



New Program Review

Prepared for the
Academic, Research and Student Affairs Committee
November 2020

This report meets the reporting requirements of *Title 4, Chapter 14, Section 5* (in part), which provides that new programs at the universities, state college, and community colleges shall be reviewed following the first, third and fifth year of the program's existence. Generally, the review compares the enrollment (full-time equivalent [FTE] and headcount) and expenditures projected in the original program proposals to actual figures in the first, third and fifth year of the program. In the past, the Academic, Research and Student Affairs Committee requested that institutions provide a more detailed summary for programs whose enrollments are low relative to the projected enrollment levels. Comments from the institutions were requested for programs where an explanation was not provided addressing enrollments lower than estimated in the program proposal. The comments are included herein.

NSHE New Program Follow-up

1st-year Follow-up

First Semester of Enrollment - Fall 2019

Inst.	Program Name	Award	ESTIMATES			ACTUALS					COMMENTS
			Fall 2019 FTE	Fall 2019 Headcount	1st-year Total Expenditures	Fall 2019 FTE	Fall 2019 Headcount	1st-year Total Expenditures	2019-20 FTE	2019-20 Unduplicated Headcount	
CSN	Environmental Management	AAS	20.00	27	79,988.00	3.40	5	49,753.00	24.80	44	The program had its first graduate in the spring of 2020. Future enrollment trends show 49 students as of the fall 2020 semester, and additional graduates with the AAS-EM degree are anticipated in the spring of 2021. Overall trends for the AAS-EM program are positive with the engagement of faculty, staff, students, and community partners.
GBC	Comprehensive Medical Imaging	BS	4.00	4	32,250.00	-	-	56,919.72	-	0	See Attachment
GBC	Manufacturing Machining Technology	CERT	11.00	12	617,000.00	-	-	-	-	0	See Attachment
GBC	Manufacturing Machining Technology	AAS	11.00	12	617,000.00	1.87	2	176,261.52	1.87	2	No spring enrollment. See Attachment
NSC	Speech Language Pathology	M.Ed	23.00	40	629,520.00	41.33	52	539,165.00	40.75	52	Enrollment has exceeded expectations, reflecting the strong regional demand for this program
TMCC	Communication Studies	AA	8.40	8	281,621.00	15.00	18	182,014.00	18.37	27	
TMCC	Cyber-Physical Manufacturing	BAS	10.00	10	113,672.00	5.93	9	95,935.00	11.37	17	
TMCC	Dental Hygiene	BS	12.00	12	651,375.00	17.73	14	358,896.19	15.70	15	
TMCC	Massage Therapy	CERT	9.00	15	50,603.00	4.73	9	48,586.00	13.07	23	
TMCC	Paramedic	CERT	73.00	138	364,300.00	3.57	8	350,741.00	4.37	15	Expenditures include administrative, instruction and operating costs. FTE and headcount reflect enrollment in EMT, AEMT, and Paramedic courses, which overlap and which is how estimates were proposed.
TMCC	Personal Trainer	CERT	6.00	10	33,894.00	3.87	6	15,900.00	3.20	7	
UNLV	Occupational Therapy	PP	6.60	10	71,542.00	1.30	2	19,327.00	1.30	2	Due to recruiting deadlines and SARA recruiting limitations, the program was unable to recruit additional students. Those barriers have been removed and the program expects to gain students each year.
UNLV	Oral Biology	PhD	2.00	2	226,750.00	-	-	-	-	0	See Attachment
UNLV	Quantitative Finance	MS	20.00	15	772,667.00	12.92	14	631,862.00	12.63	14	
UNR	Biostatistics	MS	10.00	12	291,867.00	2.75	4	201,642.00	2.75	4	See Attachment
UNR	Graphic Design	BFA	45.00	49	199,696.00	1.47	2	61,555.38	47.30	53	Half-time lecturer hired instead of full (24K vs 50K); planned equipment (75K) and furniture (18K) not purchased. Program approved June 2019; most students declared the major after census date, Fall 2019.
UNR	Statistics and Data Science	MS	4.00	4	490,650.00	2.75	4	483,302.72	5.50	8	
WNC	Building Trades	CERT	13.00	20	4,800.00	-	-	-	-	0	See Attachment

3rd-year Follow-up

First Semester of Enrollment - Fall 2017

Inst.	Program Name	Award	ESTIMATES			ACTUALS					COMMENTS
			Fall 2019 FTE	Fall 2019 Headcount	3rd-year Total Expenditures	Fall 2019 FTE	Fall 2019 Headcount	3rd-year Total Expenditures	2019-20 FTE	2019-20 Unduplicated Headcount	
CSN	Aviation Technology	CERT	18.00	35	74,000.00	2.67	7	5,809.00	5.00	11	See Attachment
CSN	Cultural Resource Management	CERT	9.00	15	547,395.00	1.53	3	15,845.00	4.80	10	See Attachment
CSN	Deaf Studies	BAS	4.00	10	328,975.00	19.33	27	157,785.00	57.60	98	
CSN	Forensic Anthropology	CERT	9.00	15	478,213.00	1.73	4	14,872.00	6.53	11	See Attachment
GBC	Computer Technologies Graphic Communications	CERT	8.00	15	42,700.00	-	-	-	-	0	No spring enrollment. See Attachment
NSC	Deaf Studies	BA	78.00	112	229,094.00	42.20	59	130,637.00	38.53	70	Headcount and FTE have fallen short of the original projections, but the program still exhibits healthy growth and meets an important community need.
TMCC	Construction and Design	AAS	60.00	93	163,964.00	51.80	75	213,234.00	53.43	105	
TMCC	Human Development and Family Studies	AA	13.00	22	241,508.00	27.33	43	191,488.73	31.20	54	
TMCC	Industrial Maintenance	CERT	32.00	20	78,774.00	3.53	11	70,328.00	3.90	16	
UNLV	Applied Economics and Data Intelligence	MS	15.00	20	75,000.00	16.50	24	40,928.00	16.50	25	
UNLV	Doctor of Dental Surgery	DDS	16.00	16	1,824,206.00	44.56	16	1,147,470.00	42.94	16	
UNLV	Doctor of Medicine	MD	180.00	180	23,569,016.00	564.11	172	21,971,312.00	1,000.56	179	Students are taking at least 31 credits per semester resulting in larger than normal FTE
UNLV	Nutrition Sciences	MS	11.00	15	224,894.00	4.25	7	73,254.00	4.66	9	Although the program is starting a bit slowly, all practitioners will need this degree by 2024 to continue practicing and enrollment is expected to grow.
UNR	Dance	BA	25.00	25	355,828.00	18.73	20	338,355.00	20.63	23	
UNR	Mathematics	PhD	9.00	9	587,162.00	4.33	6	524,080.58	5.44	7	
UNR	Statistics and Data Science	PhD	15.00	15	618,904.00	13.11	15	645,635.89	13.00	15	

1st-year Follow-up

First Semester of Enrollment - Fall 2017

1st-year Follow-up					
First Semester of Enrollment - Fall 2017					
ESTIMATES			ACTUALS		
Fall 2017 FTE	Fall 2017 Headcount	1st-year Total Expenditures	Fall 2017 FTE	Fall 2017 Headcount	1st-year Total Expenditures
15.00	30	111,400.00	1.30	3	5,481.00
6.00	10	535,230.00	-	-	-
2.00	5	324,653.00	-	-	-
6.00	10	367,880.00	1.00	1	9,610.00
5.00	12	42,700.00	-	-	-
25.00	36	157,109.00	26.90	32	114,413.00
55.00	85	155,017.00	5.40	7	213,356.01
11.00	18	236,784.00	11.50	18	236,784.00
24.00	15	76,480.00	1.20	3	78,084.14
7.50	10	75,000.00	6.50	8	44,584.00
8.00	8	912,103.00	16.70	8	437,470.00
60.00	60	12,403,194.00	155.00	60	73,891,000.00
7.50	10	166,043.00	1.50	2	32,978.00
15.00	15	268,569.00	12.40	13	278,150.00
3.00	3	495,858.00	1.44	2	482,534.00
5.00	5	476,416.00	5.67	6	468,770.00

5th-year Follow-up											
First Semester of Enrollment - Fall 2015											
Inst.	Program Name	Award	ESTIMATES			ACTUALS				COMMENTS	
			Fall 2019 FTE	Fall 2019 Headcount	5th-year Total Expenditures	Fall 2019 FTE	Fall 2019 Headcount	5th-year Total Expenditures	2019-20 FTE		2019-20 Unduplicated Headcount
CSN	Dance	CERT	70.00	350	231,225.00	3.67	6	41,839.00	6.07	13.00	See Attachment
GBC	Emergency Medical Services - Paramedic	AAS	15.00	24	175,012.00	40.13	33	192,930.33	40.13	33	No spring enrollment. Due to higher than expected enrollment, part-time instructor costs and lab supplies were higher than budgeted
NSC	Engineering Technology	BAS	15.00	40	224,514.00	12.00	26	250,855.00	11.20	28	Headcount is behind projections - and FTE marginally behind - but this remains an important partner program with CSN.
NSC	Mathematics	BS	8.00	13	224,602.00	14.33	18	218,009.00	15.03	26	This is an expectedly small program, but one that is surpassing our projections.
NSC	Visual Media	BAS	15.00	30	140,283.00	-	-	128,758.00	-	0	See Attachment
TMCC	Culinary Arts Entrepreneurs	CERT	11.80	59	63,935.00	0.73	1	49,186.00	1.20	4	See Attachment
TMCC	Culinary Arts Entrepreneurs	AAS	12.00	48	63,935.00	7.93	13	58,129.00	8.03	14	See Attachment
TMCC	Nursing	AS	128.00	128	1,438,980.00	90.73	156	1,446,096.00	89.43	174	
TMCC	Prehospital Emergency Medicine	AAS	6.00	22	256,420.00	42.83	62	269,591.00	44.20	85	
UNLV	Criminology and Criminal Justice	PhD	18.00	10	403,538.00	14.67	17	275,792.00	14.67	17	
UNLV	English Language Learning	M.Ed	40.00	45	496,308.00	22.58	38	482,514.00	21.67	41	
UNLV	Gaming Law & Regulation	LL.M.	20.00	20	744,000.00	10.92	14	318,847.00	8.20	14	
UNLV	Interdisciplinary Health Sciences	PhD	21.00	34	296,578.00	29.44	32	314,500.00	28.50	32	
UNLV	Medical Physics	DMP	20.00	20	252,904.00	4.33	4	114,527.00	4.67	4	Continued issues with limited availability of clinical sites has lowered the number of students who can be accepted into the program. Staff hiring has also been difficult.
UNR	English	MFA	35.00	36	325,881.00	16.92	21	358,570.00	16.67	21	
UNR	Neuroscience	MS	5.00	5	617,232.00	0.50	1	1,027,519.00	0.50	1	32 graduate assistantships (20 projected). 28 of these are grant funded.
UNR	Neuroscience	PhD	20.00	20		29.67	31		31.00	33	
WNC	General Industrial Technology	CERT	40.00	110	156,695.00	0.67	1	135,336.05	0.67	1	See Attachment
WNC	Industrial Electronics	CERT	40.00	110	156,695.00	1.67	2	135,336.05	1.67	2	See Attachment

3rd-year Follow-up								
First Semester of Enrollment - Fall 2015								
Inst.	Program Name	Award	ESTIMATES			ACTUALS		
			Fall 2017 FTE	Fall 2017 Headcount	3rd-year Total Expenditures	Fall 2017 FTE	Fall 2017 Headcount	3rd-year Total Expenditures
			65.00	325	231,225.00	1.10	3	7,159.00
			12.00	16	167,140.00	20.50	34	167,140.00
			12.00	30	217,464.00	7.90	15	222,645.00
			6.20	10	224,602.00	8.90	11	171,730.00
			8.00	20	133,955.00	2.10	3	145,425.00
			10.80	54	62,073.00	1.90	3	-
			11.00	43	62,073.00	9.10	11	-
			128.00	128	1,438,980.00	93.20	142	1,436,005.00
			5.00	18	249,605.00	48.30	66	287,531.00
			14.00	8	373,537.00	11.80	13	303,609.00
			30.00	35	391,308.00	17.10	28	418,928.00
			20.00	20	694,000.00	18.00	21	164,090.00
			16.00	29	269,617.00	18.00	22	259,000.00
			15.00	15	241,904.00	3.00	3	230,904.00
			24.50	25	325,881.00	18.00	23	246,977.00
			5.00	5	343,486.00	1.75	3	584,869.00
			12.00	12		18.33	18	
			30.00	90	175,795.00	16.30	32	110,275.00
			30.00	90	175,795.00	20.50	49	110,275.00

1st-year Follow-up								
First Semester of Enrollment - Fall 2015								
Inst.	Program Name	Award	ESTIMATES			ACTUALS		
			Fall 2015 FTE	Fall 2015 Headcount	1st-year Total Expenditures	Fall 2015 FTE	Fall 2015 Headcount	1st-year Total Expenditures
			60.00	302	231,225.00	-	-	9,529.00
			4.00	6	166,750.00	14.60	20	150,446.00
			8.00	20	210,414.00	0.40	1	212,518.14
			4.90	8	224,602.00	6.00	10	218,732.60
			2.00	2	127,591.00	-	-	89,954.00
			9.80	49	60,265.00	0.20	1	-
			10.00	39	65,265.00	5.10	9	-
			64.00	64	1,409,711.00	32.47	46	1,227,334.00
			4.00	15	242,984.00	8.93	11	287,186.00
			6.00	6	262,535.00	5.30	6	237,642.00
			25.00	25	274,308.00	3.50	7	373,000.00
			10.00	10	389,000.00	10.90	12	134,731.00
			8.00	14	245,106.00	2.70	3	47,057.00
			5.00	5	230,904.00	2.20	2	-
			10.00	10	247,881.00	8.50	11	239,838.00
			2.00	2	1,074,249.00	1.50	2	1,190,936.00
			4.00	4		6.20	6	
			10.00	30	66,885.00	-	-	66,885.00
			10.00	30	227,885.00	2.30	3	307,441.00

UNLV

Ph.D. Oral Biology

The PhD program was implemented in support of the UNLV Top Tier initiative. The goal was to recruit new students directly in the PhD program and/or convert those in the Master's program to PhD when they reach that level. The program is very limited based on the fact that the School of Dental Medicine is constrained in the number of enrollments by the accrediting body, Commission on Dental Accreditation (CODA). Therefore, the School can only enroll a total number of students between the two programs and not any additional students. The plan is to help build more research capacity by improving marketing for those who apply to the orthodontics program.

Please note that the School enrolled the maximum number of students into the program however at this point none have chosen the PhD pathway only the Masters pathway.

UNR

MS in Biostatistics

We believe the reasons for having fewer enrollments than expected for the MS Biostatistics Program include the issue of timing with the final approval and completion of the program setup in the UNR system coming after the usual recruitment season. We missed opportunities to market this degree program widely. All enrolled first year cohort (total 4) were internal applicants who had a chance to directly talk with the graduate director or biostatistics faculty members. One concern is the ongoing issue with immigration and visas for international students who are the most common students in Biostatistics programs.

Efforts to increase enrollment include the addition of this new program to the School of Community Health Science's overall recruitment system, e.g. constructing a newly upgraded webpage in the School's graduate degree programs, adding this program to SOPHAS, a nationwide recruitment system for schools of public health, and planning to provide multiple recruitment workshops to different UNR undergraduate programs. National recruitment fairs are being conducted in a virtual fashion this year and we will be attending selected fairs to promote all of our graduate programs including the MS in Biostatistics.

NSC

The BAS in Visual Media degree was developed as a special arrangement with CSN's Videography and Film program. Students graduating with an AAS degree did not have a clear transfer path to NSC, as they did not have the AA degree covering their core curriculum classes, and there were no transfer agreements for the B-designated courses that make up the bulk of their production sequence. In order to overcome these hurdles, the BAS was designed as a degree offering buffet-style course selection for students entering the NSC VM program with robust production skills, with the option of taking business courses instead of production classes that might be in some ways redundant. (We determined through polling that business courses would be of interest to CSN students, and there was an entrepreneurship program within Business at the time.)

The program didn't work out quite as expected, however.

Students entering the program tended to want production classes rather than the other offerings; the program allowed for this, but did not include the defined sequence of production courses that we have in the BA, making navigation problematic

- The entrepreneurship program that was developing at the time was dissolved when the relevant faculty member left, and other Business courses were less applicable to students looking to develop freelancing businesses
- The BAS is technically a terminal degree; when we realized that three out of the four BAS students that had come through were interested in graduate school, we had to ask whether the BAS was best serving their interests
- Shortly after developing the degree we realigned several production courses to better match with CSN's offerings, improving articulation for the BA

We are currently reevaluating the structure and objectives of the degree, particularly as a viable pathway for students who have earned an AAS at CSN. In the meantime, we have made adjustments to minimize the number of lost credits for students who transfer into the BA in Visual Media at NSC, and this is the pathway that most of our transfer students have pursued in the past year.

CSN

Aviation Technology

The Aviation Technology Certificate of Achievement corresponds to the Airman Certification Standards that produce the FAA Private Pilot license. The CSN certificate was instituted to provide a stackable credential and a midpoint in the pathway for attaining the AAS degree and the FAA certification as a Commercial Pilot. Two factors have impeded growth in the Certificate program.

The CSN Certificate of Achievement equates to the Private Pilot license, an intermediate stop in the Commercial Pilot path. While this certification does not meet employment criteria for airlines or other commercial carriers, it does meet the needs of students who want flight training as a skill supplementary to their chosen profession such as in construction, real estate, environmental management, agriculture, or other fields. More effort in promoting the supplementary advantages of a pilot license is being undertaken by the program personnel.

The primary factor affecting growth is a miscalculation in placing prerequisites for the advanced courses in the AAS (Commercial Pilot) degree program. Currently, the final courses in the Certificate of Achievement are the Private Pilot Ground School (AV110B) and Private Pilot Certification Lab (AV111B). AV111B is the flight training that culminates in the FAA evaluation and the award of the Private Pilot certificate. The prerequisite for advanced courses (200 level) was initially assigned as AV110B given its comprehensive aviation content in the classroom. However, that use of AV110B does not account for the learning from flight experience gained in AV111B. This circumstance has allowed students to progress into the advanced courses in Aviation without completing their dual and solo flight training until very late in the program. This misplaced prerequisite fosters a condition where the students can inadvertently skip the Certificate of Achievement entirely, missing their opportunity to collect the stackable credential. Consequently, if a student is compelled to leave the program before completing the AAS, they exit with no credential of value either from CSN or the FAA. This is particularly evident in our military student body who find themselves reassigned or deployed in mid-program. The Aviation faculty are executing the prerequisite changes to assure acquisition of the stackable Certificate of

Achievement and the Private Pilot license prior to entry into the Commercial Pilot course sequence. This action rewards students with an academic credential and the FAA recognition earlier in their program sequence.

Completion rates and declaration of majors are expected to improve considerably as these changes are implemented. Prerequisite modifications will be presented to the college curriculum committee in Fall 2020 for adoption in Fall 2021.

Cultural Resource Management

CSN's Cultural Resources Management certificate trains archaeological field technicians. There are only a few hundred technicians in Nevada. Because of the regional nature of archaeology, our technicians cannot be trained anywhere else. Most Nevada archaeology programs are intended to train Ph.D. fieldworkers and principal investigators.

There will never be a need for thousands of archaeology graduates in Nevada. We meet a small but significant workforce need: Trained technicians who are sensitive to the needs of Nevada's American Indian communities. Our goal is to produce a few trained technicians each year to replace retirees or people who move elsewhere.

To increase our enrollment, we will employ the following strategies: 1) Faculty will maintain a list of active students, with their contact information and relevant academic record in a database accessible to program faculty. The database will include information about student progress and metrics of student success. 2) Faculty will pull a list of program majors from Institutional Research once each semester and contact any new students directly to offer guidance. 3) Program faculty will contact enrolled students several times each semester. Using the database as a guide, we will advise students of appropriate course offerings, and check on their progress. 4) We will use the database to assure that classes are offered that meet student needs to progress.

Deaf Studies

The BAS in Deaf Studies was impacted by a delay in receiving approval from Northwest Commission on Colleges and Universities, and subsequently receiving approval from the Department of Education to allow the programmatic courses to be eligible for financial aid. CSN has since received approval from NWCCU (May 2019). However, in addition, the spring 2020 and fall 2020 semester responses to COVID-19 have also impacted course delivery and some of the subsequent enrollments. Nevertheless, the Deaf Studies BAS program is on track for its first group of graduates.

Forensic Anthropology

Several issues have impacted the Forensic Anthropology Certificate enrollment. While this program is necessary to meet a specific workforce need, this program serves a specific niche industry with limited cyclical openings. We intend to maintain a pace of three graduates per academic year in 2020-21 and 2021-22. To do that, we will: 1) Publicize the program in our introductory biological anthropology classes, which serve about 800 persons a semester; 2) identify students majoring in general anthropology who may be interested, and contact them; 3) maintain a database of certificate majors; 4) assure that each has a pathway to graduation; 5) contact declared majors at least twice each term; and 6) use our database to assure that the correct courses are offered at the correct times.

Dance

Enrollment in the Dance Certificate of Achievement Program had a sluggish rollout since late 2015. This program's mission was to produce dancers to support the entertainment industry needs in Las Vegas. Several factors have impacted the growth of this program: 1- Employment is not dependent on the achievement of the certificate. After taking a few courses, dancers can obtain employment and drop from completing the certificate program. 2- Competition with private dance studios and stylistic fast track programs have affected the Dance Program growth. 3- Due to the unforeseen circumstances of the COVID-19 pandemic, the Arts Industry was shut down temporarily with a projected comeback date of mid-2021, according to Labor Market Studies. We have a two-pronged approach to renew the Dance Certificate Program: 1- Form an advisory board with key internal and external stakeholders to discuss the industry needs and to build support for the program. 2- Evaluate the curriculum and adapt to the nuances of the Dance industry to increase program visibility and enrollment by Fall 2022

GBC

Comprehensive Medical Imaging

The BS in Comprehensive Medical Imaging received formal approval through NWCC January 20,2020. Since that point, we have been marketing our program to perspective students in a variety of ways. In Spring 2020 we ran a Facebook campaign focused in Northern California and the Reno area to raise student interest. We have completed email recruitment to inform former GBC health science graduates about this new opportunity. The GBC BS in CMI program has been a primary focus at local career and college fairs where we draw significant interest.

We have 4 students currently enrolled in their final 1-3 semesters of BS in CMI program. Four additional students that were accepted into the BS in CMI program in Fall 2020 will complete within 4 semesters. It is expected that we will have a minimum total of 8 BS in CMI program completers within 6 semesters of the origination of the program due to their entry in the program with previously awarded degrees. Students who started taking prerequisite courses toward this degree at the time of the degree's inception, are nearing the point they will be able to apply to the program which should result in an enrollment increase.

Additional marketing opportunities are currently underway. The GBC marketing department is currently rolling out a BS in CMI focused campaign to further promote this program on Facebook, Instagram and the college's webpages. We have participated in the CTE Thursday Tip videos and in the online GBC Talking Tours. We continue to advise students completing prerequisites for this degree regularly. We are finding a great deal of interest from students currently enrolled in our Radiology program indicating they will pursue their BS in CMI degree after Radiology completion.

An additional marketing campaign is being explored to attract students that have completed their AS in Sonography at a regionally accredited college to enroll in GBC for the completion of their BS degree. Trends in student interest of this program indicate increased enrollment in upcoming years.

Manufacturing Machining Technology

The AAS and Certificate of Achievement in Manufacturing Machining (MM) have lower than project enrollments for a couple of reasons. First, the program is housed at the Pahrump Valley High School and student weren't fully aware of this CTE program option. High School students are actively being recruited and are being educated on the job opportunities available in this career path. The

Manufacturing Machining Certificate of Achievement program wasn't approved until October of 2019 so there are no students to report as graduates in Spring of 2020. The MM is working on a marketing plan and expanding offering by adding evening classes to accommodate working individuals.

Computer Technologies Graphic Communications

The Certificate of Achievement in Graphic Communication shows no enrollment. However, the Associates of Applied Science indicates good enrollment numbers. We found more students are interested in the AAS and not the Certificate of Achievement. This was also a finding in GBC's recent Curricular Review. Plans are being made to rectify the low enrollment numbers by surveying students to determine the usefulness of the Certificate program. If the certificate program is no longer determined to meet the needs of students and the communities we serve, GBC will move forward with the elimination of this program.

TMCC

Culinary Arts Entrepreneurs – CERT and Culinary Arts Entrepreneurs – AAS

When these programs were created, enrollments in the Culinary Arts program were higher than they currently are today and it was determined that there would be great benefit in having a program that partnered entrepreneurship skills with the culinary arts for those who were more interested in restaurant ownership or management, as opposed to the back of the house cooking side of culinary arts, as this would teach them the business side of this career choice. This idea was supported by other schools who offered a more business-oriented degree and/or certificate within their culinary arts program. Unfortunately, anticipated enrollments did not reach expected levels and we have seen a small number of graduates in these programs. On top of that, during COVID, the culinary industry has been hit particularly hard and so we anticipate that enrollments could continue to be low until we come out of this pandemic and find a new normal. However, we do still believe that many of our students may be interested in the business side of the culinary arts and so we intend to make a few tweaks to the program requirements and change the way we are promoting it to see if we can increase interest. We currently have 15 declared majors in the AAS degree program. The certificate is less popular but it is stackable into the degree and allows students a stepping stone and marketable accomplishment that would be recognized in the industry so we plan to promote both programs post-pandemic and hope to increase interest. If this endeavor fails we will consider deactivation. There is no additional cost to have this program active as it does not require any course that is not already offered for other programs on an ongoing basis.

WNC

Building Trades

While there are no students majoring in this program at this time, there were 59 students enrolled in 21.0 FTE in at least one of the required courses in fall 2019. This program is open only to Associated Builders and Contractors members and is not financial aid eligible. The Certificate of Achievement in Building Trades is tied to the college's apprenticeship program partnership. Students progress through their apprenticeship classes which gives them the training needed to secure employment in their fields. Often students will not continue to complete the general education requirements that are part of the certificate program. In fall 2019, WNC developed a Skills Certificate to provide a credential for students

who complete their apprenticeship classes that steps into the Building Trades Certificate. This Certificate has been a standalone option for students in the apprenticeship program. By adding a Skills Certificate that steps into the Certificate, and an Associate Degree as well, the intent is to show a pathway to complete for students. The college will continue to work with its partners to promote each of these three steps for students. Recruitment is completed by the college and partners; however, limited recruitment has taken place in 2020.

General Industrial Technology – CERT, Industrial Electronics – CERT

While there is only one declared major in General Industrial Technology in 2019-20, 40 students were enrolled in 10.7 FTE in at least one of the required courses for this program in fall 2019. Even though only two students declared Industrial Electronics in 2019-20, 38 students were enrolled in 10.4 FTE in at least one of the required courses for this program in fall 2019. Students are enrolling in classes that are part of these Certificate programs but are not declaring and completing the program of study as they are gaining workplace skills through class work only. In addition, the automation and advanced manufacturing programs are technical programs experiencing changes in industry requirements that have affected these programs. Demand for skilled talent along with specific technical knowledge is shifting to different programs that have been put in place, and the class work (not program completion) appears to be helping students find employment.

To promote the programs and classes, the Professional Applied Technology division and Applied Industrial Technology Department collaborate to provide articles to update the community and potential students. These certificates are intended to upskill contingent workers. Faculty members actively participate in recruitment initiatives throughout the year to attract more students. These activities may be limited in 2020 and 2021.

These programs will be examined during the next program review cycle and assessed for updates or elimination.