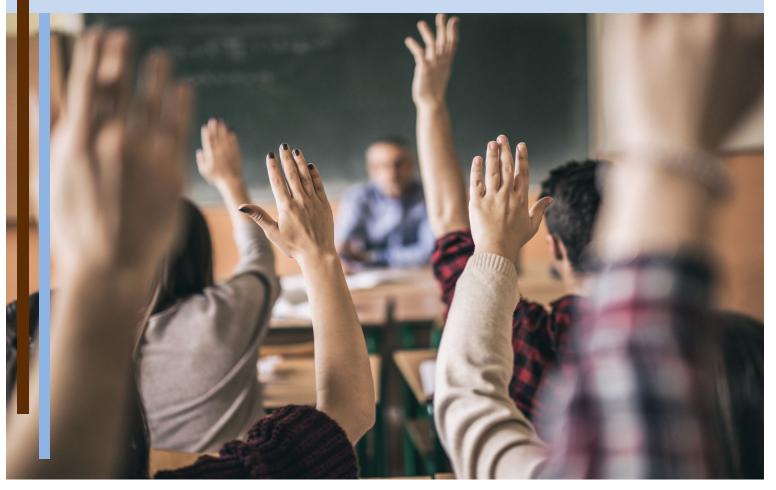# 2019-20
Existing Program Review

Prepared for the Board of Regents' 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 5* 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.*

   . . . .

In conducting program reviews each year, the institutions are guided by their respective process, as described in each program review in this report, and include 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 record 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 5* of the *Handbook*, this table also includes any (1) certificates of at least 30 credit hours, and (2) certificates of less that 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 service headcount for the Fall of 2019 for each program and the number of students with a declared major in the program in 2019-20. This table also includes the number of graduates from the program for the past three academic years.

This report, along with the corresponding institutional reports for each program summarized for 2019-20, and reports from prior years are available online through the NSHE website (nshe.nevada.edu).

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2019-2020
Summary of Eliminated and New Programs by Institution

Program	Elimination or Deactivation	New Program
University of Nevada, Las Vegas		
Cybersecurity, M.S.		X
Neuroscience, Ph.D.		X
Nuclear Medicine, B.S.	X	
School Psychology, Ph.D.		X
Spanish for the Professions, B.A.	X	
University of Nevada, Reno		
Business Analytics, M.S.		X
Cybersecurity, Master of Cybersecurity		X
Ecology, Evolution, and Conservation Biology, M.S.		X
Engineering Education, Ph.D.		X
Musical Theater, B..A.		X
Nevada State College		
Early Childhood Education, B.A.		X
Human Health Sciences, B.S.		X
College of Southern Nevada		
Concierge Management, C.A.	X	
Engineering Technology—Electronics, Skills Certificate		X
Engineering Technology—Unmanned Aviation Systems Technology, C.A.	X	
Engineering Technology — Unmanned Aviation Systems Technology, Skills Certificate		X
Great Basin College		
Comprehensive Medical Imaging, B.S.		X
Certificate of General Education– Dual Enrollment		X
Graphic Communication, B.A.S.	X	
Natural Resources, B.S.	X	
Truckee Meadows Community College		
Architectural Drafting, Skills Certificate		X
Bookkeeping Entrepreneurship, C.A.		X
Career and Technical Education Leadership, B.A.S.		X
Emergency Medical Technician Instructor Training, Skills Certificate	X	
Graphic Arts Entrepreneurship, C.A.		X
Unmanned Aerial System Technician, C.A.	X	

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2019-2020
Summary of Eliminated and New Programs by Institution

Program	Elimination or Deactivation	New Program
Western Nevada College		
Apprenticeship, A.A.S.		X
Apprenticeship—Laborers, Skills Certificate		X
Apprenticeship—OSHA, Skills Certificate		X
Automotive Collision Repair, Skills Certificate		X
Computer IT Technology, C.A.		X
Cyber Security Technician, C.A.		X
Emergency Medical Services, C.A.		X
Energy Technology, Skills Certificate		X
Health Science, A.A.S.		X
Heating, Ventilation, Air-Conditioning/Refrigeration, Skills Certificate		X
Organization & Project Management, B.A.S.		X
Paramedicine, C.A.		X

2019-2020
Summary of Characteristics of Reviewed Programs

Program	Number of Students with Declared Major 2019-20	Number of Graduates from Program			Service Headcount Fall 2019
		2017-18	2018-19	2019-20	
University of Nevada, Las Vegas					
Couple and Family Therapy, M.S.	81	27	28	26	215
Healthcare Administration, E.M.H.A.	34	16	27	13	208
Higher Education, M.Ed. & Ph.D.	70	20	22	18	655
Public Health, M.P.H.	76	16	15	19	102
Special Education, B.A. & B.S.	128	18	25	35	950
Special Education, M.Ed. & Ph.D.	371	125	111	128	1,242
University of Nevada, Reno					
Agricultural Science, B.S.	54	16	14	14	404
Animal and Rangeland Science, M.S.	7	2	1	3	19
Animal and Rangeland Science, Ph.D.	8	1	0	0	17
Environmental Sciences, M.S.	9	2	5	5	NA
Environmental Sciences, Ph.D.	12	2	1	2	NA
Journalism, B.A.	194	133	138	106	1,324
Nutrition, B.S.	168	45	50	54	1,396
Nutrition, M.S.	11	3	1	2	17
Rangeland Ecology and Management, B.S.	16	12	2	7	59
Veterinary Science, B.S.	226	52	31	25	166
Nevada State College					
Nevada Sate College did not have any programs for review during this academic year.					
College of Southern Nevada					
Associate of Art	4,758	510	567	562	NA
Associate of General Studies	1,503	400	411	419	NA
Associate of Science	5,215	422	495	500	NA

2019-2020
Summary of Characteristics of Reviewed Programs

Program	Number of Students with Declared Major 2018-19	Number of Graduates from Program			Service Headcount Fall 2018
		2016-17	2017-18	2018-19	
Great Basin College					
General Education, A.A. & A.S.	574	112	121	126	2,383
Land Surveying Geomatics, A.S. & B.A.S	125	10	9	13	190
Social Work (3+1 Program), B.S.W.	60	14	15	8	68
Truckee Meadows Community College					

Business:
    Business, A.A., A.A.S., & C.A.
    Bookkeeping, C.A.
<u>Skills Certificates</u>:
    Bookkeeping
    Real Estate
    Retail Management
	1,146	201	185	194	1,710

Graphic Communications:
    Graphic Arts and Media Technology, A.A. & C.A.
    Graphic Communications, A.A.S. & C.A.
<u>Skills Certificates</u>:
    Adobe Certified Associate Graphic Software Certification
	218	53	30	24	265

Nursing, A.S.	174	52	55	57	270
<u>Skills Certificates</u>: Certified Nursing; Phlebotomy	NA	361	318	283	261
Western Nevada College					

Western Nevada College did not have any programs for review during this academic year.

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Program Review
University of Nevada, Las Vegas

Degree Programs

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

- Couple and Family Therapy, M.S.

- Healthcare Administration, E.M.H.A.

- Higher Education, M.Ed.

- Higher Education, Ph.D.

- Public Health, M.P.H.

- Special Education, B.A.

- Special Education, B.S.

- Special Education, M.Ed.

- Special Education, Ph.D.

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.

- Nuclear Medicine, B.S.

- Spanish for the Professions, B.A.

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

- Cybersecurity, M.S.

- Neuroscience, Ph.D.

- School Psychology, Ph.D.

Certificates

None

University of Nevada, Las Vegas

Couple and Family Therapy, M.S.

I. Description of Program reviewed

The Couple and Family Therapy (CFT) Program is part of UNLV's School of Medicine and resides in the Department of Psychiatry and Behavioral Health. For over 20 years, UNLV's CFT program has been the premiere training ground for certified family therapists in Southern Nevada. In December 2007, we were officially accredited by the Commission on Accreditation for Marriage and Family Education. The philosophical underpinnings of the CFT program include a relational view of individuals in their contexts, including individual, couple, family, group and community influences. A core value is respect for diversity and embracing non-discrimination.

Students receive intensive supervision of hands-on clinical work, which includes the use of videotaping and observation behind one-way mirrors in our Therapy Center while they complete their clinical work in the Center for Individual, Couple, and Family Counseling. The Center serves a diverse population in the surrounding community. The clinical work is a core part of the training program, allowing students to synthesize knowledge and skills, and use practical research and problem-solving abilities to assist clients. To graduate, students must complete 500 supervised clinical face-to-face client hours, 40% of which must be done with couples and/or families. This clinical experience prepares students for their post-graduate licensure internship work. Graduation occurs once all program requirements are met.

University stakeholders include the Partnership for Research, Assessment, Counseling, Therapy, and Innovative Clinical Education (The PRACTICE), Student Counseling and Psychological Services (CAPS), whereas external stakeholders include agencies such as Pathways and Kayenta that serve community members of low socioeconomic status and underserved clients across the valley.

II. Review Process and Criteria

The Commission on Accreditation for Marriage and Family Therapy (COAMFTE) participated in a virtual site visit on March 30-31, 2020. The site visit team consisted of three official visitors and the Director of COAMFTE, along with her assistant. The site visit team met with the program director, faculty members, part time instructors, internship supervisors, the clinic director, alumni, current students, the department chair, the assistant dean, and the assistant dean of finance for the UNLV School of Medicine.

III. Major Findings and Conclusions of the Program Review

The UNLV CFT program is currently the only accredited such program in Nevada. The program has maintained a 98% graduation rate within 2.5 years. The licensure passing rate is approximately 90-95% for graduating students, depending on the cohort.

The program offers a valuable community service in providing sliding fee rates to community members in need of psychotherapy. The program also offers free therapy to UNLV students.

The program faculty possess numerous accolades such as Fulbright Fellow, journal editors, high publication productivity, publishing with students, active in student mentoring, securing funding from multiple sources, active clinicians and supervisors in the field, and recipients of national and international awards.

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

- The program provided survey data from communities of interest, but can improve on the procedural incorporation of feedback from these communities, to identify mechanisms for assessing outcomes and resources. The outcomes-based framework and assessment plan will be reviewed and revised based on assessment data.

- The program needs to develop the process by which it evaluates the sufficiency of technological resources.

- The program needs to offer a more detailed description of the instructional and clinical resources, indicate how it determines whether these resources are sufficient to meet the program's mission, goals, and outcomes, and identify the review process it uses to determine sufficiency.

V. Descriptive Statistics

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

2019-20	81

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

2017-18	27
2018-19	28
2019-20	26

    C. **Program-level graduation rate is calculated using first-time, full-time, degree seeking cohorts at 150 percent completion time. UNLV is reporting three years for master's degrees and eight years for doctoral degrees:**

2017-18	93.1%
2018-19	92.9%
2019-20	89.7%

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

Fall 2019	215

VI. Institutional Reports

    Click here for a copy of the institutional report summarized above.

University of Nevada, Las Vegas
Healthcare Administration, E.M.H.A.

I. Description of Program Reviewed

The Executive Master of Healthcare Administration (EMHA) program is a forty-credit hour, fully online program designed to provide working professionals with maximum flexibility, while also delivering the valuable knowledge and tools necessary to advance to senior leadership in the healthcare industry. The program utilizes a concentrated immersion approach followed by a second immersion session during the students' last semester, when they present their capstone projects. As with any discipline, students can expect to be challenged in a variety of ways, including individual and group projects and case studies. This credential is awarded to students who can describe the economic, legal, organizational, and political underpinnings of the dynamic U.S. health system, and who can build upon professional ethics and behaviors acquired in mid-level management in preparation for a senior leadership role in healthcare.

II. Review Process and Criteria

This program, along with all of the School of Public Health programs, was recently reviewed during the Council on Education for Public Health (CEPH) self-study and the May 2018 site visit. This review secured a five-year accreditation period valid through December 2023.This program was also recently granted a three-year accreditation through the Commission on Accreditation of Healthcare Management Education (CAHME) in October 2018. The program will begin its CAHME self-study year next academic year (2020-2021), with a site visit scheduled in Fall 2021.

III. Major Findings and Conclusions of the Program Review

The only feedback from CEPH concerned the required coverage of the foundational learning objectives implemented by CEPH. This was achieved by adding EMHA 710 to the program, which was developed through the Office of Online Education and was delivered in Spring 2020 for the first time. This course mirrors the existing Environmental and Occupational Health (EOH) 710, which has been accepted by CEPH as comprehensively covering the foundational learning objectives.

Significant findings from the CAHME Self-Study where improvement was needed:

- The program will establish goals, objectives, and performance outcomes that are action-based, observable, and measurable.

- The program will ensure that graduates' career preparedness is monitored, documented, and used for continuous improvement.

- The program will evaluate course instruction and the curriculum, and use the results to improve the quality of the teaching and learning environment.

- The program will regularly evaluate the extent to which students and graduates attain the competencies and use the evaluation for continuous improvement.

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

Based on CAHME feedback and in preparation for the CAHME Progress Report, the program is currently addressing the four partially met areas above.

- The program will revise the document listing its goals and objectives to reflect more outcomes-oriented objectives. The revised document sent in during the first progress report was rejected because it lacked reported metrics, which was caused by having to revise the program's goals.

- The School of Public Health has been working on increasing the response rate to our alumni survey. In the second-year progress report, the program has to provide a summary of the results of the most recent alumni survey, and describe more fully how the graduates' feedback about their preparedness has been used for quality improvement purposes. These improvements include a new database of alumni and a text messaging program.

- To address CAHME findings related to the course evaluation and quality improvement, the program will more fully describe and document how results from exit interviews, alumni surveys, course evaluations, etc. have been used to improve the quality of the curriculum, and the teaching and learning environment.

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- The EMHA program will begin using the "Outcomes" function in Canvas to assess students on their competency attainment. In Fall 2019, the program implemented a new requirement that students create electronic portfolios, not only to showcase their work, but also reflect on the feedback they received on their major assignments in relation to program competencies.

V. Descriptive Statistics

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

2019-20	34

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

2017-18	16
2018-19	17
2019-20	13

C. **Program-level graduation rate is calculated using first-time, full-time, degree seeking cohorts at 150 percent completion time. UNLV is reporting three years for master's degrees and eight years for doctoral degrees:**

2017-18	42.9%
2018-19	70.6%
2019-20	85.7%

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

Fall 2019	208

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

Higher Education, M.Ed. & Ph.D.

I. Description of Program Reviewed

The M.Ed. and Ph.D. degrees in Higher Education prepare graduates for leadership positions at public and private institutions of higher education. The programs allow students to choose a sequence of courses emphasizing student affairs, intercollegiate athletics or administrative leadership. The program faculty are very productive and have high publication, grant and conference activity.

Students who attain these graduate degrees are able to discuss the historical and philosophical influences that have guided the evolution of higher education in the U.S., discuss the nature of leading and working with and in diverse organizations, and engage in theory based, data driven decision making within the higher education context.

II. Review Process and Criteria

The program review was based on a self-study completed by the programs with the involvement of the faculty. Two external experts in the field from other institutions visited the campus, conducted interviews with students, faculty, staff and the Vice Provost for Academic Programs, and then produced a comprehensive report on the programs. Faculty and students were anonymously surveyed, and their responses were compiled and presented to the external reviewers.

III. Major Findings and Conclusions of the Program Review

These programs foster a vibrant scholarly community of faculty and students, and the surveys of faculty and students conducted as a part of the self-study revealed favorable impressions, reflecting the camaraderie in the programs.

The external reviewers indicated that the program curriculum is solid and prepares students well for their future careers. Additionally, student time to degree is appropriate, especially given the number of full-time employed students in the programs.

The assistantships available in the department to fund full time students is noteworthy, and provide better support than similarly situated higher education programs.

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

- Enhance resources for recruitment and develop a marketing strategy for both the master's and doctoral programs. The strategy should capitalize on the regular availability of graduate assistantships to recruit nationwide.

- There needs to be greater transparency within the College of Education regarding how budgets are determined, and how increases in credit hour production and faculty productivity can yield direct benefits to the programs.

- Faculty should consider increasing student enrollment at the master's level, to enable cohort-based programs that may help to regularize course offerings and allow for standardized capstone experiences, to decrease the number of shared courses between doctoral and master's students, and improve faculty and peer-to-peer advising.

V. Descriptive Statistics

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

2019-20	70

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

2017-18	20
2018-19	22
2019-20	18

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C. **Program-level graduation rate is calculated using first-time, full-time, degree seeking cohorts at 150 percent completion time. UNLV is reporting three years for master's degrees and eight years for doctoral degrees:**

2017-18	73.7%
2018-19	72.4%
2019-20	69.4%

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

Fall 2019	655

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

University of Nevada, Las Vegas

Public Health, M.P.H.

I. Description of Program Reviewed

The mission of the School of Public Health (SPH) is to promote health among all individuals by providing quality public health education and research, as leadership in this area to the local community, Nevada, and beyond. The Master of Public Health (MPH) program advances the science and art of protecting and improving the health and quality of life of populations through the identification and prevention of diseases and injuries. The MPH program provides students with the tools and skills needed to make a difference in their communities.

The program includes four unique tracks: Environmental and Occupational Health, Biostatistics and Epidemiology, Health Care Administration and Policy, and Social and Behavioral Health, as well as a dual degree program with the UNLV School of Dental Medicine.

II. Review Process and Criteria

All the School of Public Health (SPH) programs, including the MPH program, were recently reviewed during the Council on Education for Public Health (CEPH) self-study, and a May 2018 site visit. This review secured a five-year accreditation period valid through December of 2023. The MPH program has been continuously accredited through CEPH since June of 2013.

The recent accreditation process included an intensive self-study and a site visit. The process required a thorough analysis of the program, which included graduation rates, post-graduation placement, competency attainment, community involvement, faculty qualifications, student engagement, diversity, and integrative learning experiences resources.

III. Major Findings and Conclusions of the Program Review

Most of the feedback provided by CEPH was related to school wide issues, such as the need for a new revised evaluation plan that aligns specifically with the new SPH Strategic Plan, and enhancements to the annual alumni survey. Other areas for improvement were targeted at other degree programs within the SPH.

Feedback specific to the program was limited to the validation of CEPH required competencies, as well as track specific competencies for the epidemiology and biostatistics, environmental and occupational health, and healthcare administration and policy tracks. CEPH provided the SPH with a set of 22 Master of Public Health competencies that were not aligned with the program prior to the self-study, and with directives to develop new track specific competencies. The validation of these new competencies was difficult, as many of the changes made had not been implemented at the time of the site visit.

All the competencies have been carefully examined and addressed in the curriculum. A matrix is developed each semester to ensure that all competencies are covered within the program. Some of the competencies, such as interprofessional practice, have led to collaborative relationships with other UNLV units, for example, the UNLV School of Medicine. Creating a formal program that allows MPH students to work collaboratively with medical students fulfills this competency, but this initiative is still in development.

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

- Implement ongoing processes to collect, analyze, and use data from alumni surveys describing their ability to perform competencies in a workplace setting.

- Develop an evaluation plan that aligns with the School of Public Health's guiding statements.

- Map the revised competencies for the MPH in epidemiology and biostatistics concentration to assess student activities in this field.

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V. Descriptive Statistics

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

2019-20   76

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

2017-18   16
2018-19   15
2019-20   19

C   Program-level graduation rate is calculated using first-time, full-time, degree seeking cohorts at 150 percent completion time. UNLV is reporting three years for master's degrees and eight years for doctoral degrees:

2017-18   41.4%
2018-19   44.0%
2019-20   30.8%

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

Fall 2019   102

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

Special Education, B.A. & B.S.

I. Description of Program Reviewed

The B.A. and B.S. Special Education degrees prepare students for professions in teaching and human services. Upon successful completion of the curriculum, students emerge as competent and confident teachers of K-12 students with intellectual, learning, emotional, and other disabilities. The two primary stakeholders within the local community of these programs are the Clark County School District (CCSD) and the Nevada State Public Charter School Authority. The programs' undergraduate credentials are awarded to students who are able to describe and use research-based instructional methods to ensure students' success in all environments. Successful students of these programs demonstrate knowledge of lesson planning, which includes appropriate modifications and adaptations for individuals with exceptional learning needs.

II. Review Process and Criteria

The program review was based on a self-study completed by the programs with the involvement of the faculty. Two external experts in the field from other institutions visited the campus, conducted interviews with students, faculty, staff and the Vice Provost for Academic Programs, and then produced a comprehensive report on the programs. Faculty and students were anonymously surveyed, and their responses were compiled and presented to the external reviewers.

III. Major Findings and Conclusions of the Program Review

The programs consist of productive faculty with a strong commitment to high quality teaching and community engagement. The type and scope of teacher preparation programs is broad, serving many different audiences. The programs have strong connections with Clark County schools, and their teacher education offerings are responsive to teacher shortages in CCSD and other school districts. The faculty are cohesive, and frequently expressed their support of one another and of program goals.

The program's impact on the discipline includes innovative teacher education and the production and dissemination of scholarship.

Fiscal and human resources need to be invested in the programs to ensure that faculty can implement a high quality curriculum while responding to pressing local, state, and national needs. Despite the faculty's strong commitment to teacher education and community engagement, there were significant morale issues that may present barriers to the continued growth of the programs and to faculty engagement.

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

- The programs should explore ways to reduce the instructional demands of faculty and full-time staff. It is not recommended that this goal is accomplished by hiring more part-time instructors. The program's current workload justifies the hiring of additional tenure-track faculty.

- The programs should review their offerings and seriously consider ways to reduce or streamline programs and offerings, without compromising quality or responsiveness to the most pressing local needs.

- Communication between the programs and administrators outside the department needs to improve, so that the programs have the opportunity to justify their staffing needs.

V. Descriptive Statistics

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

   2019-20   128

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

2017-18	<u>18</u>
2018-19	<u>25</u>
2019-20	<u>35</u>

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

2017-18	<u>22.2%</u>
2018-19	<u>36.0%</u>
2019-20	<u>37.1%</u>

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

Fall 2019	<u>950</u>

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

Special Education, M.Ed. & Ph.D.

I. Description of Program Reviewed

The M.Ed. and the Ph.D. Special Education degrees are available to students seeking licensure, and to students who are not seeking licensure. There are several focus areas, such as Autism, Early Childhood Special Education, Learning Disabilities, Gifted and Talented, to fit the student's educational goals. Ph.D. candidates develop skills in scientific inquiry and leadership, and gain an understanding of philosophy and theory as they relate to the conduct of research and program evaluation. Graduates of both programs routinely pursue careers in schools, institutions of higher education, research centers and agencies, as well as in school districts across the nation. These graduate degrees are awarded to students who can assist students in planning for transition to adulthood including employment, community, and daily life, with the support of parents and other professionals. The programs focus on allowing students opportunities for full participation in community and decision making, and to apply skills in design to implement scholarly presentations intended to effect change within the fields of special education and/or early childhood education.

II. Review Process and Criteria

The program review was based on a self-study completed by the programs with the involvement of the faculty. Two external experts in the field from other institutions visited the campus, conducted interviews with students, faculty, staff and the Vice Provost for Academic Programs, and then produced a comprehensive report on the programs. Faculty and students were anonymously surveyed, and their responses were compiled and presented to the external reviewers.

III. Major Findings and Conclusions of the Program Review

The programs consist of a productive faculty with a strong commitment to high quality teaching and community engagement. These are high-quality programs with a strong international reputation. The quality is sufficient to obtain their desired educational outcomes. For example, the doctoral program recruits students from research-intensive institutions and internationally.

The program's impact on the discipline includes innovative teacher education and the production and dissemination of scholarship.

The English Language Learners endorsement and focus on multicultural issues are responsive to local and national needs. Faculty are offering two programs that prepare students for leadership positions. Despite high numbers of doctoral advisees and demanding undergraduate and masters teaching loads, faculty are strong mentors.

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

- The programs should explore ways to reduce the instructional demands of faculty and full-time staff. It is not recommended that this goal is accomplished by hiring more part-time instructors. The program's current workload justifies the hiring of additional tenure-track faculty.

- Research productivity, including publications rates, impact factors, and funding, are important indicators of program prestige, affecting faculty and doctoral recruitment, as well as having an impact on national rankings. High teaching demands decrease opportunities to write sufficiently rigorous proposals in an increasingly competitive funding environment.

- Communication between the programs and administrators outside the department needs to improve, so that the programs have the opportunity to justify their staffing needs.

V. Descriptive Statistics

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

        2019-20   371

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

2017-18	125
2018-19	111
2019-20	128

C. Program-level graduation rate is calculated using first-time, full-time, degree seeking cohorts at 150 percent completion time. UNLV is reporting three years for master's degrees and eight years for doctoral degrees:

2017-18	79.9%
2018-19	70.6%
2019-20	70.1%

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

Fall 2019	1,242

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

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Program Review
University of Nevada, Reno

Degree Programs

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

- Agricultural Science, B.S.

- Animal and Rangeland Science, M.S.

- Animal and Rangeland Science, Ph.D.

- Environmental Sciences, M.S.

- Environmental Sciences, Ph.D.

- Journalism, B.A.

- Nutrition, B.S.

- Nutrition, M.S.

- Rangeland Ecology and Management, B.S.

- Veterinary Science, B.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.

   None

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

- Business Analytics, M.S.

- Cybersecurity, Master of Cybersecurity

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- Ecology, Evolution, and Conservation Biology, M.S.
- Engineering Education, Ph.D.
- Musical Theatre, B.A.

<u>Certificates</u>

None

Agricultural Science, B.S.

I. Description of Program Reviewed

Agricultural science is one of the newest and most exciting fields at CABNR. The major provides students with current professional training in the management agricultural systems found within Nevada. It also provides a strong foundation for a career in land use management.

The agricultural science major is unique from those offered by other schools in that it combines several specialized fields of expertise. In addition to rangeland livestock production courses, students take much of their course work in a variety of disciplines, becoming knowledgeable in animal science, wildlife science, soils, botany, and ecology.

The agricultural science major is a bachelor of science degree with emphasis on western rangeland livestock operations. The goal of the agricultural science major is to educate students who can compete successfully for agricultural-related jobs in Nevada, the Western United States, and throughout the world. The agricultural science major emphasizes the protection of sustainable natural resources, proper use of livestock and the effective management and economic improvement of rangeland resources. It covers a broad spectrum of university courses centering on the concept of "multiple-use" resource management.

The curriculum provides progressive advancement through theory and technique. Physiology, genetics, nutrition, botany, and ecology are a few of the topics examined at each level of sophistication. Emphasis is placed on problem solving and learning-by-doing. All classes include hands-on sessions in a practical environment. General animal science courses are required in addition to specialty courses.

II. Review Process and Criteria

The Agriculture, Veterinary & Rangeland 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 Fall 2018 for the Rangeland programs as part of an accrediation visit, and Fall 2019 for the Veterinary and Agricultural programs. The self-study documents were provided to the reviewers before they conducted an on-campus visit on April 8-10, 2019 for the Rangeland programs and March 9-10, 2020 for the Veterinary and Agricultural programs. The external reviewers 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 site visitors 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 28, 2020. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

1. Energy and excitement was demonstrated universally by the AVRS administration, faculty, staff, and students. A small core of well-established, "seasoned" faculty who know the academic "ropes" have been joined by a cadre of early/mid-career faculty who are showing clear signs of growing into outstanding faculty members.

2. There is tremendous opportunity to focus teaching, research, and outreach attention on "arid agriculture". For its value and direct impact for the citizens of Nevada, and also for its unprecedented relevance to agriculture on the world stage, particularly in the face of climate change. Making the AVRS Department well positioned to be an international leader in this arena.

3. Students noted that all AVRS faculty have an "open-door" policy and are very supportive of the undergraduate students, which contributes substantially to undergraduate student success.

4. A core strength is the vast experience of their teaching and research faculty and their strong relationship with stakeholders. Teaching faculty have prolific publishing careers in venues that reach members of their respective fields. Faculty research projects are well funded and involve collaborating with multiple stakeholders including producers, state and federal agency personnel, and scholars from other institutions, which speaks highly of their respective research enterprises.

5. The proximity and nature of the facilities are a great asset to both CABNR and AVRS. UNR is set in an urban center but is proximal to substantial research facilities, which is of great value.

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

1. **Strategic Planning and Building a Vision for the Department:**

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Reviewers commended the chair for her leadership, which she engages in while simultaneously leading a substantial externally funded research program and teaching. An associate chair was recommended to assist in balancing the workload of the chair. It was also recommended that a vision be developed that brings forward arid agricultural efforts. Such a vision can balance monetary needs and prioritization of resources. Development of a vision can assist in collaborations with stakeholders and industry partners. Establishment of a stakeholder advisory committee can assist with such an effort, while such a sounding board/advisory group can assist the department in identifying directions in which to move regarding discovery, learning, and engagement.

2. Undergraduate Curriculum & Education

Reviewers discussed that overall the students were happy with the curriculum and faculty, noting that course offerings in Agricultural Science were limited compared to other programs in the department. Undergraduate TA positions were an opportunity that students indicated they enjoyed and looked to participate in. It was noted there were opportunities to ensure that courses that were designed as "technical" offerings truly provide technical skills and that there is greater utilization of the farm facilities for undergraduate hands-on training.

3. Undergraduate Program Outcomes (assessment, placement, retention, and graduation)

Suggestions were provided to assist in growing the BS in Agricultural Sciences program, which can be applied to all programs, and included development of a clearer understanding of the program's audience and a web presence that invites action: apply, request information, or visit. Reviewers noted that students reported that the Central Advisors are not able to tailor their advising to each individual student, but rather they do standard advising, which is not an issue during the first two years of the program. However it was noted, for the Agricultural Science students in years three and four (and beyond), it probably does not serve their best interests academically, which the department is aware of and making efforts to resolve. Also, attention to internships and related oversight would serve students well. The reviewers noted that the data provided in the self-study demonstrated evidence of successful student performance on program learning outcomes and more specifically that graduates from both programs "demonstrate solid competencies", strongly recommending the collection of student artifacts for future assessment needs. Reviewers noted that retention rates for programs are very commendable, which speaks to the entirety of efforts at the Departmental level directed at student retention/ success. All indications are that AVRS graduates are gainfully employed or pursuing additional education at a high rate, which speaks to the value of the education they received at UNR.

4. Space

The reviewers found that faculty and students are excited by the facilities and their proximity. Noting that several new faculty members have strategically invested significant amounts of their startup funding into major improvements at the animal facilities, such as the new animal pens that are equipped with an individual water intake monitoring system. Another example is the significant improvements made to the Wolf Pack Meat facility ($300,000 investment noted in the self-study). Reviewers commented that the faculty are clearly working together in a collegial manner to make the facilities work for them and their research programs and that there is clearly a need to retain these facilities and the land base they occupy if CABNR and AVRS are to realize their dream of becoming a center for arid agriculture.

5. Faculty

Reviewers observed extensive collegiality and the fostering of a true department community, which they noted as being priceless. It was noted that there is already a mentoring program and resources in place, and thus encouraged faculty to tap into them was recommended as doing so would benefit the individual faculty and the department as a whole. As part of a shared faculty effort, reviewers encourage all to take part in identifying: 1) the essential components of the core academic curriculum at the undergraduate and graduate level and how to ensure its successful delivery, 2) niche areas of research at the individual investigator level, as well as at the collaborative team level, both within and across departments, and 3) efficient and effective methods of delivering targeted outreach to stakeholders and other constituents. Reviewers noted that faculty were interested in a Plant Science Graduate Program and that such an interdisciplinary program would serve the research interests and be an opportunity to increase the number of graduate students in the department. It was encouraged that such an effort be done in consultation with the Vice Provost for Graduate Education and Dean of the Graduate School, who demonstrates an impressive knowledge of university graduate programs and execution graduate student recruiting.

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Action Items:

- Develop departmental/interdepartmental program to focus on Plant Science specifically for undergraduates. This will require coordination between three departments within CABNR and also the Biology department and strengthening offerings for botany for this to be a true Plant Science program.

- Monitor and provide updates on progress made toward new program efforts including plant science, ag-econ, ag -business, and NevadaTeach.

- Because internships are required and integral to many of the AVRS undergraduate degree programs, the department must take ownership of its undergraduate internships and no longer rely on the Career Studio to serve this role for AGSC students. The department faculty should be more engaged in the management and oversight of its undergraduate internships.

- The department and college should develop a coherent undergraduate student advising and career mentoring plan that includes the mandatory participation of professional academic advisors and faculty.

- The department should update assessment plans to address changing needs, including artifacts.

- The department should work with appropriate units to address class scheduling needs. This needs to be reviewed across several disciplines due to the overlap of majors taking classes across programs. NRES and other programs in the life sciences should be engaged in this conversation.

V. Descriptive Statistics

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

2019-20	54*

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

2017-18	16
2018-19	14
2019-20	14**

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

2017-18	0%#
2018-19	25%
2019-20	67%

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

Fall 2019	404

* 70 when including Nevada Teach Ag Sci

** 17 when including Nevada Teach Ag Sci

#New Program no data for that year

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

I. Description of Program reviewed

The Animal & Rangeland Science Masters of Science Program prepares students to address critical regional and worldwide needs in animal science and rangeland ecology and management by meeting these degree or program objectives. Graduates of the program are be able to:

- Apply scientific concepts to research questions related to the sustainable management of agricultural and natural resources.

- Plan and execute experiments using appropriate science and statistical approaches.

- Effectively compose and articulate scientific concepts through written and oral communication.

- Evaluate and apply professional ethics in the design and application of their research.

II. Review Process and Criteria

The Agriculture, Veterinary & Rangeland 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 Fall 2018 for the Rangeland programs as part of an accreditation visit, and Fall 2019 for the Veterinary and Agricultural programs. The self-study documents were provided to the reviewers before they conducted an on-campus visit on April 8-10, 2019 for the Rangeland programs and March 9-10, 2020 for the Veterinary and Agricultural programs. The external reviewers 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 site visitors 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 28, 2020. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

1. Energy and excitement was demonstrated universally by the AVRS administration, faculty, staff, and students. A small core of well-established, "seasoned" faculty who know the academic "ropes" have been joined by a cadre of early/mid-career faculty who are showing clear signs of growing into outstanding faculty members.

2. A core strength is the vast experience of their teaching and research faculty and their strong relationship with stakeholders. Teaching faculty have prolific publishing careers in venues that reach members of their respective fields. Faculty research projects are well funded and involve collaborating with multiple stakeholders including producers, state and federal agency personnel, and scholars from other institutions, which speaks highly of their respective research enterprises.

3. The proximity and nature of the facilities are a great asset to both CABNR and AVRS. UNR is set in an urban center but is proximal to substantial research facilities, which is of great value.

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

1. Strategic Planning and Building a Vision for the Department:

Reviewers commended the chair for her leadership, which she engages in while simultaneously leading a substantial externally funded research program and teaching. An associate chair was recommended to assist in balancing the workload of the chair. It was also recommended that a vision be developed that brings forward arid agricultural efforts. Such a vision can balance monetary needs and prioritization of resources. Development of a vision can assist in collaborations with stakeholders and industry partners. Establishment of a stakeholder advisory committee can assist with such an effort, while such a sounding board/advisory group can assist the department in identifying directions in which to move regarding discovery, learning, and engagement.

2. Graduate Curriculum & Education

Reviewers observed that graduate students were very positive about cutting-edge research being done by faculty in AVRS and their involvement in that research. This involvement includes graduate student attendance at regional and national conferences and opportunities to speak with and observe what contemporaries are doing at other institutions. Reviewers noted that outstanding faculty are the key to outstanding graduate programs, and it is clear AVRS is gaining a reputation in this arena based on the current students' observations. Students in the program did note that a better selection of courses, particularly AVRS 700-level course offerings and more connection to day-to-day departmental affairs would be welcome. A faculty member recommended the formation of a graduate-student club in the department. AVRS graduate students noted that industry tours and other opportunities to interact with professionals in their areas of interest were very beneficial (BLM, Forest Service, Nevada Cattlemen's Assoc., etc.). Reviewers noted that graduate students enjoy the opportunity to get a "real world" perspective, and see and hear from individuals who are not only making a livelihood in the types of jobs the graduate students are pursuing, but who are making a real impact in their professions. Interactions like these make the graduate students very optimistic about their future job prospects.

3. Graduate Program Outcomes (assessment, placement, retention, and graduation)

Reviewers observed that graduate students were attending UNR primarily because of personal connections, being an undergraduate at UNR, because they worked in the industry (rangeland sciences), knew about the program by reputation, or some combination of these factors. Engagement in recruitment activities may assist in growing the graduate programs. Reviewers noted that graduate students were pleased with the guidance/mentoring they are receiving. Reviewers saw an opportunity for the AVRS graduate students to lead an effort to establish a college-level graduate-student association, which would foster interaction among graduate students from across the college, broaden their contact with individuals from other disciplines who have the shared experience of being a graduate student, provide additional opportunities to support and learn from one another, and provide a mechanism to have a representative(s) attend University-level graduate-student meetings/events. Reviewers noted that given the ARS graduate program began enrolling students in 2017. To date five MS candidates have graduated, which is a strong indication of successful progression through the program (the remaining six MS students enrolled in 2019 and/or 2020).

4. Space

The reviewers found that faculty and students are excited by the facilities and their proximity. Noting that several new faculty members have strategically invested significant amounts of their startup funding into major improvements at the animal facilities, such as the new animal pens that are equipped with an individual water intake monitoring system. Another example is the significant improvements made to the Wolf Pack Meat facility ($300,000 investment noted in the self-study). Reviewers commented that the faculty are clearly working together in a collegial manner to make the facilities work for them and their research programs and that there is clearly a need to retain these facilities and the land base they occupy if CABNR and AVRS are to realize their dream of becoming a center for arid agriculture.

5. Faculty

Reviewers observed extensive collegiality and the fostering of a true department community, which they noted as being priceless. It was noted that there is already a mentoring program and resources in place, and thus encouraged faculty to tap into them was recommended as doing so would benefit the individual faculty and the department as a whole. As part of a shared faculty effort, reviewers encourage all to take part in identifying: 1) the essential components of the core academic curriculum at the undergraduate and graduate level and how to ensure its successful delivery, 2) niche areas of research at the individual investigator level, as well as at the collaborative team level, both within and across departments, and 3) efficient and effective methods of delivering targeted outreach to stakeholders and other constituents.

Animal and Rangeland Sciences, M.S.

Action Items:

- The department should work with Graduate School and GSA for virtual recruitment efforts, and with the Graduate school on identifying AVRS student professional development needs and how to meet them.

- The department should update assessment plans to address changing needs, including artifacts.

- The department should work with appropriate units to address class scheduling needs. This needs to be reviewed across several disciplines due to the overlap of majors taking classes across programs. NRES and other programs in the life sciences should be engaged in this conversation.

V. Descriptive Statistics

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

2019-20	7

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

2017-18	2
2018-19	1
2019-20	3

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

2017-18	N/A*
2018-19	N/A*
2019-20	100%

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

Fall 2019	19

*New Program no data for that year

There is no 150% standard for graduation rates for graduate programs, thus three-year have been used for Masters programs. With 2017-18 150% graduation rate reflecting a cohort starting in Fall 2015, 2018-19 150% graduation rate reflecting a cohort starting in Fall 2016 and 2019-20 150% graduation rate reflecting a cohort starting in Fall 2017.

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

University of Nevada, Reno
Animal and Rangeland Sciences, Ph.D.

I. Description of Program reviewed

The Animal and Rangeland Science Doctor of Philosophy Program prepares students to address critical regional and worldwide needs in animal science and rangeland ecology and management by meeting these degree or program objectives. Graduates of the program are able to:

- Apply scientific concepts to systematically create new knowledge related to the sustainable management of agricultural and natural resources.

- Plan and execute a diversity of experiments using appropriate science and statistical approaches.

- Effectively compose and articulate scientific concepts through written and oral communication.

- Evaluate and apply professional ethics in the design and application of their research.

II. Review Process and Criteria

The Agriculture, Veterinary & Rangeland 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 Fall 2018 for the Rangeland programs as part of an accreditation visit, and Fall 2019 for the Veterinary and Agricultural programs. The self-study documents were provided to the reviewers before they conducted an on-campus visit on April 8-10, 2019 for the Rangeland programs and March 9-10, 2020 for the Veterinary and Agricultural programs. The external reviewers 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 site visitors 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 28, 2020. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

1. Energy and excitement was demonstrated universally by the AVRS administration, faculty, staff, and students. A small core of well-established, "seasoned" faculty who know the academic "ropes" have been joined by a cadre of early/mid-career faculty who are showing clear signs of growing into outstanding faculty members.

2. A core strength is the vast experience of their teaching and research faculty and their strong relationship with stakeholders. Teaching faculty have prolific publishing careers in venues that reach members of their respective fields. Faculty research projects are well funded and involve collaborating with multiple stakeholders including producers, state and federal agency personnel, and scholars from other institutions, which speaks highly of their respective research enterprises.

3. The proximity and nature of the facilities are a great asset to both CABNR and AVRS. UNR is set in an urban center but is proximal to substantial research facilities, which is of great value.

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

1. Strategic Planning and Building a Vision for the Department:

Reviewers commended the chair for her leadership, which she engages in while simultaneously leading a substantial externally funded research program and teaching. An associate chair was recommended to assist in balancing the workload of the chair. It was also recommended that a vision be developed that brings forward arid agricultural efforts. Such a vision can balance monetary needs and prioritization of resources. Development of a vision can assist in collaborations with stakeholders and industry partners. Establishment of a stakeholder advisory committee can assist with such an effort, while such a sounding board/advisory group can assist the department in identifying directions in which to move regarding discovery, learning, and engagement.

2. **Graduate Curriculum & Education**

Reviewers observed that graduate students were very positive about cutting-edge research being done by faculty in AVRS and their involvement in that research. This involvement includes graduate student attendance at regional and national conferences and opportunities to speak with and observe what contemporaries are doing at other institutions. Reviewers noted that outstanding faculty are the key to outstanding graduate programs, and it is clear AVRS is gaining a reputation in this arena based on the current students' observations. Students in the program did note that a better selection of courses, particularly AVRS 700-level course offerings and more connection to day-to-day departmental affairs would be welcome. A faculty member recommended the formation of a graduate-student club in the department. AVRS graduate students noted that industry tours and other opportunities to interact with professionals in their areas of interest were very beneficial (BLM, Forest Service, Nevada Cattlemen's Assoc., etc.). Reviewers noted that graduate students enjoy the opportunity to get a "real world" perspective, and see and hear from individuals who are not only making a livelihood in the types of jobs the graduate students are pursuing, but who are making a real impact in their professions. Interactions like these make the graduate students very optimistic about their future job prospects.

3. **Graduate Program Outcomes (assessment, placement, retention, and graduation)**

Reviewers observed that graduate students were attending UNR primarily because of personal connections, being an undergraduate at UNR, because they worked in the industry (rangeland sciences), knew about the program by reputation, or some combination of these factors. Engagement in recruitment activities may assist in growing the graduate programs. Reviewers noted that graduate students were pleased with the guidance/mentoring they are receiving. Reviewers saw an opportunity for the AVRS graduate students to lead an effort to establish a college-level graduate-student association, which would foster interaction among graduate students from across the college, broaden their contact with individuals from other disciplines who have the shared experience of being a graduate student, provide additional opportunities to support and learn from one another, and provide a mechanism to have a representative(s) attend University-level graduate-student meetings/events. Reviewers noted that given the ARS graduate program began enrolling students in 2017, it is not possible to assess completion rates for PhD students.

4. **Space**

The reviewers found that faculty and students are excited by the facilities and their proximity. Noting that several new faculty members have strategically invested significant amounts of their startup funding into major improvements at the animal facilities, such as the new animal pens that are equipped with an individual water intake monitoring system. Another example is the significant improvements made to the Wolf Pack Meat facility ($300,000 investment noted in the self-study). Reviewers commented that the faculty are clearly working together in a collegial manner to make the facilities work for them and their research programs and that there is clearly a need to retain these facilities and the land base they occupy if CABNR and AVRS are to realize their dream of becoming a center for arid agriculture.

5. **Faculty**

Reviewers observed extensive collegiality and the fostering of a true department community, which they noted as being priceless. It was noted that there is already a mentoring program and resources in place, and thus encouraged faculty to tap into them was recommended as doing so would benefit the individual faculty and the department as a whole. As part of a shared faculty effort, reviewers encourage all to take part in identifying: 1) the essential components of the core academic curriculum at the undergraduate and graduate level and how to ensure its successful delivery, 2) niche areas of research at the individual investigator level, as well as at the collaborative team level, both within and across departments, and 3) efficient and effective methods of delivering targeted outreach to stakeholders and other constituents.

Action Items:

- Recommend that each PhD student teach at least one semester even if not going into academia. Teaching helps develop communication and organizational skills and helps with faculty course loads.

- The department should work with Graduate School and GSA for virtual recruitment efforts, and with the Graduate school on identifying AVRS student professional development needs and how to meet them.

- The department should update assessment plans to address changing needs, including artifacts.

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- The department should work with appropriate units to address class scheduling needs. This needs to be reviewed across several disciplines due to the overlap of majors taking classes across programs. NRES and other programs in the life sciences should be engaged in this conversation.

VI. Descriptive Statistics

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

2019-20	8

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

2017-18	1
2018-19	0
2019-20	0

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

2017-18	N/A*
2018-19	N/A*
2019-20	N/A*

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

Fall 2019	17

*New Program no data for that year

There is no 150% standard for graduation rates for graduate programs, thus eight-years has been used for PhD programs. With 2017-18 150% graduation rate reflecting a cohort starting in Fall 2010, 2018-19 150% graduation rate reflecting a cohort starting in Fall 2016 and 2019-20 150% graduation rate reflecting a cohort starting in Fall 2017.

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

University of Nevada, Reno

Environmental Science, M.S.

I. Description of Program reviewed

The environmental science master's degree takes about two to three years and involves taking courses and performing thesis research (for the standard thesis-track students). Students' projects for those in environmental science M.S. program are often part of a larger research program. Many of the master's students are contributing new knowledge to the field. The environmental science master's degree is focused on the thesis research and students generally have the opportunity to participate in published work or to publish their own research if they choose. Students complete at least 30 credits of acceptable graduate courses, with at least 18 credits at the 700 level, which includes six thesis credits.

II. Review Process and Criteria

The Environmental 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 Spring 2020. The self-study document was provided to the reviewers before they conducted an on-campus visit on February 27-28, 2020. The external reviewers 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 site visitors 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 14, 2020. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

1. The Environmental Sciences program provides students and faculty with flexibility that allows crafted academic paths and serves the needs of the students well.
2. Leadership is responsive to both the needs of students and faculty who participate in this interdisciplinary program.
3. Students in the program are well supported financially, both by their home departments and the Environmental Sciences program. They receive funding via teaching and research assistant positions as well as funding to support travel to conferences and meetings and to assist with publication costs.
4. Graduate faculty in the Environmental Sciences program have broad expertise in the environment and health and work together collegially, which positions the program well for external funding and opportunities for collaboration.

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

1. Strategic Planning and Building a Vision for the Department:

The review team noted that as the ES program positions itself for the future there are many significant trends in numerous fields that constitute environmental sciences. Given these trends, ES should reflect on its current capabilities and identify areas for future focus that take advantage of technological and computational advances to address major environmental challenges of our time. It would serve the program to reflect upon its orientation and mission to ensure that it is in alignment with the University with regards to areas of emphasis, programmatic needs, and vision. It was noted that the ES program is planning to create a steering committee and an advisory committee to support and energize the program.

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2. Graduate Curriculum & Education

It was noted that there is a significant research and teaching interaction between ES and Truckee Meadows Community College (TMCC). Expanding and increasing funding for this relationship could enhance graduate education via the experience of teaching and supervising community college student research. Further, developing this program may assist in establishing a pipeline of students for undergraduate and graduate work in the environmental fields at UNR, with ES serving as the leader for such a collaboration between the two institutions and possibly other institutions. The reviewers also observed that the relationship with the program and DRI had dwindled over the years and encouraged that this relationship be renewed as a means of expanding research collaboration. It was noted that students are requested to take at least four courses from a listing of 12 options, but that courses on that listing are not regularly offered. Thus, at times, students have to pivot to find alternative 700-level course options that may not be relevant to their interests.

3. Graduate Program Outcomes (assessment, placement, retention, graduation)

There are 21 full-time graduate students currently in the program. Students are about equally split between the master's and Ph.D. degree programs with close to a 50:50 gender balance. Approximately 25% of the students are from underrepresented groups. The reviewers encouraged the ES program to develop plans for recruiting students and to strategically consider how to solidify its position especially relative to other graduate programs at UNR. The flexibly of the program is helpful to non-traditional students who are not working on their degrees full time. The reviewers mentioned anecdotal discussion noting that the students graduating from the program are finding employment.

4. Faculty

The review team observed that ES faculty were collegial and have broad expertise in the environment and health. It was noted that the nexus of environment and health is a productive topic for innovative and collaborative research. These attributes suggest ES faculty are well poised to pursue large, multi-investigator research and training grants. It was noted that such grants would bring faculty together, provide new research opportunities, provide new student opportunities, and raise the profile of ES both within the University and nationally.

Action Items:

- The program director will start holding regular faculty meetings. In scheduling those meetings, a wide net should be cast to recruit faculty from related fields in order to expand the program's research portfolio and to foster collaborations with existing faculty.

- In an effort to establish a stronger intellectual and community culture, the ES program will develop coordinated events to bring students together in social settings. Additionally, the ES program will work with the Graduate School to better inform students of the professional development resources and networking opportunities available through the Graduate School and the Graduate Student Association.

- The program director will explore developing a deeper relationship with TMCC, as well as WNC and GBC, which can assist in developing a pipeline of students into the program.

- The program director will work with faculty to determine if the name should be changed back to Environmental Sciences and Health (ESH) to reflect the full scope of the program. Faculty will also work on creating a vision/mission statement, strategic plan, and development of a core curriculum to reflect the changes in the field and practices and needs of the program. The review of the core curriculum will also include a review of the credit requirements.

- The program director will work with CABNR on the development of administrative support for the program.

Environmental Science, M.S.

V. Descriptive Statistics

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

2019-20	9

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

2017-18	2
2018-19	5
2019-20	5

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

2017-18	0%
2018-19	0%
2019-20	50%

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

Fall 2019	N/A*

* Data not available due to interdisciplinary nature of the program.

There is no 150% standard for graduation rates for graduate programs, thus three-year have been used for Masters Programs. With 2017-18 150% graduation rate reflecting a cohort starting in fall 2015, 2018-19 150% graduation rate reflecting a cohort starting in fall 2016 and 2019-20 150% graduation rate reflecting a cohort starting in fall 2017.

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

Environmental Sciences, Ph.D.

I. Description of Program reviewed

The University's Environmental Sciences Ph.D. is research-focused, multidisciplinary degree track with more than 35 participating faculty members from 14 departments across four institutions. The program encourages students to adapt the course of study to their academic interests. Successful students will practice applied science that addresses real world problems such as:

- Health-based issues

- Environmental contamination

- Remediation of environmental damage

- Air quality

- Agricultural sustainability

- Nutrition and nutritional health and sustainability

- Renewable resource issues

Given the wide range of possible specializations, Environmental Sciences offers many potential career paths.

While students work individually on research projects in this program, opportunities exist to network with peer groups and train undergraduates and other students in their areas of expertise. They also work closely with advisers on structuring research and reviewing results. Due to the flexible nature of the program, some students may work exclusively in laboratories, while others spend a large portion of time in the field collecting data.

Strong communication and presentation skills are critical for success, particularly in framing technical and scientific concepts for the general public and community stakeholders. The program conducts a seminar series that is open to campus and the community, giving students opportunities to network with speakers, fellow students, and community members who are interested in their field.

II. Review Process and Criteria

The Environmental 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 Spring 2020. The self-study document was provided to the reviewers before they conducted an on-campus visit on February 27-28, 2020. The external reviewers 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 site visitors 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 14, 2020. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

1. The Environmental Sciences program provides students and faculty with flexibility that allows crafted academic paths and serves the needs of the students well.

2. Leadership is responsive to both the needs of students and faculty who participate in this interdisciplinary program.

3. Students in the program are well supported financially, both by their home departments and the Environmental Sciences program. They receive funding via teaching and research assistant positions as well as funding to support travel to conferences and meetings and to assist with publication costs.

4. Graduate faculty in the Environmental Sciences program have broad expertise in the environment and health and work together collegially, which positions the program well for external funding and opportunities for collaboration.

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

1. Strategic Planning and Building a Vision for the Department:

The review team noted that as the ES program positions itself for the future there are many significant trends in numerous fields that constitute environmental sciences. Given these trends, ES should reflect on its current capabilities and identify areas for future focus that take advantage of technological and computational advances to address major environmental challenges of our time. It would serve the program to reflect upon its orientation and mission to ensure that it is in alignment with the University with regards to areas of emphasis, programmatic needs, and vision. It was noted that the ES program is planning to create a steering committee and an advisory committee to support and energize the program.

2. Graduate/Undergraduate Curriculum & Education

It was noted that there is a significant research and teaching interaction between ES and Truckee Meadows Community College (TMCC). Expanding and increasing funding for this relationship could enhance graduate education via the experience of teaching and supervising community college student research. Further, developing this program may assist in establishing a pipeline of students for undergraduate and graduate work in the environmental fields at UNR, with ES serving as the leader for such a collaboration between the two institutions and possibly other institutions. The reviewers also observed that the relationship with the program and DRI had dwindled over the years and encouraged that this relationship be renewed as a means of expanding research collaboration. It was noted that students are requested to take at least four courses from a listing of 12 options, but that courses on that listing are not regularly offered. Thus, at times, students have to pivot to find alternative 700-level course options that may not be relevant to their interests.

3. Graduate Program Outcomes (assessment, placement, retention, graduation)

There are 21 full-time graduate students currently in the program. Students are about equally split between the master's and Ph.D. degree programs with close to a 50:50 gender balance. Approximately 25% of the students are from underrepresented groups. The reviewers encouraged the ES program to develop plans for recruiting students and to strategically consider how to solidify its position especially relative to other graduate programs at UNR. The flexibly of the program is helpful to non-traditional students who are not working on their degrees full time. The reviewers mentioned anecdotal discussion noting that the students graduating from the program are finding employment.

4. Faculty

The review team observed that ES faculty were collegial and have broad expertise in the environment and health. It was noted that the nexus of environment and health is a productive topic for innovative and collaborative research. These attributes suggest ES faculty are well poised to pursue large, multi-investigator research and training grants. It was noted that such grants would bring faculty together, provide new research opportunities, provide new student opportunities, and raise the profile of ES both within the University and nationally.

Action Items:

- The program director will start holding regular faculty meetings. In scheduling those meetings, a wide net should be cast to recruit faculty from related fields in order to expand the program's research portfolio and to foster collaborations with existing faculty.

- In an effort to establish a stronger intellectual and community culture, the ES program will develop coordinated events to bring students together in social settings. Additionally, the ES program will work with the Graduate School to better inform students of the professional development resources and networking opportunities available through the Graduate School and the Graduate Student Association.

- The program director will explore developing a deeper relationship with TMCC, as well as WNC and GBC, which can assist in developing a pipeline of students into the program.

- The program director will work with faculty to determine if the name should be changed back to Environmental Sciences and Health (ESH) to reflect the full scope of the program. Faculty will also work on creating a vision/mission statement, strategic plan, and development of a core curriculum to reflect

the changes in the field and practices and needs of the program. The review of the core curriculum will also include a review of the credit requirements.

- The program director will work with CABNR on the development of administrative support for the program.

V.   Descriptive Statistics

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

      2019-20   12

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

      2017-18   2
      2018-19   1
      2019-20   2

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

      2017-18   100%
      2018-19   0%
      2019-20   100%

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

      Fall 2019   N/A*

* Data not available due to interdisciplinary nature of the program.

There is no 150% standard for graduation rates for graduate programs, thus eight-years has been used for PhD Programs. With 2017-18 150% graduation rate reflecting a cohort starting in fall 2010, 2018-19 150% graduation rate reflecting a cohort starting in fall 2011 and 2019-20 150% graduation rate reflecting a cohort starting in fall 2012.

VI. Institutional Reports

   Click here for a copy of the institutional report summarized above.

I. Description of Program reviewed

At the Reynolds School of Journalism, students are prepared for lifelong learning by teaching critical attitudes and professional skills. Students build careers in professional news, public relations, advertising, visual design, documentary, broadcasting, podcasting, Spanish language media as well as future graduate work in law, business, the social sciences and humanities.

The degree is flexible and interdisciplinary, providing generous opportunities for developing second majors, double minors or for in-depth work in the Reynolds School that includes experiential education in the form of internships, practicums and service-learning opportunities.

II. Review Process and Criteria

The Journalism program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the School and its programs was developed by the dean and the School faculty and completed in the Fall of 2019 for the undergraduate program. This report was provided to the reviewers from the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) before they conducted an on-campus visit on November 3-6, 2019. The external reviewers met with relevant faculty, staff, students and administrators to evaluate the School's accomplishments, strengths, opportunities for improvement and plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the School and the dean. A final meeting took place on August 5, 2020. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

1. The Reynolds School's leadership is highly regarded inside and outside the University.

2. The curriculum has kept pace with rapidly changing industry demands. Changes in curriculum can be directly tied to assessment activities and are clear to studets due to strong advising.

3. The School has a diverse student body and has made remarkable progress in diversifying its full-time faculty. Additionally, the Reynolds School supports and rewards faculty research scholarship, and creative activity, resulting in a highly productive six years since the School's previous reaccreditation.

4. The School has a "Student First" culture that is anchored by advising, mentoring, and open-door faculty accessibility.

5. The Reynolds School has built strong ties to alumni, professionals, and the community.

6. The School was recognized by its discipline with the 2019 AEJMC Equity & Diversity Award, honoring its academic programs and cultural climate.

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

1. Strategic Planning and Building a Vision for the Department

The review team noted that stability at the top, as well as inspired leadership, have allowed the School to make strides in a variety of areas, including curriculum, diversity, and experiential learning. In 2019, the Reynolds School leadership and faculty updated and approved its mission statement, strategic plan, and bylaws. The Dean is respected by students, faculty, University leadership, and alumni. Long-time faculty and recent hires described him as innovative, collaborative, and an outstanding leader, with noted praise for an innovative spirit appropriate in a changing media landscape. The Associate Dean was also commended for her accessibility, problem solving, and mentorship. The reviewers applauded the Reynolds School for regularly updating its diversity plan, which includes a detailed and broad definition of diversity and has specific goals that are integral to the School's strategic plan. The plan includes processes for recruiting and retaining diverse faculty, staff, and students, as well as professional-development opportunities for exisiting school personnel. The Dean's Advisory Council, which includes alumni, meets each semester to discuss curriculum ideas, new business models and professional media trends. Professionals (including some advisory council members) speak to classes, manage internships, participate in portfolio reviews, and network with students on job searches.

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2. Undergraduate Curriculum & Education

The review team praised the School for the quality of its educational programs. They commended faculty for integrating more theory into practice-based classes. However, the reviewers noted that students commented that in some cases lectures and labs seemed disconnected in premajor core classes. For example, it was perceived that some labs turned into lectures, rather than providing students with guided time to work on projects. The Reynolds School has an internship requirement overseen by a full-time director of internships and experiential learning. Students are encouraged to find their own internships. In the review team's conversations with students, some expressed concern that a database of internships was not helpful, with relatively few opportunities. Students described success in finding their own opportunities, supported by advice and assistance from well-connected faculty and engaged alumni. The director supervises the for-credit internship class and works with students on weekly assignments and prompts for a discussion board. It was noted that a practicum option was added in spring 2019 in response to the University's new regulations concerning internship sites that prompted some industry partners to discontinue their internships. The practicum allows students to complete the internship requirement by working with a faculty member to complete a professional project. The School created a Spanish-Language Media emphasis that began in Fall 2019 and seeks to serve the growing Latinx population of the state. The review team made note of the School's bilingual Noticiero Móvil partnership with public radio station KUNR, which is now under the School's control. Noticiero Móvil has won numerous awards, including the Online News Association's Grand Prize for Innovation in Journalism Education in 2018.

3. Undergraduate Program Outcomes (assessment, placement, retention, and graduation)

The Reynolds School has a detailed assessment plan, revised and approved by the faculty in December 2018, and uses multiple direct and indirect measures to assess student learning. The plan is undergoing another revision to address the curricular changes that took effect in spring 2020. The review team provided high praise for the "robust" assessment program directed by a standing faculty committee that meets multiple times per year, and that oversees data gathering and analysis, coordinates with the School's leadership and Curriculum Committee, and reports findings to the faculty. The team noted that the Reynolds School has defined student learning goals directly tied to the 12 ACEJMC "Professional Values and Competencies" and tailored to fulfill the overlapping assessment expectations of the University. The unit evaluates instruction in a number of ways, including peer reviews of classroom teaching and end-of-semester student evaluations. The review team noted that these evaluations include both quantitative and qualitative measures and items on the evaluation form track with the School's learning objectives and ACEJMC's professional values and competencies. Direct measures include pre- and post-tests of student knowledge related to core courses, professional reviews of student portfolios and employer evaluations of student interns. The review team observed that results of the Reynolds School's assessment activities are continually used to refine and enhance curriculum. The Reynolds School has both a Curriculum Committee and an Assessment Committee that work to ensure rigor and to infuse currency, with plans for these groups to engage in regular collaboration to ensure assessment informs updates to curricula. The Reynolds School and University one-year retention rates for freshmen were 81 percent in the fall 2018 reporting period. The Reynolds School has a solid graduation rate for students who begin and graduate as journalism majors, with 71.6 percent of the School's 2012 cohort having graduated within six years. The review team noted that the University's Nevada Career Studio tracks career outcomes, defined as employed/continued education/military within 12 months of graduation. On a percentage basis, the Reynolds School consistently tracks in the low 90s, slightly above the University-wide performance of 90 percent over the past three years. The review team noted that students described being encouraged to have respectful conversations about difficult topics. Students and faculty members also gave the School high marks for extracurricular efforts – such as events and speakers – designed to deal with climate issues brought on by external events.

4. Space

Faculty and students reported adequate access to equipment to support their work. A check-out room is stocked with many types of camera gear and all of the computers in six of the eight labs in the Reynolds School are loaded with the Adobe Creative Suite. The review team noted that the media-production facilities include a popular podcasting studio, a news studio with an adjacent audio-production room, and a newly constructed cyclorama wall. These facilities are used by students and faculty alike and the building is well-equipped for student learning. The review team observed that office space in the building is at a premium, but noted this mirrored a shortage of office space across the entire UNR campus. The review team found that the School manages its state funds carefully to advance its strategic plan and utilizes its endowment and gift accounts to fill gaps in faculty and staff salaries. Also of note is the Reynolds Community

Podcasting Studio, a downtown facility for community members and nonprofits to produce podcasts, oral histories, and other forms of audio media, which extends the Reynolds School's community engagement around topics such as affordable housing and social justice.

5. Faculty

The review team made note that since the last site visit in 2013 the School has nearly doubled its full-time faculty from 14 to 24. During the prior visit, only four of the 14 full-time faculty members were women; today, women make up 50 percent of the full-time faculty. Only three full-time faculty members were people of color at the time of the 2013 site visit; today that number is nine, including the last four tenure-track hires. The review team noted that the Reynolds School has a formal process for mentoring faculty that is detailed in its Faculty Mentoring Policy, with tenure-track faculty mentored by the Associate Dean, an experienced professor, and by the Dean. Junior faculty report the expectations for promotion are clear with the School's leadership "working tirelessly to keep service obligations low" so junior faculty can focus on research. The review team observed that the Reynolds School's 24 full-time faculty members are well-balanced both in terms of their professional backgrounds and academic credentials. Also of note is that the School's faculty are actively engaged in local, regional, national, and international professional and academic organizations including AEJMC, the Public Relations Society of America and the International Communications Association. Faculty members hold leadership positions in professional and academic organizations, including ACEJMC, ASJMC, ASNE (now News Leaders Association), PRSA, Society of Advancing Business Editing and Writing, and the Nevada Broadcasters Foundation. The review team also noted that the faculty have produced award-winning scholarly and creative work including the Broadcast Education Association's Best of Festival Award and have received several honors from the Online News Association.

Action Items:

- The School has an admirable number of endowments. Its reliance on endowment funds to supportsome faculty and staff members will require careful ongoing budget management.

- A potential reduction in the number of available internships (as a result of new University rules that have caused employers to cut back opportunities) calls for development and assessment of professional practicums to enable students to meet the School's experiential learning requirement.

- Improved alignment of lectures and labs for premajor core courses will require ongoing coordination among faculty, TAs, and LOAs.

V. Descriptive Statistics

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

2019-20   194*

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

2017-18	133
2018-19	138
2019-20	106

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

2017-18	72%
2018-19	69%
2019-20	67%

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

    Fall 2019   1,324

* +248 pre-Journalism majors

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

University of Nevada, Reno

Nutrition, B.S.

I. Description of Program reviewed

The Bachelors of Science in Nutrition allows for two specialization paths.

The curriculum for nutritional science draws upon a variety of inter-related disciplines, including human nutrition, biology, physiology and chemistry. In addition, the requirements for the specialization allow students the flexibility to pursue areas of personal interest that may relate to career goals. In general, graduates leave with an in-depth understanding of nutrient requirements and function, and how this knowledge can best be put to use to promote health and reduce disease risk.

The goal of the dietetics specialization prepares students to promote health through nutritious and safe food. The specialization provides a balanced curriculum including courses in the biological, physical and social sciences, an exciting variety of food and nutrition courses taught by expert faculty, learning experiences that challenge students to apply their nutrition knowledge and skill to real-world situations, opportunities to learn about the profession of dietetics from local practitioners, and personalized academic guidance from professional advisors.

II. Review Process and Criteria

The Nutrition 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 Fall 2019. The self-study document was provided to the reviewers before they conducted an on-campus visit on February 26-27, 2020. The external reviewers 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 site visitors 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 19, 2020. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

1. The Nutrition Program offers a broad selection of options to train students for careers in nutrition, wellness, and healthcare.

2. The Department of Nutrition is ideally positioned to grow in enrollment, increase research productivity, enhance regional and national visibility, and contribute to the economic development of Nevada by graduating well-trained and qualified nutrition professionals and research scientists. The support demonstrated by institutional administrators is reflective of their commitment to having a highly respected nutrition program that is engaged in all three aspects of the land-grant mission (learning, discovery, and engagement).

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

1. Strategic Planning and Building a Vision for the Department:

The reviewers observed that the Department of Nutrition enjoys stable effective leadership in the department and college that is proactive in supporting faculty. The department chair has served the program well managing the change that has taken place over recent years. The department chair is encouraged to move the focus from management to leadership, which faculty are eager to accept. The department chair has expressed a readiness to take on this challenge. The reviewers also noted that the department chair identifies and leverages the instructional, research, and outreach strengths of faculty members in the department very effectively. It was noted that the department would be served by an increase in support staff, which would help leadership engage in long-term strategic planning. Finally, the reviewers encouraged the program to establish a shared identity, vision, mission, and clear goals.

2. Undergraduate Curriculum & Education

The reviewers observed that the undergraduate program curricula is reflective of other Nutrition and Dietetics undergraduate programs nationally, with two specializations at the undergraduate level that include the Dietetics

specialization (a didactic program in Dietetics that is accredited by the Accreditation Council for Education in Nutrition and Dietetics or ACEND) and the Nutritional Science specialization. The reviewers noted that courses place emphasis on cultural competencies, which is a major strength of the program. Students state that faculty provide meaningful content that students are able to apply to their daily lives and future healthcare careers. They appear to understand and appreciate the need for opportunities to develop cultural competencies that will allow them to be more effective practitioners/educators and members of a global society. There are opportunities to better support non-traditional students with flexible class scheduling and to provide students in the DPD program with practical experience working with patients (or simulated patients).

3. Undergraduate Program Outcomes (assessment, placement, retention, and graduation)

The undergraduate program continues to experience strong enrollment even though enrollment in nutrition programs are generally decreasing. Retention and the four-year and six-year graduation rates in the Department of Nutrition are similar to, or slightly higher than, the UNR average. The reviewers found that there is a healthy morale among the undergraduate students and that they feel a strong sense of community. An opportunity was identified for those students transferring to the University to have a clear and seamless plan for entering the program. An annual review (which is already being done) of articulation agreements with two-year intuitions was identified as a means to support this effort. The reviewers encouraged increased marketing of the nutrition minor as a means to increase student-credit-hour production. The department will encourage advisors to identify those majors that would align well with a Nutrition minor and creating a stronger web presence for the minor on the department website. The reviewers indicated that students feel that faculty exhibit empathy and have a sincere interest in their success in the program. However, they noted that there was limited access to advisors with career-specific knowledge. This need has been addressed by the department with a move to professional advisors. The reviewers noted that faculty use a variety of assessments to measure learning outcomes (e.g., exams, written assignments, quizzes, and case-study assignments), stating that the program has an excellent record of placing students into DI programs. Additionally, undergraduates completing a B.S. in Nutrition have 1-year pass rates on the R.D. exam that exceed the national average. Most students successfully complete their degrees 4 – 5 years.

4. Space

The reviewers observed that in general, laboratories and available facilities are well-equipped to provide excellent training environment in the areas of nutritional biochemistry, community/public health nutrition, and nutrition education. The food science teaching laboratory was noted as being an asset to the program. It was clear to the reviewers that faculty in the Department maximize available space through being intentional about integrating instructional and research activities. It was also noted that, consistent with other institutions, little space is available (with particular regards to laboratory space) to support the success of early-career faculty and recruitment of additional faculty to join the department. With that noted, faculty generally have adequate research space to support their work, though these spaces are spread across several buildings. The reviewers observed that as a result of the decentralized nature of faculty research space, there may be fewer opportunities for additive and synergistic collaborations, which would benefit both faculty and students.

5. Faculty

The reviewers noted that the Department of Nutrition consists of cohesive faculty that contribute to a collegial department environment (especially among TT faculty). Overall the department has very strong morale that is the result of intentional mentoring of innovative and energetic early-career faculty. It was noted that faculty are optimistic about the future of the department and the opportunities for growth. The reviewers recommend the creation of standardized workloads for incoming tenure-track faculty to ensure equity and enhance research productivity among early career faculty. The chair responded that teaching and research loads are assigned as equitably as possible and that flexibility in those assignments can be more effective than a strict interpretation of guidelines. The reviewers noted that faculty are actively engaged in establishing and growing collaborative partnerships across the campus (e.g., Department of Biochemistry and Molecular Biology, School of Medicine) and that there is a very strong potential for sustained extramural funding within the department.

Action Items:

- To help ensure that students fully understand the admissions requirements for both dietetic internships and graduate and professional programs, the Nutrition faculty will identify nutrition courses at the 200, 300, and 400

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-level that are suitable for a formal presentation those admissions requirements. To complement these presentations a workshop will be conducted annually and will be open to majors at all level. Assessment will be conducted to ensure goals are achieved.

- Additional instructional lab space and equipment would be of great benefit to the department and students. The department will work with CABNR administration and colleagues across campus to identify space for food lab activities and lab simulations.

- The department is currently in talks to look for opportunities to expand research and teaching with Cooperative Extension. The department will work towards articulating a vision for collaboration with Cooperative Extension.

- The department will engage in a feasibility study to grow the Food Science focus. The study will include consideration of a minor as well as a major and determine if there is a market for this expansion. There are new faculty in Nutrition that can serve this growth and as well as other faculty members from other departments.

V. Descriptive Statistics

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

2019-20   168

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

2017-18   45
2018-19   50
2019-20   54

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

2017-18   28%
2018-19   55%
2019-20   70%

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

Fall 2019   1,396

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

University of Nevada, Reno

Nutrition, M.S.

I. Description of Program reviewed

The goal of the Master's Program is to enhance students' knowledge of nutrition by integrating resources and expertise across campus. The research interests of our graduate faculty encompass many different aspects of nutrition including experimental, clinical, public health, education, policy and human and community development.

Student in the program receive multidisciplinary research opportunities, hands-on experience in the lab, a stepping stone to doctoral studies, thesis and non-thesis options, teaching and research assistantships and individual attention.

II. Review Process and Criteria

The Nutrition 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 Fall 2019. The self-study document was provided to the reviewers before they conducted an on-campus visit on February 26-27, 2020. The external reviewers 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 site visitors 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 19, 2020. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

1. The Nutrition Program offers a broad selection of options to train students for careers in nutrition, wellness, and healthcare.

2. For the Nutrition Graduate program, there is an impressive group of faculty that provide graduate students the opportunity to engage in research from the basic sciences, to clinical/translational nutrition, to community and public health nutrition.

3. The Department of Nutrition is ideally positioned to grow in enrollment, increase research productivity, enhance regional and national visibility, and contribute to the economic development of Nevada by graduating well-trained and qualified nutrition professionals and research scientists. The support demonstrated by institutional administrators is reflective of their commitment to having a highly respected nutrition program that is engaged in all three aspects of the land-grant mission (learning, discovery, and engagement).

4. Graduate students noted the collegial atmosphere of the program and recognize it provides a model for how they can support one another, with graduate advising as a pillar of strength for the Department of Nutrition.

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

1. Strategic Planning and Building a Vision for the Department:

The reviewers observed that the Department of Nutrition enjoys stable effective leadership in the department and college that is proactive in supporting faculty. The department chair has served the program well managing the change that has taken place over recent years. The department chair is encouraged to move the focus from management to leadership, which faculty are eager to accept. The department chair has expressed a readiness to take on this challenge. The reviewers also noted that the department chair identifies and leverages the instructional, research, and outreach strengths of faculty members in the department very effectively. It was noted that the department would be served by an increase in support staff, which would help leadership engage in long-term strategic planning. Finally, the reviewers encouraged the program to establish a shared identity, vision, mission, and clear goals.

2. Graduate Curriculum & Education

The graduate Nutrition program has both thesis (32 hr) and non-thesis (35 hr) options. The reviewers were surprised to find that only the thesis option has been selected by incoming graduate students since 2010. The reviewers observed that the graduate curriculum provides the students with the ability to build a strong foundation in nutritional sciences that spans the research continuum. It was also noted that it appears the graduate program has considerable flexibility within the curriculum so that graduate students are able to tailor their academic program

of study to their professional career interests and goals. It was noted that those students who advance from the undergraduate Nutrition program felt that some graduate courses where duplicates of those taken at the undergraduate level with some additional assignments.

3. Graduate Program Outcomes (assessment, placement, retention, and graduation)

The reviewers noted that although the graduate program is small, with an enrollment of 11 in 2019, the faculty are dedicated to its growth and graduate students indicated that they were satisfied with the program. In an effort to increase enrollment, the faculty in the department have developed and implemented a phased approach aimed at increasing enrollment in the graduate Nutrition program. Students also expressed an appreciation for the accessibility to faculty and noted the dedication of the faculty to provide a quality educational and training experience. The reviewers observed that faculty take an active role in the recruiting of graduate students, reaching out to prospective students for visits during the recruiting process. It was noted that due to the small size of the program it might be difficult to reach a critical mass of graduate students for group learning, peer-mentoring, and professional development. With regards to advising, it was noted that faculty provide a very supportive (professionally and personally) environment. It was noted that the excellent reputation of the department is critical as the graduate students in the program begin to develop their own professional networks. Many of the students completing the M.S. degree are admitted to professional programs (DI, medical school, dental school) or subsequently enter a Ph.D. program.

4. Space

The reviewers observed that in general, laboratories and available facilities are well-equipped to provide excellent training environment in the areas of nutritional biochemistry, community/public health nutrition, and nutrition education. The food science teaching laboratory was noted as being an asset to the program. It was clear to the reviewers that faculty in the Department maximize available space through being intentional about integrating instructional and research activities. It was also noted that, consistent with other institutions, little space is available (with particular regards to laboratory space) to support the success of early-career faculty and recruitment of additional faculty to join the department. With that noted, faculty generally have adequate research space to support their work, though these spaces are spread across several buildings. The reviewers observed that as a result of the decentralized nature of faculty research space, there may be fewer opportunities for additive and synergistic collaborations, which would benefit both faculty and students.

5. Faculty

The reviewers noted that the Department of Nutrition consists of cohesive faculty that contribute to a collegial department environment (especially among TT faculty). Overall the department has very strong morale that is the result of intentional mentoring of innovative and energetic early-career faculty. It was noted that faculty are optimistic about the future of the department and the opportunities for growth. The reviewers called attention to the graduate faculty, noting they have productive research programs and either have or are developing national reputations in their fields of study. The reviewers recommend the creation of standardized workloads for incoming tenure-track faculty to ensure equity and enhance research productivity among early career faculty. The chair responded that teaching and research loads are assigned as equitably as possible and that flexibility in those assignments can be more effective than a strict interpretation of guidelines. The reviewers noted that faculty are actively engaged in establishing and growing collaborative partnerships across the campus (e.g., Department of Biochemistry and Molecular Biology, School of Medicine) and that there is a very strong potential for sustained extramural funding within the department.

Action Items:

- The department would like to revisit the potential development of a Ph.D. or Doctorate in Clinical Nutrition (D.C.N.) as it grows. Faculty will continue to mentor doctoral students from other UNR programs that grant this doctoral degrees.

- Additional instructional lab space and equipment would be of great benefit to the department and students. The department will work with CABNR administration and colleagues across campus to identify space for food lab activities and lab simulations.

- The department is currently in talks to look for opportunities to expand research and teaching with Cooperative Extension. The department will work towards articulating a vision for collaboration with

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Cooperative Extension.

- The department will engage in a feasibility study to grow the Food Science focus. The study will include consideration of a minor as well as a major and determine if there is a market for this expansion. There are new faculty in Nutrition that can serve this growth and as well as other faculty members from other departments.

- The department will work with the Graduate School to access their recruitment resources and leverage the opportunities for recruitment of and services for Master's students.

V. Descriptive Statistics

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

2019-20	11

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

2017-18	3
2018-19	1
2019-20	2

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

2017-18	100%
2018-19	50%
2019-20	0%

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

Fall 2019	17

There is no 150% standard for graduation rates for graduate programs, thus three-year have been used for Masters Programs. With 2017-18 150% graduation rate reflecting a cohort starting in fall 2015, 2018-19 150% graduation rate reflecting a cohort starting in fall 2016 and 2019-20 150% graduation rate reflecting a cohort starting in fall 2017.

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

Rangeland Ecology and Management, B.S.

I. Description of Program reviewed

The Rangeland Ecology and Management major is offered through the Department of Agriculture, Veterinary & Rangeland Sciences. The curriculum provides a solid foundation for science-based decision making in natural resource management.

Students acquire a strong background in basic sciences (e.g., biology, chemistry, and mathematics) and in courses addressing critical issues in vegetation ecology and management, sustainability and restoration of rangeland resources, watershed integrity, wildlife habitat, forage use and conservation of natural ecosystems. This major is designed for those students interested in pursuing skills and careers focused on the ecology, use, restoration, and management of rangeland ecosystems and natural resources.

The program is accredited by the Society for Range Management, and University of Nevada, Reno is a Society for Range Management accredited university.

II. Review Process and Criteria

The Agriculture, Veterinary & Rangeland 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 Fall 2018 for the Rangeland programs as part of an accreditation visit, and Fall 2019 for the Veterinary and Agricultural programs. The self-study documents were provided to the reviewers before they conducted an on-campus visit on April 8-10, 2019 for the Rangeland programs and March 9-10, 2020 for the Veterinary and Agricultural programs. The external reviewers 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 site visitors 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 28, 2020. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

1. Energy and excitement was demonstrated universally by the AVRS administration, faculty, staff, and students. A small core of well-established, "seasoned" faculty who know the academic "ropes" have been joined by a cadre of early/mid-career faculty who are showing clear signs of growing into outstanding faculty members.

2. Students noted that all AVRS faculty have an "open-door" policy and are very supportive of the undergraduate students, which contributes substantially to undergraduate student success.

3. A core strength is the vast experience of their teaching and research faculty and their strong relationship with stakeholders. Teaching faculty have prolific publishing careers in venues that reach members of their respective fields. Faculty research projects are well funded and involve collaborating with multiple stakeholders including producers, state and federal agency personnel, and scholars from other institutions, which speaks highly of their respective research enterprises.

4. The proximity and nature of the facilities are a great asset to both CABNR and AVRS. UNR is set in an urban center but is proximal to substantial research facilities, which is of great value.

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

1. Strategic Planning and Building a Vision for the Department:

Reviewers commended the chair for her leadership, which she engages in while simultaneously leading a substantial externally funded research program and teaching. An associate chair was recommended to assist in balancing the workload of the chair. It was also recommended that a vision be developed that brings forward arid agricultural efforts. Such a vision can balance monetary needs and prioritization of resources. Development of a vision can assist in collaborations with stakeholders and industry partners. Establishment of a stakeholder advisory committee can assist with such an effort, while such a sounding board/advisory group can assist the department in identifying directions in which to move regarding discovery, learning, and engagement.

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2. Undergraduate Curriculum & Education

Reviewers discussed that overall the students were happy with the curriculum and faculty. Undergraduate TA positions were an opportunity that students indicated they enjoyed and looked to participate in. It was noted there were opportunities to ensure that courses that were designed as "technical" offerings truly provide technical skills and that there is greater utilization of the farm facilities for undergraduate hands-on training.

3. Undergraduate Program Outcomes (assessment, placement, retention, and graduation)

Reviewers noted that students reported that the Central Advisors are not able to tailor their advising to each individual student, but rather they do standard advising, which is not an issue during the first two years of the program. The Rangeland Science students reported that the faculty advisors know the nuances of the curriculum and each individual student's situation, which allows them to tailor their recommendations for successful progress through the curriculum. Also, attention to internships and related oversight would serve students well. The reviewers noted that the data provided in the self-study demonstrated evidence of successful student performance on program learning outcomes and more specifically that graduates from both programs "demonstrate solid competencies", strongly recommending the collection of student artifacts for future assessment needs. Reviewers noted that retention rates for programs are very commendable, which speaks to the entirety of efforts at the Departmental level directed at student retention/success. All indications are that AVRS graduates are gainfully employed or pursuing additional education at a high rate, which speaks to the value of the education they received at UNR.

4. Space

The reviewers found that faculty and students are excited by the facilities and their proximity. Noting that several new faculty members have strategically invested significant amounts of their startup funding into major improvements at the animal facilities, such as the new animal pens that are equipped with an individual water intake monitoring system. Another example is the significant improvements made to the Wolf Pack Meat facility ($300,000 investment noted in the self-study). Reviewers commented that the faculty are clearly working together in a collegial manner to make the facilities work for them and their research programs and that there is clearly a need to retain these facilities and the land base they occupy if CABNR and AVRS are to realize their dream of becoming a center for arid agriculture.

5. Faculty

Reviewers observed extensive collegiality and the fostering of a true department community, which they noted as being priceless. It was noted that there is already a mentoring program and resources in place, and thus encouraged faculty to tap into them was recommended as doing so would benefit the individual faculty and the department as a whole. As part of a shared faculty effort, reviewers encourage all to take part in identifying: 1) the essential components of the core academic curriculum at the undergraduate and graduate level and how to ensure its successful delivery, 2) niche areas of research at the individual investigator level, as well as at the collaborative team level, both within and across departments, and 3) efficient and effective methods of delivering targeted outreach to stakeholders and other constituents. .

Action Items:

- Because internships are required and integral to many of the AVRS undergraduate degree programs, the department must take ownership of its undergraduate internships and no longer rely on the Career Studio to serve this role for AGSC students. The department faculty should be more engaged in the management and oversight of its undergraduate internships.

- The department and college should develop a coherent undergraduate student advising and career mentoring plan that includes the mandatory participation of professional academic advisors and faculty.

- The department should update assessment plans to address changing needs, including artifacts.

- • The department should work with appropriate units to address class scheduling needs. This needs to be reviewed across several disciplines due to the overlap of majors taking classes across programs. NRES and other programs in the life sciences should be engaged in this conversation.

V. Descriptive Statistics

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

2019-20	16

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

2017-18	12
2018-19	2
2019-20	7

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 15 percent completion time:

2017-18	N/A*
2018-19	100%
2019-20	100%

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

Fall 2019	59

* New Program no data for that year

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

Veterinary Science, B.S.

I. Description of Program reviewed

The Bachelor of Science in Veterinary Science is a pre-professional program offered through the Department of Agriculture, Nutrition & Veterinary Sciences.

The Veterinary Science Program is outstanding based on the number of students accepted into veterinary schools and the success of these students in the professional schools. The veterinary science curriculum satisfies the entrance requirements of most schools offering a Doctor of Veterinary Medicine program in the United States.

II. Review Process and Criteria

The Agriculture, Veterinary & Rangeland 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 Fall 2018 for the Rangeland programs as part of an accreditation visit, and Fall 2019 for the Veterinary and Agricultural programs. The self-study documents were provided to the reviewers before they conducted an on-campus visit on April 8-10, 2019 for the Rangeland programs and March 9-10, 2020 for the Veterinary and Agricultural programs. The external reviewers 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 site visitors 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 28, 2020. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

1. Energy and excitement was demonstrated universally by the AVRS administration, faculty, staff, and students. A small core of well-established, "seasoned" faculty who know the academic "ropes" have been joined by a cadre of early/mid-career faculty who are showing clear signs of growing into outstanding faculty members.

2. Students noted that all AVRS faculty have an "open-door" policy and are very supportive of the undergraduate students, which contributes substantially to undergraduate student success.

3. A core strength is the vast experience of their teaching and research faculty and their strong relationship with stakeholders. Teaching faculty have prolific publishing careers in venues that reach members of their respective fields. Faculty research projects are well funded and involve collaborating with multiple stakeholders including producers, state and federal agency personnel, and scholars from other institutions, which speaks highly of their respective research enterprises.

4. The proximity and nature of the facilities are a great asset to both CABNR and AVRS. UNR is set in an urban center but is proximal to substantial research facilities, which is of great value.

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

1. Strategic Planning and Building a Vision for the Department:

Reviewers commended the chair for her leadership, which she engages in while simultaneously leading a substantial externally funded research program and teaching. An associate chair was recommended to assist in balancing the workload of the chair. It was also recommended that a vision be developed that brings forward arid agricultural efforts. Such a vision can balance monetary needs and prioritization of resources. Development of a vision can assist in collaborations with stakeholders and industry partners. Establishment of a stakeholder advisory committee can assist with such an effort, while such a sounding board/advisory group can assist the department in identifying directions in which to move regarding discovery, learning, and engagement.

2. Undergraduate Curriculum & Education

Reviewers discussed that overall the students were happy with the curriculum and faculty, noting that Veterinary Science offerings seemed good. Undergraduate TA positions were an opportunity that students indicated they enjoyed and looked to participate in. It was noted there were opportunities to ensure that courses that were designed as "technical" offerings truly provide technical skills and that there is greater utilization of the farm facilities for undergraduate hands-on training.

3. Undergraduate Program Outcomes (assessment, placement, retention, and graduation)

Reviewers noted that the BS in Veterinary Sciences had a healthy enrollment and is a degree that attracts undergraduate students. Reviewers noted that students reported that the Central Advisors are not able to tailor their advising to each individual student, but rather they do standard advising, which is not an issue during the first two years of the program. The Veterinary Science students reported that the faculty advisors know the nuances of the curriculum and each individual student's situation, which allows them to tailor their recommendations for successful progress through the curriculum. Also, attention to internships and related oversight would serve students well. The reviewers noted that the data provided in the self-study demonstrated evidence of successful student performance on program learning outcomes and more specifically that graduates from both programs "demonstrate solid competencies", strongly recommending the collection of student artifacts for future assessment needs. Reviewers noted that retention rates for programs are very commendable, which speaks to the entirety of efforts at the Departmental level directed at student retention/success. All indications are that AVRS graduates are gainfully employed or pursuing additional education at a high rate, which speaks to the value of the education they received at UNR.

4. Space

The reviewers found that faculty and students are excited by the facilities and their proximity. Noting that several new faculty members have strategically invested significant amounts of their startup funding into major improvements at the animal facilities, such as the new animal pens that are equipped with an individual water intake monitoring system. Another example is the significant improvements made to the Wolf Pack Meat facility ($300,000 investment noted in the self-study). Reviewers commented that the faculty are clearly working together in a collegial manner to make the facilities work for them and their research programs and that there is clearly a need to retain these facilities and the land base they occupy if CABNR and AVRS are to realize their dream of becoming a center for arid agriculture.

5. Faculty

Reviewers observed extensive collegiality and the fostering of a true department community, which they noted as being priceless. It was noted that there is already a mentoring program and resources in place, and thus encouraged faculty to tap into them was recommended as doing so would benefit the individual faculty and the department as a whole. As part of a shared faculty effort, reviewers encourage all to take part in identifying: 1) the essential components of the core academic curriculum at the undergraduate and graduate level and how to ensure its successful delivery, 2) niche areas of research at the individual investigator level, as well as at the collaborative team level, both within and across departments, and 3) efficient and effective methods of delivering targeted outreach to stakeholders and other constituents.

Action Items:

- Because internships are required and integral to many of the AVRS undergraduate degree programs, the department must take ownership of its undergraduate internships and no longer rely on the Career Studio to serve this role for AGSC students. The department faculty should be more engaged in the management and oversight of its undergraduate internships.

- The department and college should develop a coherent undergraduate student advising and career mentoring plan that includes the mandatory participation of professional academic advisors and faculty.

- The department should update assessment plans to address changing needs, including artifacts.

- The department should work with appropriate units to address class scheduling needs. This needs to be reviewed across several disciplines due to the overlap of majors taking classes across programs. NRES and other programs in the life sciences should be engaged in this conversation.

V. Descriptive Statistics

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

2019-20   226

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

2017-18   52
2018-19   31
2019-20   25

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 15 percent completion time:

2017-18   20%
2018-19   65%
2019-20   64%

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

Fall 2019   166

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

Program Review
Nevada State College

<u>Degree Programs</u>

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

   Nevada State College did not have any programs scheduled for review during this academic year.

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 programs that received Board approval in this academic year of review.

   • Early Childhood Education, B.A.

   • Human Health Sciences, B.S.

<u>Certificates</u>

   None

Program Review
College of Southern Nevada

Degree Programs

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

- Associate of Art (no emphasis)
- Associate of General Studies
- Associate of Science (no emphasis)

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 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.

   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.

- Engineering Technology — Unmanned Aviation Systems Technology, C.A.

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

- Concierge Management, C.A.

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IV. List the certificate programs of less than 30 credits ("skills certificates") 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.

- Engineering Technology — Electronics, Skills Certificate

- Engineering Technology — Unmanned Aviation Systems Technology, Skills Certificate

IV. List the certificate programs of less than 30 credits ("skills certificates") that received AAC approval for elimination or deactivation in this academic year of review.

None

Associate of Arts

I. Description of Program reviewed

The Associate of Arts Degree is a general transfer program for students who are planning to transfer to UNLV, UNR, NSC, GBC or another baccalaureate-level institution. Students who are transferring outside the NSHE are advised to select courses that meet the requirements of the institution to which they intend to transfer. The AA allows for a disciplinary emphasis and leads to further, specialized study at a four-year college or university.

II. Review Process and Criteria

A team of four academic deans, faculty senate chair, and six faculty reviewed the AA no emphasis program according to procedures outlined in the CSN Faculty Senate Academic Review Policy. Data were reviewed collaboratively, and recommendations included in this executive summary. The academic program review report was submitted to the Vice President of Academic Affairs for final review, and subsequent decisions informed the Academic Master Plan. Criteria used in this review include the following:

- Student demographics by program and by campus
- Student financial aid/PELL by program and by campus
- Number of student completers by major and location (cohorts of 2, 4, and 6 years)
- Number of students taking 12 credits per semester in the major
- Student retention (number of students in major returning after semesters 1, 2, and 3)
- Program/course grade distributions
- Withdrawal and drop rates by program
- Curricular alignment with Transfer Institutions

III. Major Findings and Conclusions of the Program Review

Major Findings

1. The AA degree ranks first across all CSN degrees for the highest number of graduates annually.
2. Examining IPEDS Cohort data for the AA no emphasis from Fall 2017 through Fall 2019:
   a. 54% of students are female and 46% male
   b. Students are predominantly Hispanic (39%) and White (27%)
   c. 75% of students are of the age range 18-19 years
   d. Student home campus (by majority of credits taken by location) = West Charleston (39%), North Las Vegas (26%), and Henderson (25%).
   e. Student fall-to-spring persistence averaged 79.6% and fall-to-fall persistence averaged 57.8%
   f. Student transfer-out rate after year one averaged 5.2%
3. Students who graduate from CSN with an AA no emphasis degree do have numerous seamless transfer pathways to NSHE four-year institutions, and students are furthering their education at higher education institutions within and outside of Nevada.

Areas for Further Review and Improvement

1. The AA degree is informally assigned to the School of Arts and Letters. However, there is no formal assignment to an academic department for assessment planning, data collection, and determining change for improvement.
2. The large student interest in this general transfer degree may be impacting student enrollment in other AA emphasis degrees that appear on the low-yield list.

Conclusions

It appears that the AA no emphasis degree is meeting the needs of our students.

The AA no emphasis degree needs to be updated and included in our systematic annual assessment planning and reporting process.

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

CSN will focus our efforts to better understand why students are interested in and pursue the AA no emphasis degree. Similarly, we want to know how the degree is student-centered and will help them achieve their ultimate educational goals. CSN will also want to explore the alignment of the AA no emphasis with the 11 Areas of Study and Academic maps that were launched one year ago. CSN will conduct a survey with AA no emphasis alumni to learn if the degree is, in fact, student-centered. CSN will also formally establish an academic department "home" for the AA degree, which will ensure that the AA degree will be included in CSN's assessment planning and reporting process, and the degree can be modified to focus on student demonstration of institutional learning outcome skill sets. In alignment with our CSN program review policy timeline, the AA no emphasis degree will be reviewed again in the 2022-2023 cycle, examining student feedback and 3-year evidence of Academic Map alignment and seamless transfer.

V. Descriptive Statistics

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

2019-20   4,758

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

2017-18   510
2018-19   567
2019-20   562

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

2017-18   2.3%
2018-19   2.3%
2019-20   1.7%

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

Fall 2019   NA

VI. Institutional Reports

https://www.taskstream.com/ts/associateofarts2/AcademicProgramReviewWorkspace

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College of Southern Nevada
Associate of General Studies

I. Description of Program reviewed

The Associate of General Studies degree is designed for students who, while seeking advanced learning in a broad variety of disciplines, do not wish to concentrate in any one particular field of study. The numerous elective credits in the degree provide students with an excellent opportunity to pursue learning in traditional academic disciplines or occupational programs. While some courses may transfer, the AGS is not intended as a transfer degree within the NSHE. STUDENTS WISHING TO COMPLETE THIS DEGREE MUST CONSULT AN ADVISOR/SUCCESS COACH IN ORDER TO PLAN A COURSE OF STUDY.

II. Review Process and Criteria

A team of four academic deans, faculty senate chair, and six faculty reviewed the AGS degree program according to procedures outlined in the CSN Faculty Senate Academic Review Policy. Data were reviewed collaboratively, and recommendations are included in this executive summary. The AGS academic program review report was submitted to the Vice President of Academic Affairs for final review, and subsequent decisions informed the Academic Master Plan. Criteria used in this review include the following:

- Student demographics by program and by campus
- Student financial aid/PELL by program and by campus
- Number of student completers by major and location (cohorts of 2, 4 and 6 years)
- Number of students taking 12 credits per semester in the major
- Student retention (number of students in major returning after semesters 1, 2, and 3)
- Program/course grade distributions
- Withdrawal and drop rates by program
- Curricular alignment with Transfer Institutions

III. Major Findings and Conclusions of the Program Review

Major Findings

1. The AGS degree ranks third across all CSN degrees for the number of graduates annually.
2. Examining IPEDS Cohort data for the AGS from Fall 2017 through Fall 2019:
   a. 50% of students are female and 50% male
   b. Students are predominantly Hispanic (38%) and White (30%)
   c. There is greater diversity across all race categories with 54% of students in the age range 18-19 years and 12% in the age range 20-21 years (66%).
   d. Student home campus (by majority of credits taken by location) = West Charleston (46%), Henderson (21%), and North Las Vegas (17%).
   e. Student fall-to-spring persistence averaged 62.6% and fall-to-fall persistence averaged 27.9%
   f. Student transfer-out rate after year one averaged 3.6%

Via an AGS Alumni Survey, CSN learned that students are pursuing and earning the AGS degree for two primary reasons:

1. To complete lower-division general education course work or prerequisites for limited-entry programs
2. To complete an academic goal

Among the AGS Alumni Survey responders, 63% indicated they are currently employed, 68% chose to further their education beyond their AGS degree, and 28% intended to further their education. Alumni wanted to pursue the following additional degrees/areas:

27 Associate degree

81 Bachelor's degree

5 Master's

3 Doctorate

65 identified a field or discipline but no degree

Areas for Improvement and Further Review:

We could not yet determine why AGS graduates selected a non-transfer degree when they indicated an intent to transfer and further their education. It is unclear if students enrolled in the AGS have fully communicated their education goals to academic advisors to assure they have selected an appropriate degree to meet their needs.

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

CSN will evaluate the utility of the AGS as a prerequisite degree or develop a new degree that is customized to health science limited-entry programs and that leads to a workforce-ready career such as a community/public health worker.

V. Descriptive Statistics

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

2019-20   1,503

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

2017-18   400
2018-19   411
2019-20   419

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 15 percent completion time:

2017-18   0.6%
2018-19   0.7%
2019-20   0.5%

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

Fall 2019   NA

VI. Institutional Reports

https://www.taskstream.com/ts/associateofgeneralstudies/AcademicProgramReviewWorkspace

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I. Description of Program reviewed

The Associate of Science (AS) no emphasis degree is a general transfer program for students who are planning to transfer to UNLV, UNR, NSC, GBC or another baccalaureate-level institution. A secondary objective may be employment upon completion of the AS.

II. Review Process and Criteria

A team of four academic deans, faculty senate chair, and six faculty reviewed the program according to procedures outlined in the CSN Faculty Senate Academic Review Policy. Data were reviewed collaboratively, and recommendations are included in this executive summary. The AS academic program review report was submitted to the Vice President of Academic Affairs for final review, and subsequent decisions informed the Academic Master Plan. Criteria used in this review include the following:

- Student demographics by program and by campus
- Student financial aid/PELL by program and by campus
- Number of student completers by major and location (cohorts of 2, 4, and 6 years)
- Number of students taking 12 credits per semester in the major
- Student retention (number of students in major returning after semesters 1, 2, and 3)
- Program/course grade distributions
- Withdrawal and drop rates by program
- Curricular alignment with Transfer Institutions

III. Major Findings and Conclusions of the Program Review

Major Findings

1. The AS degree ranks second across all CSN degrees for the number of graduates annually.
2. Examining IPEDS Cohort data for the AS no emphasis from Fall 2017 through Fall 2019:
    a. 57% of students are female and 43% male
    b. Students are predominantly Hispanic (41%) and White (22%)
    c. 75% of students are of the age range 18-19 years
    d. Student home campus (by majority of credits taken by location) = West Charleston (43%), North Las Vegas (29%), and Henderson (20%).
    e. Student fall-to-spring persistence averaged 83% and fall-to-fall persistence averaged 61.2%
    f. Student transfer-out rate after year one averaged 4.7%
3. The AS degree has recently been revised and updated to be more student-centered and relevant to student transfer goals.
4. Students who graduate from CSN with an AS no emphasis degree have numerous transfer pathways to NSHE four-year institutions, and students are furthering their education at higher education institutions within and outside of Nevada.

Areas for Improvement and Further Review

1. The AS degree is informally assigned to the School of Science and Mathematics. However, there is no formal assignment to an academic department for assessment planning, data collection, and determining change for improvement.

2. The large student interest in this general transfer degree may be impacting student enrollment in other AS emphasis degrees that appear on the low-yield list.

Conclusions

It appears that the AS no emphasis degree is meeting the needs of our students.

The AS no emphasis degree needs to be included in our systematic annual assessment planning and reporting process.

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

CSN can focus our efforts to better understand why students are interested in and pursue the AS no emphasis degree. Similarly, we want to know how the degree is student-centered and will help them achieve their ultimate educational goals. CSN will also explore the alignment of the AS no emphasis with the 11 Areas of Study and Academic maps that were launched one year ago. CSN will conduct a survey with AS no emphasis alumni to learn if the degree is student-centered. CSN will formally establish an academic department "home" for the AS no emphasis degree within the School of Science and Mathematics. To this end, the AS no emphasis degree will be included in our annual assessment planning and reporting process. Additionally, the degree can be modified to focus on student demonstration of institutional learning outcome skill sets. In alignment with our CSN program review policy timeline, the AS no emphasis degree will be reviewed again in the 2021-2022 cycle, examining student feedback and 3-year evidence of Academic Map alignment and seamless transfer.

V. Descriptive Statistics

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

2019-20	5,215

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

2017-18	422
2018-19	495
2019-20	500

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 15 percent completion time:

2017-18	1.0%
2018-19	0.9%
2019-20	0.5%

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

Fall 2019	NA

VI. Institutional Reports

https://www.taskstream.com/ts/associateofscience/AcademicProgramReviewWorkspace

Program Review
Great Basin College

Degree Programs

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

- General Education, A.A.
- General Education, A.S.
- Land Surveying Geomatics, A.S.
- Land Surveying Geomatics, B.A.S.
- Social Work — 3+1 , B.S.W.

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.

- Graphic Communication, B.A.S.
- Natural Resources, B.S.

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

- Comprehensive Medical Imaging with Emphasis in Diagnostic Medical Sonography, B.S.

Certificates

I. List the certificates (at least 30 credits and under 30 credits) 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.

- Certificate of General Education—Dual Enrollment

IV. List the certificate programs of less than 30 credits ("skills certificates") 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 ("skills certificates") that received AAC approval for elimination or deactivation n this academic year of review.

    None

Great Basin College

General Education Program, A.A. & A.S.

I. Description of Program reviewed

The current General Education Program for A.A. and A.S. degrees is designed on a foundation of assessable outcomes and skills the institution values for graduating students. We believe that these core values and skills are essential to achieving our institutional mission and best serving our students. Specific general education courses are linked to each outcome to ensure students fulfill each outcome in the course of earning their A.A. or A.S. degree.

This report presents an overview of the General Education Program at Great Basin College. In the five-year period following the 2015 report, General Education at GBC underwent a significant redesign due to accreditation concerns and the need for a program structure that facilitates a cyclical process of assessment and evaluation to address student needs and institutional goals. The report will address this process of redesign as well as the recent design and nascent implementation of an assessment model that reflects the diversity of curricula within the program.

II. Review Process and Criteria

The purpose of the program review is "to assure academic quality, and to determine if need, student demand, and available resources support their continuation." (NSHE Title 4, Chapter 14, Section 4). The review process and criteria followed were Great Basin College policy 3.40: A Guide to Program Reviews. Please see attached policy for guidance.

III. Major Findings and Conclusions of the Program Review

Given the transitional nature of General Education at GBC over this reporting period, and a lack of data for the performance of the redesigned general education curriculum, data-driven recommendations are difficult to make for this reporting period.

However, the committee recognizes and recommends the following for consideration and action within the next recording period:

1. The implementation and piloting of the new general education assessment model remains an ongoing committee concern, as this model may need refinement to best serve its overall purpose of assessing general education and becoming part of an ongoing cycle of assessment, modification and innovation of general education at Great Basin College to create a "closing the loop" assessment structure.

2. The examination and hopeful replacement of 300 level INT Courses, which are non-transferable, with upper-division transferable courses that meet the intended goal of the INT courses to expose students to academic viewpoints from disciplines diverse from their major. As part of this process, upper-division general education models at other NSHE institutions should be considered and, perhaps, used as an eventual model for GBC in order to facilitate smooth and effective transfers for students.

3. Updating the graduate survey to better reflect the general education outcomes/areas of the redesigned curriculum.

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

The next steps for the program is to:

1. Share these findings with the Academic Standards and Assessment Committee to review the concerns regarding the assessment process.

2. Update the graduate survey to reflect the general education outcomes of the redesigned curriculum with Institution Research Department.

3. For upper division INT courses, these are being evaluated by the General Education Committee to create a better option for transfer courses. Currently, the INT courses are not transferrable.

General Education Program, A.A. & A.S.

V. Descriptive Statistics

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

2019-20   AA=358   AS=216

Note: Bachelor's degrees started within the last 5 years

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

2017-18   AA=76   AS=36
2018-19   AA=84   AS=37
2019-20   AA=82   AS=44

Note: Bachelor's degrees started within the last 5 years

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 15 percent completion time:

2017-18   AA=39%   AS=40%
2018-19   AA=46.2%   AS=46.7%
2019-20   AA=16.7%   AS=53.1%

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

Fall 2019   2,383

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

Great Basin College

Land Surveying Geomatics, A.S. & B.A.S.

I. Description of Program reviewed

The Land Surveying and Geomatics program (LSG) is committed to addressing the diverse and constantly changing needs of students throughout Nevada and in other locales who are preparing for a geomatics career by improving teaching methods, techniques, and content for delivering high quality educational experiences and achieving student success.

Goals of Land Surveying and Geomatics program include:

a. Proficiently apply sound measurement methods, mathematics, science, and surveying tools to collect, analyze, and edit spatial information in professional applications.

b. Demonstrate competency in the fundamentals and applications of land surveying, and the acquisition and management of spatial data.

c. Develop a sound background in the humanities, social sciences, and the arts, to function in multicultural and diverse environments.

d. Provide fundamentals in business management to enable graduates to understand business environments and decision-making processes.

e. Convey spatial information in graphical, textual, and verbal forms as an individual or as a collaborating member of a professional team.

f. Prepare to take and pass the Fundamentals of Land Surveying examination developed by the National Council of Examiners for Engineering and Surveying (NCEES).

g. Enter professional employment in land surveying/geomatics in the state of Nevada, other states, or countries covered by appendix 1603.D.1 of the North American Free Trade Agreement.

h. Satisfy the educational requirements for licensure required by NRS.625.270 as a professional Land Surveyor in Nevada and recognize the benefit of life-long learning by participating in continuing education as students or as instructors.

II. Review Process and Criteria

The review of the AS and BAS Land Surveying and Geomatics programs include multiple criteria and both quantitative and qualitative dimensions of program effectiveness and peer review. Criteria utilized in the review of the AS and BAS Land Surveying and Geomatics program included current and former student interviews, graduate surveys, and college wide student satisfaction surveys to measure quality and demand for the programs. The AS and BAS Land Surveying and Geomatics program relates to the institutional mission by providing qualified applicants for licensure as professional land surveyor in the State of Nevada pursuant to NRS 625.280, where an applicant for licensure as a professional land surveyor may not take the examination on the principles and practices of land surveying, unless the applicant is a graduate of a land-surveying curriculum of 4 years or more that is approved by the Board and has a record of 4 years or more of active experience in land surveying that is satisfactory to the Board and indicates that the applicant is competent to be placed in responsible charge of land- surveying work. Outside program reviewer, Professor Kenneth W Wong (Retired) Department of Geography; Land Surveying and Mapping Science St. Cloud State University, St. Cloud, Minnesota evaluated student outcomes, quality and adequacy of resources such as lab materials, equipment, fieldwork, continuing education, and ABET accreditation. The major findings and conclusions from the program review are documented below.

III. Major Findings and Conclusions of the Program Review

Recommended improvements/changes for the Land Surveying/Geomatics programs:

70

a. Hiring a second full time faculty. The new faculty hire should have a minimum of a Bachelor's or a Master's degree in Surveying or Geomatics and preferably a Professional Land Surveyor. A second faculty and Professor Calkins should provide more time to personally visit or via on-line to high schools and colleges within Nevada and neighboring states in order to recruit prospective students for the AS and BAS programs.

b. There is a concern as to how survey field work is completed for on-line off-campus students as to the equipment used by the student and field assignments. No doubt some survey equipment from off-campus students may be inferior and/or superior based on the company when compared to surveying instrumentation at Great Basin College.

c. Midterm and final examinations in PDF should be sent to the employer/engineer/land surveyor who would invigilate the examination on a specified date, time limit, within a quiet environment specifying what calculator/text/open book/formula sheet/no phone - if permitted. Examination paper layout should be set up leaving space as shown on present examinations for computations with an underlined answer. On completion of the examination, the invigilator will scan the examination and send by email to the teaching professor.

d. Curriculum - Introducing/insert (if needed) a math course in General Education (algebra and trigonometry) as a pre-requisite for Calculus I. From experience, Calculus could be a major hurdle for some students when Calculus is a first math course after high school.

e. Create a new course(s) such as SUR 470: Advance Survey Topic(s) providing flexibility in the future for new subject content such as Coordinate Systems and Map Projections, Hydrographic Surveying, ROV Remote Sensing and Photogrammetry. Other courses could be offered every two- or three- years cycles such as;

- SUR 470 Coordinate Systems and Map Projections

- SUR 470 Hydrographic Surveying with New Sensors and Positioning SUR 470 Analytical Remote Sensing and Photogrammetry by ROV

- To add a course(s) may be simple, but it does have the challenge of 'which course(s) to remove'. Or could be similar to SUR 495 Land Surveying/Geomatics Capstone.

f. ABET accreditation – the hiring of a second faculty should help in applying for the Accreditation Board for Engineering Technologies ABET for the Associate in Science AS and the Bachelor of Applied Science BAS programs. Two faculty are required for ABET accreditation. In Great Basin College, since the 2 programs are not in Engineering, it would be in the category of 'Applied Science' with ABET.

g. Provide continuing administrative support for the AS and BAS programs with current up-to-date surveying instrumentation and software.

h. Land Surveying faculty continue to keep current with on-going technological changes in the profession.

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

Recommendations

1. Continue to update classes, degrees, and material to keep current with industry standards.

- Ensure quality instructional material at all levels.

- Measure the high quality of instruction based on 10-year   student success rate (95%) in passing the NCEES Fundamentals of Surveying Exam.

- Assure the online model is successful in achieving its objectives of educating students to become professional land surveyors.

2. Organize a review panel to develop short-term and long-term strategies capable of addressing the stated challenges is suggested.

3. Market our AS (Pattern of Study) area to Nevada high school students.

V. Descriptive Statistics

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

2019-20	125 Total|83 BAS|40 AS|2 Non-Degree Seeking

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

2017-18	10 Total |5 BAS |5 AS
2018-19	9 Total |4 BAS |5 AS
2019-20	13 Total |7 BAS |6 AS

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 15 percent completion time:

2017-18	0%
2018-19	5%
2019-20	11%

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

Fall 2019	190

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

Great Basin College

Social Work (3+1 Program), B.S.W.

I. Description of Program reviewed

Mostly online program designed to prepare social work professionals to serve individuals, families, groups, communities and/or other supported social work functions.

Social Work Mission Statement: To educate, train and nurture competent, committed, compassionate and diverse social work leaders who advance the social justice mission of social work through their leadership in research, public policy, academics, and clinical practice at local, national and global levels.

Program Mission and Goals: The mission and goals of the social work program address the profession's purpose, are grounded in core professional values, and are informed by program context. Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the

quest for social and economic justice.

II. Review Process and Criteria

CSWE is a national association of social work education programs and individuals that ensures and enhances the quality of social work education for a professional practice that promotes individual, family, and community well-being, and social and economic justice.

The 3+1 Social Work Program is accredited by the Council for Standards in Social Work Education (CSWE). The following standards based on the Council for Standards in Social Work Education have been incorporated into the program and have been mapped to specific courses and student learning outcomes for each Social Work Competencies. Established thresholds for culminating assignments demonstrate competency within these categories and course assessment reports generated to ensure the students are meeting expected performance measures. Social Work Competencies are;

1) Demonstrate Ethical and Professional Behavior.
2) Engage Diversity and Difference in Practice.
3) Advance Human Rights and Social, Economic, and Environmental Justice,
4) Engage In Practice-informed Research and Research-informed Practice,
5) Engage in Policy Practice,
6) Engage with Individuals, Families, Groups, Organizations, and Communities,
7) Assess Individuals, Families, Groups, Organizations, and Communities,
8) Intervene with Individuals, Families, Groups, Organizations, and Communities,
9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Program Context: Context encompasses the mission of Great Basin College as it educates students to enriches people's lives by providing student-centered, post-secondary education to rural Nevada.

Educational Policy 2.0: The curriculum will include material in which the social work students will learn that the generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels.

Educational Policy 2.1: Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or

approach to practice.

Educational Policy 2.2: Signature Pedagogy

Field Education Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity.

Educational Policy 3.0: Diversity

The GBC 3+1 program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Educational Policy 3.1: Student Development

To promote the social work education continuum, graduates of the GBC 3+1 social work program are encouraged to work toward admittance to master's social work programs where they are presented with an articulated pathway toward specialized practice.

Educational Policy 3.2: Faculty

Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the faculty at GBC's 3+1 Social Worker program models the behavior and values expected of professional social workers. Faculty is required to have both experience in the profession and graduate level degree in social work and are qualified to teach the courses to which they are assigned.

Educational Policy 3.3: Administrative and Governance Structure

The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, the GBC 3+1 social work program provides an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Education Policy 3.4: Resources

The Social Work program has adequate procedures for budget development and administration in order to achieve its mission and goals. Please see attached for a completed budget form explaining how financial resources are sufficient and stable to achieve its mission and goals. It uses resources to address challenges and continuously improve the program. It has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals. It demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals. Please see attached library report. It has sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals. It has the availability of and access to assistive technology, including materials in alternative formats.

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time. Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used, and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess, and improve effectiveness of the curriculum, and strengthen the assessment methods used. Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0: Assessment 4.0.1

The GBC 3+1 Social Work program includes ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes the following:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.

- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.

- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.

- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.

- An explanation of how the program determines the percentage of students achieving the benchmark.

- Copies of all assessment measures used to assess all identified competencies.

The most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option. Please see attached.

The GBC 3+1 Social Work program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

III. Major Findings and Conclusions of the Program Review

During the review process it was noted that students were able to complete the Associate of Arts degree with the number of credits they completed. A review of current students vetted out a process to identify students that had met the requirements for the AA degree.

The Great Basin College catalog needed to be updated to include current details on the Silver State Transfer agreement with the University of Nevada, Reno. It is now more clearly aligned and the process for students to transfer to University of Nevada, Reno working directly with a transfer coordinator.

Feedback from community and student's as well as data collection on student persistence supported the decision for the social work program to go to fully online with their courses starting Fall 2020. This includes courses that are completed at Great Basin College only

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

The next steps for the program:

1. Advising for student enrolled in Social Work 101 the first-class students take will create an opportunity to track and advise them to complete the AA degree at GBC as well as get them on the path for the Silver State transfer process.

2. Collection of data on persistence related to the change in online instruction will be tracked.

3. Creating a more cohesive relationship with UNR to track graduates and student persistence.

V. Descriptive Statistics

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

2019-20	60

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

2017-18	14
2018-19	15
2019-20	8

C. Program-level graduation rate using first-time, full-time, degree seeking cohort at 15 percent completion time:

The cohort size based on this information, which is a match of GBC with UNR data is small when evaluating first-time, full-time, degree seeking students. In the future we will work with UNR to develop a methodology to reflect better outcomes for this program.

2017-18	0%
2018-19	50%
2019-20	0%

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

Fall 2019	68

VI. Institutional Reports

https://nevada.app.box.com/s/dafek31mkx3wkrugqew9ulizto6q7jdv

Program Review
Truckee Meadows Community College

Degree Programs

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

- Business, A.A.
- Business, A.A.S.
- Graphic Arts and Media Technology, A.A.
- Graphic Communications, A.A.S.
- Nursing, 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.

None

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

- Career and Technical Education Leadership, B.A.S.

Certificates

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

- Business, C.A.
- Bookkeeping, C.A.
- Certified Professional Bookkeeper, Skills Certificate
- Real Estate Salesperson, Skills Certificate
- Retail Management, Skills Certificate
- Certified Nursing Assistant, Skills Certificate

- Phlebotomy, Skills Certificate

- Graphic Arts and Media Technology, Advanced Certificate of Achievement

- Graphic Communications, 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.

- Bookkeeping Entrepreneurship, C.A.

- Graphic Arts Entrepreneurship, C.A.

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

- Unmanned Aerial Systems Technician, C.A.

IV. List the certificate programs of less than 30 credits ("skills certificates") 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.

- Architectural Drafting, Skills Certificate - National Occupational Competency Testing Institute, Career and Technical Education (NOCTI, CTE)

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

- Emergency Medical Technician Instructor Training, Skills Certificate

Business, A.A. & A.A.S./Bookkeeping, C.A.; Business, C.A./ Skills Certificates: Bookkeeping; Real Estate; Retail Management

I. Description of Program reviewed

The Business Department provides students with the skills and knowledge to compete and succeed in today's marketplace. Each of our courses gives students up-to-date, practical business fundamentals. We are proud of our high-quality instruction that leads to student success. The Department provides education which can result in transfer and terminal degrees, certificates or provide individual professional development, strengthening the region's workforce. The Business Department is housed in the Division of Business and Social Sciences.   The Department offers nine degrees, six certificates of achievement, and three skills certificates.

Associate of Arts, Business: The Associate of Arts, Business is designed for students who are interested in graduating from TMCC and pursuing a bachelor's degree in business at a four-year institution. Within the program, students explore a wide variety of opportunities in various business fields. Students obtain a solid background in economics, statistics, and accounting which is designed to provide skills required to pursue advanced degrees in any business major. This emphasis is part of a 2+2 program. Students receiving this degree are eligible to transfer to upper division status in UNR's College of Business. The unduplicated headcount for this degree was 645 in Fall of 2018 and 669 in the Fall of 2019.

Associate of Applied Science, Business: The Associate of Applied Science, Business is designed for students that wish to complete a two-year degree that offers immediate employment opportunities or advancement within their current jobs. The emphasis of the degree includes a broad spectrum of business-related classes that provide learners with a strong foundation of business knowledge. Students receive a well-rounded curriculum in general education requirements. The unduplicated headcount for this degree was 109 in Fall of 2018 and 100 in the Fall of 2019.

Associate of Applied Science, Business, Office Management: The Associate of Applied Science, Business, Office Management provides students with the skills needed to be successful in today's competitive business environment. The emphasis of the degree includes skills in office procedures, computer applications, communications, customer service, accounting and supervision. Students receive a well-rounded curriculum in general education requirements. The unduplicated headcount for this degree was 43 in Fall of 2018 and 44 in the Fall of 2019.

Certificate of Achievement, Business: The Certificate of Achievement in Business can serve as a stepping-stone to an associate degree or allow students to directly enter the workforce. Degree emphasis includes coursework in accounting, business, communications, and management. Certificates of Achievement have a general education component. This is a stackable degree leading to the AAS, Business with no loss of credit or to the AAS Business, Office Management with minimal loss of credit. The unduplicated headcount for this degree was 10 in Fall of 2018 and 12 in the Fall of 2019.

Certificate of Achievement, Bookkeeping: The Certificate of Achievement in Bookkeeping provides students with the skills necessary for entry-level positions in bookkeeping including accounts receivable, accounts payable, payroll, or general bookkeeping. Certificates of Achievement have a general education component. Although not stackable, 21 of 30 credits required for this degree can be applied to the AAS, Business. The unduplicated headcount for this degree was 28 in Fall of 2018 and 31 in the Fall of 2019.

Skills Certificate, Certified Professional Bookkeeper: Successful completion of the Certified Professional Bookkeeper Skills Certificate prepares students to sit for the Certified Professional Bookkeeper examination administered by the American Institute of Professional Bookkeepers (AIPB). Apart from ACC 290 Certified Bookkeeper, the courses required for this certificate can be transferred into the Certificate of Achievement, Bookkeeper. A headcount is unavailable as the system does not track skills certificates. The Business PUR Committee is exploring ways in which these certificates can be tracked in the future.

Skills Certificate Real Estate Salesperson: Successful completion of the Real Estate Salesperson Skills Certificate combined with the passage of the Nevada Real Estate Exam qualifies one to become a licensed real estate salesperson in Nevada. A headcount is unavailable as the system does not track skills certificates. The Business PUR Committee is exploring ways in which these certificates can be tracked in the future.

Skills Certificate Retail Management: Successful completion of the courses in the Retail Management Skills Certificate qualifies students to receive the nationally recognized industry certification. The program is designed to meet the education requirements of the retail industry and is endorsed by the leading retailers across the nation. The Retail Management Certificate is an accredited business program that provides students with the skills needed to start or advance a career in the retail industry. The certificate, which was founded by WAFC, has

Business, A.A. & A.A.S./Bookkeeping, C.A.; Business, C.A./ Skills Certificates: Bookkeeping; Real Estate; Retail Management

been recognized as part of the White House's Upskill Initiative, and leading organizations and foundations including the Clinton Global Initiative, ACT Foundation, and the U.S. Department of Labor. All but nine credits in this program will transfer into the AAS, business degree. A headcount is unavailable as the system does not track skills certificates. The PUR Committee is exploring ways in which these certificates can be tracked in the future.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5 years, which consists of a reflective self-study that is review by faculty in the Academic Standards and Assessment Committee (ASA), the academic dean, and Vice President of Academic Affairs (VPAA).

The self-study report describes the program, presents evidence of curriculum review and program assessment, provides analysis of enrollment, completion and demographics data, 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 report is first reviewed by the academic dean and ASA, who identify program strengths and areas for improvement, and make recommendations to address those improvement areas. Following a meeting with the self-study chair and dean, the ASA reports the results to the VPAA, who confirms, declines, and/or makes further recommendations for the program and charges the department and dean to implement the recommendations.

III. Major Findings and Conclusions of the Program Review

Academic Standards and Assessment Committee Findings:

The Academic Standards and Assessment Committee found that the Business department/program has done an excellent job in targeting the growth of minority students and meeting projected goals, exceeding the growth of TMCC as a whole. Furthermore, the program found a way to offer a degree with all classes on the Meadowood campus. The program uses student-focused strategies and direct student contact, and several advising and mentoring activities are noted. The need for requested capital improvements and software have been sufficiently supported. The committee has concerns that there was not sufficient supporting data to demonstrate how goals are being met such as graduation data for the AAS in Business and for the Skills Certificate for Certified Professional Bookkeeper. The Business Advisory Board Meeting Summaries don't include recommendations, and the class scheduling rollover procedure does not address if this is to meet student needs. There is little documented General Education assessment in the program and the AAS Business section outcomes are unmapped or subjective. The General Education action plan does not appear in the five-year plan. The committee recommends the inclusion of supporting data to highlight how needs are being met, reviewing requirements in the catalog to clarify student choices, that Business Advisory meeting recommendations are tracked and documented, that the department improve upon the 30% participation of faculty in accessibility efforts, defining assessment measurements to be tracked, review the underlying cause of the high number of unsuccessful attempts to enroll in both ECON 102 and ACC 201, and add the General Education action plan to the five-year plan.

Dean's Findings

The strengths that stood out to me about the Business disciplines include:

- TMCC has a strong 2+2 agreement with UNR. Students completing their Business AA degree at TMCC transfer into UNR at junior status and can then choose from all of their different Business disciplines such as Accounting, Economics, Marketing, etc. with no loss of credits.

- TMCC's Business AA degree is the largest degree at the college outside of the general AA and AS transfer degrees.

- We offer skills certificates, certificates of achievement, AAS and AA degrees to give students choice in their education.

- Most of our courses can be completed either in person or online to meet student needs.

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Business, A.A. & A.A.S./Bookkeeping, C.A.; Business, C.A./ Skills Certificates: Bookkeeping; Real Estate; Retail Management

- The Business degrees can be completed in person at either Dandini or Meadowood Center or online allowing ultimate flexibility in these degrees.

- Our faculty are highly qualified in their fields and have real world experience on top of academic expertise.

- The department full addressed or has ongoing work on all areas of concern from the last PUR five years ago.

- Labor market data shows high demand for all of the disciplines covered by this PUR indicating great need and excellent career opportunities for graduates.

- Program learning outcomes align well with course learning outcomes.

- The division's GO Day event supports students in their success both academically and in future career areas and is an excellent effort in retention.

Areas that have potential for improvements include:

- Business has no full time faculty dedicated to the discipline. There is no champion for Business and data reveals that this is hurting the department.

- There is a decrease in enrollment and FTE in Business and Accounting disciplines.

- CARs and GEARs are not always completed effectively and need to be back on track and effective in assessing the courses.

- All programs and courses should go through a thorough review and update of descriptions, objectives, outcomes, etc. as in many cases this has not been done for a very long time.

- Course scheduling could be done more strategically to support student demand and ensure that students are able to have a workable schedule to aid in program completion in a timely manner.

Part time faculty could be better trained, supported and included in the department.

VPAA's Findings

Business is a robust program that has been a flagship transfer degree for the institution. The qualified faculty and strong leadership of Dean Williams have created a pertinent educational environment that is open and inclusive for all students.

Strengths:

I agree with the points made by the dean and would add that the 1% increase in retention and higher than our local community representation of Hispanics in the program are both valuable and appreciated.

Areas for Improvement:

I agree that a dedicated Business tenure track faculty is necessary. This was approved but put on hold due to the COVID-19 budget cuts. I hope that as soon as funds are available that this hire is pursued. As with many of the departments across campus, scheduling can be improved. It must be student need driven and provide many options for our different student populations. Also, I think it is very important that part time pools are grown and enhanced. I see too many LOB request coming through at the last minute. Proactive recruitment needs to take place for qualified part timers.

Business, A.A. & A.A.S./Bookkeeping, C.A.; Business, C.A./ Skills Certificates: Bookkeeping; Real Estate; Retail Management

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

The following goals will be pursued:

Goal 1: Continue and improve collaboration within the Business Department.
Goal 2: Improve successful completion of students' educational goals.
Goal 3: Provide students with opportunities to obtain skills in using state-of-the-art connective and productive technologies commonly employed in business. Until there these technologies can be identified and vetted by advisory boards, this should be put on hold especially in the current budget situation.
Goal 4: Integrate soft skills into the curriculum to provide students with opportunities that build interpersonal, intrapersonal, and practical skills identified as valuable to the business community.
Goal 5: Maintain and improve the quality of course and program offerings through systematic assessment and review.
Goal 6: Continue and improve collaboration with and communication between full- and part-time faculty.
Goal 7: Recruit high-quality, dedicated part-time faculty for disciplines that are traditionally difficult to fill, i.e. Economics (statistics) and Accounting.
Goal 8: Offer high-quality programs that meet the workforce education needs of our community.
Goal 9: Replace outdated sled desks with tables/chairs to support active student learning.
Goal 10: Provide staff with professional development opportunities that allow them to maintain currency in the rapidly changing business environment.

V. Descriptive Statistics

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

2019-20   1,146

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

(Includes AA Business, AAS Business, CT>30 Bookkeeping, CT>30 Business, CT<30Bookkeeping, CT<30 Real Estate, CT<30 Retail Management)

2017-18   201
2018-19   185
2019-20   194

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

2017-18   19%
2018-19   27%
2019-20   18%

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

Fall 2019   1,710

V.I. Institutional Reports

Click here for a copy of the institutional report summarized above.

Truckee Meadows Community College

Graphic Arts and Media Technology, A.A.; Graphic Communications, A.A.S./Graphic Arts and Media Technology, A.C.A.; Graphic Communications, C.A./ Skills Certificates: Graphic Software Certification; Adobe Certified Associate

I. Description of Program reviewed

The Graphic Communications (GRC) Program has been offering classes at TMCC for almost 30 years, and currently resides in the Visual and Performing Arts Department, which is under the academic division of Liberal Arts. The GRC program has been in a consistent state of evolution since its inception, as new technology drives changes to the way we communicate visually, through advertising, marketing, entertainment, education, and social media, to name a few. These are all industries that the program serves. GRC classes have changed and been updated as technology evolves to ensure that students will learn the skills necessary to be successful in the local workforce. There's been no bigger change to the program, however, than the one that was implemented in the fall of 2018, which marked the beginning of a new set of courses, new degree and certificate options, a new partnership with NSC, new transfer options, and a new name. This major re-invention of the program was years in the making. A significant change to the program was the creation of new pathways to a Bachelor's degree, which has been a goal of the department for over 20 years. The need for a 4-year BA degree in graphic design in Northern Nevada is mentioned in both the 2008 PDR and in the 2014 PUR, and is documented by studies done by TMCC and UNR. Student surveys, feedback from industry professionals and the GRC Advisory Committee, a Needs Assessment done as a part of the new degree NSHE approval in 2017, as well as one done by UNR in 2018, have all supported the need for a BA degree pathway in the Reno area.

The program is now called Graphic Arts & Media Technology (GAMT). The new GAMT Program offers a 10-credit Skills Certificate, a 30-credit Certificate of Achievement, a 60-credit Associate of Applied Science (AAS), a transferrable 60-credit Associate of Arts (AA), a 30-credit Advanced Certificate, and in conjunction with Nevada State College (NSC), a Bachelor of Arts (BA) in Visual Media with an emphasis in Graphic Arts & Media Technology. The AA and AAS Degrees and the Advanced Certificate all offer three emphasis Tracks that allow for a greater focus of study, in Graphic Design, Web/UI Development, and Motion Graphics. All of the course changes and new degree and certificate options were supported by the program's Advisory Committee and are the result of over two years of diligent work done primarily by the three faculty in the program.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5 years, which consists of a reflective self-study that is review by faculty in the Academic Standards and Assessment Committee (ASA), the academic dean, and Vice President of Academic Affairs (VPAA).

The self-study report describes the program, presents evidence of curriculum review and program assessment, provides analysis of enrollment, completion and demographics data, 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 report is first reviewed by the academic dean and ASA, who identify program strengths and areas for improvement, and make recommendations to address those improvement areas. Following a meeting with the self-study chair and dean, the ASA reports the results to the VPAA, who confirms, declines, and/or makes further recommendations for the program and charges the department and dean to implement the recommendations.

III. Major Findings and Conclusions of the Program Review

Academic Standards and Assessment Committee Findings:

The Academic Standards and Assessment Committee found that the Graphic Arts and Media Technology department/program has done an excellent job in redesigning and relaunching their program, including developing clear program outcomes and objectives. Furthermore, the program faculty is very aware of industry trends and keeps up with the rapidly changing environment of evolving tools, technologies, and approaches. The committee commends the program on the creation of new degrees, certificates, and new transfer agreements between TMCC and Nevada State College and the University of Nevada, Reno. There is also a creative partnership to allow

Graphic Arts and Media Technology, A.A.; Graphic Communications, A.A.S./Graphic Arts and Media Technology, A.C.A.; Graphic Communications, C.A./ Skills Certificates: Graphic Software Certification; Adobe Certified Associate

students to complete a Bachelor of Arts degree without having to relocate or transfer to a 4-year college or university. The program is highly responsive to student needs around scheduling, and has a clear path to completing the course in a reasonable time frame. The program's capstone course clearly aligns with and measures the stated Program Learning Outcomes. The GAMT program recruits within the Washoe County School District and has a high pass rate, attributable in part to department-level student advisement. The committee has concerns that some of the course materials and technologies might not be vetted for accessibility, and that it is difficult to map and discern, via assessment, how the different programs and certificates differ in terms of objectives, outcomes, and times to completion. There are also inconsistencies in the language used in the curriculum mapping. The committee also expressed concern that curriculum changes aren't clearly tied to assessment data and instruments. Finally, the committee recommends coordinating with the DRC to establish documented processes to ensure accessibility; clarifying and using consistent language in curriculum mapping; clearly differentiating curriculum and assessment tools for the different degrees and certificates; it is clear the program needs consistent funding to provide for frequent technology and equipment updates, and for professional development; and to create measurable milestones for the program's five-year plan.

Dean's Findings:

The Graphic Communications – now Graphic Arts & Media Technology – unit has worked assiduously over the past two years to address student and industry needs identified in previous program reviews by revising the existing programs and developing new certificates, and by creating an innovative new 3+1 partnership with Nevada State College to offer a Bachelor's Degree program taught entirely at TMCC using a combination of TMCC faculty and an on-site NSC faculty member.

While the unit has seen enrollment declines that exceed TMCC norms in 2018/2019, I believe these have been adequately explained as part of the growing pains of redesigning the program. Degree awards have remained strong and over the past ten years have exceeded college program averages.

The revised program has positioned itself well for the foreseeable future with the changes implemented this past year. The 4-Year degree pathway is a model for other potential similar partnerships, both within the Division and across the college.

Strengths:

With the program redesign, initial enrollments have proven stronger than expected. Some of this may have to do with better alignment, but also with reducing the non-standard credit hours for classes probably works better for student schedules. The new AA degree is particularly strong and suggests a desire for students to work within transfer programs.

The program has historically proven incredibly responsive to industry needs, updating both individual courses and the programs when new technological changes dictate. That it is able to do this with just three full-time faculty is a tribute to the dedication of these faculty to their craft and to student needs. Faculty scheduling, participation in the program, and resource allocation all demonstrate the sacrifices the faculty have historically made to benefit the students and they continue to do so despite the burnout implications of these practices. This has ensured that Full-time faculty are responsible for a high percentage of the Student Credit Hours for the unit, far exceeding most programs.

The unit faculty do considerable and successful outreach to attract students into the programs and regularly teach multiple preparations and overload to ensure students have all the requisite courses they need to achieve their goals. Further, each faculty member is heavily engaged in program advising which has helped to ensure a high retention rate. As a result, graduation rates in the programs remain strong and steady. Moreover, students who do complete the programs are positioned very well either for industry placement or for transfer, the latter a result of dedicated efforts on the part of the unit faculty, especially the chair, to ensure alignments with four-year partners.

Graphic Arts and Media Technology, A.A.; Graphic Communications, A.A.S./Graphic Arts and Media Technology, A.C.A.; Graphic Communications, C.A./ Skills Certificates: Graphic Software Certification; Adobe Certified Associate

The partnership with Nevada State College has been a particular strength for the program over the past few years, with NSC working closely with TMCC faculty on course design and transfer articulation, and also providing a faculty member to help develop the 3rd and 4th year elements of the 3+1 program. This has proven invaluable to getting the new program off the ground and has also spurred the development of a closer working relationship with UNR. The 2+2 program transfer agreement now has no loss of credits.

The unit has done an admirable job at maintaining its integrity, developing its offerings, and promoting new technological approaches despite flat budgets. This is a testament to the ingenuity of the faculty, but that should not be relied upon indefinitely.

Areas for Improvement:

The unit could think about clarifying the different outcomes for the different programs/certificates. For example, right now it is unclear what the differences are between the Advanced Certificate Outcomes and the Certificate of Achievement. They have the same outcomes, yet take a different amount of time to achieve. That seems problematic. Likewise, it's unclear why the AA degree drops the portfolio requirement. It seems as important for transfer students to have a portfolio as it is for those who might be directly entering the job market. The 3+1 has no specific outcomes assigned, presumably because it is a combined program, but that could be made clearer for students.

Only one class is offered online. To provide for student completion options, increase potential enrollment, and alleviate PT faculty shortages, the program should consider developing an online pathway.

The program is understaffed given the expectations for continual improvement and development. Issues of department design, new program requirements and articulations, faculty aging, and so on have the potential of significantly impacting the robustness of the unit over the next five years. The program relies heavily on the expectation that the FT faculty, including the overworked chair, will regularly do overload assignments so that students have the necessary courses. This is not good practice and not sustainable. No new faculty have been hired in the program in 12 years. With faculty approaching retirement, it is necessary to begin thinking about issues of continuity and development.

Formal outreach to industry has been solely through the advisory committee. I would recommend more close integration with the local and regional professional community. I note that only two of the three faculty are listed as having involvement in professional organizations. All three full-time faculty should be playing a role in working with industry partners in a professional capacity.

The PUR indicates that the faculty propose to engage in their own marketing, but a formalized marketing campaign in partnership with TMCC marketing could be more impactful.

While the program has made admirable progress, through no special effort of their own, to close a once-identified gender gap, I see no indication in the review that much has been done to ensure equity for students from underserved groups, either from a pedagogical or program access perspective. While demographic statistics suggest the program *major* does well overall compared to the college averages regarding attracting diverse students, I note that there are differences between the GRC vs VIS classes in this regard. Additionally, the data has not been disaggregated to show whether all student groups are achieving at the same level.

Professional development is a significant issue for the program. With the rapidly changing technologies in this industry, it is imperative that faculty maintain and improve their skills with new technology and use their knowledge to revamp and improve courses for students. A variety of constraints are at work to hamper or prevent this currently, including program faculty time being spread thinly because of other program requirements, available institutional support, and faculty morale. There is evidence that a failure to keep up with industry changes is hampering productive development in some areas.

Truckee Meadows Community College

Graphic Arts and Media Technology, A.A.; Graphic Communications, A.A.S./Graphic Arts and Media Technology, A.C.A.; Graphic Communications, C.A./ Skills Certificates: Graphic Software Certification; Adobe Certified Associate

VPAA's Findings:

The Graphic Arts & Media Technology (GAMT) is an excellent program that provides training for students to enter an in-demand career. It has well qualified faculty who are enthusiastic supporters of the program and their students. They work well together advocate on behalf of their program to ensure students' needs are met in regards to scheduling, support, guidance, and instruction. The program's equipment needs are expensive and, I agree, other more permanent funding sources should be identified.

Strengths:

The Dean and Committee wrote excellent reports, so I have little to add. I believe the articulation agreements with NSC and UNR have positioned the program for further success. In addition, the advisory board working with the faulty to ensure students will be prepared at the proper level with the proper skills sets is valuable to the success of the overall program, our students, and the local industry. The faculty have shown themselves to be student focused with their scheduling and realigning credits for certain classes. These efforts support student success.

Areas for Improvement:

As stated above, the Dean and committee outlines these areas quite extensively. I support their overall summation and, specifically the call for work needed in assessment and the addition of the portfolio.

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

1. The program should articulate and publish a comprehensive set of program learning outcomes specific to the 3+1

2. Consider revising the AA program outcomes to incorporate the portfolio outcome from the AAS (Fall 2021)

3. While program outcome mapping for the unit is to be highly commended, a focus on program learning outcome assessment and closing the loop is essential over the next three years to ensure things are running as smoothly as possible and that the sequence of courses is meeting its objectives. (by Fall 2022)

4. Further develop online course offerings (by Fall 2021)

5. Consider systematically combining the Adobe-based Skills Certificate with other college courses/programs to create a Technology+ Hybrid that helps position students for the growing number of hybrid jobs. (Fall 2022)

6. ab fees should remain in place for all courses in order to provide for ongoing equipment maintenance. A formal agreement with the VPFA office to ensure that these monies are not swept is needed. (Spring 2020)

7. Clarify what will happen when the current NSC faculty is no longer functioning as a TMCC PT-instructor to teach the 3rd year offerings. Either will require recruitment of qualified PT faculty or of a full-time line. (Fall 2021)

8. Determine the feasibility of hiring a new FT faculty member to ensure continuity and allow for necessary professional development and course revisions during the next five years. (Fall 2023)

9. As further allocation of scarce resources is unlikely, program faculty should creatively seek out industry and other grant funding for ongoing professional development and equipment resources. (immediate and ongoing) NOTE: Make sure you work with the Foundation Office.

10. Work with TMCC Marketing to develop a marketing campaign. (before Fall 2020)

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11. The unit faculty should take measures to ensure equity for all student groups. This means developing appropriate pedagogies, eliminating or reducing financial barriers (like high student fees), and providing any additional necessary resources to demonstrate traditionally underserved groups have access to what they need in order to be successful. (by Fall 2021).

V. Descriptive Statistics

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

2019-20   218

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

2017-18   53
2018-19   30
2019-20   24

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

2017-18   10% (Visual and Performing Arts)
2018-19   21% (Visual and Performing Arts)
2019-20   41% (Visual and Performing Arts)

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

Fall 2019   265

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

I. Description of Program reviewed

The Maxine S. Jacobs Nursing Program at TMCC is an associate degree program that grants an Associate of Science, Nursing degree. The nursing program is organizationally a part of the Division of Sciences at TMCC, reporting to the Dean, Division of Sciences, Dr. Julie Ellsworth and the Vice President of Academic Affairs, Dr. Marie Murgolo.

The nursing program has the capacity for 160 students. The program admits 40 students each fall and spring semester. There are eleven full-time faculty, one who is on a phase-in retirement working less than 50% credit load each semester. All faculty are products of national searches, and chosen by search committees. Three are tenured, four are tenure track and the other four are classified as zero rank. There is currently one open position posted. All full time nursing faculty are credentialed with master's degrees having a major in nursing. Three of the faculty have doctoral degrees, with two currently working on completion of a doctoral program. There are two certified nurse educators. Demographically, ten full-time faculty are female, one male. There are seven part-time faculty currently employed. All full-time faculty meet the requirements of the Nevada State Board of Nursing. All full-time faculty hold a minimum of a master's degree with a major in nursing and have experience working a minimum of five (5) years as a nurse required by the Nevada State Board of Nursing (NSBN). The NSBN requires that 75% of full-time teaching nursing faculty must hold at least a master's degree with a major in nursing and have completed training which is related to the area of teaching (NAC 632.675). All nursing faculty are also required to maintain an active Nevada State Nursing license in good standing with the NSBN. As a condition of re-licensure, the NSBN requires the completion of 30 contact hours of continuing education during the 24 months that immediately precede a registered nurse's most recent birthday (NAC 632.340).

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5 years, which consists of a reflective self-study that is review by faculty in the Academic Standards and Assessment Committee (ASA), the academic dean, and Vice President of Academic Affairs (VPAA).

The self-study report describes the program, presents evidence of curriculum review and program assessment, provides analysis of enrollment, completion and demographics data, 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 report is first reviewed by the academic dean and ASA, who identify program strengths and areas for improvement, and make recommendations to address those improvement areas. Following a meeting with the self-study chair and dean, the ASA reports the results to the VPAA, who confirms, declines, and/or makes further recommendations for the program and charges the department and dean to implement the recommendations

III. Major Findings and Conclusions of the Program Review

Academic Standards and Assessment Committee Findings:

The Academic Standards and Assessment Committee found that the Nursing Program is an institutional leader in its assessment, evaluation, and detailed reporting. The Nursing Program mission is clearly aligned to TMCC's institutional goals and mission. Furthermore, significant progress has been made on the objectives highlighted since the last Program Unit Review (PUR), and objectives yet to be met are clearly documented. The internal assessment data and the findings of the external review are both well-documented and addressed according to program and student needs. There is a clearly established need for the Nursing program in the Northern Nevada region and the program works closely with community partners. Courses are offered with regularity, and the program is transparent about the rigor and workload demands of the course of study with potential students. The Nursing program strives to make materials accessible and has a process in place to ensure accessibility in the clinical as well as classroom settings. The program has a strong legacy of self-assessment and is moving effectively toward mapping course and program learning outcomes. Collected data shows impressive trends of student success by internal and external measures, including licensing examinations and external reviews. The committee found that while the program has higher than average male enrollment, there is not a stated plan to continue to recruit in order to maintain this ratio. There is also concern that the available computer lab space may not be able to accommodate the increased cohort sizes. Finally, the committee recommends using consistent vocabulary when discussing Program/Student learning outcomes in assessment data, as well as diversifying methods for ongoing outreach and recruitment, and addressing future plans (including the RN-BSN curriculum, and potential Continuing Education course offerings) and any associated staffing and computer lab space in the "Resources" and "Future Directions" sections of the report.

Strengths:

The regional need for program offerings is clearly noted, as is the program's close collaboration with community partners. Courses are regularly offered and "Due to the limited enrollment, clinical days, and specialized nature of

the nursing program, course schedules are rarely changed." In the specialized context of the program, this makes sense. Furthermore, because of the time commitment required of students, for whom the program is essentially a full-time job, they "are made aware of the required hours and days."

The Nursing program's work on accessibility is commended. The PUR states that materials are as accessible as possible and that "If accommodations are needed for clinical situations, the Director of Nursing, the student, and the clinical instructor will review the request."

Program Learning Outcomes (PLOs) are closely connected to Student Learning Outcomes (SLOs). Nursing is moving toward "assessing at the program level" and there is both direct and indirect evidence that outcomes are very clearly stated and mapped.

The learning outcomes statements are broadly written but clearly measurable as demonstrated through the comprehensive presentation of semester by semester SLOs and specific measurements connected to the SLOs. Instruments are clearly appropriate for assessment. There is comprehensive assessment of PLOs and SLOs, and evidence for this appears many times throughout the document. Nursing faculty thoroughly and consistently collect data and measuring the effectiveness of their program.

Data shows outstanding student success trends. There is much discussion throughout the PUR about faculty analysis and adjustment of the program to close the assessment loop. The competitive nature of the program seems to be a good retention tool.

The graduate performance on the national licensing exam (NCLEX-RN) is above the national average. The program has adapted quiz problems and curriculum to help students succeed with this exam.

Faculty positions appear to be adequate for the current needs of the program.

Dean's Findings:

The TMCC Nursing Program and its graduates are highly respected in our local health care community. The program offers a high quality education at a good value, has high pass rates, and very high employment placement rates. The program undergoes rigorous evaluation through its accreditation process, including an ACEN site visit in February 2020, where the program met or exceeded all six standards with only two recommendations.

Strengths:

The dedicated Director and the Nursing faculty are major strengths of the program. The Director advocates for what is needed and the faculty are committed to professionalism and a rigorous curriculum in order to fully prepare the next generation of nurses in our community.

The program has added to their regular cohort size to maximize the number of students trained in the current ADN program. To grow beyond this point of 40 students per semester cohort, more full-time faculty are needed. The new RN-BSN will upskill ADN nurses and generate revenue to fund additional ADN spots.

The program continues to increase the number of students currently underrepresented in Nursing, particularly men, and a male faculty member joined the faculty in Fall 2019.

Areas for Improvement:

Finding strategies for leveraging more clinical time at our partner sites and more funding support from external and granting agencies.

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

Academic Standards and Assessment Committee Recommendations/Next Steps:

Plan for ongoing recruitment efforts to continue the higher-than-average level of male enrollment in the program whenever possible.

The committee suggests diversifying methods and locations for ongoing outreach/recruitment going forward.

With such successful recruiting efforts, the committee suggests increased focus on advising and mentoring if all other areas are successful.

The committee suggests addressing the concern that the computer lab is too small for the larger student cohort in the "Resources" and "Future Directions" sections.

With the 37-39 credit RN-BSN curriculum already drafted, the additional faculty needs should be addressed in the "Resources" and "Future Directions" sections.

It is explained that the current workload for faculty prevents the program from offering Continuing Education (CE) offerings. If the demand for CE offerings is established (which the report indicates) but the program doesn't have sufficient staffing to meet these needs, the committee suggests including this in the "Resources" and "Future Directions" sections of the PUR.

Dean's Recommendations/Next Steps:

More space is needed for offices, study rooms, computer rooms, lecture, simulation and clinical skills lab, but no significant changes to the program at this time.

VPAA's Recommendations/Next Steps:

I enthusiastically support continuing this very successful program. It is well run, student success is high, student earning power is high once degree is earned and NCLEX is passed, it provides a valuable healthcare workforce to the local community, and is a jewel in the crown of TMCC.

I support all of the recommendations but do not support an immediate need as identified in timeline (see resource section below) in relation to hiring faculty and adding office space.

New faculty for ADN program so that existing faculty can teach in the RN-BSN - at this time, the existing faculty can teach these courses. At the time of the third cohort of RN-BSN students being added, faculty staffing needs can be reevaluated.

The additional offices will be needed prior to the third cohort of BSN students starting the program or the addition of an additional ADN cohort starting.

NOTE: All resource request need to be evaluated in light of the current COVID-19 budget cuts. I Support the current RAP request is being reviewed for an additional 32 computer stations at the HSC room 116 (4.1, 4.4).

V. Descriptive Statistics

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

2019-20	174

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

2017-18	52
2018-19	55
2019-20	57

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

2017-18	84.3% (Fall 2014 admitted cohort)
2018-19	93.7% (fall 2015 admitted cohort)
2019-20	85.3% (fall 2016 admitted cohort)

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

Fall 2019	270

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

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Skills Certificates: Certified Nursing Assistant; Phlebotomy

I. Description of Program reviewed

The CNA courses are occupational preparatory programs offered by the School of Sciences Department. The CNA course prepares the students to assist the professional nurse in a healthcare setting. This course meets the Nevada State Board of Nursing requirements to prepare Nursing Assistants to be eligible to take the written and manual skills exams.

We have 2 full-time faculty and about 10 part-time faculty depending on enrollment. The average student enrollment is anywhere between 20 - 30 students per class and we have 4-5 classes going in the Fall & Spring semesters and 1 class in the summer.

The CLS is an occupational preparatory program that introduces and trains entry-level phlebotomists. This is a certificate program that allows students to apply for state licensure as a Laboratory Assistant. There are 2 part-time faculty. Classes are taught in 3 segments: theory, lab and clinical.

II. Review Process and Criteria

Programs and academic units undergo the program/unit review (PUR) process every 5 years, which consists of a reflective self-study that is review by faculty in the Academic Standards and Assessment Committee (ASA), the academic dean, and Vice President of Academic Affairs (VPAA).

The self-study report describes the program, presents evidence of curriculum review and program assessment, provides analysis of enrollment, completion and demographics data, 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 report is first reviewed by the academic dean and ASA, who identify program strengths and areas for improvement, and make recommendations to address those improvement areas. Following a meeting with the self-study chair and dean, the ASA reports the results to the VPAA, who confirms, declines, and/or makes further recommendations for the program and charges the department and dean to implement the recommendations.

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Academic Standards and Assessment Committee Findings:

The Academic Standards and Assessment Committee found that the Certified Nursing Assistant (CNA) and Clinical Laboratory Specialist (CLS) programs provide skills, knowledge, and degrees and certificates in a field with current needs and a very strong growth potential. The program offers an excellent and flexible student-centered schedule, works well with the DRC center, and uses strong enrollment strategies while serving the needs of a diverse group of students. The program shows great success in retention, transfer, and overall pass rates, and is well positioned for a growing demand in the region and beyond. The committee would like to see more documentation regarding how external recommendations from state boards are coupled with internal assessment, and how course-level assessment clearly maps to the program level. The committee would also like to see further documentation related to pass rates, compliance with safety procedures and guidelines, and meeting potential increased enrollments in the future. Finally, the committee recommends closing the loop on external assessment data, reviewing instructional materials for ADA compliance, presenting additional program assessment data using exam and employment data in addition to internal assessment data, and planning for the faculty, staff, and space that may needed if enrollment increases to match the growth demand in the field.

Dean's Findings:

The CNA and CLS programs are coordinated by a single Additional Assignment coordinator because of efficiency, there are no full time faculty in CLS. Both programs consist of six credits and allow students to test for entry level

certification into the healthcare workforce, as a Certified Nursing Assistant or a Phlebotomist. These programs moved to renovated space in MDWN, which allowed for more sections to be scheduled (when not at low density). Both programs are regulated by external agencies, have high fill rates, high pass rates, and very high employment placement rates. CNA collaborates with ABE using the I-Best model to help minimally prepared students complete the program and with Renown on a CNA apprenticeship program where students are employed and conduct their skills and clinical training on site.

VPAA's Findings:

The CNA and CLS programs provide vital frontline entry point healthcare workers for our community. The programs are very successful when measured by their students' state (or national) exam pass rates. The faculty are dedicated and well qualified and ensure that scheduling is student focused. Although enrollment has held fairly steady for CNA, CLS has had a dramatic decline. This begs the questions of why and how can we reverse this trend in CLS. They have excellent plans to increase enrollment but need to ensure that timelines and periodic evaluations of progress are established to keep them on track.

Strengths:

- Student success.

- A well-qualified faculty.

- Working relationship with clinical sites, especially Renown.

- The new upgraded teaching space.

Areas for Improvement:

- Assessment

- More complete reporting in a PUR.

- Working to ensure all materials are ADA compliant

- Enrollment

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

Academic Standards and Assessment Committee Recommendations:

- Going forward, ensure that both CNA and CLS are reviewed under their own Program PUR.

- The external review recommendations on the skills should be listed, as well as how they were addressed. The committee recommends the program list what specific skills the NV State Board recommended, how they were implemented, and if there is a reason that no CLS recommendations were made by the state board.

- The ASA committee suggests the program start to document the industry requests and job placements to supplement the anecdotal evidence. Direct data should be available from Labor/HHS.

- In general, documentation of assessment practices, analysis of data, and use of assessment data to improve the program is needed. The committee would like to see the program close the loop from state examination assessment data, describing how the results from the state exams are used to identify potential problems and improvements needed in program curriculum and assessment.

- The ASA Committee suggests adding exam data to be used to further examine and report the student success strategies. This could also be effectively coupled with employment data since these skills certificates are designed for specific jobs in the workforce, particularly as they relate to skills certificates.

- The committee suggests the program begin to develop contingency plans for increasing enrollments in the future, and to address the necessary space to support this to meet future increased demand. It is further suggested that employment data is included measure whether the program "provide[s] enough staff for the new hospital coming to town and for the current facilities."

Dean's Recommendations:

The Nursing Board will allow the CNA program to reduce the number of hours required in lecture and skills lab. I recommend changing the program in this manner to serve more students in a shorter period of time, with still enough instruction and practice to maintain high quality preparation and high pass rates.

VPAA's Recommendations:

NOTE: During this time of severe budget cuts relating to COVID-19, all resource request that are supported need to be reviewed in light of the budget situation.

I support this request but not the timeline as in our current budget crisis and anticipated recovery time, I would say the request should be for this to take place 4 years from now.: a) As our program expands to meet the needs of our ever-growing community, we will need to increase the number of full-time faculty, Within this 5-year cycle, we would like to request 1-2 new full-time faculty members. b) In addition to new faculty, we will also need our own designated administrative assistant (at this time we are sharing that position with the veterinary nursing department.).

I support this request and believe it could be accommodated (reliant on budget) in the next academic year. Request - All new part-time or full-time faculty should attend a 1-day workshop from Headmaster (the Nevada State Board of Nursing testing company) to instruct them on the specifics of each skill the students need to learn and are testing on. This should be done within the first 2 months of hire or sooner if offered for new faculty but continuing faculty would be expected to complete the training again every 3 years. This is no cost to the faculty to attend, however, the attendees are working all day at this workshop and not getting paid currently. The rate of pay per faculty member for this all-day training is approximately $450. The total cost would be $1350.00 per year through having faculty complete on a rotating cycle.

V. Descriptive Statistics

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

2019-20	N/A (These are both Skills Certificates that cannot be declared.)

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

2017-18	361
2018-19	318
2019-20	283

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

2017-18	N/A (These are both Skills Certificates that cannot be declared.)
2018-19	N/A
2019-20	N/A

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

Fall 2019	261

VI. Institutional Reports

Click here for a copy of the institutional report summarized above.

Program Review
Western Nevada College

Degree Programs

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

> None

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 for all programs that received Board approval in this academic year of review.

- Apprenticeship, A,A.S.
- Health Science, A.A.S.
- Organization & Project Management, B.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.

- Computer IT Technology, C.A.
- Cyber Security Technician, C.A.
- Emergency Medical Services, C.A.
- Paramedicine, C.A.

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

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None

IV. List the certificate programs of less than 30 credits ("skills certificates") 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.

- Apprenticeship, Skills Certificate – Occupational Safety and Health Administration OSHA

- Apprenticeship – Laborers, Skills Certificate - Occupational Safety and Health Administration OSHA

- Automotive Collision Repair, Skills Certificate – Automotive Service Excellence (ASE) Exam

- Energy Technology, Skills Certificate – OSHA Construction 10 or 30 hour

- Excellence Certifications in Electrical; Electrical Heat; Gas Heat; Air Conditioning

- Heating, Ventilation, Air-Conditioning/Refrigeration, Skills Certificate - HVAC

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

None