NSHE Existing Program Review 2020-21

Prepared November 2021
for the Board of Regent's Academic, Research
and Student Affairs Committee

Nevada System of Higher Education Leadership

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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.*

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

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

beginning of this report. The first table is a 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 than 30 credit hours that provide preparation necessary to take state, national and/or industry recognized certification or licensing examinations ("skills certificates") created by the community colleges that were approved by the Academic Affairs Council in the reporting year. The second table includes data from the institutional reports regarding the service headcount for the Fall of 2020 for each program and the number of students with a declared major in the program in 2020-21. 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 2020-21, and reports from prior years are available online through the NSHE website (nshe.nevada.edu).

Summary of Eliminated and New Programs

Program	Elimination or Deactivation	New Program
University of Nevada, Las Vegas		
Data Analytics, M.S.		X
Doctorate in Pharmacy	X	
Educational Psychology, M.Ed.	X	
Educational Leadership, M.S.	X	
French, B.A.	X	
German, B.A.	X	
Human Resource Management, B.S.	X	
Intercollegiate and Professional Sport Management, M.Ed.		X
Professional Development Degree in Science and Education	X	
Psychological and Brain Sciences, M.A		X
Psychological and Brain Sciences, Ph.D.		X
Romance Languages, B.A.	X	
Spanish, B.A.	X	
Urban and Regional Planning, B.S.	X	
World Languages and Cultures, B.A.		X
University of Nevada, Reno		
Kinesiology, M.S.		X
Natural Resources & Environmental Science, Ph.D.		X
Psychology, B.S.		X
Nevada State College		
Interdisciplinary Data Science, B.A.		X
Interdisciplinary Data Science, B.S		X
College of Southern Nevada		
Culinary Arts, B.A.S.		X
Engineering Technology: Electronics, Skills Certificate		X
Food Service Operations, B.A.S.		X
Tourism, Convention and Event Planning, B.A.S.		X
Unmanned Aviation Systems Technology, C.A.		X
Unmanned Aviation Systems Technology, Skills Certificate		X
Great Basin College		
Accounting Technician, C.A.	X	
General Education College Bound Certificate		X
Early Childhood Education, B.A.		X
Entrepreneurship, C.A.	X	
Graphic Communication, B.A.S	X	
Spanish Interpreter/Translator, C.A.	X	
Technologies Graphic Communication, C.A.	X	
Truckee Meadows Community College		
Architectural Drafting, C.A.		X
AutoCADD Architectural Drafting, Skills Certificate		X
Automotive Service Excellence (ASE) - Diesel Technician: Basic, Skills Certificate		X
Automotive Service Excellence (ASE) - Diesel Technician: Electrical, Skills Certificate		X
Diesel ASE Technician, C.A.		X

Program	Elimination or Deactivation	New Program
Diesel General Service Technician, C.A.		X
Registered Nurse to Bachelor of Science in Nursing (RN to BSN)		X
REVIT Architectural Drafting, Skills Certificate		X
Western Nevada College		
Automotive Service Excellence I		X
Automotive Service Excellence II		X
Early Childhood Education, A.A.S.	X	
FESTO Industry 4.0 Certification		X
Geographic Information Systems, A.A.S.	X	
Web Technology, A.A.S.	X	

Summary of Characteristics of Reviewed Programs

Program	Number of Students with Declared Major	Number of Graduates from Program 2018-2019	Number of Graduates from Program 2019-2020	Number of Graduates from Program 2020-2021	Service Headcount Fall 2020
University of Nevada, Las Vegas					
Art, B.A.; Art, B.F.A.; Art History, B.A.	332	60	53	53	2,142
Art, M.F.A.	11	6	4	2	44
Criminal Justice, B.A. & M.A.	1,464	288	276	341	2,535/305
English, B.A.	430	102	93	115	6,836
English, M.A. & Ph.D.	45	14	15	15	217
Master of Hospitality Administration	80	19	15	12	349
Hospitality Administration, Ph.D.	27	3	6	8	349
University of Nevada, Reno					
Atmospheric Science, M.S.	15	2	6	8	61
Atmospheric Science, Ph.D.	17	3	5	2	61
Basque Studies, Ph.D.	5	2	0	0	7
Biostatistics, M.S.	5	--	--	3	300
Community Health Sciences, B.S.	2,036	387	344	381	4,139
Criminal Justice, B.A. & M.A.	716/11	161/3	163/6	171/4	1,432/29
Ecology, Evolution and Conservation Biology, M.S. & Ph.D	64/0	3/--	2/--	7/1	175/175
Hydrogeology, M.S. & Ph.D.	5/10	2/0	4/0	2/1	--
Hydrology, M.S. & Ph.D.	10/12	4/2	4/3	1/1	--
Journalism, M.A.	27	7	8	12	71
Metallurgical Engineering, M.S.	5	0	1	1	--
Mineral Resource Engineering, Ph.D.	4	--	--	1	--
Mining Engineering, M.S.	5	7	2	2	--
Master of Public Health & Online Master of Public Health	59/189	26/8	19/35	28/55	300/501
Public Health, Ph.D.	14	0	2	3	300
Sociology, B.A.	103	38	36	31	1,251
Sociology, M.A.	10	5	1	3	31

Program	Number of Students with Declared Major	Number of Graduates from Program 2018-2019	Number of Graduates from Program 2019-2020	Number of Graduates from Program 2020-2021	Service Headcount Fall 2020
Nevada State College					
No Programs Reviewed					
College of Southern Nevada					
Accounting, A.A.S. & C.A.	487	58	65	45	3,434
Anthropology, A.A.; Cultural Resource Management, C.A.; Forensic Anthropology, C.A.	108	8	5	11	2,416
Applied Psychology, A.A.S. & C.A.	283	16	14	--	--
Casino Management, A.A.S. & C.A.	53	9	5	9	114
Computer Technology, A.A.S. & C.A.	26	9	6	5	592
Criminal Justice, A.A., A.A.S. & C.A.; Law Enforcement Training Academy, A.A.S.; Police Officer Standards and Training I & II, Skills Certificates	1,554	179	157	148	2,558
Culinary Arts, A.A.S. & C.A.; Pastry Arts, A.A.S. & C.A.	578	74	61	40	744
Early Childhood Education (ECE), A.A.; ECE-Director, A.A.S.; ECE-Early Care and Education, A.A.S; ECE-Infant/Toddler Education, C.A.	368	26	39	24	674
Economics, A.A. & Applied Financial Economics, A.A.	82	4	3	2	941
Elementary Education, A.A.; Secondary Education, A.A.; Special Education, A.A.	1,286	398	154	138	2,702

Program	Number of Students with Declared Major	Number of Graduates from Program 2018-2019	Number of Graduates from Program 2019-2020	Number of Graduates from Program 2020-2021	Service Headcount Fall 2020
Fire and Emergency Administration, B.A.S.; Fire Technology Management, A.A.S; Fire Science Technology, C.A.; Fire Fighter I, Skills Cert; Fire Officer I, Skills Cert.	404	26	44	38	1,097
Food & Beverage Management, A.A.S. & C.A.	54	10	8	9	567
Global Studies, A.A.	23	1	0	0	57
History, A.A.	98	12	10	8	6,329
Hospitality Management, A.A.; Hotel Management, A.A.S. & C.A.	519	75	65	72	187
Paramedic Medicine, A.A.S. & C.A.	148	14	15	10	1,636
Philosophy, A.A.	56	5	4	9	2,594
Political Science, A.A.	115	7	8	1	2,589
Psychology, A.A.	1,138	73	86	109	4,553
Sociology	142	11	9	6	3,763
Tourism, Convention & Event Planning, A.A.S. & C.A.	111	17	13	15	281
Women's Studies	1	0	1	0	832
Great Basin College					
Management & Supervision, B.A.S. ; Business Administration, A.A.S. & C.A.; Retail Management, C.A.	221	96	77	82	1,157
Instrumentation, B.A.S. & C.A.; Diesel Technology, A.A.A. & C.A.; Electrical Systems Technology, A.A.S. & C.A.; Industrial Millwright Technology, A.A.S. & C.A.; Welding Technology, A.A.S. & C.A.	272	198	192	222	241
Elementary Education, B.A. & Secondary Education, B.A.	158/72	26/8	24/5	23/10	389/268

Program	Number of Students with Declared Major	Number of Graduates from Program 2018-2019	Number of Graduates from Program 2019-2020	Number of Graduates from Program 2020-2021	Service Headcount Fall 2020
Truckee Meadows Community College					
Biology, A.S.	207	9	10	13	2,014
Community Health Sciences, A.S.; Health Sciences, C.A.	611	10	15	36	317
Fine Arts, A.A.	9	1	0	2	840
History, A.A.	50	2	3	4	778
Western Nevada College					
No Programs Reviewed					

University of Nevada, Las Vegas

Summary

Degree Programs

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

- Art, B.A.
- Art, B.F.A.
- Art, M.F.A.
- Art History, B.A.
- Criminal Justice, B.A.
- Criminal Justice, M.A.
- English, B.A.
- English, M.A.
- English, Ph.D.
- Hospitality Administration, M.H.A.
- Hospitality Administration, 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.**

- Educational Leadership, M.S.
- Educational Psychology, M.Ed.
- French, B.A.
- German, B.A.
- Human Resource Management, B.S.
- Pharmacy, Doctorate
- Professional Development Degree in Science and Education
- Romance Languages, B.A.
- Spanish, B.A.
- Urban and Regional Planning, B.S.

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

- Data Analytics, M.S.
- Intercollegiate and Professional Sport Management, M.Ed.
- Psychological and Brain Sciences, M.A.
- Psychological and Brain Sciences, Ph.D.
- World Languages and Cultures, B.A.

Certificates

None

UNLV: Art, B.A.; Art, B.F.A.; & Art History, B.A.

I. Description of Program reviewed

The B.A. Art offers its students an education in the visual arts as an integral part of a comprehensive educational experience. The degree offers intense, professional education in the aesthetics and theories of the visual arts. Students will be trained in the skills and intellectual awareness that are the basis for a future of creative and professional achievement in the visual arts. Three concentrations are available: Photography; Painting, Drawing, and Printmaking; and Sculptural Practices.

The Bachelor of Fine Arts (BFA) offers its students an education in the visual arts as an integral part of a comprehensive educational experience. Our degree programs offer intense, professional education in the aesthetics and theories of the visual arts. Additionally, students will be trained in the skill and intellectual awareness that are the basis for a future of creative and professional achievement in the visual arts. The BFA has an additional year of study during which students have an opportunity to focus more intensively on developing their skills and creativity. Admission to the BFA program is by portfolio review.

Art History is a field of study which examines the visual and material culture of peoples in a wide range of contexts throughout human history. Students of Art History at UNLV are introduced to both western and non-western art in an open curriculum that encourages further study outside the discipline. Art History majors must complete a trio of survey courses, presenting an overview of European, North American, and non-western art from the prehistoric period to the present. This foundational knowledge is then expanded with elective Art History courses in areas of the students' choice, and in which they practice critical reading, writing, and analytical skills. The degree prepares a student for a career or graduate studies in art history and related areas.

II. Review Process and Criteria

The department chair conducted a self-study of the program with assistance from other program faculty members. The director of the School of Art at Arizona State University served as the external reviewer. The reviewer completed virtual meetings with undergraduate and graduate students, faculty, the chair and graduate coordinator, dean, and the vice provost for academic programs. The reviewer produced a comprehensive report that was based on findings from the self-study, meetings, anonymous survey responses from faculty and students, and an examination of web materials for the program.

III. Major Findings and Conclusions of the Program Review

The Art degrees have similar enrollment, retention, and graduation rates as other university programs. The programs address diversity, equity, inclusion and/or global awareness by including global content, offering survey courses in non-Western art and requiring students to pass at least one course in non-Western art or culture.

Students expressed some concerns regarding the number of courses being offered for them to graduate in a timely manner, an issue that the program needs to examine. The external reviewer suggested that the list of prerequisites for courses be reconsidered, as these prerequisites could be barriers to progression, completion, and retention. The reviewer also suggested updating and innovating the curriculum, with awareness of the multiple student populations the programs serve.

The Art degrees support General Education through several of their courses, and students often take concentration courses as electives because of a personal interest in the area. The graduation rate in the degrees can be improved. An examination of the Art History and BFA degrees specifically need attention to remove barriers to graduation. Surveys showed that students experience difficulties accessing academic advising, a situation the department needs to remedy. The external reviewers for the three-degree programs agreed on several priorities:

1. Develop and define a mission and goals.
2. Update curricula and endeavor to diversify the faculty when hiring new faculty.
3. Work with the university and fundraising to hire additional faculty and improve physical resources.

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

The department has provided the following areas of focus for each degree:

- Addressing staffing needs.
- Seeking solutions to the constraints presented by aging physical facilities.
- Developing independent mission statements and an identity for each program.

V. Descriptive Statistics

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

2020-21   332

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

2018-19   60

2019-20   53

2020-21   53

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

	Art, B.A.	Art History, B.A.	B.F.A.
2018-19	20.9%	33.3%	100.0%
2019-20	16.7%	100.0%	100.0%
2020-21	13.6%	66.7%	100.0%

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

Fall 2020   2,142

VI. Institutional Reports

Click here for a copy of the institutional report.

UNLV: Criminal Justice, B.A. & M.A.

I. Description of Program reviewed

The Bachelors of Arts (B.A.) and Masters of Arts (M.A.) in Criminal Justice prepare students who will enter fields of law enforcement, security, and social justice. The degrees cover the history and nature of the major components of the criminal justice system: police, courts, and corrections. The B.A. program offers many elective choices for students to experience different parts of the criminal justice system, and aims to inform students of the overall problem of crime in the United States and how to prevent it.

The M.A. program helps students learn how to conduct practical research in their field and gain advanced knowledge of the criminal justice system. The program emphasizes the symbiotic relationship between crime and the structure of society and the interplay between criminal justice theory and practice. These relationships are explored through course work in criminological theory, law and social control, the administration of justice, and crime and public policy. The program faculty are extensively involved in the community and local criminal and social justice organizations such as the Las Vegas Police Metropolitan Police Department and Youth Advocacy Project. The faculty have a high number of publications (82 journal articles) and conference presentations (167).

Students who attain these degrees are prepared for the professional environment, and have a well-rounded understanding of the history, content, and future directions of the criminal justice world. Students enrolled in the B.A. and M.A. programs are offered opportunities to become involved with extracurricular activities such as a Mock Trial Team, Crowd Management Research Council, and the Legal and Social Issues Laboratory.

II. Review Process and Criteria

The department chair conducted a self-study of the programs with assistance from other program faculty members. A faculty member from the Criminal Justice Department at California State University, San Bernardino and the chair of the Department of Criminal Justice at the University of Alabama at Birmingham served as external reviewers. They completed virtual meetings with undergraduate and graduate students, faculty, the chair and graduate coordinator, dean, and the vice provost for academic programs. The external reviewers collaborated to produce a comprehensive report that was based on findings from the self-study, meetings, anonymous survey responses from faculty and students, and an examination of web materials for the program.

III. Major Findings and Conclusions of the Program Review

As the fifth largest major at UNLV, and with projected growth in most criminal justice fields, there will be continued demand for this program, and workforce ready graduates with adaptable skills are needed. In the most recent three-year period, the M.A. program maintained an average enrollment of 20 students per year and completed 26 students, most of whom are recruited from the B.A. program.

A critical aspect of the programs' success in supporting the university's institutional mission is its efforts to develop and maintain effective community partnerships. Notably, the programs maintain relationships and fosters student involvement with the Las Vegas Metropolitan Police Department, the Nevada Department of Corrections, the Nevada Department of Public Safety, the City of Las Vegas, the Clark County Department of Juvenile Justice, hotel properties, such as the MGM, Wynn, and Sands, and social service programs, such as the Youth Advocacy Project, Hope for Prisoners, and the Rape Crisis Center.

It is natural that program reviews show a need for additional faculty, and this case is no different. The external reviewers stated that faculty-to-student ratio in the department is out of line with similar programs across the country, and also within UNLV. They suggested that, at a minimum, a faculty member be hired to allow the program to open a focus in social justice. This is a trend in criminal justice across the U.S., is desired by students struggling with the relationship between police/criminal justice system and citizens, and could pay dividends in increased student enrollment. Such a position will also allow an expansion in the areas of race, gender, and social disadvantage, all areas that students who were interviewed indicated were needed additions to the curriculum.

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

The program has taken the following next steps:

- Expand descriptions of activities engaged in by centers, councils, and laboratories housed in the department, as well as faculty research, to better communicate these endeavors with external audiences.

- Improve tracking of alumni by encouraging students to develop a LinkedIn account.

- Continue to build students' adaptable skills necessary for the 21st century workforce success. The department has recently identified core skills that are important for criminal justice professionals (i.e., professionalism, leadership, communication, adaptability, rational decision-making, empathy, creativity/innovation, resilience, and ethical decision-making).

- Continue to emphasize the importance of social justice, resilience, and critical thinking through the hiring process of faculty and at departmental events.

- Expand the undergraduate curriculum in the areas of race and crime, cybersecurity, emergency management, tourist safety, resilience, victimization, and other areas that build upon the unique nature of the Las Vegas community, the direction of the field, and relevant societal needs.

V. Descriptive Statistics

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

2020-21   1,464

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

2018-19   288

2019-20   276

2020-21   341

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

	B.A.	M.A.
2018-19	42.3%	62.5%
2019-20	36.9%	71.4%
2020-21	42.6%	100.0%

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

	B.A.	M.A.
Fall 2020	2,535	305

VI. Institutional Reports

Click here for a copy of the institutional report.

UNLV: English, B.A.

I. Description of Program reviewed

The Bachelors of Arts (BA) in English is a large program that houses many students, both majoring and minoring in the program. The BA English program also supports UNLV's academic goals of providing a well-rounded education by teaching required English composition courses to all students. It follows a course of historical and topical study in the English language and the literatures of Britain and the United States, as well as related English-language traditions across the globe, and also in world literature in English translation. Students are trained in composition and proceed with a solid grounding in practical criticism and critical theory to explore literature as an artistic medium and an intellectual discipline. They acquire skills in writing and textual analysis designed to complement other academic studies, and later to enhance professional skills and to achieve personal goals.

Recent graduates of the BA English program have moved onto careers in teaching, government and editing positions as well as continuing their education in graduate programs across the country. The faculty in the BA English program are diverse in their specialties, research focuses, and community partnerships. The program faculty have published over 25 articles and presented at more than 100 conferences since 2016. The program has a strong Sigma Tau Delta English Honors Society chapter, which is faculty advised, and is very involved with community projects and mentorship opportunities for students.

II. Review Process and Criteria

The department chair conducted a self-study of the programs with assistance from other program faculty members. Faculty members from Utah State University and the University of South Florida were invited to be external reviewers. They completed virtual meetings with undergraduate and graduate students, faculty, the chair and graduate coordinator, dean, and the vice provost for academic programs. The external reviewers collaborated to produce a comprehensive report that was based on findings from the self-study, meetings, anonymous survey responses from faculty and students, and an examination of web materials for the program.

III. Major Findings and Conclusions of the Program Review

The program teaches many courses to students from not only their own program but from the entire campus. Course enrollment numbers are very high due to the wide array of students in classes, but the program works hard to make sure that the students who are enrolled in the degree do not fall through the cracks. Enrollment and retention rates remain consistent with UNLV's goals and with other universities.

The program recognizes that curriculum in different cultural literatures is necessary for student success after college. Offering courses in different cultures also helps the program to be inclusive to the diverse UNLV campus. The program is working towards including more literature from Asian/Islander cultures, which has been an increasing interest in curriculum at UNLV and other universities.

The department is currently steeped in the ongoing process of completing major curricular revisions. A much-needed change was reducing the major hours from 48 to 36. By our (external reviewers) estimation, observations, and experience, 48 hours was far too high.

The BA English program is comparable to peer- and peer-aspiring programs. Based on the diversity of the student body, the external reviewers suggest the program rethink and re-envision its course offerings and the diversity of the faculty, as the faculty does not seem to reflect the student's diversity.

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

The near-future major projects for the department are:

- To complete the undergraduate curriculum revisions and implement them
- Complete the undergraduate online English program
- Regain the faculty line for which the search was rescinded
- Complete needed searches

V. **Descriptive Statistics**

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

2020-21   430

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

2018-19   102

2019-20   93

2020-21   115

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

2018-19   48.5%

2019-20   38.5%

2020-21   47.7%

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

Fall 2020   6,836

VI. **Institutional Reports**

Click here for a copy of the institutional report.

UNLV: English, M.A. & Ph.D.

I. Description of Program reviewed

The M.A. program involves coursework at the graduate level in English and American literature or in language studies; a written or oral comprehensive examination; and an optional thesis. Work toward this degree is designed to supplement and complete the student's undergraduate study in English and to familiarize the student with professional standards, methods of research, and modes of thought in the discipline. Possession of this degree normally leads to advancement in the teaching profession for the secondary school or community college teacher; to careers in writing, publishing, and editing; or to further study in English at the doctoral level.

The Ph.D. program is a highly specialized program designed to develop a capacity for research, original thought, and writing and to equip students for careers in the teaching of English at the college or university level and in writing, editing, and publishing. The program has two tracks.

The traditional Ph.D. focuses on literary study, although a concentration of six credits may be earned in composition studies. Each student chooses three areas in which to specialize: (1) a chronological period, (2) a literary genre, and (3) either an additional chronological period, a major author, or a special topic approved by the student's advisory committee. Coursework is devoted to developing a high degree of professional expertise in these areas of specialization. Such knowledge is tested in a qualifying examination, and is also the basis upon which the student writes a doctoral dissertation.

Offered in partnership with the Beverly Rogers, Carol C. Harter Black Mountain Institute, the Ph.D. English with Creative Dissertation track centers on the study of English and American literature, and includes coursework in English and creative writing, a qualifying examination, and a creative dissertation, typically a collection of original poems, literary nonfiction, or short stories; a novel; or a cross-genre manuscript.

II. Review Process and Criteria

The department chair conducted a self-study of the programs with assistance from other program faculty members. Faculty members from University of Colorado and the University of California, Davis were invited to be external reviewers. They completed virtual meetings with undergraduate and graduate students, faculty, the chair and graduate coordinator, dean, and the vice provost for academic programs. The external reviewers collaborated to produce a comprehensive report that was based on findings from the self-study, meetings, anonymous survey responses from faculty and students, and an examination of web materials for the program.

III. Major Findings and Conclusions of the Program Review

Among their findings, the external reviewers indicated that the department has an outstanding infrastructure for training students in both academic and non-academic career pathways. These pathways are accessed through diverse research, editorial, and teaching positions afforded to students through the Black Mountain Institute, the literary and scholarly journals (such as MELUS), the creative writing journals (such as Witness), departmental positions, and teaching. Such built-in opportunities for tackling the long-standing challenges of the academic job market are enviable among graduate programs in the humanities. Second, students receive a great deal of teaching experience (important for navigating non-academic job opportunities) and learn to manage classrooms and construct curriculum with clear learning objectives. A great deal of recent attention has been paid to pedagogy training primarily through the efforts of Dr. Clinnin, and these efforts should be commended. Third,

there's been a great deal of recent work on curriculum. Often revisions to curriculum can drag on slowly, but the department took these efforts with gusto by reframing and updating foundational/ required M.A. and Ph.D. courses. Finally, there were positive efforts toward lowering unnecessary barriers to graduate study. The program recently removed its application requirement of the GRE subject test and has built in practices of viewing admissions holistically.

The teaching and research experiences are a pivotal part of these programs, and many students work as graduate assistants. Although graduate assistants from both programs do the same amount of work, the M.A. students receive a smaller stipend. Both programs require students to take training courses on teaching in higher academia, so that students who are teaching undergraduate courses are properly prepared.

The department offers many undergraduate and required courses for the university. Both program faculty and students teach these courses, which help support the university as a whole. Having many required course options for undergraduate students helps undergraduate students across all disciplines stay on track to graduation.

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

The programs are in the process of working on curricular changes to diversify their curriculum. This matches student needs as observed by external reviewer during the virtual visit. The foreign language requirement is being revised, as it has been a difficult area for students.

The programs are working towards closing the gap between M.A. and Ph.D. Graduate Assistantship stipends. Student surveys showed a cohesion between master's and doctoral students in the program and suggested that this may result from the wage gap between the two programs. Camaraderie between the two programs will help to create a more collegial atmosphere.

V. Descriptive Statistics

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

2020-21   <u>45</u>

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

2018-19   <u>14</u>

2019-20   <u>15</u>

2020-21   <u>15</u>

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

	M.A.	Ph.D.
2018-19	66.7%	66.7%
2019-20	50.0%	100%
2020-21	83.3%	50.0%

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

Fall 2020   217

VI. Institutional Reports

Click here for a copy of the institutional report.

UNLV: Art, M.F.A.

I. Description of Program reviewed

The Master of Fine Arts is studio-based and research-focused with an emphasis on interdisciplinarity, community engagement, and professional development. Each MFA student is provided with individual studio space. Graduate Assistantships in teaching, research, and professional development provide students opportunities to engage in cutting-edge research, contribute to the development of curriculum, and manage studios and shops. The students also work alongside community members, local organizations, and other departments on campus. Each MFA candidate produces a thesis project.

II. Review Process and Criteria

The interim chair and the graduate coordinator of the program conducted a self-study. Other members of the program faculty were asked to complete survey forms after reading the self-study. Students were asked to complete anonymous surveys about the program as well. An external review was then arranged with a member of the Penn State University faculty. The external reviewer provided a report, which included a review of the program and a summary of the student and faculty surveys.

III. Major Findings and Conclusions of the Program Review

The program has an enrollment rate that is on par with similar university programs. It offers funding for graduate students and has a high acceptance rate. Resources, financial and physical, are used appropriately according to the survey responses from students. Faculty and students develop mentorships through the program, which helps students finish the program in a timely manner.

The program and the Department of Art work to offer many student and community showcases on campus. The showcases allow for interactions with community artists and galleries, and these connections help students to connect with potential career opportunities that promote student success after college.

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

The program has a Visiting Assistant Professor who is the Graduate Coordinator and is not a tenure-track professor. This could limit the academic success of the program according to the external reviewer. While the Graduate Coordinator was praised for her success thus far, she is limited by the nature of her position in pushing the program forward.

The external reviewer found that the program's curriculum was outdated. There is some opportunity for MFA students to specialize in certain areas, and offering more specialties and certification courses will help to update the curriculum.

V. Descriptive Statistics

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

2020-21   11

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

2018-19	6
2019-20	4
2020-21	2

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

2018-19	80.0%
2019-20	100.0%
2020-21	100.0%

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

Fall 2020	44

VI. Institutional Reports

Click here for a copy of the institutional report.

UNLV: Master of Hospitality Administration

I. Description of Program reviewed

The Master of Hospitality Administration (MHA) is a fully online program designed for professionals who have at least three years of management experience in the hospitality industry and who are looking to grow their career and advance in the field. It has two options, Hospitality and Gaming Management. The program allows the flexibility for an individual to balance their work and personal life with academic responsibilities.

The core classes in this program, marketing, financial analysis, service management, human resources, and research methods, give individuals the foundation needed to pursue jobs in hotels, casinos, restaurants, travel, entertainment, and events.

II. Review Process and Criteria

The program chair and directors of the program conducted a self-study of the program. Two professionals in the field from the University of Central Florida and Florida Gulf Coast University conducted external reviews of the MHA program. The external reviews were conducted online through various virtual meetings with students, faculty, and staff. Anonymous surveys of faculty and students were collected and results were used in the external review. The external reviewers wrote a single, comprehensive report for the program.

III. Major Findings and Conclusions of the Program Review

The external reviewers had some suggestions for specific curriculum revisions to enable the degree to have broader reach. They also suggested that the program consider some additional non-traditional hospitality areas such as retail, healthcare, and others to grow both the program and the enrolled students.

The external reviewers suggested that the program adopt the standards of the American Commission for Programs in Hospitality Administration, regardless of whether the program decides to go through the accreditation process. It was also suggested the program work on aligning its mission statement to the university's Top Tier 2.0 mission.

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

At the recap meeting with the Vice Provost for Academic Programs in March 2021, the dean, program administration, and faculty agreed to initiate the following actions:

- Focus on an enhanced recruitment plan that has outreach to industry partners and that targets more international recruitment to promote the MHA program to increase program enrollment to 125 or higher.

- Continue to develop and enhance resources and processes for student success.

- Develop a yearly MHA instructor training/orientation to discuss current and new techniques to use in their online courses.

- Update the MHA mission statement to better align with how the program has evolved and to include the international outreach component.

V. Descriptive Statistics

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

2020-21   80

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

2018-19   19
2019-20   15
2020-21   12

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

2018-19   57.1%

2019-20   60.0%

2020-21   60.0%

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

Fall 2020   349

VI. Institutional Reports

Click here for a copy of the institutional report.

UNLV: Hospitality Administration, Ph.D.

I. Description of Program reviewed

The Ph.D. program is a multi-conceptual and research-based degree program designed to produce top quality hospitality and tourism educators and researchers. It not only focuses on preparing students to be excellent teachers at the university level, but also engages them in conducting scholarly research in hospitality and tourism management. Upon graduation, students will be able to teach and research at the university level, and work in industry or at research organizations.

II. Review Process and Criteria

The associate dean of graduate and international programs and the director of graduate programs conducted a self-study of the program, with the assistance of other faculty members from the program. Surveys of the students and faculty were collected and then summarized to be included in the program review. Two faculty members from the University of Massachusetts and Pennsylvania State University were asked to conduct reviews of the program. The external reviewers created a report of their findings.

III. Major Findings and Conclusions of the Program Review

Ninety percent of the students in the program secure a faculty position at universities throughout the world and the remaining students find employment in the industry.

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

- Consider informing students earlier of their acceptance to the program, which would be consistent with peer Ph.D. programs.

- Consider offering the two core classes, Hospitality Administration (HOA) 796 - Advanced Research Methodology and HOA 797 - Philosophy of Science in Hospitality Research, annually, rather than the current schedule of every 18 months.

- Student conversations with the external evaluators indicated that additional courses on research methods were needed, a suggestion that the program faculty are evaluating.

V. Descriptive Statistics

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

2020-21   27

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

2018-19	3
2019-20	6
2020-21	8

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

2018-19   <u>66.7%</u>

2019-20   <u>66.7%</u>

2020-21   <u>100.0%</u>

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

Fall 2020   <u>349</u>

VI. Institutional Reports

Click <u>here</u> for a copy of the institutional report.

University of Nevada, Reno

Summary
Degree Programs

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

- Atmospheric Science, M.S.
- Atmospheric Science, Ph.D.
- Basque Studies, Ph.D.
- Biostatistics, M.S.
- Community Health Science, B.S.
- Criminal Justice, B.A.
- Criminal Justice, M.A.
- Ecology, Evolution and Conservation Biology, M.S.
- Ecology, Evolution and Conservation Biology, Ph.D.
- Hydrogeology, M.S.
- Hydrogeology, Ph.D.
- Hydrology, M.S.
- Hydrology, Ph.D.
- Journalism, M.A.
- Metallurgical Engineering, M.S.
- Mineral Resource Engineering, Ph.D.
- Mining Engineering, M.S.
- Master of Public Health
- Master of Public Health (online)
- Public Health, Ph.D.
- Sociology, B.A.
- Sociology, M.A.

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

None

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

- Kinesiology, M.S.
- Natural Resources & Environmental Science, Ph.D.
- Psychology, B.S.

Certificates

None

UNR: Atmospheric Science, M.S.

I. Description of Program reviewed

The goal of the M.S. degree in the Atmospheric Sciences Graduate program is to prepare and educate students in the application of existing or new methods in conducting theoretical studies as well as developing and applying instruments and measuring techniques in the earth-atmosphere system. The Atmospheric Sciences Graduate program is for students interested in research and applications on a wide variety of atmospheric science topics: cloud and aerosol physics, atmospheric chemistry, climate trends, remote sensing, weather forecasting, health impacts of air pollution, mesoscale modeling, fire weather and wildfire plume dynamics, radiative forcing, etc.

The M.S. degree in atmospheric sciences allows to pursue related careers including air pollution specialist, alternative energy consultant, atmospheric science researcher, climate change analyst, educator, environmental impact assessor, air quality scientist, climatologist, environmental scientist, environmental monitoring, and meteorologist.

II. Review Process and Criteria

The Atmospheric Science (ATMS) program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Spring 2020. The self-study document was provided to the reviewers before they conducted a virtual visit on November 12-13, 2020. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the programs accomplishments, examine strengths and weaknesses, and identify opportunities as 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 program and the dean. A final meeting took place on September 23, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- The Atmospheric Science program is unique in the state of Nevada and serves a critical role in addressing today's pertinent issues of air quality and climate change.
- A great strength of the program is the ongoing strategic partnership between DRI and UNR, which greatly improves the reputation, research productivity, and educational missions of both institutions. The ATMS program depends on this continued synergetic partnership.
- The students in the program are provided education and research mentorship from the top experts in the field of atmospheric sciences. They receive both theoretical and practical training in their area of research, and as a result, they have excellent job placement after completing the program.
- The program is in excellent shape and represents one of the highlights of the UNR graduate program offerings.

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

Graduate Curriculum & Education:
- Reviewers stated that the program is performing well in terms of scope of existing courses to serve their mission and stated student learning outcomes. We found that the core and elective

courses offered by the program compare well to other strong atmospheric sciences programs in the country.

- It was stated that the end-of-term course evaluations indicate that there is a clear upward trend in the overall quality of the courses and the all the metrics related to the quality of course instructors.

- Reviewers were impressed that learning outcomes exist for every course.

- Reviewers were impressed by the large number of conference presentations and peer-reviewed publications coming from the students in the program, which is a strong testament to the quality of their training.

- Reviewers noted the number of relevant courses offered in the past appears to be sufficient to keep the program viable. However, after the new MOU between DRI and UNR was signed, the frequency of courses offerings appears to have declined, likely due to funding constraints. It will be important going forward to ensure that students are aggressively advised to take classes as soon as they are offered to avoid delays in getting their degree (this is especially relevant for the new "non-thesis plan" MS degree).

Program Outcomes (assessment, placement, retention, graduation—Graduate):

- The enrollment in the program is comparable to that in other atmospheric sciences programs, with about 15 MS students enrolled at any given time.

- Reviewers observed that the ATMS program website (https://www.unr.edu/atmospheric-sciences/) is within the top 20 hits when doing a Google search. This level of visibility is good for recruitment. The website home page is nicely laid out and has a rich diversity of pertinent information including research highlights. Clicking on the "Program Information" button provides ample information for perspective students about how to apply to the program.

- Reviewers were impressed by the various recruitment programs developed by UNR Graduate School as such as GradFIT (bringing college students to UNR to educate them about graduate opportunities) and Gradventure (three-day visits of admitted student on campus) that are designed to recruit a diverse pool of qualified perspective graduate students.

- It was stated that the ATMS program director appears to be doing an excellent job in advising the students in the program. It is obvious that she takes her duties very seriously and dedicates significant time to working with the students.

- Reviewers were also impressed by the job placement of former ATMS students. The students and alumni reviewers spoke with rated the program highly for training in practical skills such as grantsmanship, which is valuable for future job placement in academic positions.

- It was noted that the self-assessment document correctly identifies the lack of student diversity as an urgent area of improvement. The fraction of female students (about 30% in the MS program) is on the increasing trend, but certainly could be targeted for further improvements in the future. The majority of the domestic (from US) students in the program is white, making it critical to more broaden recruitment to students from diverse backgrounds.

- Reviewers recommend putting the advertised information on Funding and Degree Requirements within the page as one of the buttons (e.g. "Find an Advisor"), in addition to Admissions Requirements, for more intuitive access.

- It was acknowledged that ATMS formed a recruitment committee and promoted the program at conferences and other events. While noting that the promotion happened at meetings that undergraduate students do not normally attend in large numbers (ACS, AGU, AMS). Therefore, it

was also recommend promoting the program at the events specifically targeting undergraduate students such as SACNAS conferences.

- Reviewers noted that the ATMS program is already participating in the Gradventure, but level of participation appears to be modest, thus recommending that the ATMS program should increase their level of participation in Gradventure to further improve recruitment/retainment of females and underrepresented minorities. And strongly encouraging ATMS participation in the GradFIT program.

- Reviewers recommended going forward the further refining the learning outcomes so that they better reflect the graduate level of the courses in the Bloom's taxonomy. For example, it is recommended increasing the stated level of the outcomes from understanding/applying to analyzing/evaluating categories.

- It was recommended that one aspect that could potentially be improved is career counseling. The (limited number of) students and alumni interviewed viewed working at DRI as their ultimate career path. While it speaks well about the quality of working environment at DRI, it may also suggest that students are not sufficiently exposed careers in other areas (such as industry, policy, etc.). The UNR Graduate Student Association runs professional workshops and other events that all ATMS students should be encouraged to participate in it.

Space
- While the reviewers were not able to tour the DRI research facilities, the acknowledged from reading publications by the students from the ATMS program that they get access to the top-of-the line laboratory facilities at DRI and instrumentation in their research.
- Noting the amount of office space at DRI appears to be adequate.

Faculty
- Reviewers acknowledged that the faculty teaching ATMS courses and advising students are all top experts in atmospheric sciences. The faculty are dedicated to students' academic and career success.
- It was noted that the predominant number of program faculty are employed by DRI, and due to their soft-money nature of their appointments, they must account for their hourly effort and have a limited time for teaching and student mentoring unless the financial support is available outside of research grants. There is a modest amount of support from DRI for new course development, and from UNR for student mentoring. The morale of DRI faculty appears to be good; however, DRI faculty acknowledge that they would like to contribute more to teaching and mentoring if that support is available.
- Reviewers noted that most of the classes in the ATMS program are being taught by the DRI faculty, the recent decrease in MOU funds to teaching for DRI faculty directly decreased the number of classes available from ATMS. Noting that this can be mitigated if more of the teaching burden were to come from salaried UNR faculty. Thus, in terms of hiring priorities, should new FTEs appear on the horizon, UNR should consider hiring more faculty for this program. It was acknowledged that they do not have to be in the Physics department, where the program historically originated, to increase the scope of training in the program, new faculty could also be in Chemistry.

Action Items:

- The program will work to increase the size of the program via various means, such as engaging in recruitment efforts with other programs (ex. Hydrologic Science), participating in recruitment activities offered through the Graduate School and exploring possible partnerships with regional universities.
- The Graduate School will work with the program to assist in exploring advancement opportunities and creating a strong alumni network for the program.
- The program will work the University Libraries to help identify space for DRI graduate students to use when on the UNR campus.
- The program will request that a member of the Department of Physics faculty be on the admissions committee to help build a stronger line of communication across the organization.
- The program will work with the Graduate School to development marketing about fellowship/student support opportunities to assist in the attraction/recruitment of students.
- The University will work with DRI to development an agreement regarding interdisciplinary programs between the two institutions.
- The graduate program director will provide a long-term road map of teaching needs and course offerings to better inform resource requirements and the agreement between UNR and DRI.
- The program will work with the College of Science regarding course offerings, to assist with a balance of teaching loads between DRI and UNR faculty.

V. Descriptive Statistics

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

2020-21	<u>15</u>

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

2018-19	<u>2</u>
2019-20	<u>6</u>
2020-21	<u>8</u>

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

2018-19	<u>50.0%</u>
2019-20	<u>60.0%</u>
2020-21	<u>57.0%</u>

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

Fall 2020 <u>61</u>

*There is no 150% standard for graduation rates for graduate programs, thus three-year have been used for Master's Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2016, 2019-20 150% graduation rate reflecting a cohort starting in fall 2017 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2018.

VI. Institutional Reports

Click here for a copy of the institutional report.

UNR: Atmospheric Science, Ph.D.

I. Description of Program reviewed

The goal of the Ph.D. degree in the Atmospheric Sciences Graduate program is to prepare and educate students in critical thinking, resulting in innovative ideas that can advance our understanding and knowledge of the earth-atmosphere system in terms of process studies, modeling, and instrumentation. The Atmospheric Sciences Graduate program is for students interested in research and applications on a wide variety of atmospheric science topics: atmospheric technology, cloud and aerosol physics, climate trends, remote sensing, weather forecasting, atmospheric chemistry, health impacts of air pollution, meteorology, mesoscale modeling, fire weather and wildfire plume dynamics, instrument development, radiative forcing, turbulence, renewable energy and fuels, greenhouse gases and climate change.

The Ph.D. degree in atmospheric sciences allows to pursue related careers including atmospheric scientist, postdoctoral fellow, assistant research professor, professor, lecturer, air quality scientist, climatologist, environmental scientist, environmental monitoring specialist, and meteorologist.

II. Review Process and Criteria

The Atmospheric Science (ATMS) program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Spring 2020. The self-study document was provided to the reviewers before they conducted an virtual visit on November 12-13, 2020. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the program'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 program and the dean. A final meeting took place on September 23, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- The Atmospheric Science program is unique in the state of Nevada and serves a critical role in addressing today's pertinent issues of air quality and climate change.

- A great strength of the program is the ongoing strategic partnership between DRI and UNR, which greatly improves the reputation, research productivity, and educational missions of both institutions. The ATMS program depends on this continued synergetic partnership.

- The students in the program are provided education and research mentorship from the top experts in the field of atmospheric sciences. They receive both theoretical and practical training in their area of research, and as a result, they have excellent job placement after completing the program.

- The program is in excellent shape and represents one of the highlights of the UNR graduate program offerings.

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

Graduate Curriculum & Education:
- Reviewers stated that the program is performing well in terms of scope of existing courses to serve their mission and stated student learning outcomes. We found that the core and elective

courses offered by the program compare well to other strong atmospheric sciences programs in the country.

- It was stated that the end-of-term course evaluations indicate that there is a clear upward trend in the overall quality of the courses and the all the metrics related to the quality of course instructors.

- Reviewers were impressed that learning outcomes exist for every course.

- Reviewers were impressed by the large number of conference presentations and peer-reviewed publications coming from the students in the program, which is a strong testament to the quality of their training.

- Reviewers noted the number of relevant courses offered in the past appears to be sufficient to keep the program viable. However, after the new MOU between DRI and UNR was signed, the frequency of courses offerings appears to have declined, likely due to funding constraints. It will be important going forward to ensure that students are aggressively advised to take classes as soon as they are offered to avoid delays in getting their degree (this is especially relevant for the new "non-thesis plan" MS degree).

Program Outcomes (assessment, placement, retention, graduation—Graduate):

- The enrollment in the program is comparable to that in other atmospheric sciences programs, with about 20 Ph.D. students enrolled at any given time.

- A significant fraction of enrolled students is international, where international students account for more than 50% of enrollment.

- Reviewers observed that the ATMS program website (https://www.unr.edu/atmospheric-sciences/) is within the top 20 hits when doing a Google search. This level of visibility is good for recruitment. The website home page is nicely laid out and has a rich diversity of pertinent information including research highlights. Clicking on the "Program Information" button provides ample information for perspective students about how to apply to the program.

- Reviewers were impressed by the various recruitment programs developed by UNR Graduate School as such as GradFIT (bringing college students to UNR to educate them about graduate opportunities) and Gradventure (three-day visits of admitted student on campus) that are designed to recruit a diverse pool of qualified perspective graduate students.

- It was stated that the ATMS program director appears to be doing an excellent job in advising the students in the program. It is obvious that she takes her duties very seriously and dedicates significant time to working with the students.

- Reviewers were also impressed by the job placement of former ATMS students. The students and alumni reviewers spoke with rated the program highly for training in practical skills such as grantsmanship, which is valuable for future job placement in academic positions.

- It was noted that the self-assessment document correctly identifies the lack of student diversity as an urgent area of improvement. The fraction of female students (about 20% in the Ph.D. program) is on the increasing trend, but certainly could be targeted for further improvements in the future. The majority of the domestic (from US) students in the program is white, making it critical to more broaden recruitment to students from diverse backgrounds.

- Reviewers recommend putting the advertised information on Funding and Degree Requirements within the page as one of the buttons (e.g. "Find an Advisor"), in addition to Admissions Requirements, for more intuitive access.

- It was acknowledged that ATMS formed a recruitment committee and promoted the program at conferences and other events. While noting that the promotion happened at meetings that

undergraduate students do not normally attend in large numbers (ACS, AGU, AMS). Therefore, it was also recommend promoting the program at the events specifically targeting undergraduate students such as SACNAS conferences.

- Reviewers noted that the ATMS program is already participating in the Gradventure, but level of participation appears to be modest, thus recommending that the ATMS program should increase their level of participation in Gradventure to further improve recruitment/retainment of females and underrepresented minorities. And strongly encouraging ATMS participation in the GradFIT program.

- It was observed that one potential barrier to recruitment is perceived shortage of TA positions available to students in the program. UNR/DRI have done a good job making sure all students are supported. However, the level of anxiety about funding experienced by the current students in the program may deter some of the perspective students from accepting the offered graduate school offers from UNR.

- Reviewers recommended going forward the further refining the learning outcomes so that they better reflect the graduate level of the courses in the Bloom's taxonomy. For example, it is recommended increasing the stated level of the outcomes from understanding/applying to analyzing/evaluating categories.

- It was recommended that one aspect that could potentially be improved is career counseling. The (limited number of) students and alumni interviewed viewed working at DRI as their ultimate career path. While it speaks well about the quality of working environment at DRI, it may also suggest that students are not sufficiently exposed to careers in other areas (such as industry, policy, etc.). The UNR Graduate Student Association runs professional workshops and other events that all ATMS students should be encouraged to participate in it.

Space
- While the reviewers were not able to tour the DRI research facilities, they acknowledged from reading publications by the students from the ATMS program that they get access to the top-of-the line laboratory facilities at DRI and instrumentation in their research.
- Noting the amount of office space at DRI appears to be adequate.
- It was observed that office space at UNR appears to be less satisfactory. Several people brought up the lack of dedicated space at UNR for DRI-based faculty and graduate student TAs. This complicates having office hours and serves as an impediment to creating better integration between the UNR- and DRI-based students and faculty.

Faculty
- Reviewers acknowledged that the faculty teaching ATMS courses and advising students are all top experts in atmospheric sciences. The faculty are dedicated to students' academic and career success.
- It was noted that the predominant number of program faculty are employed by DRI, and due to the soft-money nature of their appointments, they must account for their hourly effort and have a limited time for teaching and student mentoring unless the financial support is available outside of research grants. There is a modest amount of support from DRI for new course development, and from UNR for student mentoring. The morale of DRI faculty appears to be good; however, DRI faculty acknowledge that they would like to contribute more to teaching and mentoring if that support is available.

- Reviewers noted that most of the classes in the ATMS program are being taught by the DRI faculty, the recent decrease in MOU funds to teaching for DRI faculty directly decreased the number of classes available from ATMS. Noting that this can be mitigated if more of the teaching burden were to come from salaried UNR faculty. Thus, in terms of hiring priorities, should new FTEs appear on the horizon, UNR should consider hiring more faculty for this program. It was acknowledged that they do not have to be in the Physics department, where the program historically originated, to increase the scope of training in the program, new faculty could also be in Chemistry.

Action Items:

- The program will work to increase the size of the program via various means, such as engaging in recruitment efforts with other programs (ex. Hydrologic Science), participating in recruitment activities offered through the Graduate School and exploring possible partnerships with regional universities.
- The Graduate School will work with the program to assist in exploring advancement opportunities and creating a strong alumni network for the program.
- The program will work the University Libraries to help identify space for DRI graduate students to use when on the UNR campus.
- The program will request that a member of the Department of Physics faculty be on the admissions committee to help build a stronger line of communication across the organization.
- The program will work with the Graduate School to development marketing about fellowship/student support opportunities to assist in the attraction/recruitment of students.
- The University will work with DRI to development an agreement regarding interdisciplinary programs between the two institutions.
- The graduate program director will provide a long-term road map of teaching needs and course offerings to better inform resource requirements and the agreement between UNR and DRI.
- The program will work with the College of Science regarding course offerings, to assist with a balance of teaching loads between DRI and UNR faculty.

V. Descriptive Statistics

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

2020-21   <u>17</u>

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

2018-19   <u>3</u>

2019-20   <u>5</u>

2020-21   <u>2</u>

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

2018-19	100.0%
2019-20	67.0%
2020-21	100.0%

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

Fall 2020	61

*There is no 150% standard for graduation rates for graduate programs, thus eight-years has been used for PhD Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2011, 2019-20 150% graduation rate reflecting a cohort starting in fall 2012 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2013.

VI. Institutional Reports

Click here for a copy of the institutional report.

UNR: Basque Studies, Ph.D.

I. Description of Program reviewed

The tutorial Ph.D. program in Basque Studies is intended to provide students in the humanities and social sciences with an opportunity to pursue doctoral studies emphasizing Basque-related courses and dissertation research. The successful student will be awarded a Doctor of Philosophy degree in Basque Studies with an emphasis in one of the following disciplines at the University of Nevada, Reno: anthropology, world languages and literatures, geography, political science, English, or history. The degree is in Basque Studies but entails specialization in one of these subject areas and involves close collaboration with participating departments at the University.

II. Review Process and Criteria

The Ph.D. in Basque Studies program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the program was developed by the program faculty and completed in the Spring 2021 semester. This report was provided to the reviewers before they conducted an on-campus visit on February 18-19, 2021. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the program'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 September 20, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- This is a longstanding program recognized as one of the premiere centers for Basque Studies in the United States and the World.
- The dual doctorate with the University of the Basque Country enables most PhD students to obtain doctoral degrees from both the University of Nevada, Reno, and the University of the Basque Country.
- The tutorial-based PhD program is distinctive and involves synergistic collaborations with the Departments of Anthropology, History, World Languages and Literatures and Political Science.
- Although the number of PhD students is low, the long-term PhD completion rate is high, and students have been successful in securing academic positions after graduation.
- PhD students are productive and publish multiple articles and in some cases books during their doctoral program.
- Outreach efforts are strong and include a Center for Basque Studies Advisory Board and the Center for Basque Studies Press.

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

Strategic Planning and Building a Vision for the Program

- Reviewers observed that although very successful at present in its flexible instantiation, the current status of the Press strikes them as somewhat precarious in the long-term, without a dedicated, state-funded, full-time editor position. Recommending that it ought to be thought of in relation to the presence of the Center in the evolving world of social media.

- It was discussed that a perpetual concern seems to be the "low yield" classification that the NSHE requires, for understandable reasons. It is important to contextualize the Center in this regard, without using a cookie-cutter approach to this unique UNR gem.
- Reviewers recommended the program broaden the knowledge of Basque studies by embracing higher interdisciplinary and seeking collaborations across campus, while providing a Basque vision to study global problems. While in today's university, distinctions like humanities vs. STEM are dubiously useful, programs like the Basque Studies program can bridge the gap between them. That would be a true incarnation of "Douglassian spirit": science with a human perspective, humanities from a scientific lens.
- It was encouraged by the reviewers for the program to foster more outreach to the local community to make the Center for Basque Studies better known as a source of Basque-American pride and its rich history. The community can in turn promote the Center and even provide financial support, including international connections elsewhere in the Americas and other parts of the world.
- Reviewers encouraged the program to establish a (Future) Vision Committee for the Center for Basque Studies Press, so as to develop five-year action plans that addresses the big questions in the world of Basque Studies and beyond. This could be comprised of researchers in Basque Studies (although not necessarily just academics or exclusively academics in Basque Studies) who could steer the future publications of the Center for Basque Studies Press with the visionary and rigorous standards that a successful R1 university requires.

Graduate Curriculum & Education
- Reviewers noted that because of its perceived "niche academic area" (Basque Studies), its graduate program has only a relatively small number of students. So, it is very much on the table whether Basque Studies as an area, while necessarily remaining true to its essence, could also open up to interdisciplinary collaboration, so as to increase its future relevance while pursuing new angles as they emerge.
- It was observed that the Basque language program only reaches a few students and should be integrated in, or at least minimally promoted by, the World Languages and Literatures Department, with all the consequences. The local program does not seem to offer advanced enough levels for non-native speaking graduate students to take. It is conceivable that some of the issues arising from language teaching could have at least partial answers in terms of new online tools and collaborations across institutions.
- Given the reduced number of faculty, important Basque cultural areas (e.g., cinema or even history) are not currently covered, with few exclusively graduate-level courses for grad students to take. For the same reason (again, faculty numbers), the Minor in Basque Studies seems difficult to maintain as currently structured.
- Reviewers noted a "low-hanging" fruit would be to participate more fully in graduate student programs currently designed to help excellence in research, professional development, mentoring, and a more integrative approach to minority students. The students themselves emphasized their interest in teaching, to be pedagogically prepared for the market, and appreciated any administrative help related to structuring their academic life.
- It was observed that the graduate students seem very open to promoting the kind of research the Center represents through internal programs underway, including competitions, micro-internships, the participation of GAs in collaborative grants across departments, and a variety of programs that have intrinsic value and allow units to connect among themselves. Success in such programs

would benefit everyone involved. Strengthening relationships outside of the university starts with solidifying internal ones, particularly in success stories like the present one.

- Reviewers suggested to fold the Basque Studies Minor into a Minoritized Languages and Cultures/Gender, Race and Identity Studies/Global Studies Minor, which would increase numbers and visibility across campus. In general, it is a good idea to consider the undergraduate dimension of any program within a contemporary university, and few fields of study would seem as "cool" to an undergraduate as one in which, aside from contributing to "saving the world", one can go visit such a wonderful (and safe) ancestral land as Basqueland, where everything from sheer sights to cuisine is rather exceptional.
- It was recommended by the reviewers that the program seek the help/financial support of the Etxepare Institute , to take care of language courses that need to be: a) more in number, at all skill levels; b) taught in a manner more consistent with languages of limited diffusion, which require up-to-date applied linguistic methodology to attract more students; c) integrated into, cross-listed with, and advertised by the World Languages and Literatures Department, particularly if the visiting Etxepare lecturers can be lured to be part of this exciting center, itself an invaluable source of cross pollination.

Program Outcomes (assessment, placement, retention, graduation—Graduate):

- The reviewers recommended the program increase the number of grad students by establishing the proposed online economics/fiscal autonomy Ph.D., possibly in collaboration with other national/international universities. This of course will need the addition of a dedicated FTE, possibly in the creative (stepwise) ways. One way to spearhead the "douglassian" spirit is through the idea of Applied Liberal Arts, or more generally the notion that the complex world in front of us can only be understood if, aside from working as a device or field in STEM terms, its significance is understood in a humanistic way. Safe experiments already in place (in cuisine, sports, anthropological studies, etc.) could be a model to delve into more charged areas related to governance, taxation, cooperatives, renewable energies, etc.

Action Items:

- The Provost recognizes the unique and valued position of the Basque Studies program, and will work with the Dean of the College of Liberal Arts to seek a low yield exemption from NSHE. In return, the college and program will fully engage in the process to request such an exemption as outlined by Provost Office.
- The program will work with various entities to secure funding that will allow the hiring of LOAs and will continue to seek funds to allow growth of faculty.
- The Basque Studies program will explore the possibility of developing an interdisciplinary online Ph.D. program in collaboration with the College of Business. As essential first step in this process, the participating units will conduct a market analysis to verify that such a program would appeal to a wide number of eligible students and would deliver the results (including additional revenues) that Basque Studies anticipates.
- The program will pursue opportunities to collaborate with other disciplines regarding providing course offerings to students outside the program.
- The program will work other disciplines to determine whether the minor in Basque Studies would be better situated in another academic department/program of the University, which will give greater visibility of the minor option and assist with growing the minor.

- Regarding the Center for Basque Studies Press, the College of Liberal Arts has contracted with AAUP to conduct a review in Fall 2021 and provide recommendation for how to move forward with the Press. The program seeks to clarify that the position that is in place to support the Press in not as precarious as presented in the review, but it is currently soft-funded, in prior years it was state-funded.

V. Descriptive Statistics

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

2020-21	5

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

2018-19	2
2019-20	0
2020-21	0

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

2018-19	N/A**
2019-20	N/A**
2020-21	100.0%

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

Fall 2020	7

*There is no 150% standard for graduation rates for graduate programs, thus eight-years has been used for PhD Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2011, 2019-20 150% graduation rate reflecting a cohort starting in fall 2012 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2013.

**No new students in Fall 2011 cohort or Fall 2012 cohort

VI. Institutional Reports

Click here for a copy of the institutional report.

UNR: Biostatistics, M.S.

I. Description of Program reviewed

The M.S. in Biostatistics program at the University of Nevada, Reno trains students in biostatistics who intend to plan and conduct quantitative analysis in public health, biomedicine, and biology. The curriculum emphasizes theory, methods, and applied skills to prepare students to design and execute biostatistical analyses appropriate for a range of study designs.

II. Review Process and Criteria

The School of Public Health programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall 2020 for programs. This report was provided to the reviewers from the Council on Education for Public Health before they conducted an on-campus visit on December 7-9, 2020. The external reviewers reviewed the programs and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the dean. A final meeting took place on September 29, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- Stakeholders who met with site visitors, most of whom are members of the School's Advisory Committee, were extremely pleased with the relationships their organizations have with the School. They cited numerous examples of both internship students and hires who were exceptional.

- The School has been highly involved with COVID-19-related service activities. Faculty have been engaged in contact tracing, disease investigation, and surveillance work, and faculty have involved students, who obtain first-hand experience with public health work. An alumna who serves in a leadership role at the Nevada Department of Health and Human Services summed it up by saying that students and alumni have been the department's COVID backbone.

- Total service funding: the School's service funding has nearly quadrupled, growing from $4.6 million in 2017-18 to $18.2 million in 2019-20.

- Among the School's affiliate faculty are practitioners working in the pharmaceutical industry, state- and county-level government, and community health agencies. These individuals bring real-world knowledge to their students and connect students to their organizations' work.

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

Strategic Planning and Building a Vision for the Program

- The school defines a complete set of statements to guide school efforts to promote student success and advance the field of public health. The school's mission and vision focus on the equity, health, well-being, and resiliency of their communities and both speak directly to the needs of those communities.
- In addition to the mission and vision statements, the school articulates five goals and five core values to guide its activities:
    - ❖ Develop and advance knowledge for public health through research and practice

- ❖ Cultivate and prepare a skilled and diverse workforce that can sustain equitable and healthy communities
- ❖ Prepare students to become public health practitioners, researchers, educators, and leaders
- ❖ Lead innovative approaches to improve public health and reduce health disparities
- ❖ Engage with diverse communities through professional, educational, and scholarly service
- The core values outlined are promoting health equity, embracing diversity, advancing knowledge, succeeding through collaboration, and developing workforce excellence.

Graduate Curriculum & Education
- MS graduates from the last three years were asked to rate the extent to which they agree that six listed core courses gave them a solid foundation in public health principles on a scale of 1 (strongly disagree) to 4 (strongly agree). Combining survey results from the last three years to create a baseline, graduates' rating of their preparedness was, on average, 3.4 out of 4 for each of the six core courses..
- The school assesses MS students on the 12 foundational public health competencies in an online, three-credit equivalent, non-credit course, Basics in Public Health. The course provides both exposure and ample assessment opportunities to affirm student competencies.
- Graduate students are frequently provided opportunities to use real data from faculty research as part of their classwork, and they are often hired to work on projects. One graduate student reported that all faculty use their research to teach on related topics.

Space
- The physical space available to the school falls short of what would be considered ideal, though it is fully operational. All faculty, except Nevada Public Health Training Center staff, have had individual office spaces. The school is now moving toward identifying volunteer faculty members who are willing to share larger offices with a colleague to create enough workspace on campus. Faculty are housed across five buildings, four of which are within a short walking distance of each other on the upper northeast side of campus. While this is functional, it does not provide the school with a visible home and it compromises collaborative interactions. University leaders recognize this concern, but other priorities exist, and resources are currently limited.
- While most of the school's needs are technically met, there is a strong preference to consolidate space and establish a visible home for the school.
- Students have access to shared space across campus. Graduate students have access to one large student room in Lombardi Recreation Center. This room is equipped with computers, and large tables facilitate group work. Open meeting space in Lombardi Recreation Center is available to all students. In Savitt Building, two small rooms can be used for small groups of graduate students to work. All students also have access to the Joe Crowley Student Union, which houses meeting space, computers, tables, and printers for their use. Each student also has a locked space to store private materials, including laptops.

Faculty
- Master's students who met with site visitors praised faculty members' qualifications and teaching ability.
- Students who met with site visitors reported that they greatly benefited from courses in which the instructors integrated perspectives from the field and included guest speakers. They said that their

professors are well-rounded, which they appreciate, noting that faculty connections with the professional world outside of academe will help them in their careers.

- The school is developing the idea of "course leads" for courses that have multiple sections taught by different instructors (e.g., Introduction to Biostatistics). The course lead will observe the part-time instructors (also referred to as LOA's, or Letters of Appointment), teaching assistants, and new faculty members for formative purposes to ensure instructional quality. A checklist will be used to provide feedback to both the instructor and the division lead. The course lead concept is a work in progress.
- Faculty conduct diverse research and find ways to integrate their research into instruction. For example, one faculty member's research focuses on the value of information conveyed by direct-to-consumer advertisements. This faculty member connects her research to her health and wellness communication course in the form of a lecture and student group exercises. Another faculty member's work focuses on community-based participation and evaluation, and she connects her research to two classes in the form of examples and discussions.
- Faculty in the school involve graduate students in their research. They hire them, engage them as volunteers, or involve them through credit hours.
- The concern relates to the overarching shortfall in fiscal support for the school; financial resource challenges impact several accreditation criteria. The current hiring freeze and lack of available funds have resulted in faculty and staff shortfalls, as well as constraints on physical and information technology resources.
- School leaders who met with site visitors noted that, for the school's size and needs, the staff support is not as robust as might be appropriate.

Action Items:

- The School has a goal of increasing enrollment, with the initial goal of focusing on master's programs.
- The School will work with the Graduate School regarding opportunities to establish new TA lines, and related supports.
- The School acknowledges that the dispersion of faculty across different spaces hinders collaboration and community cohesion. Understanding that this is not an issue that can be easily resolved, the School will continue to work on alternative means to grow and build community given the physical separation of faculty across campus.
- The School is working on a plan to pursue more online options. Knowing that this requires additional resources, the Dean will work with administration to explore opportunities to move toward this goal.
- The School will explore options to obtain a STEM designation for both the graduate and undergraduate programs.

V. Descriptive Statistics

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

2020-21   5

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

        2018-19   N/A**

        2019-20   N/A**

        2020-21   3**

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

        2018-19   N/A**

        2019-20   N/A**

        2020-21   N/A**

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

        Fall 2020   300

*There is no 150% standard for graduation rates for graduate programs, thus three-year have been used for Masters Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2016, 2019-20 150% graduation rate reflecting a cohort starting in fall 2017 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2018.

** Plan did not exist in cohort year Fall 2016, Fall 2017, or Fall 2018, and graduates listed for 2020-21 started as MPH students.

VI. Institutional Reports

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

UNR: Community Health Science, B.S.

I. Description of Program reviewed

The essence of public health is prevention and includes organized interdisciplinary efforts that concentrate on the physical, mental, social and environmental health concerns of communities and populations.

In the community health sciences major, students study topics such as:
- History and philosophy of public health
- Importance of data & understanding evidence-based approaches to public health
- Underlying science of human health and disease
- Wide range of factors that impact human health and contribute to health disparities (socio-economic, behavioral, biological, environmental)
- Health policy, law, ethics and economics
- Health communications

Student's degree program culminates in an internship experience during their senior year. Students find an internship with a local community organization, allowing them to put what they have learned during their degree program into practice. Internships are also a great way student to build a professional network and get ready for a career after graduation.

II. Review Process and Criteria

The School of Public Health programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall 2020 for programs. This report was provided to the reviewers from the Council on Education for Public Health before they conducted an on-campus visit on December 7-9, 2020. The external reviewers reviewed the programs and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the dean. A final meeting took place on September 29, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- Stakeholders who met with site visitors, most of whom are members of the School's Advisory Committee, were extremely pleased with the relationships their organizations have with the School. They cited numerous examples of both internship students and hires who were exceptional.
- The School has been highly involved with COVID-19-related service activities. Faculty have been engaged in contact tracing, disease investigation, and surveillance work, and faculty have involved students, who obtain first-hand experience with public health work. An alumna who serves in a leadership role at the Nevada Department of Health and Human Services summed it up by saying that students and alumni have been the department's COVID backbone.
- Total service funding: the School's service funding has nearly quadrupled, growing from $4.6 million in 2017-18 to $18.2 million in 2019-20.

- Among the School's affiliate faculty are practitioners working in the pharmaceutical industry, state- and county-level government, and community health agencies. These individuals bring real-world knowledge to their students and connect students to their organizations' work.

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

Strategic Planning and Building a Vision for the Program
- The school defines a complete set of statements to guide school efforts to promote student success and advance the field of public health. The school's mission and vision focus on the equity, health, well-being, and resiliency of their communities and both speak directly to the needs of those communities.
- In addition to the mission and vision statements, the school articulates five goals and five core values to guide its activities: (1) Develop and advance knowledge for public health through research and practice, (2) Cultivate and prepare a skilled and diverse workforce that can sustain equitable and healthy communities, (3) Prepare students to become public health practitioners, researchers, educators, and leaders, (4) Lead innovative approaches to improve public health and reduce health disparities, and (5) Engage with diverse communities through professional, educational, and scholarly service
- The core values outlined are promoting health equity, embracing diversity, advancing knowledge, succeeding through collaboration, and developing workforce excellence.

Undergraduate Curriculum & Education
- Eighty-five percent of bachelor's students who graduated in 2020 and 79-80% of recent alumni surveyed reported their mastery of the two defined competencies as either good or very good on a five-point Likert scale. Fifty-five percent of these respondents reported applying the competency related to information use, and 83% reported applying the communication competency in their post-graduate placements sometimes, often, or very often.
- The school uses multiple strategies to expose students to competencies and provides assessments through both examinations and projects. The self-study and supporting documentation provide detailed evidence of didactic preparation and assessment, particularly through the major project in CHS 310—a course that was developed with this criterion in mind. Undergraduate students are exposed to the 12 cross-cutting concepts and experiences through a variety of curricular and co-curricular activities.
- Students have completed field experiences at a variety of public health organizations including Immunize Nevada, Planned Parenthood Mar Monte, Advanced DUI & Counseling, Sanford Center for Aging, and Advanced Pediatric Therapies.
- Undergraduate students reported that their instructors include their research experiences in their lectures. Their instructors often provide them with research opportunities within their classwork. Also, their instructors sometimes offer them volunteer research opportunities. Undergraduate students further reported that it is easy to find research opportunities: outside of classes, they just need to ask the faculty member that is head of research for such opportunities.

Program Outcomes (assessment, placement, retention, graduation—undergraduate):
- For bachelor's degree students, the most recent cohort to reach the maximum time to graduation reported an 86% graduation rate. Subsequent cohorts report similar percentages and/or have enough students actively enrolled to make it possible to meet the threshold.

- For the three most recent groups of bachelor's graduates to have reached the one-year post-graduation mark, the school has data on known outcomes for 52-68% of graduates, which reflects groups of between 113 and 151 students. The school reports positive placement rates of 85-93% for the three cohorts, with between 14-19% enrolled in further education. Between 7-17% of graduates are seeking employment or enrollment in further education.

Space

- The physical space available to the school falls short of what would be considered ideal, though it is fully operational. All faculty, except Nevada Public Health Training Center staff, have had individual office spaces. The school is now moving toward identifying volunteer faculty members who are willing to share larger offices with a colleague to create enough workspace on campus. Faculty are housed across five buildings, four of which are within a short walking distance of each other on the upper northeast side of campus. While this is functional, it does not provide the school with a visible home and it compromises collaborative interactions. University leaders recognize this concern, but other priorities exist, and resources are currently limited.
- While most of the school's needs are technically met, there is a strong preference to consolidate space and establish a visible home for the school.

Faculty

- Bachelor's students who met with site visitors praised faculty members' qualifications and teaching ability.
- Students who met with site visitors reported that they greatly benefited from courses in which the instructors integrated perspectives from the field and included guest speakers. They said that their professors are well-rounded, which they appreciate, noting that faculty connections with the professional world outside of academe will help them in their careers.
- The school is developing the idea of "course leads" for courses that have multiple sections taught by different instructors (e.g., Introduction to Biostatistics). The course lead will observe the part-time instructors (also referred to as LOA's, or Letters of Appointment), teaching assistants, and new faculty members for formative purposes to ensure instructional quality. A checklist will be used to provide feedback to both the instructor and the division lead. The course lead concept is a work in progress.
- Faculty conduct diverse research and find ways to integrate their research into instruction. For example, one faculty member's research focuses on the value of information conveyed by direct-to-consumer advertisements. This faculty member connects her research to her health and wellness communication course in the form of a lecture and student group exercises. Another faculty member's work focuses on community-based participation and evaluation, and she connects her research to two classes in the form of examples and discussions.
- Faculty in the school involve undergraduate students in their research. They hire them, engage them as volunteers, or involve them through credit hours.
- The concern relates to the overarching shortfall in fiscal support for the school; financial resource challenges impact several accreditation criteria. The current hiring freeze and lack of available funds have resulted in faculty and staff shortfalls, as well as constraints on physical and information technology resources.
- School leaders who met with site visitors noted that, for the school's size and needs, the staff support is not as robust as might be appropriate.

Action Items

- The School has a goal of increasing enrollment.
- The School acknowledges that the dispersion of faculty across different spaces hinders collaboration and community cohesion. Understanding that this is not an issue that can be easily resolved, the School will continue to work on alternative means to grow and build community given the physical separation of faculty across campus.
- The School is working on a plan to pursue more online options. Knowing that this requires additional resources, the Dean will work with administration to explore opportunities to move toward this goal.
- The Dean will explore opportunities with the School of Nursing regarding the advising of pre-nursing students, including transfer students, which at this time solely lies with the School of Public Health.
- The School will explore options to obtain a STEM designation for the undergraduate programs.

V. Descriptive Statistics

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

2020-21   2,036*

*Includes 951 pre-nursing students automatically co-enrolled in BS-CHS

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

2018-19	387
2019-20	344
2020-21	381

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

2018-19	40.0%
2019-20	49.0%
2020-21	51.0%

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

Fall 2020   4,139

VI. Institutional Reports

Click here for a copy of the institutional report.

UNR: Criminal Justice, B.A. & M.A.

I. Description of Program reviewed

Curriculum in the Department of Criminal Justice focuses on the legal, ethical, administrative, theoretical and behavioral aspects of the justice system and its various parts.

The undergraduate degree program focuses broadly on the various components of the criminal justice system, criminological theory and issues of diversity, mythology and ethics. Students attracted to the program are interested in a variety of careers including criminal justice, behavioral science, politics and treatment services.

The Master of Arts degree program in criminal justice provides students with the skills necessary to examine and analyze the major areas of the field, focusing on the nature of crime, law and social control, as well as the process of planning change in a system as complex as the criminal justice system.

The program emphasizes the understanding of the ways in which theory, research and social policy interact, and the utilization of critical thinking skills to better understand this information. Students will be expected to acquire knowledge of the theories and research methods necessary for analysis of issues relevant to the field. Within this general framework, students will have an opportunity to pursue special interests in criminal justice that are consistent with the philosophy of the program.

Applicants to the Master of Arts program must hold a baccalaureate degree from an accredited four-year college or university, with a major or minor in criminal justice or a closely related discipline (acceptable fields outside criminal justice to be determined on a case-by-case basis by the graduate admissions committee of the department; additional coursework in criminological theory might be required of students from outside the field of criminal justice).

II. Review Process and Criteria

The Criminal Justice department was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2020. This report was provided to the before they conducted an virtual visit on February 16-17, 2021. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the 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 September 17, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- Teaching-Students – the Department delivers high quality education at the undergraduate and graduate levels; alumni are extremely well positioned and qualified for the job market; Level of student engagement in both activities and community-based research and internship opportunities is high. Outreach regarding education and law school is strong.
- Community Engagement – Department has deep roots in the community and provides longstanding service to justice system professionals in Nevada; there is a crucial pattern of resource exchange between practicing criminal justice agencies and Department faculty and students.

- Alignment with Diversity and Social Justice values – the Department displays a public and prominent commitment to expanding diversity in the University and supporting diversity in the outside community; teaching and research that promotes social justice as an ideal and a grounded practice.
- Substantial congruence exists between the Department of Criminal Justice and the broader values of the University; there is a strong tie between issues studied by the faculty and students and the values promoted by the University; pattern of Departmental participation in the University's public and internal expression of its values; faculty frequently contribute outside of their department to fuel their passion for research partnerships and/or at the request of these units.

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

Strategic Planning and Building a Vision for the Program

- The reviewers recommended that through strategic planning, the program must determine where they want to fit within the broader university context, and where the faculty investments should be prioritized. The faculty perceive that they are under resourced and have a heavy workload. It was agreed that they are relatively under resourced, however, due to budgetary/pandemic constraints the faculty should develop a short and medium-term plan that is tied to crafting a vision, plan to expand master's program, develop a strategy to be mission driven, engaged in cross disciplinary programming to retain some doctoral level involvement and illustrate the unique vision of themselves to internal and external stakeholders.
- Reviewers observed conflicts between perceived views of program performance and resources, and comparative data. It was recommended that with the support of upper administration, the program gather and review additional data pertaining to program metrics. Specifically, administrative data that will allow the program to engage in a comparison to other academic units within the College and across the University. Some consideration should be given to obtaining and reviewing available data from external entities and competitors, particularly other area master's programs. It was noted that having a shared understanding of this Department's metrics compared to other units in the College and University provide an important foundation for determining immediate and long-term investments this Department needs going forward. Key metrics to consider include:
    a. Administrative metrics (e.g., FTE, resources)
    b. Student outcomes (e.g., program retention, completions, demographics, alumni placement)
    c. Faculty research productivity (e.g., journal publications accounting for quality of outlet, as well as quantity produced, grant and contracts secured)
    d. Faculty teaching including mentorship and service to other units (e.g., teaching evaluations, students advised)
- Reviewers recommended that as soon as the program obtains comparison metrics, the faculty should work expeditiously and collaboratively to develop a clear mission and vision for the program. As the contextual metrics will shed light on the program's position relative to the broader academic context.
- It was suggested that through strategic planning, perhaps led by a trained facilitator, the program will be able to capitalize on the information glean to understand its strengths and outputs relative to other entities in the college and university, thus allowing the program to better articulate how it fits into the broader mission and vision of the university, clarify a program vision based upon its existing strengths, and prioritize its goals and action steps, as well as longer term resource requests. The strategic planning process should focus on the key concepts of entrepreneurship and community engagement that are central to the university at

this time. To be useful the strategic plan must be entrepreneurial and underscore the current value of community-engagement.

    a. Contextualize in relation to current social justice climate as well as ongoing research efforts.

    b. Include publicly engaged scholarship and description of research and fit in the university mission.

    c. Highlight ongoing community engagement to link to DEI and Justice.

    d. Create and capitalize upon an external advisory board.

    e. More aggressively connect with people in the field and bring people inside the department walls as guest speakers and in other creative ways to the benefit of the students and faculty partnerships.

- Reviewers noted that the program is exactly aligned with the university' community engagement mission. The program appears to have positive relationships with criminal justice agencies and organizations in the region. This strength must be emphasized through improved messaging of the program's ongoing expansive ties with the community. Community engagement is evident in faculty research and student involvement (e.g., internships), both are essential. Expressing this program strength clearly in the program's mission and vision statement is one approach to identifying the program's fit with the broader university mission and can serve as a commonality among the faculty members.

- Reviewers recommended that the department develop, in collaboration with college leadership, a short-term and long-term resources plan that emphasizes its entrepreneurial capacities.

- Although faculty did not perceive entrepreneurial approaches as a clear path forward, given the budgetary constraints across the nation, this is a necessary approach to be competitive for future resources as funding becomes available.

- Reviewers acknowledged the benefits for expansion of the graduate program, which aligns with the University's view and calls for a vision for the Department and strategic plan. It was noted that to actively engage this kind of growth will require a new consensus among the faculty. The faculty will need to develop a consensus around this goal.

Undergraduate Curriculum & Education

- Reviewers found that given the research productivity of faculty in this program, particularly considering the relatively heavy teaching load, the quality of instruction was perceived to be very high. Both current and former students clearly value faculty instructional contributions and the individual level mentorship provided.

- Reviewers noted that given budgetary challenges and modifications that have occurred ensure continued student interests and alignment with the college vision, that efficiency-creating strategies should be explored, including reducing required number hours for major, including the total number of classes offered; reduce the number of tracks, or phase in the implementation of tracks, rather than increasing large number of tracks proposed.

Graduate Curriculum & Education

- Reviewers noted that the master's program has produced academically strong students who have been placed in nationally recognized doctoral programs. The graduate alumni are extremely positive about their experiences in the program.

- Reviewers provided suggestions on how to grow the master's program, noting it is not the norm to have all (or even most) master's students in a program receive University funding. To grow the

master's program, the department would need additional resources ensuring sufficient instructional support.

- ❖ Reviewers noted data gathered from peer master's programs regarding classroom size and funding levels would be instructive in this effort.
- ❖ A suggestion for growth by the reviewers regarding online opportunities detailed that, online growth that is not reliant on for-profit companies has been successful in many other programs. Faculty could be provided an advancement fee for course development as subject matter experts. Others (e.g., part time faculty, advanced master's students) could be hired to facilitate the courses.
- Additional opportunities around graduate program growth identified by the reviewers included:
  - ❖ The 4+1 program creates huge opportunities for this program to encourage growth of graduate education. This program was not really discussed by stakeholders, yet it is a national trend, and the department is ahead of the curve having administrative approval for the pathway.
  - ❖ Strong mentorship, consistent passion and energy about their scholarship and teaching, gives this program a terrific reputation among its graduates.
  - ❖ Alumni suggested having in-house course on research methods, and statistics would be more beneficial than attending these courses taught by faculty outside of criminal justice.
  - ❖ Alumni suggested including additional peer reviewed literature (over textbooks) in the course courses to enhance exposure to the material with more depth and prepare students for doctoral education.
- With regards to growth of a doctoral program, the reviewers noted in their view that the field of criminal justice will not easily absorb another program's doctoral students, unless that program has a unique orientation and offers students with special training. A truly interdisciplinary program that partners with other strong departments at the University would enable the department to mount a doctoral program, realizing the benefits of being identified as doctoral granting, while avoiding some of the resource challenges that doctoral programs entail. The recognized emphasis on community engagement could be the kind of specialized focus that could serve well as the foundation for doctoral education that stand apart from the many programs that already exist.
- The reviewers noted that some members of the department equate administrative support with additional graduate student "lines." These lines are then seen as translating into teaching assistantship assignments that reduce the demands of the classroom. It is the reviewers experience, this kind of institutional support at the master's study level is rare and would not expect to see it here unless the department were to find revenue streams (i.e., through on-line teaching) that generate the funds.

Faculty
- Faculty perceive they are part of a Departmental team in so far as teaching is concerned, but they do not see where they fit in developing a new vision for the department. Crafting a vision that is inclusive of all input, wherein individuals can pull together as a team is important. The vision can be unifying as a faculty team yet have variation in roles for individuals.
- Reviewers noted that the department is relatively young and early-career, which can be a strength in terms of energy and willingness to innovate. But senior leadership is needed for a department to aggressively pursue a clear mission, and this Department seems poised for that kind of change, if senior leadership can be brought to the task. As early as resources allow, the program should be allowed to expand the senior leadership with an eye to strengthening mission-related activity.

- Reviewers acknowledged the department needs additional faculty FTE, both to improve teaching coverage and to spread more equitably the service responsibilities the department carries. Recommending the University make a commitment to add faculty capacity to the department, and it should meet that commitment at its earliest fiscal ability to do so.
- Reviewers recognized that faculty at all levels noted they felt their contributions to be undervalued or unrecognized by other units within the University. Faculty referred to instances when other departments with smaller student enrollments have received resources when they have not.
  - ❖ It is clear from our conversations that College and University leadership value this Department and greatly appreciate its contribution to the University's agenda. Instances were noted when this message was meant to be communicated, but for whatever reason was not fully heard. There were also apparently instances when the University sought to invest in the Department and were frustrated when the Department failed to take full advantage.
  - ❖ Reviewers concluded that putting this history in the past is a high priority. Creating a new present in which the University expresses (tangibly and intangibly) the ways that it values the Department and the faculty come to acknowledge their centrality to the University's mission will go a long way to building for the future.

Action Items:

- The College of Liberal Arts Dean will work with the interim department chair to foster a culture of collegiality and collaboration among Criminal Justice faculty and staff.
- By March 30, 2022, the department will develop and submit a strategic plan to the College of Liberal Arts Dean and the Provost for their review. The College of Liberal Art's Dean will provide a facilitator to ensure all departmental faculty and staff points of view are considered in the drafting of this document. The strategic plan should articulate a clear vision that the department will use to move forward. The plan should also describe how the department will balance its current human and fiscal resources to achieve its research, teaching, and engagement goals/priorities. The department should seriously consider the external reviewers' recommendations when crafting its strategic plan.

V. Descriptive Statistics

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

	B.A.	M.A.
2020-21	716	11

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

	B.A.	M.A.
2018-19	161	3
2019-20	163	6
2020-21	171	4

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

	B.A.	M.A.*
2018-19	38.0%	100.0%
2019-20	37.0%	100.0%
2020-21	35.0%	75.0%

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

	B.A.	M.A.
Fall 2020	1,432	29

* There is no 150% standard for graduation rates for graduate programs, thus three-year have been used for Masters Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2016, 2019-20 150% graduation rate reflecting a cohort starting in fall 2017 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2018.

VI. Institutional Reports

Click here for a copy of the institutional report.

UNR: *Ecology, Evolution and Conservation Biology, M.S. & Ph.D.*

I. Description of Program reviewed

The Ecology, Evolution and Conservation Biology graduate programs are for students who want to build in-depth understanding of ecosystems and the organisms that inhabit them - and help shape policies that respect these natural wonders.

The Ecology, Evolution and Conservation Biology M.S. is an interdisciplinary program that brings together faculty and students from multiple departments at the University of Nevada, Reno, as well as from the Desert Research Institute and the Great Basin Institute. The programs are designed to prepare graduates for high-level careers as scientists and researchers. For both program, career goals may include positions within public agencies, such as government land bureaus; with private organizations, such as social advocacy groups; or even in academia.

The Interdisciplinary Ecology, Evolution and Conservation Biology Ph.D. program provides the opportunity to tailor graduate education to student interests. Students have a team of mentors to guide them through their scientific endeavors and provide them with a solid foundation in research methods and experimental design.

Students in the programs enjoy access to numerous departmental laboratories, as well as several research centers, including the Chemical Ecology Center, the Nevada Genomics Center, the Whittell Forest and Wildlife Area/Little Valley Field Station and the Valley Road Field Laboratory.

II. Review Process and Criteria

The Ecology, Evolution, and Conservation Biology program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Spring 2020. The report was provided to the reviewers before they conducted a virtual visit on March 15-16, 2021. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the 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 September 23, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- The EECB Graduate Program at UNR will celebrate its 30th anniversary in July of 2021. Over that period, the program has matured into a large, high-quality, interdisciplinary graduate program that is nationally recognized for the quality of its students and faculty.
- Since the last program review (2013), both the number of students and the number of faculty have doubled, a testament to the relevance of the field and the leadership of the program.
- EECB has undergone a major revision of its curriculum since the last program review. A new sequence of core courses, a research rotation, and a common comprehensive exam are well designed to encourage interdisciplinary and to prepare students for their doctoral work.
- Faculty and students uniformly report that there are multiple opportunities for open and supportive discussions of research, education, and outreach. Strong social links within the program and a high-quality Colloquium series contribute to the atmosphere of scholarly excellence and mutual

support. Students and faculty report that they feel empowered to develop initiatives (committees, classes, outreach programs) that enhance the program.

- EECB has strong links with UNR Centers (e.g., the Hitchcock Center for Chemical Ecology; the Water Center) and programs (e.g., the Museum of Natural History) that support collaborative research, training, and service. Importantly, EECB maintains very strong relationships with two Departments (Biology and NRES) that provide homes for many participating faculty and TA support for their students.
- NSF data from the last 4 years (2017–2020) show 7 NSF Graduate Research Fellowship awards to UNR graduate students in Ecology, Evolution and Conservation Biology after they entered the program. This puts the program in elite company: only U.C. Berkeley and U.C. Davis have received more such awards in this time period; U. Georgia also has 7, while Cornell, Stanford, Oregon State, U. Washington, and Virginia Tech have each received 6.

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

Strategic Planning and Building a Vision for the Department

- It was reported that the program benefits from distributing oversight of critical components of the program across multiple committees (e.g., Admissions, Curriculum, General Exam), most of which have both faculty and student members, noting that the level of student engagement in the running of the program is quite remarkable.
- Reviewers noted both faculty and students praised the collegial culture in EECB. This culture is maintained through a variety of mechanisms, including strong social interactions within and beyond the unit (e.g., with the HCCE), a very strong weekly Colloquium series, a culture that fosters support rather than competition, the many opportunities for interacting across labs, in both formal and informal settings, and a diversity of student-led initiatives.
- The shared-service model, with many points of interaction between faculty and students, contributes to the sense of cohesion within the program.
- Faculty feel able and encouraged to develop initiatives from the bottom-up. Recent examples include independent faculty and student committees that were developed during 2020 to promote education and training in justice, equity, diversity, and inclusion (JEDI). These committees are developing survey instruments and course materials to help improve the climate for all members of the EECB community. Several faculty members have taken intensive training in DEI, both within the UNR Graduate School and from outside organizations. Those faculty members describe the experience as "transformative."
- EECB should complete a quantitative assessment to determine whether students from groups that are under-represented in the academy are more likely to leave the program. If so, it increases further the motivation to act on issues of DEI education and climate.
- The review team recommends that EECB develop training and education initiatives (classes, workshops) that are closely coordinated between faculty and students. The dedication of the student- and faculty-led JEDI committees is clear; those individuals should be empowered to develop education and training modules for all faculty and students. As EECB continues to improve its recruitment of URM students, regular education in DEI will be important for maintaining the collegial culture and mutual respect that characterizes the program.
- It was noted that the Graduate School and key Departments (e.g., Biology, NRES) should explore creative ways to allocate staff time and resources to administrative support of the EECB Program. When budgetary constraints relax, it is recommend returning a part-time administrative position

to EECB, which would likely pay dividends in terms of recruitment and retention of diverse students, as well as fundraising for the program.

Graduate Curriculum & Education
- The reviewers noted they were very impressed with the changes that EECB has made to its curriculum since the last review, acknowledging that the Core Curriculum has been redesigned to include courses on Research Design, Principles in EECB, Statistics, and a Colloquium course; while retaining a requirement to do a Research Rotation.
- Reviewers stated the complementary goals of the Core Curriculum are to foster interdisciplinary, establish a baseline of knowledge for all EECB students, prepare students for their comprehensive exams, and thereby prepare students for their doctoral research.
- It was reported that many students noted the value of the Research Rotation in learning new techniques and formalizing a relationship with a faculty member beyond their advisor.
- The review team considered the diversity of course offerings to be a major strength of the interdisciplinary program.
- Students reported that they felt encouraged to develop their own specialized courses and reading groups, based on textbooks or topics that they wanted to investigate in depth as a group. This flexibility is notable because it allows students to tailor the program to their own interests while encouraging self-direction.
- Students were uniformly enthusiastic about the program's discussion groups (eco-lunch, stats-chats, etc.).
- The review team was impressed with the redesign of the comprehensive exam. Written exam questions are selected annually from a pool of questions to which the students have open access. Core Courses (e.g., Principles of EECB) are designed to introduce students to much of this material, so students become familiar with what they are expected to understand for the comprehensive exam. The format of the exam facilitates interdisciplinary training by demanding a breadth of understanding by all students.
- With the recommendation that the pool of comprehensive exam questions be curated regularly and carefully by an EECB committee to ensure that all questions remain relevant, important, and appropriate for selection for the written exam.
- The review team also supported the student JEDI committee's recommendations to include discussion of JEDI in the "Principles" core course, and to add associated questions to the Comprehensive Exam.
- Reviewers reported that the student committee for justice, equity, diversity, and inclusion (JEDI) reported that students have offered a course in DEI education for the last two semesters. The JEDI committee would like to see such a course formalized as part of the Core Curriculum and led by a qualified faculty member from outside EECB.

Program Outcomes
- The reviewers noted that Director and EECB faculty have done an excellent job of growing the EECB Graduate Program since the last review, from 29 students enrolled in 2013 to 73 students in 2021.
- It was reported that EECB faculty continue to be successful in applying for grant funding, which provides RA support for students. Through these main mechanisms, the EECB Program has gained sufficient "critical mass" to become a nationally recognized program in its field.

- It was observed that faculty affiliation has more than doubled, from 35 to 74 since the last review, a notable achievement. EECB faculty come from 18 different departments across 4 colleges. The addition of high quality, interdisciplinary faculty has likely facilitated an increase in student applications from around 12 students each year (in 2013) to 58 in 2020.
- Reviewers noted that growth in the EECB Graduate Program has also been supported by critical links between EECB and other units (e.g., the Museum of Natural History, the Hitchcock Center for Chemical Ecology) that serve to attract high-quality students (and faculty) to UNR. In addition to its world-class facilities, the Hitchcock Center provides student fellowships (a semester and summer of support), which are currently divided between EECB and Chemistry graduate students.
- The review team recommends that the Graduate School, the Provost's Office, and the Office of the Vice President for Research continue to seek creative solutions to help buffer the EECB Program from its reliance on TA positions and from constraints resulting from the fact that almost all graduate student support flows through Departments. Strategies might include:
- Additional Indirect Cost Return from OVPR directly to the EECB Program from federal grants that support EECB graduate students.
- The EECB Program should be provided with direct access to Development Officers and personnel within the UNR Foundation who can make a sustained commitment to seeking endowed support for EECB student fellowships.
- Reviewers recommended targeted recruitment of students associated with professional organizations (SACNAS, Black Ecologists, etc.), and suggested that EECB consider how the new Master's Program could serve as a pipeline for URM students into the doctoral program. Additionally, it was recommended that the program evaluate the differences between the fall and spring admissions processes, and expectations around grant-funded support for students admitted in the spring.
- Reviewers noted there was no mention of recruitment via social media or other online platforms beyond the website, and state that if this is not ongoing, it should be encouraged. Additionally, it was recommended a new link on the EECB Home Page to a "Statement of Shared Values and Ethics in Mentoring" developed collaboratively by students and faculty.
- Reviewers reported that a clear strength of the EECB graduate program is the open and collegial culture around mentoring and research. Students uniformly reported that EECB faculty were open and available to them for advice about their work.
- Students appear to appreciate and seek out committee members with diverse interests and skills – committee membership is one of the prime mechanisms that promotes interdisciplinary in the EECB graduate program.
- Within EECB faculty alone, 74 potential advisors are available from 18 departments and 4 colleges.
- The review team recommended that EECB identify, and mitigate, any institutional or cultural barriers that may exist to co-advising students. Believing that this could diversify participation by faculty across campus, potentially increase financial support, and increase interdisciplinary.
- It was noted that the Graduate School offers career counseling and workshops of which some EECB students and faculty may be unaware. Directing students explicitly to those resources, while providing broader program-specific career counseling may be warranted.
- Reviewers recommended encouraging students and their advisors to establish mentoring plans and to revisit them regularly.
- It was also recommend that the program consider facilitating ways for students to build mentoring teams, noting that one way this could be accomplished is by identifying mentors with experiences and expertise relevant to students of different backgrounds.

- Reviewers also recommended making available and easily accessible (e.g., by inclusion in the graduate handbook) additional information about where students can seek assistance navigating disagreements with their advisor(s), including Ombudspersons beyond EECB.
- Participation in mentoring workshops, which may assist both advisors and advisees in establishing expectations and clear lines of communication, was also recommended by the reviewers.
- Reviewers observed a notable indication of student success in the rate at which EECB graduate students compete successfully for NSF Graduate Research Fellowships. For example, in 2020, EECB students held 7 of the 15 active fellowships at UNR. This is an extraordinary accomplishment and a clear testament to the strength of the student body and the quality of the program.
- It was reported that career placement appears very strong. Since the last review, a majority of graduates have obtained postdoctoral research positions (16), faculty or lecturer positions (10), and jobs with federal agencies (3) or jobs with conservation organizations (2).

Space
- It was noted that the faculty have done an excellent job of developing and maintaining research collaborations despite these space limitations. While the program does not have unique shared space, it benefits enormously from close ties with Centers and research units, such as the Hitchcock Center for Chemical Ecology and the Museum of Natural History. These units provide multiple benefits and opportunities for EECB faculty and students. Centers such as HCCE have cutting-edge instrumentation, resources, and personnel that serve as foci for creativity and collaboration

Faculty
- Reviewers reported that faculty morale in EECB appears high, and all the faculty with whom they spoke expressed strong support for the program and for the collegial atmosphere within the community. They report feeling empowered to develop new initiatives with EECB, and are complimentary about the program's leadership.
- It was noted that faculty mentoring, promotion, and workload are administered through their home departments rather than within EECB, and that no faculty members expressed to us any concern that their participation in EECB would be viewed negatively by their home units.
- Reviewers observed the clear successes of the EECB Graduate Program are linked directly to the high quality of its faculty. Many faculty are nationally and internationally recognized leaders in their fields. A great majority of faculty hold external research grants to support their research. Importantly, the faculty generate a culture of scientific excellence that is the foundation of the graduate student experience.
- Also of note, most faculty, and the students that they support, publish frequently in good journals. Student publication rates are notably high, suggesting that faculty are strong mentors in publication.
- It was suggested that as departmental needs allow, future hiring should be targeted to maintain excellence in the EECB Program and to facilitate interdisciplinary research among units. The faculty have also submitted proposals to fund graduate training ("training grants") and it was recommended maintaining this effort.

Action Items:

- The availability of teaching and research assistantship lines and the relatively low graduate assistant stipend continue to be challenges. The program will explore new funding opportunities to increase the number of TA/GA lines and the stipend amount to keep pace with enrollment growth and competition from peer and aspirant institutions.

- The program will work with the Graduate School to restore administrative support for EECB and other interdisciplinary graduate programs.
- The program will work with VPRI and Graduate School to address evaluation/assessment plans required for training grant proposals to increase prospects for funding.
- Graduate students have played a major role in spearheading an ambitious program of Justice, Equity, Diversity and Inclusion (JEDI) initiatives. The program will work with the Faculty JEDI committee to better align faculty and student JEDI goals, which includes the creation of a DEI course.
- The Vice Provost Graduate Education/Dean of the Graduate School will work with the Vice President of Advancement to identify funding opportunities for interdisciplinary programs, including EECB.

V. Descriptive Statistics

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

	M.S.	Ph.D.
2020-21	64	0

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

	M.S.	Ph.D.
2018-19	3	N/A
2019-20	2	N/A
2020-21	7	1***

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

	M.S.	Ph.D.
2018-19	67.0%	N/A**
2019-20	100.0%	N/A**
2020-21	100.0%	N/A**

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

	M.S.	Ph.D.
Fall 2020	175	175

* There is no 150% standard for graduation rates for graduate programs, thus three-year have been used for Masters Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2016, 2019-20 150% graduation rate reflecting a cohort starting in fall 2017 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2018.

* There is no 150% standard for graduation rates for graduate programs, thus eight-years has been used for PhD Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2011, 2019-20 150% graduation rate reflecting a cohort starting in fall 2012 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2013.

**Plan did not exist in cohort year Fall 2016, Fall 2017, or Fall 2018

***Graduate started as a PhD student

VI. Institutional Reports

Click here for a copy of the institutional report.

UNR: Hydrogeology, M.S. & Ph.D.

I. Description of Program reviewed

The Master of Science in Hydrogeology focuses on student education and research to examine the occurrence and processes associated with subsurface water transport. Specific areas of emphasis include but are not limited to: ground water contaminant transport, geochemical evolution of ground waters, nutrient transport processes in soils and ground water, vadose zone hydrology and numerical simulation of ground water, geochemistry and reactive transport. Students follow the shared core of five (5) courses that provide the fundamentals of fluid mechanics and introductions to surface and ground water hydrology and environmental chemistry as well as two credits of seminar in Hydrologic Sciences. SLOs for the degree are that students will be able to:

- Demonstrate a basic level of competency in the general field of hydrogeology
- Explain ideas and results through written, numerical, graphical, spoken, and computer-based forms of communication
- Complete research in their field of study, including answering specific question(s) in conjunction with the advisor and thesis committee
- Demonstrate appropriate quantitative skills for their sub-discipline

The Master of Science in Hydrogeology degree allows flexibility to allow students to follow one or more of the broad areas of subsurface hydrology and to allow for specialization. All students receive a broad underpinning of the hydrologic sciences through the shared core courses. Students are expected to work with their advisors and committee members to develop a Plan of Study that best matches their research efforts and interests.

Candidates for the Ph.D. degree in Hydrogeology must satisfy all general requirements of the Graduate School and the M.S. degree in Hydrogeology. SLOs for the degree are that students will be able to:

- Demonstrate a basic level of competency in the general field of hydrogeology and in their area of research
- Explain ideas and results through written, numerical, graphical, spoken, and computer-based forms of communication
- Complete research in their field of study, including answering specific question(s) in conjunction with the advisor and dissertation committee
- Demonstrate appropriate quantitative skills for their sub-discipline

The Doctorate of Philosophy in Hydrogeology allows flexibility to allow students to follow one or more of the broad areas of subsurface hydrology and to allow for specialization. All students receive a broad underpinning of the hydrologic sciences through the shared core courses. Additional requirements for the degree include two or more specialization courses in hydrogeology. Students are expected to work with their advisors and committee members to develop a Plan of Study that best matches their research efforts and interests.

II. Review Process and Criteria

The graduate Hydrologic Sciences program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Spring of 2021. The reports were

provided to the reviewers before they conducted an on-campus visit on March 29-30, 2021. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the 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 September 16, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- The program has a dynamic group of early career faculty who are excited about conducting collaborative hydrologic science at the highest levels.
- Recruitment, enrollment, and progression of students is solid.
- Support from the administration is strong and everyone wants to see the Hydrologic Sciences program to succeed.
- A great strength of the program is the ongoing strategic partnership between DRI and UNR, which greatly improves the reputation, research productivity and educational missions of both institutions. The Hydrological Sciences depends on this continued synergetic partnership.

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

Strategic Planning and Building a Vision for the Program

- Establishing a clear statement of the central theme of the Hydrological Sciences program may help in describing these needs regarding hiring in given areas of emphasis and/or complementary opportunities. Consideration should be given to clearly define the central concept or theme of the Hydrological Sciences program.
- The Hydrological Sciences program has impacted many organizations throughout Nevada and around the world. As the program undergoes a transition, it would be particularly helpful to recruit leaders from different disciplines and career paths who have a connection with UNR to act as an external advisory board.
- It was recommended to better define the role of the Director and the Hydrological Sciences program more broadly to assist in fostering collaborative research and proposal writing, thus ensuring that all faculty members involved had a clear understanding of the director role and the program.
- A clearly stated vision of what are the common themes and abilities that unite students in such a diverse program was recommended by the reviewers.
- The reviewers acknowledged that research opportunities, employment pipeline, and teaching capabilities of DRI helped to make UNR a world-leader in hydrologic sciences and there is a strong commitment to continuing this relationship. And provided the following recommendations: (1) Create a longer-term agreement (not year-to-year), which would allow DRI faculty to commit to developing and teaching courses, with the further benefit that students could count on advertised courses being available, and (2) As the Hydrological Sciences program defines its central theme, or brand, DRI faculty who are aligned with that vision can be integrated into GPHS research and teaching efforts. This may require a more formal commitment and strategic planning than was necessary when both programs shared a strong focus on subsurface hydrology.

Graduate Curriculum & Education

- Reviewers noted that the core curriculum is being revised to reflect the more diverse interests and abilities of the students, which is an excellent idea. And recommended that it would be helpful if

this were balanced by a clear statement of a 'portrait of a graduate' from the Hydrological Sciences program.

- Reviewers felt that it is important to present the revamping of the core curriculum in a clearly active and positive sense - e.g., increasing the breadth of the core.
- It was acknowledged that students expressed a strong interest in having access to more quantitative courses.
- There is increased understanding of the need for and limitations of online teaching. The Hydrological Sciences program take advantage of some unique skills, insights, location-based research opportunities to develop novel approaches to teaching. These courses may provide direct revenue for the Hydrological Sciences program, provide opportunities for broadcasting the GPHS brand to potential students, and even help in the recruitment of underrepresented student groups.
- Students expressed strong interest in having courses in applied subsurface hydrogeology. In general, these courses (subsurface hydrology, geochemistry, numerical modeling, and field methods) are seen as critical for work-place preparation.

Program Outcomes (assessment, placement, retention, graduation)
- It was noted that the Hydrological Sciences program can take a leading role in promoting diversification in the field. It was recommended that the 'student stories' could be used to educate a diverse student pool of opportunities within the field, particularly if diverse students are highlighted in those stories.
- It was encouraged that the local professional community could be called upon to make opportunities available for partnerships and internships that are specifically targeted to recruiting underrepresented communities.

Space
- The program would benefit from a central organizational principle - e.g., place-based research across ecotones was mentioned. In addition, a common space is needed to build a cohesive culture, especially for the broad, interdisciplinary program that the Hydrological Sciences program has become. Shared student space and a program-dedicated meeting area are essential.

Faculty
- Reviewers were impressed with the energy and creativity of the younger faculty, leading them to agree with the sentiment that future success of the program lies with the junior faculty both at UNR and DRI.
- Junior faculty have some questions regarding how resources are distributed within the program, how their careers are being nurtured through the program, and how they are being mentored to be more successful in securing external funding.
- Due to the evolution of the focus of the central theme of the program, some changes need to be made to foster a community culture and to provide the support needed to enable the pieces to work synergistically and achieve more than the sum of the parts.
- It was recommended to provide the Director with support to ensure that funding opportunities are announced to faculty with sufficient lead time for them to participate fully, to facilitate social media and other outreach efforts, and to convene committees to oversee resource allocation and to make these decisions transparent to faculty.
- In terms of the success of the program, it seems that mentoring a group of junior faculty to take the lead on a successful proposal may be even more impactful than taking the lead on the same proposal.

Action Items

- Increased written communication from the director is recommended to expand engagement among all faculty, particularly junior faculty. Delegation to the program committees can assist and is recommended in developing materials for such communications, which will also promote increased engagement across the faculty.
- The program is in the process of developing a central theme and branding, ensuring all committees are focused on this goal, with intent of having a product by AY 2022-2023.
- The program will work with the Graduate School to increase diversity among students, including participation in Grad-FIT and focused conferences.
- The program will make updates to the website and handbook to reflect the welcoming and encouraging environment that currently exists, and that clearly communicates opportunities for students from diverse backgrounds.
- Review of the curriculum is underway, including a revision of certain courses to better develop leaders in the field, with the goal of completion in the next academic year. The program will ensure that specialized courses offered are widely advertised/communicated.
- The program director will explore online opportunities for professionals seeking continuing education options, ensuring pedagogical standards are met.
- The program will explore opportunities with DRI faculty regarding a shared space at UNR to encourage development of community, both among the faculty and students. The program director will work with the Vice Provost of Graduate Education/Dean of the Graduate School to identify a shared space opportunity.
- The program director will work with the Vice Provost of Graduate Education/Dean of the Graduate School on advancement opportunities to diversify funding.
- An advisory board will be created in the next year, to include non-academic community members. A charge of the advisory board, among other topics, will be the focus on the identification of translation of academic work into practical skills to job placement.
- The administration will explore codifying the long-term relationship with DRI and UNR regarding the program with a clear understanding of roles and responsibilities, to include teaching, research, and student support.

V. Descriptive Statistics

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

	M.S.	Ph.D.
2020-21	5	10

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

	M.S.	Ph.D.
2018-19	2	0
2019-20	4	0
2020-21	2	1

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

	M.S.	Ph.D.
2018-19	100.0%	100.0%
2019-20	100.0%	0.0%
2020-21	50.0%	100.0%

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

	M.S.	Ph.D.
Fall 2020	N/A**	N/A**

*There is no 150% standard for graduation rates for graduate programs, thus three-year have been used for Masters Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2016, 2019-20 150% graduation rate reflecting a cohort starting in fall 2017 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2018.

*There is no 150% standard for graduation rates for graduate programs, thus eight-years has been used for PhD Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2011, 2019-20 150% graduation rate reflecting a cohort starting in fall 2012 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2013.

**No related prefix

VI. Institutional Reports

Click here for a copy of the institutional report.

UNR: Hydrology, M.S. & Ph.D.

I. Description of Program reviewed

Master of Science in Hydrology student education and research examine the broad area of surface water hydrology, including but not limited to: hydraulics, water quality, limnology, watershed hydrology and rehabilitation and geomorphology. Students follow the shared core of five courses that provide the fundamentals of hydrologic fluid mechanics and introductions to surface and ground water hydrology and environmental chemistry as well as two credits of seminar in Hydrologic Sciences. Student learning outcomes (SLOs) for the degree are that students will be able to:

- Demonstrate a basic level of competency in the general field of hydrology
- Explain ideas and results through written, numerical, graphical, spoken, and computer-based forms of communication
- Complete research in their field of study, including answering specific question(s) in conjunction with the advisor and thesis committee
- Demonstrate appropriate quantitative skills for their sub-discipline

The Master of Science in Hydrology degree allows flexibility to allow students to follow one or more of the broad areas of surface water hydrology and to allow for specialization. All students receive a broad underpinning of the hydrologic sciences through the shared core courses. Additional requirements for the degree include one or more specialization courses in surface water hydrology.

Candidates for the Ph.D. degree in Hydrology must satisfy all general requirements of the Graduate School and the M.S. degree in Hydrology. SLOs for the degree are that students will be able to:

- Demonstrate a basic level of competency in the general field of hydrology and in their area of research
- Explain ideas and results through written, numerical, graphical, spoken, and computer-based forms of communication
- Complete research in their field of study, including answering specific question(s) in conjunction with the advisor and dissertation committee
- Demonstrate appropriate quantitative skills for their sub-discipline

A B.S. or B.A.-to-Ph.D. degree program is available for students with exceptionally strong academic qualifications, prior experience in hydrologic or related research, and demonstrated science/technical writing expertise. Students interested in proceeding directly to the Doctoral degree should contact the Director for further guidance.

The Doctorate of Philosophy in Hydrology allows flexibility to allow students to follow one or more of the broad areas of surface water hydrology and to allow for specialization. All students receive a broad underpinning of the hydrologic sciences through the shared core courses. Additional requirements for the degree include a course in watershed hydrology to provide an overview/introduction of surface water processes and one or more specialization courses in surface water hydrology.

II. Review Process and Criteria

The graduate Hydrologic Sciences program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Spring of 2021. This reports were provided to the reviewers before they conducted an on-campus visit on March 29-30, 2021. The external reviewers reviewed the program and met with relevant faculty, staff, students and

administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the 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 September 16, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- The program has a dynamic group of early career faculty who are excited about conducting collaborative hydrologic science at the highest levels.
- Recruitment, enrollment, and progression of students is solid.
- Support from the administration is strong and everyone wants to see the Hydrologic Sciences program to succeed.
- A great strength of the program is the ongoing strategic partnership between DRI and UNR, which greatly improves the reputation, research productivity and educational missions of both institutions. The GPHS depends on this continued synergetic partnership.

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

Strategic Planning and Building a Vision for the Program

- Establishing a clear statement of the central theme of the Hydrological Sciences program may help in describing these needs regarding hiring in given areas of emphasis and/or complementary opportunities. Consideration should be given to clearly define the central concept or theme of the Hydrological Sciences program.
- The Hydrological Sciences program has impacted many organizations throughout Nevada and around the world. As the program undergoes a transition, it would be particularly helpful to recruit leaders from different disciplines and career paths who have a connection with UNR to act as an external advisory board.
- It was recommended to better define the role of the Director and the Hydrological Sciences program more broadly to assist in fostering collaborative research and proposal writing, thus ensuring that all faculty members involved had a clear understanding of the director role and the program.
- A clearly stated vision of what are the common themes and abilities that unite students in such a diverse program was recommended by the reviewers.
- The reviewers acknowledged that research opportunities, employment pipeline, and teaching capabilities of DRI helped to make UNR a world-leader in hydrologic sciences and there is a strong commitment to continuing this relationship. And provided the following recommendations:
- Create a longer-term agreement (not year-to-year), which would allow DRI faculty to commit to developing and teaching courses, with the further benefit that students could count on advertised courses being available.
- As the Hydrological Sciences program defines its central theme, or brand, DRI faculty who are aligned with that vision can be integrated into GPHS research and teaching efforts. This may require a more formal commitment and strategic planning than was necessary when both programs shared a strong focus on subsurface hydrology.

Graduate Curriculum & Education

- Reviewers noted that the core curriculum is being revised to reflect the more diverse interests and abilities of the students, which is an excellent idea. And recommended that it would be helpful if this were balanced by a clear statement of a 'portrait of a graduate' from the Hydrological Sciences program.
- Reviewers felt that it is important to present the revamping of the core curriculum in a clearly active and positive sense - e.g., increasing the breadth of the core.
- It was acknowledged that students expressed a strong interest in having access to more quantitative courses.
- There is increased understanding of the need for and limitations of online teaching. The Hydrological Sciences program take advantage of some unique skills, insights, location-based research opportunities to develop novel approaches to teaching hydrology. These courses may provide direct revenue for the Hydrological Sciences program, provide opportunities for broadcasting the GPHS brand to potential students, and even help in the recruitment of underrepresented student groups.

Program Outcomes (assessment, placement, retention, graduation)

- It was noted that the Hydrological Sciences program can take a leading role in promoting diversification in the field. It was recommended that the 'student stories' could be used to educate a diverse student pool of opportunities within the field, particularly if diverse students are highlighted in those stories.
- It was encouraged that the local professional community could be called upon to make opportunities available for partnerships and internships that are specifically targeted to recruiting underrepresented communities.

Space

- The program would benefit from a central organizational principle - e.g., place-based research across ecotones was mentioned. In addition, a common space is needed to build a cohesive culture, especially for the broad, interdisciplinary program that the Hydrological Sciences program has become. Shared student space and a program-dedicated meeting area are essential.

Faculty

- Reviewers were impressed with the energy and creativity of the younger faculty, leading them to agree with the sentiment that future success of the program lies with the junior faculty both at UNR and DRI.
- Junior faculty have some questions regarding how resources are distributed within the program, how their careers are being nurtured through the program, and how they are being mentored to be more successful in securing external funding.
- Due to the evolution of the focus of the central theme of the program, some changes need to be made to foster a community culture and to provide the support needed to enable the pieces to work synergistically and achieve more than the sum of the parts.
- It was recommended to provide the Director with support to ensure that funding opportunities are announced to faculty with sufficient lead time for them to participate fully, to facilitate social media and other outreach efforts, and to convene committees to oversee resource allocation and to make these decisions transparent to faculty.
- In terms of the success of the program, it seems that mentoring a group of junior faculty to take the lead on a successful proposal may be even more impactful than taking the lead on the same proposal.

Action Items

- Increased written communication from the director is recommended to expand engagement among all faculty, particularly junior faculty. Delegation to the program committees can assist and is recommended in developing materials for such communications, which will also promote increased engagement across the faculty.
- The program is in the process of developing a central theme and branding, ensuring all committees are focused on this goal, with intent of having a product by AY 2022-2023.
- The program will work with the Graduate School to increase diversity among students, including participation in Grad-FIT and focused conferences.
- The program will make updates to the website and handbook to reflect the welcoming and encouraging environment that currently exists, and that clearly communicates opportunities for students from diverse backgrounds.
- Review of the curriculum is underway, including a revision of certain courses to better develop leaders in the field, with the goal of completion in the next academic year. The program will ensure that specialized courses offered are widely advertised/communicated.
- The program director will explore online opportunities for professionals seeking continuing education options, ensuring pedagogical standards are met.
- The program will explore opportunities with DRI faculty regarding a shared space at UNR to encourage development of community, both among the faculty and students. The program director will work with the Vice Provost of Graduate Education/Dean of the Graduate School to identify a shared space opportunity.
- The program director will work with the Vice Provost of Graduate Education/Dean of the Graduate School on advancement opportunities to diversify funding.
- An advisory board will be created in the next year, to include non-academic community members. A charge of the advisory board, among other topics, will be the focus on the identification of translation of academic work into practical skills to job placement.
- The administration will explore codifying the long-term relationship with DRI and UNR regarding the program with a clear understanding of roles and responsibilities, to include teaching, research, and student support.

V. Descriptive Statistics

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

	M.S.	Ph.D.
2020-21	10	12

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

	M.S.	Ph.D.
2018-19	4	2
2019-20	4	3
2020-21	1	1

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

	M.S.	Ph.D.
2018-19	0.0%	0.0%
2019-20	0.0%	N/A***
2020-21	25.0%	N/A***

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

	M.S.	Ph.D.
Fall 2020	N/A**	N/A**

*There is no 150% standard for graduation rates for graduate programs, thus three-year have been used for Masters Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2016, 2019-20 150% graduation rate reflecting a cohort starting in fall 2017 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2018.

*There is no 150% standard for graduation rates for graduate programs, thus eight-years has been used for PhD Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2011, 2019-20 150% graduation rate reflecting a cohort starting in fall 2012 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2013.

**No related prefix

***No new students in Fall 2012 cohort or Fall 2013 cohort

VI. Institutional Reports

Click here for a copy of the institutional report.

UNR: Journalism, M.A.

I. Description of Program reviewed

The intensive, 18-month program develops the journalist of the future to practice quality journalism, use diverse tools and adapt and apply this knowledge in new ways and environments.

The degree requires completing 30 credits of graduate credit. Students may select the thesis or the non-thesis option. With the thesis option, students enroll in a 6-credit thesis course; with the non-thesis option, students enroll in a 3-credit professional project or research paper course and also sign up for a 3-credit summer internship course. The program features seven specific graduate courses and an additional four electives. Most of our required courses are scheduled late in the day (4-7 p.m.) to make the program manageable for students with full-time employment.

Our cohort-based program is built on a collaborative model that includes theoretical structure as well as practical training. The four electives are organized within three different tracks of study:

- Strategic communications
- News innovation
- Media studies

II. Review Process and Criteria

The Journalism Graduate program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall 2020. This report was provided to the reviewers before they conducted a virtual visit on March 22-23, 2021. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the 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 September 21, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- The faculty and leadership of the Donald W. Reynolds School of Journalism is well respected by University leadership, administrators, and faculty across campus. The dean of the school is well known, respected, and influential on a national level. The graduate program director has support for advising assignments, and the current M.A. director is respected and dedicated to the program.
- The Advanced Center for Media Studies and Visualizing Science program are gaining momentum with increasing funding and specialty opportunities, providing motivation and respect for faculty, along with opportunities for graduate student involvement.
- Strong relationships with external entities including the City of Reno provide valuable experiences and community engagement opportunities for students and faculty.
- Enrollment in the M.A. program is steadily increasing and graduation rates are among the highest at the University.

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

Strategic Planning and Building a Vision for the Program

- Reviewers noted that clarity is needed about the focus of the program for internal and external stakeholders. The program's emphasis is clearly trending in the direction of faculty expertise, and non-journalism professional communication without clear connections to industry/market demand. Once in-process curriculum changes that align with industry needs are implemented, a brand refresh could help with recruitment and increase enrollment.
- Reviewers recommend that the program set clear goals to engage as many faculty as possible in planning for program growth and adjustments, and to collaborate with university administration to ensure the program receives adequate fee funding for online course/program development.
- Other strategic recommendations from the reviewers included: that the university's fee structure for online program expansion should be designed to generate revenue to support enrollment growth at the academic unit level; consider a student technology recommended or required buy - for laptops; increase technology fee if funds flow back to the academic unit to support resources; develop plans for renovations to support expansion.

Graduate Curriculum & Education

- Reviewers detailed that the faculty are already reviewing and streamlining course offerings to avoid duplication and provide students with the skills needed for industry and academic careers. To maintain and increase enrollment, noting it will be important to find a blend and balance of the professional skills students want and need, and the academic/research focus and preferences amplified in the program by recent faculty hires.
- In way of recommendations the reviewers noted that developing innovative, market-driven online degree options could boost enrollment and expand revenue generating opportunities. The Online PR/Strategic Comm proposal, with a unique pre-scheduled short meetup session in Tahoe, Las Vegas or San Francisco would be attractive to working professionals looking to earn a master's degree. Online course fees generated from this new degree should provide resources to support the program. Increasing technology fees in the School could increase support for equipment and graduate instructional assistants (to staff labs and assist faculty).
- Reviewers noted that some of the strengths of the program included: that it is a customizable small program; the new reduced 30-hour degree program will be attractive for students; cohort-friendly core curriculum is strong, while numerous electives options provide student customization opportunities; agility within current curricular options enables faculty to update as need, and individuality for students to identify and prepare for unique opportunities; expert faculty offer broad professional and academic experience in strategic communications, journalism, and research.
- Areas that the reviewers noted as areas of weakness included: competition from other related master's programs, specifically online options, is significant; no research course in the program; mixed identity and focus of program. Most faculty talked about the program in terms of journalism and did not mention strategic communications or media studies. - Addressed in recruiting and enrollment.
- The reviewers provided recommendations as follows: continue review of core courses for duplication (for example, the effort to combine Innovation & Engagement classes); develop a research course to provide a basic overview of traditional research practices and an intensive focus

on emerging research practices in media. Research modules could also be integrated into the practicum or project structure; support and implement the Online Strategic Communication degree. A revenue friendly approach would be to begin offering the current MA in Media Innovation Strategic Communications track online. Qualified adjunct faculty across the country could help build out the proposed online Master's in Strategic Communications degree; use workforce/industry data to support degree focus; consider deleting the GRE requirement (this could be piloted or deferred for the next two years due to Covid, to test application rates); hiring more qualified local adjuncts at the undergraduate level would provide faculty resources for the MA.

Program Outcomes (assessment, placement, retention, graduation)

- Reviewers observed that the program website is clean and attractive, and the clear emphasis is on professional preparation. Noting that looking forward, it will be important to consider market demand when planning and promoting new programs and classes. Utilizing a service such as the Education Advisory Board or assigning a faculty member with market research expertise to analyze employment trends can help to direct both program focus and branding.
- The website effectively promotes the M.A. as an accelerated, three-semester program, with three different tracks of study: Strategic Communications, News Innovation and Media Studies.
- Website content does not always reflect the same broad opportunities within the degree that are indicated by the title, Master of Arts in Media Innovation, three tracks of study, and jobs obtained by graduates. Key narratives focus on training the 'journalists of the future to practice quality journalism' rather than a broad spectrum of professional communicators, where there is greater opportunity. This may mis-direct some students out of the program.
- It is recommended to align all website content with expanded mission of program and career trajectories of graduates. And Develop, utilize, and expand specific recruitment strategies as noted in the selfstudy – digital marketing, Google ads, social media, and others.
- It was noted that goal 1 in the Donald W. Reynolds School of Journalism is to enhance recruitment and retention strategies to build undergraduate and graduate student enrollment. Upward-trending M.A. program enrollment indicates that this is a good time to take advantage of increased interest in the program.
- It was observed that the cohort model works well for the 18-month completion strategy, noting that the cost is competitive compared to similar programs. As a recommendation, there should be promotion of strong completion rates at every opportunity.
- Reviewers noted that student diversity of the program does not match the population diversity of the State of Nevada. And it was recommended that there be continued strong efforts and strategies for improving diversity contacts and enrollment.
- With regards to advising, the reviewers identified the following strengths: Student-centered, individualized advising approach is effective; Student handbook is clear and concise, with a clear core outline. Purpose of electives is well stated, and procedural information is an easy read; Students can identify and target specialized opportunities with faculty support; Student and alumni feedback of faculty mentors and program director is positive; Internship program is well supported, offers established opportunities and is flexible to explore new options. Well noting that Program leadership changes, while inevitable, have the potential to slow momentum, thus recommended providing thorough preparation for incoming M.A. program director and continue to support faculty mentoring of individualized student aspirations.
- The reviewers made the following observations regarding student learning and success: Student learning objectives are clearly outlined and matched to coursework; Students are winning both project-based and research focused awards; Experiential learning opportunities are incorporated

into the curriculum through internships and practicum experiences; Wide range of final project foci indicates students have significant latitude to develop original projects; Student completion rates are strong and demonstrate recent improvement. It was also noted that theoretical coursework is slim for a program beginning to build more momentum for a thesis track and students seeking an academy-focused career may need additional mentoring. As follow up to these observations, it was recommended that the program continue with stated goals of expanding curricular focus to engage all faculty expertise for the program as it entertains more variety and both academic and industry focused students would benefit from a class or component that includes emerging research practices in media (strategic communication, digital media, etc.).

Space
- With regards to facilities the reviewers reported that: the Reynolds School Center for Advanced Media Studies provides strong research opportunities for faculty and students; faculty and students report excellent equipment and facilities; dedicated classrooms, computer labs, studio provide appropriate space for lectures and hands on experiences; computer labs utilize state-of-the-art hardware and software, students have production equipment checkout options, and have access to other new technology, including eye-tracking and virtual reality equipment; graduate lab provides workstations and lockers for all students.
- It was noted that graduate lab space is fully utilized, and lack of capacity may impede ability to expand program and office space appears to be maxed out.
- It was recommended the university provides funding to maintain state-of-the-art space and equipment in order to continued to meet industry standards; to maintain or increase the technology fee to sustain the equipment and facilities; continue to explore potential sources of revenue and plans for potential renovations.

Faculty
- Reviewers discussed that although the current economic situation is challenging, the Reynolds School was fortunate to hire so many new faculty members prior to the economic downturn. The expanded, accomplished faculty can play a key role in reimagining strategic program priorities that integrate stronger academic expertise into a long-term plan for program growth.
- Reviewers noted that despite the pandemic, faculty morale appears strong and positive; workload for full-time faculty is at a level that provides time for scholarship and service; the blend of research and professional faculty provides strong options for graduate students; faculty expansion resulted in significant expertise across communication specializations to broaden program appeal and build national reputation through increasing academic and creative scholarship; students report faculty are strong advisors who can support a broad range of projects and career aspirations; faculty diversity reflects intentional approach in building a broad spectrum of inclusion and access.
- Reviewers did observe that there was a disconnect between academic and research aspirations of new faculty and existing focus on professional nature of program and the Graduate program director change may create uncertainties during transition.
- Reviewers recommended that the program provide faculty with tools and time to continue to re-invent and advance the program, the programs considers an outside facilitator to bring faculty, students, alumni, and administrators together in a program design session (online or on campus), and encourage faculty to match the program to student interests and identified opportunities in professional and academic career fields.
- With regards to faculty funding/research the reviewers reported that the Center for Advanced Media Studies is highly successful in attracting significant funding; there has been repeated success in acquisition of grants from the Online News Association which indicates that the innovation focus is living in real time; a good portion of faculty are involved in funded projects; and faculty are

successful publishing in academic journals, books and book chapters, media competitions, and film festivals.

- It was recommended by the reviewers that the programs continues to support a broad range of academic and creative scholarship activities; integrate as many young faculty members as possible into funding proposals and projects; and continue to strengthen relationships with professional partners through student and faculty projects and service.

Action Items
- The program will create a research course as part of the development of the online Masters. The course will be available to both online and in person students, with the goal to have this completed by Summer 2023.
- The program will discuss the GRE requirement further with faculty, as this time the requirement is suspended, but full removal will be explored.
- The program will further engage in strategic planning regarding the focus of the program, such as creating tracks, to ensure the ongoing evolution of available emphasis of to meet the needs to the changing environments in the related industry. The strategic planning process will engage the faculty across the program.
- The most recent cohort of students does have a more diverse composition, the faculty and program will continue outreach efforts to ensure diversity of students as the program grows.
- The program will pursue developing a fully online master's program in Strategic Communications.

V. Descriptive Statistics

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

2020-21	27

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

2018-19	7
2019-20	8
2020-21	12

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

2018-19	89.0%
2019-20	82.0%
2020-21	75.0%

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

Fall 2020   <u>71</u>

*There is no 150% standard for graduation rates for graduate programs, thus three-year have been used for Masters Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2016, 2019-20 150% graduation rate reflecting a cohort starting in fall 2017 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2018.

VI. Institutional Reports

Click here for a copy of the institutional report.

UNR: Metallurgical Engineering, M.S.

I. Description of Program reviewed

Metallurgical Engineering is a broad field that deals with various metal-related areas. The three main branches of this major are physical metallurgy, extractive metallurgy, and mineral processing. A Mineral Processing engineer takes advantage of differences in physical and/or chemical properties to develop, manage, and control processes for liberating, separating, and concentrating valuable minerals in ores. A Extractive Metallurgy engineer produces and purifies metals from concentrates and ores and metal recycling using hydrometallurgy (aqueous processing), electrometallurgy (electrochemical processing), and pyrometallurgy (high-temperature processing). Finally, a Physical Metallurgy engineer processes metals into products by various means, such as casting, forging, extrusion, and powder techniques. He/she controls engineering properties of metals, such as strength, hardness, and fatigue, by alloying, annealing and heat treatment.

II. Review Process and Criteria

The Mining and Metallurgical Engineering department was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall 2019 (this program was orignally scheduled for a site visit in Spring 2020, but it was canceled due to COVID-19). The report was provided to the reviewers before they conducted an virtual visit on November 5-6, 2020. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the 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 September 22, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- The department chair is recognized by faculty and students for his time, leadership effort and abilities. Such support is critical to modifications of the program to achieve higher levels of performance.
- The students were very happy with the training they are receiving in the Mining and Metallurgical Engineering department, expressing appreciation for the individual support they receive from program faculty as well as the opportunities associated with hands-on training within the laboratories.
- Employers praised the quality of program faculty and staff and the collegial environment they provide to their students. Overall, the employer group indicated their eagerness to recruit employees from UNR, and in particular, the Mining and Metallurgical Engineering department.
- The alumni were unanimous in the belief that the graduate program did a good job of setting them up for success with their careers. The alumni expressed an interest (perhaps in a program seminar class) in having more opportunities to collaborate and interact with other students in the program outside of the traditional classroom setting.

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

Strategic Planning and Building a Vision for the Program
- The reviewers noted a need exists for strategic planning and articulation of a clear vision for the graduate programs. Stating that these efforts should define and establish both qualitative (e.g., areas of research focus) and quantitative goals (e.g. number of students, research funding targets)

- The reviewers observed that closer collaboration with the College of Engineering would benefit all concerned parties. The review team recognized that there is no barrier for such interactions and younger faculty have already reached out to colleagues across the campus. However, the reviewers noted that there is room for increased collaboration between the groups, and perhaps more systematic advocacy for such collaborations.
- The reviewers stated that the program needs to maximize the opportunity of having a Director position within the Mackay School to fully engage the program with its mining partners, particularly from a research/graduate education perspective. Noting that this opportunity can particularly increase the program's reach and engagement with the local industry and to participate in the economic growth of the state while meeting sustainability objectives for the program, university, and the local constituencies.

Graduate Curriculum & Education
- Reviewers reported that both faculty and students shared concern about the overreliance of 400/600 level courses counting toward the current M.S. program. It was observed, the students were enrolled in Independent Study type courses because of low enrollment in some 700 level courses.
- It was recommended that the structure of 400/600/700 courses be clarified to make clear pathways for graduate students to achieve discipline-specific knowledge to assist with their research.
- Also recommended was more structured 700 level courses be offered within the discipline to help students gaining knowledge of the topics related to mining and metallurgy.
- It was noted that the requirement for additional 700 level courses and limited offering of Mining and Metallurgical Engineering 700 courses would lead students to take courses in the College of Science and College of Engineering, which in turn will facilitate interdisciplinary and multidisciplinary research. The course offered through the UNR Graduate Division in research computing was a recommended model to follow. It was acknowledged that this recommendation requires a critical review of the program to define the core 700-level courses in the discipline that is offered on a regular basis, and to be complemented with list of potential elective courses in across the campus for a well-rounded graduate program in Mining and Metallurgical Engineering.
- Reviewers noted that some faculty and students expressed a desire to see more structure (syllabi and traditional lecture-based content) and overall variety in the 700 level courses, while acknowledging the ability to deliver such new content is dependent upon faculty time and availability.
- Reviews reported that students and alumni noted the need to build closer collaboration and interaction between students in the program, perhaps through a seminar class or similar mechanisms.
- The Reviewers state that students from Metallurgy should be made aware of the significant professional development opportunities available through the UNR Graduate Division. The Graduate Division programs were found to be quite varied and impressive and should be utilized by Mining and Metallurgical Engineering students.
- It was recommended that identification of a representative student or graduate-student group to communicate program needs with the department faculty and university administration, and vice versa, would be beneficial to all concerned.

- Reviewers reported that students expressed an interest in the possibility of participating in the internship programs, as this opportunity allows for their future job placement and greater involvement with industrial research.

Program Outcomes (assessment, placement, retention, graduation)
- Reviewers reported that employers expressed a need for graduates to develop 'soft' skills. Suggesting that such skills could be refined in some classes that includes technical writing and public speaking components, i.e., a structured graduate seminar course.

Space
- Reviewers noted that both graduate students and faculty expressed their satisfaction with available campus research infrastructure. In particular, the students expressed satisfaction with the number and quality of software packages that were available to support their research.

Faculty
- Reviewers reported that new faculty hires expressed support and enthusiasm for multi-disciplinary research collaborations, noting that opportunities exist for greater collaboration across colleges (especially with the College of Engineering) and within the greater Reno area (Desert Research Institute). Reviewers recommended that topics could vary from water usage to energy consumption, environmental impacts, workers health and safety, and ultimately sustainability of mining and extractive industries.
- Reviewers observed that the faculty consists of largely tenured and the tenure-track faculty lines but noted that the potential exists to establish joint faculty positions; as an example, positions could be shared between Metallurgy and Materials Science. It was suggested that new faculty might be included in 'cluster hires' directly support a broader university research thrust area (e.g. robotics/automation), and acknowledging that the administration (Dean) appeared supportive of such cluster hires when presented with that option.
- Reviewers reported that Mining and Metallurgical Engineering faculty stated that they face some challenges with the tenure and promotion process. Specifically, the program engineering faculty are reviewed via a College of Science tenure and promotion (T&P) committee. Because the committee members' backgrounds are often quite different, the Mining and Metallurgical Engineering department representative is frequently required to help translate differences between the science and engineering disciplines. It was recommended that administration and P&T committee monitor this challenge and establish pertinent guidelines to recognize the intricacies of the individual disciplines, and to make the process more transparent, as these measures are particularly important to the success of new program faculty hires.
- The reviewers noted that the department has recently taken steps toward faculty sustainability with new hires in both Mining and Metallurgy, while observing that there are relatively few mid-level faculty (Associate Professors) are moving into the rank of full Professor, ready to mentor the new faculty with pending or retirements in the near term. It was recommended that this situation could be perhaps addressed by allowing the hiring of new faculty in higher ranks to fill this void.
- It was recommended by the reviewers that adjunct faculty and/or teaching faculty or professor of practice positions (individuals with extensive industry experience but no PhD), might be a means to augment faculty teaching loads in a cost-effective manner.
- Reviewers recommended that faculty look for ways to find efficiencies within their B.S. programs to allow faculty greater time to pursue research and scholarship. A suggested approach could involve alternate year teaching of undergraduate courses that allows for lowering faculty teaching loads. With the reviewers noting that this approach has been successfully implemented in other

universities where individual departments have low number of undergraduate students in the program.

Action Items
- The program will initiate a strategic plan, which will include engagement with the Director of the Mackay School of Mines, to begin in Fall 2021.
- The program will collaborate with the applicable curriculum committees from the College of Engineering and the College of Science regarding 700 level course offerings that allows for increased options and interdisciplinary engagement for both students and faculty. This will include a review of B.S. course offerings to ensure an optimization of faculty course loads and course availability across the program.
- The program will develop opportunities for the students to build community through programmed/planned social engagement.
- The program will work with the Graduate School to identify and advertise professional development opportunities, as well as work with the Graduate School to identify/create opportunities that meetings the needs of the Mining and Metallurgical Engineering student body.
- The program will explore the hiring of "professor of practice positions" (individuals with extensive industry experience but no PhD), as a means to augment faculty teaching loads in a cost-effective manner.
- The program will explore working with other departments/programs to identify appropriate TA placements outside of the program as a means of expanding financial support for their graduate students and to assist programs/departments in need of filling TA positions.
- The Graduate School will develop a memorandum of understanding regarding time to degree and residency requirements for part-time & non-traditional students.

V. Descriptive Statistics

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

2020-21	5

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

2018-19	0
2019-20	1
2020-21	1

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

2018-19	<u>0.0%</u>
2019-20	<u>100.0%</u>
2020-21	<u>50.0%</u>

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

Fall 2020	<u>N/A**</u>

*There is no 150% standard for graduation rates for graduate programs, thus three-year have been used for Masters Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2016, 2019-20 150% graduation rate reflecting a cohort starting in fall 2017 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2018.

**No related prefix

VI. **Institutional Reports**

Click here for a copy of the institutional report.

UNR: Mineral Resource Engineering, Ph.D.

I. Description of Program reviewed

Mineral Resource Engineering is an interdisciplinary field in which modern engineering meets earth science. The University's mineral resource engineering faculty have been at the forefront of numerous Nevada-based and worldwide engineering projects that require insight into the planet's natural features or the mineral resource extraction process.

This program comprises faculty and resources from the University's Department of Geological Sciences and Engineering and the Department of Mining Engineering. It offers a broad range of possible dissertation research topics, including soil and rock slope stability, rock mechanics, geologic fracture mechanics, volcano hazards, urban geo-engineering, aerospace remote sensing, pure and applied geomathematics/geostatistics, mine ventilation, materials handling, and surface and underground mine design.

Possible fields of specialization for students include:
- Applied geophysics
- Geologic hazards
- GIS
- Geomechanics
- Geostatistics
- Hydrogeology
- Mine ventilation
- Open pit and underground stability
- Planetary geology
- Remote sensing
- Rock mechanics
- Rock slope instability processes
- Rock mass characterization and design
- Structural analysis
- Structural geology
- Tectonics
- Waste containment

The University is also home to the Nevada Seismological Laboratory, which uses a statewide network of seismographic stations to investigate the sizes, frequency and distribution of earthquakes in the region. To learn more about the University's earth science research, visit the Department of Geological Sciences and Engineering research page.

In terms of careers, there is no shortage of possible endeavors geological engineers may pursue, including:
- Mine development and planning
- Oil and gas production
- Groundwater studies
- Highway construction
- Railway construction
- Dam construction and irrigation projects
- Residential or commercial structures
- Landfill management

II. Review Process and Criteria

The Mining and Metallurgical Engineering department was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall 2019 (this program was originally scheduled for a site visit in Spring 2020, but it was canceled due to COVID-19). The report was provided to the reviewers before they conducted an virtual visit on November 5-6, 2020. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the 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 September 22, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- The department chair is recognized by faculty and students for his time, leadership effort and abilities. Such support is critical to modifications of the program to achieve higher levels of performance.
- The students were very happy with the training they are receiving in the Mining and Metallurgical Engineering department, expressing appreciation for the individual support they receive from program faculty as well as the opportunities associated with hands-on training within the laboratories.
- Employers praised the quality of program faculty and staff and the collegial environment they provide to their students. Overall, the employer group indicated their eagerness to recruit employees from UNR, and in particular, the Mining and Metallurgical Engineering department.
- The alumni were unanimous in the belief that the graduate program did a good job of setting them up for success with their careers. The alumni expressed an interest (perhaps in a program seminar class) in having more opportunities to collaborate and interact with other students in the program outside of the traditional classroom setting.

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

Strategic Planning and Building a Vision for the Program

- The reviewers noted a need exists for strategic planning and articulation of a clear vision for the graduate programs. Stating that these efforts should define and establish both qualitative (e.g., areas of research focus) and quantitative goals (e.g. number of students, research funding targets)
- The reviewers observed that closer collaboration with the College of Engineering would benefit all concerned parties. The review team recognized that there is no barrier for such interactions and younger faculty have already reached out to colleagues across the campus. However, the reviewers noted that there is room for increased collaboration between the groups, and perhaps more systematic advocacy for such collaborations.
- The reviewers recommended that in addition to the program's historical funding support (e.g., gold mining, NIOSH) it could diversify through improved alignment with larger university research emphasis areas such as water (sustainability), critical minerals/metals, autonomous vehicles/robotics, and health safety. Noting that research base diversification and growth would support the university's desire to grow the overall number of PhD graduates and research expenditures.
- The reviewers stated that the program needs to maximize the opportunity of having a Director position within the Mackay School to fully engage the program with its mining partners, particularly from a research/graduate education perspective. Noting that this opportunity can particularly

increase the program's reach and engagement with the local industry and to participate in the economic growth of the state while meeting sustainability objectives for the program, university, and the local constituencies.

Graduate Curriculum & Education
- It was observed, the students were enrolled in Independent Study type courses because of low enrollment in some 700 level courses. The reviewers noted this situation is not ideal for building critical mass in the program, and particularly not ideal for the new PhD program.
- It was recommended that the structure of 600/700 courses be clarified to make clear pathways for graduate students to achieve discipline-specific knowledge to assist with their research.
- Also recommended was more structured 700 level courses be offered within the discipline to help students gaining knowledge of the topics related to mining and metallurgy.
- It was noted that the requirement for additional 700 level courses and limited offering of Mining and Metallurgical Engineering 700 courses would lead students to take courses in the College of Science and College of Engineering, which in turn will facilitate interdisciplinary and multidisciplinary research. The course offered through the UNR Graduate Division in research computing was a recommended model to follow. It was acknowledged that this recommendation requires a critical review of the program to define the core 700-level courses in the discipline that is offered on a regular basis, and to be complemented with list of potential elective courses in across the campus for a well-rounded graduate program in Mining and Metallurgical Engineering.
- Reviewers noted that some faculty and students expressed a desire to see more structure (syllabi and traditional lecture-based content) and overall variety in the 700 level courses, while acknowledging the ability to deliver such new content is dependent upon faculty time and availability.
- Reviews reported that students and alumni noted the need to build closer collaboration and interaction between students in the program, perhaps through a seminar class or similar mechanisms.
- It was recommended that identification of a representative student or graduate-student group to communicate program needs with the department faculty and university administration, and vice versa, would be beneficial to all concerned.
- Reviewers reported that students expressed an interest in the possibility of participating in the internship programs, as this opportunity allows for their future job placement and greater involvement with industrial research.
- It was suggested by the reviewers that there be a review/revision of university residency requirements for PhD students (more flexible) which would allow Mining and Metallurgical Engineering department to recruit potential candidates from the industry to participate in their graduate program, and hence, grow the program while growing engagement with the industry.

Program Outcomes (assessment, placement, retention, graduation)
- It was noted by the reviewers that the program has the capacity and expertise to increase its PhD enrollment, while maintain its healthy M.S. enrollment. Stating that this growth should be pursued within the framework of the university/program vision.
- Reviewers reported that employers expressed a need for graduates to develop 'soft' skills. Suggesting that such skills could be refined in some classes that includes technical writing and public speaking components, i.e., a structured graduate seminar course.

Space

- Reviewers noted that both graduate students and faculty expressed their satisfaction with available campus research infrastructure. In particular, the students expressed satisfaction with the number and quality of software packages that were available to support their research.

Faculty

- Reviewers reported that new faculty hires expressed support and enthusiasm for multi-disciplinary research collaborations, noting that opportunities exist for greater collaboration across colleges (especially with the College of Engineering) and within the greater Reno area (Desert Research Institute). Reviewers recommended that topics could vary from water usage to energy consumption, environmental impacts, workers health and safety, and ultimately sustainability of mining and extractive industries.

- Reviewers observed that the faculty consists of largely tenured and the tenure-track faculty lines but noted that the potential exists to establish joint faculty positions; as an example, positions could be shared between Metallurgy and Materials Science. It was suggested that new faculty might be included in 'cluster hires' directly support a broader university research thrust area (e.g. robotics/automation), and acknowledging that the administration (Dean) appeared supportive of such cluster hires when presented with that option.

- Reviewers reported that Mining and Metallurgical Engineering faculty stated that they face some challenges with the tenure and promotion process. Specifically, the program engineering faculty are reviewed via a College of Science tenure and promotion (T&P) committee. Because the committee members' backgrounds are often quite different, the Mining and Metallurgical Engineering department representative is frequently required to help translate differences between the science and engineering disciplines. It was recommended that administration and P&T committee monitor this challenge and establish pertinent guidelines to recognize the intricacies of the individual disciplines, and to make the process more transparent, as these measures are particularly important to the success of new program faculty hires.

- The reviewers noted that the department has recently taken steps toward faculty sustainability with new hires in both Mining and Metallurgy, while observing that there are relatively few mid-level faculty (Associate Professors) are moving into the rank of full Professor, ready to mentor the new faculty with pending or retirements in the near term. It was recommended that this situation could be perhaps addressed by allowing the hiring of new faculty in higher ranks to fill this void.

- It was recommended by the reviewers that adjunct faculty and/or teaching faculty or professor of practice positions (individuals with extensive industry experience but no PhD), might be a means to augment faculty teaching loads in a cost-effective manner.

- Reviewers recommended that faculty look for ways to find efficiencies within their B.S. programs to allow faculty greater time to pursue research and scholarship. A suggested approach could involve alternate year teaching of undergraduate courses that allows for lowering faculty teaching loads. With the reviewers noting that this approach has been successfully implemented in other universities where individual departments have low number of undergraduate students in the program.

Action Items

- The program will initiate a strategic plan, which will include engagement with the Director of the Mackay School of Mines, to begin in Fall 2021.
- The program will collaborate with the applicable curriculum committees from the College of Engineering and the College of Science regarding 700 level course offerings that allows for

increased options and interdisciplinary engagement for both students and faculty. This will include a review of B.S. course offerings to ensure an optimization of faculty course loads and course availability across the program.

- The program will develop opportunities for the students to build community through programmed/planned social engagement.
- The program will work with the Graduate School to identify and advertise professional development opportunities, as well as work with the Graduate School to identify/create opportunities that meetings the needs of the Mining and Metallurgical Engineering student body.
- The program will explore the hiring of "professor of practice positions" (individuals with extensive industry experience but no PhD), to augment faculty teaching loads in a cost-effective manner.
- The program will explore working with other departments/programs to identify appropriate TA placements outside of the program as a means of expanding financial support for their graduate students and to assist programs/departments in need of filling TA positions.
- The Department should endeavor to increase enrollment in its Mineral Resource Engineering Ph.D. program by expanding its recruitment efforts and student funding sources including graduate assistantships, scholarships and fellowships and internships.
- The Graduate School will develop a memorandum of understanding regarding time to degree and residency requirements for part-time & non-traditional students.

V. Descriptive Statistics

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

2020-21	4

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

2018-19	N/A**
2019-20	N/A**
2020-21	1

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

2018-19	N/A**
2019-20	N/A**
2020-21	N/A**

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

      Fall 2020   N/A***

* There is no 150% standard for graduation rates for graduate programs, thus eight-years has been used for PhD Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2011, 2019-20 150% graduation rate reflecting a cohort starting in fall 2012 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2013.

**Plan did not exiting in Fall 2011, Fall 2012, or Fall 2013

***No related prefix

VI. Institutional Reports

Click here for a copy of the institutional report.

UNR: Mining Engineering, M.S.

I. Description of Program reviewed

The Department of Mining and Metallurgical Engineering offers programs leading to the degree of Master of Science in mining engineering. The students can elect to pursue in one of the following specialization fields, such as, mine design, rock mechanics, mine ventilation, computer applications, automation, material handling, mine management, operations research, and mineral economics.

The department offers several graduate fellowships i.e. Research Assistantships (RA) and Teaching Assistantships. Requests for teaching assistantships should be submitted to the department prior to March 15, but all applications will be considered regardless of date of submission. Requests for research assistantships must be submitted directly to the corresponding professors in the department.

II. Review Process and Criteria

The Mining and Metallurgical Engineering department was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall 2019 (this program was orignally scheduled for a site visit in Spring 2020, but it was canceled due to COVID-19). The report was provided to the reviewers before they conducted an virtual visit on November 5-6, 2020. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the 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 September 22, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- The department chair is recognized by faculty and students for his time, leadership effort and abilities. Such support is critical to modifications of the program to achieve higher levels of performance.
- The students were very happy with the training they are receiving in the Mining and Metallurgical Engineering department, expressing appreciation for the individual support they receive from program faculty as well as the opportunities associated with hands-on training within the laboratories.
- Employers praised the quality of program faculty and staff and the collegial environment they provide to their students. Overall, the employer group indicated their eagerness to recruit employees from UNR, and in particular, the Mining and Metallurgical Engineering department.
- The alumni were unanimous in the belief that the graduate program did a good job of setting them up for success with their careers. The alumni expressed an interest (perhaps in a program seminar class) in having more opportunities to collaborate and interact with other students in the program outside of the traditional classroom setting.

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

Strategic Planning and Building a Vision for the Program
- The reviewers noted a need exists for strategic planning and articulation of a clear vision for the graduate programs. Stating that these efforts should define and establish both qualitative (e.g., areas of research focus) and quantitative goals (e.g. number of students, research funding targets)

- The reviewers observed that closer collaboration with the College of Engineering would benefit all concerned parties. The review team recognized that there is no barrier for such interactions and younger faculty have already reached out to colleagues across the campus. However, the reviewers noted that there is room for increased collaboration between the groups, and perhaps more systematic advocacy for such collaborations.
- The reviewers stated that the program needs to maximize the opportunity of having a Director position within the Mackay School to fully engage the program with its mining partners, particularly from a research/graduate education perspective. Noting that this opportunity can particularly increase the program's reach and engagement with the local industry and to participate in the economic growth of the state while meeting sustainability objectives for the program, university, and the local constituencies.

Graduate Curriculum & Education
- Reviewers reported that both faculty and students shared concern about the overreliance of 400/600 level courses counting toward the current M.S. program. It was observed, the students were enrolled in Independent Study type courses because of low enrollment in some 700 level courses.
- It was recommended that the structure of 400/600/700 courses be clarified to make clear pathways for graduate students to achieve discipline-specific knowledge to assist with their research.
- Also recommended was more structured 700 level courses be offered within the discipline to help students gaining knowledge of the topics related to mining and metallurgy.
- It was noted that the requirement for additional 700 level courses and limited offering of Mining and Metallurgical Engineering 700 courses would lead students to take courses in the College of Science and College of Engineering, which in turn will facilitate interdisciplinary and multidisciplinary research. The course offered through the UNR Graduate Division in research computing was a recommended model to follow. It was acknowledged that this recommendation requires a critical review of the program to define the core 700-level courses in the discipline that is offered on a regular basis, and to be complemented with list of potential elective courses in across the campus for a well-rounded graduate program in Mining and Metallurgical Engineering.
- Reviewers noted that some faculty and students expressed a desire to see more structure (syllabi and traditional lecture-based content) and overall variety in the 700 level courses, while acknowledging the ability to deliver such new content is dependent upon faculty time and availability.
- Reviews reported that students and alumni noted the need to build closer collaboration and interaction between students in the program, perhaps through a seminar class or similar mechanisms.
- The Reviewers state that students from Mining should be made aware of the significant professional development opportunities available through the UNR Graduate Division. The Graduate Division programs were found to be quite varied and impressive and should be utilized by Mining and Metallurgical Engineering students.
- It was recommended that identification of a representative student or graduate-student group to communicate program needs with the department faculty and university administration, and vice versa, would be beneficial to all concerned.

- Reviewers reported that students expressed an interest in the possibility of participating in the internship programs, as this opportunity allows for their future job placement and greater involvement with industrial research.

Program Outcomes (assessment, placement, retention, graduation)
- Reviewers reported that employers expressed a need for graduates to develop 'soft' skills. Suggesting that such skills could be refined in some classes that includes technical writing and public speaking components, i.e., a structured graduate seminar course.

Space
- Reviewers noted that both graduate students and faculty expressed their satisfaction with available campus research infrastructure. In particular, the students expressed satisfaction with the number and quality of software packages that were available to support their research.

Faculty
- Reviewers reported that new faculty hires expressed support and enthusiasm for multi-disciplinary research collaborations, noting that opportunities exist for greater collaboration across colleges (especially with the College of Engineering) and within the greater Reno area (Desert Research Institute). Reviewers recommended that topics could vary from water usage to energy consumption, environmental impacts, workers health and safety, and ultimately sustainability of mining and extractive industries.
- Reviewers observed that the faculty consists of largely tenured and the tenure-track faculty lines but noted that the potential exists to establish joint faculty positions; as an example, positions could be shared between Metallurgy and Materials Science. It was suggested that new faculty might be included in 'cluster hires' directly support a broader university research thrust area (e.g. robotics/automation), and acknowledging that the administration (Dean) appeared supportive of such cluster hires when presented with that option.
- Reviewers reported that Mining and Metallurgical Engineering faculty stated that they face some challenges with the tenure and promotion process. Specifically, the program engineering faculty are reviewed via a College of Science tenure and promotion (T&P) committee. Because the committee members' backgrounds are often quite different, the Mining and Metallurgical Engineering department representative is frequently required to help translate differences between the science and engineering disciplines. It was recommended that administration and P&T committee monitor this challenge and establish pertinent guidelines to recognize the intricacies of the individual disciplines, and to make the process more transparent, as these measures are particularly important to the success of new program faculty hires.
- The reviewers noted that the department has recently taken steps toward faculty sustainability with new hires in both Mining and Metallurgy, while observing that there are relatively few mid-level faculty (Associate Professors) are moving into the rank of full Professor, ready to mentor the new faculty with pending or retirements in the near term. It was recommended that this situation could be perhaps addressed by allowing the hiring of new faculty in higher ranks to fill this void.
- It was recommended by the reviewers that adjunct faculty and/or teaching faculty or professor of practice positions (individuals with extensive industry experience but no PhD), might be a means to augment faculty teaching loads in a cost-effective manner.
- Reviewers recommended that faculty look for ways to find efficiencies within their B.S. programs to allow faculty greater time to pursue research and scholarship. A suggested approach could involve alternate year teaching of undergraduate courses that allows for lowering faculty teaching loads. With the reviewers noting that this approach has been successfully implemented in other

universities where individual departments have low number of undergraduate students in the program.

Action Items
- The program will initiate a strategic plan, which will include engagement with the Director of the Mackay School of Mines, to begin in Fall 2021.
- The program will collaborate with the applicable curriculum committees from the College of Engineering and the College of Science regarding 700 level course offerings that allows for increased options and interdisciplinary engagement for both students and faculty. This will include a review of B.S. course offerings to ensure an optimization of faculty course loads and course availability across the program.
- The program will develop opportunities for the students to build community through programmed/planned social engagement.
- The program will work with the Graduate School to identify and advertise professional development opportunities, as well as work with the Graduate School to identify/create opportunities that meetings the needs of the Mining and Metallurgical Engineering student body.
- The program will explore the hiring of "professor of practice positions" (individuals with extensive industry experience but no PhD), to augment faculty teaching loads in a cost-effective manner.
- The program will explore working with other departments/programs to identify appropriate TA placements outside of the program as a means of expanding financial support for their graduate students and to assist programs/departments in need of filling TA positions.
- The Graduate School will develop a memorandum of understanding regarding time to degree and residency requirements for part-time & non-traditional students.

V. Descriptive Statistics

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

2020-21	5

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

2018-19	7
2019-20	2
2020-21	2

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

2018-19	100.0%
2019-20	100.0%
2020-21	75.0%

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

Fall 2020   N/A**

*There is no 150% standard for graduation rates for graduate programs, thus three-year have been used for Masters Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2016, 2019-20 150% graduation rate reflecting a cohort starting in fall 2017 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2018.

VI. Institutional Reports

Click here for a copy of the institutional report.

UNR: Public Health, Master & Online Master

I. Description of Program reviewed

The University teaches public health practitioners how to look beyond just physical health and consider environmental, economic and sociological factors that impact individual and community health, happiness and well-being.

The Master of Public Health has a core curriculum and specializations in the following three areas of public health:

1) The epidemiology specialization examines the fundamental science underlying public health, along with the study of the distribution and determinants of health, disease, injuries and disability in populations. This curriculum helps students acquire skills necessary for careers in descriptive and analytic epidemiology.

2) The health administration and policy specialization prepares students for careers in public health leadership roles, focusing on health care systems management, finance and policy and legislative implications for public health problems and population health. Students learn how to manage public health programs, evaluate and inform public health policy and conduct research that helps shape public health systems.

3) The social and behavioral health specialization is designed for students interested in health promotion, health education, and the prevention and reduction of health disparities over the life course. Social/behavioral health researchers and practitioners solve public health problems through public health policy, services and interventions at the individual, family, community and societal level.

The online Master of Public Health is designed to prepare students for employment in nearly any area of the public health field. The online MPH program provides a comprehensive curriculum in public health policy, finance and budget, health informatics, epidemiology and biostatistics, social and behavioral health.

II. Review Process and Criteria

The School of Public Health programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall 2020 for programs. This report was provided to the reviewers from the Council on Education for Public Health before they conducted an on-campus visit on December 7-9, 2020. The external reviewers reviewed the programs and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the dean. A final meeting took place on September 29, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- Stakeholders who met with site visitors, most of whom are members of the School's Advisory Committee, were extremely pleased with the relationships their organizations have with the School. They cited numerous examples of both internship students and hires who were exceptional.

- The School has been highly involved with COVID-19-related service activities. Faculty have been engaged in contact tracing, disease investigation, and surveillance work, and faculty have involved students, who obtain first-hand experience with public health work. An alumna who serves in a leadership role at the Nevada Department of Health and Human Services summed it up by saying that students and alumni have been the department's COVID backbone.
- Total service funding: the School's service funding has nearly quadrupled, growing from $4.6 million in 2017-18 to $18.2 million in 2019-20.
- Among the School's affiliate faculty are practitioners working in the pharmaceutical industry, state- and county-level government, and community health agencies. These individuals bring real-world knowledge to their students and connect students to their organizations' work.

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

Strategic Planning and Building a Vision for the Program

- The school defines a complete set of statements to guide school efforts to promote student success and advance the field of public health. The school's mission and vision focus on the equity, health, well-being, and resiliency of their communities and both speak directly to the needs of those communities.
- In addition to the mission and vision statements, the school articulates five goals and five core values to guide its activities: (1) Develop and advance knowledge for public health through research and practice, (2) Cultivate and prepare a skilled and diverse workforce that can sustain equitable and healthy communities, (3) Prepare students to become public health practitioners, researchers, educators, and leaders, (4) Lead innovative approaches to improve public health and reduce health disparities, and (5) Engage with diverse communities through professional, educational, and scholarly service.
- The core values outlined are promoting health equity, embracing diversity, advancing knowledge, succeeding through collaboration, and developing workforce excellence.

Graduate Curriculum & Education

- MPH from the last three years were asked to rate the extent to which they agree that six listed core courses gave them a solid foundation in public health principles on a scale of 1 (strongly disagree) to 4 (strongly agree). Combining survey results from the last three years to create a baseline, graduates' rating of their preparedness was, on average, 3.4 out of 4 for each of the six core courses. In terms of perceptions of competency attainment, data from the past three years indicate that MPH graduates were universally well prepared in areas such as interpreting results of data analysis for public health research or practice and assessing population needs and assets and less prepared in areas like negotiation and mediation.
- The school also offers an MPH in public health practice in a fully distance-based format. The concentration was designed to meet the professional development needs of the Nevada public health workforce and is administered in a fully asynchronous modality that allows students to complete the degree without taking time off from work. Courses in the online program are grounded in public health competencies and taught in a module format, each module typically taking place over the course of one week. Students are assessed weekly through a combination of assignments, graded discussions, papers, projects, and quizzes.
- Graduate students are frequently provided opportunities to use real data from faculty research as part of their classwork, and they are often hired to work on projects. One graduate student reported that all faculty use their research to teach on related topics.

Program Outcomes (assessment, placement, retention, graduation)

- The most recent group of MPH students to reach the six-year maximum time to graduation reported a 77% graduation rate. More recent cohorts have also already surpassed this criterion's 70% threshold or still have enough students actively enrolled to make it possible to exceed the threshold. The school did not report a graduation rate for its MS degree because the first cohort of students will graduate in spring 2021.
- The school has known post-graduation outcomes for between 92-95% of MPH graduates for the three years reported. Because the groups of graduates are small, the unknown outcomes reflect only one or two MPH students per cohort. For the most recent two cohorts of MPH graduates, only one student per cohort reported actively seeking employment or education; all other students in the three cohorts are employed or enrolled in further education.
- The school added its online MPH degree in 2017 and reports that it is still refining the recruitment and admissions processes to ensure that graduation rates are consistent with those of the campus-based program. In addition to the overall degree graduation rate, the school separately reviews rates for each modality.

Space

- The physical space available to the school falls short of what would be considered ideal, though it is fully operational. All faculty, except Nevada Public Health Training Center staff, have had individual office spaces. The school is now moving toward identifying volunteer faculty members who are willing to share larger offices with a colleague to create enough workspace on campus. Faculty are housed across five buildings, four of which are within a short walking distance of each other on the upper northeast side of campus. While this is functional, it does not provide the school with a visible home and it compromises collaborative interactions. University leaders recognize this concern, but other priorities exist, and resources are currently limited.
- While most of the school's needs are technically met, there is a strong preference to consolidate space and establish a visible home for the school.
- Students have access to shared space across campus. Graduate students have access to one large student room in Lombardi Recreation Center. This room is equipped with computers, and large tables facilitate group work. Open meeting space in Lombardi Recreation Center is available to all students. In Savitt Building, two small rooms can be used for small groups of graduate students to work. All students also have access to the Joe Crowley Student Union, which houses meeting space, computers, tables, and printers for their use. Each student also has a locked space to store private materials, including laptops.
-

Faculty

- Students who met with site visitors reported that they greatly benefited from courses in which the instructors integrated perspectives from the field and included guest speakers. They said that their professors are well-rounded, which they appreciate, noting that faculty connections with the professional world outside of academe will help them in their careers.
- The school is developing the idea of "course leads" for courses that have multiple sections taught by different instructors (e.g., Introduction to Biostatistics). The course lead will observe the part-time instructors (also referred to as LOA's, or Letters of Appointment), teaching assistants, and new faculty members for formative purposes to ensure instructional quality. A checklist will be used to provide feedback to both the instructor and the division lead. The course lead concept is a work in progress.

- Faculty conduct diverse research and find ways to integrate their research into instruction. For example, one faculty member's research focuses on the value of information conveyed by direct-to-consumer advertisements. This faculty member connects her research to her health and wellness communication course in the form of a lecture and student group exercises. Another faculty member's work focuses on community-based participation and evaluation, and she connects her research to two classes in the form of examples and discussions.
- Faculty in the school involve graduate students in their research. They hire them, engage them as volunteers, or involve them through credit hours.
- The concern relates to the overarching shortfall in fiscal support for the school; financial resource challenges impact several accreditation criteria. The current hiring freeze and lack of available funds have resulted in faculty and staff shortfalls, as well as constraints on physical and information technology resources.
- School leaders who met with site visitors noted that, for the school's size and needs, the staff support is not as robust as might be appropriate.
- Master's students who met with site visitors praised faculty members' qualifications and teaching ability.

Action Items
- The School has a goal of increasing enrollment, with the initial goal of focusing on master's programs.
- The School will work with the Graduate School regarding opportunities to establish new TA lines, and related supports.
- The School acknowledges that the dispersion of faculty across different spaces hinders collaboration and community cohesion. Understanding that this is not an issue that can be easily resolved, the School will continue to work on alternative means to grow and build community given the physical separation of faculty across campus.
- The School is working on a plan to pursue more online options. Knowing that this requires additional resources, the Dean will work with administration to explore opportunities to move toward this goal.
- The School will explore options to obtain a STEM designation for the graduate programs.
- The School will pursue creating tracks within the online MPH program to allow for to students to focus on areas of specializations.

V. Descriptive Statistics

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

	Master	Master, Online
2020-21	59	189

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

	Master	Master, Online
2018-19	<u>26</u>	<u>8</u>
2019-20	<u>19</u>	<u>35</u>
2020-21	<u>28</u>	<u>55</u>

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

	Master	Master, Online
2018-19	<u>75.0%</u>	<u>N/A**</u>
2019-20	<u>84.0%</u>	<u>66.0%</u>
2020-21	<u>74.0%</u>	<u>58.0%</u>

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

	Master	Master, Online
Fall 2020	<u>300</u>	<u>501</u>

*There is no 150% standard for graduation rates for graduate programs, thus three-year have been used for Masters Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2016, 2019-20 150% graduation rate reflecting a cohort starting in fall 2017 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2018.

** Plan did not exist.

VI. Institutional Reports

Click here for a copy of the institutional report.

UNR: Public Health, Ph.D.

I. Description of Program reviewed

The Ph.D. in Public Health emphasizes the expertise necessary for a research career in either epidemiology or social behavioral health. The Ph.D. is designed to prepare students for careers in which advanced analytical and conceptual capabilities are required, such as university teaching, research, consulting, policy development or other high-level positions. As a Tier One research institution, the University of Nevada, Reno encourages its Ph.D. candidates to participate in research projects that generate new public health knowledge and to apply their research to public health practice or health policy.

Faculty and students of the School of Community Health Sciences conduct state-of-the-art research in a wide range of areas related to public health. Research in the school is supported by grants and contracts from numerous federal, state, local, and private sources, including the National Institutes of Health (NIH), National Science Foundation (NSF), Occupational Safety and Health (NIOSH), the National Institute of Environmental Health Sciences (NIEHS) and the Centers for Disease Control and Prevention (CDC).

II. Review Process and Criteria

The School of Public Health programs were scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall 2020 for programs. This report was provided to the reviewers from the Council on Education for Public Health before they conducted an on-campus visit on December 7-9, 2020. The external reviewers reviewed the programs and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the site visitors shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the dean. A final meeting took place on September 29, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- Stakeholders who met with site visitors, most of whom are members of the School's Advisory Committee, were extremely pleased with the relationships their organizations have with the School. They cited numerous examples of both internship students and hires who were exceptional.
- The School has been highly involved with COVID-19-related service activities. Faculty have been engaged in contact tracing, disease investigation, and surveillance work, and faculty have involved students, who obtain first-hand experience with public health work. An alumna who serves in a leadership role at the Nevada Department of Health and Human Services summed it up by saying that students and alumni have been the department's COVID backbone.
- Total service funding: the School's service funding has nearly quadrupled, growing from $4.6 million in 2017-18 to $18.2 million in 2019-20.
- Among the School's affiliate faculty are practitioners working in the pharmaceutical industry, state- and county-level government, and community health agencies. These individuals bring real-world knowledge to their students and connect students to their organizations' work.

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

Strategic Planning and Building a Vision for the Program

- The school defines a complete set of statements to guide school efforts to promote student success and advance the field of public health. The school's mission and vision focus on the equity, health, well-being, and resiliency of their communities and both speak directly to the needs of those communities.
- In addition to the mission and vision statements, the school articulates five goals and five core values to guide its activities: (1) Develop and advance knowledge for public health through research and practice, (2) Cultivate and prepare a skilled and diverse workforce that can sustain equitable and healthy communities, (3) Prepare students to become public health practitioners, researchers, educators, and leaders, (4) Lead innovative approaches to improve public health and reduce health disparities, and (5) Engage with diverse communities through professional, educational, and scholarly service.
- The core values outlined are promoting health equity, embracing diversity, advancing knowledge, succeeding through collaboration, and developing workforce excellence.

Graduate Curriculum & Education

- Exit survey data for mastery of competencies for PhD students only included two respondents, but both students rated their mastery as either 4 or 5 on a five-point scale for each competency. Designing and evaluating psychometric properties of health surveys was the only anomaly, which averaged 3.5 out of 5.
- Both doctoral concentrations require a dissertation, and the self-study document and PhD Handbook present clear guidelines for the process.
- Graduate students are frequently provided opportunities to use real data from faculty research as part of their classwork, and they are often hired to work on projects. One graduate student reported that all faculty use their research to teach on related topics.

Program Outcomes (assessment, placement, retention, graduation)

- The concern relates to PhD students' low graduation rates. The first cohort in this degree program enrolled in AY 2016-17. While no students have reached the maximum time to graduation, the first cohort currently reports graduation rates of 38%, and subsequent cohorts have yet to have a graduate. Subsequent cohorts have not seen any attrition, but it will be important for the school to closely monitor students' progress, especially since each cohort only has between two and five students enrolled. During the site visit, faculty voiced enthusiasm about the growth of the PhD program and expects an increase in enrollment in coming years.
- The school has known post-graduation outcomes 100% of PhD graduates for the three years reported. All PhD students are either currently employed or enrolled in a post-doctoral position.

Space

- The physical space available to the school falls short of what would be considered ideal, though it is fully operational. All faculty, except Nevada Public Health Training Center staff, have had individual office spaces. The school is now moving toward identifying volunteer faculty members who are willing to share larger offices with a colleague to create enough workspace on campus. Faculty are housed across five buildings, four of which are within a short walking distance of each other on the upper northeast side of campus. While this is functional, it does not provide the school

with a visible home and it compromises collaborative interactions. University leaders recognize this concern, but other priorities exist, and resources are currently limited.

- While most of the school's needs are technically met, there is a strong preference to consolidate space and establish a visible home for the school.

Faculty

- Students who met with site visitors reported that they greatly benefited from courses in which the instructors integrated perspectives from the field and included guest speakers. They said that their professors are well-rounded, which they appreciate, noting that faculty connections with the professional world outside of academe will help them in their careers.
- The school is developing the idea of "course leads" for courses that have multiple sections taught by different instructors (e.g., Introduction to Biostatistics). The course lead will observe the part-time instructors (also referred to as LOA's, or Letters of Appointment), teaching assistants, and new faculty members for formative purposes to ensure instructional quality. A checklist will be used to provide feedback to both the instructor and the division lead. The course lead concept is a work in progress.
- Faculty conduct diverse research and find ways to integrate their research into instruction. For example, one faculty member's research focuses on the value of information conveyed by direct-to-consumer advertisements. This faculty member connects her research to her health and wellness communication course in the form of a lecture and student group exercises. Another faculty member's work focuses on community-based participation and evaluation, and she connects her research to two classes in the form of examples and discussions.
- Faculty in the school involve graduate students in their research. They hire them, engage them as volunteers, or involve them through credit hours.
- The concern relates to the overarching shortfall in fiscal support for the school; financial resource challenges impact several accreditation criteria. The current hiring freeze and lack of available funds have resulted in faculty and staff shortfalls, as well as constraints on physical and information technology resources.
- School leaders who met with site visitors noted that, for the school's size and needs, the staff support is not as robust as might be appropriate.

Action Items

- The School has a goal of increasing enrollment, with the initial goal of focusing on master's programs.
- The School will work with the Graduate School regarding opportunities to establish new TA lines, and related supports.
- The School acknowledges that the dispersion of faculty across different spaces hinders collaboration and community cohesion. Understanding that this is not an issue that can be easily resolved, the School will continue to work on alternative means to grow and build community given the physical separation of faculty across campus.
- The School is working on a plan to pursue more online options. Knowing that this requires additional resources, the Dean will work with administration to explore opportunities to move toward this goal.
- The School will explore options to obtain a STEM designation for the graduate programs.
- The School will pursue creating tracks within the online MPH program to allow for to students to focus on areas of specializations.

V. Descriptive Statistics

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

2020-21	<u>14</u>

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

2018-19	<u>0</u>
2019-20	<u>2</u>
2020-21	<u>3</u>

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

2018-19	<u>N/A**</u>
2019-20	<u>N/A**</u>
2020-21	<u>N/A**</u>

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

	Ph.D.
Fall 2020	<u>300</u>

*There is no 150% standard for graduation rates for graduate programs, thus eight-years has been used for PhD Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2011, 2019-20 150% graduation rate reflecting a cohort starting in fall 2012 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2013.

** Plan did not exist in Fall 2011, Fall 2012, or Fall 2013.

VI. Institutional Reports

Click here for a copy of the institutional report.

UNR: Sociology, B.A.

I. Description of Program reviewed

The Bachelor of Arts degree in Sociology at the University of Nevada, Reno is a good option for students with a desire to pursue careers in criminal justice, political science and journalism, among other industries. Upon completion of the program, sociology students will have improved analytical and writing skills as well as enhanced research and statistical analysis skills.

Courses offered by the Department of Sociology examine the development of social classes, gender roles, racial prejudices, social analysis of politics, economic structure, the development of modern industrial society, religion, law and a variety of other issues relevant to the study of society and social structure. Sociology majors in the College of Liberal Arts study the theoretical understanding of major social issues through critical thinking and practical application of research skills through training in statistics and research methods.

II. Review Process and Criteria

The Departmenet of Sociology was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall 2020 programs. The respective report was provided to the reviewers from they before they conducted an virtual visit on February 25-26, 2021. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the 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 September 29, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- Faculty members are highly productive scholars whose research is published in leading and well-respected outlets in the field. They are strongly engaged in the discipline through a variety of leadership activities and service on editorial boards and committees. In addition, the department features a supportive and collegial environment that supports faculty and students. Reviewers were particularly impressed with the long commitment of faculty to the department, many staying in the department throughout their careers.
- The department has established numerous collaborative linkages with other academic programs that enhance research, training, and teaching opportunities for faculty and students.
- The department is involved in a variety of community engagement activities, thus supporting, and contributing to UNR's designation as a Carnegie community-engaged institution.
- The department has branched out into an important area in the field that had been missing with the hiring of assistant professors that specialize in or contribute to the race concentration area. Reviewers were impressed by the important research that these faculty members are developing in the scope of intersectionality research.

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

Strategic Planning and Building a Vision for the Program
- The department chair has been in place 2016. She has provided very important leadership for the department, and she has directed the building of a departmental community, as recommended in

the 2013 program review. The chair has instituted monthly faculty meetings, regularly holds individual meetings with faculty, restarted a brownbag research presentation series, promoted a departmental faculty mentoring plan, established an annual awards ceremony, and facilitated social gatherings for faculty and students, one of the most recent such activities being the "Socializing with Sociologists" series.

- The undergraduate advisor regularly teaches as a Letter of Appointment (LOA) instructor. The creation of this position was part of the recommendations that came from the 2013 program review. This position relieved faculty members from doing direct advising with undergraduate students.
- Strategic faculty hiring in thematic and high-need areas: The department curriculum is dependent on the consideration of strategic hires that consider future directions and opportunities. The department may want to consider hiring priorities in:
- Latinx Sociology (two full-time tenure-track faculty) that will contribute to enhancing the strength associated with GRI.
- Lecturer to teach methods/statistics courses that will help address the teaching needs of the department due to multiple faculty having administrative duties in other units.
- Sexualities scholar that will contribute to GRI.
- The departmental faculty includes eleven tenured and tenure-track faculty members. The faculty distribution by rank resembles an hourglass with six professors, one associate professor, and four assistant professors. The standard effort distribution of faculty is 40 percent teaching, 40 percent research, and 20 percent service.
- Due to some faculty having joint appointments and others holding administrative roles in other units, four faculty members hold appointments involving 25 percent teaching and two others have teaching duties that make up 30 percent of their time. This suggests that faculty are stretched out with teaching and administrative obligations outside of the department, which requires that the department regularly hire LOA instructors to cover a significant number of courses.
- Reviewers noted that the department has a collegial faculty and it appears that faculty get along well with each other.
- The faculty morale is favorable even amid the pandemic as faculty need to make so many adjustments including their method of teaching, challenges regarding research activities, and modifications concerning working from home.
- One of the elements that reviewers found pleasing is that faculty tend to stay at UNR once they arrive, suggesting that the department, university, and community offer a supportive environment.
- Reviewers noted that there seems to be a lack of an identity of the department regarding specific specialization areas or the research areas that the department is known for.
- Race is one important specialization area that had been missing in the department until recently with the hiring of two assistant professors whose work falls solidly in the race area with an international focus.
- One of the gaping holes now is the absence of a faculty member with a specialization in Latina/o studies. This is an important area that needs to be filled in the department given the demographics of the department's undergraduate majors where Latina/o students account for one-fifth of majors and UNR being on the verge of becoming an HSI.
- Reviewers suggested one of the areas for future growth that the department may want to consider is an intersectional area which clearly brings together the specialization of the four assistant professors along with senior faculty whose research is part of this area.

- Faculty members are highly productive with a large amount of scholarship including books and journal articles published in highly respectable outlets. Faculty in the department have published in very well respected journals such as *American Journal of Sociology, American Sociological Review, Ethnic and Racial Studies, International Migration Review, Psychological Bulletin, Research in Social Stratification and Mobility, Review of Religious Research, Sex Roles, Social Forces, Social Indicators Research, Social Problems, Social Psychology Quarterly, Sociological Forum, The Sociological Quarterly, Sociology of Education, Sociology of Religion, and Sociology and Social Research*.
- Reviewers also observed that several faculty members that have attained external funding to support their research from funding agencies such as the National Institutes of Health, National Science Foundation, and the National Council of Juvenile Court Judges, and that faculty are highly engaged in the profession, holding a variety of offices and serving on numerous professional committees.

Undergraduate Curriculum & Education
- Reviewers found that the undergraduate curriculum offers students transferable research skills that prepare them to pursue graduate studies and/or work opportunities. A new minor in social science research methods and applied statistics provides students with applied skills for a variety of settings in both the public and private sectors.
- Reviewers recommended that the department consider as part of adding a scholar who specializes in Latinx studies is a course on Latinx Sociology as a gateway course.
- This course could be offered as a first- or second-year course that is included in the general education curriculum and meets the Gender, Race and Identity (GRI) requirements.
- Noting this course would resonate with Latinx students but it would also spark interest in UNR students across multiple disciplines that may be interested in a social science course that addresses the needs of one of the largest racial and ethnic groups in Nevada and the country.

Program Outcomes (assessment, placement, retention, graduation)
- Reviewers noted that the department engages in a variety of undergraduate recruitment activities including targeted presentations to sociology 101 students, in-person and virtual open house for prospective major/minors as well as social media and marketing strategies. The department also participates in the College of Liberal Arts recruitment efforts such as the Fall preview events, receptions and other custom-tailored recruitment events for local students and national merit scholars.
- The reviewers offered areas for potential improvement of undergraduate recruitment:
  - Creation of a first-year experience proseminar: The purpose of this proseminar would be to provide a gateway experience by offering a window on what students can do with a major or minor in sociology. This experience can be offered as a one-credit course that meets once a week. Faculty, alumni, graduate students, as well as upper-division majors and minors can be invited as guest speakers to talk about how they use sociology in their work. It can also expose students to internship and placement opportunities earlier in the program.
  - Revisiting the department website: Making updates with regards to description for the undergraduate degree which currently reads: "Students interested in the study of society and social classes should major in sociology." Alternative messaging could be: "Students interested in the study of social inequalities along race, gender and class, should consider

majoring in sociology. Our degree will provide you with transferable research skills that prepare you for graduate studies or working in government, education, nonprofit organizations, the private sector and other research and policy-making areas on issues related to social inequality." Noting it is also important to include pictures of diverse current students, that can be updated periodically. Under the current pandemic even a zoom screenshot of current undergraduate the embody the diversity of the student community in both the graduate and undergraduate programs maybe a simple way of including pictures of current students. Once pandemic restrictions are lifted, the department may also consider taking a group photo of the faculty at the next in-person faculty meeting and posting it on the department website's front page.

- ➢ The reviewers recommended the department consider collaborating with the UNR Office of Enrollment to include data collection on first-generation college student status. Student progress, retention, and success can be better understood by taking an intersectionality perspective that considers the simultaneity of race-gender-first generation college status as social location in grids of power.
- Reviewers recommended the consideration of instituting a combined BA/MA Sociology 3-2 program, whereby students can earn an undergraduate and graduate degree in Sociology in five instead of six years, which could also help increase enrollment in the MA program.
- Consider cross-listing GRI classes with the PackTeach dual-degree program. This could be mutually beneficial as it can serve to attract students and particularly underrepresented students, who share an interest in sociology and a career in education. This could be facilitated via strategic cross-listing of courses such as the proposed gateway course on Latinx Sociology: Sociology of the Barrio.
- Reviews noted that students usually declare a major in their sophomore or junior year and meet with the advisor. The sociology department has a very good retention rate (83%). While recommending, in order to continue creating improvements for undergraduate advising, that the department seriously consider converting the current advisor who serves on a term to term LOA position to a full-time line.
- Reviewers observed a total of 217 students graduated with degrees in sociology between 2013-2019. A recent survey of graduates between December 2017 and May 2019 found that 86 percent were employed (e.g., response rate was 33%, based on 74 responses out of 223 potential responses).
- Noting, for the next program review it will be important to report student learning and graduation outcomes by race-gender-first generation status as social locations. This will allow for the identification and interventions of any gaps in student learning, progress, and graduation that may remain invisible when the departments examine outcomes in terms of gender alone, race alone or first-generation college status alone.

Action Items
- In response to the reviewers' recommendations, the Department of Sociology has already:
  - ➢ Created a proposal for a Latinx Studies focus position, that is pending availability of funding
  - ➢ Submitted a new course proposal for a Latinx focused course through Curriculog
  - ➢ Started discussions with GRI regarding opportunities to better align curriculum to possibly create options for double majors as well as submitted requests to cross-list several courses with GRI
  - ➢ Started working on the collection and tracking of data on current BA students with regards to gender, race/ethnicity, first-generation status, attrition vs. graduation, and post-graduation paths

- Submitted a one credit graduate level course to Curriculog to help students better understand professional paths available to them upon graduation
- The Department has initiated the process for developing an identity and related branding for its website and other promotional literature, to enhance recruitment and to include a greater focus on career opportunities for sociology students.
- The Department is exploring community engaged research (as an alternative or supplement to the traditional thesis) for the graduate program as a means of further engaging the community and helping students find a fit between academic interests and career paths.
- The Department will also explore the possibility of creating an accelerated BA/MA program in Sociology
- The Department will explore opportunities to engage in dual enrollment with high school that the University is partnering with.
- The Dean will investigate the option of once again offering a college level 1-credit course that exposes students to the various major within Liberal Arts to help students better understand academic options, majors, professional path opportunities, and program expectations, this time taught by a faculty member.

V. Descriptive Statistics

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

| 2020-21 | 103 |

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

2018-19	38
2019-20	36
2020-21	31

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

2018-19	29.0%
2019-20	40.0%
2020-21	25.0%

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

| Fall 2020 | 1,251 |

VI. Institutional Reports

Click here for a copy of the institutional report.

UNR: Sociology, M.A.

I. Description of Program reviewed

The Department of Sociology offers a graduate program leading to the Master of Arts degree in sociology and participates in a graduate program leading to the Ph.D. degree in social psychology. The M.A. program provides rigorous training in advanced sociological theory and a range of quantitative and qualitative research methodologies. Graduates with M.A. degrees in sociology are prepared for a variety of careers in applied research or social services and for Ph.D.-level study of sociology or social psychology.

Gender roles, modern society and law are just a few examples of course offerings in the sociology graduate program. These courses are studied at two different levels:

1. Theoretical understanding of major social issues through critical analysis
2. Practical application of research skills through training in statistics and research methods

The Department of Sociology is part of the School of Social Research and Justice Studies, whose purpose is to facilitate and encourage interdisciplinary social research, especially in social justice and related areas and to expedite and promote interdisciplinary teaching and development of degree programs among the constituent organizational elements making up the school.

II. Review Process and Criteria

The Departmenet of Sociology was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall 2020 programs. The respective report was provided to the reviewers from they before they conducted an virtual visit on February 25-26, 2021. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department's accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the 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 September 29, 2021. This document represents the final MOU of recommendations and findings from the review.

III. Major Findings and Conclusions of the Program Review

- Faculty members are highly productive scholars whose research is published in leading and well-respected outlets in the field. They are strongly engaged in the discipline through a variety of leadership activities and service on editorial boards and committees. In addition, the department features a supportive and collegial environment that supports faculty and students. Reviewers were particularly impressed with the long commitment of faculty to the department, many staying in the department throughout their careers.
- The department has established numerous collaborative linkages with other academic programs that enhance research, training, and teaching opportunities for faculty and students.
- The department is involved in a variety of community engagement activities, thus supporting, and contributing to UNR's designation as a Carnegie community-engaged institution.
- The department has branched out into an important area in the field that had been missing with the hiring of assistant professors that specialize in or contribute to the race concentration area. Reviewers were impressed by the important research that these faculty members are developing in the scope of intersectionality research.

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

Strategic Planning and Building a Vision for the Program

- The department chair has been in place 2016. She has provided very important leadership for the department, and she has directed the building of a departmental community, as recommended in the 2013 program review. The chair has instituted monthly faculty meetings, regularly holds individual meetings with faculty, restarted a brownbag research presentation series, promoted a departmental faculty mentoring plan, established an annual awards ceremony, and facilitated social gatherings for faculty and students, one of the most recent such activities being the "Socializing with Sociologists" series.

- The director of graduate studies oversees the MA program and the graduate program committee recently proposed (via Curriculog) revisions to the graduate curriculum, including condensing the two-semester theory course to one semester, adding a 1-credit Proseminar, and offering more graduate courses related to methods or substantive areas.

- Strategic faculty hiring in thematic and high-need areas: The department curriculum is dependent on the consideration of strategic hires that consider future directions and opportunities. The department may want to consider hiring priorities in: (1) Latinx Sociology (two full-time tenure-track faculty) that will contribute to enhancing the strength associated with GRI, (2) Lecturer to teach methods/statistics courses that will help address the teaching needs of the department due to multiple faculty having administrative duties in other units, and (3) Sexualities scholar that will contribute to GRI.

Graduate Curriculum & Education

- The reviewers noted the graduate curriculum offers value-added skills in research methods that prepare students for a variety of post-degree opportunities.

- Reviewers recommended that given some departmental faculty's interest in eventually establishing a doctoral program in sociology, that the department plan strategically to develop and highlight other areas of strength that would appeal to a broader set of students. Currently the areas of specialization on the website are listed as "gender roles and modern society," which appears to be somewhat vague. It was recommended that the department think about rebranding this area along the lines of social inequalities, race, gender, and class, which could be more appealing to a broader segment of students.

- The reviewers observed a major challenge is diversifying the graduate program by attracting students of color as well as first-generation college and nontraditional students.

- Noting that against the backdrop of racial justice social movements and students who want to understand and do policy research in racial equity, another strategic innovation in the graduate curriculum is considering the implementation of a required course on race, racism and antiracism for all graduate students. This could be accomplished without any impact on the number of required courses.

Program Outcomes (assessment, placement, retention, graduation)

- Reviewers cited those former students interviewed conveyed a deep appreciation for working with faculty and the methodological training they received. While noting an area for improvement that alumni identified was the need for the creation of a more custom-tailored experience for nontraditional graduate students who attend part-time, are older, and/or second-career students.

And alumni pointed out the need to increase the presence of underrepresented students in the graduate program.

- From the conversation with alumni, it appears that while some students were able to connect with faculty and engage with research early on, it was less clear that underrepresented students, first-generation college students, and non-traditional students were able to do so.
- A recommendation from reviewers noted that one potential way of ensuring that all students are engaged in research early in their graduate careers is to require an internship experience, including those that prepare them for both academic and nonacademic jobs, that can be integrated into the curriculum.
- Reviewers noted that it was not clear if there are specific strategies to recruit graduate students, while offering recommendations for improvement of graduate recruitment:
- Revisiting the admissions requirement for the MA program: Currently all applicants are required to have 18 credits in sociology and psychology as a prerequisite for applying. This may explain why few students apply and most are admitted. If the department seeks to attract a more diverse applicant pool, it may be important to signal that even those who have only had one or two sociology classes are welcome to apply.
- Reconsider using the GRE: the reviewers noted that due to the COVID-19 pandemic the GRE was suspended for this academic year. Given the growing evidence base that demonstrates that the GRE is not predictive of a student's potential to succeed in graduate studies and that it may create additional barriers for students from underrepresented backgrounds that may otherwise become excellent sociologists, we recommend that the GRE not be used for admissions.
- Consider implementing a 3-2 program, whereby students can earn a combined BA/MA degree in Sociology in five years instead of six.
- Consider offering an online pathway for the MA degree. The development of an online MA program could potentially increase the number of students enrolled in the department's MA program as well as provide a resource base to help support a doctoral program.
- Reviewers observed that in the past graduate students were advised by the director of graduate studies, but recently students are tentatively paired with an advisor that has agreed to serve as a thesis advisor. Noting that there are also plans to develop a proseminar, which can contribute to creating more student-to-student peer mentoring as well as a sense of community. Reviewers stated that given that incoming students will include more nontraditional students, first- generation and underrepresented students, it will be important to custom-tailor mentoring and research opportunities that include the diverse needs of students.
- Reviewers recommended that the department create more networking and conference opportunities for first-year graduate students. Noting that the American Sociological Association (ASA) has a department affiliates program that provides free membership for all entering graduate students and that they offer financial support for students and faculty that are unable to pay for ASA membership, and there are also other professional associations that provide excellent mentoring and networking potential for students, including the Sociologists for Women in Society, the Society for the Study of Social Problems, the Pacific Sociological Association and the Association of Black Sociologists, among many others.
- Reviewers observed the career placement for recent MA degree earners indicates a variety of outcomes including pursuing doctoral studies, working in the private sector, nonprofit organizations as well as teaching professions, with faculty supporting students in their career trajectory by writing letters of recommendation and continuing research relationships with alumni long after graduation.
- With regards to doctoral studies the reviewers stated not all MA students can pursue doctoral studies at UNR as not all are interested in social psychology, which means that many students may leave UNR to pursue doctoral studies elsewhere. Others that are place-bound may not have an option for pursuing a doctoral degree in sociology, a group which could be potential students for a

sociology doctoral program at UNR. Reviewers noted going forward the importance to also evaluate student graduation and career placement by considering outcomes by race, gender and first-generation college status as simultaneous.

Faculty

- The departmental faculty includes eleven tenured and tenure-track faculty members. The faculty distribution by rank resembles an hourglass with six professors, one associate professor, and four assistant professors. The standard effort distribution of faculty is 40 percent teaching, 40 percent research, and 20 percent service.
- Due to some faculty having joint appointments and others holding administrative roles in other units, four faculty members hold appointments involving 25 percent teaching and two others have teaching duties that make up 30 percent of their time. This suggests that faculty are stretched out with teaching and administrative obligations outside of the department, which requires that the department regularly hire LOA instructors to cover a significant number of courses.
- Reviewers noted that the department has a collegial faculty and it appears that faculty get along well with each other.
- The faculty morale is favorable even amid the pandemic as faculty need to make so many adjustments including their method of teaching, challenges regarding research activities, and modifications concerning working from home.
- One of the elements that reviewers found pleasing is that faculty tend to stay at UNR once they arrive, suggesting that the department, university, and community offer a supportive environment.
- Reviewers noted that there seems to be a lack of an identity of the department regarding specific specialization areas or the research areas that the department is known for.
- Race is one important specialization area that had been missing in the department until recently with the hiring of two assistant professors whose work falls solidly in the race area with an international focus.
- One of the gaping holes now is the absence of a faculty member with a specialization in Latina/o studies. This is an important area that needs to be filled in the department given the demographics of the department's undergraduate majors where Latina/o students account for one-fifth of majors and UNR being on the verge of becoming an HSI.
- Reviewers suggested one of the areas for future growth that the department may want to consider is an intersectional area which clearly brings together the specialization of the four assistant professors along with senior faculty whose research is part of this area.
- Faculty members are highly productive with a large amount of scholarship including books and journal articles published in highly respectable outlets. Faculty in the department have published in very well respected journals such as *American Journal of Sociology, American Sociological Review, Ethnic and Racial Studies, International Migration Review, Psychological Bulletin, Research in Social Stratification and Mobility, Review of Religious Research, Sex Roles, Social Forces, Social Indicators Research, Social Problems, Social Psychology Quarterly, Sociological Forum, The Sociological Quarterly, Sociology of Education, Sociology of Religion, and Sociology and Social Research.*
- Reviewers also observed that several faculty members that have attained external funding to support their research from funding agencies such as the National Institutes of Health, National Science Foundation, and the National Council of Juvenile Court Judges, and that faculty are highly engaged in the profession, holding a variety of offices and serving on numerous professional committees.

Action Items

- In response to the reviewers' recommendations, the Department of Sociology has already:
  - ➢ Created a proposal for a Latinx Studies focus position, that is pending availability of funding
  - ➢ Submitted a new course proposal for a Latinx focused course through Curriculog
  - ➢ Started discussions with GRI regarding opportunities to better align curriculum to possibly create options for double majors as well as submitted requests to cross-list several courses with GRI
  - ➢ Started working on the collection and tracking of data on current MA students with regards to gender, race/ethnicity, first-generation status, attrition vs. graduation, and post-graduation paths
  - ➢ Submitted a one credit graduate level course to Curriculog to help students better understand professional paths available to them upon graduation
  - ➢ Submitted a SOC MA program change proposal that requires the one-credit proseminar, changes the required theory courses from two semesters to one, and aligns with other new graduate school policies (e.g., accepting more 600-level credits towards the MA degree)
  - ➢ Voted to make the GRE optional for admissions to the SOC MA program and to stop requiring 18 credits of coursework in Sociology as a pre-requisite for applying
  - ➢ The Department has initiated the process for developing an identity and related branding for its website and other promotional literature, to enhance recruitment and to include a greater focus on career opportunities for sociology students. It has already modified its website to include photos of current SOC MA students.
- The Department is exploring community engaged research (as an alternative or supplement to the traditional thesis) for the graduate program as a means of further engaging the community and helping students find a fit between academic interests and career paths.
- The Department will also explore the possibility of creating an accelerated BA/MA program in Sociology
- The Department with work with the Graduate School to enhance recruitment efforts, such as by including a 'request for information' option on the department website.
- The Director of the School for Social Research and Justice Studies will work with the Department of Sociology, as well as the other Departments in the School, to explore a PhD program at the School and/or College level that is interdisciplinary and clear in the applicable skills developed that transfer to professional opportunities, with the goal of developing independent departmental PhD program as critical mass allows.
- The Chair will meet with the (Interim) Vice Provost of Online Education to explore options for an online MA program, with particular attention to a skills based/applied methods focus.

V. Descriptive Statistics

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

2020-21   10

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

2018-19	<u>5</u>
2019-20	<u>1</u>
2020-21	<u>3</u>

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

2018-19	<u>67.0%</u>
2019-20	<u>0.0%</u>
2020-21	<u>25.0%</u>

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

Fall 2020	<u>31</u>

*There is no 150% standard for graduation rates for graduate programs, thus three-year have been used for Masters Programs. With 2018-19 150% graduation rate reflecting a cohort starting in fall 2016, 2019-20 150% graduation rate reflecting a cohort starting in fall 2017 and 2020-21 150% graduation rate reflecting a cohort starting in fall 2018.

VI. Institutional Reports

Click here for a copy of the institutional report.

Nevada State College

Summary

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

- Interdisciplinary Data Science, B.A.
- Interdisciplinary Data Science, B.S.

Certificates

None

College of Southern Nevada

Summary

Degree Programs

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

- *Accounting Program:*
  - Accounting, Associate of Applied Science
- *Applied Psychology (AP) Program:*
  - AP- Addiction Services, Associate of Applied Science
  - AP- Ageing Services, Associate of Applied Science
  - AP- Child/Family Services, Associate of Applied Science
  - AP- Community/Social Services, Associate of Applied Science
  - AP- Disability Services, Associate of Applied Science
  - AP- Mental Health Services, Associate of Applied Science
  - AP- Supervisory Services, Associate of Applied Science
- *Anthropology Program:*
  - Anthropology, Associate of Arts
- *Casino Management Program:*
  - Casino Management, Associate of Applied Science
- *Computer Office Technology Program:*
  - Computer Office Technology, Associate of Applied Science
- *Criminal Justice Program:*
  - Criminal Justice, Associate of Arts, Associate of Applied
  - Law Enforcement Training Academy, Associate of Applied Science
- *Culinary Arts Program:*
  - Culinary Arts, Associate of Applied Science
  - Pastry Arts, Associate of Applied Science
- *Early Childhood Education Program:*
  - Early Childhood Education (ECE), Associate of Arts.
  - ECE- Director, Associate of Applied Science
  - ECE- Early Care and Education, Associate of Applied Science
- *Economics Program:*
  - Applied Financial Economics, Associate of Arts
  - Economics, Associate of Arts
- *Education Program:*
  - Elementary Education, Associate of Arts
  - Secondary Education, Associate of Arts
  - Special Education, Associate of Arts
- *Fire Science Program:*
  - Fire and Emergency Administration, Bachelor of Applied Science
  - Fire Technology Management, Associate of Applied Science
- *Food and Beverage Management Program:*

- o Food and Beverage Management, Associate of Applied Science
- *Global Studies Program:*
  - o Global Studies, Associate of Arts
- *History Program:*
  - o History, Associate of Arts
- *Hospitality Management Program:*
  - o Hospitality Management, Associate of Arts
  - o Hotel Management, Associate of Applied Science
- *Paramedic Medicine Program:*
  - o Paramedic Medicine, Associate of Applied Science
- *Philosophy Program:*
  - o Philosophy, Associate of Arts
- *Political Science Program:*
  - o Political Science, Associate of Arts
- *Psychology Program:*
  - o Psychology, Associate of Arts
- *Sociology Program:*
  - o Sociology, Associate of Arts
- *Tourism, Convention and Event Planning Program:*
  - o Tourism, Convention and Event Planning, Associate of Applied Science
- *Women's Studies Program:*
  - o Women's Studies, Associate of Arts

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

None

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

- Culinary Arts, B.A.S
- Food Service Operations, B.A.S
- Tourism, Convention and Event Planning, B.A.S

Certificates

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

School of Business, Hospitality, and Public Service

- *Accounting Program:*
  - o Bookkeeping, Certificate of Achievement
  - o Computer Office Technology, Certificate of Achievement
  - o Bookkeeping, Skills Certificate
  - o Administrative Assistant, Skills Certificate
  - o Office Assistant, Skills Certificate

- *Applied Psychology (AP) Program:*
  - AP- Mental Health Services, Certificate of Achievement
- *Anthropology Program:*
  - Cultural Resource Management, Certificate of Achievement
  - Forensic Anthropology, Certificate of Achievement
- *Casino Management Program:*
  - Casino Management, Certificate of Achievement
- *Criminal Justice Program:*
  - Criminal Justice, Certificate of Achievement
  - Law Enforcement Training Academy, Certificate of Achievement
  - Police Officer Standards and Training I, Skills Certificate
  - Police Officer Standards and Training III, Skills Certificate
- *Culinary Arts Program:*
  - Culinary Arts, Certificate of Achievement
  - Pastry Arts, Certificate of Achievement
- *Early Childhood Education Program:*
  - ECE- Infant/Toddler Education, Certificate of Achievement
- *Fire Science Program:*
  - Fire Science Technology (Fire Fighting), Certificate of Achievement
  - Fire fighter I, Skills Certificate
  - Fire Officer I, Skills Certificate
- *Food and Beverage Management Program:*
  - Food and Beverage Management, Certificate of Achievement
- *Hospitality Management Program:*
  - Hotel Management, Certificate of Achievement
- *Paramedic Medicine Program:*
  - Paramedic Medicine, Certificate of Achievement
- *Tourism, Convention and Event Planning Program:*
  - Tourism, Convention and Event Planning, 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.**

- Engineering Technology- Unmanned Systems: Unmanned Aviation Systems Technology, Certificate of Achievement (approved by AAC June 2020 for Fall 2020 implementation)

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

None

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

- Engineering Technology: Electronics, Skills Certificate - ISCET's Associate Certified Electronics Technician (approved by AAC June 2020 for Fall 2020 implementation).

- Engineering Technology- Unmanned Systems: Unmanned Aviation Systems Technology, Skills Certificate- Federal Aviation Administration CFR 14 Part 107 Remote Pilot Certification (approved by AAC June 2020 for Fall 2020 implementation.)

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

None

CSN: Accounting, A.A.S. & C.A.

I. Description of Program reviewed

Accounting Program

II. Review Process and Criteria

The utilized review process is consistent with ACBSP accreditation standards and requirements.

III. Major Findings and Conclusions of the Program Review

The program majors have a graduation and transfer rates exceed the institutional average. There is adequate classroom space. The program is stronger with traditional of publisher e-book software versus traditional paper books.

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

Future program steps include the revamping of existing certificate programs. Additionally, there are several new certificate programs in the development stage along with two new four-year degrees.

V. Descriptive Statistics

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

2020-21	487

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

2018-19	58
2019-20	65
2020-21	45

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

2018-19	12.4%
2019-20	9.8%
2020-21	5.6%

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

Fall 2020   <u>3,434</u>

VI. Institutional Reports

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

CSN: Anthropology, A.A.; Cultural Resource Management, C.A.; & Forensic Anthropology, C.A.

I. Description of Program reviewed

Anthropology is the study of all aspects of humans in all times and in all places. A four-field approach to the study of humanity – including human biological characteristics, culture, language, and the human past – provides students with an evolutionary, holistic, and comparative understanding of human diversity and similarity.

II. Review Process and Criteria

The review process for the 2020-2021 Program Review includes three primary goals: provide evidence of program effectiveness (effects on students and community), provide evidence of program adequacy (addressed or met the needs of target populations), and provide evidence of program efficiency (utilization of time, resources, and money). The timeline for reported criteria is outlined in Attachment B of the Academic Program Review Policy May 2019. The established criteria of the Academic Appraisal Form include the following: program review summary, program overview, assessment and student success overview, and unit planning (i.e., SWOT analysis and the proposed Six-Year Action Plan).

III. Major Findings and Conclusions of the Program Review

As per the Academic Program Review Policy and in alignment with NSHE strategic goals and CSN's strategic plan our goal was to collect, analyze, and review data about our programs' performance. Our analysis has provided useful data in support of the expansion of the AA in Anthropology and its supporting certificate of achievements (i.e. Cultural Resource Management and Forensic Anthropology). Highlighted throughout our review is the value of our program and certificates to CSN's diversity mission and its goal of closing the achievement gap. The certificates in particular play a huge role in closing the achievement gap by providing under-represented populations access to careers in applied anthropology. Further, the established community collaborations provide a pipeline for students to obtain local jobs. Our SWOT analysis emphasized strengths and weaknesses, both of which form the basis of the recommended expansion and the allocation of additional resources. One weakness that negatively impacts the certificates is a lack of adequate laboratory space. The faculty lead of the certificate programs have forged beneficial community partnerships that provide an extension of CSN teaching resources; however, it is clear our students will benefit more from an allocated anthropology laboratory that can house important teaching reference collections that form the basis of experiential learning. In addition, an additional faculty hire to support the expanding certificate programs is needed.

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

The next steps for the AA in Anthropology are to formulate six-year goals and an action plan. The date for completion of the unit plan is November 1, 2021.

V. **Descriptive Statistics**

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

        2020-21   108

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

        2018-19   8
        2019-20   5
        2020-21   11

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

        2018-19   20.0%
        2019-20   36.4%
        2020-21   0.0%

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

        Fall 2020   2,416

VI. **Institutional Reports**

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

CSN: Applied Psychology, A.A.S. & C.A.

I. Description of Program reviewed

The Applied Psychology program reviewed data from a three-year assessment cycle; student data from MHDD 299 capstone course over the last three years; and a 6-year review of institutional and faculty data.

II. Review Process and Criteria

Industry standards were the basis to support the Applied Psychology program as a viable degree now and into the future. Section one citations within this assessment report document an Applied Psychology degree is necessary for future employment needs in America.

Defined assessment criteria were also utilized to determine strengths and areas to develop within the program. Student Learning Outcome data was shared, along with the percentages of success upon completion of the degree as evidenced by the capstone course data.

III. Major Findings and Conclusions of the Program Review

According to the College of Southern Nevada's academic program review policy the 6-year assessment report may lead to program expansion. The data within all sections of this academic review support expansion of the Applied Psychology program. The proposal for expansion aligns with NSHE's strategic goals and CSN's strategic plan.

The program has been completely reviewed, and thus major changes have since been implemented. As of the 2021-2022 academic year instead of six degree pathways, and one certificate there will be one degree and one certificate. All courses that were not taught for one or more academic years, or did not map to program student learning outcomes have been deleted. Two courses have been added to support industry needs. All courses have been edited to link to the program student learning outcomes, and the course descriptions. The program student learning outcomes have been edited to link to the College of Southern Nevada's Mission and Vision statements.

The program has increased being accessible; it is fully online mirroring the needs of working students to support educational learning, and advancing their careers in the social services industry. Partnerships with stakeholders is also reinforced as during this review feedback was sought related to course learning and application while working in the field of social services.

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

The next step for the program is to increase graduation rates. To this, the program will determine course level outcome success and continue to track overall program student learning outcomes. All courses will be mapped to one another to determine introduction, reinforcement, and mastery of program student learning outcomes. Stakeholder feedback will continually be sought so this program continues to meet the needs of social services assistants, mental health technicians, and educational needs for students transferring to a 4-year instruction to earn a degree in the social services field.

Stackable credentials are continuing to be sought and developed, along with the Health and Sciences and Educational departments as helping requires multiple disciplines. One such credential is a Registered Behavioral Technical (RBT) credential earning this certificate, and 3 credits towards a degree. This encompasses educational disciplines as this credential is currently used in social services,

and in education. The focus is with Autism children and is categorized as a neurological disorder, this then requires students to have health related knowledge.

V. Descriptive Statistics

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

2020-21   <u>283</u>

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

2018-19   <u>16</u>

2019-20   <u>14</u>

2020-21   <u>N/A</u>

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

Data is difficult to extract as those seeking a degree verses educational classes towards career advancement cannot been extrapolated for this data report. It was identified during this assessment process that this data will need to be collected in coming years to better analyze completion rates for career promotions, and graduation rates for degree earning students.

2018-19   <u>N/A</u>

2019-20   <u>N/A</u>

20120-21   <u>N/A</u>

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

Fall 2020   Data not present for the Fall term only – data relates to academic years

VI. Institutional Reports

https://www.taskstream.com/ts/appliedpsychologyprogram1/AcademicProgramReviewWorkspace

CSN: Casino Management, A.A.S. & C.A.

I. Description of Program reviewed

Casino Management Program

II. Review Process and Criteria

All assessment data from 2015-2020 was included in the Program Review. Information included in the Program Review: Number of students with a declared major in the program for the past five years, number of graduates from the program in the past five years, total headcount of students enrolled in any course related to the program, number of low yield courses within the program, number of students who have transferred to/from CSN pre- and post-major completion, Bureau of Labor Statistics Information, and Student Learning Indicators.

III. Major Findings and Conclusions of the Program Review

An average of over 80% of all students have achieved all Program Learning Outcomes from 2015-2020. The Gaming Industry is expected to grow at 10%, which is must faster than expected. This will result in a greater demand for a highly skilled workforce. This puts CSN in a position to continue to offer rigorous Casino Management Training to its target market.

Total course enrollment in 2020 was 114 students. However 92% of the courses were low-yield, which could be attributed to the pandemic. With an expected growth in the industry, and a shifting demand, the percentage of low-yield courses is expected to decline.

The Casino Management Program had 317 declared majors and has graduated 37 students over the past five years. The goal is to increase the percentage of graduations to declared majors over the next five years.

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

Based on the review findings, it will be important for the Casino Management Program to continue to offer sufficient courses to the students so that they are able to enroll in the courses of their choice. To this end, it will be equally important to reduce the number of low-yield courses.

Although the Casino Management Program has a sufficient number of enrolled majors, the percentage that graduate remains low. Continual advisement will be necessary to convert enrolled majors into graduates.

V. Descriptive Statistics

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

2020-21	53

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

2018-19	<u>9</u>
2019-20	<u>5</u>
2020-21	<u>9</u>

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

2018-19	<u>14.7%</u>
2019-20	<u>8.1%</u>
2020-21	<u>25.5%</u>

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

Fall 2020	<u>114</u>

VI. **Institutional Reports**

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

CSN: Computer Technology, A.A.S. & C.A.

I. Description of Program reviewed

Computer Office Technology Program

II. Review Process and Criteria

The utilized review process is consistent with ACBSP accreditation standards and requirements. The program is in the final phases of a teach out and does not require a program review.

III. Major Findings and Conclusions of the Program Review

The program majors have a declining graduation rate and is not transferable. There is adequate classroom space. The program is out of date. It has been replaced by programs in other departments.

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

There will be no future steps.

V. Descriptive Statistics

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

2020-21   26

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

2018-19   9
2019-20   6
2020-21   5

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

2018-19   5.2%

2019-20   3.5%

2020-21   2.9%

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

Fall 2020   592

VI. Institutional Reports

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

CSN: Criminal Justice, A.A., A.A.S. & C.A.; Criminal Justice, C.A.; Law Enforcement Academy, A.A.S. & C.A.; & Policy Officer Standards and Training I and III, Skills Certificates

I. **Description of Program reviewed**

There are 7 majors (degrees, certificates of achievement, and skills certificates). The programs reviewed were the Associate of Arts in Criminal Justice (AA); the Associate of Applied Science (AAS) in Criminal Justice; the Associate of Applied Science in Criminal Justice, Law Enforcement Training Academy; and the Certificates of Achievement in Criminal Justice and Law Enforcement Training Academy. Briefly reviewed were two Skills Certificates – the Category 1 Skills Certificate and the Category 3 Skills Certificate. The AA in CRJ is a transfer degree; the AAS in CRJ is a terminal degree for entry level CRJ positions; the AAS LETA is for academy graduates and current law enforcement professionals; certificates are for those students who do not wish to pursue general education courses or degrees, and Skills Certificates are for those law enforcement and correctional recruit students enrolled in the Southern Desert Regional Training Academy.

II. **Review Process and Criteria**

Data received from CSN Institutional Research was examined, specifically enrollment major headcounts, completed graduate headcounts, low yield courses and low yield majors. Assessment results over the past five years were reviewed. A Strengths, Weaknesses, Opportunities, and Threats (SWOT) was conducted and the results reviewed. Available space utilization was reviewed since Fall of 2019.

III. **Major Findings and Conclusions of the Program Review**

- There are significantly more AA majors than there are AAS majors. The revised AA degree has less CRJ courses and thus enrollments were impacted by the curricular changes.
- Student Retention is a problem seen within the program that needs addressing.
- More assessment at the program level needs to be completed; program learning outcomes should be reviewed and potentially revised.
- The majority of students who complete major courses are meeting course learning objectives.
- The Southern Desert Regional Training Academy shows vast majority of recruit students meet program learning outcomes well in excess of 80%.
- Scheduling processes no longer meet students' needs.
- The certificates of achievement are not meeting students' academic goals and should be retired.

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

- A scheduling committee needs to be created to review scheduling of curricular offerings based on student need. Consistent low-enrolled courses should be offered every other semester, every other year, or be considered for revision or deletion.
- The Program should consider various strategies for student retention.
- Program learning outcomes should be reviewed and revised as appropriate.
- More assessment should occur at the Program level for the AA and AAS Criminal Justice degrees.
- As Certificates of Achievement do not meet students' needs, they should be deleted from program.
- Program faculty should strive to complete a unique BAS degree program to help retain students.

V. Descriptive Statistics

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

2020-21   1,554

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

2018-19   179

2019-10   157

2020-21   148

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

2018-19   8,9%

2019-20   19.9%

2020-21   17.1%

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

Fall 2020   2,558

VI. Institutional Reports

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

CSN: Culinary Arts, A.A.S. & C.A.; Pastry Arts, A.A.S. & C.A.

I. Description of Program reviewed

CSN Culinary & Pastry Arts Program

II. Review Process and Criteria

Followed the academic program review process outlined in the Faculty Senate Academic Program Review Policy and Board of Regents Handbook. Data sets were provided by CSN Institutional Research

III. Major Findings and Conclusions of the Program Review

The CSN Culinary Arts Program excels in providing students with the knowledge and skills set to meet the demands of restaurant and foodservice operations in the Las Vegas Valley. State of the art facilities and experienced faculty contribute to this endeavor. These strengths have opened up the opportunity for CSN to offer a Bachelor of Applied Science in Culinary Arts Management to the community, opening up the possibility of a bachelor's degree to students who may have previously felt there were extensive barriers preventing them from achieving this goal. This venture also affords additional opportunities such as actively recruiting local high school students and purposefully assembling a vibrant advisory board.

The road ahead will not be without challenges. The Covid-19 pandemic continues to interrupt the food supply chain sometimes limiting the products available for class use. Recent reductions to state funding for the College of Southern Nevada will limit the addition of new full time faculty for the foreseeable future. Limited funds are designated for program specific advertising, marketing, and promotion. Lack of funds also results in an extremely high ratio of students to counselors/advisors resulting in long wait times when scheduling a counseling/advising appointment. Finally, a significant percentage of the high school students entering the Culinary Arts degree program struggle to perform basic mathematical calculations.

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

- Develop curriculum for the Bachelor of Applied Science in Culinary Arts.
- Schedule and plan quarterly high school recruiting efforts for the 2021-2022 school year.
- Assemble an advisory board.
- Research ways in which social media may be used for marketing purposes.
- Provide continuing education opportunities for the faculty.
- Meet with all culinary faculty to discuss potential ways that they may support students who struggle with math.

V. Descriptive Statistics

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

2020-21   578

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

     2018-19   <u>74</u>

     2019-20   <u>61</u>

     2020-21   <u>40</u>

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

     2018-19   <u>5.3%</u>

     2019-20   <u>29.1%</u>

     2020-21   <u>59.7%</u>

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

     Fall 2020   <u>744</u>

VI. Institutional Reports

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

I. **Description of Program reviewed**

The Early Childhood Education Program assists students in meeting CSN Early Childhood Education certificate, degree, and program requirements to enter the workforce and/or transfer to four-year institutes to increase the numbers of post -secondary degrees. The program guides students in completing Early Childhood Program certificate and degree programs in their process to earn Nevada licensure and certification to enter the early childhood workforce in the local community, the state, and the nation.

II. **Review Process and Criteria**

The review process for the 2020-2021 Program Review includes three primary goals: provide evidence of program effectiveness (effects on students and community), provide evidence of program adequacy (addressed or met the needs of target populations), and provide evidence of program efficiency (utilization of time, resources, and money). The timeline for reported criteria is outlined in Attachment B of the Academic Program Review Policy May 2019. The established criteria of the Academic Appraisal Form include a program review summary, program overview, assessment and student success overview, and unit planning (i.e., SWOT analysis and the proposed Six-Year Action Plan).

III. **Major Findings and Conclusions of the Program Review**

The major finding that comes through in this report is that the CSN Early Childhood Education program has been very effective with their ever-decreasing full-time faculty members. The full and part time staff understand the need for the degrees and certificates that are offer in this program. The full and part time faculty are involved in the local, state, and national organizations and licensing childcare organizations. Their understanding of providing Early Childcare practitioners the ability to take coursework that will either net them the credit hours to move up the career ladder or earn a certificate or degree.   With the heighten interest in partnering with our Early Childhood Education programs from local and state childcare organizations, our program review has demonstrated that it is solid and much needed.

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

It is recommended that more full time Early Childhood faculty is needed to continue to grow and keep up with the growth of the Early Childhood Education programs. CSN Early Childhood Education programs cover all the bases of what is needed by way of credentialing any childcare practitioner. With the work that is being done with both local and state agencies (Children's Cabinet, TEACH ECE, DWED, and CSN's weekend college; we have start seeing an increase in our need for more course offerings. As we continue to build collaborative programs with UNLV, NSC, and DWED having a solid, dedicated team of highly qualified instructors and administrators will be essential to our continued program success.

V. Descriptive Statistics

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

2020-21   <u>368</u>

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

Year	
2018-19	<u>26</u>
2019-20	<u>39</u>
2020-21	<u>24</u>

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

Year	
2018-19	<u>Data not available</u>
2019-20	<u>9.8%</u>
2020-21	<u>17.2%</u>

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

Fall 2020   <u>674</u>

VI. Institutional Reports

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

CSN: Economics, A.A. & Applied Financial Economics, A.A.

I. Description of Program reviewed

An Associate of Arts in Economics or Applied Financial Economics builds upon a theoretical foundation and statistical training that prepares students to think analytically and critically to solve complex problems, as well as to recognize the component of human behavior reflecting economics as a social science. An Associate of Arts in Economics or Applied Financial Economics are intended as a transfer programs for students who are planning to complete a baccalaureate-level program at Nevada System of Higher Education (NSHE) sister institutions such as UNR, UNLV, NSC and GBC as well as into other programs outside of NSHE. These degrees also serve as gateways to declaring other majors, since the GenEd requirements of the degree are aligned with the GenEd requirements of all NSHE institutions.

II. Review Process and Criteria

The Academic Program Reviews have defined processes and a set of criteria that involves the faculty and department chair. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR), and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.
- The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the timelines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite, and retain appropriate external reviewer(s) for the duration of the process.
- Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs, etc.
- The Program Review Committee: it is the duty of this committee to analyze the information and data from all relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the Dean.
- The Dean would contact the Department Chair to discuss the Committee's recommendations and remediation plans, if necessary. The Dean and the Chair forwards the plan to the VPAA, who would either approve or disapprove.

- If the VPAA does not approve, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

III. Major Findings and Conclusions of the Program Review

While the 5-year School Programs Review is ongoing, we do have some findings from the annual data:

Strengths:
- Our A.A. degrees in Economics and Applied Financial Economics are staffed by not only highly qualified faculty, but those who carry out their teaching responsibilities with dedication. Over 80% of the full-time faculty in Economics has a terminal degree in the area.
- Our students who completed their degrees before transferring to the NSHE sister institutions matriculate into their receiving institutions with most, if not all, of the General Education (GE) requirements already satisfied with courses taken while at CSN.
- There is a considerable emphasis on the development of critical-thinking skills.

 Weaknesses:
- The Part-Time to Full-Time Faculty Ratio remains inappropriately high, which raises the issue of faculty availability to the students. The concern looms large for first-generation college attendees, a significant number which CSN serves.
- The most recent data show 82 declared majors and a 3-year graduation of nine degrees awarded. Fewer than 3% of students declaring economics as their major graduate with this degree.
- Our main concern is to meet the needs of these students for effective advising, while maintaining a high level of quality in instruction and extra-curricular activities and opportunities for students.
- The Economics programs require quantitative skills and critical thinking. Economics courses are virtually present on every degree sheet at CSN. Many students lack adequate preparation in quantitative skills.

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

The Economics degrees are designed as a transfer programs, the requirements may need to be revised to include more electives. Economics is not a required stand-alone course in the Nevada K-12 system yet, so most students at CSN have not had any exposure to economics until their sophomore year, making it very difficult for them to change their major. To help facilitate students graduating in two years and having more majors, we could reduce the number of economics course requirements in each degree from 18 to 15 credits, requiring four core classes that are required or accepted in nearly all baccalaureate programs and allowing for the fifth economics course to be of the student's choosing based on the university they selected for transfer.

V. Descriptive Statistics

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

2020-21   82

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

2018-19	4
2019-20	3
2020-21	2

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

2018-19	0
2019-20	0
2020-21	0

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

Fall 2020	941

VI. Institutional Reports

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

CSN: Elementary Education, A.A.; Secondary Education, A.A.; & Special Education, A.A.

I. Description of Program reviewed

The Department of Education offers a "pipeline" at the community college level for students to complete their first two years of a teacher education degree. The Education Program prepares our students to become tomorrow's educators through coursework that teaches the fundamentals of educational development needed in elementary, secondary and special education careers. Our degrees are fully transferable through partnerships with all Nevada four year colleges and universities. The curriculum is designed to provide students with the practical and theoretical knowledge needed to successfully transfer to a four-year institution and move into the education workforce as future teachers and educators.

II. Review Process and Criteria

The review process for the 2020-2021 Program Review includes three primary goals: provide evidence of program effectiveness (effects on students and community), provide evidence of program adequacy (addressed or met the needs of target populations), and provide evidence of program efficiency (utilization of time, resources, and money). The timeline for reported criteria is outlined in Attachment B of the Academic Program Review Policy May 2019. The established criteria of the Academic Appraisal Form includes a program review summary, program overview, assessment and student success overview, and unit planning (i.e., SWOT analysis and the proposed Six-Year Action Plan).

III. Major Findings and Conclusions of the Program Review

The major findings that are very apparent in this program review is:
- The academic strength, expertise, and dedication of the Education faculty has kept the Education Program competitive with our sister NSHE institutions. The education faculty has worked diligently to maintain a high standard of solid best practices in all of our courses. In the effort to "put students first", the faculty members collaborate on developing and implementing innovative methodologies and programs to assist students in completing their desire programs. The faculty willingness to work with our sister institutions, CSN organizations, the school district, community, NSHE, and workforce show that their expertise is not just valued in the classroom by the students, but recognized outside of the classroom by their peers. The Education faculty has demonstrated that they are good at evaluating its programs and adding to it or taking away from it what is or is not working.
- Over the past five years our Education programs curriculum and course offerings have become more streamline, providing for a seamless transfer to any NSHE institution allowing students to map out accelerated to traditional pathways for completion from AA degrees to BA/BS degrees. Our AA programs fit into NSHE established and newly developed teacher education degrees.
- Our findings have shown how the Education programs have evolved over the past five years to provide students with a high quality education and solid foundation of core teacher education courses to build upon whether they continue their education or choose to substitute teach.

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

One of our most glaring findings is that more faculty is needed to continue to grow the Education Department and its programs. More in more demands are being put on not only CSN Education

Department, but all NSHE teacher education programs to build a robust teacher pipeline that grow our own teachers. With the establishment of our skills certificate (Highly Qualified Substitute Teaching) and Weekend College, we have start seeing an increase in our need for more course offerings. As we continue to build collaborative programs with UNLV, NSC, and DWED having a solid, dedicated team of highly qualified instructors and administrators will be essential to our continued program success.

V. Descriptive Statistics

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

2020-21	1,286

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

2018-19	398
2019-20	154
2020-21	138

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

2018-19	Data not available
2019-20	9.8%
2020-21	17.2%

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

Fall 2020	2,702

VI. Institutional Reports

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

CSN: Fire and Emergency Administration, B.A.S.; Fire Technology Management, A.A.S.; Fire Science Technology (Fire Fighting), C.A.; Fire Fighter I, Skills Certificate; & Fire Officer I, Skills Certificate

I. Description of Program reviewed

Through three distinct offerings, the FT program provides students with the academic and technical skills to best prepare them to be selected by a paid fire department. The program provides students who are currently employed in the fire service to increase their opportunities for promotions by gaining the needed education for the positions they are testing for or through the earning of a degree which is required for many higher-ranking positions with the fire service.

The Fire Technology Program creates opportunities with inclusive learning and working environments that support student success, while helping students achieve their educational, professional, and personal goals.

II. Review Process and Criteria

A systematic review and analysis of all available assessment data for the last 5 years was performed. Combined with an analysis of current IR data, a compiled report was created to include a Program Review Summary and Overview, Assessment and Student Success Overview and an updated Unit Plan. The process followed CSN's 2019 Academic Program Review Policy.

In addition to the policy, consultation was sought with the Director of the Office of Assessment and Accreditation.

III. Major Findings and Conclusions of the Program Review

Most of the Certificate and Associate degree course offerings have a high fullness index and sufficient course sections. However, the BAS courses have low fullness indexes, and this could be remedied with greater marketing and recruitment efforts moving forward.

CSN is currently looking to replace a vacancy for Director of Fire Science Programs. Currently, there is high enrollment demand particularly because of our partnership with the City of Las Vegas and City of Henderson. A new director will focus on greater student retention and graduation.

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

CSN will need to fill the Director of Fire Technology vacancy. Once new leadership is appointed, there will need to be a significant focus on marketing and recruitment within the current fire service entities. Increased enrollment will allow a greater focus on both retention and graduation.

V. **Descriptive Statistics**

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

        2020-21   404

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

        2018-19   26
        2019-20   44
        2020-21   38

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

        2018-19   51%
        2019-20   38%
        2020-21   53%

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

        Fall 2020   1,097

VI. **Institutional Reports**

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

CSN: Food and Beverage Management, A.A.S. & C.A.

I. Description of Program reviewed

The Food and Beverage Management Degree provides high quality, student centered, and accessible certificate and degree programs in order to meet the diverse work force needs of the Food Service Industry. It seeks to maintain an established reputation as the premier source of applicants trained in the practical aspects of the Food Service Industry. Students will be prepared to enter supervisory or management training positions and, for those presently employed, to assume ma, A.nagerial responsibility. This program is accredited by the Accreditation Commission for Programs for Hospitality Administration (ACPHA).

II. Review Process and Criteria

The Food and Beverage Management Annual Assessment Reports were analyzed beginning with year 2015-2016 through 2019-2020 to look at trends. CSN internal research documents were researched to located requested specific descriptive statistics.

NOTE: Academic year 2019-2020 Annual Assessment Report percentage statistics were researched separately from Food and Beverage classes from Fall and Spring semester, but do not include summer numbers.

The Annual report for 2019-20 was part of a three-year report that was submitted.

III. Major Findings and Conclusions of the Program Review

The Food and Beverage Management program has maintained its size for the past 8 years with only small decrease due to the COVID pandemic. We are continuing to graduate the same amount of students each year. The rate of FTEs in this Program is increasing proportionally to the part-time student. The Jumpstart programs at several high schools seems to be driving students into our direction after graduating from high schools such as Valley High School, SECTA, and Northwest Tech.

As we recover from the COVID pandemic, the need for Food & Beverage employees will be increasing due to the retirement, reeducation, or change of careers of existing F&B industry workers. Our work with MGM International and other major hospitality companies has shown that they are foreseeing a shortage of restaurant employees in all areas of expertise. Having students train now will have them ready to enter higher positions when the pandemic is over.

From an internal survey in 2019, our Food and Beverage Management students are very happy with the education they are receiving. They feel that the program is great the way it is. However, they do prefer the in-class learning to the online or hybrid platforms. As the program grows, we will offer all platforms to better serve students.

Additionally, the Food and Beverage classes are shared with the Culinary Arts program. Sanitation, Restaurant Management, Purchasing, Nutrition, Cost Control and Menu Planning are all used for both programs. This program shows incredible potential as the BAS degree begins and the end of the pandemic nears.

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

A Food Service Operations Bachelor of Applied Science (BAS) Degree was approved by Board of Regents December 2020. Courses are scheduled to be offered Fall 2021 semester. The program will be accepting those with an AAS in Food and Beverage Management or Culinary Arts. This will broaden the appeal to student from another discipline. Additionally, the increased awareness and high profile of a BAS Degree in Food Service Operations at CSN should help with public relations, marketing and promotion. We also anticipate that this degree will attract student from other colleges that offer similar AAS degrees, such as TMCC.

The equipment used in the F&B program is constantly updated to give the student the innovative knowledge in the industry. We plan to expand kitchen space, bar area, refrigeration, and classroom space to accommodate the increase in the size of the program.

V. **Descriptive Statistics**

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

        2020-21   54

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

        2018-19   10

        2019-20   8

        2020-21   9

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

        2018-19   0%

        2019-20   0%

         2020-21   50%

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

        Fall 2020   567

VI. **Institutional Reports**

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

CSN: Global Studies, A.A.

I. Description of Program reviewed

Global Studies is offered at AA degree level and graduates generally transfer into four-year program to complete a bachelor's degree in the field or allied disciplines. It is a gateway degree for those students who are interested in the historical and contemporary global issues relating to politics, economics, history, women's studies, and anthropology. It is also aimed at increasing the skill and knowledge of the graduates in an increasingly globalized society and workforce.

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are adumbrated below:

- The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.
- The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary. The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.
- If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

III. Major Findings and Conclusions of the Program Review

Strengths- Internal factors that are likely to have a positive effect on (or be an enabler to) achieving the program's mission/goals

- In the last 5 years the department has hired three highly qualified, tenure-track faculty that now teach courses within the Global Studies program, including GLO 101, GEO 106, PSC 211, PSC 231 and GLO 299.
- The requirements for the degree is highly flexible and provides students with a broad knowledge of the complex issues related to global studies.
- The enrollment for the courses in the Global Studies program have been very health, including GLO 101, GEO 106, PSC 211, PSC 231, PSC 246, HIST 209, PHIL 216.
- The faculty associated with Global Studies is preparing a proposal for a BA degree in Global Studies that will be unique in the State of Nevada.

Weaknesses- Internal factors that are likely to have a negative effect on (or be a barrier to) achieving the program's mission/goals

- The program has only graduated one student during the last 5 years and the number of majors is modest in number (23).
- The degree could be improved to more seamlessly transfer to an NSHE institution to make it more attractive to students.

Opportunities- External factors that are likely to have a positive effect on achieving or exceeding the program's mission/goals, or goals not previously considered

- The number of Global studies BA and MA programs has been growing because of the growth of globalization, global dynamics and global problems. Global Studies programs, departments, research institutes, and professional organizations have sprung up in major universities throughout the world (see: What Is Global Studies? By Manfred B. Steger in The Oxford Handbook of Global Studies, 2019). Therefore, the AA degree in Global Studies at CSN could be well-positioned to help prepare students for this expanding field.

Threats- External factors that are likely to have a negative effect on achieving the program's mission/goals, or making the objective redundant or un-achievable

- COVID19 has reduced overall student enrollments across CSN. Nevada has been especially hit hard by COVID. Budget cuts threaten the development of programs that could assist the Global Studies program. For example, CSN has been trying to establish its own study abroad program (See https://at.csn.edu/study-abroad) but such innovations will be put on hold because of budget cuts.

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

Because of the limited number of graduates from the program in the last five years, the department will be revisiting the program requirements so that it transfers more seamlessly to an NSHE institution. In addition, we will request that GLO 101 will count as a social science course for the CSN General Education requirements. That will bring in more students to the introductory course and along with increased advertisement of the degree, an increase the number of declared majors and graduates.

Descriptive Statistics

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

    2020-21   23

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

    2018-19   1
    2019-20   0
    2020-21   0

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

    2018-19   0%
    2019-20   0%
    2020-21   0%

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

    Fall 2020   57

V. **Institutional Reports**

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

CSN: History, A.A.

I. Description of Program reviewed

The History program offers several sections of courses and is one of the larger programs within the division. Thousands of students take introductory History courses as part of the General Education course requirements of the College of Southern Nevada. These introductory courses provide the theoretical framework for undergraduate and graduate studies and furnish a substantive academic foundation for History majors. In addition to these introductory courses, the History program at CSN offers a diverse array of 200-level courses that specialize in regional and ethnic histories.

II. Review Process and Criteria

The review process included measuring Student Learning and Programmatic Outcomes. To measure the program's Student Learning Outcomes of College Level Reading, College Level Writing, Document Analysis, and Critical Thinking, a survey tool was administered to the History faculty. Data was gathered to chart and analyze the academic performance, progression, retention, and matriculation of students enrolled in the History program. Conclusions were drawn based on the data collected over the last 5 years. Program artifacts such as graduation statistics; number of majors; number of students who transferred into the program; collaborative and interventionist activities of History faculty; and programmatic goals aligned with CSN strategic goals and NSHE goals were also measured.

III. Major Findings and Conclusions of the Program Review

Student learning outcomes measured during the past 5 years suggest that the majority of students are demonstrating preferred outcomes. Of the students who were evaluated for the SLO of document analysis, 65% received a letter grade of B or higher. For the SLO of college level writing 56% of students received a grade of B or higher. For the critical thinking skills SLO, 78% of students evaluated received a score of B or higher. While the College Level Reading SLO yielded 48% of students receiving a grade of B or higher, of students who were measured for the same SLO in higher level courses, 60% achieved a grade of B or higher. Essays, assignments, term papers, quizzes, and exams, federal documents (i.e. US Constitution, Declaration of Independence) were used to measure students' academic performance in order to evaluate the above student learning outcomes. In the last 5 years the History program has hired 3 full time faculty. Full time faculty members attended professional training sessions through the CAPE office on a regular basis. Over 27,000 students have enrolled in History courses over the last 5 years, with the highest number of enrolled students (+6,000) in the years of 2015 and 2019. The History program has produced 56 graduates in the past 5 years. The History Program's mission aligns with CSN's diversity mission and contributes in a substantial way to CSN's strategic goals of "Student Success," "Engagement," and "Performance and Quality" and to the NSHE goal of "Access" by fulfilling many of the stated objectives.

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

Student-driven academic data will continue to be collected and analyzed to determine progress toward achieving stated Student Learning Outcomes. As assessment cycles continue, deductive conclusions and assessments concerning progression or regression will be made, and interventionist and remedial strategies subsequently implemented. Programmatic efforts to achieve all of CSN's and NSHE's strategic goals and Institutional Outcomes will persist.

V. Descriptive Statistics

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

2020-21 <u>98</u>

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

2018-19 <u>12</u>
2029-20 <u>10</u>
2020-21 <u>8</u>

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

<u>This data was not furnished by the requisite office</u>

2018-19

2019-20

2020-21

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

Fall 2020 <u>6,329</u>

VI. Institutional Reports

<u>https://www.taskstream.com/ts/historyprogram/AcademicProgramReviewWorkspace</u>

CSN: Hospitality Management, A.A.; Hotel Management, A.A.S.; & Hotel Management, C.A.

I. Description of Program reviewed

The purpose of the Program Review should be to demonstrate alignment with and support for CSN mission fulfillment.

There are three primary goals of program review:

1. Provide evidence of program effectiveness (effects on students and community)

2. Provide evidence of program adequacy (addressed or met the needs of target populations

3. Provide evidence of program efficiency (utilization of time, resources, and money)

II. Review Process and Criteria

POLICY PURPOSE A. This policy provides a method to collect, analyze, and review data about performance of programs for the purpose of academic planning to allocate resources appropriately. Information from academic appraisals may lead to expansion, reduction, or elimination of academic programs. The review aligns with NSHE strategic goals and CSN's strategic plan. B. This policy replaces the Annual Academic Appraisal Policy and the Academic Program Review Policy. II. POLICY STATEMENT A. This policy provides: 1. for the collection, analysis and review of data and information for academic planning, which may include decisions about size, scope, and resource allocation; 2. an opportunity for academic units (units at the college that offer disciplines and programs) to perform self-evaluation, analysis, planning and development of action plans; and B. It establishes a mechanism for communicating the data, the results of self-evaluation and the action plans to all interested parties. III. PROCEDURE A. These procedural steps shall be taken according to the timeline in Attachment B. 1. Institutional Research (IR) will provide a prescribed set of data, including enrollment, completion, and transfer figures, data from the NSHE Low Yield Policy (if applicable), and workforce needs to the Department Chairs and/or Program Directors, Academic Appraisal Committee Chair, and the school Deans for the programs and nonprogrammatic courses being reviewed that year. 2. Office of Curriculum and Scheduling (OCS) will provide data on space utilization. 3. Department Chairs and/or Program Directors: a. check the data from IR and OCS for accuracy and completeness; b. compile evidence from annual assessment reports, current assessment report data, supporting assessment action plans, feedback from peer assessment committees and Dean's review; c. review lists of factors (attachment G) that may be considered for the SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis; d. complete all required sections of the Academic Appraisal Form, listed here: i. Program Review Summary, which describes the program, its accomplishments, and primary issues. ii. Program Overview, which includes: 1. program mission; 2. history of the program; 3. support of the CSN Strategic Plan

III. Major Findings and Conclusions of the Program Review

Strengths-
- Having access to 17 of the largest Mega Resorts in the world minutes from CSN's campuses.
- Having successful owners and operators lecturing (Elaine Wynn, Bill Paulos etc.) in our yearly lecture series "Let Las Vegas Be Your Classroom". Current owners and operators visiting our

campus to discuss their contributions to the hospitality industry, with questions and answers with our students live and taped for future classes.

- Having ongoing partnerships with several hotels for internships leading to employment for our students.
- Having two annual meeting with Industry Leadership to access the specific evolutionary needs of the local hospitality industry to develop a optimum fit rendering an educated bank of talent for the needs discussed...leading to employment for our graduates.
- Having access to Industry experts...current and or retired, to teach as adjuncts in our program.

Weaknesses-
- Not having more Job Fairs on campus with an array of employers.
- Growing our numbers of potential students to keep up with the demand of an industry that is proliferating domestically and internationally.
- Not having the international hospitality industry knowing about the educational opportunities and resources at CSN's Hospitality Management program offers in support of their hospitality businesses.
- Having a better more comprehensive job search and job committees to find the best future instructors to maintain and enhance our teaching standards.

Opportunities-
- With new properties opening, developing new relationships for potential employment opportunities for our graduates.
- Maintaining a strong option for existing properties that are looking to expand their brand with new super structures or grow their middle manager base of leadership...letting our current partner relationships know that CSN's HMD will customize their educational and training needs from front of he house to back of the house operations.
- With competition heating up around the world offering online support for established hospitality venues to maintain their brand offerings in product or service and or to improve through educational and training opportunities we offer at CSN's Hospitality Management Program.

Threats-
- Micro and Macro changes in the business environment that negatively affect and or impact the hospitality business and quicker solutions through the caucusing with academia and industry...i.e., COVID-19 19 pandemic, Oct 1 shooting at the Mandalay Bay (new enhanced security measures, researched, developed, implemented, and communicated to future travelers).

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

Develop stronger relationships and communication with the hospitality industry locally, domestically and internationally will foster placement of our graduates (as a bank of talent for hospitality properties), the relationships and communication, will give our academic efforts some guidelines of the evolutionary process of what is needed and wanted in the hospitality industry. Developing Online opportunities with Hospitality venues, domestically and internationally to enhance and update their existing employees.

V. Descriptive Statistics

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

2020-21   519

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

2017-18	<u>75</u>
2018-19	<u>65</u>
2019-20	<u>72</u>

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

2017-18	<u>35.2%</u>
2018-19	<u>40.8%</u>
2019-20	<u>49.6%</u>

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

Fall 2019	<u>187</u>

VI. Institutional Reports

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

CSN: Paramedic Medicine, A.A.S. & C.A.

I. Description of Program reviewed

The CSN Paramedic program provides the necessary curriculum and skills training needed to initiate and maintain treatment for medical, trauma and cardiac emergencies. The Paramedic is the highest level of emergency responder training. Accordingly, the Paramedic AAS and CA degree offer the necessary comprehensive course of study to prepare the graduate to sit for national certification. Successful completion of the program results in achievement of all program specific requirements for both the AAS and CA. Currently, the CSN Paramedic Program is the only fully accredited associate degree program in Southern Nevada. In the spirit of fostering economic development the Paramedic Program provides and supports the field of EMS in one of the busiest systems in the United States. This commitment ensures that students can meet their professional and educational goals with the most current and pertinent information available in a dynamic and rapidly growing field of science-based medicine.

In addition to the Paramedic Program, the EMS program offers two lower-level skills certificates which provide the necessary education and skills experience to allow students to sit for national certification at both the EMT and Advanced EMT level. These students are subsequently qualified for entry into the more advanced Paramedic program.

II. Review Process and Criteria

A systematic review and analysis of all annual assessment data for the last 5 years was performed. Combined with an analysis of current IR data, a compiled report was created to include a Program Review Summary and Overview, Assessment and Student Success Overview and an updated Unit Plan. The process followed CSN's 2019 Academic Program Review Policy.

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

III. Major Findings and Conclusions of the Program Review

The CSN Paramedic Medicine program is currently meeting all PLO's and programmatic objectives. Continual improvement will occur per assessment plan and accreditation requirements. There will continue to be an annual review of assessment data and findings to ensure that the program is successful in meeting the needs of both students and the community. Further dissemination of findings and results will be shared with all local and national stakeholders.

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

The program will continue to focus on implementation of data to ensure that we are achieving thresholds previously set for student minimum competency, a requirement by our national accreditation. In addition, the following activities will be ongoing:

Student Success/Engagement: The CSN Paramedic program is in development of a "Pathway to Paramedic" timeline with support from local EMS employers which will streamline student movement through entry level EMT courses to terminal paramedic degrees (2.1, 1.2, 2.3). While coursework will not be different, this program will increase full-time student enrollment (1.4) and decrease time from

professional entry to degree completion (1.1, 1.3, 2.5). Assessment of this pathway versus the traditional course delivery will reveal if CSN can contribute to the development of more degreed paramedics serving the valley.

Performance and Quality/Workforce and Community: Advisory board meetings allow for stakeholder feedback and contribution to the development of revised program offerings on an annual basis (3.1, 3.7, 4.3, 4.5). Local feedback indicated that program prerequisite courses may not be benefiting student success upon program entry (2.5, 4.5), new pre-requisite coursework is being developed through curriculum policy and will be evaluated to indicate any student improvement in SLO or PLO achievement, student attrition rates, or NREMT completion rates (1.6, 1.2, 3.7, 4.5).

V. Descriptive Statistics

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

2019-20	148

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

2017-18	14
2018-19	15
2019-20	10

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

2017-18	17
2018-19	17
2019-20 completion.	*0 – Students are still in progress and are awaiting clinical

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

Fall 2019	1,636

VI. Institutional Reports

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

CSN: Philosophy, A.A.

I. Description of Program reviewed

The philosophy program at CSN offers an associate of arts degree. The program offers a variety of courses each semester, and several sections of the higher demand classes – which classes are found on nearly every degree sheet in the college. Philosophy is a critical and comprehensive inquiry into knowledge, reasoning, reality, morality, and values, and addresses related problems arising in science, art, literature, religion, and all other disciplines. Thus, engaging in philosophy can address curiosity about matters of lasting significance and help us develop skills for dealing intelligently and sensitively with life. Accordingly, the mission of the philosophy program at CSN is to:

- challenge students to reflect on the most fundamental questions that concern human beings and the fundamental nature of reality
- help students to further develop their critical thinking skills, in order that they may think more rationally, clearly, and carefully for themselves
- challenge students to question their assumptions and to judge their beliefs critically with the depth required for them to act as mature, integrated, free persons in their society and to provide it with enlightened, responsible leadership and service

II. Review Process and Criteria

The review process involved gathering various data collected either from instructors offering assessment data or from the college offering data on course counts or academic plan metrics, as well as facts regarding faculty, their teaching, and their involvement in the college and community. It also involved filling out the forms which included listing major findings and conclusions regarding the program, stating the programs history, mission, and alignment with CSN and NSHE goals. The criteria included using assessment activities to measure student success as well as facts regarding the program and its success, and applying good reasoning to draw conclusions about the success and necessity of the program.

III. Major Findings and Conclusions of the Program Review

The findings show the competency and quality of the philosophy instructors in meeting the student learning objectives for the various courses. It also shows the capability of the students in those courses. For example, in 2017-2018 academic year, 88% of students scored 70% or higher on the final exam in Introduction to Philosophy classes, and 77% of students scored 70% or higher on the final exam in Critical Thinking classes. While the final exam does not measure each outcome in every case, it certainly measures some of the outcomes in most cases. Furthermore, in 2018-2019 academic year, the focus was on two outcomes for Philosophy 101, 102, and 114. Various assessments were used - tests, homework, term papers - in the various cases. 80% of students fully satisfied the student learning outcomes. Again, this show the commitment of the instructors to teach the students, and the quality of the education. The findings also show that the program has thrived with high quality and excellent education to students, and has grown over the years, now including 13 fulltime excellent and diverse faculty. The findings show that the philosophy courses have not only fulfilled lower division general education requirements for students, but have also provided a solid foundation for students transferring to other programs in philosophy to receive not only a Bachelor of Arts degree in philosophy, but also Masters and Doctoral degrees in philosophy. Students graduating from the philosophy program have gone on to other NSHE institutions in philosophy, as well as to high quality philosophy departments in

universities across the United States, including NYU and Rutgers University. Indeed, one recent graduate for the CSN philosophy program went on to receive to two Master of Arts degrees in philosophy in England and now teaches part-time in the philosophy program as CSN while working on a master's degree in economics. Given its success and essential importance, the philosophy program should continue to be an essential component of CSNs programs for many years to come.

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

Given its success and essential importance, the philosophy program should continue to be an essential component of CSNs programs for many years to come. The faculty will continue to improve on instruction and helping students to succeed, will continue with growth in research and publishing, and will improve on data collection for assessment.

V. Descriptive Statistics

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

2020-21	56

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

2018-19	5
2019-20	4
2020-21	9

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

2019-20	0
2019-21	1
2020-21	0

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

Fall 2020	2,594

VI. Institutional Reports

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

CSN: Political Science, A.A.

I. Description of Program reviewed

The Associate of Arts Political Science is intended as transfer degrees into 4-year bachelor degree programs for those students wanting to transfer to Nevada System of Higher Education (NSHE) sister institutions such as UNR, UNLV, NSC and GBC as well as into others outside of NSHE. The degree allows for a disciplinary emphasis and can lead to further, specialized study in Political Science at nearly any 4-year institution, although the degree is designed to integrate most effectively with History programs at UNLV and UNR and other NSHE 4-year institutions. The degree can also serve as a gateway to declaring in other majors, since the GenEd requirements of the degree are aligned with the GenEd requirements of all NSHE institutions. The A.A. degree in Political Science is structured and would guide students with this declared major on the path to a particular bachelor's degree field.

II. Review Process and Criteria

The Academic Program Reviews have defined processes and set of criteria. The faculty and department heads are intricately involved in these. Three major steps are involved for CSN: providing answers to set of pre-determined narrative questions, review and analysis of data provided by our Office of Institutional Research (IR) and evaluating assessment plans put in place by the program departments analyzing the results from such assessments and implementing changes as needed.

There are key figures and committees involved in the review process with designated roles. They are outlined below:

- The Academic Standards Committee: it is the responsibility of this committee to provide oversight of the Academic Programs Review Process and monitor the progress thereof. It is expected to meet at least once per semester to identify programs needing review and provide feedback the programs that have been reviewed by examining the Academic Program Review Documents. The External Reviewer's Report if there is one is also reviewed by this committee.
- The Vice President of Academic Affairs (VPAA): the VPAA informs the affected Dean and the Academic Standards Committee about the programs due for review. The Dean, in turn, notifies the affected department chairs of the impending reviews and the time-lines. Upon notification, the Department Chair would appoint faculty members (from the affected discipline) into the Program Review Committee(s). The Dean would also request from the Institutional Research all the relevant information and data which would be needed for the review. The information is made available to the Program Review Committee. As this is a cooperative process, the VPAA, Dean and Department Chair (in consultation with the appropriate faculty members) would identify, invite and retain appropriate external reviewer(s) for the duration of the process.
- Once the Program Review Committee has been established by the Department Chair, members are appointed and the Committee Chair selected and confirmed by the Dean, (s)he assembles all necessary materials appropriate and needed for the program review by the Committee. The materials may include, but not limited to, syllabi, prototype assessments, catalogs etc.
- The Program Review Committee: it is the duty of this committee to analyze the information and data from all the relevant sources and produce the Program Review Document. The document is presented to the Department Chair with recommendation(s) for change or to stay the course. The Chair, in turn, forwards the finished documents to the affected Dean.
- The Dean would contact the Department Chair to further the Committee's recommendations and remediation plans, if necessary. The Dean and the Chair would remediation justification or plan to the VPAA, who would either approve or disapprove.

- If the VPAA does not approves, the report goes back to the Dean and Chair for revision and resubmission. If approved, the VPAA summarizes the findings and recommendations and forwards them to the President.

III. Major Findings and Conclusions of the Program Review

Strengths- Internal factors that are likely to have a positive effect on (or be an enabler to) achieving the program's mission/goals

- In the last 5 years the program has hired four highly experienced and qualified tenure-track faculty. Approximately 90 percent of the faculty have terminal degrees in the discipline. These faculty have excellent records and have excellent teaching evaluations. Two faculty in the department in the last 5 years have won the CSN excellence in research award. We have consistently only allowed experienced tenured or tenure-track faculty to teach advance level courses. All full-time faculty have completed the Quality Matters program. The program has been successful in retaining experienced part-time adjunct faculty to teach some introductory level courses. We have active faculty who are participating in professional development opportunities, and actively engaging with students through student clubs, engaging with the college through committee service, and engaging with the discipline through research and conference activities; and engaging with the community through volunteer service and interaction with journalists. These factors will have a positive effect on the programs ability to achieve its mission and goals.

Weaknesses- Internal factors that are likely to have a negative effect on (or be a barrier to) achieving the program's mission/goals*

- Nearly 50 percent of political science sections in a given semester are taught by part-time instructors, rather than full-time, tenure-track faculty. In addition, having faculty spread out through three campuses can create some challenges regarding communication and the creation of a sense of community within the program this makes promoting CSN's Strategic Goal of Performance and Quality and the objective of promoting "two-way communication and collaboration across campuses, and promoting institutional innovation. Currently, the AA degree in political science does not transfer seamlessly to a BA degree at UNLV or UNR. This can discourage students from selecting the degree as a student's major or finishing the degree.

Opportunities- External factors that are likely to have a positive effect on achieving or exceeding the program's mission/goals, or goals not previously considered

- The numerous professional development and training opportunities at CSN is a positive factor in helping the program promote student success and maintain quality of instruction. Teaching, service, and research awards help recognize and motivate faculty achievement. Sabbaticals allow faculty to engage in research and course development and innovation. These factors can help the program fulfill its goals and mission.

Threats- External factors that are likely to have a negative effect on achieving the program's mission/goals, or making the objective redundant or un-achievable

- Covid19 has provide a challenge for faculty and students to move from on-ground instruction to web-remote instruction. Furthermore, it is difficult to expand the student club under COVID conditions. Funding threats to NSHE and CSN that reduce travel funds or threaten sabbaticals could result in negatively effecting the program's faculty ability to "research critical real-world

problems and solutions" and develop innovative methods of engaging students and adapting to new educational challenges.

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

One of the priorities of the program based on the review findings is the need to attract more majors to the program. One strategy that will be pursued is to modify the AA degree requirements so that they allow for a more seamless transfer to a four-year institution within the NSHE system.

V. **Descriptive Statistics**

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

2020-21   <u>115</u>

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

2018-19   <u>7</u>
2019-20   <u>8</u>
2020-21   <u>1</u>

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

2018-19   <u>14.3%</u>

2019-20   <u>0.0%</u>

2020-21   <u>20.0%</u>

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

Fall 2020   <u>2,589</u>

VI. **Institutional Reports**

https://www.taskstream.com/ts/politicalscienceprogram1/AcademicProgramReviewWorkspace

CSN: Psychology, A.A.

I. Description of Program reviewed

The Associate of Arts in Psychology is primarily designed for students who plan to transfer to a baccalaureate degree level college in psychology or a related field. This degree program offers students an essential foundation in the theoretical perspectives and social science research methods of psychology, as well as options to explore more specialized topics in psychology or closely related fields.

II. Review Process and Criteria

The review process for the 2020-2021 Program Review includes three primary goals: provide evidence of program effectiveness (effects on students and community), provide evidence of program adequacy (addressed or met the needs of target populations), and provide evidence of program efficiency (utilization of time, resources, and money). The timeline for reported criteria is outlined in Attachment B of the Academic Program Review Policy May 2019. The established criteria of the Academic Appraisal Form include the following: program review summary, program overview, assessment and student success overview, and unit planning (i.e., SWOT analysis and the proposed Six-Year Action Plan).

III. Major Findings and Conclusions of the Program Review

Our findings indicate that, due to high enrollment and strong student success in CSN's PSY AA, increased support for this program should be implemented.

Strengths
Some of the internal factors that are likely to have a positive effect on the achievement of our program's mission/goals include: low faculty turnover, high PhD/Masters ratio (68%for full- time faculty), extensive community collaborations, strong lower and upper level enrollment make it consistently very profitable for the Human Behavior Department ($1,000,000 for fall 2020), a newly developed online rubric for strong distance learning program, and a high number of completions. All PSY courses (except PSY 270) fulfill the three credit "social science" requirements for the Associates of Science and Associate of General Studies degrees. In addition, many of our psychology faculty members are presenters at national conferences creating a national presence, and we regularly invite highly esteemed international speakers to deliver presentations at CSN. The mission of the psychology AA aligns directly with CSN's diversity mission and its goal of closing the achievement gap.

Weaknesses
Internal factors that have had a negative effect to the achievement of our program's goals were revealed. The weaknesses include a high faculty to student ratio (1:33), a low number of classified staff serving the department as a whole, and a lack of extensive and accessible PTI-focused training in online teaching which includes insufficient use of CAPE trainings by part-time faculty. There are some articulation difficulties regarding lost credits when transferring PSY AA to other institutions.

Opportunities
As a result of the efforts of our diverse faculty, many opportunities are available that will have a positive effect on surpassing the program's goals as well as those laid out in the CSN Strategic Plan including psychology's role in actively aiding the diversity mission.

Opportunities include diversity recruiting and strengthening support for an inclusive environment. Collaborating with CSN's Handshake program will contribute to workplace development. Community

collaborations will continue to provide a pipeline for students to obtain local jobs as well as enable the continuation of established relationships and the creation of new ones.

Threats

Psychology discipline internal threats include high demand classes such as PSY 200 and PSY 298 are taught by few PSY faculty members. External factors that are also found in the other disciplines are likely to have a negative effect on achieving the program's mission and goals. The recent primary challenge is budgetary in nature and is a direct result of the COVID-19 pandemic and the budgetary reductions at the state level.

Psychology Faculty and staff: There are 16 Full-time tenured faculty in Psychology, 68% have Ph.Ds (total of 11), the remaining 32% (total of 5) have master's degrees in psychology or closely related discipline. There are currently 2 full-time classified employees (i.e., Dora Reyes and Tracy Warren) in the Department of Human Behavior and two student counselors (Gabriel Rodriquez and Brad Brady). Regarding the leadership turnover for the Department of Human Behavior, we have had three department chairs in the last 5-year cycle (Dr. Kevin Rafferty, Dr. David Wangsgard, and Prof. Wil Wilreker). The psychology faculty have numerous licensures, industry certifications and qualifications that enhance our programs, courses, and student experience.

Psychology Faculty accomplishment breakdown: Notable (writing book, workbook, new course, etc.): 20, Currently held licensures/certifications: 34, Presentations: 40, Publications: 32, Award and Recognition: 9 Faculty Service: Community 29, College 40, Department 42

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

The next steps for the AA in Psychology are to formulate six-year goals and an action plan. The date for completion of the unit plan is November 1, 2021.

V. **Descriptive Statistics**

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

2020-21	1,138

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

2018-19	73
2019-21	86
2020-21	109

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

2018-19	11.4%
2019-20	11.7%
2020-21	12.3%

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

Fall 2019   4,922

Fall 2020   4,553

VI. Institutional Reports

https://www.taskstream.com/ts/psychologyprogram1/AcademicProgramReviewWorkspace

CSN: Sociology, A.A.

I. Description of Program reviewed

SOCIOLOGY is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious traditions; from the divisions of race, gender and social class to the shared beliefs of a common culture. (21st Century Careers with an Undergraduate Degree in Sociology, 2014)

The Associate of Arts in Sociology program at the College of Southern Nevada has been educating students about sociology and helping them to develop their sociological imaginations since the beginning of the academic year 1999-2000. There are currently twelve and one-half full time Sociology faculty, with an additional thirteen part-time faculty teaching this semester.

This year, we are proposing a few changes to our core and elective course requirements so that the program is more comprehensive and offers a broader foundation for graduating and transferring students. We are also looking at how our courses transfer to other NSHE Institutions and institutions in the region generally. We are also in the process of make some minor changes to our Program Learning Outcomes so that they are more measurable.

II. Review Process and Criteria

The review process for the 2020-2021 Program Review includes three primary goals: provide evidence of program effectiveness (effects on students and community), provide evidence of program adequacy (addressed or met the needs of target populations), and provide evidence of program efficiency (utilization of time, resources, and money). The timeline for reported criteria is outlined in Attachment B of the Academic Program Review Policy May 2019. The established criteria of the Academic Appraisal Form include the following: program review summary, program overview, assessment and student success overview, and unit planning (i.e., SWOT analysis and the proposed Six-Year Action Plan).

III. Major Findings and Conclusions of the Program Review

As per the Academic Program Review Policy and in alignment with NSHE strategic goals and CSN's strategic plan our goal was to collect, analyze, and review data about our programs' performance and to identify the strengths of and challenges facing our program. These findings will be utilized in the development of our Six-Year Action Plan.

Some of the more significant findings include that we have a highly competent faculty, both full time and part-time who present at professional conferences, create publications and serve on many of our college committees. Our students report that they like their instructors and the course materials presented. This is an important strength given that sociology has never been more relevant than it is right now. There is great upheaval in

our political institutions, global economic changes and global migration rates are high and climbing, inequality and the gap between the wealthy and rest of the population continues to grow, our criminal justice system is rife with institutionalized discrimination and so much more. Sociology offers solutions to these issues and solutions are sorely needed.

We have an opportunity to revitalize our discipline by focusing on these things and those that our students want to know about; things like social justice, race, human trafficking and social inequality. Another threat to our program is declining enrollment and declared majors. Some of this is related to the current Covid-19 Pandemic, but this trend started before the pandemic. We have already begun to address the issue by shifting to a free OER textbook for all part-time faculty and many full time faculty; developing surveys for majors, potential majors and alumni to gather information about their experiences as majors and students who may become majors and will include our plans to shift the focus of our program to meet the needs of our students, and to increase our enrollments and majors in the Six-Year-Plan.

Finally, we will address issues related to measuring learning outcomes across our curriculum, revamping our program requirements and learning objectives, looking at our course outcomes to see how they align with our program outcomes and correcting issues where we find them.

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

The next step for the AA in Sociology is to finalize the changes to our program and our program learning objectives and to formulate six-year goals and an action plan. The date for completion of the unit plan is November 1, 2021.

V. Descriptive Statistics

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

2020-21	<u>142</u>

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

2018-19	<u>11</u>
2019-20	<u>9</u>
2020-21	<u>6</u>

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

2018-19	<u>25.0%</u>
2019-20	<u>23.1%</u>
2020-21	<u>0.0%</u>

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

      Fall 2019   6,002

      Fall 2020   3,763

VI. Institutional Reports

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

CSN: Tourism, Convention and Event Planning, A.A.S. & C.A.

I. Description of Program reviewed

The Tourism, Convention and Event Planning Degree is designed to provide exciting career opportunities and produce professionals who want to work in the Tourism, Convention and Event Planning industries. Students will be prepared to enter management training positions and, for those presently employed, to assume managerial responsibility. This program is accredited by the Accreditation Commission for Programs for Hospitality Administration (ACPHA)

II. Review Process and Criteria

Tourism, Convention and Event Planning Annual Assessment Reports were analyzed beginning with year 2015-2016 through 2019-2020 to look at trends. CSN internal research documents were researched to located requested specific descriptive statistics.

NOTE: Academic year 2019-2020 Annual Assessment Report percentage statistics were researched separately from Grades for TCA 251 Tourism and Convention Externship, and do not include summer numbers.

The Annual report for 2019-20 was part of a three-year report that was submitted.

III. Major Findings and Conclusions of the Program Review

The Tourism, Convention and Event Planning (TCEP) AAS and Certificate Degrees have continued to grow, although as would be expected 2020 was disappointing. Still, there are 111 declared majors in TCEP. More importantly is that there is a high rate of FTEs in this Program, and consistent graduates. JUMPSTART is working and introducing TCEP as a career choice to local high school students – this helps recruitment.

TCEP numbers reflect the decrease in the number of international students to CSN. Only recently has a new International Program Director been hired…there was no Director nor recruiting per se for the past several years.

Additionally, COVID has halted travel and transportation, thereby cancelling many international students who may have planned to apply to CSN and take Tourism, Convention and Event Planning as a major.

Hopefully 2021 or 2022 will start to see many new international students enter TCEP-thanks to marketing by the International Department and a new recruiter in the field.

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

A Bachelor of Applied Science (BAS) Degree was created, and approved by Board of Regents December, 2020. Courses are scheduled to be offered Fall, 2021 semester. The AAS Degree is a prerequisite to the BAS Degree. Additionally, the increased awareness and high profile of a BAS Degree in Tourism, Convention and Event Planning at CSN should help with public relations, marketing and promotion.

Vaccinations are underway in 2021, so hopefully second or third quarter Las Vegas should be reopening for business.

V. Descriptive Statistics

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

2020-21	111

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

2018-19	17
2019-20	23
2020-21	15

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

	AAS	CT
2018-19	28.6%	50.0%
2019-20	28.6%	0.0%
2020-21	25.0%	0.0%

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

Fall 2020	281

VI. Institutional Reports

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

CSN: Women's Studies, A.A.

I. Description of Program reviewed

Gender shapes human consciousness and determines the social, economic, political, and cultural organization of human society throughout history. Students who enter into women's studies will thus be exposed to the historical and contemporary issues of gender. The WMST faculty use an interdisciplinary, integrated, intersectionality approach to the study of gender inclusion. We are committed to providing a setting for students to develop critical thinking and writing skills, the ability to analyze material, the use of abstract thinking, and oral presentations. These are skills that will serve the students well in their personal, professional, and social lives.

The Associate of Arts Women's Studies is intended as a two-year transfer degree into 4-year bachelor's degree programs for those students wanting to transfer to Nevada System of Higher Education (NSHE) sister institutions such as UNR, UNLV, NSC and GBC as well as into others outside of NSHE. The degree allows for an inter-disciplinary emphasis and can lead to further, specialized study in Women's Studies at nearly any 4- year institution, although the degree is designed to integrate most effectively with Women's Studies programs at UNLV and UNR and other NSHE 4-year institutions. The degree can also serve as a gateway to declaring in other majors, since the Gen Ed requirements of the degree are aligned with the Gen Ed requirements of all NSHE institutions. The A.A. degree in Women's Studies is structured and would guide students with this declared major on the path to a bachelor's degree field.

II. Review Process and Criteria

The review process for the 2020-2021 Program Review for WMST Program is based on the CSN Faculty Senate Academic Program Review Policy. The CSN Faculty Senate Academic Program Review policy criteria include three primary goals: provide evidence of program effectiveness (effects on students and community), provide evidence of program adequacy (addressed or met the needs of target populations), and provide evidence of program efficiency (utilization of time, resources, and money). The timeline for reported criteria is outlined in Attachment B of the Academic Program Review Policy May 2019. The established criteria of the Academic Appraisal Form include the following: program review summary, program overview, assessment and student success overview, and unit planning (i.e., SWOT analysis and the proposed Six-Year Action Plan).

III. Major Findings and Conclusions of the Program Review

As per the Academic Program Review Policy and in alignment with NSHE strategic goals and CSN's strategic plan our goal was to collect, analyze, and review data about our programs' performance. Our analysis has provided useful and significant data in support of the AA in Women's Studies. Highlighted throughout our review is the value of our program and courses to CSN's diversity mission and its goal of closing the achievement gap. The WMST Program and Courses play a significant role in closing the achievement gap by providing under- represented populations access to careers founded upon cultural and gender studies field of degree such as employment fields include education instruction occupations, library occupations, management occupations, business and financial operations occupations, office and administrative support occupations, and sales and related occupations.

Further, the established community collaborations provide a pipeline for students to obtain access to provide access, information, and education to students to further their workforce and professional development, higher education opportunities, and community engagement.

Our SWOT analysis emphasized strengths and weaknesses, both of which form the basis of the recommended expansion and the allocation of additional resources. One weakness that negatively

impacts the certificates is a lack of adequate full-time leadership and adequate part-time faculty. The current faculty are qualified, engaged, enthusiastic, and passionate; however, it is clear our students will benefit more from additional courses and classes and certifications.

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

The next steps for the AA in WMST are to formulate six-year goals and an action plan.

The date for completion of the WMST Program Action Plan is November 1, 2021 if adequate IUs course release time is given to accommodate the work needed to complete the Action Plan.

The WMST Program Action Plan is based off of the SWOT Analysis from 2020-2021 provided in this Program Review.

2021-2027 TENTATIVE WMST PROGRAM ACTION PLAN

*Continue to lobby for adequate release time in the form of IUs (course release) for the WMST Program Lead Faculty to meet the requirements and obligations of the position each semester

*Continue to lobby for additional adjunct/PTI for the WMST Program to increase accessibility and student success

*Rebrand classes/program to include "gender" and "intersectionality"

*Develop a 4-year program due to the lack of 4-year WMST Program BA in NSHE system

*Develop a certificate in WMST at the 2-year college level

*Develop a certificate in WMST at the 4-year college level

*Develop a certificate in a WMST executive program

*Enhance and promote WMST Program alignment with the CSN Women's Alliance for leadership, mentoring, and collaboration opportunities

*Enhance and promote WMST Program alignment with the CSN Women's Center and/or Women's Health Initiatives for students, faculty, and staff

*Conduct a student exit survey to improve completion/graduation rates with assistance from the CSN Alumni Association and Institutional Research

*Create a women's mentoring program in collaboration with WMST Program, Women's Alliance, Women's Center, NSHE Leadership, and NSHE Regents

*Apply for grants that support women faculty/students and program objectives

*Offer a women's speaker series and invite local women leaders

*Collaborate with community groups and businesses on a guided pathway, externships, and internships

*Collaborate with the Division of Workforce & Economic Development on a guided pathway, externships, and internships

V. **Descriptive Statistics**

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

2020-21   1

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

2018-19	0
2019-20	1
2020-21	0

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

2018-19	0.0%
2019-20	0.0%
2020-21	0.0%

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

Fall 2020	832

VI. Institutional Reports

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

Great Basin College

Summary

Degree Programs

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

- Business Administration, A.A.S.
- Diesel Technology, A.A.S.
- Electrical Systems Technology, A.A.S.
- Elementary Education, B.A.
- Industrial Millwright Technology, A.A.S.
- Science in Management and Supervision, B.AS
- Science Instrumentation, B.AS
- Secondary Education, B.A.
- Welding Technology, A.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.**

- Graphic Communication, B.AS

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

- Early Childhood Education, B.A.

Certificates

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

- Accounting, Certificate of Achievement
- Diesel Technology, Certificate of Achievement
- Electrical Systems Technology, Certificate of Achievement
- Entrepreneurship, Certificate of Achievement
- General Business, Certificate of Achievement
- Human Resources, Certificate of Achievement
- Industrial Millwright Technology, Certificate of Achievement
- Instrumentation, Certificate of Achievement
- Retail Management, Certificate of Achievement
- Welding Technology, 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.**

- General Education College Bound Certificate

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

- Accounting Technician, Certificate of Achievement
- Entrepreneurship, Certificate of Achievement
- Spanish Interpreter/Translator, Certificate of Achievement
- Technologies Graphic Communication, Certificate of Achievement

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

None

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

None

GBC: Management and Supervision, B.A.S.; Business Administration: Accounting, Entrepreneurship, General Business, A.A.S. & C.A.; Retail Management, C.A.

I. Description of Program reviewed

The Business Department offers two tracks of study: one is for immediate application in the workplace and includes five Certificates of Achievement, an Associate of Applied Science in Business Administration, and the Bachelor of Applied Science in Management and Supervision. The second track of study is for students who wish to ultimately transfer to a traditional bachelor's degree in Business Administration from one of the sub-disciplines of accounting, economics, finance, management or marketing. This program review covers all these areas of study. The degrees are offered completely online and address local and rural Nevada needs.

II. Review Process and Criteria

The process for this review followed the NSHE code. Information was gathered from institutional research, advisory board members, faculty and staff, students and graduates. This information and program data were used to compile the initial report. An external reviewer validated the accuracy of the information in the report and offered guidance for the program's future.

III. Major Findings and Conclusions of the Program Review

The program has professional integrity with effective teaching and serves the students well. Faculty, staff, and students work hard and cooperate with one another for the good of the department. Although as with any department, the Business Department has areas to be improved upon and with the current leadership and culture shouldn't have any difficulty making these changes. Areas to improve include development of new curriculum areas, improvement of outreach to the local community, diversification of course offering formats, developments of a mentoring program for adjunct faculty and new hires, and development of a Business Program marketing plan.

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

The Dean will meet with the Business Department at the beginning of the Fall 2021 semester.

Each recommendation from the outside reviewer will be scrutinized for concrete ways of implementing changes while at the same time maintaining what works well.

Some recommendations are tied to funding, so ways of implementing those will be more difficult.

V. Descriptive Statistics

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

2020-21   221

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

      2018-19   96

      2019-20   77

      2020-21   82

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

      2018-19   38.1%

      2019-20   38.9%

      2020-21   26.7%

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

      Fall 2020   1,157

VI. Institutional Reports

Click here for a copy of the institutional report.

GBC: Instrumentation, B.A.S. and C.A.; Diesel Technology, A.A.S. & C.A.; Electrical Systems Technology, A.A.S & C.A.; Industrial Millwright Technology, A.A.S. & C.A.; Welding Technology, A.A.S & C.A.

I. Description of Program reviewed

The courses and programs of career and technical education at Great Basin College train students for entry-level employment or to upgrade skills for positions they already hold. Emphasis areas in the program include instrumentation, diesel technology, electrical systems technology, industrial millwright technology, and welding technology. The Career and Technical Education program has classes that take place in the traditional classroom and a hands-on component that emphasizes skills needed for the workplace. The program addresses local and rural Nevada needs.

II. Review Process and Criteria

The process for this review followed the NSHE code. Information was gathered from institutional research, advisory board members, faculty and staff, students and graduates. This information and program data were used to compile the initial report. An external reviewer validated the accuracy of the information in the report and offered guidance for the program's future.

III. Major Findings and Conclusions of the Program Review

- The program review is an accurate assessment of the strengths, weaknesses, and needs of the Great Basin College CTE Program. Every program area is viable; industry has a good demand for student graduates.

- Investigate new course options in automatous equipment operations and integrate Project Management into programs.

- Restructure department by adding a vice department chair to create a smooth transition for department chairs.

- Emphasize recruiting students locally and to surrounding states.

- Solicit more training aids from industrial suppliers and manufacturers for student training.

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

The Dean will meet with the CTE Department at the beginning of the Fall 2021 semester.

Each recommendation from the outside reviewer will be scrutinized for concrete ways of implementing changes while at the same time maintaining what works well.

Some recommendations are tied to funding, so ways of implementing those will be more difficult.

V. Descriptive Statistics

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

2020-21   272

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

        2018-19   198

        2019-20   192

        2020-21   222

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

        2018-19   66.7%

        2019-20   74.6%

        2020-21   81.8%

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

        Fall 2020   241

VI. Institutional Reports

Click here for a copy of the institutional report.

GBC: Elementary Education, B.A. & Secondary Education, B.A.

I.   Description of Program reviewed

The Teacher Education Program at Great Basin College offers rural and urban students the opportunity to obtain quality education in early childhood, elementary, secondary and special education programs. The programs reviewed were the BA in Elementary Education and the BA in Secondary Education. These programs were reviewed together due to the nature of the process at GBC. The program directors and faculty in our education department teach across both of these disciplines.

Students can choose a Bachelor of Arts (BA) in Elementary Education or a BA in Secondary Education. The BA in Elementary Education requires students to choose either a content emphasis or an endorsement. Content emphases allow a person to be qualified to teach at a middle school setting in English, math, science, or social studies. Students may elect to earn an endorsement in Early Childhood or Special Education but are required to obtain the English Language Acquisition and Development (ELAD) endorsement. The BA in Secondary Education allows students to choose a major endorsement in English, Math, Biology, Social Studies, or Business Education. They can also add endorsements in Special Education or ELAD. Both of these programs include an alternative route to licensure (ARL) and a post baccalaureate pathway. The ARL is for individuals who are working in a school with a provisional teaching license and the post baccalaureate is for those individuals who have a bachelor degree, but not in teaching. The post baccalaureate pathway student is not working in a school and will be placed for student teaching by GBC faculty.

II. Review Process and Criteria

The GBC program review process and criteria conform to NSHE Code, Title 4, Chapter 14, Section 5. GBC policy 3.40 provides additional institutional guidelines to follow for program reviews. The following items were reviewed for the program review of both the BA of Elementary and Secondary education programs: collection and analysis of student data, program content, program outcomes, student performance, future planning, and comments from an external reviewer.

III. Major Findings and Conclusions of the Program Review

After the program review the following findings were discussed:

Strengths
1. School District partnerships
2. Small class sizes
3. Technology emphasis
4. Essential workforce for rural Nevada program

Weaknesses
1. Classroom management course is needed
2. Lack of student diversity
3. Lack of a centralized student data system
4. Lack of course access

Challenges since the last review period
1. Loss of key instructors and support staff
2. Increased enrollment demonstrating the need for more faculty and support staff
3. Lower praxis testing scores
4. Training and hiring of part-time instructors

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

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

The external reviewer's recommendations were reviewed and an action plan for each item is listed below as the next steps for program improvement:

- The program clearly needs a third faculty member to reduce the overloads of current faculty, ensure program quality, and support and sustain the growth that the programs have experienced. <u>Completed</u>. An additional faculty member was hired and started August, 2021.
- Given the demands required for assessment and supervision of candidates in teacher preparation programs, I encourage GBC's administration to bolster the data collection and assessment capacity of the Teacher Education unit. <u>In process.</u> Since the last program review Dr. W. Brown was hired for institutional research data. He has been an integral part of this review process; however, the department will be exploring options for data collection systems. This review will be completed within the 2021-22 school year and options presented to the dean by May of 2022. Funding sources will be reviewed at that time.
- The Teacher Education Program should be classified as a workforce development program and receive the resources such programs deserve. <u>No change since this would be at system level or legislative levels. The faculty will continue to be involved in the state meetings</u>. GBC has started to focus attention on this because of the state level focus on the teacher shortage. The programs are and have been taking advantage of student scholarships, such as the Teach NV Scholarship (TNVS), offered through the state and will continue to look at ways to address the absence of pay for student teaching internships. Both program supervisors, Denise Padilla and Brian Zeiszler, are involved in state meetings about recruiting and retaining a diverse population of students who are interested in teaching. A special focus at these state meetings has been to remove obstacles for pre-service teachers to obtain teacher licensure.
- The program is encouraged to complete a full curriculum map for each of its program offerings. <u>In process</u>. The program faculty have been developing the program curriculum maps. Program supervisors will continue to map program curricula in conjunction with the strategic planning process that will be occurring in the 21-22 academic year.
- The program should consider adding formative data to their program assessment plan. <u>In process and will be updated annually</u>. The programs have been collecting formative data during the entire existence of the programs but have never formally used it for program reviews or formal reports. Data from the midterm assessments, that are conducted during the student teaching internships, could be formally added to our data analysis process in order to show growth of students in regard to the 10 InTASC standards.
- The program should consider integrating more practicum experiences into coursework. <u>Completed with minimal change</u>. Due to changes in required coursework from the state department of education, the elementary program has added courses, such as EDSP 485, that require practicum experiences. However, we currently have a robust practicum experience for both programs in three courses: EDSC/EDEL 311, 313, and 315 for a minimum of 70 hours of classroom time. We have also reaffirmed with the state that we will continue to require the ELAD endorsement, which is a suite of four courses, one of which includes a practicum.
- The program should build on existing strong rural district relationships to develop data sharing agreements. <u>In process</u>. We have been told that the state would be implementing a data sharing process so that institutions will be able to access evaluative data on graduates in their first 3 years at a particular district. Faculty will continue to work with the Nevada Department of Education and school districts.
- Develop a marketing plan for various media sources statewide. <u>In process</u>. The education faculty are currently working on a plan in conjunction with our communications department for

disseminating program information to local tv, radio, and print media outlets. There is already a social media focus, so we'd like to do some of the more traditional media sources to connect with a broader and more diverse student population.

V. Descriptive Statistics

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

	Elementary Ed, B.A.	Secondary Ed, B.A.
2020-21	158	72

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

Elementary Education

	B.A.	ARL	Post Baccalaureate	Total
2018-19	16	9	1	26
2019-20	16	7	1	24
2020-21	16	7	0	23

Note: The alternative route to licensure (ARL) is for those individuals who are working in a school with a provisional license. The Post Baccalaureate route to licensure is for those who are not currently working in a school.

Secondary Education

	B.A.	ARL	Post Baccalaureate	Total
2018-19	3	4	1	8
2019-20	4	1	0	5
2020-21	6	3	1	10

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

	Elementary Ed, B.A.	Secondary Ed, B.A.
2018-19	5 students (20%)	5 students (40%)
2019-20	6 students (40%)	3 students (66.7%)
2020-21	6 students (16.7%)	3 students (33.3%)

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

	Elementary Ed, B.A.	Secondary Ed, B.A.
Fall 2020	389	268

VI. Institutional Reports

Click here for a copy of the institutional report.

Truckee Meadows Community College

Summary

Degree Programs

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

- Biology, A.S.
- Community Health Science, A.S.
- Fine Arts, A.A.(visual art specializations)
- History, A.A.

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

    None.

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

Registered Nurse to Bachelor of Science in Nursing) (RN to BSN)

Certificates

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

Health Sciences, 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.**

- Architectural Drafting
- Diesel ASE Technician
- Diesel General Service Technician

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

    None.

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

- Automotive Service Excellence (ASE) - Diesel Technician: Basic
- Automotive Service Excellence (ASE) - Diesel Technician: Electrical
- AutoCADD Architectural Drafting
- REVIT Architectural Drafting

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

None.

TMCC: Biology, A.S.

I. Description of Program reviewed

The Associate of Science, Biology is a two-year transferable program. The curriculum includes a core of courses in the biological and physical sciences and mathematics. All courses recommended will partially satisfy the Bachelor of Science in Biology at the University of Nevada, Reno. The program is housed within the Biology Department under the new Division of Life Sciences, Allied Health, and Public Safety. The Biology Department has extended the offerings for non-majors and is growing non-allied health courses). The department has added the course BIOL 112 Intro to Animal Behavior, and increased offerings of BIOL 191, 113, and 106 in an effort to expand this side of the program. One of the biggest additions to the department since the last PUR, is the inclusion of undergraduate research. The Biology Department has received several undergraduate research grants and we work with students in our labs (e.g., BIOL 190L, BIOL 191L, and BIOL 251) to do authentic research. The department also has research opportunities outside of courses for students including research projects on milkweed, urban bobcats, and biology education. The department plans to expand these research opportunities and the "traditional" biology side as it continues to move forward.

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

III. Major Findings and Conclusions of the Program Review

Everywhere that I have served, Biology program faculty are leaders and engaged campus citizens, and the situation at TMCC is no different. This PUR is thorough, detailed, and supported by good data and qualitative summaries. The data that is cited in these analyses is strong. The faculty clearly do excellent work to ensure that our AS Biology degree is relevant and that it transfers seamlessly to UNR, among other 4-year universities. This program should most certainly continue, and it should likewise continue to foster and showcase undergraduate research. These co-curricular learning opportunities are invaluable bridges to transfer and continued success. I commend the faculty here for their dedication to expanding our students' horizons.

Strengths: The program faculty are highly qualified, very experienced, clearly committed, and deeply engaged in the business of shared governance. The metrics related to enrollment, section counts, fill rates, and so on appear very strong. The graduation rate of majors is modest but climbing. The focus on learning outcomes is clear and solid work has been done to map these outcomes. The faculty approach to equitable teaching schedules maintained via rotation is notable. The effort put into course-level learning outcomes assessment is admirable and the work done to improve course delivery is a fine example of closing the loop on assessment.

Areas for Improvement: The student demographic data analysis identifies various percentages, and it identifies gaps and disparities, but it does not suggest how to address those gaps and disparities. Further discussion of approaches being taken or planned to increase URM student enrollments and majors is needed.

The student performance data analysis also identifies gaps between various student groups, and it points to more than one "opportunity for improvement," but there is no discussion of what steps are being or will be taken to close these gaps. It is further suggested that this offers opportunities for "innovation." What innovation, specifically?

Assessment and data analysis cannot simply measure gaps -- they must inform tangible planning and work to close those gaps. Knowing that the gaps exist is a good first step.

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

The program should transition to PSLO assessment work, and that it should focus on closing the achievement gaps noted in the PUR.

Our Biology courses and the AS in Biology should continue, and adding Microbiology 276 can benefit transfer to programs at UNR. We will need to explore options for new Biology lab space. Adding a Med Lab Tech or a Biotech program is not possible at this time due to budgetary restrictions.

The program is recommended to pursue an administrative faculty position, which will permit teaching, where written into the job description. This is a common model at other institutions. Only if the prep lab assistants are expected to perform no teaching would classified staff be advisable.

There is support for the remodel of RDMT 410 as a lab for biology based courses, particularly to expand storage, as this lab should accommodate more sections. In Fall 2021, this room has an 18.82% time utilization, based on an 8am-10pm schedule, Monday through Saturday. The lab hosts a variety of accelerated courses, but it hosts just 1 or 2 classes per day -- never more than 2 -- and most weeks feature one or even two days when there are no classes held at all, M-F. It is clear that additional storage is needed to ensure that this lab is a viable workspace for additional scheduling.

Faculty Senate maintains travel funds that can support online activities and travel to in-person activities. Additionally, TMCC is again supporting interested FT faculty and select PT instructors who wish to complete the 2022 ACUE program. Finally, the college is about to search for a PD Director -- faculty are encouraged to take part in that search and offer feedback concerning how this position can support PD related to undergraduate teaching.

Program faculty should continue to embed undergraduate research into courses that support the AS Biology major. Such transcripted courses would enable this activity as part of faculty load. Beyond existing courses, if a new 200-level course were created that focuses solely on research, entire cohorts could take part, provided transferability could be assured. There are several elective slots in the degree that could accommodate such a course, if the program faculty wish to focus tightly on it as a requirement. This would also ensure equity by giving all majors access to this experience.

V. **Descriptive Statistics**

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

2020-21   <u>207</u>

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

2018-19   <u>9</u>

2019-20   <u>10</u>

2020-21   <u>13</u>

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

2018-19   <u>21%</u>

2019-20   <u>382%</u>

2020-21   <u>20%</u>

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

Fall 2020   <u>2,014</u>

VI. **Institutional Reports**

Click <u>here</u> for a copy of the institutional report.

TMCC: Community Health Science, A.S. & Health Sciences, C.A.

I. Description of Program reviewed

The Associate of Science, Community Health Science (CHS) tracks afford students a broad, integrated, and interdisciplinary perspective on a variety of health topics and allows them to begin developing an understanding of personal, public, and community health issues. These pathways provide the lower division coursework towards bachelor degrees in community health, public health, health education, and other related areas. The TMCC CHS Pre-Nursing track prepares students to apply for the TMCC Nursing AS degree program and the other TMCC CHS tracks satisfy the lower division major requirements towards UNR Community Health Sciences Bachelor of Science specializations in Kinesiology, and Public Health.

Since the first CHS classes were offered in Fall 2013, the program has seen increases in FTE, an 19% increase overall. The number of sections offered has increased 33% and one new course, CHS 280 - Biostatistics, was added in Fall 2018. Average course fill rates are 80%, which is higher than the TMCC average of 71%.

The Health Sciences, Certificate of Achievement offers students options for entry-level employment in allied health and fulfills many prerequisite requirements for accredited health sciences training programs. Students completing one of these areas of concentration may gain an advantage in the competitive selection process of health sciences programs.

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

III. Major Findings and Conclusions of the Program Review

The CHS program is an innovative approach to helping pre-Nursing students to learn about other, related career options that provide an off-ramp for those who are not admitted to Nursing. Other colleges struggle with this, and place their pre-Nursing students variously in generic AA or AS programs, but even 'pre-Health AS' tracks, but even those can lead nowhere in particular. This degree, with its three tracks, is an excellent remedy for this persistent challenge. The terminal certificate of achievement deserves further study, to ensure that its recipients find jobs or persist in their efforts to pursue a degree. Post-graduate surveys may help here. Workforce data is needed here to demonstrate the utility of the certificate program, which the ASA Committee questions.

Strengths:

The collaboration with Biology by the FT faculty member in CHS is very close and has clearly helped to design and support optimal paths to program completion and transfer or admission to Nursing. This also results in a high proportion (82%) of CHS courses taught by FT faculty (note: the stated comparison figure of 55% of Biology courses being taught by FT faculty is the college-wide average). The fill rates are quite good, though they have fallen somewhat, and the course completion data is also good.

The approach to course-based undergraduate research experiences (CURE) is excellent and is the ideal avenue for ensure that students have an equitable opportunity to participate in research within transcripted course. This is innovative and valuable.

Completion of the Health Sciences certificate is robust. The program has 78 graduates in the past 5 years.

Areas for Improvement:

The assessment work noted elsewhere is ongoing, and provides opportunity for growth. Importantly, the work should identify specific and meaningful changes that will remedy the current gender imbalance (that is not uncommon in healthcare).

The number of awards issued fell by nearly half between 2017-18 and 2018-19. Likely owing to this, the transfer rate of CHS graduates has fallen steadily since 2016-17, from 89% to 48% in 2018-19. Data beyond this point is not shown. Fill rates have also fallen during this period and into 2019-20, with the explanation given that additional sections were added that are anticipated to enroll further in future. One consideration may be the timing of course offerings. Another may be that FTE was almost unchanged between 2017-18 and 2019-20, so adding additional sections may have been premature.

There is a noticeable drop in the number of Health Sciences Certificate graduates from AY 2016-17 (40) to AY 2018-19 (1).

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

- Continue this program, and expand marketing, especially to male students seeking healthcare careers.
- The program should develop CHS 211, continue working on PLOs, and support the development of CURE opportunities for students.
- Time is needed before program growth is sufficient and stable enough to warrant investment in a new FT faculty hire.
- The request for a dedicated computer lab would be considered after the provision of two items: data that shows steady and stable enrollment growth, and the completion of a lab space utilization study supported by flexible scheduling.
- Investigate the drop in completions of the Health Sciences Certificate.

V. **Descriptive Statistics**

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

2020-21 <u>611</u>

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

2018-19	<u>10</u>
2019-20	<u>15</u>
2020-21	<u>36</u>

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

2018-19	<u>N/A</u>
2019-20	<u>N/A</u>
2020-21	<u>25%</u>

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

Fall 2020	<u>317</u>

VI. Institutional Reports

Click <u>here</u> for a copy of the institutional report.

TMCC: Fine Arts, A.A.

I. Description of Program reviewed

The Associate of Arts, Fine Arts is primarily for the student who is planning to make a career in the fine arts. The emphasis is on studio art with an awareness of art history and fine art communication skills. The Associate of Arts, Fine Arts is a transferable degree satisfying lower-division university requirements for a baccalaureate degree in fine arts.

The Associate of Arts, Fine Arts, Art History allows the department of visual and performing arts to serve those students seeking either to transfer into a baccalaureate program in art history and/or to work in an art gallery setting. This program stresses critical analysis of art, knowledge and awareness of a variety of artistic traditions, visual literacy, and oral and written communications skills. Students also graduate with hands-on experience planning and executing an art exhibition in the Introduction to Gallery Practices course.

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

III. Major Findings and Conclusions of the Program Review

Our Visual Arts program faculty are qualified, dedicated, and bring extensive experience to their courses. The range of courses is appropriate to the field, and the breadth of their content gives students a good grounding in several media. The transferability to UNR is verified regularly, and the faculty have mapped their GenEd and Program learning outcomes. The program's commitment to developing quality online course delivery tools and skills is admirable and faculty engage in other trainings as well. Extensive data is available on various program metrics related to enrollment efficiencies and student performance, but only modest analysis has been conducted of that data.

Strengths:

The course completion rates in ART are quite high, and the fill rates are as well. The number of degrees awarded in AA Fine Arts fell by half between 2017-18 and 2018-19, falling from 8 to 4, after holding steady at 8 or 9 for several years, but the various emphases within the degree have kept the overall completion rate reasonably strong.

The program has obtained extensive grant funding and it has been applied very successfully.

The 2016-17 ranking of TMCC among the top online art programs is encouraging. That accredited online college ranking website no longer lists TMCC, but it is clear that the faculty have invested significant time and effort in professional development to master and improve online teaching. The workshops and trainings on Canvas and other tools surely paid dividends during the pandemic, enabling program delivery to continue with quality in the virtual space.

Areas for Improvement:

The PUR shows little evidence of planning to modify instruction or learning outcomes based upon assessment data. In Part 4C, General Education Outcomes Assessment, there is ample data presented, but no analysis. Answers are not given to the questions about the outcomes, changes, and future plans made based on the data. More detailed answers were given in response to Part 4 B, on Program Learning Outcomes Assessment, but not 4C.

Similarly, in Part 6 B, on Graduation and Transfer, there is ample data presented, but no analysis or future planning based on the data. The final sentence reads "Better retention efforts are needed to increase the course pass rates for these three last groups," but no efforts or plans are described. If TMCC is to succeed in its efforts to narrow equity gaps in student performance, we need to identify clear plans. Who will conduct this research and implement these strategies, and when?

No five-year plan appears in Section 8A. The first box is blank and there are no goals or timelines listed. The second box reads in part "Strategies to sustain or improve student learning in the next five years include careful attention to assessment results at the course level and program level..." As noted above, however, attention to assessment results and completion rates is just phase 1 -- this attention needs to be paired with specific plans to improve these outcomes. While plans are listed in section 4B to improve specific courses, broader plans to improve other outcomes are needed.

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

The VPAA recommends that this program continue, but that it sunset and teach out the Art History emphasis as soon as possible. Both 200-level Art History courses are also given as part of the AA Fine Arts program, so the courses and their valuable content will continue. Completers of AA Fine Arts who wish to transfer to UNR to study Art History can still do so, though they may need to complete somewhat different GenEd courses following admission in order to round out their transcript. The 3 completers in Art History in the last 3 years, (2018-19 through 2020-21) do not merit its continuation.

V. Descriptive Statistics

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

2020-21   <u>9</u>

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

2018-19   <u>1</u>

2019-20   <u>0</u>

2020-21   <u>2</u>

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

2018-19   <u>0 (no first-time, full-time degree-seekers)</u>

2019-20   <u>0 (no first-time, full-time degree-seekers)</u>

2020-21   <u>0 (no first-time, full-time degree-seekers)</u>

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

Fall 2020   <u>840</u>

VI. Institutional Reports

Click here for a copy of the institutional report.

TMCC: History, A.A.

I. Description of Program reviewed

The Associate of Arts degree in History resides in the Business and Social Sciences Division and is designed for students seeking careers in history or related fields. The degree includes general education requirements to gain a breadth of knowledge in a wide array of disciplines. Students will also specialize in the theoretical, methodological, and topical concerns of the History discipline. This course of study is designed as a university transfer degree, but it can be tailored for those wishing to gain critical analysis skills. The AA History is fully accepted at any baccalaureate-granting institution in the NSHE system, and it is fully transferable to almost all four-year schools in the nation.

In addition, the history discipline serves as an important component of TMCC's general education program with its focus on cultural awareness, critical thinking, and effective communication.

- Academic Division: Business and Social Sciences Division
- Degrees: AA History
- Average Student Enrollment for degree seekers: 45 headcount
- Average Student Enrollment for history courses: 726 headcount
- Full-Time Faculty: 2

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

III. Major Findings and Conclusions of the Program Review

Strengths:

- The rising enrollment across several History supports the authors' suggestion that the elimination of prerequisites in 2018 welcomed a new generation of interested students. The course completion and pass rates suggest that the elimination of these prereqs did not significantly impact student success; this is an important outcome that is deserving of further study.

- The program's use of technology is laudable, though few details are given on how the iPads are used. If they help to support writing skills, historical concepts, or primary-source readings, that seems very worthwhile. The use of the iPads is another good topic for study as an assessment project.
- The program's policy to require a teaching rotation, ensuring that FT faculty each give their share of 100-level courses, is appropriate and admirable.

Areas for Improvement:

The program has a two-course sequence on World History that is surely quite popular. Given the rising enrollments, I suggest creating a course on the History of East Asia since 1850, in order to focus more closely on China, Japan, Korea, and Southeast Asia. The rise of China as a trading power, and the perennial popularity of Japan and now Korea as media and cultural powers, suggest that such a course could draw significant enrollment. Adjunct support could perhaps be found at UNR. Offering this initially as a Special Topics course could test these waters.

- The transferability of this AA degree is clear and is monitored closely.
  - o Work is needed on the program's PLOs and CLOs, with particular attention needed to the General Education learning outcomes.
- The five-year plan requires a timeline.
- Some data is needed to support the resource requests.
- No data supports the stated need for a new FT faculty hire.
  - o The number of graduates per year is small, at 2, 3, and 4 between 2018-19 and 2020-21; this deserves closer scrutiny.

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

This is a vibrant program with significant potential to rebound following the pandemic, and it should certainly continue. The removal of prereqs was a very wise move, and the student success data is strong. Recommend adding a course on East Asia in order to broaden the scope and depth of coverage in that region.

V. **Descriptive Statistics**

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

    2020-21   <u>50</u>

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

    2018-19   <u>2</u>

    2019-20   <u>3</u>

    2020-21   <u>4</u>

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

2018-19	20%
2019-20	50%
2020-21	0%

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

Fall 2020	778

VI. Institutional Reports

Click here for a copy of the institutional report.

Western Nevada College

Summary

Degree Programs

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

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.**

- Early Childhood Education, A.AS.
- Geographic Information Systems, A.AS.
- Web Technology, A.AS.

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

None

Certificates

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

None

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

None

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

None

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

None

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

- Automotive Service Excellence I
- Automotive Service Excellence II
- FESTO Industry 4.0 Certification