

NSHE Existing Program Review 2023-24

Prepared November 2024
for the Board of Regent's Academic, Research
and Student Affairs Committee



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Executive Summary

The Review of Existing Programs report is prepared for the Academic, Research and Student Affairs (ARSA) Committee in accordance with Board policy (Title 4, Chapter 14, Section 6 of the *Handbook*):

1. *A review of existing academic programs shall be conducted by the universities, state college, and community colleges on at least a ten-year cycle to assure academic quality, and to determine if need, student demand, and available resources support their continuation pursuant to the following.*
 - a. *The review of existing programs must include multiple criteria. Although criteria may vary slightly between campuses, as institutions have different missions and responsibilities, there should be comparable data from all programs. The review must include both quantitative and qualitative dimensions of program effectiveness, and peer review.*
 - b. *Criteria to be utilized in the review of existing programs shall include the following: quality, need/demand for the program, relation to the institutional mission, cost, relationship to other programs in the System, student outcomes, and quality and adequacy of resources such as library materials, equipment, space, and nonacademic services.*
 - c. *An annual report will be published by the institution on the results of existing program evaluations and a summary of that report will be forwarded to the Chancellor's Office and presented to the Academic, Research and Student Affairs Committee annually. When the annual report is presented to the Committee, at least two teaching institutions selected by the Chancellor's Office will also present in detail the reviews conducted for at least one program. The presentation by each institution shall include, but is not limited to, the institution's process for evaluating existing programs generally, indications of quality, whether the program is meeting employer expectations, improvements in student learning outcomes, and any action steps identified based on the review of the program and the status of the action steps.*

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In conducting program reviews each year, the institutions are guided by their respective process, as described in each program review in this report, and typically include a self-study and faculty guidance and input. In addition, some institutions may also utilize external reviewers. The major findings, recommendations and next steps concerning the programs reviewed are unique to each institution and the program itself, but generally, program strengths continue to include overall program quality and engaged students and faculty committed to the success of their programs.

The reports submitted by the institutions for each program are included in this publication and organized by institution. There are two summary tables included at the beginning of this

report. The first table is a summary of the programs that were eliminated or deactivated and new programs approved by the Board of Regents within the reporting year. As required by subsection 3 of Title 4, Chapter 14, Section 6 of the *Handbook*, this table also includes any (1) certificates of at least 30 credit hours, and (2) certificates of less than 30 credit hours that provide preparation necessary to take state, national and/or industry recognized certification or licensing examinations ("skills certificates") created by the community colleges that were approved by the Academic Affairs Council in the reporting year. The second table includes data from the institutional reports regarding the number of students with a declared major in the program in 2023, as well as the number of graduates from the program for the past three academic years. This table also includes the service headcount for the Fall of 2023, which is the unduplicated headcount of students enrolled in any course related to the program.

This report, along with the corresponding [institutional reports](#) for each program summarized for 2023-24, and reports from prior years are available [online](#) through the NSHE website (nshe.nevada.edu).

Summary of Eliminated and New Programs

Program	Elimination or Deactivation	New Program
University of Nevada, Las Vegas		
Creative Practice, B.A.		X
Counselor Education and Supervision, Ph.D.		X
Neuroscience, B.S.		X
Post Professional Occupational Therapy Doctorate (PPOTD)	X	
University of Nevada, Reno		
Early Childhood Education, B.S.		X
Epidemiology, M.P.H. & Ph.D.		X
Industrial Engineering, B.S., M.S., & Ph.D.		X
Social Research Analytics, B.A.		X
Nevada State University		
Management, B.A.S.	X	
Special Education, B.A.		X
College of Southern Nevada		
Advanced Manufacturing, A.A.S.		X
Building Inspection, Skills Certificate		X
Computer Office Technology, A.A.S. & CoA	X	
Computing and Information Technology, Networking-Cloud Systems Administration, CoA		X
Computing and Information Technology: Information Management- Software Analyst, CoA	X	
Construction Estimating, Skills Certificate		X
Construction Technology, Skills Certificate		X
Entry Level Tourism, Convention and Planning, Skills Certificate		X
Facilities Management, Skills Certificate		X
Fundamentals of Culinary Arts, Skills Certificate		X
Funeral Services, A.A.S.		X
Motorsports Technology, CoA		X
Paralegal Studies, CoA		X
Real Estate Salesperson Post-Licensing, Skills Certificate		X
Retail Management, CoA		X
Great Basin College		
Biological Sciences, B.S.	X	
Community Paramedicine, Skills Certificate		X
Data Science & Analytics, Skills Certificate		X
Early Childhood Education (ECE) 3, Skills Certificate		X
Early Childhood education (ECE) 4, Skills Certificate		X
Emergency Telecommunications, Skills Certificate		X
Geological Technician, Skills Certificate		X
Network Specialist, Skills Certificate	X	
Paraprofessional, Skills Certificate		X

Program	Elimination or Deactivation	New Program
Truckee Meadows Community College		
Agricultural Science, A.S.		X
Bookkeeping Entrepreneurship, CoA	X	
CAD Technician, Skills Certificate	X	
Communication, Skills Certificate		X
Cyber-Physical Manufacturing, B.A.S.	X	
Data Analytics, Skills Certificate		X
Drafting Technology, CoA	X	
Education Paraprofessional, Skills Certificate		X
Energy Technologies, A.A.S.	X	
Geospatial Data Management, Skills Certificate		X
Graphic Arts Entrepreneurship, CoA	X	
Light Duty Diesel Engines, Skills Certificate		X
Music Recording Technology, Skills Certificate		X
Psychology, A.S.		X
Radiologic Technology, B.A.S.		X
Small Business and Entrepreneurship, Skills Certificate		X
Solar Energy Technician, Skills Certificate	X	
Western Nevada College		
Early Childhood Educator 1, Skills Certificate		X
Early Childhood Educator 2, Skills Certificate		X
Foundations in Elementary Education, Skills Certificate		X
Mechatronics and Electronics, A.A.S.		X

Summary of Characteristics of Reviewed Programs

Program	Number of Students with Declared Major	Number of Graduates from Program 2021-2022	Number of Graduates from Program 2022-2023	Number of Graduates from Program 2023-2024	Service Headcount Fall 2023
University of Nevada, Las Vegas					
Biochemistry, B.S.	325	23	31	29	3,272
Biological Sciences, B.S.	1,620	271	246	209	5,384
Early Childhood Education, B.S. & M.Ed.	180/81	35/21	35/39	50/32	1,621/1,238
Electrical Engineering, M.S.E. & Ph.D.	38/23	5/4	8/4	9/1	79/79
Kinesiology, B.S. & M.S.	1,217/29	253/11	219/7	246/11	5,235/131
Political Science, B.A.	407	91	98	84	3,012
University of Nevada, Reno					
Chemistry, B.S.	120	16	27	31	3,490
Chemistry/Nevada Teach, B.S.	2	2	1	0	NA
Chemistry, M.S.	12	4	1	3	60
Chemistry, Ph.D.	59	10	8	8	186
Chemical Physics, Ph.D.	15	3	0	0	186
Equity and Diversity in Education, M.S.	31	15	28	16	157
Education: Equity, Diversity and Language, Ph.D.	21	0	2	2	157
TESOL Graduate Certificate	0	1	0	1	55
Instructional Technology & Learning Design, M.S.	3	0	0	0	184
Education: Information Technology in Education, Ph.D.	18	3	0	3	184
Instructional Design and Technology, Graduate Certificate	N/A	N/A	N/A	N/A	6
Reading Curriculum & Instruction, M.Ed. (Online)	14	8	5	4	131
Education: Literacy Studies, Ph.D.	6	0	0	2	321
Reading Specialist Endorsement, Graduate Certificate (Online)	2	N/A	N/A	N/A	49
Higher Education Administration, M.A. Higher Education Leadership, M.Ed.	30	11	49	14	334
Educational Leadership, Ph.D. Educational Leadership, Ed.D.	44	5	0	4	334
Geology, B.S.	66	11	10	16	1,236
Geophysics, B.S.	11	4	1	1	46
Hydrogeology, B.S.	14	2	4	2	1,236
Geological Engineering, B.S.	29	9	11	6	182

Program	Number of Students with Declared Major	Number of Graduates from Program 2021-2022	Number of Graduates from Program 2022-2023	Number of Graduates from Program 2023-2024	Service Headcount Fall 2023
Geology, M.S.	17	9	4	5	250
Geophysics, M.S.	5	3	1	3	2
Geological Engineering, M.S.	2	1	1	1	52
Geology, Ph.D.	14	4	3	2	250
Geophysics, Ph.D.	6	0	1	1	2
Geological Engineering, Ph.D.	16	1	0	1	52
Gender, Race, and Identity, B.A.	28	7	12	8	1,108
Gender, Race, and Identity, M.A.	10	1	3	5	40
Gender, Race, and Identity, Graduate Certificate	11	11	3	6	40
History, B.A.	111	41	38	42	2,028
History, B.A./Pack Teach Secondary Education, B.A.in Edu	91	18	13	10	2,671
History, M.A.	13	7	4	6	92
Teaching of History, M.A.	2	0	1	0	28
History, Ph.D.	10	1	1	1	
Interdisciplinary B.S.: Neuroscience	342	90	82	65	322
Interdisciplinary M.S.: Neuroscience	5	4	2	3	N/A
Interdisciplinary Ph.D.: Neuroscience	38	3	2	6	N/A
Nevada State College					
Business, B.S./B.A.	367	52	47	52	6,913
Interdisciplinary Studies, B.A. & B.S.	42	8	17	5	17,751
Psychology, B.A. & B.S.	454	75	105	87	6,028
Visual Media, B.A.	148	13	16	19	8,225
College of Southern Nevada					
Associate of Science; Biological Sciences, A.S.; Environmental Conservation, B.A.S	3,079	505	399	472	1,620
Environmental Management, A.A.S. & B.A.S.; Environmental Laboratory Sciences, B.A.S.; Physical Sciences, A.S.	545	28	36	19	1,371
Great Basin College					
Human Services, A.A.S. & Certificate of Achievement; Substance Abuse Counselor Training, Certificate of Achievement	76	23	8	12	203

Program	Number of Students with Declared Major	Number of Graduates from Program 2021-2022	Number of Graduates from Program 2022-2023	Number of Graduates from Program 2023-2024	Service Headcount Fall 2023
Truckee Meadows Community College					
Air Conditioning Technology, A.A.S., Certificate of Achievement, & Skills Certificate; Heating Ventilation, Air Conditioning/Refrigeration, Certificate of Achievement & Skills Certificate	56	14	15	0	106
Communication Studies, A.A.	57	10	5	9	400
Dental Hygiene, B.S.	29	14	12	12	192
Logistics Operations Management, B.A.S.; Logistics Management, A.A.S.; Logistics, Certificate of Achievement	98	20	12	21	124
Psychology, A.A.	398	75	73	45	989
Radiologic Technology, A.A.S.	47	22	19	21	295
Spanish, A.A.	18	2	6	9	465
Western Nevada College					
Criminal Justice, A.A.S. & Certificate of Achievement	18/14	10/1	8/1	2/2	216
Deaf Studies, A.A.S. & Certificate of Achievement	28/20	9/5	5/1	9/5	305

University of Nevada, Las Vegas

Summary

Degree Programs

- I. List the existing programs and corresponding degree for all programs that were reviewed over this academic year of review.**
 - B.S. Biochemistry
 - B.S. Biological Sciences
 - B.S./M.Ed. Early Childhood Education
 - M.S. Electrical Engineering
 - B.S./M.S. Kinesiology
 - B.A. Political Science

- II. List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review.**
 - Post Professional Occupational Therapy Doctorate (PPOTD)

- III. List all new programs and corresponding degree level for all programs that received Board approval in this academic year of review.**
 - B.A. Creative Practice
 - B.S. Neuroscience
 - Ph.D. Counselor Education and Supervision

Certificates

- I. List the certificates (at least 30 credits and under 30 credits) that were reviewed over this academic year of review.**
 - None

- II. List the certificate programs of at least 30 credits that received Academic Affairs Council (AAC) approval to be established in this academic year of review.**
 - None

III. List the certificate programs of at least 30 credits that received AAC approval for elimination or deactivation in this academic year of review.

- None

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- None

V. List the certificate programs of less than 30 credits that received AAC approval for elimination or deactivation in this academic year of review.

- None

UNLV: Biochemistry, B.S.

I. Description of Program Reviewed

The biochemistry program is a comprehensive undergraduate program of intensive course work in chemistry and biochemistry with a laboratory emphasis. The program also includes a selection of in-depth biology course electives to complement the rigorous chemistry foundation of the program. The program requires 120 credit hours and includes a mix of chemistry major courses and biology courses.

II. Review Process and Criteria

Programs at UNLV are reviewed at least every ten years as required by the Nevada System of Higher Education (NSHE) Board of Regents handbook. The review of existing programs includes multiple criteria and both quantitative and qualitative dimensions of program effectiveness and peer review.

Criteria utilized in the review of existing programs includes quality, need/demand for the program, relation to the institutional mission, cost, relationship to other programs in the NSHE system, student outcomes, and quality and adequacy of resources such as library materials, equipment, space, and nonacademic services.

The Senior Vice Provost for Academic Affairs is committed to engaging programs in a clear and useful program review process. To facilitate continuous improvement, feedback is welcomed from programs and departments, external or internal reviewers and any other constituents of the process

III. Major Findings and Conclusions of the Program Review

The following results are summarized from the department's self-study and the report submitted by external reviewer James Hougland from Syracuse University.

The Biochemistry B.S. received commendations in the following areas:

- a. **Research Productivity:** Biochemistry faculty have high research productivity and held multiple external grants during the ten-year review period.
- b. **Student satisfaction:** Students are satisfied with the quality of the program and specifically the laboratory course. Biochemistry majors retain in the College of Sciences and at UNLV at higher rates than their peers in the total cohort.
- c. **Enrollment:** The program has robust enrollment comprising approximately 70% of the enrollment in the Chemistry department.
- d. **Demand for graduates:** The job market has strong demand for Biochemistry graduates with employment growth projected to grow faster than the average for all occupations.

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The Biochemistry B.S. received recommendations in the following areas:

- a. **Staffing:** Biochemistry majors make-up approximately 2/3 of departmental majors in the chemistry department, but there are only 7 tenure-track faculty in Biochemistry. Thus, the majority of students in the department are enrolled in a program that has 1/3 of the staff. Furthermore, most faculty members were hired prior to 2012, and only two junior faculty members are recent hires (2023). Having faculty allocated in this way can threaten program stability because there can be a cluster of retirements or departures, which would leave the program severely understaffed.
- b. **Course sequencing:** Given the mismatch between enrollment and faculty allocation, the program has limited teaching resources and challenges with course sequencing. Problems with course sequencing can delay student progression.
- c. **Laboratory space:** Laboratory spaces should be renovated and updated.
- d. **Assessment:** There is not an established assessment process, and the evaluator was not shown data related to assessment outcomes. The program needs to create a process to monitor specific learning outcomes so that there are specific areas for improvement.
- e. **Research opportunities for students:** Engaging students in research during their first-year would prepare them to complete a research-centered capstone course, which is highly desirable for students who are applying for graduate school or professional schools in the healthcare field.
- f. **Accreditation:** The program should explore ASBMB accreditation.

Final Statements

The reviewer was impressed with the “rigor” and “performance” of the Biochemistry program especially since the number of faculty is small relative to the size of student enrollment. The current structure of the faculty (i.e. most hired prior to 2012) along with the small size is a threat to program continuity as even one or two unexpected departures would have a great impact on program sustainability.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The program identified three priorities for future development:

1. Revise assessment process to create a more comprehensive assessment process at the program and university level.
2. Study curricular complexity, specifically prerequisite pathways, exploring a capstone course, methods for scaffolding, and number of upper division courses available.
3. Collaborate with Career Services to provide lunch and learn activities that teach students about soft skills and creating linkages between program skills and employment opportunities.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>325</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>23</u>
2022-23	<u>31</u>
2023-24	<u>29</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>6.7%</u>
2022-23	<u>20%</u>
2023-24	<u>29.8%</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>3,272</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNLV: Biological Sciences, B.S.

I. Description of Program Reviewed

The biological sciences degree aims to diversely train its students, enabling graduates to pursue careers or advanced degrees in life and health sciences, research, education, industry, or government work. Students can select from a variety of concentrations: Biotechnology, Cell and Molecular Biology, Comprehensive Biology, Ecology and Evolutionary Biology, Education, Integrative Physiology, Microbiology, and Pre-Professional Studies.

II. Review Process and Criteria

Programs at UNLV are reviewed at least every ten years as required by the Nevada System of Higher Education (NSHE) Board of Regents handbook. The review of existing programs includes multiple criteria and both quantitative and qualitative dimensions of program effectiveness and peer review.

Criteria utilized in the review of existing programs includes quality, need/demand for the program, relation to the institutional mission, cost, relationship to other programs in the NSHE system, student outcomes, and quality and adequacy of resources such as library materials, equipment, space, and nonacademic services.

The Senior Vice Provost for Academic Affairs is committed to engaging programs in a clear and useful program review process. To facilitate continuous improvement, feedback is welcomed from programs and departments, external or internal reviewers and any other constituents of the process.

III. Major Findings and Conclusions of the Program Review

The following results are summarized from the department's self-study and the report submitted by external reviewer Jason Podrabsky from Portland State University.

The Biological Sciences B.S. received commendations in the following areas:

- a. **Publications:** Faculty are extremely productive in terms of scholarship, research, and instruction. Faculty produced 459 peer-reviewed articles over the ten-year review period, and approximately half of these articles included students as co-authors. This level of research productivity is higher than many peer institutions.
- b. **Teaching:** Biological Sciences faculty have higher teaching loads than their peers at other R1 institutions. Additionally, biological sciences faculty have significant credit hour production, generating the majority of credit hours in the College of Sciences. Faculty utilize best practices in pedagogy and strive to provide the highest quality experience for students.
- c. **Non-Faculty Staffing:** The program has dedicated and passionate office staff who work diligently to provide high levels of support for all constituents. Personnel who run laboratories provide the highest quality student experience.

- d. **Graduate program:** The high quality of the graduate program is a significant source of strength for the undergraduate program. Approximately 50% of School of Life Sciences graduate students are funded externally by grants. This productivity facilitates research, but it also demonstrates the need for additional institutionally funded positions with an emphasis on teaching, lab management, and student mentorship.
- e. **Active learning:** The curriculum in introductory courses has been redesigned to incorporate evidence-based and active-learning techniques. Course-based Undergraduate Research courses have been incorporated into the curriculum to build student capacity in research practice.
- f. **Employer demand:** This program offers high-quality education and training that equips students to enter the job market in many high-demand areas, including industry, government, or professional schools (PT, medical, nursing, etc.).
- g. **Student success metrics:** Student success metrics are above national averages, and there are generally equitable outcomes with minority students and non-minority students retaining at similar rates in starting college and at UNLV. The number of bachelor's degrees earned increased by 12% over the five-year period.
- h. **Enrollment:** Despite recent enrollment declines, the College of Life Sciences is approximately 65% of the undergraduate enrollment in the College of Sciences. Thus, the program continues to be a large presence in the college and attracts a large number of students.

The Biological Sciences B.S. received recommendations in the following areas:

- a. **Staffing:** Staffing levels are a challenge for the program. The student faculty ratio is three times higher in the School of Life Sciences (38:1) than the next highest program (13:1) in the College of Sciences. In order to provide the number of courses that are necessary, the program employs a larger number of part-time instructors than other departments in the college. Thus, Life Sciences students are getting a lower investment than students who are pursuing other degrees in the College of Sciences. This understaffing creates larger classes and limits available courses, particularly in upper division areas.
- b. **Graduate student mentorship capacity:** Faculty in the College of Life Sciences mentor approximately 4 graduate students per year, which is higher than the mentorship loads in other COS departments. Graduate students provide valuable labor, but there is not space to expand graduate enrollment without increasing full-time faculty.
- c. **Lack of upper division courses:** Students reported that there is a lack of availability in upper division courses, which makes it difficult to complete their program of study. This appears to be linked to a lack of instructional capacity in subdisciplines. Faculty have been reassigned and an alternating year schedule has been established, but there are not enough faculty to support the varied and diverse areas in each subdiscipline.
- d. **Assessment:** The program developed assessment tools that are sound and consistent with assessment practices at other institutions; however, the program has fallen behind in analyzing and reporting assessment data to the institution.
- e. **Curriculum updates within program:** The curriculum is strong and well-designed, but there is room for additional development in genomics and bioinformatics. This subdiscipline

area has significant growth potential in the near future. Additionally, BIOL 300: Principles of Genetics should be updated to integrate with the curriculum more effectively. The evaluator also suggests adding 200 and 300-level courses to bridge introductory courses with 400-level courses.

- f. **Curriculum structure outside of program:** Students report that they feel as if they spend a lot of time completing courses in other sciences. Since they are primarily interested in Biology courses, students say that this structure makes it harder to stay engaged.

Final Statements

The faculty in the School of Life Sciences are exceptionally dedicated and effective. The research output is impressive, and it is accompanied by higher teaching loads than is common at R1 institutions. Despite this, faculty are committed to maintaining a high-quality student experience. There have been pedagogical and curricular changes to implement best practices and support student success.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The program has identified the top three priorities for future development:

1. Explore opportunities to revise course scheduling practices to meet student preferences
2. Opportunities to standardize teaching practices across sections
3. Evaluate how service opportunities are distributed among personnel with the goal of creating less concentration and broader involvement in service

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>1,620</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>271</u>
2022-23	<u>246</u>
2023-24	<u>209</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>33.7</u>
2022-23	<u>35.4</u>
2023-24	<u>40.5</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>5,384</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNLV: Early Childhood Education, B.S & M.Ed.

I. Description of Program Reviewed

The bachelor's degree in early childhood education prepares students to work as practitioners in teaching and learning of young children. Completing the program can lead to licensure or a non-licensed status, depending on which track students pursue. Students in the program satisfy a number of learning outcomes, including child development, guidelines and ethics of professional conduct in the field, effective instructional strategies and pedagogical techniques, assessment practices, and building supportive environments using family and communities.

The M.Ed. in early childhood provides a comprehensive contemporary program of teacher preparation and education for early childhood settings. Coursework is aligned with Nevada Department of Education NDE Birth-2nd grade teaching license. Students learn about typically developing children and children with special needs and participate in field work. The program has two tracks, birth through 3 years and birth through 8 years. In the M.Ed. program, students gain knowledge and skills for a variety of careers in educational intervention programs for young children.

II. Review Process and Criteria

Programs at UNLV are reviewed at least every ten years as required by the Nevada System of Higher Education (NSHE) Board of Regents handbook. The review of existing programs includes multiple criteria and both quantitative and qualitative dimensions of program effectiveness and peer review.

Criteria utilized in the review of existing programs includes quality, need/demand for the program, relation to the institutional mission, cost, relationship to other programs in the NSHE system, student outcomes, and quality and adequacy of resources such as library materials, equipment, space, and nonacademic services.

The Senior Vice Provost for Academic Affairs is committed to engaging programs in a clear and useful program review process. To facilitate continuous improvement, feedback is welcomed from programs and departments, external or internal reviewers and any other constituents of the process.

III. Major Findings and Conclusions of the Program Review

The following results are summarized from the department's self-study and the report submitted by external reviewer Carla Peterson of Iowa State University.

The Early Childhood degrees received commendations in the following areas:

- a. **External funding:** Faculty produce and manage externally funded projects, and they continue to pursue additional funding opportunities. This is the top grant-producing unit in the College of Education, and a high percentage of students are receiving financial support.

- b. **Research and professional engagement:** Faculty members maintain an active research agenda with recent publications in peer-reviewed journals and book chapters. Faculty take leadership roles in professional organizations and coordinate an annual conference.
- c. **Curriculum and pathways:** The curriculum is high-quality, and students participate in practicums to prepare them for careers in the field. Courses are offered in a variety of formats, times, and days so that students can complete their requirements. The faculty collaborated to create ECE 457, a course that has required content for all teacher licensure candidates in Nevada. The program has an ongoing curriculum review process to identify requirements and make revisions as necessary.
- d. **Community partnerships:** The program works with CCSD to provide practicum experiences for students. Placing students in the community helps them to build their networks and gain professional experience as they transition from students to professional educators. Additionally, the Professional Pathway Program (PPP) helps school district employees complete their educational goals and prepares them to move into the classroom without giving up their current position. The program also participates in an apprenticeship program funded by the Nevada Department of Employment, Training, and Rehabilitation that helps students earn their degree without incurring expenses.
- e. **Employment:** Program graduates secure employment in their field, and most graduates work in the immediate community with CCSD, local head start centers, or other local area providers.
- f. **UNLV/CSUN Preschool:** High quality childcare is offered on campus, and this site is also a source of practicum experiences for early childhood students.

The Early Childhood degrees received recommendations in the following areas:

- a. **Staffing:** The program has significant instructional needs and practicum experiences that are staffed by a mix of full-time and part-time faculty members. This shortage of faculty and the variance of their employment status is challenging with regard to consistency and supervision of instructors. Faculty are also playing multiple roles, which threatens the capacity, growth, and continuity of the program's excellence. Guaranteed funding for new full-time faculty lines would support the program.
- b. **Advising:** The program offers students flexibility and variety with regard to implementation; however, students report it is difficult to find advice and maximize their experience. Specifically, students report it is confusing to schedule their classes and practicum experiences because advising can be inconsistent or difficult to access.
- c. **Space Allocation:** The College of Education would benefit from space to pursue research. The UNLV/CSUN preschool is heavily utilized by employees and as a space for practicums. Additional space would yield benefits for students and the community.

Final Statements

The early childhood education programs offer an excellent education that combines robust, current curriculum along with significant hands-on experience through practicums. The faculty engage with the students and the community, while also maintaining an active research agenda

and significant external funding. These programs meet an important niche in the community by providing skills in an area that is vitally important in the development of young children.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The program identified three priorities for future development:

1. Explore opportunities to create subplan or degree for students who are already licensed and would like to specialize in policy issues or research in the early childhood area.
2. Collaborate with administration to explore opportunities to gain additional space for research labs and personnel.
3. Evaluate new approaches to advising to clarify pathways for students and faculty advisors.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

MEd 2023-24	<u>81</u>
BS 2023-24	<u>180</u>

B. Number of graduates from the program for the following years:

M.Ed.	
2021-22	<u>21</u>
2022-23	<u>39</u>
2023-24	<u>32</u>
B.S.	
2021-22	<u>35</u>
2022-23	<u>35</u>
2023-24	<u>50</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

MEd	
2021-22	<u>55.1%</u>
2022-23	<u>59.5%</u>
2023-24	<u>53.1%</u>
BS	
2021-22	<u>27.3%</u>
2022-23	<u>53.3%</u>

2023-24	<u>45.5%</u>
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D. Headcount of students enrolled in any course related to the program (duplicated):

MEd	
Fall 2023	<u>1,238</u>
BS	
Fall 2023	<u>1,621</u>

VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNLV: Electrical Engineering, M.S.E. & Ph.D.

I. Description of Program Reviewed

The M.S.E. and Ph.D. in electrical engineering provides students with training in applied research and mathematical principles to investigate, invent, and design machines or systems. Electrical engineering education provides opportunities for solving problems of great social importance. Faculty in the department cover many different areas including control system theory, computer engineering, electromagnetics and optics, electronics, power systems, signal processing, and solid-state devices.

The M.S.E. offers a number of degree tracks, including a thesis option, course-only option, and dual degree option.

The Ph.D. offers multiple options for entering students including post-master's, post-bachelor's, and post-bachelor's integrated B.S.-Ph.D. track. The culminating experience in the Ph.D. program requires the development of new knowledge in a specific theme area through the production of a well-written and orally-defended dissertation.

II. Review Process and Criteria

Programs at UNLV are reviewed at least every ten years as required by the Nevada System of Higher Education (NSHE) Board of Regents handbook. The review of existing programs includes multiple criteria and both quantitative and qualitative dimensions of program effectiveness and peer review.

Criteria utilized in the review of existing programs includes quality, need/demand for the program, relation to the institutional mission, cost, relationship to other programs in the NSHE system, student outcomes, and quality and adequacy of resources such as library materials, equipment, space, and nonacademic services.

The Senior Vice Provost for Academic Affairs is committed to engaging programs in a clear and useful program review process. To facilitate continuous improvement, feedback is welcomed from programs and departments, external or internal reviewers and any other constituents of the process.

III. Major Findings and Conclusions of the Program Review

The following results are summarized from the department's self-study and the report submitted by external reviewers Michael H. Wu from the University of Arizona and Edwin K. P. Chong from Colorado State University.

The Electrical Engineering M.S.E. and Ph.D. received commendations in the following areas:

- i. **Faculty:** two faculty members ranked among top 2% of scientists in the world. Faculty are extremely productive with regard to publications and funding. There has also been an emerging trend of interdisciplinary research. Faculty report that they feel supported and

satisfied, and the department and college has effective leadership to support academic success.

- j. **Post-graduation outcomes:** Following graduation, students secure excellent academic placement in higher education. In fact, approximately 40% of recent Ph.D. graduates entered academia. Graduates also secure positions with top research and innovation companies.
- k. **Enrollment:** The program showed minimal declines in enrollment during COVID, which sets it apart from many other electrical engineering programs. Domestic students are a source of growth and strength for the program with 54% of M.S.E. students and approximately 40% of Ph.D. students are of domestic origin.
- l. **Financial support:** The level of financial support for graduate assistants is excellent.
- m. **Curriculum updates** Two 600-level and three 700-level courses have been added to stay current with changes and updates in this dynamic field. There have also been additional pedagogical adjustments to enhance complex critical thinking. These changes are in response to assessment and student feedback about the program.
- n. **Strategic partnerships and degree integrations:** The department engages with industry and other international universities, such as Shanghai Maritime University, to facilitate student access, opportunity, and diversity. The programs also have integrated programs with the B.S., which helps students transition seamlessly from the undergraduate level to the graduate level.

The Electrical Engineering M.S.E. and Ph.D. received recommendations in the following areas:

- a. **Student publications:** The number of student publications lags behind faculty productivity. This disparity can be addressed by creating a more collaborative publishing environment between program faculty and their students.
- b. **New faculty positions:** Although staffing is adequate, there are concerns about the lack of new faculty positions. There are critical and emerging areas within the discipline, and new staffing would strengthen offerings within these areas.
- c. **Industry collaboration:** The program may explore additional opportunities for project work within the industry. This applied experience will enhance student learning, and it will help students refine their interest areas. Furthermore, project work will help students build their professional networks.
- d. **Entrepreneurial education programs:** The program can explore entrepreneurial education programs that can generate revenue. Current partnerships with industry have been successful in named scholarships and gift funds so expanding this idea further has potential to assist students in their professional journey, while also expanding resources for the department.

Final Statements

The M.S.E. and Ph.D. in electrical engineering shows great success in revising the curriculum to reflect changes in the field, supporting enrollment, providing pathways for domestic students, and maintaining a vibrant productive faculty. The programs have been responsive to student

requests, and graduates have significant success as they leave UNLV to enter the private or public workforce.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The program identified three priorities for future development:

- 1. Explore entrepreneurial education as a way to generate revenue and enhance student experience with entrepreneurship.
- 2. Increase the number of faculty/student publications and research collaborations. Additionally, explore mechanisms for tracking student research productivity.
- 3. Incorporate more project work with industry partners and increase student opportunities to interact with industry partners.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

M.S.E. 2023-24	<u>38</u>
Ph.D. 2023-24	<u>23</u>

B. Number of graduates from the program for the following years:

M.S.E.	
2021-22	<u>5</u>
2022-23	<u>8</u>
2023-24	<u>9</u>
Ph.D.	
2021-22	<u>4</u>
2022-23	<u>4</u>
2023-24	<u>1</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

M.S.E.	
2021-22	<u>33.3%</u>
2022-23	<u>63.6%</u>
2023-24	<u>70%</u>

Ph.D.	
2021-22	<u>85.7%</u>
2022-23	<u>100%</u>
2022-23	<u>75%</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

M.S.E.	
Fall 2023	<u>79</u>
Ph.D.	
Fall 2023	<u>79</u>

VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNLV: Kinesiology, B.S. & M.S.

I. Description of Program Reviewed

The bachelor of science in Kinesiology focuses on the study of health and human performance. Students in the degree program will study foundational sciences, such as anatomical kinesiology, biomechanics, exercise physiology, motor behavior, and the psychology of physical activity. Successful degree candidates will complete the set of core Kinesiology courses, the UNLV general education requirements, and upper-division electives.

The master of science in Kinesiology enables students to choose athletic training, biomechanics, or motor control and learning emphasis. The programs are designed to provide students with the theoretical foundations of movement-based sciences. Through involvement in directed research projects, students obtain an in-depth understanding of laboratory equipment and research applications. Students can choose a thesis track or a non-thesis track. There is also an accelerated B.S.-M.S. subplan that allows seniors to take up to nine credits of approved graduate coursework that will apply toward their M.S. in Kinesiology degree at UNLV.

II. Review Process and Criteria

Programs at UNLV are reviewed at least every ten years as required by the Nevada System of Higher Education (NSHE) Board of Regents handbook. The review of existing programs includes multiple criteria and both quantitative and qualitative dimensions of program effectiveness and peer review.

Criteria utilized in the review of existing programs includes quality, need/demand for the program, relation to the institutional mission, cost, relationship to other programs in the NSHE system, student outcomes, and quality and adequacy of resources such as library materials, equipment, space, and nonacademic services.

The Senior Vice Provost for Academic Affairs is committed to engaging programs in a clear and useful program review process. To facilitate continuous improvement, feedback is welcomed from programs and departments, external or internal reviewers and any other constituents of the process.

III. Major Findings and Conclusions of the Program Review

The following results are summarized from the department's self-study and the report submitted by external reviewers Timothy A. Brusseau from the University of Utah and Rebecca K. Lytle from California State University, Chico.

Kinesiology degrees received commendations in the following areas:

- a. **Pedagogy and student-centered learning:** Students are central to the mission of the Kinesiology programs. Students report that they feel supported by faculty, and faculty are constantly working to enhance the student experience. For example, Anatomy and Physiology classes have implemented innovative instructional strategies to improve pass rates. Furthermore, even first-year students reported they have been able to participate in high-impact practices, such as working in a research lab. The program also uses podcasts,

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video presentations, mobile physical therapy clinics, and offers courses in multiple modalities to provide an interactive and flexible student experience.

- b. **Departmental Environment:** Faculty members showed an impressive amount of respect, collegiality, and collaboration.
- c. **Peer-reviewed articles:** Faculty have high productivity with regard to peer-reviewed publications.
- d. **Assessment:** Assessment is robust, and faculty report that assessment results are used to make improvements. In the current assessment cycle, the report identified a need for clarifying and revising some of the learning outcomes based on changes to the program structure.
- e. **Enrollment:** The kinesiology undergraduate program maintains large enrollments of over 1,000 students. Large enrollment has been consistent over the past few years, and it is likely to persist in the coming years.

Kinesiology degrees received recommendations in the following areas:

- e. **Laboratory and teaching spaces:** Additional research space and equipment are needed. Learning spaces should also be improved and modernized.
- f. **Teaching load and faculty allocation:** This program has large enrollment, and it would be beneficial to create additional teaching and research lines. Although teaching loads are generally reflective of R1 practices, the highest producing research faculty often have a 1/1 teaching load. Student mentorship should also be included in teaching effort calculations. The majority of undergraduate courses are taught by non-tenured faculty due to an imbalance in staffing, students, and programs.
- g. **Extramural funding:** An R1 institution should have more funding from the National Institutes of Health, Department of Defense, or National Science Foundation. Many institutions grow their extramural funding by investing in faculty with established records of producing extramural funding. Specifically, the evaluators suggested creating 2-3 additional faculty positions that emphasize research. These highly productive, grant-producing faculty can also mentor mid-career faculty.
- h. **Curriculum:** Students want more upper division electives in a face-to-face format. Students also requested more variety in the upper division electives for non-athletic training disciplines. Additionally, the curriculum structure could be enhanced to better address core elements 3 and 4 as established by the AKA (Americankinesiology.org).
- i. **Certifications:** Preparing students to sit for certification exams creates a defined career path for graduating students. Specifically, the evaluators recommend the American College of Sports Medicine Certified Exercise Physiology exam and the National Strength and Conditioning Certified Strength and Conditioning Specialist exam. In 2027, these certification exams will require that degrees are produced from accredited programs, so pursuing this change will also necessitate program accreditation.

Final Statements

Kinesiology programs demonstrated significant strengths with regard to published research productivity, faculty collegiality, effective and innovative pedagogy, assessment practices, and

enrollment. In approaching the next iteration of growth, the program needs investments in research and laboratory infrastructure, grant producing faculty to grow extramural funding and mentor mid-career faculty, and strategies to rebalance workload allocation in a large enrollment program. The department also needs to consider curriculum revisions to address core elements 3 and 4 as outlined by the AKA as well as considering whether the department should pursue accreditation so that students can sit for national certification exams.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The program identified three priorities for future development:

1. Examine the curriculum with regard to complexity and robust coverage of content areas as the athletic training undergraduate program ends. This may include adding micro credentials or career elements to the curriculum.
2. Explore the opportunity for NSF instrumentation grant to update laboratory equipment since Kinesiology is "STEM-adjacent" in NSF guidelines.
3. Consider ways to streamline culminating experience courses to balance the load for students and faculty members.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

M.S. 2023-24	<u>29</u>
B.S. 2023-24	<u>1,217</u>

B. Number of graduates from the program for the following years:

M.S.	
2021-22	<u>11</u>
2022-23	<u>7</u>
2023-24	<u>11</u>
B.S.	
2021-22	<u>253</u>
2022-23	<u>219</u>
2023-24	<u>246</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

M.S.	
2021-22	<u>76.9%</u>
2022-23	<u>75%</u>
2023-24	<u>61.5%</u>

B.S.	
2021-22	<u>46.7%</u>
2022-23	<u>40.6%</u>
2023-24	<u>39.4%</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

M.S.	
Fall 2023	<u>131</u>

B.S.	
Fall 2023	<u>5,235</u>

VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNLV: Political Science, B.A.

I. Description of Program Reviewed

The B.A. in Political Science requires students to gain knowledge in multiple areas within the discipline. The program curriculum is structured so that students must take one course in each of the six specialization areas and two additional courses in an area of their choosing. The areas include: American politics, public policy, public law, international relations, comparative politics, and political theory. Students complete the culminating experience course, PSC 499 or HON 499, prior to exiting the program.

II. Review Process and Criteria

Programs at UNLV are reviewed at least every ten years as required by the Nevada System of Higher Education (NSHE) Board of Regents handbook. The review of existing programs includes multiple criteria and both quantitative and qualitative dimensions of program effectiveness and peer review.

Criteria utilized in the review of existing programs includes quality, need/demand for the program, relation to the institutional mission, cost, relationship to other programs in the NSHE system, student outcomes, and quality and adequacy of resources such as library materials, equipment, space, and nonacademic services.

The Senior Vice Provost for Academic Affairs is committed to engaging programs in a clear and useful program review process. To facilitate continuous improvement, feedback is welcomed from programs and departments, external or internal reviewers and any other constituents of the process.

III. Major Findings and Conclusions of the Program Review

The following results are summarized from the department's self-study and the report submitted by external reviewer James R. Stoner, Jr. of Louisiana State University.

The Political Science B.A. received commendations in the following areas:

- a. **Research:** The program has a healthy research culture with faculty research productivity that is congruent with peer institutions. Faculty engage in collaborative projects with each other as well as graduate students.
- b. **Curriculum and student success:** The curriculum is demanding and well-structured to scaffold student progression from introductory to advanced work. Specifically, the milestone course and the culminating experience course is one of the more rigorous and intensive research experiences the evaluator has seen for undergraduate students. The empirical elements are balanced with theoretical experiences and studies across subfields. The department offers a variety of courses at the 300 and 400 level. There is also an internship at the state capitol that provides students with experiential learning in a political setting.
- c. **Faculty:** The faculty spans approaches and subfields within the discipline. This provides a range of options for students as they construct their plan of study. Faculty are also connected to political opportunities within the state. Discussions with the faculty revealed

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that they are committed to political science as a vocation and a civic mission. Faculty tracks are varied to support teaching and research activities.

The Political Science B.A. received recommendations in the following areas:

- a. **Webpage:** The faculty research page seems a bit out of date, so updating the design to represent current information would be helpful in highlighting the research activity of the department.
- b. **Staffing:** Faculty reported that the department is understaffed. Part of this sentiment is related to heavy service obligations absorbed by more senior faculty. The department also maintains a permissive policy with regard to online instruction, so some faculty members are rarely seen around the department. This fragmentation was reported by students and faculty members. Students also reported some impatience for the program to have a more diverse faculty that bears a closer resemblance to the diversity of students in the political science program.
- c. **Mentoring undergraduate students for opportunities:** Most students stay within the state after they graduate, but the program can maximize student choices by bringing in faculty or speakers from other states. Internally, there is a potential connection to the Brookings Institution; however, the collaborative linkages between students and Brookings appears to be marginal. Faculty can mentor students to help them connect with the breadth of opportunities that are possible within local and national markets.
- d. **Assessment and curriculum:** Some faculty members are not familiar with the university-wide assessment process. There is also concern about the reliance on student evaluation data for assessment. Classroom observation and syllabus review can provide alternate avenues of assessment. Assessment should also include considerations of how to expand the capstone course to serve students who are primarily interested in political theory or practice. With regard to curriculum, the requirement that students take courses within six subfields, may limit students' opportunity to take courses in areas that are more aligned with their interests. Although robust, the strict curriculum requirements may discourage students from majoring in political science.
- e. **Online courses:** Students are somewhat dissatisfied with online courses, but they also want more of them because of the flexibility and convenience. In discussions with students, they indicated that online courses are generally inferior to the in-person experience.

Final Statements

The political science B.A. provides students with a high-quality educational experience. Graduates are well-rounded in multiple subfields, versed in rigorous curriculum, and capable of performing research. The faculty represent a comprehensive group of subfields, and they are collaborative and collegial. There are potential areas for growth, including revising online courses, advancing mentorship opportunities, connecting the program with strategic resources (Brookings Institution), and revising the curriculum to provide a more customized, flexible experience for students.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The program identified three priorities for future development:

1. Enhanced integration between Political Science students and Brookings Institution. Brookings is well-positioned to bring speakers and show students possible professional pathways at national and local levels.
2. Collaboration across the department to determine which courses are optimal for online instruction and explore hybrid instruction as an option for courses that are well-suited to mixed instruction. Pilot a policy of requiring faculty to teach at least one in-person course per semester to ensure presence and communication within the department.
3. Explore additional curriculum changes to make program more flexible. Ideas being discussed include: reduce upper division credit hours, allow internship to substitute for capstone course, and explore course carousel options to enhance predictability of course scheduling.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>407</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>91</u>
2022-23	<u>98</u>
2023-24	<u>84</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>34.4%</u>
2022-23	<u>35.8%</u>
2023-24	<u>39.2%</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>3,012</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

University of Nevada, Reno

Summary

Degree Programs

I. List the existing programs and corresponding degree for all programs that were reviewed over this academic year of review.

- B.A., Gender, Race, and Identity
- M.A., Gender, Race and Identity
- Graduate Certificate Gender, Race and Identity
- B.A. in History
- B.A. in PackTeach Secondary Education and History B.A./B.A. in Ed
- M.A. in History
- M.A. in Teaching if History M.A.T.H
- Ph.D. in History
- B.S. Geology
- B.S. Geophysics
- B.S. Hydrogeology
- B.S. Geological Engineering
- M.S. Geology
- M.S. Geophysics
- M.S. Hydrogeology
- M.S. Hydrology
- M.S. Geological Engineering
- Ph.D. Geology
- Ph.D. Geophysics
- Ph.D. Hydrogeology
- Ph.D. Hydrology
- Reading Specialist Endorsement, Graduate Certificate (Online)
- Reading Curriculum & Instruction, Masters of Education (Online)
- Doctor of Philosophy in Education: Literacy Studies
- Online Graduate Certificate Instructional design and Technology
- Masters of Science in Instructional Technology & Learning Design
- Doctor of Philosophy in Education: Information Technology in Education
- Masters of Art in Higher Education Administration
- Masters of Education: Education Leadership
- Doctor of Philosophy in Educational Leadership

- Doctor of Education: Educational Leadership (Ed.D)
- TESOL Graduate Certificate (Online)
- Masters of Science in Equity and Diversity in Education (Online)
- Doctor of Philosophy in Education: Equity, Diversity, & Language
- B.S. in Chemistry
- B.S. in Ed NevadaTeach Secondary Education and Chemistry
- M.S. in Chemistry
- Ph.D. Chemistry
- Ph.D. Chemical Physics
- Interdisciplinary B.S. in Neuroscience
- Interdisciplinary M.S. in Neuroscience
- Interdisciplinary Ph.D. in Neuroscience

II. List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review.

- None

III. List all new programs and corresponding degree level for all programs that received Board approval in this academic year of review.

- BS, Early Childhood Education 3/10/23
- BA, Social Research Analytics 6/8/23
- MPH, Epidemiology 6/8/23
- PhD, Epidemiology 6/8/23
- BS Industrial Engineering 11/30/23
- MS Industrial Engineering 11/30/23
- Ph.D. Industrial Engineering 11/30/23

Certificates

I. List the certificates (at least 30 credits and under 30 credits) that were reviewed over this academic year of review.

- None

II. List the certificate programs of at least 30 credits that received Academic Affairs Council (AAC) approval to be established in this academic year of review.

- None

III. List the certificate programs of at least 30 credits that received AAC approval for elimination or deactivation in this academic year of review.

- None

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- None

V. List the certificate programs of less than 30 credits that received AAC approval for elimination or deactivation in this academic year of review

- None

UNR: Biochemistry: Chemistry, B.S.; NevadaTeach Secondary Education and Chemistry, B.S. in Education; Chemistry, M.S. & Ph.D.; Chemical Physics, Ph.D.

I. Description of Program Reviewed

Chemistry is the central science, and its principles operate in all aspects of our daily lives. Understanding chemistry is fundamental in understanding the world around us, everything from energy to biology, medicine to materials, and more. The Chemistry department offers an exceptional foundational undergraduate program as well as three graduate degrees, including one interdisciplinary Ph.D. in Chemical Physics. Research is conducted in state-of-the-art facilities at the University as well as through scientific collaborations at research centers across the country.

II. Review Process and Criteria

The Chemistry program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2023 for Chemistry programs. These respective reports were provided to the reviewers before they conducted a visit on April 29-30, 2024. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the department and the dean. A final meeting took place on August 21, 2024. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The reviewers called out many positive attributes and findings regarding the Chemistry department. Assistant professors feel supported and teaching faculty seem to be thriving. Students, graduate and undergraduate both feel positive, upbeat and happy about the program and their experience in the program. The shared instrument staff support person (Stephen Spain) is excellently maintaining a broad diversity of shared instruments, including helping with instrument repairs. Faculty feel supported at the college level for pre-award activities, including grant submission. Pre-tenured faculty feel supported and expressed appreciation for both formal and *ad hoc* mentoring from their senior colleagues. Dean Hope-Weeks, seems committed to making positive changes in a challenging financial landscape.

The areas that the reviewers thought should be addressed are as follows:

- Restore machine shop, electronics shop and office support staff to decrease/remove undue administrative burden of research-active faculty.

- Devise sustainable technical support plan for research and teaching instrumentation and services.
- Make strategic hires to help priority areas. In particular, Inorganic and Analytical chemistry
- Increase graduate program recruiting through department seminars. The department should fund travel for faculty to visit schools (specifically PUIs) to cultivate enthusiasm for the UNR Department of Chemistry. At the same time, the department should host one or two faculty per year from PUIs in the region where they hope to recruit.
- Better coordinate the transition for students with advising as they change from college advisor to faculty advisors
- Review curriculum and include using resources such as the American Chemical Society.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- Restore machine shop, electronics shop and office support staff to decrease/remove undue administrative burden of research-active faculty.
- Devise sustainable technical support plan for research and teaching instrumentation and services.
- Make strategic hires to help priority areas. In particular, Inorganic and Analytical chemistry
- Increase graduate program recruiting through department seminars. The department should fund travel for faculty to visit schools (specifically PUIs) to cultivate enthusiasm for the UNR Department of Chemistry. At the same time, the department should host one or two faculty per year from PUIs in the region where they hope to recruit.
- Better coordinate the transition for students with advising as they change from college advisor to faculty advisors
- Review curriculum and include using resources such as the American Chemical Society.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-2024 B.S. in Chemistry	<u>120</u>
B.S. in Chem./B.S. in Ed. NevadaTeach Dual Degree	<u>2</u>
M.S. Chemistry	<u>12</u>
Ph.D. Chemistry	<u>59</u>
2021-2022 B.S. Chemistry	<u>16</u>
B.S. in Chem./B.S. in Ed. NevadaTeach Dual Degree	<u>2</u>
M.S. Chemistry	<u>4</u>
Ph.D. Chemistry	<u>10</u>
Ph.D. Chemical Physics	<u>3</u>
2022-2023 B.S. Chemistry	<u>27</u>
B.S. in Chem./B.S. in Ed. NevadaTeach Dual Degree	<u>1</u>

M.S. Chemistry	<u>1</u>
Ph.D. Chemistry	<u>8</u>
Ph.D. Chemical Physics	<u>0</u>

2023-2024	B.S. in Chemistry	<u>31</u>
	B.S. in Chem./B.S. in Ed. NevadaTeach Dual Degree	<u>0</u>
	M.S. Chemistry	<u>3</u>
	Ph.D. Chemistry	<u>8</u>
	Ph.D. Chemical Physics	<u>0</u>

B. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-2022	B.S. Chemistry	<u>71% n = 38</u>
	M.S. Chemistry	<u>67% n = 3</u>
	Ph.D. Chemistry	<u>53% n = 15</u>
2022-2023	B.S. Chemistry	<u>56% n = 39</u>
	M.S. Chemistry	<u>0% n = 2</u>
	Ph.D. Chemistry	<u>63% n = 19</u>
2023-2024	B.S. Chemistry	<u>73% n = 55</u>
	M.S. in Chemistry	<u>67% n = 3</u>
	Ph.D. in Chemistry	<u>78% n = 9</u>

C. Headcount of students enrolled in any course related to the program (duplicated):

2023-2024	B.S. Chemistry (100 – 400 level)	<u>3,490</u>
	M.S. Chemistry (600 level)	<u>60</u>
	Ph.D. Chemistry (700 level)	<u>186</u>

VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNR: Education: Equity and Diversity in Education, M.S. (online); Equity, Diversity, and Language Education, Ph.D. (online); TESOL Graduate Certificate

I. Description of Program Reviewed

The education of individuals with diverse learning and cultural characteristics is an area of intense attention in research and policy today. Schools and various other employers seek personnel who are qualified to work effectively with a broad range of individuals.

The programs in Equity, Diversity, and Language Education (EDLE) offer advanced study on use of inclusive methods to serve diverse learners in the classroom and beyond. Participation in the programs allows educators and those in related fields to enhance their knowledge, skills, and dispositions to work more effectively with individuals from diverse backgrounds. Multiple dimensions of human diversity are addressed through the program's coursework.

II. Review Process and Criteria

Equity, Diversity, and Language Education in Education program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2023 for the Equity, Diversity, and Language Education programs. These respective reports were provided to the reviewers before they conducted a visit on April 18-19, 2024. The external reviewers reviewed the program and met with relevant faculty, staff, students, and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the department and the dean. A final meeting took place on August 29th, 2024. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The reviewers pointed out many great attributes of the program. For example, the asynchronous online nature of EDLE's program offerings is a strength in terms of course quality, faculty expertise in this teaching mode, and outreach to a greater number and variety of students inside and outside the state than in-person course modes can afford. The reviewers reported that the program has a favorable impact on its students and that the program faculty have good working relationships with each other as well as faculty across programs and departments. They additionally noted the following favorable aspects of the program: historical and anticipated future program growth and in-progress plans for continued program evolution and expansion, such as new course offerings, development of a diversity, equity, and inclusion undergraduate certificate and minor, and a department doctoral program with an EDLE-specific subplan. Here are some recommendations that the reviewers made.

- The program can collaborate with Department and College leadership and the marketing and communications director to develop a strategic plan to create methods and materials for student recruitment. Include alumni in marketing strategies for the website and social media platforms.
- Conduct program evaluations that seek input from current and past students to consider program revisions. Track data on student success markers, including time-to-degree, job placement of graduates, and a variety of productivity measures.
- Solicit periodic student feedback on online teaching and learning experiences in the program.
- Explore different models for the dissertation.
- Promote the Graduate Certificate in TESOL.
- Seek external grants (state and national).
- Hire additional faculty to support the program's research agenda, teaching capacity, student advising, and curriculum expansion.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- The program faculty will consider creating some program specializations, especially for the new doctoral program the department is currently developing.
- The program will seek relevant state-level funding to support various types of work, especially that which might be used to create opportunities for national-level grants and to provide opportunities for graduate students for paid positions, travel support, and involvement in research.
- Program faculty will work with existing college resources to publicize programs locally and nationally and to evaluate their programs, including collecting metrics from alumni (e.g., jobs acquired). They will communicate their needs for these efforts at the college level. [*Note:* Greater college-level resources are currently being developed for these things.]
- Faculty will discuss ways to seek more Graduate Assistantship (GA) positions, such as writing GA positions into grant applications, as a tool for doctoral student recruitment.
- The Department Chair will consult with the Dean to work towards expanding program faculty to include one additional tenure-track faculty member in the equity and diversity in education subgroup and one teaching assistant professor to span the equity/diversity and language education subgroups in order to support continued program growth.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-2024	MS in Equity and Diversity in Education (Online)	<u>31</u>
	Ph.D. Equity, Diversity, and Language Education	<u>21</u>
	TESOL Graduate Certificate (Online)	<u>0</u>

B. Number of graduates from the program for the following years:

2021-2022	MS in Equity and Diversity in Education (Online)	<u>15</u>
	TESOL Graduate Certificate (Online)	<u>1</u>
2022-2023	MS in Equity and Diversity in Education (Online)	<u>28</u>
	Ph.D. Equity, Diversity, and Language Education	<u>2</u>
	TESOL Graduate Certificate (Online)	<u>0</u>
2023-2024	MS in Equity and Diversity in Education (Online)	<u>16</u>
	Ph.D. Equity, Diversity, and Language Education	<u>2</u>
	TESOL Graduate Certificate (Online)	<u>1</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-2022	MS in Equity and Diversity in Education (Online)	<u>80% n=4</u>
	Ph.D. Equity, Diversity, and Language Education	<u>n/a</u>
	TESOL Graduate Certificate (Online)	<u>n/a</u>
2022-2023	MS in Equity and Diversity in Education (Online)	<u>86% n=6</u>
	Ph.D. Equity, Diversity, and Language Education	<u>n/a</u>
	TESOL Graduate Certificate (Online)	<u>n/a</u>
2023-2024	MS in Equity and Diversity in Education (Online)	<u>94% n=15</u>
	Equity, Diversity, and Language Education	<u>100% n=3</u>
	TESOL Graduate Certificate (Online)	<u>n/a</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

2023-2024	MS in Equity and Diversity in Education (Online)	<u>157</u>
	Ph.D. Equity, Diversity, and Language Education	<u>157</u>
	TESOL Graduate Certificate (Online)	<u>55</u>

VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

*UNR: Education: Instructional Technology & Learning Design, M.S.;
Information Technology Education, Ph.D.; Instructional Design and
Technology, Graduate Certificate*

I. Description of Program Reviewed

The Instructional Technology and Educational Statistics program offers advanced study on developing skills to use technology tools effectively and examining theoretical and conceptual frameworks related to instructional technology and learning design, with an emphasis on data-driven decision making. The curriculum meets the ISTE National Technology Standards for Teachers. Program graduates have a variety of opportunities for employment as faculty at an R1 University, instructional designer, curriculum designer, leading technology officer, and assessment officer.

II. Review Process and Criteria

The Instructional Technology & Educational Statistics (ITES) program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2023 for the ITES Programs. This report was provided to the reviewers before they conducted a visit on March 13-15, 2024. The external reviewers reviewed the program and met with relevant faculty, staff, students, and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team shortly after the review visit. In accordance with institutional practice, responses to the review were solicited from the department and the dean. A final meeting took place on August 27, 2024. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The reviewers were impressed by the ITES program. They indicated that the program has high activity despite a low number of faculty, that faculty are student focused and present a positive culture, and that they are doing a good job with recruitment. The program faculty collaborate a great deal, which recently included updating many courses in their programs. The reviewers noted that strong mentoring and career counseling takes place within the program. They stated that students in the ITES program take pride in their published works and that the faculty are highly productive with publications and presentations.

The areas the reviewers thought should be addressed are as follows:

- Improve marketing and recruitment efforts.
- Revisit application deadlines for the programs and graduate assistantships to maximize recruitment success. [*Note:* This is largely tied to university, college, and department deadlines, but the program may provide input.]
- Update the software of the relevant ITES content classes to align with current industry standards.

- Assemble an advisory board consisting of alumni, industry professionals, and teacher preparation faculty.
- Develop practical application opportunities by incorporating internships and applied projects into course work.
- Incorporate courses from other programs in the college and university into the program curriculum.
- Consider developing an Ed.D. program that requires fewer credit than the Ph.D. program.
- Consider creating a graduate certificate program in learning analytics.
- Encourage students to seek GSA travel stipends and other funding opportunities across the university.
- Consider changing the current CIP code to a STEM category. [Note from program faculty: This cannot be done "because the program is not a stand-alone program."]
- Limit the number of course offerings per semester and consider alternating some courses by year or semester. Utilize LOAs or advanced-level doctoral students to cover some of the master's-level courses.
- Strengthen communication among the program, department, and college about program faculty's needs and existing resources.
- The program should be clear about the niche for ITES academic programs and publicize this information to prospective students.
- Increase the number of faculty lines.
- Apply for the department's reduced teaching load for research-active faculty to allow time to pursue grants.
- Increase funding opportunities for Graduate Assistantships, especially through acquisition of grants.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- An advisory board of alumni and industry professionals will be created to provide input on curriculum for ITES degree programs. Program faculty have already initiated this.
- Program faculty will evaluate the software students learn and will update it, as needed, to align with modern workplace needs. They will also revisit their practical applications to see if some might be done in the field as part of course or program expectations.
- Curricula will be reviewed with an eye toward requiring fewer program courses and requiring a greater number of courses from outside the program, including within the College.
- Program faculty will make greater use of GAs for teaching purposes and offer low-enrollment courses once yearly or every other year.
- LOAs (adjunct faculty) are available to the program for courses that reach an enrollment of at least 10 students and which faculty cannot cover. In conjunction with the Department Chair, program faculty will request that the Dean's Office cover additional LOAs for courses below 10 students (but still with a reasonable enrollment) as a temporary measure to support growth of the new master's program.
- New courses or course names will be explored to better serve international students so they may apply for OPT in order to pursue the Ph.D. program.
- Program faculty will make greater use of Graduate School resources.
- Program faculty will continue to pursue funding and use UNR's Research & Proposal Development Services as a resource. They will also continue their current practice of encouraging graduate student to seek funding from UNR's Graduate Student Association and professional organizations.

- Program faculty will continue doing PR work for the program that they have begun and will work with the college marketing and communications director to enhance their efforts. Recently, they have begun to post flyers on campus monthly. They have also mailed program flyers and sent e-flyers to individual schools and school districts.
- Program faculty will notify the Dean's Office of program and individual student successes so they may be publicized.
- The program will continue to seek ways to secure additional Graduate Assistants, such as writing them into grants, to facilitate recruiting a greater number of students, especially international students.
- Program faculty will consider potential interest in and efficacy of offering an Ed.D. program.
- The department chair and dean will advocate for one, preferably two, additional faculty lines. This is highly important due to the current heavy workload, support for the new master's program and graduate certificate, and consideration of adding an Ed.D. program. Further, the ITES program houses three areas that need to be supported with appropriate expertise: educational statistics and research design; instructional technology; learning design.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-2024	M.S. in Instructional Technology & Learning Design	<u>3</u>
	Ph.D. in Education: Information Technology in Education	<u>18</u>
	Graduate Certificate Instructional design and Technology (online)	<u>n/a</u>

B. Number of graduates from the program for the following years:

2021-2022	M.S. in Instructional Technology & Learning Design	<u>0</u>
	Ph.D. in Education: Information Technology in Education	<u>3</u>
	Graduate Certificate Instructional design and Technology (online)	<u>n/a</u>
2022-2023	M.S. in Instructional Technology & Learning Design	<u>0</u>
	Ph.D. in Education: Information Technology in Education	<u>0</u>
	Graduate Certificate Instructional design and Technology (online)	<u>n/a</u>
2023-2024	M.S. in Instructional Technology & Learning Design	<u>0</u>
	Ph.D. in Education: Information Technology in Education	<u>3</u>
	Graduate Certificate Instructional design and Technology (online)	<u>n/a</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-2022	M.S. in Instructional Technology & Learning Design	<u>n/a</u>
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	Ph.D. in Education: Information Technology in Education	<u>n/a</u>
	Graduate Certificate Instructional design and Technology (online)	<u>n/a</u>
2022-2023	M.S. in Instructional Technology & Learning Design	<u>n/a</u>
	Ph.D. in Education: Information Technology in Education	<u>n/a</u>
	Graduate Certificate Instructional design and Technology (online)	<u>n/a</u>
2023-2024	M.S. in Instructional Technology & Learning Design	<u>n/a</u>
	Ph.D. in Education: Information Technology in Education	<u>n/a</u>
	Graduate Certificate Instructional design and Technology (online)	<u>n/a</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

2023-2024	M.S. in Instructional Technology & Learning Design	<u>184</u>
	Ph.D. in Education: Information Technology in Education	<u>184</u>
	Graduate Certificate Instructional design and Technology (online)	<u>6</u>

VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNR: Education: Reading Curriculum & Instruction, M.S. (online); Literacy Studies, Ph.D.; Reading Specialist Endorsement, Graduate Certificate

I. Description of Program Reviewed

The mission of the Literacy Studies program is: Literacy Studies is essential to learning, multidimensional in nature, and influenced by linguistic, psychological, and sociocultural factors. The program prepares and supports teachers and researchers to better understand pressing literacy issues and to meet the literacy needs of every student. Students in the program develop knowledge in the areas of teaching reading, writing, spelling, and vocabulary development.

II. Review Process and Criteria

The Education: Literacy Studies program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2023 for the Literacy Studies programs. This report was provided to the reviewers before they conducted a visit on March 6-7, 2024. The external reviewers reviewed the program and met with relevant faculty, staff, students, and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team shortly after the review visit. In accordance with institutional practice, responses to the review were solicited from the department and the dean. A final meeting took place on August 28, 2024. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The reviewers had a very positive outlook on the department. They commented that the Literacy Studies asynchronous online master's degree program and graduate certificate are great strengths that should be promoted. They noted that the Literacy Studies faculty have developed a positive relationship with the state, that the faculty collectively do important service and outreach, that having a dedicated physical space for the Center for Learning and Literacy is a valuable college support for the program, and that the subsidies currently available for Literacy Studies' master's degree students are promising (although these are not literacy-specific and might or might not continue in the future).

Here are some recommendations that the reviewers made.

- Recruitment efforts could be enhanced with innovative options to address issues of yield in M.Ed. numbers. Build a recruitment pathway at the undergraduate level. Work with the Nevada Department of Education on recruitment methods. Expand marketing; include work with the college marketing and communications director.
- Work with the college and department to see if program and graduate assistant application deadlines can be moved to earlier in the year to enhance doctoral student recruitment. Encourage faculty to write grants that include graduate assistant positions.

- Identify and implement clear and strategic goals based on various pathways for Ph.D. graduates. Expand training opportunities for doctoral students. Consider developing an Ed.D. program.
- Increase cohesion in course content across the master's program. Seek additional student feedback on coursework, advising, etc. Continue to support LOAs to ensure consistency and quality of courses taught by adjunct faculty.
- Consider a 2-2 load for research active faculty.
- Encourage faculty to continue to write grants, and provide appropriate supports.
- Keep track of graduates' job placement.
- Seek college and university grant writing support, opportunities, and existing scaffolds for grant writing.
- Revisit use of CLL resources to be able to better support CLL clinical work and research. Expand efforts of the CLL to include fund seeking. Increase development and outreach to alumni to continue to build future development efforts related to literacy.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- Work with the Vice Provost of Online Learning to further develop and promote the asynchronous online master's degree program and graduate certificate.
- Provide the program with greater college-level support in grant-writing support (workshops and grant-writing assistance) and more concerted promotion of programs (local and national PR).
- Work as a college and department to build resources to enable a 2-2 teaching load for all research-active faculty. In the meantime, apply for the 2-2 load available in the department based on scholarly productivity.
- Provide college-level assistance for conducting surveys of current and former students and collecting metrics from alumni (e.g., jobs acquired).
- *Note:* A new College of Education and Human Development Doctoral Student Network has recently been formed. This group will focus on social connections and informational sessions (including job-seeking skills).
- *Note:* The Literacy program's resource needs will be part of ongoing discussions and considerations in the department and college.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-2024	Reading Specialist Endorsement, Graduate Certificate (Online)	<u>2</u>
	Reading Curriculum & Instruction, Master of Education (Online)	<u>14</u>
	Ph.D. in Education: Literacy Studies	<u>6</u>

B. Number of graduates from the program for the following years:

2021-2022	Reading Specialist Endorsement, Graduate Certificate (Online)	<u>n/a</u>
	Reading Curriculum & Instruction, Master of Education (Online)	<u>8</u>
	Ph.D. in Education: Literacy Studies	<u>0</u>
2022-2023	Reading Specialist Endorsement, Graduate Certificate (Online)	<u>n/a</u>
	Reading Curriculum & Instruction, Master of Education (Online)	<u>5</u>
	Ph.D. in Education: Literacy Studies	<u>0</u>
2023-2024	Reading Specialist Endorsement, Graduate Certificate (Online)	<u>n/a</u>
	Reading Curriculum & Instruction, Master of Education (Online)	<u>4</u>
	Ph.D. in Education: Literacy Studies	<u>2</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-2022	Reading Specialist Endorsement, Graduate Certificate (Online)	<u>n/a</u>
	Reading Curriculum & Instruction, Master of Education (Online)	<u>75% n=4</u>
	Ph.D. in Education: Literacy Studies	<u>100% n=5</u>
2022-2023	Reading Specialist Endorsement, Graduate Certificate (Online)	<u>n/a</u>
	Reading Curriculum & Instruction, Master of Education (Online)	<u>75% n=4</u>
	Ph.D. in Education: Literacy Studies	<u>100% n=5</u>
2023-2024	Reading Specialist Endorsement, Graduate Certificate (Online)	<u>n/a</u>
	Reading Curriculum & Instruction, Master of Education (Online)	<u>50% n=2</u>
	Ph.D. in Education: Literacy Studies	<u>n/a</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

2023-2024	Reading Specialist Endorsement, Graduate Certificate (Online)	<u>49</u>
	Reading Curriculum & Instruction, Master of Education (Online)	<u>131</u>
	Ph.D. in Education: Literacy Studies	<u>321</u>

VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNR: Education: Education Administration, M.A.; Education Leadership, M.Ed.; Educational Leadership, Ph.D.; Educational Leadership, Ed.D.

I. Description of Program Reviewed

The study of leadership allows individuals to examine the fundamental institutions in society, to develop skills in research and analysis, and to prepare to enter challenging and influential roles in many areas. The graduate educational leadership programs are designed for busy working professionals and academicians.

II. Review Process and Criteria

The Educational Leadership program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2023 for the Educational Leadership Programs. These respective reports were provided to the reviewers before they conducted a visit on April 25-26, 2024. The external reviewers reviewed the program and met with relevant faculty, staff, students, and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team shortly after the review visit. In accordance with institutional practice, responses to the review were solicited from the department and the dean. A final meeting took place on August 26, 2024. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The reviewers indicated the program was doing an effective job with the Nevada Leads Program (K-12 master's) and the revitalization of the popular Ed.D. in Educational Leadership. They also noted that the programs provided theoretical background and practical skills for students to assume positions in higher education and PK-12 settings. The reviewers liked that students were able to do their internship throughout the duration of the program and not at the end like many leadership preparation programs. Engaging in an internship while simultaneously taking courses created a "real-time" opportunity for students to merge theory and practice. They also commented that many people stated that the M.Ed. program is successful in preparing students for positions as administrators. They further reported that the faculty demonstrate high scholarly productivity.

The areas that the reviewers thought should be addressed are as follows:

- Hire more program faculty.
- Reduce teaching loads for tenure-track faculty.
- Provide financial support for graduate students.
- Solicit feedback from program constituents when making changes to existing programs.
- Establish a stronger infrastructure for student recruitment.
- Strengthen community between the dean's office and department chairs.
- Clarify the differences between Ph.D. and Ed.D. programs in Educational Leadership.

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- Create a strategic plan/mission statement that aligns with the college and the university.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- *Note:* The program received approval to hire a tenure-track assistant or associate professor, which will support teaching and advising in the program.
- Faculty may currently apply for a 2-2 teaching load at the department level, which is granted to faculty with sufficiently high scholarly productivity. A “blanket” 2-2 teaching load for all faculty is a topic for conversation at the college level.
- In terms of financial support for graduate students, graduate student funding in general (e.g., to support research or research-related travel) is available to a limited degree through UNR’s Graduate Student Association and is a topic of discussion at the college level. Very few students in this program apply for Graduate Assistantships (GA) because most of their master’s and doctoral students are working professionals. However, more positions would support greater graduate student recruitment, as the program area does receive a lot of inquiries about GA positions. Program faculty, in communication with the college and department, will continue to seek options for securing additional GA positions through, for example, pursuing university opportunities periodically distributed to faculty and by writing GA positions into grant proposals.
- The program plans to obtain input from stakeholders and will review the curriculum accordingly.
- The college is in the process of acquiring a recruiter that will devote 20% of their effort to graduate programs. This will include targeted outreach to underrepresented racial/ethnic groups and strengthen the social media presence.
- An effort will be made to increase the frequency of college-wide leadership meetings for greater communication among college entities.
- The program is working on differentiating the two doctoral programs and making the requirements clear to potential applicants.
- The faculty will begin working on a strategic plan/mission statement specific to their program.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-2024	MA	<u>30</u>
	Ph.D./Ed.D.	<u>44</u>

B. Number of graduates from the program for the following years:

2021-2022	MA	<u>11</u>
	Ph.D./Ed.D.	<u>5</u>
2022-2023	MA	<u>49</u>
	Ph.D./Ed.D.	<u>0</u>
2023-2024	MA	<u>14</u>
	Ph.D./Ed.D.	<u>4</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-2022	MA	<u>100% n=1</u>
	Ph.D.	<u>71% n=5</u>
2022-2023	MA	<u>n/a</u>
	Ph.D.	<u>29% n=2</u>
2023-2024	MA	<u>n/a</u>
	Ph.D.	<u>100% n=2</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

2023-2024	MA	<u>334</u>
	Ph.D.	<u>334</u>

VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNR: Geological Sciences: Geology, B.S., M.S., & Ph.D.; Geophysics, B.S., M.S., & Ph.D.; Geological Engineering, B.S. & M.S.; Hydrogeology, B.S., M.S., & Ph.D.; Hydrology, M.S. & Ph.D.

I. Description of Program Reviewed

Geological Sciences is an academic and research focused department engaged in training future geoscientists and accredited geological engineers, interfacing with the public to promote the importance of geoscience in the lives of Nevadans and global citizens, and promoting diversity, equity, and inclusion in all aspects of our mission. We seek to advance our understanding of the Earth through our research in a wide array of disciplines, including Earth and planetary surface processes, geodynamics, volcanology, geochemistry, petrology, earthquakes and seismology, mineral and energy resources, hydrology and hydrogeology. We contribute to the core UNR objectives of inclusive excellence, learning, discovery, and engagement, through our undergraduate and graduate education programs, and our faculty and graduate student research. We contribute to the economic and environmental needs of Nevada citizens and maintain close association with Nevada mining and mineral industries, water resources and managers, and environmental and geo-engineering business sectors. Our faculty are internationally recognized and collaborate at the local, national and international level with a wide range of partners in earth science focused inquiry.

II. Review Process and Criteria

The Geological Sciences program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2023 for Geological Science programs. These respective reports were provided to the reviewers before they conducted a visit on April 7-8, 2024. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the department and the dean. A final meeting took place on August 26th, 2024. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The reviewers called out many strengths of the department such as strong undergraduate programs, the recruitment efforts that are in place, the nationally recognized graduate programs, collaboration with other units, and increase in diversity. The committee commended the tenured/tenure faculty and their participation in national and international research. The committee was also impressed with the expertise, productivity and vision of the teaching and administrative faculty.

- In order to reverse declines in some of the graduate degree programs, DGSE could consider a more visionary approach to research themes and emphases, including acknowledging the changing needs and opportunities in industry, community, and workforce capacity in Nevada and elsewhere. To enhance insight into the skills required by graduate students to be sought-after by industry and organizations in the state and region, DGSE could conduct a survey or listening sessions involving alumni and potential employers. Examples of the kinds

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of directions this could take include modern aspects of geological engineering outside the traditional mining-related applications, including carbon storage, renewable/clean energy management in the subsurface, environmental sensing, subsurface contamination, etc. We further suggest that DGSE consider leveraging these strategies by exploring and bringing a large, interdisciplinary, use-inspired research grant to the program, such as a National Research Traineeship (NRT) , Industry-University Cooperative Research Center (IUCRC), Convergence Accelerator, Regional Engine, or other type of grant focusing on regionally and societally relevant applied geology topics (e.g., lithium, water resources, critical minerals, etc.) that could also help build better collaborations with industry and community.

- We recommend curricular review. All reviewers felt that the number of undergraduate classes offered by DGSE was large, leading to higher teaching loads (or frequent course cancellations and difficulties in student progression). If the number of delivered undergraduate classes were reduced, this would produce benefits with respect to faculty workloads, and with degree simplicity and student progression. There is no doubt that such efforts are difficult and require compromise but there also could be a significant payoff. In concert with this, we also felt there may be untapped opportunities to work across campus to collaborate with other departments (e.g., in engineering and environmental sciences) to find efficiencies in content coverage, faculty workload, and connection with students and initiatives in related areas.
- Increase efforts to boost stakeholder engagement. We recognize the tremendous natural strategic advantage that DGSE has from its geographic location in the state of Nevada as a nexus of existing and future resource and environment-based research needs.
- It is clear that one of the real gems of DGSE and the Mackay School is the Microbeam Lab managed by Joel DesOrmeau. The instruments (some of which are cutting-edge) and Dr. DesOrmeau himself serve many researchers and students with state-of-the-art analytical capabilities and training. This lab serves to generate primary research data for DGSE faculty and students, other units at UNR, and other universities, as well as doing contract work for local industry. Discussions during the external reviewers' visit indicate that there is great potential for growth and significantly more industry use of the facility than they are currently able to accommodate, primarily because of lack of staff. Given our impression of the exceptional abilities and track record of Dr. DesOrmeau and others supporting the lab, as well as the apparent analytical needs of users in industry regionally and more broadly, we suggest that
- provisional, pilot investment in an administrative faculty position in the lab to work with Dr. DesOrmeau would be a good investment to grow and preserve this facility. Permanent allocation of the staff funding could be made contingent on the lab demonstrating some level of increased industry engagement, revenue, or other metric.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- We are already making several successful efforts to reverse the decline in undergraduate enrollment including ideas such as assigning a faculty member to ramp up on recruitment efforts with a 1 time course release, designing new brochures, reviewing attendance lists for Nevada Bound and sending custom emails to prospective students in advance of the event, having a DGSE faculty member attend each of the Nevada Bound events to promote the and running custom visits for targeted prospective students (i.e. presidential scholars). We will

expand on the increased recruitment strategies working with the current Mackay Recruiter, and COS Advising Recruiting & Retention Director.

- Work on retention. We will continue to initiate activities that improve the department climate and engage the undergraduates, creating more connection between the undergraduates, graduate students, and faculty
- Continue to modify and improve our curriculum to keep in step with current expectations and demands in the field. Streamline aspects of the curriculum, and continue to make sure the courses are the most relevant to today's students and workforce.
- Consider development of an Associate Chair role to provide a viable leader succession model and help with the current quantity of chair responsibilities.
- Get additional staffing for the Mackay Microbeam laboratory. This is a priority and different avenues for funding are being explored.
- Pursue two critical needs for staff, Economic Geology and a Hydrologist.
- Establish a Department-level Advisory Board.
- Will pursue development of larger initiatives

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-2024	B.S. Geology	<u>66</u>
	B.S. Geophysics	<u>11</u>
	B.S. Hydrogeology	<u>14</u>
	B.S. Geological Engineering	<u>29</u>
	M.S. Geology	<u>17</u>
	M.S. Geophysics	<u>5</u>
	M.S. Geological Engineering	<u>2</u>
	Ph.D. Geology	<u>14</u>
	Ph.D. Geophysics	<u>6</u>
	Ph.D. Geological Engineering	<u>16</u>

B. Number of graduates from the program for the following years:

2021-2022	B.S. Geology	<u>11</u>
	B.S. Geophysics	<u>4</u>
	B.S. Hydrogeology	<u>2</u>
	B.S. Geological Engineering	<u>9</u>
	M.S. Geology	<u>9</u>
	M.S. Geophysics	<u>3</u>
	M.S. Geological Engineering	<u>1</u>
	Ph.D. Geology	<u>4</u>
	Ph.D. Geophysics	<u>0</u>
	Ph.D. Geological Engineering	<u>1</u>

2022-2023	B.S. Geology	<u>10</u>
	B.S. Geophysics	<u>1</u>
	B.S. Hydrogeology	<u>4</u>
	B.S. Geological Engineering	<u>11</u>
	M.S. Geology	<u>4</u>
	M.S. Geophysics	<u>1</u>
	M.S. Geological Engineering	<u>1</u>
	Ph.D. Geology	<u>3</u>
	Ph.D. Geophysics	<u>1</u>
	Ph.D. Geological Engineering	<u>0</u>
2023-2024	B.S. Geology	<u>1</u>
	B.S. Geophysics	<u>1</u>
	B.S. Hydrogeology	<u>2</u>
	B.S. Geological Engineering	<u>6</u>
	M.S. Geology	<u>5</u>
	M.S. Geophysics	<u>3</u>
	M.S. Geological Engineering	<u>1</u>
	Ph.D. Geology	<u>2</u>
	Ph.D. Geophysics	<u>1</u>
	Ph.D. Geological Engineering	<u>1</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-2022	B.S. Geology	<u>20% n =2</u>
	B.S. Geophysics	<u>60% n =3</u>
	B.S. Hydrogeology	<u>50% n =2</u>
	B.S. Geological Engineer	<u>64% n=9</u>
	M.S. Geology	<u>60% n=3</u>
	M.S. Geophysics	<u>100% n=2</u>
	M.S. Geological Engineering	<u>0% n=0</u>
	Ph.D. Geology	<u>86% n=6</u>
	Ph.D. Geophysics	<u>80% n=4</u>
	Ph.D. Geological Engineering	<u>N/A</u>
2022-2023	B.S. Geology	<u>23% n =3</u>
	B.S. Geophysics	<u>n/a% n =</u>
	B.S. Hydrogeology	<u>0% n=0</u>
	B.S. Geological Engineer	<u>43% n=6</u>
	M.S. Geology	<u>88% n=7</u>
	M.S. Geophysics	<u>100% n=1</u>
	M.S. Geological Engineering	<u>0% n=0</u>

	Ph.D. Geology	<u>100% n=1</u>
	Ph.D. Geophysics	<u>n/a</u>
	Ph.D. Geological Engineering	<u>67% n=2</u>
2023-2024	B.S. Geology	<u>33% n =2</u>
	B.S. Geophysics	<u>n/a% n =</u>
	B.S. Hydrogeology	<u>0% n=0</u>
	B.S. Geological Engineer	<u>56% n=5</u>
	M.S. Geology	<u>83% n=5</u>
	M.S. Geophysics	<u>100% n=1</u>
	M.S. Geological Engineering	<u>100% n=1</u>
	Ph.D. Geology	<u>100% n=1</u>
	Ph.D. Geophysics	<u>50% n=1</u>
	Ph.D. Geological Engineering	<u>n/a</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

2023-2024	B.S. Geology	<u>1,236</u>
	B.S. Geophysics	<u>46</u>
	B.S. Hydrogeology	<u>1,236</u>
	B.S. Geological Engineer	<u>182</u>
	M.S. Geology	<u>250</u>
	M.S. Geophysics	<u>2</u>
	M.S. Geological Engineering	<u>52</u>
	Ph.D. Geology	<u>250</u>
	Ph.D. Geophysics	<u>2</u>
	Ph.D. Geological Engineering	<u>52</u>

VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNR: Gender, Race, & Identity, B.A. & M.A.; Gender, Race, & Identity, Graduate Certificate

I. Description of Program Reviewed

The Department of Gender, Race, and Identity (GRI) pursues the interdisciplinary and intersectional study of gender, race, and related constructions of identity, injustice, and difference that have structured and today continue to comprise our social world. GRI's research, teaching, and departmental programming are guided by principles of social justice and the goal of understanding and ending systemic oppression in all its forms. Faculty in GRI pursue interdisciplinary, innovative, and bold research and are dedicated to extending and applying scholarship through public engagement. GRI advances historically nuanced, methodologically rigorous and conceptually brave scholarship, and our curricular offerings are supported by faculty research addressing a number of local, national, and global issues of import, including human rights, decolonizing scholarship and activism, Indigenous sovereignty, racism, incarceration, HIV/AIDS, gendered violence, immigration, detention, and deportation, transnationality and diaspora, borderlands, and social justice movements, among other topics. Our department is grounded by the work of our core and jointly appointed faculty and extends across the university through a network of GRI faculty associates. We work within and beyond UNR to build a community dedicated to critical scholarship and its application, informed by decolonial, feminist, and other liberatory praxis. We situate our work in connection to and through collaboration with multiple regional, national, and transnational communities. Likewise, GRI prepares students for work in a wide variety of fields, including politics and law, education social services, community health, the arts, sciences, and public advocacy, among others.

II. Review Process and Criteria

The Gender, Race and Identity program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2023 for GRI programs. These respective reports were provided to the reviewers before they conducted a visit on April 23-24, 2024. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the department and the dean. A final meeting took place on August 19th, 2024. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The reviewers felt the GRI department has a strong investment from faculty who represent potential to support the University with growing its research mission through award-recognition, grant acquisition, and publications. They felt that there are robust course offerings for majors and minors, caring faculty and a feeling of community, creating a strong environment for recruitment and retention of students. Lastly the reviewers felt that GRI is vital to the university's mission to support diverse populations across the disciplines and for the state of Nevada

The areas that the reviewers thought should be addressed are as follows:

- Change how advising is structured from a traditional undergraduate advisor to a Director of Undergraduate Studies who would also be charged with the greater responsibilities for “student recruitment and troubleshooting with faculty.”
- Standardize teaching loads, should be equitable with criteria
- Revisit and revise Memorandum of Understanding for the responsibilities of associated faculty – in particular courses that support GRI and service expectations.
- Streamline multiple course prefixes, which cause confusion for students.
- Strengthen pathways to major acquisition through data-informed decision-making processes that are supported by university-wide infrastructure. In particular, build on the strong pipeline of minors, by creating opportunities and information sharing for minors to transition to a major.
- Create an alumni network to foster future donors and ongoing investment in the program.
- Strengthen communications. This includes working with campus leadership to create timely information sharing from administration to the department; facilitate efficiencies in campus communication through newsletter or other general announcements; and rework the website to make opportunities with GRI (i.e., funding, events, and curriculum) more accessible.
- Grow the number of faculty in GRI to grow priority areas for the department. GRI offers 8 minors and it is unclear how there is enough faculty for this as well as significant course offerings.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- Where appropriate, streamline course offerings to one prefix, GRI, so as to facilitate advising and make our course offerings more transparent and visible to students.
- Since submitting our self-study, we have collaborated with the Pack Teach program to develop a proposal for a GRI Pack Teach option in our major. If approved, we anticipate implementing GRI Pack Teach in 2025-26.
- We will continue to implement curricular updates and revisions periodically to ensure that new course offerings are listed in our major, minor, and graduate programs and ensure that students can easily move from any of our minors to the GRI major; and to minimize our reliance on external departments’ course offerings.
- We will clarify the roles and of our GRI Faculty Associates to maximize our effective collaboration.
- We will discuss changing to Director of Undergraduate Studies model which believe that this recommendation aligns with the College goal of departmental faculty mentors. Assuming ongoing course release support for the role, we believe we could implement a Director of Undergraduate Studies in 2025-26.
- In the area of advising and recruitment, we will continue to work with PowerBI, NevadaFIT, and other available university resources to grow our outreach and enrollment, as well as to continue our track record of student retention and progress.

- Address uneven loads by revising tenure-track faculty role statements where heavy graduate advising justifies this adjustment.
- Work with MarCom to improve our website by adding departmental awards, research, and other opportunities for implementation in the 2024-25 academic year.
- Create an alumni list-serv in the 2024-25 academic year and to use this outreach to publicize events, including fundraising opportunities.
- Grow the number of faculty in GRI. Our highest priority new hires are, first, an additional faculty member in Indigenous Studies, so as to enable us to fully implement our Indigenous Studies minor and to serve our public mission; and, second, a hire in queer, trans, or gender and sexuality studies, an area that draws significant student interest and currently is insufficiently staffed. In addition to these two pressing areas, we are eager to plan towards further faculty growth in years to come. We look forward both to hiring faculty in fields as yet unrepresented in the department, and to deepening our existing strengths. We are open to participating in cluster hires and similar initiatives
- Ensure our stability and capacity by regularly reviewing and adjusting faculty salaries as appropriate.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-2024	BA Gender Race and Identity	<u>28</u>
	MA Gender Race and identity	<u>10</u>
	Graduate Certificate in Gender, Race, and Identity	<u>11</u>

B. Number of graduates from the program for the following years:

2021-2022	BA Gender Race and Identity	<u>7</u>
	MA Gender Race and identity	<u>1</u>
	Graduate Certificate in Gender, Race, and Identity	<u>11</u>
2022-2023	BA Gender Race and Identity	<u>12</u>
	MA Gender Race and identity	<u>3</u>
	Graduate Certificate in Gender, Race, and Identity	<u>3</u>
2023-2024	BA Gender Race and Identity	<u>8</u>
	MA Gender Race and identity	<u>5</u>
	Graduate Certificate in Gender, Race, and Identity	<u>6</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-2022	BA Gender Race and Identity	<u>N/A*</u>
	MA Gender Race and identity	<u>N/A *</u>

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	Graduate Certificate in Gender, Race, and Identity	<u>100% n = 1</u>
2022-2023	BA Gender Race and Identity	<u>50% n = 1</u>
	MA Gender Race and identity -	<u>100% n = 1</u>
	Graduate Certificate in Gender, Race, and Identity	<u>0</u>
2023-2024	BA Gender Race and Identity	<u>N/A*</u>
	MA Gender Race and identity	<u>100% n = 1</u>
	Graduate Certificate in Gender, Race, and Identity	<u>100% n = 1</u>

*Because GRI became a department in 2020, we do not have the years of data required for this metric

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	BA Gender Race and Identity	<u>1,108</u>
	MA Gender Race and identity	<u>40</u>
	Graduate Certificate in Gender, Race, and Identity	<u>40</u>

VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNR: History: History, B.A., M.A., & Ph.D.; PackTeach Secondary Education, B.A./ History, B.A./B.A. in Education

I. Description of Program Reviewed

The History department is a community of scholars and teachers dedicated to their profession. They impart an understanding of the past as a vital force shaping the present and the future. They serve the public by extensive research, teaching, and scholarly publications in fields that are important to audiences from the local to the international. They enrich our analysis through interdisciplinary, cross-cultural, and theoretically informed examination of the past. They promote critical, analytical, writing, and public presentation skills, all urgently needed by students facing an uncertain and rapidly changing future. Because teaching and research are mutually reinforcing, they are active in scholarly research and writing. The History department recognizes the necessity of historical expertise for understanding current conditions and its faculty seek to make their work accessible to general audiences as well as academic peers. They unite their roles as scholars and public servants by organizing and participating in public forums and conferences in the wider community.

II. Review Process and Criteria

The History program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2023 for History programs. These respective reports were provided to the reviewers before they conducted a visit on March 18-19, 2024. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the department and the dean. A final meeting took place on August 19th, 2024. This document represents the final MOU of recommendations and findings from the review

III. Major Findings and Conclusions of the Program Review

The reviewers felt the overall quality of the History department is very high. History is an important contributor to UNR's mission to produce first-rate interdisciplinary research that addresses the important issues of our time and to promote innovation in historical methods and knowledge. The Department's most precious resource is the overall strength of its scholars and students. Together they advance the University's investment in learning, discovery, and community engagement. The faculty publish excellent scholarship, win prestigious grants, and offer imaginative curricula. Their extensive activities in public and oral history and creative partnerships with PackTeach, Concurrent Enrollment, Core Humanities, and Gender, Race and Identity (GRI) foster crucial networks with the local community, the state of Nevada, and the world-at-large. Students leave the undergraduate and graduate programs well-equipped for meaningful careers as educated participants in public life with a robust professional skill set, including a deep understanding of history, research and interpretive methods, and critical thinking. The Department, moreover, actively cultivates a collegial community of care with lively shared spaces that benefit all of its constituents and strengthen its strong

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commitment to serving the campus and region. The Department of History is well-poised to participate in UNR's strategic plan to grow enrollments and attain AAU designation.

- Develop clear guidelines for rewarding work that furthers the university's Diversity, Equity and Inclusion efforts in research, teaching, and service.
- There was a recommendation for the University to fund a search for an advanced assistant or associate professor of World History with a specialization in Middle East History to fill gaps in the curriculum and enhance the Concurrent Enrollment program. (Following the review, in August 2024, the department requested and received authorization to begin a search for a tenure-track assistant professor of Middle Eastern History, which is currently in progress).
- Take different approaches to recruit and attract students in order to grow undergraduate and graduate programs offered by History, e.g., by involving PackTeach students in the Concurrent Enrollment program; engaging students with professional aspirations across the humanities, social science and STEM fields; working more closely with CLA advisors; and marketing the versatile skill sets taught in the History program.
- Create annual grad evaluation and grad professionalization series to bolster its quality training of MA and Ph.D students.
- Develop a more formal mentorship program for assistant professors and associate professors that includes mentors from outside the department.
- Improve merit and promotion procedures by clarifying communications about the role of Digital Humanities, Publicly Engaged Scholarship, Public History and Diversity Equity and Inclusion work in evaluation of the faculty. The Department might consider augmenting its standards to explain when and how such work is counted, what it can replace, and when it might solely supplement. The College then could clarify its view of the importance of that work in either supplementing or replacing aspects of a traditional file, so that all faculty are recognized and rewarded for that work.
- Add additional support for faculty research. This could be done at the college and university level through course releases, augmented funding for the college's Scholarly and Creative Activities Grant Program, increased support for research travel, additional subventions support for book publishing, and more targeted support for mid-career Associate Professors and Assistant Professors in their fourth and fifth years (after their start-up funds run out).
- The reviewers also noted some problems that the department encountered with obtaining and reporting accurate data on its programs. This suggests either that the University's data systems are not working as well as expected or that there is not sufficient training or support for departments to compile accurate data, especially those with very little staff. (This is a known problem at UNR and upper administration is actively addressing this.)

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- Add specific guidelines for rewarding DEI work in research, teaching, and service for the purposes of annual evaluation and tenure/promotion
- Continue to offer the HIST 102C CE course at current enrollment levels and expand the program by adding a World History CE course overseen by a tenure-track faculty coordinator

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- Work to integrate Pack Teach students into the CE program, e.g., through participation in professional development sessions with high school teachers and placement in CE courses for their practicums (this would need to be coordinated with the College of Education)
- Work with the College of Liberal Arts and the University to clarify policies regarding grants, evaluations of teaching, leave eligibility and the University Administrative Manual. Develop written guidelines explaining how student responses are considered in evaluating faculty teaching. Formalize procedures for peer evaluation of teaching to ensure regular teaching observations, feedback, and other guidance for faculty
- Increase marketing for new majors, minors and enrollment, including non-traditional students, GRI, STEM and PackTeach. Explore developing a minor in the history of science, technology, and society that may attract STEM majors to our courses. Take advantage of opportunities for faculty to connect to area high schools, e.g., through National History Day, the We the People program, and giving public lectures that reach wide audiences. Revive the History Club.
- Widen graduate program marketing and recruitment to include other areas of strength apart from western US history (e.g., race and ethnicity, Latin American history, Asian history, environmental history, public history, science and society)
- Refresh curriculum and initiatives. Clarify the purpose of HIST 100A and HIST 300/300A for undergraduate students and work more closely with CLA advisors to ensure consistency and gain access to current and potential students earlier in their programs of study. In addition, clarify the purpose of HIST 780 and HIST 783 for graduate students and review syllabi/staffing to ensure the relationship between the two courses is clear
- Implement an annual evaluation process for graduate students to review progress toward their degrees, achievements, funding opportunities, and future goals and continue holding one or two professional development workshops for graduate students each year
- Discuss offering an accelerated program for undergraduate and graduate (12 credits can be used for undergrad and grad – then grad student only needs 18 credits)
- Formalize mentoring procedures for assistant professors and include faculty mentors from outside the department

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-2024	B.A. in History	<u>111</u>
	B.A. in Pack Teach Secondary Education and History B.A./B.A. in Ed	<u>91</u>
	M.A. in History	<u>13</u>
	M.A. in Teaching of History M.A.T.H	<u>2</u>
	Ph.D in History	<u>10</u>

B. Number of graduates from the program for the following years:

2021-2022	B.A. in History	<u>41</u>
	B.A. in Pack Teach Secondary Education and History B.A./B.A. in Ed	<u>18</u>
	M.A. in History	<u>7</u>
	M.A. in Teaching of History M.A.T.H	<u>0</u>
	Ph.D. in History	<u>1</u>

2022-2023	B.A. in History	<u>38</u>
	B.A. in Pack Teach Secondary Education and History B.A./B.A. in Ed	<u>13</u>
	M.A. in History	<u>4</u>
	M.A. in Teaching of History M.A.T.H	<u>1</u>
	Ph.D. in History	<u>1</u>
2023-2024	B.A. in History	<u>42</u>
	B.A. in Pack Teach Secondary Education and History B.A./B.A. in Ed	<u>10</u>
	M.A. in History	<u>6</u>
	M.A. in Teaching of History M.A.T.H	<u>0</u>
	Ph.D. in History	<u>1</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-2022	B.A. in History	<u>25% n = 4</u>
	B.A. in Pack Teach Secondary Education and History B.A./B.A. in Ed	<u>n/a</u>
	M.A. in History	<u>100% n = 6</u>
	M.A. in Teaching of History or M.A.T.H	<u>n/a</u>
	Ph.D. in History	<u>0% n = 0</u>
2022-2023	B.A. in History	<u>35% n = 7</u>
	B.A. in Pack Teach Secondary Education and History B.A./B.A. in Ed	<u>n/a</u>
	M.A. in History	<u>50% n = 3</u>
	M.A. in Teaching of History or M.A.T.H	<u>0% n = 0</u>
	Ph.D. in History	<u>n/a</u>
2023-2024	B.A. in History	<u>72% n = 13</u>
	B.A. in Pack Teach Secondary Education and History B.A./B.A. in Ed	<u>30% n = 3</u>
	M.A. in History	<u>67% n = 4</u>
	M.A. in Teaching of History or M.A.T.H	<u>n/a</u>
	Ph.D. in History	<u>0% n = 0</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

2023-2024	B.A. in History	<u>2082</u>
	B.A. in Pack Teach Secondary Education and History B.A./B.A. in Ed	<u>2,671</u>
	M.A. in History	<u>92</u>
	M.A. in Teaching of History M.A.T.H	<u>28</u>

VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

UNR: Interdisciplinary: Neuroscience, B.S., M.S. & Ph.D.

I. Description of Program Reviewed

The program review included two related but separate interdisciplinary programs: the BS degree in Neuroscience and the MS/PhD Neuroscience Graduate Program. The BS degree is administered through the Departments of Psychology and Biology, which provide the courses and advising for the major. The graduate program is a multidisciplinary program with over 60 faculty from many campus units, including the Colleges of Liberal Arts, Science, and Engineering, and the School of Medicine. The program is directed by Neuroscience faculty and administered through the Graduate School. Both the undergraduate and graduate programs provide training in the core foundations of neuroscience, ranging from cellular mechanisms to cognition and behavior, with a wide range of options at the graduate level for advanced training and specialization within specific subdisciplines. Students develop their critical thinking and research skills in preparation for a wide range of possible avenues, including preparing undergraduate students for advanced degrees in neuroscience, medicine, or related programs, while preparing graduate students for career opportunities in academia or the public or private sectors.

II. Review Process and Criteria

The Interdisciplinary Neuroscience BS and MS/PhD programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the programs was developed by the program faculty and completed in the Fall of 2024 for both the graduate and undergraduate Neuroscience programs. These reports were provided to the reviewers before they conducted a visit on February 25-27, 2024. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the programs' accomplishments, examine strengths and weaknesses, and identify opportunities as they plan for the future. A final report was issued by the review team shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the program directors and the dean. A final meeting took place on August 26th, 2024. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

The reviewers felt the Interdisciplinary Neuroscience programs at UNR have made great advancements in a short period of time largely based on collaborative commitment to the Neuroscience agenda and enthusiasm of key faculty to create important instructional programs and significant research infrastructure. This has been enhanced by strong extramural grant activities in support of this mission. Given the substantial growth in the undergraduate major and graduate programs, it is time to pause to redesign these programs and clarify administrative support and representation. Some of this redesign could be accomplished with modest additional resources given current fiscal constraints. Over time, selective additional investments will enhance the effectiveness, visibility and stature of the programs.

- Neuroscience program leadership and faculty should carry out a planning exercise to consider the future organization and curriculum of both the undergraduate major and graduate training program. Both are now of a sufficient size that the programs might be re-imagined or be made into its own department. Detail the gain/loss of resource commitment if Neuroscience becomes its own department and assess the Impacts.
- Designate a point person/manager perhaps housed at the Institute for Neuroscience (which is a formal university institute). The Neuroscience programs and the campus should develop a plan to capitalize on the presence of the Institute to enhance visibility of the Neuroscience initiatives on campus and in the community.
- Create a MOU between Psychology and Biology. The undergraduate major has thrived through the collaboration and support by the two departments, but the contributions and obligations to the program should be codified so that these clear for both departments going forward.
- Review the Curriculum including teaching responsibilities. For both undergraduate and graduate programs more courses specific to Neuroscience are needed and should include the NS prefix. The undergraduate major needs more mid-level courses to create a strong and reliable course sequence for the curriculum. The graduate program needs to redesign the Foundation classes and make sure these are available and completed by students in the first year or year and a half of the program. The programs should also try to leverage classes offered by other campus units, like computer science and the medical school.
- Create a combined BS/MS program
- For the graduate program, institute a program-level annual review of and feedback to students, expanding beyond the student advisor's evaluation.
- For the undergraduate program, define who the Neuroscience faculty are or should be, and create an inventory of their resources. This could include Identifying current teaching faculty from Psychology and Biology and realign their role as mounting the Neuroscience major. Decide what is needed regarding adding more staff or adding additional duties to meet the program curriculum and advising.
- The Neuroscience program has created a significant portfolio of infrastructure in support of its research and teaching agenda. This has been largely supported by a Neuroscience COBRE grant that is in final Phase III. The program and campus should find ways to provide an ongoing support structure for the key Research Cores, and potentially seek efficiencies or synergy in coordination with cross-campus resources. This includes maintaining access to human fMRI infrastructure, perhaps by strengthening the cooperative agreement with Renown Health.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

Undergraduate Program:

- Develop new NS-specific and NS-prefixed courses to help build the unique identity of the degree and remove redundancies in the degree requirements resulting from drawing on courses originally tailored for Psychology and Biology.
- Increase the access to lab-based courses and potentially develop new lab courses to alleviate the most critical bottleneck and shortcoming in the program.
- Assess the teaching and staff and resource needs to implement the restructured curriculum.
- Develop a BS/MS degree option to fast-track students interested in research careers and to bridge with the Neuroscience Graduate Program. The program is also currently incorporating

neuroscience into the NevadaTeach dual-degree program for STEM majors through the College of Education.

Graduate Program:

- We plan to develop a 2-year sequence of 4 foundational courses that will include: a) Intro to Cellular/Molecular Neuroscience; b) Intro to Cognitive Neuroscience; c) Data Science and Coding; and d) Intro to Computational Neuroscience. These will be required for all students in their first and second year, which will also help better network students in the program.
- After this sequence we will structure the program into tracks allowing specialization in cellular, cognitive, or computational areas. Program faculty will be organized in terms of these tracks and will have the ability to define the courses and requirements that are most relevant to each area. This reorganization will also allow better monitoring and communication of potential elective courses for the different tracks.
- Explore restructuring the Cognitive and Brain Sciences graduate program (housed within Psychology) as a track within the Neuroscience program. This step will require discussion and approval of the CBS faculty (who are all also part of the larger Neuroscience program).
- We will also explore opportunities to collaborate with existing campus initiatives in data science (e.g., Data Science workshops led by Dr. Juli Petereit (Director of Nevada Bioinformatics Center), and Dr. Theresa McKim (Teaching faculty, Biology Dept.) and leverage resources from the Computational Cores to meet the training needs in data science and AI.
- Improve information about relevant course listings and enhance communication regarding elective options, thereby facilitating better planning for our graduate students. We also plan to develop a “pocket-guide” of neuroscience course listings that graduate students could consider taking during each year of their progression in grad school.
- Conduct annual reviews at the program level of student progress. The INP directors have already recommended to incoming graduate students to develop Individual Development Plans (IDPs) in conjunction with their respective research advisors, and IDPs are required for NIH-funded trainees. We will work towards implementing a structured review process that includes personalized development plans and self-assessments for all students.

Institute for Neuroscience

- Make decisions about the next director and about the institute organizational structure, scope of activities, and reporting lines.
- Engage in discussions with university leadership to explore and implement the most effective reporting structure.
- We hope to capitalize on the presence of the Institute to enhance the visibility of Neuroscience initiatives on campus. The Institute for Neuroscience already serves as a vital platform for promoting our research and educational programs, and we are committed to expanding its role in public outreach and community engagement. This could include increased collaboration with local schools, hosting public events highlighting the importance of neuroscience research, and further developing the Institute’s online presence to showcase our achievements and opportunities.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-2024	Interdisciplinary Bachelor of Science in Neuroscience	<u>342</u>
	Interdisciplinary Masters of Science in Neuroscience	<u>5</u>
	Interdisciplinary Doctor of Philosophy in Neuroscience	<u>38</u>

B. Number of graduates from the program for the following years:

2021-2022	Interdisciplinary Bachelor of Science in Neuroscience	<u>90</u>
	Interdisciplinary Masters of Science in Neuroscience	<u>4</u>
	Interdisciplinary Doctor of Philosophy in Neuroscience	<u>3</u>
2022-2023	Interdisciplinary Bachelor of Science in Neuroscience	<u>82</u>
	Interdisciplinary Masters of Science in Neuroscience	<u>2</u>
	Interdisciplinary Doctor of Philosophy in Neuroscience	<u>2</u>
2023-2024	Interdisciplinary Bachelor of Science in Neuroscience	<u>65</u>
	Interdisciplinary Masters of Science in Neuroscience	<u>3</u>
	Interdisciplinary Doctor of Philosophy in Neuroscience	<u>6</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-2022	Interdisciplinary Bachelor of Science in Neuroscience	<u>49% n=34</u>
	Interdisciplinary Masters of Science in Neuroscience	<u>n/a</u>
	Interdisciplinary Doctor of Philosophy in Neuroscience	<u>n/a</u>
2022-2023	Interdisciplinary Bachelor of Science in Neuroscience	<u>49% n=41</u>
	Interdisciplinary Masters of Science in Neuroscience	<u>n/a</u>
	Interdisciplinary Doctor of Philosophy in Neuroscience	<u>n/a</u>
2023-2024	Interdisciplinary Bachelor of Science in Neuroscience	<u>49% n=49</u>
	Interdisciplinary Masters of Science in Neuroscience	<u>100% n=1</u>
	Interdisciplinary Doctor of Philosophy in Neuroscience	<u>n/a</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

2023-2024	Interdisciplinary Bachelor of Science in Neuroscience	<u>322</u>
	Interdisciplinary Masters of Science in Neuroscience	<u>n/a*</u>
	Interdisciplinary Doctor of Philosophy in Neuroscience	<u>n/a*</u>

*The graduate level classes for Interdisciplinary Neuroscience consist of Psychology and Biology Courses

VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

Nevada State University

Summary

Degree Programs

- I. List the existing programs and corresponding degree for all programs that were reviewed over this academic year of review.**
 - Business, BA and BS
 - Interdisciplinary Studies, BA
 - Psychology, BA and BS
 - Visual Media, BA
- II. List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review.**
 - Management, BAS
- III. List all new programs and corresponding degree level for all programs that received Board approval in this academic year of review.**
 - Special Education, BA

Certificates

- I. List the certificates (at least 30 credits and under 30 credits) that were reviewed over this academic year of review.**
 - None
- II. List the certificate programs of at least 30 credits that received Academic Affairs Council (AAC) approval to be established in this academic year of review.**
 - None
- III. List the certificate programs of at least 30 credits that received AAC approval for elimination or deactivation in this academic year of review.**
 - None

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- None

V. List the certificate programs of less than 30 credits that received AAC approval for elimination or deactivation in this academic year of review.

- None

NSU: Business Administration, B.S./B.A.

I. Description of Program Reviewed

The business program at NS is anchored by a well-rounded business core and a strong focus on technology and innovation. Our commitment to technology is reflected not only in what students' study, but also in how we teach. The study of technology keeps us on the leading edge of industry advances, and our use of technology in the classroom creates a progressive and engaging learning experience.

Our program also is defined by real-world examples and business cases that prepare students to meet the evolving demands of modern market. Supporting these elements of our program is a superb liberal arts and sciences foundation that trains students in the critical thinking and communication skills needed to identify, define and resolve practical problems, no matter where and when they may surface. Overall, this combination of business acumen and real-world adaptability helps ensure that students can meet the challenges of a dynamic global economy and craft a future of their own choosing.

II. Review Process and Criteria

A committee of faculty, including the program chair, completed a holistic review. This included analyzing student demographics and success metrics from the Office of Institutional Effectiveness.

Review criteria included:

- Alignment with NS mission
- Program enrollment data and student demographics
- Student success metrics (first-year retention, 6-year graduation rates)
- Class standing of enrolled majors
- Total estimated cost to complete program
- Need for program/unique elements
- Student preparation for career success in Southern Nevada
- Evidence of alumni success
- Partnerships and articulation agreements with other NSHE institutions
- Faculty training and accomplishments
- Curriculum strengths and weaknesses
- Improvements since last review
- Resource evaluation (library, computing, facilities, instructional equipment, program equipment, advising, tutoring, disabilities support, student wellness services, career services, financial aid)

III. Major Findings and Conclusions of the Program Review

- Enrollment in the program has been steady, with 340 majors in 2013-14 and 348 in 2022-23.
- Business enrolls more students full time than NS as a whole does. It has a higher percentage (50%) of Hispanic students than NS's overall student body (43%).

- The 6-year graduation rate for all students is 55% for the 2017 cohort.
- The addition of concentrations allows students to specialize in areas relevant to the Southern Nevada economy. The curriculum focuses on preparing students for a largely service economy, rather than investment banking jobs more typical in areas such as New York.
- In 2022, the program launched an Executive-in-Residence program and a Business Advisory Council, providing more feedback from the community.
- Program learning outcomes were revised in 2023.
- Business students have repeatedly won competitions at Society for Advancement of Management conferences.
- Program successfully addressed high DFWI rates in ACC 201.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- Try to offer a greater selection of specialized courses within the concentrations
- Assess business students' course scheduling needs and preferences
- Continue to highlight experiential learning opportunities in the program

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>367</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>52</u>
2022-23	<u>47</u>
2023-24	<u>52</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>22% (6 of 27)</u>
2022-23	<u>32% (14 of 44)</u>
2023-24	<u>39% (17 of 44)</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>6,913</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

NSU: Interdisciplinary Studies, B.A. & B.S.

I. Description of Program Reviewed

The Interdisciplinary Studies degree (BA or BS) 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.

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.

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.

II. Review Process and Criteria

The lead faculty member for the program completed a holistic review. This included analyzing student demographics and success metrics from the Office of Institutional Effectiveness

Review criteria included:

- Alignment with NS mission
- Program enrollment data and student demographics
- Student success metrics (first-year retention, 6-year graduation rates)
- Class standing of enrolled majors
- Total estimated cost to complete program
- Need for program/unique elements
- Student preparation for career success in Southern Nevada

- Evidence of alumni success
- Partnerships and articulation agreements with other NSHE institutions
- Faculty training and accomplishments
- Curriculum strengths and weaknesses
- Improvements since last review
- Resource evaluation (library, computing, facilities, instructional equipment, program equipment, advising, tutoring, disabilities support, student wellness services, career services, financial aid)

III. Major Findings and Conclusions of the Program Review

- Enrollment in the program has varied widely because pre-nursing students were enrolled in a pre-nursing track within the ISC degree for several years, before moving to the new Human Health Sciences degree in 2022-23. Setting aside pre-nursing students, enrollment appears to have declined in the program over the past decade; for instance, in 2012 the BA had 61 declared majors, compared to 35 in 2022.
- First-time full-time students make up a small proportion of majors in the program. The small numbers make it difficult to determine if there are patterns in the data for this group over time.
- Because the program has only one full-time faculty member, some data (such as course evaluations) were not included because they were individually identifiable.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- Consider introducing a lower-division required ISC course
- Implement new program learning outcomes and assessment plan
- 2022 assessment data were used to improve instructions and grading criteria in ISC 495 in 2023
- Consider ways to recruit a more diverse student population to the major

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>42</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>8</u>
2022-23	<u>17</u>
2023-24	<u>5</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>0% (0 of 1)</u>
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2023-24 EXISTING PROGRAM REVIEW | 81

2022-23	<u>--% (no first-time full-time students)</u>
2023-24	<u>--% (no first-time full-time students)</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>17,751 (all courses in ISC concentrations)</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

NSU: Psychology, B.A. & B.S.

I. Description of Program Reviewed

The Psychology program at Nevada State University is dedicated to providing students opportunities to learn the science of psychology to apply relevant concepts to their own lives and in their careers, to support and give back to their communities, and to have tools with which they can create a more equitable and ethical society. We aim to strengthen students' critical thinking skills and sense of self-efficacy to help them navigate an information-rich society and confidently enter various careers and graduate programs.

II. Review Process and Criteria

A committee of three psychology faculty (two tenured, one tenure-track) completed a holistic review. This included analyzing student demographics and success metrics from the Office of Institutional Effectiveness.

Review criteria included:

- Alignment with NS mission
- Program enrollment data and student demographics
- Student success metrics (first-year retention, 6-year graduation rates)
- Class standing of enrolled majors
- Total estimated cost to complete program
- Need for program/unique elements
- Student preparation for career success in Southern Nevada
- Evidence of alumni success
- Partnerships and articulation agreements with other NSHE institutions
- Faculty training and accomplishments
- Curriculum strengths and weaknesses
- Improvements since last review
- Resource evaluation (library, computing, facilities, instructional equipment, program equipment, advising, tutoring, disabilities support, student wellness services, career services, financial aid)

III. Major Findings and Conclusions of the Program Review

- Program aligns with American Psychological Association recommendations for course/program outcomes.
- Student enrollment grew from 240 in 2012 to 460 majors in 2023.
- The requirement for 6 credits in Applied Methods or Specific Populations is a unique element of the program.
- The three concentrations within the major prepare students for different career fields.
- All students in the major must complete a senior capstone.

- The BS in Psychology was deactivated, as few students enrolled and those who did sometimes struggled with Calculus—a course that is not required for graduate programs in psychology. Many other institutions offer only a BA in psychology.
- The program has experienced significant faculty turnover in the past 10 years, leading to a net of only one full-time faculty member between 2013 and 2023. Two more are joining the department in Fall 2024, for a total of 9 FT faculty.
- The program has been able to hire a very diverse faculty, with 71% from racial/ethnic minoritized backgrounds.
- Students may need more career readiness preparation.
- Research space and resources (such as software) have improved substantially over time.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- Implement and assess new student learning outcomes (2024 catalog)
- Teaching PSY 493: Academic and Career Development in Psychology to address student career readiness
- Align courses with multiple sections (e.g., PSY 101, 210, 240)
- Investigate possibility of increasing PSY 210: Statistics to 4 credits (align with UNLV)

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>454</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>75</u>
2022-23	<u>105</u>
2023-24	<u>87</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>14% (1 of 7)</u>
2022-23	<u>47% (7 of 15)</u>
2023-24	<u>29% (8 of 28)</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>6,028</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

I. Description of Program Reviewed

The Bachelor of Arts in Visual Media equips students for analysis and media production in three integrated concentrations (Digital Cinema, Animation, and Photography/Documentary), and prepares them to enter the industry in a variety of creative, organizational, and supportive roles. Students study the artistry of film, animation, and photography, which develops their analytical abilities and appreciation for the visual arts, and they also produce media works in one or more of those areas, which develops their creativity and project management skills. The Visual Media program trains students for entry into a variety of media-related fields, and is well-aligned with the growing interest in Southern Nevada as a film production hub and legislative proposals designed to attract Hollywood production to the Las Vegas area.

II. Review Process and Criteria

A faculty committee led by a senior tenured faculty member in the program completed a holistic review. This included analyzing student demographics and success metrics from the Office of Institutional Effectiveness

Review criteria included:

- Alignment with NS mission
- Program enrollment data and student demographics
- Student success metrics (first-year retention, 6-year graduation rates)
- Total estimated cost to complete program
- Need for program/unique elements
- Student preparation for career success in Southern Nevada
- Evidence of alumni success
- Partnerships and articulation agreements with other NSHE institutions
- Faculty training and accomplishments
- Curriculum strengths and weaknesses
- Improvements since last review
- Resource evaluation (library, computing, facilities, instructional equipment, program equipment, advising, tutoring, disabilities support, student wellness services, career services, financial aid)

III. Major Findings and Conclusions of the Program Review

- Enrollment has increased substantially, from 19 to 148 (678% over the 10-year review period)
 - However, first-time full-time students make up a small fraction of majors, leading to large fluctuations in rates/trends among this group due to the small numbers of students
 - In 2023, VM had only 13 first-time full-time majors (about 10% of all VM students)
- The program meets or exceeds the percentage of enrolled majors who are Black, Asian, or Hispanic compared to the institution as a whole

- VM attracts a roughly 50/50 split of men and women students
- VM majors are more likely than NS students overall to enroll full time (57% were full time in Fall 2023)
- The 6-year graduation rate for all VM majors averages to 58%
- The VM Animation concentration is the only animation degree in NSHE; the concentration is shifting its focus from 2D to 3D animation and motion graphics

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

- Implement new program learning outcomes (PLOs) and course mapping
- Monitor effectiveness of course sequencing in each concentration
- Evaluation effectiveness of combined Photography/Documentary concentration and gauge student interest in splitting them out into two pathways

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>148</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>13</u>
2022-23	<u>16</u>
2023-24	<u>19</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>20% (1 of 5)</u>
2022-23	<u>38% (3 of 8)</u>
2023-24	<u>29% (4 of 14)</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>8,225</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

College of Southern Nevada

Summary

Degree Programs

I. List the existing programs and corresponding degree for all programs that were reviewed over this academic year of review.

- Biological Science, A.S.
- Environmental Conservation, B.A.S.
- Mathematics
- Environmental Management, A.A.S.
- Environmental Laboratory Sciences, B.A.S.
- Environmental Management, B.A.S.
- Physical Science, A.S.

II. List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review.

- Computer Office Technology, A.A.S.

III. List all new programs and corresponding degree level for all programs that received Board approval in this academic year of review.

- Advanced Manufacturing, A.A.S.
- Funeral Services, A.A.S.

Certificates

I. List the certificates (at least 30 credits and under 30 credits) that were reviewed over this academic year of review.

- None

II. List the certificate programs of at least 30 credits that received Academic Affairs Council (AAC) approval to be established in this academic year of review.

- Computing and Information Technology: Networking-Cloud Systems Administration
- CA Motorsports Technology

III. List the certificate programs of at least 30 credits that received AAC approval for elimination or deactivation in this academic year of review.

- Computer Office Technology, C.A.
- Computing and Information Technology: Information Management-Software Analyst, C.A.
- Paralegal Studies, C.A.
- Retail Management, C.A.

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- Building Inspection, S.C. – ICC Certification Exams
- Facilities Management, S.C. – IFMA Certified Facility Manager
- Construction Estimating, S.C. - American Society of Professional Estimators
- Construction Technology, S.C. – NCCER Craft Professional Certification
- Entry Level Tourism, Convention and Event Planning, S.C. - none
- Fundamentals of Culinary Arts, S.C. – ServSafe Exam
- Real Estate Salesperson Post-Licensing, S.C. - none

V. List the certificate programs of less than 30 credits that received AAC approval for elimination or deactivation in this academic year of review.

- None

*CSN: Associate of Science (no emphasis); Biological Sciences, A.S.;
Environmental Conservation, B.A.S.*

I. Description of Program Reviewed

Historically, the principal focus of Biological Sciences has been teaching service courses, specifically the Health Science Prerequisites (BIOL 189, BIOL 223, BIOL 224, and BIOL 251). On average, these four courses constitute 65% of the department's annual enrollment (unduplicated headcount).

The Department's other principal focus has been the Associate of Science in Biological Science (Biological Science AS). This transfer degree enrolls approximately 1000 students annually. Approximately, 47 students graduate or transfer from the ASBS each year. Two courses (BIOL 190 and BIOL 191) directly support the Biological Science AS. On average, these courses constitute 5% of the department's annual enrollment.

The Department's secondary focus has been teaching courses that satisfy the Natural Sciences component of the General Education (Gen Ed) Requirements for Associate of Science (AS), Associate of Arts (AA), Associate of Business (AB), and Associate of Applied Science (AAS) degrees. The principal course supporting these requirements is BIOL 101, which is Biological Sciences' third largest course. On average, BIOL 101 constitutes 20% of the department's annual enrollment.

Beginning in 2018, Biological Sciences responded to an NSHE initiative to increase undergraduate research by joining the HHMI Science Education Alliance's Phage Hunters Advancing Genomics and Evolutionary Science (SEA-Phages) program. Students participating in this program isolate phages (viruses that infect bacteria and archaea) and sequence their genomes. Sequences new to science are published in peer reviewed journals.

Similarly, an increasing number of full-time faculty have sponsored student research via external grants. For example, in fall 2021, Dr. Christopher Collumb worked with the STEM Institute of Student Engagement to provide 18 students with research experience. These students came from ethnic/cultural groups that are underrepresented in STEM.

In spring 2022, Biological Sciences took charge of a new Bachelor of Applied Science Degree in Environmental Conservation (Environmental Conservation BAS). This degree prepares graduates for jobs as technicians in environmental consulting firms or County, State, and Federal agencies that manage natural resources. The Environmental Conservation BAS has opened numerous opportunities for student research. It has also opened opportunities for travel to Costa Rica, whose conservation efforts are a model for other countries.

In spring 2023, Biological Sciences took possession of the Wesley E. Niles Herbarium from The University of Nevada Las Vegas. The herbarium consists of more than 65,000 dried, pressed, and mounted plant specimens documenting the flora of the Mojave Desert and the surrounding regions. The collection is designated as a "national resource collection, whose loss would seriously impair our ability to conduct taxonomic research." The herbarium is rapidly expanding its operations and attracting researchers from across the nation.

Thus, while the historical focus of Biological Sciences will remain largely unchanged, the department has been able to expand and diversify student opportunities in ways that were previously unimagined.

II. Review Process and Criteria

A systematic review and analysis of all annual assessment data for the last 5 years was performed. Combined with an analysis of current IR data, a compiled report was created to include a Program Review Summary and Overview, Assessment and Student Success Overview and updated program assessment plans and department unit plan. The process followed CSN Faculty Senate Academic Program Review Policy 2019 and included an external peer review. In addition to the policy, consultation was sought with the Director of the Office of Assessment and Accreditation. All program faculty provided a review and input prior to the report finalization.

III. Major Findings and Conclusions of the Program Review

STRENGTHS

Faculty

The greatest strength of Biological Sciences is the full-time faculty. The skills, dedication, and teamwork of faculty members allow us to overcome obstacles and meet challenges imposed by the shifting landscape of higher education.

The faculty in Biological Sciences pursue their principal vocation (instruction) with enthusiasm and professionalism. They take special pride in their willingness to explore new instructional tools and methods while maintaining a high degree of rigor. For example, faculty have embraced technology for online instruction in their on-ground courses (examples can be found in Appendix A). Such technologies have fostered a department-wide shift toward the flipped classroom model for all or part of lectures. The faculty have embraced increased student access to tutoring and other academic support. Biological Sciences has championed the use of Supplemental Instruction (SI) in all courses for which it is available. Students who utilize SI and tutoring services do better in individual courses. They also transfer learning skills to other courses (e.g., students who use SI in BIOL 189 do better in BIOL 189 and in BIOL 223, even when SI is not available in BIOL 223).

Note that all average success rates in the discussion below exclude summer sessions and the spring 2020 semester. For various reasons, success rates in these semesters are outliers (higher than normal).

Since fall 2019, success rates in the principal non-majors BIOL courses have averaged above 70%. For example, average success rates for BIOL 101, BIOL 113, and BIOL 121 have been 72.5%, 70.5%, and 80% respectively. In contrast, average success rates in BIOL 189 and BIOL 190, which are majors level courses that focus on molecular and cell biology, have been 60.9% and 53.9% respectively.

The low average success rate for BIOL 189 is notable because it embodies a fundamental problem in higher education. Historically, BIOL 189 is the most assessed and most modified course in

Biological Sciences. It also has the most “interventions” including a remedial course (BIOL 095) that students can fall back into, dedicated student success workshops, and the highest level of SI. All evidence collected across the last ten years indicates that the success rate in BIOL 189 is not a function of instruction. It is a function of unpreparedness of students. To alleviate issues with unpreparedness, the Department implemented an ENG prerequisite in 2015, followed by a MATH corequisite in 2017. However, from an academic standpoint, students entering BIOL 189 should also have completed courses in physics and chemistry. Given the emphasis that NSHE and CSN place on the time necessary to theoretically complete a degree, and the importance of high enrollment BIOL courses to generation of funding formula revenue, the probability of adequate prerequisites for BIOL 189 is effectively zero. Thus, there is little faculty can do to increase the success rate.

The same discussion applies to BIOL 190, which is a more rigorous version of BIOL 189 intended for Biology Majors. It should be noted that success rates in BIOL 189 and BIOL 190 are comparable to those of open access community colleges nationwide (Kiser 2022).

The prerequisite for BIOL 223 is completion of BIOL 189 with a grade of C or better. Since fall 2019, the average success rate in BIOL 223 is 59.9%. In effect, students who pass BIOL 189 with a grade of C tend not succeed in BIOL 223. Those who pass with a B or better do succeed. Thus, faculty teaching BIOL 223 have also made considerable efforts to increase the success rate. The Department is in its final year of an NSF - Improving Undergraduate STEM Education (IUSE) grant (\$230,000.00) awarded to test methods for improving success in BIOL 223. The methods employed gave students an introduction to metacognition and directed them to SI. Additionally, faculty created a Canvas shell with extra resources to help students. Preliminary data indicate that students who used the shell and went to SI increased their scores by up to a full letter grade on assessments.

The prerequisite for BIOL 251 is completion of BIOL 189 with a grade of C or better. Since fall 2019, the average success rate in BIOL 251 since 2019 is 72.9%. Part of the discrepancy between BIOL 251 and BIOL 223 may be that BIOL 251 is not required by all Health Sciences Programs. Thus, many students that enroll in BIOL 251 have likely completed BIOL 223 previously and/or are more motivated than those who enroll in BIOL 223.

The prerequisite for BIOL 191 is completion of BIOL 190 with a grade of C or better. Since fall 2019, the average success rate in BIOL 191 is 80.6%. Thus, BIOL 190 is fulfilling its function as a prerequisite. Similarly, the prerequisite for BIOL 224 is completion of BIOL 223 with a grade of C or better. Since fall 2019 the average success rate in BIOL 224 is 72.3%. Thus, BIOL 223 is fulfilling its function as a prerequisite.

The faculty in Biological Sciences also take pride in their ability to standardize certain course elements (textbooks, lab curriculum, lab instruction) while maintaining a high degree of personal freedom and creativity. Textbooks for all our major courses are standardized. Faculty teaching a course, meet every three years to review textbooks. Textbooks are chosen via a simple majority vote. For example, the anatomy and physiology faculty chose a textbook for BIOL 223 and Biol 224 geared toward community college health science majors. The book is organized around metacognition and provides support materials that can help bridge gaps in student preparation.

Due to multiple retirements, the composition and character of the faculty has changed significantly since 2018. Retirements lead to loss of experience and institutional knowledge. However, they also

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provide an opportunity for change. For example, recent hires have made the faculty of Biological Sciences more ethnically and culturally diverse than at any time in the department's history. Most recent hires have PhDs such that two thirds of the department now possess terminal degrees. When combined with changes in attitude at the college and school, the influx of new faculty has led to more scientific research (most of it involving students) than at any other period in the Department's history. Selected research accomplishments of individual faculty members can be found in Appendix C.

Since 2018, full-time faculty have served in several faculty leadership positions and served on numerous College, Faculty Senate, School, and Department Committees. Full-time faculty have also served on numerous screening committees for executive leadership positions including the Director and Assistant Director of Human Resources, the Vice President/Provost of the Charleston Campus and the Vice President of Academic Affairs. Positions and assignments related to shared governance are listed in Appendix B.

Lab Facilities and Equipment

As noted in earlier sections, Biological Sciences now has abundant lab space, particularly at the Henderson Campus, allowing for significant expansion. Likewise, we have been able to improve most of our lab courses with new or upgraded equipment. For example, the BIOL 251 labs now use computers/tablets, eliminating the need for paper assignments, notes, etc. In addition to decreasing printing costs, the computers/tablets provide an added measure of safety by preventing the transfer of microorganisms to areas outside the lab.

The addition of the Wesley E. Niles Herbarium has added a new dimension to the department. We now have a collection that can support research in all forms of plant evolution and ecology, including research in genomics and climate change.

Other equipment maintained by the School of Science, Mathematics, and Engineering has broadened our ability to facilitate undergraduate research beyond anything imaginable just five years ago.

WEAKNESSES

Faculty Workloads

To maintain our course schedule, most faculty in Biological Sciences take significant teaching overloads. From fall 2019 to spring 2023, the average workload in Biological Sciences increased from 17.3 instructional units (2.3 more than required) to 18.6 instructional units (3.6 more than required). Over the same time interval, the number of full-time faculty in the department decreased from 38 to 33. This situation has created stress and burnout among faculty members.

As noted previously, there are several factors that contribute to teaching overloads. However, the most prominent factor is the inability to hire new, high-quality faculty. Pools for our full-time, tenure-track positions have become increasingly shallow, making quality individuals difficult to find. When quality individuals are found, mismatches between starting salaries at CSN and the cost of living in the greater Las Vegas area, prevent them from accepting our offers.

Lack of Faculty for the Environmental Conservation BAS

Currently, there are only two to three faculty who give significant support to the Environmental Conservation BAS. The Department needs at least one more faculty member who can teach courses such as BIOL 211, BIOL 432, BIOL 433 and BIOL 400 (a field camp in biology that involves outdoor instruction).

Deficiencies in Assessment

Biological Sciences is ahead of the curve in assessment of course and program student learning outcomes. However, there is currently no significant assessment for course and program SLOs in the Environmental Conservation BAS. While the program is still new (the first student will graduate this spring), the lack of assessment is deficiency that needs to be corrected posthaste. Additionally, there are still some holes and inconsistencies in assessment of other courses, specifically non-majors courses that are taught infrequently.

THREATS

Most threats identified by faculty in Biological Sciences relate to problems with the structure of the Executive Administration and issues with communication and cooperation among different areas of the college such as Academic Affairs and Student Affairs. Many of the threats identified involve problems with perception and internalized beliefs that can be difficult to change.

Lack of Science-specific Advising/Counseling

Faculty feel the lack of embedded Academic Counselors and Academic Advisors is a serious shortcoming. Frequent, and often counterintuitive, changes in the Missions and Reporting Structures Academic Counselors and Academic Advisors appear to have created significant confusion for students in the Biological Science AS.

Academic Advisors seem to focus on student course schedules relative to aspirational timelines for completion. Many faculty in Biological Sciences feel that this practice is counterproductive. Faculty believe that Academic Advisors do not understand the time commitment and level of difficulty in science courses. For example, some faculty have encountered students who claim they have been advised to take biology, physics, and chemistry courses in the same semester. Likewise, many students in the Biological Sciences AS seem to be poorly advised with respect to the courses they need for transfer.

When dealing with problems of communication, the college focuses its efforts on leadership of academic and administrative units, when the communication that needs to be improved is that between the members of academic and administrative units.

Overemphasis on Timelines and Conflicting Expectations

Many faculty feel that CSN, NSHE, and various accrediting agencies place too much emphasis on the time required for a hypothetical student to complete a degree or certificate. Such overemphasis is a major driver of the real or imagined issues with Advising and Counseling noted above.

Overemphasis on timelines is also directly related to low success rates in courses such as BIOL 189 and BIOL 190. As noted, the biggest determinant of success in these courses is student preparedness. At minimum students enrolling in BIOL 189 and BIOL 190 should have completed courses in English Composition, College Algebra, and Chemistry. Yet every effort to add prerequisites to BIOL 189 or BIOL 190 (even if the prerequisites are already required by the

student's degree or certificate) is opposed because the need to complete prerequisites before enrolling in BIOL 189 or BIOL 190 interferes with an aspirational timeline. The result is that approximately 50% of students fail and need to take BIOL 189 or BIOL 190 again.

Faculty in Biological Sciences feel they take the blame for unrealistic expectations by NSHE and CSN. For example, NSHE expects CSN to maintain a completely open-door policy for admission. To maintain funding, CSN expects Biological Sciences to increase enrollment in "bottleneck" courses like BIOL 189. Because of "aspirational" timelines, Biological Sciences cannot add prerequisites to BIOL 189 that would give students a realistic chance of success. At the same time, the Department is supposed to increase the success rate of BIOL 189 to 70%. The conflict in these expectations should be obvious. It feels as if faculty in Biological Sciences are expected to pound a size-3 square peg into a size-1 round hole.

The Rising Cost of Consumables

Since the pandemic, the cost of consumable items used in labs has skyrocketed. For example, the cost of nitrile gloves used in all labs has increased by 500%. Costs have increased so much that they are outpacing revenue from special course (lab) fees. Labs have implemented a variety of cost-cutting measures. However, these measures are beginning to limit laboratory exercises in a manner that can threaten some course learning outcomes.

Shrinking Part-time Faculty Pools

Biological Sciences employs part-time instructors primarily to teach labs. Since fall 2019, there have been steady declines in the quantity and quality of applicants to Biological Sciences part-time instructor pools. While the precise reasons for these declines are difficult to identify, the principal reason seems to be the low rate of pay for part-time faculty at CSN relative to competing institutions such as UNLV and NSU.

Declining Preparedness of Students

The general perception of faculty in Biological Sciences is that the readiness of entry level college students has been steadily declining since fall 2019. Indeed, many faculty feel that the COVID 19 pandemic has led to a seismic shift in student motivations, expectations, and preparation. For example, incoming students seem to expect that all courses, including lab courses should be online. Likewise, there appears to be declines in the ability of students to: 1) write complete sentences, 2) engage in inductive and deductive reasoning, and 3) follow simple written instructions.

OPPORTUNITIES

Structural Changes in the School of Science, Engineering, and Mathematics

The creation of a School Lab Support division, in which all Staff Research Associates (SRA) and Developmental Lab Technicians (DLT) are grouped are grouped together under a Division Manager should ease problems associated with preparation of labs and maintenance of equipment.

In the past the SRA reported directly to Department Chairs, who had neither the time nor resources to effectively manage them. The operating procedures of the Lab Support Division still need work, and complications occur due to the fact Department Chairs must manage the self-supporting accounts that SRA use to purchase consumable goods. However, with the right Division Manager most current problems can be solved.

Attitude Shifts at the School and College Levels

Prior to 2019, neither the School nor the College were particularly supportive of Faculty who wanted to pursue external grants and conduct research. That situation has changed almost completely. Consequently, faculty in Biological Sciences have dramatically increased the degree of undergraduate research. These increases have come via changes in the structure of existing labs as well as new courses associated with the Environmental Conservation BAS. We expect the overall level of undergraduate research to increase as faculty develop their interests and entrepreneurial skills.

Attitude shifts within the School and College are also increasing the degree of internal and external advertising for the Biological Sciences AS and the Environmental Conservation BAS. With regard to the latter program, employees from County and, State, and Federal Agencies across Nevada are very happy that we are offering hands-on experience for the Environmental Conservation BAS students and that they look forward to hiring graduates.

Kiser SL, Andrews CM, Seidel SB, Fisher MR, Wright NA, Theobald EJ. Increased Pass Rates in Introductory Biology: Benefits and Potential Costs of Implementing a Mathematics Prerequisite in a Community College Setting. *CBE Life Sci Educ.* 2022 Dec;21(4):ar72. doi: 10.1187/cbe.21-09-0248. PMID: 36154117; PMCID: PMC9727600.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

Most of the challenges facing Biological Sciences are the result of external factors that lie outside our locus of control. For example, the Department can decide to fill the five openings for full-time, tenure track faculty with high quality individuals who will increase our diversity. However, whether or not we are able to do so depends on who applies, and whether chosen candidates accept our offers. Similarly, the Department can decide to expand offerings of BIOL 189, BIOL 190, and BIOL 223 at the Henderson Campus. However, we cannot force students to enroll in such sections.

In such situations, the best the Department can do is shift available resources to overcome challenges and meet demands. This review should demonstrate that we are adept at doing so.

Biological Sciences will continue to assess our course and program SLO, rectifying deficiencies as we encounter them. Similarly, we will continue to make curricular decisions based on assessment information. We are fully committed to “closing the loop” on assessment.

Likewise, we will continue to encourage active learning in our courses. While students do not necessarily like active learning strategies, a plethora of scientific evidence demonstrates that active learning is the most successful method of instruction available. Similarly, we will encourage faculty to apply for grants and modify existing courses to expand opportunities for undergraduate research.

To account for inflation in the cost of consumables, the Department can increase special course fees. Currently, special course fees for most of our lab courses are at \$30.00 per semester, which is below the \$50.00 maximum that can be charged without Board of Regents approval. To the extent that inflation subsides, special course fees can be decreased later.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>3,079</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>505</u>
2022-23	<u>399</u>
2023-24	<u>472</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>9.8%</u>
2022-23	<u>10.10%</u>
2023-24	<u>6.7%</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>1,620</u>
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VI. Institutional Reports

<https://www.taskstream.com/ts/schoolofscienceandmathematics1/20232024DeanExecutiveSummaryofAcademicProgramReviews>

CSN: Environmental Management, A.A.S. & B.A.S.; Environmental Laboratory Sciences, B.A.S.; Physical Sciences, A.S.

I. Description of Program Reviewed

CSN's Department of Physical Sciences is dedicated to the promotion of critical thinking and analytical reasoning to prepare our students for transfer. The program utilizes curriculum that fosters critical thinking and analytical reasoning through hands-on learning, research, and field courses in all foundation courses. Each discipline is committed to preparing our students for transfer into health fields, applied science degrees, and to universities by providing opportunity to develop their critical thinking and analytical reasoning in all areas of the curriculum.

When Clark County Community College first opened in 1971 with a rented classroom and an office in a strip mall, science classes were among the first offerings. Within three decades, the science department of Community College of Southern Nevada had grown and split into the Physical Sciences and Biological Sciences Departments. Enrollment in the sciences had grown such that the legislature was prompted to fund construction of the CCSN Sciences Center (now the G and H Buildings) on the West Charleston Campus, which opened in 2003. The buildings contain 17 lab facilities, 10 classrooms, and hosted 202 sections of sciences lectures and labs by 2006 using 400,000 sq. ft. of space. As its own department, the Physical Sciences Department offered five AS degrees (Chemistry, Earth Science, Environmental Science, Geological Science, and Pre-Engineering). The individual discipline degrees collapsed into one 60-credit AS-Physical Science degree in 2014 with areas of emphasis. The department offered a new 60-credit AS degree in Environmental Management (EM) launched in 2019. This degree prepares students for transfer into one of three 120-credit Bachelor of Applied Science (BAS) degrees: BAS-Environmental Management (launched in 2020), BAS-Environmental Laboratory Sciences (ELS), and BAS- Environmental Conservation. In 2022, the department saw its first graduates in the BAS-Environmental Management and the launch of the BAS-Environmental Laboratory Science degree.

The Department of Physical Sciences supports Jumpstart concurrent enrollment in five high schools in the Las Vegas area as well as Virgin Valley. The Department of Physical Sciences works with, and has members associated with the local chapter of the American Chemical Society. The department has also hosted and participated in Chemistry Olympiad events for local high school students. The geology discipline partners with GeoTek to learn about job opportunities and the Nevada Division of Minerals visits classes to discuss internship opportunities. The department partners with Nevada Department of Transportation to advertise summer internships for engineering students and with Monsen Engineering to provide survey equipment and to train faculty and students on the use of equipment. Our BAS degrees partner with state, county, and private entities to provide internship opportunities to students.

II. Review Process and Criteria

A systematic review and analysis of all annual assessment data for the last 5 years was performed. Combined with an analysis of current IR data, a compiled report was created to include a Program Review Summary and Overview, Assessment and Student Success Overview and updated program assessment plans and department unit plan. The process followed CSN Faculty Senate Academic Program Review Policy 2019 and included an external peer review. In addition to the policy,

consultation was sought with the Director of the Office of Assessment and Accreditation. All program faculty provided a review and input prior to the report finalization.

III. Major Findings and Conclusions of the Program Review

1. AS-Physical Science: Percentage of Students Who Achieved PLOs

Program Learning Outcomes	2018-19	2019-20	2020-21	2021-22	2022-23
Demonstrate knowledge of Scientific Methods and the relationship of theory, experiment, data analysis, and general knowledge.	22.2%	18.2%	68.8%	12.5%	25.7%
Analyze data and perform dimensional and graphical analysis of collected data.	76.5%	50.0%	55.5%	56.3%	65.2%

2. AAS- Environmental Management: Percentage of Students Who Achieved PLOs

Program Learning Outcomes	2018-19	2019-20	2020-21	2021-22	2022-23
Illustrate the basic philosophy and procedures of the Scientific Method.	16.4%	13.8%	66.6%	12.8%	17.0%
Describe and classify physical and chemical properties of matter.	16.4%	13.8%	66.6%	12.8%	17.0%
Illustrate and interpret the organization and structure of prokaryotic and eukaryotic cells and their components.	N/A	N/A	N/A	N/A	N/A
Analyze data and perform dimensional and graphical analysis of collected data.	72.2%	51.2%	46.1%	48.8%	

N/A = No data collected

3. BAS- Environmental Management: Percentage of Students Who Achieved PLOs

Program Learning Outcomes	2018-19	2019-20	2020-21	2021-22	2022-23
Summarize federal, state, local, and tribal policies driving natural resource policies.	NA	NA	NA	NA	(a) 85%
					(b) 77%
Recall landscape ecology principles and technology to analyze ecological scenarios.	NA	NA	23.1%	87.5%	87.7%
Recommend environmental techniques to develop management scenarios for working environmental specialists.	NA	NA	100%	100%	100%
Analyze biological, chemical, geological and environmental science data to inform and make management decisions regarding environmental issues.	NA	NA	NA	80%	100%

Categorize natural resource decision-making utilizing effective communication techniques.	NA	NA	NA	100%	87.5%
Select Best Management Practices (BMP) and scientific strategies for managing natural resources.	100%	100%	100%	100%	100%
Prepare management action plans.	NA	NA	55.6%	100%	100%
Show leadership skills within the environmental management and natural resource fields.	NA	NA	NA	100%	100%

4. BAS- Environmental Laboratory Sciences: Percentage of Students Who Achieved PLOs

Program Learning Outcomes	2018-19	2019-20	2020-21	2021-22	2022-23
Summarize federal, county, state, and tribal policies driving environmental quality policies.	NA	NA	NA	NA	NA
Recall USEPA Quality Control principles and technology to analyze all matrix.	NA	NA	NA	NA	NA
Recommend laboratory techniques and methods to analyze environmental matrix.	NA	NA	NA	NA	100%
Evaluate biochemical, inorganic, and organic data to inform and make decisions regarding data quality.	NA	NA	NA	NA	NA
Categorize all waste streams as a result of laboratory processes.	NA	NA	NA	NA	NA
Select Best Management Practice (BMP) and scientific strategies for managing of laboratory work-flow.	NA	NA	NA	NA	NA
Prepare management actions plans, standard operating procedures (SOPs), and reports.	NA	NA	NA	NA	NA
Show leadership skills within the environmental laboratory sciences fields.	NA	NA	NA	NA	NA

AS and AAS degrees: students achieve greater results in “analyze data and perform dimensional and graphical analysis of collected data.” Currently, we do not have an effective way to sort students in our high-volume courses; the AAS-EM student reported data is the overall course average of all students. These courses serve students looking to transfer, students in health fields, and students entering BAS programs. Although seemingly low, students taking the American Chemical Society (ACS) final exam, which is the primary reporting tool for the scientific method and physical and chemical properties outcomes, consistently score at or above the National Average (CSN = 36.00 Average over the assessment period compared to the National Average of 35.45).

BAS-EM: Students achieve PLO outcomes “select best management practices (BMP) and scientific strategies for managing natural resources” and “recommend environmental techniques to develop management scenarios for working environmental specialists”. Students were able to demonstrate 70% or greater competency 100% of the time.

AS and AAS: Students taking the ACS final exam have lower achievement for learning outcomes “demonstrate knowledge of scientific methods and the relationship of theory, experiment, data analysis, and general knowledge” and “describe and classify physical and chemical properties of matter” with, on average, only 15% of students obtaining a score over 70%.

BAS-EM: Learning outcome “recall landscape ecology principles and technology to analyze ecological scenarios” had the lowest achievement with an average of 66.1% of students demonstrating 70% or greater achievement.

Since CHEM 121 serves such a large population of students (AS-Physical Science, AAS-EM, Health Science, and transfer students) with specific outcomes to meet each degree or program’s needs, significant changes to the course are not feasible. Improvements to student achievement come from additional support for the courses such as an increase in the offering of Supplemental Instruction (SI), expanded tutoring, and smaller class sizes.

Like the assessment tool in CHEM 121, the BAS-EM assessment “recall landscape ecology principles and technology to analyze ecological scenarios” uses exam-based assessment tools. Due to the nature of the assessment tool, students appear to have lower achievement than the other PLOs that use laboratory exercises, papers, and projects as assessment tools.

AS and AAS degrees: achievement remains consistent through the assessment period with artificial lows for our physics data and an artificial high for our CHEM 121 data resulting from online learning due to the pandemic. Consistent achievement at and above the national average of students in the Physical Science department supports the effectiveness of our programs. Students enrolled in the BAS programs have higher success rates in achieving PLOs. Small class sizes with an emphasis on hands-on learning have shown students achieve success across most PLOs.

The Physical Science Department faculty are active in planning assessment activities and in collecting data. Each Course Lead (Astronomy, Physics, Chemistry, Environmental Science, Geology, Geography, Engineering) coordinates assessment activities and reports assessment data. BAS Program Coordinators oversee the assessment of these degrees including coordinating with faculty to collect data and revising assessment tools as needed to meet program needs.

Faculty are central in establishing curricula, especially in the new BAS courses. Faculty aid in developing course outcomes, curriculum, and assessment tools with the Program Coordinators and the Chair. At department meetings, the department discusses assessment data and how to improve our assessment tools. The faculty look at assessment trends and strategize on ways to improve success in demonstrating learning outcomes at course and program levels.

The Physical Science Department collaborates with the Centers for Academic Success to provide SI for many of our low-success rate courses (General Chemistry, Organic Chemistry, and Physics) across many campuses and online. Physical Science actively recruits and help train tutor and SI leaders for our courses.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The Physical Sciences Department will aim to take the following steps to advance further improvement:

First, the Department will implement a concerted effort to improve assessment. This assessment will entail factors including program assessment, course assessment and operational assessment. The efforts for program and course assessment will demonstrate the Department's overall goal of fostering critical thinking and analytical reasoning to ensure students have the skills necessary to advance their academic careers. Additionally, the department lacks a clear and efficient means to sort students into high enrollment courses by major. Currently, this is done by hand by comparing NSHE numbers from course rosters against assessment results which is not practical with the large number of students enrolled. Operational assessment will entail the close monitoring of course availability, classroom, and laboratory space utilization to ensure optimum efficiency of institutional resources. Our current data show that courses such as CHEM 121, 122, PHYS 151, 152 have high and steady enrollment while general education courses show a decrease in enrollment. Scheduling and resource management should reflect this.

Second, the Department will strive to work in collaboration with other departments and academic support services to ensure students have access to needed resources to promote academic success. The Physical Sciences Department works with Centers for Academic Success to provide tutoring and Supplemental Instruction for many of our courses on all three campuses and online; courses that have lower success rates. The continued effort to maintain and possibly expand these services is instrumental in the success of our courses.

Third, the Department will continue to support students in Bachelor of Applied Science degrees. Enrollment in the AAS-EM degree has 160 declared students, the BAS-EM has 24 declared students, and the BAS-ELS has 6. To seamlessly move through the degree and for financial aid purposes, the students in the AAS degree should switch majors to their desired BAS degree. To keep these students on the correct path to graduation and to provide support and advising, the Department needs to develop a better system of contacting and tracking students moving from the AAS to the BAS degrees. The department has just begun the process of contacting students, but a means to report and track communication needs to be improved. Students that graduate with these degrees directly enter the workforce and meet an employment demand for environmental lab and management positions.

Fourth, the Department will continue to engage community relationships by partnering with local professional organizations (such as the ACS and the Nevada Division of Minerals) to provide resources and opportunities to both students and faculty. Through internships with our BAS degrees, the Department will continue to collaborate with private, local, and state organizations to improve our degrees and programs to get our students graduated and with workforce skills that will lead directly to employment.

Fifth, the Department will make efforts to provide clear and concise internal communications to faculty and staff. These communications will help to ensure faculty understand their unique roles and responsibilities in delivering content to students, engaging in assessment activities, and helping

staff to work in support of these efforts. This involves open and direct communication with administrative assistants and laboratory prep staff regarding the department schedules and budgets.

Lastly, the Department will work to foster a supportive campus and community culture. We believe this support is best implemented by a multi-pronged approach. These approaches entail volunteering and supporting College committees and initiatives and working with local K-12 educational institutions for Jumpstart and other academic support services.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>545</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>28</u>
2022-23	<u>36</u>
2023-24	<u>19</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>7.0%</u>
2022-23	<u>5.9%</u>
2023-24	<u>0.00%</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>1,371</u>
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VI. Institutional Reports

<https://www.taskstream.com/ts/schoolofscienceandmathematics1/20232024DeanExecutiveSummaryofAcademicProgramReviews>

Great Basin College

Summary

Degree Programs

- I. List the existing programs and corresponding degree for all programs that were reviewed over this academic year of review.**
 - Human Services, AAS
- II. List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review.**
 - Biological Sciences, BS
- III. List all new programs and corresponding degree level for all programs that received Board approval in this academic year of review.**
 - None

Certificates

- I. List the certificates (at least 30 credits and under 30 credits) that were reviewed over this academic year of review.**
 - Human Services, COA
 - Substance Abuse Counselor Training, COA
- II. List the certificate programs of at least 30 credits that received Academic Affairs Council (AAC) approval to be established in this academic year of review.**
 - None
- III. List the certificate programs of at least 30 credits that received AAC approval for elimination or deactivation in this academic year of review.**
 - None

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- Community Paramedicine, Skills Certificate (International Board of Specialty Certification Community Paramedic Certification (IBSC CP-C))
- Data Science & Analytics, Skills Certificate
- ECE Skills, Cert 3
- ECE Skills, Cert 4
- Emergency Telecommunications, Skills Certificate
- Geological Technician, Skills certificate
- Paraprofessional, Skills Certificate

V. List the certificate programs of less than 30 credits that received AAC approval for elimination or deactivation in this academic year of review.

- Network Specialist, Skills Certificate

GBC: Associates of Applied Science in Human Services, A.A.S. & Certificate of Achievement; Substance Abuse Counselor Training, Certificate of Achievement

I. Description of Program Reviewed

Associate of Applied Science in Human Services (61 credits)

Certificate of Achievement in Human Services (30 credits)

Certificate of Achievement Substance Abuse Counselor Training (30 credits)

Great Basin College's Human Services Program, with a specialized focus on Addictions Counseling, is fully online and is dedicated to shaping the next generation of licensed addiction counselors in the state of Nevada. Our mission is to provide an educational pathway that combines rigorous academic training with field experience, that aligns with the state's licensure requirements for licensed drug and alcohol counselor. We are committed to equipping students with comprehensive knowledge addiction theories, ethical counseling practices, and clinical skills necessary for effective counseling interventions and patient support. Our programs are designed to foster professional excellence and ethical integrity, ensuring our graduates are not only prepared to pass the oral and written examinations prescribed by the Nevada Board of Examiners for Alcohol, Drug, and Gambling Counselors but are also ready to make a significant and compassionate impact in the lives of individuals and communities grappling with the challenges of addiction. By emphasizing the journey towards licensure, we aim to empower our students to become leaders in the field of addiction counseling, by advocating for change and contributing to the health and well-being of Nevada communities.

The Human Services Program is designed to achieve key objectives, including fostering student appreciation for the bio-psychosocial and cultural needs of clients, particularly in the realms of substance abuse and addiction counseling. Additionally, the program aims to provide robust support for students as they navigate their personal growth, professional advancement, and career development, with a special emphasis on preparing them for the multifaceted field of substance abuse and addiction counseling. This dual focus ensures that students are not only academically prepared but also personally and professionally equipped to address the complex needs of individuals struggling with addiction.

Most human service occupations require self-examination and a high degree of consistent empathy, compassion, and evidence-based insights into the holistic, as well as specific, aspects of human functioning. The GBC Human Services program staff and faculty are committed to supporting students in developing compassionate interpersonal communication skills, assessing, and cultivating individual strengths, and demonstrating a commitment to the service of others.

Human Services Programs Overview

The Associate of Applied Science (AAS) degree in Human Services contains a general education core, prescribed courses in the social sciences, and specific human services courses. The degree and certificate programs offer opportunities to learn client services skills, strengthen interpersonal

communication abilities, and to participate in practical application experiences within community social services agencies. The AAS degree requirements include two semesters of practicum coursework (10 credits consisting of 300 hours of field experience). Additionally, human services courses can offer a supportive environment for personal growth and professional development for non-degree students, or students seeking degrees outside of the Human Services Program.

Students must complete all the coursework, or the equivalent, that is listed in the GBC Catalog in order to earn a Certificate and/or AAS Degree. Course prerequisites and department approval is required to enter the advanced coursework, the Practicum I and II and seminar courses. Equivalent and substitute courses may be accepted on an individual basis by the Department of Health Sciences and Human Services (HSHS) and/or the GBC Registrar. The Human Services Practicum I and II must be completed while the student is enrolled in GBC; current/prior work or volunteer experience will not be accepted in lieu of these courses. Students are required to complete at least 150 hours of unpaid course-related experiences within the Practicum I course in order to qualify for the Certificate of Achievement. At least 150 hours of additional unpaid field experience in the Practicum II course (for a combined total of 300 hours) is required for the AAS degree. The practicum/field experience courses must be completed with a grade of a "B-" or higher, in order to receive a Certificate of Achievement in Human Services. To qualify for the AAS degree in Human Services, each practicum/field experience courses must be completed with a grade of "B-" or higher. Program outcomes are aligned with TAP-21 accrediting standards for the associates degree and connect with standards for the Bachelors degree:

1. Perform client-centered, social services assessments and interventions: Conduct comprehensive, client-centered assessments and design interventions that meet individual client needs (PD I, Competencies 25-26: Clinical Evaluation - Screening and Assessment), ensuring that services are personalized and effective in addressing specific social service and substance abuse issues.
2. Provide client services which reflect cultural competence, respect for social diversity, and the application of the principles of the human services code of ethics: Deliver culturally competent services that respect social diversity (TF IV, Competency 18: Professional Readiness - Culturally Competent Care), while adhering to the highest ethical standards and applying the human services code of ethics (TF IV, Competency 20: Professional Readiness - Ethical and Behavioral Standards).
3. Demonstrate leadership and collaborative problem-solving skills: Exhibit leadership and collaborative skills in addressing client needs and working with other professionals (PD V, Competency 33: Counseling - Group Counseling), while using problem-solving strategies to foster team-based solutions (PD V, Competency 34: Counseling - Counseling Families, Couples, and Significant Others).
4. Apply the principles of human services based on knowledge of human development and functioning throughout the lifespan: Utilize knowledge of human development and functioning to inform service delivery and addiction treatment (TF I, Competency 4: Understanding Addiction - Recognize Co-occurring Conditions and Developmental Factors), ensuring that interventions are developmentally appropriate and suitable for clients across the lifespan.
5. Identify current trends, topics, and issues in human services professions: Stay informed on current trends, topics, and emerging issues in the field of human services and addiction treatment

(TF II, Competency 7: Treatment Knowledge - Importance of Research and Outcome Data), and incorporate new information into practice as needed.

6. Engage in personal reflection as related to human services skills, professional effectiveness, and stress management: Engage in ongoing personal reflection and self-assessment to enhance professional skills and manage stress (TF IV, Competency 19: Professional Readiness - Self-Awareness), while seeking continuous professional development and supervision (TF IV, Competency 21: Professional Readiness - Ongoing Supervision and Continuing Education).

7. Demonstrate a range of professional counseling skills sufficient to conduct human service and substance abuse counseling interventions: Exhibit a broad range of counseling techniques to conduct effective human service and substance abuse interventions (PD V, Competency 33: Counseling - Group Counseling; PD V, Competency 32: Counseling - Individual Counseling), applying relevant models and interventions tailored to client needs.

8. Apply effective professional and clinical communication skills orally and/or in writing and interact effectively with other helping professionals: Utilize clear and effective professional and clinical communication skills (PD VII, Competency 38: Documentation - Clinical Record-Keeping and Communication), both orally and in writing, to collaborate efficiently with colleagues and other professionals (PD IV, Competency 41: Service Coordination - Consulting).

9. Deliver professional services within the guidelines of the ethical and professional practice of the human services and substance abuse counseling field, including culturally competent care: Provide services that adhere to ethical standards and demonstrate cultural competence (TF IV, Competency 18: Professional Readiness - Culturally Competent Care; TF IV, Competency 20: Professional Readiness - Ethical and Behavioral Standards), ensuring respect for diversity and compliance with professional practice guidelines.

10. Demonstrate competencies in comprehensive treatment admissions screening, intake processes, and procedures: Exhibit proficiency in conducting comprehensive treatment admissions, including screening, intake, and assessment processes (PD I, Competencies 24-25: Clinical Evaluation - Screening and Intake), ensuring accurate identification of client needs and appropriate placement in treatment settings.

The Certificate of Achievement in Human Services is an introduction to the field of human services and is essentially the first year of the associates degree program (30cr) providing students with a sequential approach. Program outcomes are aligned with TAP-21 accrediting standards for the associates degree:

1. Plan client-centered social services assessments and interventions: Develop and implement client-centered assessments and interventions that are comprehensive and address individual client needs (PD I, Competencies 25-26: Clinical Evaluation - Screening and Assessment), ensuring that interventions are evidence-based and tailored to the client's circumstances.

2. Provide client services which reflect cultural competence, respect for social diversity, and the application of the principles of the human services code of ethics: Deliver services that demonstrate cultural competence and respect for diversity (TF IV, Competency 18: Professional Readiness - Culturally Competent Care), while adhering to the highest ethical standards (TF IV, Competency 20: Professional Readiness - Ethical and Behavioral Standards), and applying the principles of the human services code of ethics.

3. Demonstrate interpersonal collaboration and problem-solving skills: Exhibit strong interpersonal collaboration and problem-solving skills (PD V, Competency 33: Counseling - Group Counseling), while working with clients, colleagues, and other professionals to address complex client needs and find effective solutions.

4. Apply the principles of human services based on knowledge of human development and functioning throughout the lifespan: Utilize principles of human development to inform service delivery (TF I, Competency 4: Understanding Addiction - Recognize the interaction of medical and mental health conditions with substance use disorders), and ensure interventions are appropriate to the developmental stage of the client, from childhood through adulthood.

5. Engage in personal reflection related to human services skills, professional effectiveness, and stress management: Engage in ongoing personal reflection and self-awareness to enhance professional effectiveness and manage stress (TF IV, Competency 19: Professional Readiness - Self-Awareness), while committing to continuous supervision and education (TF IV, Competency 21: Professional Readiness - Ongoing Supervision and Continuing Education).

This Certificate program contains a 5-credit practicum course requirement consisting of 150 contact hours of community agency field experience. Coursework in the Certificate program courses can be applied toward the AAS degree.

The Certificate of Achievement in Substance Abuse Counselor Training is comprised of human services courses and additional specialized coursework for those students pursuing a career and licensure in substance abuse counseling. Students in other health and social sciences programs such as in social work and nursing can also benefit from completing classes related to substance abuse counseling, prevention, intervention and treatment. Program outcomes are aligned with TAP-21 accrediting standards for the associates degree:

1. Perform client-centered social services assessments and interventions: Conduct comprehensive, client-centered assessments and design interventions (PD I, Competencies 25-26: Clinical Evaluation - Screening and Assessment), ensuring services are tailored to meet the specific needs and circumstances of the client.

2. Provide client services that reflect cultural competence, respect for social diversity, and the application of the principles of the human services code of ethics, and standards of practice for substance abuse counselors: Deliver culturally competent services that respect social diversity (TF IV, Competency 18: Professional Readiness - Culturally Competent Care), and adhere to ethical and professional standards of practice (TF IV, Competency 20: Professional Readiness - Ethical and

Behavioral Standards), in alignment with the human services code of ethics and substance abuse counseling standards.

3. Demonstrate problem-solving skills: Exhibit effective problem-solving skills in addressing client needs and treatment challenges (PD V, Competency 33: Counseling - Group Counseling), using evidence-based approaches to help clients overcome obstacles in their recovery and well-being.

4. Apply the principles of human services and addiction treatment based on knowledge of human development and functioning throughout the lifespan: Utilize knowledge of human development and functioning to inform addiction treatment (TF I, Competency 4: Understanding Addiction - Recognize co-occurring conditions and developmental factors), ensuring that interventions are age-appropriate and developmentally suitable across the lifespan.

5. Engage in personal reflection as related to skills, professional effectiveness, and stress management: Demonstrate ongoing self-awareness and personal reflection to enhance professional skills and manage stress (TF IV, Competency 19: Professional Readiness - Self-Awareness), while engaging in supervision and continuing education to improve professional effectiveness (TF IV, Competency 21: Professional Readiness - Ongoing Supervision and Continuing Education).

II. Review Process and Criteria

The Human Services Programs were formerly accredited by the Council for Standards in Human Services Education (CSHSE). Due to a program focus related to substance abuse disorders and drug addiction counseling, accreditation by the National Addiction Studies Accreditation Commission (NASAC) was sought out, and has now replaced accreditation by CSHSE. A comprehensive accreditation self-study for NASAC was submitted in April 25, 2023. NASAC reviewed the self-study and requested additional information on October 12, 2023. A response was provided November 14, 2023. ([see response here](#))

The Program Self-Assessment included:

- Faculty Evaluations
- Course Evaluations
- Program Evaluations

III. Major Findings and Conclusions of the Program Review

On March 23, 2024 [NASAC granted conditional accreditation](#) for the human services programs for a period of two years. NASAC felt GBC met the required areas to grant conditional accreditation with recommendations and areas for improvement.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

NASAC made the following recommendations based on their review:

- Clarify on all program materials, including website, program handbook, and NASAC application, the order in which students progress through the courses in the program and ensure all are aligned.
- Ensure students have opportunities to explore and reinforce TAP 2 competencies beyond the introductory level prior to the practicum experience.
- While TAP 21 competencies each appear to be addressed at an introductory level, there remain some concerns that too many core competencies are addressed in too few classes (in particular, HMS 102 and 105). Strongly recommend consider adding a course specific to case management and service delivery to provide students with opportunities to reinforce and master those skills prior to the practicum.
- Add an explicit section in HMS 200 specific to legal and ethical issues inherent in substance use disorder counseling, with greater depth of exploration in the legal aspects of treatment.
- Supplement some courses with more substance use disorder specific materials.

The Human Services Programs will review the curriculum and make changes based on the recommendations from NASAC to strengthen the areas noted and fill-in the gaps. Plan to review the program outcomes and ensure students are meeting program outcomes and accreditation standards each semester.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>76</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>23</u>
2022-23	<u>8</u>
2023-24	<u>12</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>35.7%</u>
2022-23	<u>44.4%</u>
2023-24	<u>37.9%</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>203</u>
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VI. Institutional Reports

[NASAC conditional accreditation March 23, 2024](#)

Truckee Meadows Community College

Summary

Degree Programs

I. List the existing programs and corresponding degree for all programs that were reviewed over this academic year of review.

- Psychology, A.A.
- Dental Hygiene, B.S.
- Spanish, A.A.
- Communication Studies, A.A.
- Air Conditioning Technology, A.A.S.
- Radiologic Technology, A.A.S.
- Logistics Management, A.A.S.
- Logistics Operations Management, B.A.S.

II. List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review.

- Cyber-Physical Manufacturing, B.A.S.
- Energy Technologies, A.A.S.

III. List all new programs and corresponding degree level for all programs that received Board approval in this academic year of review.

- Agricultural Science, A.S.
- Psychology, A.S.
- Radiologic Technology, B.A.S.

Certificates

I. List the certificates (at least 30 credits and under 30 credits) that were reviewed over this academic year of review.

- Air Conditioning Technology, Certificate of Achievement
- Air Conditioning Technology, Skills Certificate

- Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R), Certificate of Achievement
- Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R), Skills Certificate
- Logistics, Certificate of Achievement

II. List the certificate programs of at least 30 credits that received Academic Affairs Council (AAC) approval to be established in this academic year of review.

- None

III. List the certificate programs of at least 30 credits that received AAC approval for elimination or deactivation in this academic year of review.

- Drafting Technology, Certificate of Achievement
- Bookkeeping Entrepreneurship, Certificate of Achievement
- Graphic Arts Entrepreneurship, Certificate of Achievement

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- Geospatial Data Management, Skills Certificate (none – supported by industry)
- Communication, Skills Certificate (none – supported by industry)
- Music Recording Technology, Skills Certificate (none – supported by industry)
- Light Duty Diesel Engines, Skills Certificate (ASE Medium-Heavy Truck T-2 Diesel Engine Certification)
- Data Analytics, Skills Certificate (none – supported by industry)
- Education Paraprofessional, Skills Certificate (none – supported by Nevada Department of Education)
- Small Business and Entrepreneurship, Skills Certificate (none – supported by industry)

- CAD Technician, Skills Certificate
- Solar Energy Technician, Skills Certificate

TMCC: Air Conditioning Technology, A.A.S., Certificate of Achievement & Skills Certificate; Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R), Certificate of Achievement & Skills Certificate

I. Description of Program Reviewed

The HVAC/R program is housed in the Technical Science Division. The average enrollment of the accelerated program (required 30 credits) averages eight (8) students with the exception of 2023 which has sixteen (16) students. The night classes average closely to fourteen (14) students per class, with the exception of fall 2023 where two of the three classes offered filled to capacity. The HVAC/R program has one full time faculty member whose pedagogical approach is that of a facilitator. The HVAC/R program focuses on service, troubleshooting, and sequence of operation of multiple types of equipment found in the local community dealing with HVAC/R.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5-6 years, which begins with a reflective self-study. The self-study report presents evidence of curriculum review and program assessment, provides disaggregated analysis of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College. The self-study is reviewed and evaluated by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of strengths, areas for improvement, and recommendations at each of these levels.

III. Major Findings and Conclusions of the Program Review

ASA Findings:

Program Strengths:

- One text is used throughout the program at a student cost of \$25-30 per course. The program is actively investigating additional OER options.
- The program has an active advisory board which it works closely with to meet industry and student demands.
- Assessment has been completed at the PLO level and results were used to improve student learning in AC 102 and AC 113.
- The Air Conditioning Technology program is active in the community with enrollment outreach efforts.
- There has been a recent increase in enrollment to pre-COVID levels.
- Self-identifying female enrollment has been increasing steadily from year-to-year.
- The program is committed to incorporating more hands-on learning and contemporary training resources into the curriculum.

Areas of Concern or Improvement:

- Ensure learning outcomes assessment findings are supported with actual data.
- As self-identified in the PUR, UDOIT has not been run. There is no indication that faculty have attended PD/ workshops or taken other measures on accessibility.
- As self-identified in the PUR, there is a need to complete mapping of CoA Climate Control. Complete mapping PSLO2 for CoA HVAC/R.
- The program is in need of PT faculty, an IA and an AA.
- Training resources such as motor control and electrical control simulators are needed to support student demands.
- Extra space is needed to support AC 150.

Dean's Findings:

Program Strengths:

This is a well-written and thoughtful program review. There is clear evidence of faculty engagement in marketing, retooling and expanding the program to meet student demands. Enrollment has been increasing this semester; we are quickly becoming limited by space, equipment and LOA dollars. An external scan reveals this program is in-demand through 2030 so the resource requests should be addressed to align with this labor market need. the sole full-time faculty member should be commended for his commitment to continuous quality improvement as noted in the strengths. There are some anomalies noted in the PSLO mapping in the areas of improvement.

Congratulations to our lead faculty on writing the first Air Conditioning PUR, separate from the Construction Technologies program. The mission statement is succinct and reflects the intent of the department and programs housed within it. It aligns with the college's mission, vision and values and the college's strategic plan of workforce development. The program is meeting a workforce training need in Nevada with growth projections in the field exceeding 21% through 2030. The faculty is to be commended on keeping pace with instructional technology through the introduction of virtual reality (VR) training in the program and for accepting an opportunity to develop open education resource (OER) materials to reduce costs to students which can be a barrier to access. This PUR indicates how advisory board feedback has charted course for the program to maintain relevance and currency. This PUR demonstrates how assessment drove curricular changes that improved student success, completing closing the loop on quality assessment for student learning. The program has done a commendable job in increasing diversity of student demographics with the program showing far greater diversity than the college as whole. Further, there were no equity gaps noted in successful completions with women actually outperforming the overall success rate. The lead faculty is to be commended for his perspective on acting as a facilitator in the classroom and utilizing active learning techniques that are yielding quality outcomes. He has also shown himself to be a leader in the region, providing assistance to other colleges in the state with their program development.

Areas of Concern or Improvement:

There are courses in the curriculum map for the AAS that don't map to any PSLOs. The question would be is that an omission and if not, why are those courses part of the program? The courses are AC 205 for the AAS. AC 108 & 113 and OSH222 don't map to any PSLOs in the COA of HVAC/R or the SC of HVAC/R but you have mentioned 108 and 113 there were pivotal in improving student success in 3B. Seems like they should be mapped to at least one PSLO. There is no mapping of the courses to PSLOs for the COA of Climate Control.

Section 7 - The prompt asks about alignment with the Academic Plan and the College's Strategic Plan, Your program aligns with Objective 3 of the College's Academic Plan and the "workforce" objective of the College's Strategic Plan 2021- 2027.

VPAA's Findings:

The HVAC program at TMCC is a vital part of our Applied Technologies program lineup, and it serves several important workforce needs in our community. Its connections to area employers are strong, and their input via our advisory board keeps the program abreast of developments in the field. It has also made efforts to attract female students and see them succeed, which is ideal in this male-dominated sector.

Program Strengths:

The key strengths of this program are its lead faculty, Wes Evans, and its remarkable facilities, which boast exceptional spaces, equipment, and opportunities for students to learn in well-appointed labs. The advisory board is another strong point, as its input has helped the program to evolve in recent months, particularly in its shift back to scheduled classes instead of open-entry labs. Other decisions, like moving toward 90% lab and 10% book, and adding more wiring lab exercises, have helped students to perform better, making them better graduates for our workforce. These changes indicate a willingness to be flexible, to experiment with new formats and structures, and to shift approaches based upon data and industry feedback. The payoff has come in this Fall's headcounts, which are very robust.

Areas for Improvement:

The program points out that it lost its brazing lab, so the idea of restoring this space is worth exploring together with the Dean. The UDOIT loop should be closed, and the Committee recommends that the faculty member attend PD events and explore accessibility options. The program should also continue to recruit PT instructors in order to develop a succession plan for the future; newer instructors will benefit greatly from Wes' support and coaching.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

ASA Recommendations:

- Complete mapping of CoA Climate Control. Complete mapping PSLO2 for CoA HVAC/R. Ensure alignment of PSLO2 in climate control system skills certificate with CSLOs. Ensure all CSLOs throughout program offerings align with PSLOs.
- Ensure instructional materials are accessible. This may include attending professional development sessions on accessibility, and using accessibility checkers in all Canvas courses.
- The committee supports the hiring of an additional PT instructor, IA, and AA to support program growth.
- The Committee supports the need for more motor control and electrical control simulators.
- Continue to explore the options of shared/ flex spaces. We support HVACR receiving some of that shared space once available to support AC 150.

Dean's Recommendations:

This program is currently receiving a lot of attention. Industry has been contacting the dean and college regarding the need for trained employees and partnerships. We are currently writing a Department of Energy Grant that will focus on Air Conditioning Technologies to training the workforce. Enrollment is at an all-time high for the program. An external scan of regional labor market data indicates 21% plus growth in the field through 2030. This program should be continued and expanded to meet this demand.

The Division will need additional part-time dollars to expand course sections in Spring 2025 (sections could be added Fall 2024 if resources are available). Additional part-time faculty will need to be hired before Fall 2024 and creative scheduling done to maximize ability to serve students with the small class cap sizes we have due to facility constraints.

This program lacks the equipment and space to expand. There are also specific programmatic activities, like brazing, that cannot be completed indoors due to loss of space to other programs. Evening instructional assistance is needed. Additional funding is needed to increase the number of equipment, help in the classroom and facility space to ensure continued quality training to meet demands. As noted by the faculty, additional administrative assistant support is necessary.

With limited space and LOA dollars, the dean and faculty will need to work together to distribute resources where demonstrated need is highest. With the opening of the Plumb Lane Center for Advanced Manufacturing, the equipment in ESDN 177 will be moved there and the remainder can be placed in the other two labs. This will free up 177 to serve as a Flex Lab Space for a variety of programs and can be scheduled to meet needs like brazing activities, through the Department Chair. The Dean will need to express the additional financial needs for LOA dollars for part-timers and an evening IA to the VPFGA through the process he is initiating this year.

Because there is only one full-time faculty in the department, recommendations will fall to him and the dean to implement in partnership. I am confident, given appropriate resources we can expand this program to meet demand and continue the trajectory of success demonstrated in this review.

VPAA's Recommendations:

- This program should certainly continue. It recruited strongly this Fall, which bodes well for the future and for the area's workforce. With so many new employers coming to the area, particularly manufacturing firms that are erecting new plants, our region will continue to see growing job demand in this sector.
- Resources: The provision of a brazing lab or a flex-space that can serve in this capacity some of the time will help, as will recruiting an LOB instructor in the future, to shadow Wes and learn whatever they can about the labs, program, and pedagogy. The program should work with Kylie Rowe and her MCO team to produce Marketing Toolkit content that promotes HVAC. Their new Canva platform will enable programs to customize their own programmatic marketing content for a variety of audiences and media venues.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>56 (across all certificate and degree programs)</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>14 (across all certificates and degrees)</u>
2022-23	<u>15 (across all certificates and degrees)</u>
2023-24	<u>0 (across all certificates and degrees)</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>0%</u>
2022-23	<u>0%</u>
2023-24	<u>0%</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>106</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

TMCC: Communication Studies, A.A.

I. Description of Program Reviewed

The Associate of Arts, Communication Studies is designed for students seeking careers in the communication field and for those who hope to enhance their employment potential. The degree requirements include general education courses that help students gain a breadth of knowledge in a wide array of disciplines. Students will also focus upon theoretical, methodological, and practical application of communication in the public and private sectors. The course of study is designed as a university transfer degree or for students wishing to enter the workforce in entry-level positions. The Associate of Arts degree is fully accepted at any four-year institution in the NSHE system and is fully transferable to most four-year schools in the nation.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5-6 years, which begins with a reflective self-study. The self-study report presents evidence of curriculum review and program assessment, provides disaggregated analysis of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College. The self-study is reviewed and evaluated by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of strengths, areas for improvement, and recommendations at each of these levels.

III. Major Findings and Conclusions of the Program Review

ASA Findings:

Program Strengths:

- The Communication program/ unit is on a strong and deliberate path. The program has made great strides since becoming a program in 2019. This includes the addition of two new classes which directly articulate with NSHE institutions, the awarding of 23 Communication AA degrees, the development of the Business Communication Skills Certificate, and the ubiquitous use of affordable textbooks and materials across all program offerings.
- Corresponding with the use of OER across all courses, the Communication program has done an excellent job working with the DRC to ensure courses are accessible for all students. This includes ensuring accessibility with regard to all OER materials used. Moreover, closed-captioning on all Kaltura videos has been assessed for accuracy.
- While the AA in Communication is a transfer degree, great efforts are being made by the Communication program to meet workforce needs. This includes reaching out to and earning the support of Northern Nevada business leaders for the new Business Communication Skills Certificate. Additionally, the Communication program has collaborated

with GSR to provide employees a hybrid version of COM 113 which specifically targeted communication challenges in the casino resort environment.

- Scaffolding is shown across the curriculum with different levels of achievement expected in different courses. All PLOs are addressed and the need to add in the COM 215 to the map is indicated, it is appreciated that this was included in the discussion.

Areas of Concern or Improvement:

- It is self-identified in the PUR that PLO1 is not assessable. It is also self-identified that PLO2 would be better articulated as multiple PLOs.
- PLO assessment data is presented as anecdotal with no formal assessment provided. No connections are drawn between CSLO achievement and PLO achievement.
- Enrollment is generally on the decline with Spring FTE being down significantly relative to the division and college.
- The unsuccessful enrollment attempts for COM 113 are high relative to the division and college.
- Plans for closing equity gaps are not clearly addressed.
- The program does not have enough FT faculty to support the growth of the program given the program needs.

Dean's Findings:

Program Strengths:

One of the most significant and equity-driven accomplishments of this program is that as of Fall 2023, all Communication courses utilize high-quality, OER textbooks and materials. When students are able to access general education options with zero textbook cost, we are making a college education accessible to many who would not have previously had this opportunity. The program's lone full-time faculty member deserves exceptional recognition for this feat.

In terms of interdisciplinary work, faculty collaborated with both the Business and English departments to develop a Business Communication Skills Certificate, a program supported by industry that provides instruction in the essential communication skills students need to be successful in their professional and personal lives. We should do more intentional outreach with Advisors and marketing to our student community (especially Business majors) about this certificate option so that students can take advantage of it, whether on its own or paired with another degree.

Faculty in Communication also seem to be doing an excellent job of retaining and supporting the success of their students. The five-year averages for completions is 84% and successful completions is 77%, which is several percentage points higher than other disciplines in the Liberal Arts division. Although faculty mentioned that curriculum consistency is an area of concern, retention strategies appear to be consistently implemented and should be shared with other division/college faculty so that we could see this success across more departments.

Areas of Concern or Improvement:

I understand that the ratio of full to part time faculty in Communication is one of the most unbalanced in the college, and this is an important priority to keep at the forefront of our division in the short-term. As mentioned above, though, we are not able to hire another full-time faculty member at this time. As we come out of the hiring freeze and turbulence of Covid, the college has many instructional needs and is working to strategically address gaps across divisions and programs. Even though a new Communication faculty member is not a priority at this time, that does not mean that it won't be in the future, so I will work with the Humanities department to present this need to the college with a proposal that is timely and thoughtfully-considered so that it is clear how important and relevant it is.

The faculty member mentioned that it would be helpful for him to receive a 1-credit stipend of release time for coordinating the course schedule of the Communication Program. Although I know this takes some time, I don't believe that the work changes so significantly each semester that it takes 15+ hours to complete each term. I could be wrong, but the department Administrative Assistant and Chair should be able to assist with this work that remains relatively predetermined in order to release some of the burden from the faculty member.

VPAA's Findings:

Our Communication program is strong, vibrant, and efficient, and benefits from excellent leadership in its FT faculty member, Dr. Rick Bullis. His decision to move from teaching Theater to teaching Communication has been a great benefit to our college and its students, and it made this important degree program possible. Rick's training, approach, and affect have been ideal for growing this program and producing steady graduates since its inception.

Program Strengths:

This program's strengths are its efficiencies, strong enrollments, and steady student performance outcomes. The completion and pass rates are solid and consistent, the student demographics reflect those of our college broadly, and the adoption of OER content is an important step toward ensuring access and affordability. I appreciate Rick's support for OER very much. I also appreciated Rick's support for our new Skills Certificate in Communication, which is one of our college's first complementary skills certificates. Able as it is to complement a wide array of degrees, this certificate has helped TMCC to break the longstanding barrier that has kept certificate programs chiefly in the CTE realm. Rick's advocacy for this certificate program has been invaluable.

Areas of Concern or Improvement:

Beyond those identified by ASA and the Dean, I would support Dr. Bullis' desire to better market this program, not only through more 100 level offerings, but through the college's new effort to involve faculty and staff in marketing ventures via MCO and its Canva 'marketing toolkit.' These marketing materials are easily customizable, and offer an opportunity to promote

Communication more broadly throughout our community. The materials should absolutely stress the career opportunities for those with Communication degrees and training, and testimonials from past graduates who have gone on to great things should be highlighted.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

ASA Recommendations:

- As identified in the self-study, PLO1 and PLO2 should be re-written to be actionable and measurable.
- Perform PLO assessment in a quantifiable manner which demonstrates a connection between student achievement CSLO and PLO achievement.
- The unsuccessful fill rates associated with COM 113 need to be addressed in order to meet student demands. The number of unsuccessful enrollment attempts could warrant another section being added.
- Potential ways to mitigate noted equity gaps or to recruit students need to be addressed.
- The resource request for an additional FT TT line is supported by the data and could help with enrollment efforts.

Dean's Recommendations:

The summary of recommended action steps is as follows:

Once the program's FT faculty member returns to teaching full-time, I agree that it would be important to work on implementing more consistency in assessment, mapping, and curriculum across the part-time faculty who teach in this area. We should identify what specific curricular gaps or problems exist that warrant a closer look at these areas. A capstone project or exam may be a helpful way to assess learning at the end of the program; we just need to ensure that we are not gate-keeping students from graduating with an exam that may be difficult for some to pass even if they know the material well. It's clear that he understands this too, and I know this is not his intention, just something to remain cognizant of. He had also discussed creating more detailed assignment descriptions, augmenting curriculum with more persuasive speech opportunities, and incorporating clearer grade rubrics across classes by the Fall 2019 term. We should discuss if these plans materialized because they should like important additions to course content.

Because we have worked to link the Communication Studies program with local industry, I agree that it would be helpful to form an advisory committee and gain critical feedback about what they need from our graduates. These constituents could also weigh-in about the design and purpose of a capstone project or exam. I could also see an internship serving in place of this final project and would be invaluable experience for students to see how their communication skills apply directly to everyday situations in the workplace.

In the upcoming summer (2024), I will plan to meet with the Chair of Humanities to discuss our strategic plan for continuing to develop the Communications program.

Over the fall 2024 term, the Communication faculty, department chair and I will meet to further

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fine-tune that plan for the Communications area. We should discuss how to implement consistent mapping, course assessment, summative assessment, and what our goals are for a potential new full-time faculty member. We should analyze the numbers of majors and student success data and demographics at that point as well to determine if there are specific groups of students whom we may need to support with additional resources or to try and recruit to this program. We should also continue to work on incorporating workforce partnerships, whether through internships, advisory committees, or company-tailored courses that we offer at workplace sites.

Resources:

No additional resources are needed at this time to maintain the Communication Studies program.

VPAA's Recommendations:

- The Communication program should definitely be continued, given the importance of its curriculum, its steady popularity with students, and its potential for further growth. Dr. Bullis makes a strong case for the program's alignment with workforce needs and the mission of NSHE and our college, and students are surely poised for success in transfer and in their future careers.
- Resources: This program would benefit from an additional FT faculty member in order to recruit more majors, though I agree with the Dean that it is difficult to prioritize such a hire at this time. Still, I recommend that the division consider a shared teaching position with English, given the obvious alignment of Communication with various forms of writing, including digital media. This may be a way to invest a portion of a FT position in the delivery of additional courses in Communication, and also build further affinity and collaboration between these two areas of the division.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>57</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>10</u>
2022-23	<u>5</u>
2023-24	<u>9</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>(no students)</u>
2022-23	<u>40%</u>

2023-24	<u>0%</u>
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D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>400</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

TMCC: Dental Hygiene, B.S.

I. Description of Program Reviewed

The Dental Hygiene (DH) Program, accredited by the Commission on Dental Accreditation (CODA), is a two-year (four semester), bachelor of science degree program. The general education, college or program core requirements are not part of the dental hygiene curriculum. The program is located on the Dandini Campus in the Life Sciences, Allied Health and Public Safety Division. The program accepts 16 students each fall semester. Currently there are one Administrative Faculty (Director), three full-time faculty, nine part-time faculty, one dental clinic manager, one front office assistant and one administrative assistant IV, who make up our dental hygiene team. March 2023, the program received its fully accredited status with no reporting requirements. Program curriculum is rigorous and focuses on evidence-based content related to the practice of dental hygiene and working interprofessionally for patient centered care.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5-6 years, which begins with a reflective self-study. The self-study report presents evidence of curriculum review and program assessment, provides disaggregated analysis of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College. The self-study is reviewed and evaluated by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of strengths, areas for improvement, and recommendations at each of these levels.

III. Major Findings and Conclusions of the Program Review

ASA Findings:

Program Strengths:

Remarkable growth has been made in this program aligning with previous recommendations. This includes growing the cohort size, hiring new faculty, increasing accepted male applicants, expanding facilities, purchasing new equipment, and graduating its first BSDH cohort in 2021.

Great strides have been made in DH to provide as an affordable experience as possible for their students. This includes taking cost-savings measures by utilizing the same textbook over several semesters and developing their own worksheets instead of using publisher-generated worksheets. It should be noted affordability and "OER" are not synonymous. Additionally, not all programs have OER resources available to them - this is the case for DH. This makes their efforts in providing affordable education all the more remarkable.

The DH program has demonstrated remarkable retention rates, and student success rates across all demographics which surpass those of the college. Additionally, these demographics have shifted in recent years resulting in a more diverse cohort of students. This is particularly evident in the increase in male and Hispanic students being accepted into and succeeding in the program.

The DH program does a phenomenal job reaching out to the community and demonstrating to students - particularly at the high school level - that DH is an attainable, stable, and rewarding career which they can begin at TMCC. The success of the program starts with this outreach and the follow through is demonstrable in the success rates and in the community. Anecdotally, many ASA committee members shared their experiences having TMCC DH graduates as their own DH specialist at the dentist.

Clear and concrete steps have been taken in the classroom to address student needs and educational goals corresponding to the assessment of CSLOs. DH209 is a great example among many. In this course, more case studies were added in response to students' need to develop a better understanding of relevant patient history, drug-drug interactions, and patient complications. Similar examples exist throughout this section. DH 440 and DH442 are capstone courses which have undergone changes according to student feedback. Students now have a more defined and clear understanding of capstone projects in both courses.

Areas of Concern or Improvement:

- It was unclear how many faculty have attended accessibility training or participated in the accessibility best practices described in the self-study.
- The program's curriculum map could be improved by showing where PLOs are introduced and reinforced throughout the curriculum to better demonstrate scaffolding.
- Assessment of CSLOs has occurred on a yearly basis which is great. While the self-study provided a summary of the percentage of students meeting/exceeding expectations in each course, what this means in terms of achieving PLOs or CODA Learning Goals was unclear.
- There is a need for more space for students and patients concomitant with the current and projected growth of the DH program. As noted in the self-study, the bathrooms on the 4th floor need to be remodeled. Some on the ASA committee have questioned if this might be a legal issue.
- The DH program lacks a Dental Hygiene Office Associate, which needs knowledge of dental hygiene. The Dental Clinic Manager Associate is currently trying to fulfill this role, which is not sustainable, and there is concern that she will quit.

Dean's Findings:

Not completed

VPAA's Findings:

Dental Hygiene (DH) is an example of a program that produces superb graduates and meets a tangible workforce need very effectively. I admire Director McDonald's advocacy, support, and work-ethic, and her passion for her discipline is evident in everything she does. The program's

facilities are of very good quality, their equipment is also, and their community relationships are a genuine asset to the program. Above all, their graduates are clearly devoted to the program and strive to excel in everything they study. Their Spring 2024 graduation ceremony was the best, most enjoyable graduation that I have ever attended.

Program Strengths:

- The key strengths of this program are its faculty, its Director, and its Dean. Together, they marshal resources, encourage faculty, and engage with the community in countless ways. The support of the faculty for community causes is remarkable, and is deserving of thanks and recognition. Their graduates are very clearly ready to take on the profession, and they owe their readiness to their exceptional instructors.

Areas of Concern or Improvement:

- Practically speaking, the chief way that this program can improve is by producing more graduates, to the cohort cap that the accreditor will allow, but I recognize the limitations that the program faces in its facilities, availability of some equipment, and office staffing. Beyond this, the program strives to recruit more male students, though this has been difficult. The recent hire of a male instructor is a step toward this goal, as representation can encourage enrollment and retention.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

ASA Recommendations:

- Analyze CSLOs results in the context of PLOs and/ or CODA learning standards.
- As identified in the self-study, continue to explore options to accommodate the growing student and patient population. Are there options to expand onto other campuses (i.e. Redfield)?
- As identified in the self-study, continue to Identify funding solutions for personnel/ resource needs.

Dean's Recommendations:

- Not completed

VPAA's Recommendations:

- This program should absolutely continue, and it should continue to pursue its very clear and beneficial mission to produce superb graduates. I recommend that the program unwind its affiliation with the Adopt a Vet group in order to reclaim full use of the spaces allocated to them that are underutilized. This space is clearly needed by our DH program.
- In isolation, each of the resource needs identified by this PUR is sound, and providing them would logically benefit the program. However, no program at a college operates in isolation. Understandably, DH is a high-cost program. It is very, very expensive to operate, even with a

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differential fee. Few programs operate public clinics with office staff, x-ray machines, patient records software, and related costs. High-cost programs are supported by those with lower operating costs, many of which face staffing and equipment needs of their own.

- Regarding staffing, last year, Director McDonald advocated for the realignment of a vacant Culinary position to DH, but that position, while vacant, is not budgeted in this biennium. I recognize the importance of having both a front-office manager and a clinic manager, but until several more FT faculty positions can be restored in other areas that face shortages, and until a budgeted, non-instructional position vacancy appears, this may not be feasible. In the interim, we should study ways to increase the hourly rate paid to the LOB employee in the role, or provide further subventions to augment their wage. My office will explore together with the Dean.
- Regarding facilities and equipment, several of the DA and DH lab spaces were renovated not long ago, and there have been investments made in recent years to repair X-ray machines, repair flood-damaged facilities, and provide new, cloud-based patient record software. My office will prioritize further updates, but a funding source on the scale of a grant or a federal appropriation will likely be needed to realize the major renovations outlined in this PUR. My office was not aware of the aged carpet in 408, and I will bring this to the attention of Facilities immediately and advocate for its urgent replacement. I will also support further improvements on this scale.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>29</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>14</u>
2022-23	<u>12</u>
2023-24	<u>12</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

(Cohort graduation rate)

2021-22	<u>100%</u>
2022-23	<u>86%</u>
2023-24	<u>86%</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>192</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

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TMCC: Logistics Operations Management, B.A.S.; Logistics Management, A.A.S.; Logistics, Certificate of Achievement

I. Description of Program Reviewed

The Logistics Operations Management Certificate, Associates, and Bachelor of Applied Science degrees provide students with the technical expertise and knowledge needed to meet the Northern Nevada operations and logistics industry technical workforce needs. The program is designed to offer one, two, and four-year degree options focused on the critical skills needed in the logistics workforce. This program prepares students in the areas of logistics and supply chain through an industry-driven curriculum encompassing such areas as manufacturing processes, quality principles, warehousing, sustainability, and safety. Students in the program are given the skills and knowledge to manage both material and information flows in complex environments. The Logistics Management certificate and AAS are feeder degrees to the Logistics Operations Management BAS program. All three degrees respond to employers' expressed needs to have a well-qualified logistics operations workforce trained and ready to meet workforce demand, thus ensuring long-term economic success for the region. The recent addition of the BAS degree completed the educational pathway for this important business sector workforce. A full-time tenure track instructor was hired in August 2015. There is a strong part-time instructor pool consisting of subject matter experts identified by the Advisory Board.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5-6 years, which begins with a reflective self-study. The self-study report presents evidence of curriculum review and program assessment, provides disaggregated analysis of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College. The self-study is reviewed and evaluated by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of strengths, areas for improvement, and recommendations at each of these levels.

III. Major Findings and Conclusions of the Program Review

ASA Findings:

The Logistics Management program at TMCC provides students with the technical expertise and knowledge needed to meet the Northern Nevada operations and logistics industry technical workforce needs. The need for a regional logistics management workforce is clear as demonstrated by a 10.8% projected growth rate between 2018-2028. The LGM program has done an excellent job of working with community leaders and an advisory board to meet these workforce needs. These partnerships have resulted in a well-attended annual logistics leadership conference held at TMCC. Implemented advisory board recommendations include the creation and approval of a new course - Logistics Project Management (LGM 440). The LGM programs focus on meeting workforce needs is

further evidenced in many of their students finding jobs in the industry. Student course completion rates and program FTE exceed those of the college and division. This trend is exemplified in high total numbers of AAS degrees awarded (49 total awards over a 5-year period). Well documented increases in the Hispanic, female and 18-24 y/o student populations reflect an inclusive program focused on access.

Course fill rates, especially in the upper-division courses for the BAS, are, however, low compared to the college and division. Responding to these low fill rates is a clear objective of the LGM program's 5-year plan. In order for the LGM program to continue on its current trajectory, while implementing plans to increase fill rates, the ASA committee recommends supporting all resource requests in the self-study.

Program Strengths:

- The program's FT Faculty member has been selected to participate on the national CTE Industry Advisory Group as a subject matter expert for the Transportation and Logistics Council.
- The program has made remarkable progress towards the previous PUR recommendations.
- The program is now offering their CoA, AAS, and BAS degrees 100% online.
- The implementation of an annual logistics leadership conference has increased awareness of the program and generated revenue.
- There are well documented increases in the Hispanic, female and 18-24 y/o student population in the program.
- Course completion rates surpass the division and college.

Areas of Concern or Improvement:

- Many PLOs have not been updated since 2010 and may need to be updated.
- No assessment data is presented on student achievement of PLOs.
- Course fill rates are low (45%) relative to the college (70%) and division (66%).
- No actionable, assessment driven plan(s) to sustain or improve student learning is presented in the 5-year plan.
- Per the dean, student interest does not match regional employee demand. This could be due to a lack of understanding about what Logistics is.

Dean's Findings:

This Program Unit Review for Logistics has been done well with time spent on analyzing the program and sharing the strengths, weaknesses, goals and needs of the program. I appreciate the work of the committee, and the leadership of Brian Addington in this review. The field of logistics is one of the largest in our area and continues to grow. The demand for educated employees is very high and is not expected to do anything but grow in the coming years. As such, this program is an essential program at TMCC and by having three stackable awards we meet the education needs in our community through our offerings. The challenge is that though the need is great, we have struggled to get large numbers of students into this program. I have always believed that part of the problem is a lack of awareness of what Logistics is and what one can do with a degree in this field.

As a CTE program as well as a high demand career industry, the program is eligible for grants which help with community awareness, instructional support and tuition costs for students.

Program Strengths:

- High demand industry in both our region and our state
- High pay industry
- Three stackable awards
- Active advisory board
- Successful annual conference
- Community awareness from industry, state and economic development authorities
- Qualified and dedicated lead faculty member and part time faculty
- Grants to support program, faculty and tuition are available

Areas of Concern or Improvement:

- Need to ensure part time instructors are also using accessibility resources and training opportunities
- The CALM center is not really being used for its intended purpose. There may be a need to explore if the original concept is not needed or if it just has not been prioritized.
- LGM 202 is a GE diversity class so GELOs are applicable to this program and need to be assessed. In this review it is marked as not applicable but it is.
- The program struggles to grow both enrollment and completions. Focus needs to be placed on both as there is a great need in our community.
- Younger students have a wide gap in success rates. Effort needs to be focused on helping them through. Is the content not resonating with the younger students in ways that they understand?
- OER is not being used so there is opportunity to find OER to replace some textbooks in the program and save students money.

VPAA's Findings:

Logistics suffers from its own name -- Logistics, which few people understand. Still, the training it provides is invaluable and very much in demand. Our stackable credentials are useful, but may require some modification in order to maximize recruiting and enrollment. The BAS is a young program, and it has much potential. With some added marketing, recruiting materials and efforts, and student supports, this program has the ability to grow to a scale commensurate with the need in our community.

Program Strengths:

This program's key strength is its sole FT faculty member, Professor Addington, who is the pillar holding it all up. I am grateful to him for his work and his interest in meeting this vital workforce need. The students generally complete and pass their courses at rates above those of the entire college, but first-year and Pell-eligible students do struggle. The other key strengths are online access and the support of a robust advisory board. Finally, the CALM center is important and its

annual Logistics Leadership conference is a very important means to promote the program, our role in this space, and the value of recruiting students and workers to the field.

Areas for Improvement

Firstly, the completion rate for the Certificate of Achievement is extremely low -- just one completer in each of the last several years. This suggests that the attractiveness and perceived utility of the CT is poor, and that it should be replaced by something more appealing, accessible, and completable -- a Skills Certificate. An SKC can be used as a recruiting tool, and also as a complementary job skill that students in other programs can earn, like Business. I recommend that the 30-credit CT be eliminated and a 15 to 21 credit SKC be added and marketed aggressively.

Next, this program needs to market itself robustly, statewide and beyond Nevada. I have seen online programs fare very well when they do this, particularly when they meet unusual or specialized training needs, like Library Science. Logistics is another example that can get real traction with students near and far. Professor Addington should meet with our new Marketing and Communications lead, Kylie Rowe, who is very eager to help promote programs to our community. Another effort that can be taken is to showcase Logistics for the WCSD population and teach them young what the term and the industry means.

Another area for improvement is the support needed by first-year and Pell-eligible students, who require much more help than their peers, and who appear to struggle in an online environment. Early and concerted outreach to them is needed, perhaps in partnership with Advising.

Finally, the program needs to expand the use of OER in order to bring down costs and help students to enroll and persist in their studies.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

ASA Recommendations:

- Complete mapping of CoA Climate Control. Complete mapping PSLO2 for CoA HVAC/R. Ensure alignment of PSLO2 in climate control system skills certificate with CSLOs. Ensure all CSLOs throughout program offerings align with PSLOs.
- Ensure instructional materials are accessible. This may include attending professional development sessions on accessibility, and using accessibility checkers in all Canvas courses.
- The committee supports the hiring of an additional PT instructor, IA, and AA to support program growth.
- The Committee supports the need for more motor control and electrical control simulators.
- Continue to explore the options of shared/ flex spaces. We support HVACR receiving some of that shared space once available to support AC 150.

Dean's Recommendations:

I agree with five year plan recommendations proposed by the committee and have provided comments on each area.

(#1) Increase program enrollment with new student pipelines (ongoing, starting immediately)
Although I am still hopeful, I do not think the Good Jobs Northern Nevada grant is going to bring a

large new student pipeline into TMCC. However, as the non-credit short term certificate starts being offered in early 2024 it will be very important to use those classes as an opportunity to market the program to these students as it may bring a few in. We could possibly explore giving credit for prior learning to these completers for at least an elective course and seek out grant funding to support them through the next step of the education pathway. I do agree that targeting high school students and working with high schools to consider a logistics component will be important in developing a continuous pipeline of students into the program.

(#2) Market the online degree program to students outside of the region and the state. (ongoing, starting 2024)

It is very important to do everything possible to market the program in and outside of our community. There is no need to delay this as now is our best opportunity, before UNR has a fully developed degree to compete with. There is no research that needs to be done to determine costs of the program. All costs are always available on our website. We have some funds to cover marketing of this program in the current and coming academic year.

(#3) Continue to Increase active business engagement in the program (ongoing, starting 2024)

Continually engaging with industry and creating partners is essential for success. Advisory board members who will actively contribute and help are needed so culling those who are not active and adding new members who wish to really contribute is ideal. Continuing to grow the conference will keep industry involved with TMCC and aware of our programs as well. This gives us additional marketing opportunities through business leaders to employees who wish to grow their career opportunities as well.

(#4) Determine why certain student populations are underperforming. (analysis of problem 2024, pilot and evaluate solutions 2025, implement changes by 2026)

The gaps in women and Hispanic students are smaller and appear to be improving so the gap I find of most concern is the very large gap in the success rate of our youngest students. An analysis of why this may be and development of tools to improve the success rates of these students should be piloted and implemented as we determine what works best.

Resources:

There are no resources requested outside of what is already available at TMCC and/or in this program. I have provided details below more for the benefit of the committee as there are no resource requests that need to be made that will cost additional funds or people support that we do not already have.

#1 No financial resources requested.

None of the resources requested for #1 require anything new. We already have the Good Jobs Grant funds through June 30, 2025 and state money should cover any needed funding beyond that to support these programs and students going through them. There are no additional funds needed for Neil as he is creating and teaching the program as part of his current full time job on the grant. For the help with the high school connections we will be able to use Kyle Cassinelli who works with CTE programming development and promotion.

#2 No financial resources requested.

All of the things requested can be done by marketing and web services at TMCC. Costs for tuition and fees are not flexible and so those can be quickly determined by anyone involved in working on this. We have a small amount of grant funds designated already for Logistics. As this is a CTE program it is fairly easy to get more as needed in addition to the fund that the program possesses.

#3 No financial resources requested.

The CALM Finance Committee, Facilities and Marketing can continue to provide the support needed as they always have.

#4 No financial resources requested.

Institutional Research and Marketing can facilitate a survey as requested. We have the resources to translate some marketing materials into Spanish if this is determined to be needed. This should be explored first as students do have to be able to communicate in and proficiently read English to be successful in the program as it is currently taught.

VPAA's Recommendations:

- This program should certainly be continued. It is an area of significant need in our region, and by right-sizing the certificate and marketing it regionally and nationally, it can be a better recruiting tool for the AAS and ultimately the BAS. It can also serve as a complementary skill set for students in other programs, or who already have a degree. Upskilling is very important in this economy, but the shorter-term certs are carrying the day.
- Resources: No major resources are requested here, but funds for marketing are needed and should be aligned to help promote this program regionally and nationally. Funds may also be needed to pay an interested PT instructor to help market the program to area schools. The CALM center can be an asset if its purpose is reexamined and its resources and efforts are better focused.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>98</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>20</u>
2022-23	<u>12</u>
2023-24	<u>21</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>0%</u>
2022-23	<u>100%</u>
2023-24	<u>100%</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>124</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

TMCC: Psychology, A.A.

I. Description of Program Reviewed

The Psychology program is housed within the Division of Business and Social Sciences/Department of Social Sciences. It is currently supported by 4 full-time faculty members. The Associate of Arts, Psychology degree is designed as a transfer degree for students seeking careers in psychology or related fields. Program curriculum provides students with contemporary theories, research methods, and beginning skills used to interpret and apply scientific psychological knowledge. Currently, the Psychology AA includes two tracks that have been developed to align with UNR's Psychology degree pathways. Specifically, TMCC students can pursue the Psychology, AA, BA track which aligns with UNR's Psychology BA degree; or, students can pursue the Psychology, AA, BS track, which aligns with UNR's 2 Psychology BS degrees.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5-6 years, which begins with a reflective self-study. The self-study report presents evidence of curriculum review and program assessment, provides disaggregated analysis of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College. The self-study is reviewed and evaluated by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of strengths, areas for improvement, and recommendations at each of these levels.

III. Major Findings and Conclusions of the Program Review

ASA Findings:

Program Strengths:

- Program faculty have made considerable progress on past recommendations.
- The AA Psychology is among the most popular majors and enrollment in the program is steady.
- The AA and impending AS Psychology are well aligned with UNR.
- The department is proactive in ensuring that instructional materials are accessible.
- Department faculty have actively participated in researching OER and have developed OER materials for PSY 102, 240 and 241.
- PLOs for the AA Psychology are well scaffolded and aligned to APA Learning Goals for Undergraduate Psychology Majors.
- Assessment has been considered in the context of PLOs.
- Faculty actively engage and discuss both PLO and GELO assessment results. The table developed is a model example of how to analyze PLO assessment and should be shared with other faculty.

- Course completion rates are comparable to the division and higher than those of the college. These high rates remained consistent during the pandemic.

Areas of Concern or Improvement:

- Many Psychology faculty continue to teach overloads in part due to taking on leadership roles and responsibilities; this is not sustainable.
- Though reflective of national trends, there is an equity gap among males in the program enrollment.
- The self-study notes slight gaps in course completion for males and Hispanic students. Given the size of the program, these may be sizeable n's and warrant further attention.
- The 5-year plan could do with more concrete actions and timeframes, especially around the 3rd goal.

Dean's Findings:

Program Strengths:

- Psychology is the fourth largest discipline in terms of enrollment at TMCC after English, Math and Biology.
- Psychology is the second largest declared major at TMCC after Business.
- The program has a well-educated, dedicated and strong faculty with varied interests and expertise in the field among both the full time and part time faculty.
- Two of the full time faculty have stepped up to perform leadership roles serving as chair and coordinator. These roles are essential for a program of this size.
- The program has strong alignment to UNR and has kept up with curricular changes to ensure students have a solid path to their next steps in higher education.
- The program has been able to offer most courses both in person and online to meet student demand for both modalities.
- The program has trended better than college averages on the data measured.
- A new AS degree will begin in the coming academic year to better align with UNR and plans are in place to create new curriculum maps to go along with this new program.

Areas of Concern or Improvement:

- Identify possible issues and explore ways to strengthen the outcomes of Hispanic students to match those of their peers.
- The program is too large to function with only four full time faculty, two of which are committed to leadership roles with release time and all of which have had to teach overloads every semester to meet student demand for courses. Additionally one of these full time faculty has FMLA approval to work entirely remotely and so it is difficult to cover all of the in person course needs, particularly during the high demand daytime hours, as most part time faculty also have other employment.
- There have been challenges with effective course assessment practices which need to be resolved.

VPAA's Findings:

As at most colleges, TMCC's Psychology program is well-enrolled, has a strong curriculum, its students perform well, and they tend to transfer in sizeable numbers, chiefly to NSHE universities. The proportion of Hispanic students reflects that of the broader TMCC population, and the largest demographic is female students. This is an interesting shift from decades past.

Program Strengths:

The Psychology program has a strong team of faculty, led by a terrific Chair in Haley Orthel-Clark. Their focus on assessment is very well developed, and their attention to GELOs and PLOs puts them at the leading edge of this important work. Their efforts to assess PLOs in particular is something well worth showcasing to other programs, as many others are just starting to make this shift from focusing solely or largely on CLOs. While Psychology is chiefly a transfer program and not a direct-to-workforce program, their ability to point at what their students can do upon graduation is ideal. This surely sets them up very well for their university studies.

Areas for Improvement:

The Psychology program has developed OER materials for three courses, and the impact across multiple sections is ideal. In time, the program should incorporate further OER material where it can do so with quality. The recent hire of a FT faculty member who is a Hispanic male may prompt interesting shifts in the student demographic, particularly among majors, so this is an important milestone worth celebrating.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

ASA Recommendations:

- Continue the excellent work at trying to keep costs down for students and investigate potential low cost, no cost, or OER materials for PSY 101, which is a popular GE Social Science course. The librarians are great resources to work with on this topic.
- As identified in the self-study, develop a curriculum map for the AS Psychology, which has a different career trajectory and perhaps different PLOs than the AA Psychology.
- *Please* share your summary table of PLO assessment with fellow faculty as a model example of how this can be done using the same course assessment data.

Dean's Recommendations:

- Streamline student pathways to completion: This is already underway and will be fully completed in 2024 with the revised curriculum maps and evaluation. Ensuring continual awareness of changes to the transfer pathway should be done on an annual basis thereafter.
- Support students in career exploration: This will be more important than ever as students have to different degrees to choose from starting in Fall of 2024 and so a plan should be in place for ways faculty can support students from that point forward in choosing their major and understanding their career options. Faculty connection to students will also support successful completion and retention of students.

- Refine assessment practices: Effective assessment is very important to ensuring program and student success and efforts should be made to improve this process for courses being assessed Spring 2024 and ongoing.
- Analyze where there may be issues that are contributing to Hispanic students not having the same outcomes as their peers and implementing possible solutions to support these students in their success. This is something that could be discussed for awareness purposes at an upcoming department meeting and then explored throughout the next few semesters.
- Budget request: 1 full-time tenure-track faculty position. Psychology is the fourth largest enrollment at the college has 5 full-time faculty and teach 57% of courses. Comparatively, the three higher enrollment programs have 12-22 full-time faculty and teach 74-77% of courses.

VPAA's Recommendations:

- This program should of course be continued. It serves as a vital transfer program, a service-learning program, and an avenue to a wide variety of future careers. Its recent participation in the undergraduate research poster day was a great step forward, and I applaud the program's support for this student opportunity.
- Resources: Having recently aligned a FT tenure-track faculty vacancy with Psychology, which resulted in a successful hire of the committee's preferred candidate, this program is well poised to grow and develop in exciting ways. I hope that the new hire will embrace student research and foster more participation in the college's poster day event.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>398</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>75</u>
2022-23	<u>73</u>
2023-24	<u>45</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>33%</u>
2022-23	<u>12%</u>
2023-24	<u>36%</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>989</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

TMCC: Radiologic Technology, A.A.S.

I. Description of Program Reviewed

The mission of this program is to provide general and basic science education, combined with a sound foundation in the theory and art of Radiologic Technology to meet the educational needs of the students. This is evidenced by a competency-based program employing various teaching methodologies and technologies delivered through quality instruction. Graduates will have the knowledge and skills necessary to successfully take the American Registry of Radiologic Technologist's Examination for Radiographers and become a member of the health care team. Once selected for the Program, students complete 21 months of educational experiences. As part of the curriculum, students spend 1,680 hours in clinical education experiences conducted in cooperation with departments of radiology in Reno, Sparks and Carson City.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5-6 years, which begins with a reflective self-study. The self-study report presents evidence of curriculum review and program assessment, provides disaggregated analysis of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College. The self-study is reviewed and evaluated by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of strengths, areas for improvement, and recommendations at each of these levels.

III. Major Findings and Conclusions of the Program Review

ASA Findings:

Program Strengths:

- The Rad Tech program has done an excellent job responding to the last PUR. This includes aligning CSLOs with PLOs, adding more curriculum, developing a BAS in Rad Tech which is planned to start FA24, hiring a program director with a masters, expanding clinical site offerings, and increasing their cohort size and recruitment efforts.
- The program surveys employers and graduates 6-months post-graduation to ensure that workforce needs are being met.
- The Rad Tech program ensures affordability despite OER not being a practical option. This includes allowing students to use older versions of textbooks, virtual versions of textbooks, creating their own content and ensuring the library has copies of the textbooks which students can reference.
- Program faculty conduct robust annual assessment, which includes both direct assessment of SLOs through course assignments and the HESI exam, as well as indirect assessment through surveys.

- Course completion rates across all programs exceed 88% and outpace the college.

Areas of Concern or Improvement:

- AMI 203 is not aligned with the PLOs of the CT Skills Certificate. AMI 291 CSLO #2 is not aligned with the PLOs of the CT Skills Certificate.
- As self-identified, there is low enrollment in the AMI program. Furthermore, hospitals elect to offer their own training in this field, creating an additional challenge.
- The Radiologic Technology program is in need of additional faculty and resources in order to sustain their demonstrable growth and meet industry needs. This includes: one FT faculty, two PT faculty, and a new portable X-ray machine.

Dean's Findings:

Program Strengths:

The TMCC Radiologic Technology program produces great graduates and is one of the flagship Allied Health programs that TMCC is known for in the community. It has strong leadership in its Director, one tenure-track faculty, and a current search for another tenure-track faculty. This team works with a group of part-time faculty to provide instruction for the AAS in Radiologic Technology and the two advanced Skills Certificates in CT and MRI. This team will also launch the online BAS degree to allow AAS graduates to upskill to the bachelor's level. There is great interest in the program based on the enrollment in the RAD 101 course. Cohort size in the competitive entry AAS program is limited by accreditation and available clinical site placements.

The program has continually maintained its external accreditation with minimal findings and recommendations. The Director and faculty are well respected in the community and the program advisory board has members representing clinical sites from across the region. Students become well-prepared Radiologic Technologists when they earn their degree, have very high program completion rates, very high pass rates for registry licensure, and are highly coveted employees by area hospitals and imaging centers.

Areas of Concern or Improvement:

The program has made great efforts in promotion and marketing, and the program will need institutional help to expand their promotions to fully implement the new BAS program. The program also continues to diversify, increasing the proportion of Hispanic students and male students, and those recruitment efforts should continue.

VPAA's Findings:

The Rad Tech program is clearly a big part of TMCC's identity, and its presence and impact in our community is significant. The program delivers its curriculum and training very effectively, and accreditors clearly struggle to identify things to find as 'recommendations.' This, however, does not prompt the Director to sit idle -- her efforts since the last PUR to bring forward a BAS

degree program are evidence of her interest in maintaining the program's momentum and continuing to deliver for our community of practice.

Program Strengths:

Rad Tech benefits from knowledgeable and experienced faculty, PT instructors, and support staff. The Division Dean is also a strong advocate, and the program boasts high quality equipment, particularly with the replacement of its large CT machine in 2022. The newer machine is smaller and has added features that the prior one did not. The spaces at our Health Science Center are ample and well-appointed, and with the possible expansion of Surg Tech, there is the possibility of developing new lab spaces. Finally, the student demographics are in very good shape and their performance rates are exceptional.

Areas for Improvement:

The program has no major deficiencies, and the last accreditation visit delivered very positive findings. Director Wilkis has identified new equipment that will help to expand the program's training capabilities, and has further identified key faculty who will need to be hired in order to train in sonography. Following the sudden departure of a longtime PT instructor in 2023, the Director will ensure that all instructors understand any issues with their instruction or delivery that require modification. With regard to the fill rates, I support the plan to cap sections at levels that reflect the cohort size, to ensure that fill rates do not appear too low.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

ASA Recommendations:

- AMI 203 needs to be aligned with PLOs of the CT skills certification. AMI 291 CSLO #2 needs to be aligned with a PLO of the CT skills certification.
- As self-identified, continue to revisit AMI courses with regard to PT student involvement. Explore resource/ faculty allocation according to needs. Is AMI needed if hospitals cross train?
- The ASA committee supports the allocation of funds to achieve the program's need to Hire a FT faculty member within 3-5 years. The ASA committee supports the allocation of funds to achieve the program's need to hire two PT instructors.
- The ASA committee supports the allocation of funds to purchase a new portable x-ray machine for the Radiological Technology program.

Dean's Recommendations:

Following the launch of the new BAS, adding any new modalities will need to be done as Director and faculty time allow.

The program has been successful in obtaining needed professional development and equipment, some of which is very expensive. The Director works closely with the Dean and the Grants office to capitalize on opportunities including Perkins and other funding sources. These collaborations need to

continue to ensure the proper resources for the program, including equipment maintenance and replacements.

The addition of the online BAS degree does not impact the physical location of Health Science Center (HSC). Additional growth could lead to the need for additional allocations of faculty office space. However, adding any modalities to the curriculum that require more physical lab or lecture space would need to be planned in collaboration with the other needs of the HSC location, which is limited in size and is the campus site for the AS and RN-BSN programs in Nursing, programs in Sterile Processing and Surgical Technology, and the majority of the Public Safety Programs, including EMS/Paramedic and Fire Science and Technology.

VPAA's Recommendations:

- This program should definitely continue. It meets a vital workforce need, does so very effectively, enjoys the respect of our community, draws applicants consistently, and maintains very high completion and pass rates.
- Resources: In the BAS program proposal presented by the VPAA to the Board's ARSA Committee in February 2024, under the heading "Readiness to Being Program," we find the following statements: "The TMCC AAS Radiologic Technology program has existing faculty to teach the proposed BAS," and "The AAS program currently has a pool of qualified instructors to instruct for the BAS but may need any additional FT instructor in the future." Soon afterward, the program successfully hired a new FT tenure-track instructor. Though staffing levels can shift, continual recruitment efforts, specifically of instructors who can teach online, will enable local instructors to focus on the in-person classes. Regarding equipment, the Dean will add the portable x-ray machine and the C-arm device to the division funding wishlist, and the VPAA will advocate for these purchases when college revenues and funding permit.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>47</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>22</u>
2022-23	<u>19</u>
2023-24	<u>21</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

(Cohort Graduation Rate)

2021-22	<u>95%</u>
2022-23	<u>100%</u>
2023-24	<u>95%</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>295</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

TMCC: Spanish, A.A.

I. Description of Program Reviewed

The Associate of Arts, Spanish emphasizes the study of the Spanish language structures and cultural topics with a focus on the development of communicative proficiency in listening, speaking, reading and writing. A cultural-comparative approach will be drawn throughout the program, focusing on history and literature from Spain and Hispanic Latin American countries. The Spanish degree allows the TMCC Humanities department to serve those students seeking transfer into a baccalaureate program.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5-6 years, which begins with a reflective self-study. The self-study report presents evidence of curriculum review and program assessment, provides disaggregated analysis of program enrollment and completion, which allows for identification of potentially underserved student populations and equity gaps, and culminates in a 5-year plan with resource requests that align to the Academic Affairs division's strategic plan and/or that of the College. The self-study is reviewed and evaluated by the Academic Standards and Assessment Committee (ASA), academic dean, and Vice President of Academic Affairs (VPAA), who offer feedback in the form of strengths, areas for improvement, and recommendations at each of these levels.

III. Major Findings and Conclusions of the Program Review

ASA Findings:

Program Strengths:

- Despite the loss of FT faculty and declining enrollments overall, SPAN/FL has maintained robust course fill rates in SPAN and AM courses which surpass those of their division and others across the college. Correspondingly, course completion rates of SPAN/FL students are slightly higher than that of the college.
- FT faculty have done an amazing job in their support of SPAN/ FL. FT faculty have been actively engaged in attending accessibility workshops, collaborating with the DRC to build accessible resources, and sharing his expertise in accessibility with PT faculty. Additionally, FT faculty have done an excellent job reaching out to the community in an effort to recruit for the SPAN/ FL program. This includes going to high schools in the WCSD and to career fairs. Further efforts to support student success and retention are reflected in the role FT faculty play in the Faculty Academic Advising program on campus.
- Providing affordable texts and resources is clearly a focus and strength of the SPAN/ FL program. In this capacity, SPAN/ FL provides an OER grammar text to students in SPAN 226 and SPAN 227. This course requires an additional textbook, but those texts are offered at an affordable price. FT faculty have done a great job researching further OER and affordable opportunities for students.
- The 5-year plan of the program demonstrates a clear vision of participating in faculty academic advising, returning to in-person courses, developing a cohort of qualified tutors,

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participating in QM/ accessibility PD, applying researched OER/ affordable opportunities, and coordinating between PT instructors. All of these goals align with best practices in student achievement and retention.

Areas of Concern or Improvement:

- Assessment of CSLOs is not aligned with the PLSOs of the AA Spanish and therefore student achievement cannot be assessed at the program level.
- There is no analysis done on potential equity gaps as they relate to course completion or graduation rates.
- More FT faculty could be involved in pursuits such as taking advantage of PD and participating in outreach activities.
- Enrollment numbers are down significantly relative to the college.
- There are high unsuccessful enrollment attempts in AM 145, SPAN 111, SPAN 211, and SPAN 212.
- No concrete timeline for 5-year plan indicated.

Dean's Findings:

Program Strengths:

- High student retention and completion rates
- Excellent fill rates of courses, even with some that exceed 100%
- Involvement with Faculty Advising
- Clear desire to be involved in the community to create a student pipeline
- Awareness of our students' accessibility needs and addressing those with effective instructional design techniques
- Streamlined transfer degree pathway and continued work on maintaining articulation

Areas of Concern or Improvement:

I respect the in-depth research completed by faculty on the availability of effective OER options. But I am unclear about why none of these options have been implemented for students. There was an extensive list provided of OER textbooks that she had discovered during her sabbatical, and it was unfortunate that because she wasn't granted a second semester of sabbatical, that this work stopped short of implementation. Many faculty have curated and developed OER materials during regular semester terms as well as over the leave periods, and in the past two years, the VPAA has provided stipends for this important OER work, showing the college's commitment to affordable materials and the administration's understanding that this work should be compensated. These opportunities will be continuing in the coming year, and I applaud faculty's goal and intention to participate in this program. I also urge faculty to utilize our excellent research librarians to help them select and curate these materials. I know that the current textbook costs can be split over four potential semesters so that they appear more affordable, but the fact is that the vast majority of those students will not be taking all four semesters of a language, even with this incentive, so we cannot continue to justify \$200-\$300 for these textbooks. This exorbitant cost would likely prevent many students from signing up for

Spanish for even one semester.

It's clear that the Foreign Languages programs have experienced many challenges over the past five years with the loss of several faculty members and declines in enrollment. I can appreciate the history that is provided in this PUR. But I feel like there is too much emphasis on the past and those challenges throughout this self-study. I would have preferred more attention paid to outlining detailed future plans for innovation that went beyond hiring more faculty and opening a language lab. Traditional language labs offer some great advantages for language learning, like structured instructional activities and more interaction with an instructor. However, with the advent of many more digital language-learning platforms, I don't believe that a traditional language lab is the best course of action. Our students demand flexibility in instructional delivery methods, and their digital habits illustrate that they want their learning delivered in similar manners--through interactive games, apps, or virtual reality options, for a few examples. These can be provided outside the confines of a traditional learning lab, which students prefer and which helps ensure accessibility to instruction for all of our students, our core mission. I see the term "Language Center" emerging in the research, and I think this re-envisioned language lab may also be something we could partner on with the International Students office because there is a focus on authentic language practice and community building. The ASA Committee also recommended utilizing our current TLC and Learning Commons spaces and resources to help enhance instruction, and I agree with this suggestion, with a qualification. We have attempted to work with the TLC to find qualified tutors and meet the demand of our students, but this has proven very difficult. We are committed to keeping this option open, though, and will be meeting with the TLC staff soon to discuss options.

Some resources I referenced for further learning were the following, but I know the faculty have much more experience and expertise with language labs:

[Is There Still a Place for Language Labs in Higher Education?](#)

[Language Labs in the Digital Age: Are They Still Relevant, or Are There Better Alternatives for Language Labs?](#)

I thought this article on [Co-Labs](#) was also interesting and got me thinking about the possibility of these kinds of "co-labs" for Spanish connected to Allied Health programs. I know a previous instructor tried to implement a similar kind of program by teaching Spanish to fire-fighters, but we would need to design something like this aligning better with official college guidelines and procedures. This kind of co-lab scenario may be one way to do this and also make a significant impact on the abilities of health professionals to connect with our community on a more personal level.

The ASA Committee has provided several sound recommendations for improvement in the analysis of PLOs and CSLOs as well as the data on equity gaps, and I recommend that the faculty and department leaders review these and consider them for attention.

VPAA's Findings:

In recent decades, foreign languages are an area of study that has declined nationwide, and worldwide, despite the rise in communication facilitated by the internet. At many two-year colleges and even four-year colleges, languages like Italian, German, and others have shrunk or been eliminated. Only at larger universities have these programs persisted, but even there they are smaller than in the past, with the notable exception of Spanish, which is in demand at most

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colleges. The prevalence of English in online spaces is one reason behind this trend, and also the rise of online language learning software, which has enabled study by anyone with reliable connectivity and the necessary means. Teaching languages in a classroom or online course remains an invaluable avenue for many, but it is no longer the only means to study foreign languages.

TMCC's program is now focused principally on Spanish, and it has two FT faculty members. Given the current roster of course sections on offer for Fall 2024, with 17 sections seen on the web-schedule, this number appears right-sized for our current demand.

Program Strengths:

Broadly, I support the Dean's findings and those of ASA with regard to the program's strengths. Last Fall, 2023, FTE reached 111, and has begun to edge upward after a dozen years of declines (FTE was 165 in Fall 2010). The program has dedicated faculty and its involvement in Faculty Advising is ideal. There is emerging support for OER and it can hopefully expand to other courses.

Ares for Improvement:

I concur with the findings of the ASA Committee, particularly involving the need for program-level assessment, the high cost of textbooks, and the need for further OER (the available OER is a step in the right direction). With regard to scheduling and staffing, it will help to leverage the availability of WCSD teachers by offering them online sections given by FT faculty.

This PUR includes some statements that need updating with new information, and in some cases, statements that need to be qualified. I will address just a few of them here.

1. Section 7.A reads:

"Since the spring of 2020 with COVID-19 and the transition to online classes, it has been hard to bring back face-to-face classes. Although the students say they want face-to-face classes when polled, they enroll in asynchronous, online classes."

Update: Today is September 3, and Fall 2024 semester is now underway. There are 17 Spanish courses on offer, 8 of which are online, and 9 of which are in-person. There are now more Spanish sections being offered in-person than online.

2. Section 7.A further reads:

"Based on the five-year average for Unsuccessful Enrollment Attempts, the department has a high demand for AM 145, SPAN 111, 211, and 212 to the point that students do not have the ability to enroll in the course because the various sections are full."

Update: Today is September 3, 2024. College-wide, Fall enrollment is up dramatically: +12% in FTE and +15% in Weighted Student Credit Hours. However, among the 17 sections of Spanish courses seen on our schedule, only 5 of them are full. There are seats available in 12 sections.

3. Section 2.A reads, in part:

"In the 2016-2017 CH/HUM/PHIL PUR, Dr. Thomas Cardoza wrote that the lack of full-time faculty shifts "responsibility for assessment, program review, and other non-teaching duties onto

the few remaining full-time faculty. This creates a self-perpetuating cycle of overwork and departure for other jobs elsewhere." These words have proven prophetic, considering that in the past four (4) years, two (2) young tenure-track instructors have quit and two (2) others opted for early retirement in the Humanities Department."

Upon my arrival in June 2021, Professor Brochu had recently retired, and Elena Atanasiu chose to move to Poland to care for an ill parent. Still, TMCC permitted Elena to keep her FT position and to teach online from Poland during 2021-22 and 2022-23, in case she was able to return to the United States at some point. However, the college could not employ Elena full-time from overseas indefinitely, and after two years, she chose to remain in Poland. Despite this, my office and HR agreed to permit her to continue teaching as a part-time online instructor from afar if she chose, and she expressed a desire to do so. These details qualify the assertion that FT faculty in Spanish simply quit or left for other jobs elsewhere. TMCC made earnest efforts to retain Elena. However, when her FT contract ended, her position was realigned to meet the enrollment growth in English, which outpaced that of Foreign Languages significantly.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

ASA Recommendations:

- As identified in the self-study, there are many great OER and/ affordable options out there which could be used in the SPAN/ FL program to reduce the cost for students. Please consider incorporating these options into the program.
- As identified in the self-study, there is data available which can be used to assess course completion and graduation rates for equity gaps. Please do this assessment in future PURs.
- Encourage more FT faculty to participate in PD and enrollment efforts.
- The ASA committee supports the request for an additional FT faculty member given the unsuccessful enrollment attempts in SPAN 111, 211, and 212. Ideally this faculty member could teach other foreign languages that show promising demand, such as French.

Dean's Recommendations:

The summary of recommended action steps is as follows:

- In future PUR cycles as well as over the next few years, I recommend that the faculty work more collaboratively with ASA committee captains, who have volunteered to help faculty write these PURs in effective, constructive ways.
- I commend faculty's OER work in SPAN 226 & 227 and also strongly recommend that faculty focus intently on curating OER materials for SPAN 111, 112, 211, & 212. The resources exist, and our college has the support in place to assist faculty in this process so that there is not an exceptional workload burden.
- Continue to foster the relationship with the TLC to develop an effective tutoring system and pool of qualified tutors for foreign languages. If this isn't possible, then the Foreign Languages Coordinator and Chair of the Humanities Department should work together to establish a tutoring program that supports students' learning needs and matches instructors' expectations.

The implementation timeline for the above recommendations will span over the next several years.

A student-supporting tutoring program needs to be in place for the fall semester and maintained in the following semesters. If this is done through the department, this may be a short-term solution until we can establish a more formalized program with the TLC when they secure more funding for language tutoring.

I would recommend that faculty focus on one Spanish class per semester or per year for OER implementation. Each semester may not be feasible, but I would like to see an ongoing and consistent effort to adopt OER materials so that students are not so unfairly burdened with such a high cost of instructional materials.

Resources:

The financial support resources are in place through the VPAA's initiative for developing OER materials. If these funds are depleted in the future, then the dean will work with faculty to try to secure the resources to support this important work.

We will re-evaluate the need for additional full-time faculty in the next two to three years.

The Department Chair and Coordinator should work together and in conjunction with the dean to work on program development and procurement of any resources they may need.

VPAA's Recommendations:

This program should certainly be continued. It sees steady demand, and its FTE has begun to climb back after 12 years of declining enrollment. I support the development of courses in Medical Spanish, and for related areas too. The more ways that Spanish be integrated into current workforce programs, the more varied and useful it can become for students. Additionally, were the program to develop a **Skills Certificate** in this area, this would likely recruit very strongly. As a stacked credential, Skills Certificates can serve as feeder programs for degrees, and involve little work to set up, as most of their courses are already on offer as part of the degree. They are also easily approved by the Academic Affairs Council, and do not require Board approval.

It is unfortunate that Professor Atanasiu chose to remain in Poland, but even so, at 111 FTE in Fall 2023, this program has no urgent need of another FT faculty position. This Fall, Professor Faies is giving 4 sections, and Professor Chavez 6. Naturally, we wish to have reassigned time for Coordinators, but as 12 sections have seats available today, offering fewer sections could meet demand while trimming the schedule too. In time, if its enrollment rises further, adding additional FT faculty may become feasible. The program's best avenue for stimulating enrollment growth is via a Skills Certificate in Medical Spanish, or perhaps Spanish used in a choice of several career contexts.

The concept of a language lab feels somewhat dated, but perhaps a learning space supported by language software and media could be helpful. If we could foster an environment where entry level

students can interact with tutors, instructors, and heritage speakers, it could attract students and be a sticky environment for them. My office supports study of this concept.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	<u>18</u>
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B. Number of graduates from the program for the following years:

2021-22	<u>2</u>
2022-23	<u>6</u>
2023-24	<u>9</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>0%</u>
2022-23	<u>100%</u>
2023-24	<u>100%</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>465</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

Western Nevada College

Summary

Degree Programs

- I. List the existing programs and corresponding degree for all programs that were reviewed over this academic year of review.**
 - Deaf Studies, AAS
 - Criminal Justice, AA
- II. List any programs and corresponding degree level for all programs that received Board approval for elimination or deactivation in this academic year of review.**
 - None
- III. List all new programs and corresponding degree level for all programs that received Board approval in this academic year of review.**
 - Mechatronics and Electronics, AAS Technology

Certificates

- I. List the certificates (at least 30 credits and under 30 credits) that were reviewed over this academic year of review.**
 - Interpreting, Skills Certificate
 - American Sign Language, Certificate of Achievement
- II. List the certificate programs of at least 30 credits that received Academic Affairs Council (AAC) approval to be established in this academic year of review.**
 - None
- III. List the certificate programs of at least 30 credits that received AAC approval for elimination or deactivation in this academic year of review.**
 - None

IV. List the certificate programs of less than 30 credits that received AAC approval to be established in this academic year of review and the corresponding state, national and/or industry recognized certification or license for which the certificate program provides such preparation.

- Early Childhood Educator 1, Skills Certificate (DETR (Department of Employment Rehabilitation Training)) Grant for Early Childhood Education Project. Qualifies people to work in a childcare setting as an assistant teacher.
IRC: CPR (Red Cross, American Heart Association)
- Early Childhood Educator 2, Skills Certificate (DETR (Department of Employment Rehabilitation Training)) Grant for Early Childhood Education Project. Qualifies people to work in a childcare setting as a lead teacher.
IRC: American Association of Family and Consumer Science (AAFCS) Early Childhood Education
- Foundations in Elementary Education, Skills Certificate (Foundations in Elementary Education Certificate of Achievement; NSU partnership transfer)
IRC: ETS Praxis Parapro Assessment

V. List the certificate programs of less than 30 credits that received AAC approval for elimination or deactivation in this academic year of review.

- None

WNC: Criminal Justice, A.A.S.; Criminal Justice, Certificate of Achievement

I. Description of Program Reviewed

The Associate of Applied Science Criminal Justice degree prepares students for criminal justice careers in probation and parole, corrections, juvenile justice, courts, and law enforcement. With this degree, students will understand the basics of criminal law and law enforcement pertaining to each of these career areas. The 60-credit program requires 36 core and emphasis credits and 24 general education credits. Six of the core and emphasis courses are designated as direct transfer to UNR and UNLV for CRJ major.

II. Review Process and Criteria

The 2023 CRJ program review followed the template used by WNC, which was revised in 2020 (in 2024 we implemented a new process for program review in order to capture a more accurate post-COVID picture). This was the template:

Part I: Program Overview

- A. Brief Description/Summary
- B. College and Program Mission
- C. College and Program Goals
- D. Short Description:
 - a. Unique characteristics
 - b. Concerns or trends affecting the program
 - c. Significant changes or needs in the next five years
 - d. Program Student Learning Outcome/ Course Curriculum
- E. Degrees and/or Certificates offered
- F. Niches served

Part II: Program Effectiveness:

- A. Evidence of Effectiveness
 - a. Course Scheduling/Enrollment History Report
 - b. Summary Data Sheet
 - c. Systematic Assessment Five Year Assessment Plan
- B. Evidence of Satisfaction
- C. Certification/Licenses
- D. Enrollment Trends
- E. Need for the Program
- F. Curriculum Review Report
- G. Internal and External Reviewer Reports
- H. Findings and Recommendations

In addition, adjunct faculty, and advisory committee including CRJ students, and internal and external reviewers were consulted in the review process.

III. Major Findings and Conclusions of the Program Review

Problems and Solutions:

- 1) The absence of a full-time tenure track instructor / program coordinator for the Criminal Justice Program. In fall 2022, the college was able to move forward and fill the full-time instructor position and program coordination has resumed at the academic faculty level.
- 2) The decline in enrollment in this program has resulted in one-half the number of students today as compared to enrollment in 2017/2018 due to the vacancy of the full-time CRJ Program instructor and coordinator, COVID, and the nationwide social developments resulting in a reduction in societal support for the criminal justice system. Increased offerings of CRJ courses each semester would assist students in lowering completion times and increasing student satisfaction.
- 3) Declining completion rates for students due to COVID campus closures.
- 4) Lack of an AA in Criminal Justice. Students interested in transfer often select a general AA rather than completing the AAS in Criminal Justice.
- 5) Course outlines need to be updates to align with college and program SLOs and CRJ system changes.
- 6) Consider a 2+2 agreement with NSU.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

The program review has gone to the Curriculum Committee and College Council for review and approval. Now the division director and VPASA will review and approve recommendations and send them to the appropriate individuals for planning and implementation. Review of recommendations from this program review cycle will occur during the 2028 review process.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	
AAS	<u>18</u>
Certificate of Achievement	<u>14</u>

B. Number of graduates from the program for the following years:

2021-22	
AAS	<u>10</u>
Certificate of Achievement	<u>1</u>
2022-23	
AAS	<u>8</u>
Certificate of Achievement	<u>1</u>
2023-24	
AAS	<u>2</u>
Certificate of Achievement	<u>2</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>12.8%</u>
2022-23	<u>0%</u>
2023-24	<u>6.2%</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>216</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.

WNC: Deaf Studies, A.A.S.; Deaf Studies, Certificate of Achievement

I. Description of Program Reviewed

The Deaf Studies Program at Western Nevada College offers a Certificate and Associate level courses through onsite and online instruction. Students can earn these degrees/certificates as well as meet the four-semester foreign language requirement of four-year institutions around the country.

II. Review Process and Criteria

The 2023 Deaf Studies program review followed the template used by WNC, which was revised in 2020 (in 2024 we implemented a new process for program review in order to capture a more accurate post-COVID picture). This was the template:

Part I: Program Overview

- A. Brief Description/Summary
- B. College and Program Mission
- C. College and Program Goals
- D. Short Description:
 - a. Unique characteristics
 - b. Concerns or trends affecting the program
 - c. Significant changes or needs in the next five years
 - d. Program Student Learning Outcome/ Course Curriculum
- E. Degrees and/or Certificates offered
- F. Niches served

Part II: Program Effectiveness:

- A. Evidence of Effectiveness
 - a. Course Scheduling/Enrollment History Report
 - b. Summary Data Sheet
 - c. Systematic Assessment Five Year Assessment Plan
- B. Evidence of Satisfaction
- C. Certification/Licenses
- D. Enrollment Trends
- E. Need for the Program
- F. Curriculum Review Report
- G. Internal and External Reviewer Reports
- H. Findings and Recommendations

The report has gone through extensive review of involved faculty, Learning and Innovation, division directors, and the VPASA.

III. Major Findings and Conclusions of the Program Review

- 1. Commendations
 - a. The program is one of the only in the country to provide an option to earn an Associate of Arts degree and certificate fully online.

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- b. The program successfully implemented a new series of courses to provide students an alternative path for completing their certificate or degree (AM 140-141 – combined levels I/II, III/IV or AM 145-146-147-148 – separate levels I, II, III, IV; both sequences can be completed in 2 semesters).

2. Concerns

- a. Current degree offerings are not in alignment with student/institutional needs. The requirements for becoming an interpreter have changed and a Bachelor's Degree is now required for certification. This means that the degrees WNC currently offers in ASL/Deaf Studies no longer serve the workforce needs of our students, NSHE institutions, or the needs of the community.
- b. Available data for the current review did not provide an objective, timely or statistically accurate overview of the program. This includes the absence or limited access to:
 - i. Meaningful assessment data.
 - ii. Transfer/postgraduation data.
 - iii. Evidence of stakeholder relationships.
- c. Multiple agencies/institutions provide certifications for ASL/Deaf Studies and keeping track of new regulations must be a priority in order to maintain the relevance of the program.
- d. Graduation rates have steadily declined in the last five years.
- e. The dissolution of the ASL Club.
- f. Interpreting coursework is not part of the degree. One possible explanation is the challenge of fitting all requirements into 60 credits. Because these courses are not applicable to a degree, this can be a barrier for students relying on Financial Aid to engage in classes that are considered valuable for deaf studies students.
- g. Offering interpreting classes has been limited due to low enrollment.

3. Recommendations

- a. Update program to a transfer certificate/degree (AA/AAS) that aligns with existing programs (CSN, NSU, UNR).
- b. Partner with an NSHE institution that has an existing program to offer a 2+2 or 3+1 that can be completed online to allow students to stay local while completing a bachelors' degree.
- c. Develop and implement a statistically relevant assessment program that provides valid student achievement data.
- d. Review addendum should be completed within 3 years and address changes in educational requirements for interpreter certification and changes in transfer degrees at NSHE institutions.
- e. Implement incoming, degree declaration/change, and graduation surveys.
- f. Provide regular forums for stakeholder engagement.
- g. Market online program nationally to increase program visibility.
- h. Separate Deaf Studies and ASL/Interpreting into separate pathways (certificate/degree focus and course offerings).
- i. Make appropriate curricular changes to ensure all courses are transferable (as required for transfer degrees). Currently AM 215 is not transferable.
- j. Propose AM 253/254 to fulfill a general education requirement to reflect the recent recertification of these courses to fulfill UNR's CO10 – Diversity and Equity requirement.

- k. Update program missions.

IV. Next Steps for this Program Based on Program Review Findings and Recommendations

After review by the Curriculum Committee and College Council, recommendations will go to the division director and VPASA for approval. They will then be sent to the appropriate individuals for planning and implementation. Review of recommendations from this program review cycle will occur during the 2028 review process.

V. Descriptive Statistics

A. Number of students with declared major in the program area:

2023-24	
AS	<u>28</u>
Certificate of Achievement	<u>20</u>

B. Number of graduates from the program for the following years:

2021-22	
AAS	<u>9</u>
Certificate of Achievement	<u>5</u>
2022-23	
AAS	<u>5</u>
Certificate of Achievement	<u>1</u>
2023-24	
AAS	<u>9</u>
Certificate of Achievement	<u>5</u>

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 150 percent completion time:

2021-22	<u>14.3%</u>
2022-23	<u>8.3%</u>
2023-24	<u>8.3%</u>

D. Headcount of students enrolled in any course related to the program (duplicated):

Fall 2023	<u>305</u>
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VI. Institutional Reports

Click [here](#) for a copy of the institutional report.