

Existing Program Review Report

DEGREE PROGRAM: INTERDISCIPLINARY STUDIES B.S. / INTERDISCIPLINARY STUDIES B.A.

PROGRAM REVIEW CHAIR: DERRIC CARTER PhD

I. MISSION STATEMENT

A. Institutional Mission Statement

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

B. Degree Program Mission Statement

The Bachelor of Interdisciplinary Studies degree provides an innovative alternative to traditional academic programs. Students in this program select two disciplinary concentrations (such as Visual Media and History or Education and Psychology), which combine to become the equivalent to a single major. The ability to study multiple disciplines allows students to tailor their degree to their own academic interest or career objectives. In the process of working through an individualized degree, students learn superior communication skills and gain experience in creative and critical thinking. To supplement the concentrations, the program features a series of core interdisciplinary courses that teach students how to synthesize the methodologies of multiple disciplines and develop unique solutions to complex contemporary problems.

C. Mission Statement Alignment

The Bachelor of Interdisciplinary Studies degree directly aligns with the institutional mission to provide innovative learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Students in this program select two disciplinary concentrations, which combine to become the equivalent to a single major. The ability to study multiple disciplines allows students to tailor their degree to their own academic interest or career objectives.

II. INSTITUTIONAL RESEARCH DATA

A. Student Profile and Success Metrics

Source: Nevada State University Institutional Effectiveness. (2024, August 9) *Program Evaluation Dashboard [Interdisciplinary Studies, 2013-2023]*. https://public.tableau.com/app/profile/nevada.state/viz/ProgramEvaluation_2/ProgramEvaluation

1. Enrollment by Fall Data (Program and NS)

Student Enrollment	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Major: Interdisciplinary Sciences BA	49	43	38	38	18	15	26	21	13	25
Major: Interdisciplinary Sciences BS	37	33	20	26	16	10	1087*	708*	240*	76*
NS UG Degree Seeking (FT or PT) (% of Total IDS)	3,085 (2.79%)	3,247 (2.34%)	3,185 (1.82%)	3,374 (1.90%)	3,642 (0.93%)	3,931 (0.64%)	4,100 (27.15%)	4,276 (17.05%)	4,104 (6.16%)	3,788 (2.67%)

*Pre-Nursing students were enrolled in the Interdisciplinary B.S. degree in AY18-23 until the Human Health Science B.S was created in AY20-21. The number of students in the BS degree will be much lower after 2022-23 as a result.

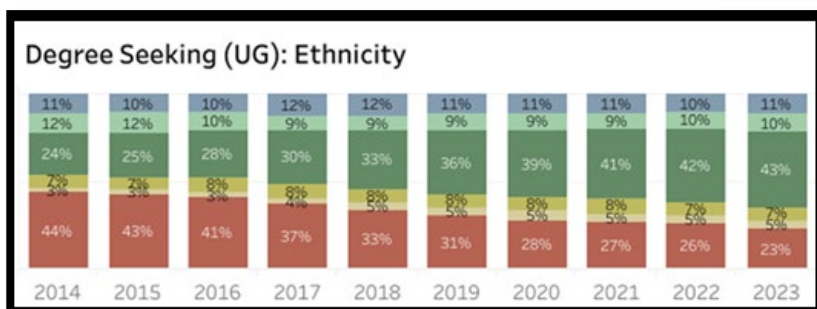
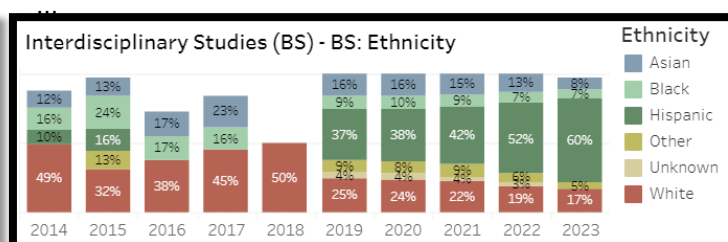
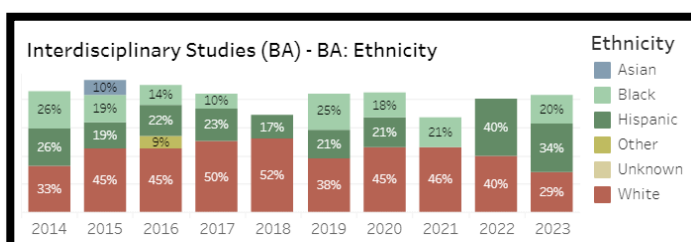
A full-time faculty (Lecturer) position was hired in fall 2018. From 2018 to present, annual enrollment in ISC BA has generally remained consistent, ranging between 20-35 students. Annual enrollment during 2023 was 35, the highest since 2018.

2. Race/Ethnicity, Pell-Eligible, First-Generation

- Recent enrollment in IDS BA has generally included a higher percentages of Black, first-generation, and Pell-receiving students than overall University enrollment.
- Annual enrollment in the program by full-time and part-time students has varied both within degree programs and in comparison with overall university enrollment, at times higher, lower, and similar (i.e., it's hard to highlight clear patterns).

Disaggregated Data	AY13-14	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
BA Gender: % Male / % Female	30/70%	36/64%	36/64%	33/67%	41/59%	25/75%	15/85%	12/88%	10/90%	20/80%
BS Gender: % Male / % Female	37/63%	47/53%	38/62%	26/74%	30/70%	14/86%	15/85%	14/86%	17/83%	15/85%
(% Male / % Female NSU)	(24/76%)	(23/77%)	(24/76%)	(24/76%)	(24/76%)	(24/76%)	(22/78%)	(21/78%)	(21/78%)	(21/79%)
BA First Generation %	49%	45%	43%	44%	45%	46%	55%	63%	60%	60%
BS First Generation %	39%	37%	55%	61%	45%	47%	47%	48%	54%	56%
(First Generation % NSU)	(46%)	(46%)	(47%)	(47%)	(47%)	(47%)	(47%)	(47%)	(47%)	(48%)
BA Pell Eligible %	77%	67%	71%	71%	66%	50%	58%	46%	60%	57%
BS Pell Eligible %	65%	58%	59%	58%	60%	56%	56%	60%	61%	59%
(Pell Eligible % NSU)	(52%)	(55%)	(55%)	(55%)	(55%)	(53%)	(55%)	(54%)	(54%)	(55%)
BA Full Time Student %	33%	29%	26%	33%	17%	25%	30%	29%	45%	29%
BS Full Time Student %	43%	39%	28%	16%	40%	36%	29%	24%	15%	21%
(Full time Student % NSU)	(29%)	(32%)	(32%)	(33%)	(36%)	(35%)	(36%)	(35%)	(37%)	(38%)

Race and Ethnicity:



3. Retention Rate, Graduation Rate, Average Credits Completed, and Graduate Avg GPA

- **Retention Rates:** There are few first-time full-time students in the program, so the table below shows data for all students. First-year retention rates for **IDS BA** students have fluctuated over the years (ranging from 24% to 73%) and currently stand at 52% (slightly higher than the rate of all University students, 49%). There is not enough data for first-time full-time students in IDS BA to make meaningful assessments. For **IDS BS** students, retention rates increased when the pre-nursing students were added to this major (AY18-21), but there were similar trends to the BA before this time, which shows a fluctuation depending on year.
- **Graduation Rates:** No IPEDS Data for IDS BA due to the type of degree (First-Time, Fulltime, All NS Graduation Rate, 2017-2018: 31%). Data points below show all undergrads for this reason, including NS data. Six-year graduation rates for IDS BA students compared to University students has followed a similar trend over time but has produced higher rates overall.

Disaggregated Data	AY13-14	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
BA Graduation Rate %	63%	60%	61%	71%	78%					
BS Graduation Rate %	59%	64%	70%	77%	81%					
(Graduation % NS)	(43%)	(46%)	(48%)	(51%)	(52%)					

Note: Due to nature of degree, this is NOT ONLY first time, full time student (IPEDS) data. This data includes all students within the university.

B. Programmatic Comparisons

The Interdisciplinary Studies degree is the only major where students balance disciplinary concentrations evenly across two areas (24 credits in each), as well as courses focused specifically on knowledge and application of interdisciplinary studies (ISC 300 and ISC 495). This degree program provides a unique opportunity for students to study multiple disciplines which allows students to tailor their degree to their own academic interest or career objectives. Additionally, this program also uniquely aligns explicitly with the institutional mission to provide innovative learning opportunities that promote the acquisition of interdisciplinary knowledge and skills.

Reflecting the unique interdisciplinary focus, this degree program is also unique in that only two courses (ISC 300 and ISC 495) are required among all program graduates. The remaining courses comprising the two interdisciplinary areas of focus (24 hours in each area) can be completed through a functionally limitless combination of coursework. As a result, graduates completing this program truly reflect individualized and tailored experiences and it is possible and even probable that, beyond ISC 300 and ISC 495, no two graduates have identical pathways of study. This is both an opportunity to responsively serve students' needs and interests as well as a challenge when developing and facilitating the program, including anticipating student needs and experience prior to entry into ISC 300 and ISC 495. Additionally, the ISC BA is one of the only major degree programs at NSU without a tenure-track faculty line and without multiple full-time faculty members.

Overall Cost 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.

4. FACULTY INFORMATION

A. Faculty Profiles

- 1) % of program classes taught by FT vs. PT faculty

	Full time
Fall 2022	100%
Grand Total	100%

Given the numerous courses that can comprise a pathways of study and graduation in the ISC BA, the Dashboard data for all program classes is provided in the link below:

https://public.tableau.com/shared/HCQMHXH2B?:display_count=n&:origin=viz_share_link

- 2) Table summarizing rank (lecturer, tenure-track, full prof, etc.)

Course	Number of Faculty	Faculty Rank
ISC 300	1	Lecturer
ISC 494	1	Lecturer

- 3) Current CVs are [in this Dropbox Folder](#).

B. Teaching Quality

- 1) 2021 Teaching Excellence Award, Nevada State University
- 2) 2019 Teaching Fellows Institute, 2020 No-Cost Textbook Institute

C. Student Evaluations

To protect faculty privacy, this information is not reported because it reflects only one full-time faculty member's courses.

5. STUDENT INFORMATION AND ASSESSMENT

A. Post-graduation Success

Graduates from this degree program have gone on to employment in public services positions in areas such as school districts (Clark County School District), county, and city agencies. A significant number of graduates have gone on to apply and enter graduate programs around the country. Between 2022-2024 academic years, six letters of recommendation for graduate schools were written for graduates. Some of these graduates have gone on to attend programs at University of Nevada Las Vegas, Arizona State University, and Creighton University in programs such as education, law, and library sciences.

B. Student Learning Outcomes

1. Explain core concepts, theories, and methodologies in two academic disciplines.
2. Identify and evaluate connections between different disciplines and apply these integrated knowledge, skills, and understandings to address multifaceted real-world issues.
3. Design, conduct, and analyze interdisciplinary research projects, drawing from a range of research methods.
4. Propose and implement innovative solutions that bridge traditional disciplines and lead to progress in their chosen field.
5. Convey complex ideas, orally and in writing, to diverse audiences, translating specialized knowledge into accessible language, and effectively disseminating interdisciplinary research findings.
6. Apply ethical principles and social responsibility in their interdisciplinary work, respecting cultural diversity, environmental sustainability, and societal well-being.

C. Outcomes Assessment

- The process of Outcomes Assessment occurs on a bi-annual basis for all degree programs. In October the Dean of the School of Liberal Arts, Sciences, and Business, 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. 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 NSU 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.

As of Fall 2023, program assessment procedures have been updated. Each major program completes a program map and assessment plan focusing on approved program learning outcomes. As required by NSHE, each program conducts at least one outcomes assessment on each program learning outcome within a 10-year period. The program assessment plan will outline the appropriate outcomes assessment implementation information over this program review period. The program assessment plan is reviewed and approved by the Provost, Dean, and Provost Assessment Team. Within this approved Assessment Plan, outcomes and program goals are being assessed in several different ways, including

reviewing key performance assignments that are being assessed in several different program courses. These courses use faculty-designed rubrics to assess program learning outcome attainment. Students are assessed based on the course map identification of the levels that should be attained for that course. *Continuous improvement strategies* are implemented if this attainment is not met, including strategies such as: adjustment of activity, rubric, or content leading to that assignment.

In addition, each major program will complete an *annual assessment report* which will have program data information, such as enrollment and faculty statistics, and an *outcomes assessment report*, which report on one outcomes assessment that will be reviewed within the college. Every year, the program will make data-informed decisions based on information from these annual reports for recommendations for the next year. At the end of the 10-year program cycle, the program will use these annual reports to complete the *10-year program review* report in preparation for the 10-year NSHE required information.

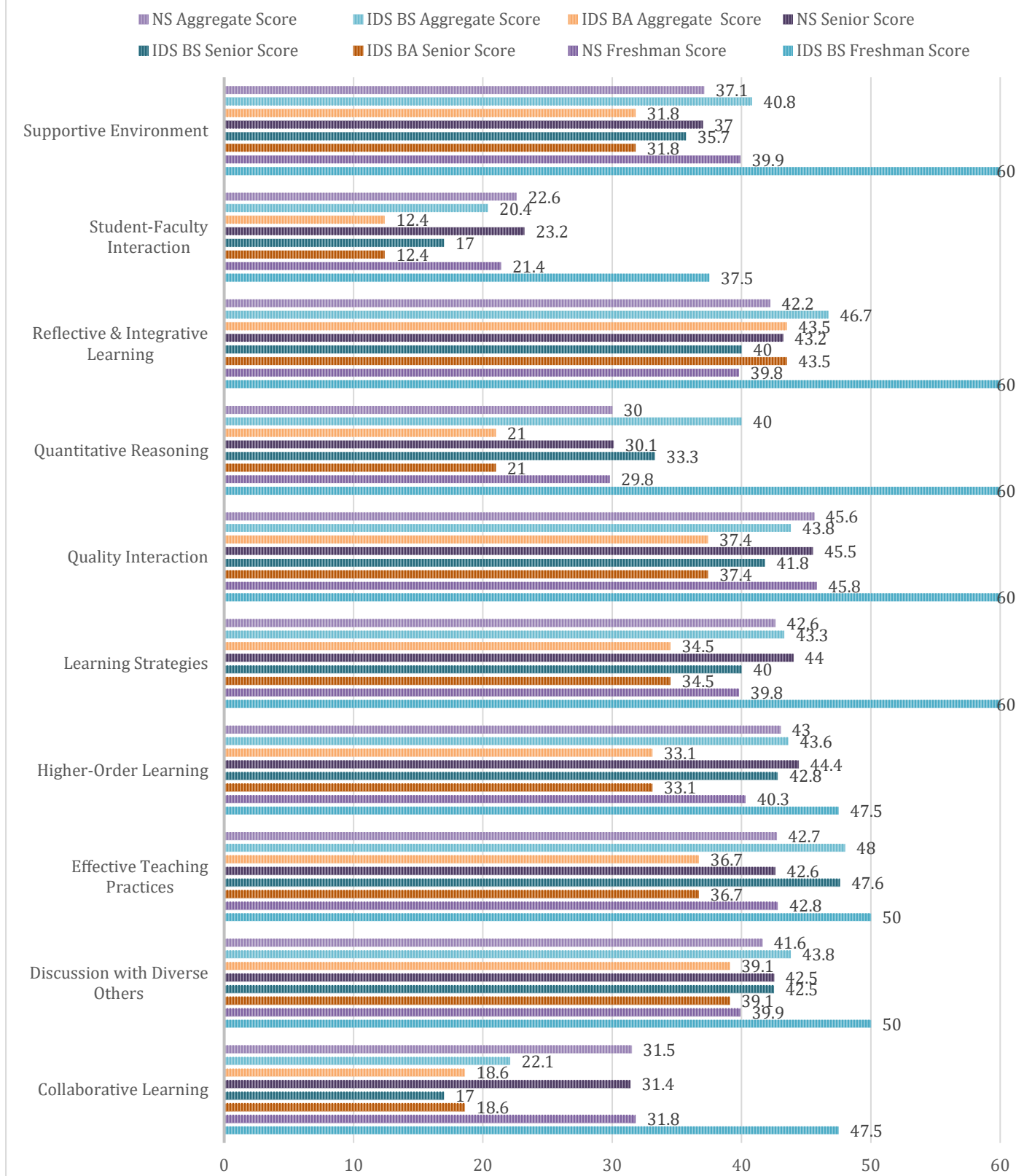
D. Student Satisfaction

The charts below represent categories of **NSSE survey data** from the past few years regarding student satisfaction with teaching, learning, and interaction with faculty. The maximum value is 60 on the NSSE chart.

Source: Nevada State University Institutional Effectiveness. (2024, August 20) *NSSE Engagement Indicators [Interdisciplinary Studies, 2013-2023]* . <https://public.tableau.com/shared/ZP6NGXMQR>

NSSE Indicator: **NOTE: No first-year students took surveys for NSSE IDS -BA Students within this time period.	N (IDS - BA Survey Total**)	N (IDS - BS Survey Total)	N (NS Total)
Supportive Environment - Amount the institution emphasized help for students to persist and learn through academic support programs, encouraged diverse interactions, and provided social opportunities, campus activities, health and wellness, and support for non-academic responsibilities.	6	6	758
Student-Faculty Interaction - How often students had meaningful, substantive interactions with faculty members and advisors, such as talking about career plans, working on committees or student groups, discussing course material outside of class, or discussing their academic performance.	15	12	1,847
Reflective & Integrative Learning - How often students made connections with prior knowledge, other courses, and societal issues, took into account diverse perspectives, and reflected on their own views while examining the views of others.	4	3	595
Quantitative Reasoning - How often students engaged with numerical and statistical information across the curriculum, and used this information to reach conclusions, examine real-world problems, and evaluate what others have concluded.	7	4	789
Quality Interaction / Supportive Environment - Amount the institution emphasized help for students to persist and learn through academic support programs, encouraged diverse interactions, and provided social opportunities, campus activities, health and wellness, and support for non-academic responsibilities.	8	9	947
Learning Strategies - How often students enacted basic strategies for academic success, such as identifying key information in readings, reviewing notes after class, and summarizing course material.	6	6	730
Higher-Order Learning - Amount coursework emphasized challenging learning tasks including applying learned information to practical problems, analyzing ideas and experiences, evaluating information from other sources, and forming new ideas from various pieces of information.	14	11	1,801
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.	15	12	1,790
Discussions with Diverse Others - How often students had discussions with people who differ from themselves in terms of race or ethnicity, economic background, religious belief, or political views.	15	12	1,731
Collaborative Learning - How often students collaborated with others in mastering difficult material by asking for help, explaining material to others, preparing for exams, and working on group projects.	15	12	1,984

NSSE DATA COMPARISONS, 2013-2023



E. Demand for Graduates & Barriers to Success

Due to the unique nature of Interdisciplinary Studies, graduates go on to pursue graduate programs in diverse fields of study. Some recent graduates have gone on to attend programs at University of Nevada Las Vegas, Arizona State University, and Creighton University in programs such as education, law, and library sciences. While graduate programming in Interdisciplinary Studies is not needed, analysis could be conducted on other areas in which graduates typically enroll, such as education, to determine demand for graduate studies in related areas. ISC has historically been offered as a core course with students outside of the program enrolling as an elective/core requirement. To better meet the needs of diverse learners, an introductory ISC course (100/200 level) could be developed.

6. CURRICULUM INFORMATION

A. Curricular Strengths & Weaknesses

Classes required for program

- ISC 300
- ISC 495

ISC 300

This course provides students the opportunity to examine a problem using the methodologies of multiple disciplines. The core goals of the course include: interdisciplinary approaches to knowledge, developing research abilities, formulating effective questions, analyzing information, and synthesizing thinking into a clear and persuasive paper or presentation.

ISC 495

This course examines the epistemology and methodology of the student's major and minor concentrations. It requires a senior thesis or a substantial project.

B. Program Improvement

Program Assessment

The University 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.

- Previous program assessment identified the opportunity to decrease DFWI rates in ISC 300. Potential approaches to continue supporting declining rates included continued use of one-page program information sheets, advising and mentoring, and incorporation of student success services into program and coursework. Since 2021, DFWI rates have decreased and remained below 15% for ISC 300.
- Previous program assessment also identified the opportunity to include criterion related to presentation format and audience to ensure students can effectively identify the purpose of the presentation, intended audience, and format influence effective communication. Instructions related to these concepts will be included in future courses, with students identifying each of these using something like a GRASPS framework (goal, role, audience, situation, product, and success criteria). This work is currently underway as part of larger university-wide assessment efforts.

7. EVALUATION OF RESOURCES

A. Library Resources

- 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 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 NS library provides access to key databases in the field. These include
 - https://NSC-primo.hosted.exlibrisgroup.com/permalink/f/1251uhk/01UNLV_NS ALMA5138476930004083
 - https://NSC-primo.hosted.exlibrisgroup.com/permalink/f/1251uhk/01UNLV_NS ALMA51204754180004083
 - <https://www.richtmann.org/journal/index.php/ajis>

B. Computer Resources

- The Office of Information & Technology Services (ITS) maintains and supports computer labs, general-use workstations, and kiosks. NS 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 NS faculty and staff. Funds are allocated annually to support a 5-year replacement plan for all faculty and staff workstations.

C. Facilities & Instructional Equipment

- While NS has expanded its physical facilities significantly in recent years, securing sufficient space continues to be a challenge, given our rapid growth. 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 NS 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 Microsoft Teams and Zoom. The campus uses 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.

D. Non-academic Services

- **Academic Advising**

The Academic Advising Center recently created three new leadership positions, the Associate Director of Academic Advising and Student Success Initiatives, Assistant Director of Advising, Curriculum, and Faculty relations, and the Advising and Completion Manager. The AAC also absorbed transfer operations, which includes two Transfer Specialists and the recently reclassified Assistant Director of Statewide Transfer Initiatives. 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 enforces semester-by-semester mandatory advising for all degree-seeking students with fewer than 90 credits.

The AAC uses a team model, with advisors serving on one of three advising teams. Psychology students are advised by the liberal arts team. The team model allows students to schedule 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 understand that a high proportion of our students come from nontraditional, first-generation backgrounds, and they remain vigilant in informing students about 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. DRC staff train DRC students to use 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 two full-time case managers 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. NS employs one full-time counselor 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, a career closet, and 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 are directly aligned with our mission. Information about available financial aid programs is published on the NS 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. Nevada State University provides each student with access to [ECMC Learning](#), a web-based financial education program maintained by Educational Credit Management Corporation. The program provides a comprehensive financial wellness curriculum, including resources and tools for banking basics to budgeting and debt management. Topical videos and a chatbot also are available through the NS Virtual Assistant on the Nevada State website.

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. NS also partners with TheDream.US to provide scholarships to undocumented students.

8. INFORMATION PROVIDED BY THE DEAN

A. Discipline-Specific Accreditation Status

N/A

B. Resource Analysis

Resource needs specific to the IDS BA program were not highlighted by the committee in this review. In general though, 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, but space is very limited for faculty and staff offices. Program growth will require additional space for classrooms, employee offices, and open spaces for studying and student activity.

C. Student Success Data

Overall enrollment for IDS was consistent between 2013-2017 (between 48-61 students), declined in 2018 (to 29 students), but remained consistent at that level until the present (ranging from 20-35). Fortunately, enrollment in 2023 (35 students) is the highest it has been over the past 5 years. IDS BA has generally comprised higher percentages of Black, first-generation, and Pell-receiving students than overall University enrollment. One-year retention rates currently stand at 52% (slightly higher than the rate of all University students, 46%), and six-year graduation rates for IDS BA are also higher than University rates (e.g., in 2023, IDS students have 40% graduation rate compared to 14% at university).

9. IMPROVEMENTS SINCE LAST REVIEW

A. Improvements

Assessment

- One significant finding that emerged from evaluation of course artifact samples from ISC 495 in Fall 2022 was the need to include criterion related to presentation format and audience to ensure students can effectively identify how purpose of presentation, intended audience, and format influence effective communication. Instructions related to these concepts will be included in future courses, with students identifying each of these using something like a GRASPS framework (goal, role, audience, situation, product, and success criteria), which was completed for Fall 2023.

- Developed new Program Learning Outcomes for degree program in Fall 2023
 - 1) Explain core concepts, theories, and methodologies in two academic disciplines.
 - 2) Identify and evaluate connections between different disciplines and apply these integrated knowledge, skills, and understandings to address multifaceted real-world issues.
 - 3) Design, conduct, and analyze interdisciplinary research projects, drawing from a range of research methods.
 - 4) Propose and implement innovative solutions that bridge traditional disciplines and lead to progress in their chosen field.
 - 5) Convey complex ideas, orally and in writing, to diverse audiences, translating specialized knowledge into accessible language, and effectively disseminating interdisciplinary research findings.
 - 6) Apply ethical principles and social responsibility in their interdisciplinary work, respecting cultural diversity, environmental sustainability, and societal well-being.
- Completed Course map Assessment for ISC 300 and 495 in Fall 2023
- Completed Assessment Plan for ISC 300 and 495 in Fall 2023

Recruitment

- One area of opportunity identified from program assessment in Fall 2022 was to increase program enrollment among students identifying as Hispanic. Potential approaches include marketing among campus groups and programs (e.g., Dreamer's Club, M.E.Ch.A., Nepantla, etc.). Enrollment among students identifying as Hispanic slightly in 2022 (42%) and 2023 (43%) up from 32% in 2018 when a Full-time faculty (Lecturer) position was hired.

10. FINAL SUMMARY & IMPROVEMENT PLAN

The Interdisciplinary Studies (IDS) BA/BS program at NS is the only major where students balance disciplinary concentrations evenly across two areas and can focus specifically on knowledge and application of interdisciplinary studies (ISC 300 and ISC 495). This degree program provides a unique opportunity for students to study multiple disciplines which allows students to tailor their degree to their own academic interest or career objectives. Additionally, this program also uniquely aligns explicitly with the institutional mission to provide innovative learning opportunities. Enrollment has fluctuated over the past ten years, but fortunately enrollment in 2023 is the highest it has been over the past 5 years. The IDS BA/BS has generally comprised higher percentages of diverse students than overall University enrollment. Moreover, one-year retention rates currently stand at 52% and six-year graduation rates for the program trend higher than University rates.

Based on the current program assessment, here are several recommendations for improvement:

- Implement the new program learning outcomes (PLOs) and PLO course mapping that was created in this year's annual program assessment endeavor. Additionally, subsequent annual assessments should follow the new pathway/plan created by the committee in this year's endeavor.
- Explore development of an introductory ISC (100/200 level) course in order to provide students with a unifying experience in the IDS program early in their degree trajectory. This may increase the sense of belonging in the program, connection with key faculty, and clarify degree expectations.
- The committee also identified the opportunity to increase program enrollment among students identifying as Hispanic. Potential approaches include marketing among campus groups and programs (e.g., Dreamer's Club, M.E.Ch.A., Nepantla, etc.).