogers Student Center that provides 16 desktop computers (with additional laptops for loan), seating for 174 students, 14 collaborative work spaces, 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 Criminal Justice Abstracts with Full Text, Nexis Uni, Sage Journals and SocINDEX with Full Text.

B. Computer Resources
- The Office of Information & Technology Services (ITS) maintains and supports computer labs, general-use workstations, and kiosks. NSC provides approximately 470 student workstations that offer access to the internet, printing, Microsoft Office, and specialized software such as SPSS and Adobe Creative Suite. Additional equipment is available for checkout at the library, including laptops, Chromebooks, iPads, Kindle readers, and video cameras. A student technology fee is allocated annually to support a 5-year replacement plan for all classroom, lab, and general-use student workstations. This replacement plan ensures that student workstations are never more than 5 years old. The technology fee also supports upgrades to classroom audio/visual systems, software, and infrastructure.
- Each full-time employee is provided with at least one desktop workstation or laptop and resources such as the internet, network file storage, printing, Microsoft Office, and, as needed, specialized software such as Camtasia, SPSS, or the Adobe Creative Suite. Laptops, tablets, and projectors are available for checkout. All campus workstations, including those in open computer labs and spaces, are available for use by NSC faculty and staff. Funds are allocated annually to support a 5-year replacement plan for all faculty and staff workstations.
- ITS maintains a wide area network in all buildings across the main campus. The internal core network runs at 10 Gb/s with 1 Gb/s connectivity to end devices. Both a guest and secured wireless connection is available at all facilities to provide connectivity for mobile devices. Internet connectivity for the campus is provided by the NSHE's statewide network, NevadaNet, providing speeds of up to 10 Gb/s.
- NSC's data center infrastructure consists of a Nutanix virtual server environment. This infrastructure supports over 70 virtual machines running on 4 physical hosts with approximately 50 terabytes of disk storage. Server infrastructure equipment is configured with multiple layers of redundancy and is housed between two campus data centers. Data center, core network, and telecommunication infrastructure is refreshed on a 10-year replacement cycle.
- NSC takes a cloud-first approach for enterprise applications in order to reduce staffing needs and eliminate the costs for acquiring, maintaining, and upgrading hardware and software. Through a single sign-on online campus portal, NSC's enterprise applications are accessible 24/7 from anywhere in the world. This provides faculty, staff, and students with access to electronic resources to support management and operational functions, academic programs, and support services, wherever offered and however delivered.

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

  This substantive investment in a comprehensive model of advising reflects both our commitment to student success and our belief that close guidance and mentorship can help our students achieve their highest potential. Owing to this expansion in capacity, the AAC assumed a number of key responsibilities, including oversight of our 15-to- Finish campaign, and continuous enrollment in college math and English. Moreover, to increase the probability of student success, mandatory advising is applied to specific populations and enforced through registration holds. The presence of a hold and the need to meet with an advisor are communicated to students via email and through a notification in PeopleSoft.

  The AAC has established a team model where advisors serve on one of three advising teams: Liberal Arts, STEM (including Pre-Nursing), and Education/Pre-Education/Pre-Speech Pathology. The team model allows students to receive timely advising appointments. Each advisor is responsible for advising students on matters related to their academic success, including academic standing, Satisfactory Academic Progress for financial aid recipients, and adherence to NSHE policies related to remedial math (see NSHE Handbook 4.16.1). Advisors at all levels understand that a high proportion of our students come from

nontraditional, first-generation backgrounds, and they remain vigilant in directing students to resources and experiences that may be unfamiliar to our students (e.g., supplemental instruction; the importance of research experience for those planning to apply to graduate school).

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

- **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 employees one full-time staff member to offer free on-campus mental health services. Students receive several free sessions, and if longer-term therapy or other services are required, the case manager works with the student and recommendations from the therapists to connect the student with providers in the community who are covered by their insurance or accept sliding-scale fees.

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

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

  Generally, the number of aid packages has kept pace with our enrollment growth. Additional insight comes from an examination of the aid granted to IPEDs students, which can be compared to the data for

our peer institutions. These data show that, starting in 2012–13, a greater proportion of NSC's first-year full-time students have received grants than those students at our comparison institutions (Figure 4B-7), with over 80% of our incoming IPEDs cohort receiving grant aid in every year of this accreditation cycle.

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

VII. INFORMATION PROVIDED BY THE DEAN

A. Discipline-Specific Accreditation Status
N/A

B. Resource Analysis
The program has not noted specific resources that they need. The most glaring need in my opinion is a human resource in the form of a full-time faculty member that can guide the program and teach primarily in the BPALE program.

While NS has expanded its physical facilities significantly in recent years, securing sufficient space continues to be a challenge, given the University'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.

C. Student Success Data
Enrollment in the Law Enforcement BPA (BPALE) appeared to plateau in 2017-2019 and has declined since then (to 42 in 2022). Transfer students account for the largest proportion of first entry into the degree (64%), with roughly 43% of students identifying as Hispanic and 52% identifying as first-generation in the program. There has been a roughly even split (about 50/50%) among males and females in the BPALE program over the past 10 years as well. The number of graduates per year has remained steady around 7-8 since 2020, having reached a peak of 21 in 2014. Over the past 10 years of this review, graduates have averaged a credit count of 134 and a GPA ranging from 3.18 to 3.6. One year retention rates have fluctuated since the last review but are trending upward since 2019 (from 43% to now 61%). Six-year graduation rates have steadily increased since 2011 and plateaued at about 33% in 2016 and 2017.

VIII. IMPROVEMENTS SINCE LAST REVIEW

A. Improvements

- The program has moved to an almost entirely online modality allowing current law enforcement officers more flexibility to complete their coursework at their own pace.
- Faculty worked with the NS Library staff to create a discipline specific library guide covering APA style and format, using law enforcement related scholarly databases, search tips and tutorials, and the ability to schedule an appointment with a liaison librarian. This guide was then imported into BPALE courses taught by full-time faculty.
- The introduction of courses related to emerging topics in policing such as victimology, and to provide better understandings of poor communities and communities of color.
- Certain Management-related courses that were causing bottlenecks for student degree progression were removed from the program.

- A full-time lecturer was hired during the last review cycle to guide the program. Unfortunately, this faculty member resigned the position at the end of the Spring 2023.
- Full-time faculty teaching BPALE courses provided evidence of including best practices in writing, which included the use of low stakes assignments, allowing a revise-and-resubmit for major assignments, spending more class time discussing assignments and exams, and providing examples of both good and not-so-good work.

IX.   FINAL SUMMARY & IMPROVEMENT PLAN

Below are key recommendations and actions to be taken that achieve these recommendations:

- Hire and/or secure a full-time faculty member to guide the program.
    1) A full-time lecturer was hired during the last review cycle to guide the program. Unfortunately, this faculty member resigned the position at the end of the Spring 2023.
- Continue offering the program in a primarily online modality
    1) The flexibility in this program is ideal for working professionals (e.g., police officers), who are the target audience. A strength of this program is that it allows for officers to be stronger candidates for promotion and advancement into administrator positions.