



ACADEMIC PROGRAM PROPOSAL FORM

DIRECTIONS: Use this form when proposing a new major or primary field of study, new emphasis, new degree program, or new certificate of achievement.

DATE SUBMITTED:

INSTITUTION: Nevada State College

REQUEST TYPE:

- New Degree
 New Major or Primary Field of Study
 New Emphasis
 New Certificate of Achievement (AAC approval only)

<i>Date of AAC Approval:</i> March 2, 2016

<i>Date of Board Approval:</i>

DEGREE (i.e. Bachelor of Science): Bachelor of Arts

MAJOR (i.e. Animal Science): Communication Studies

EMPHASIS (i.e. Equine Studies): N/A

CREDITS TO DEGREE: 120

CERTIFICATE OF ACHIEVEMENT: N/A

PROPOSED SEMESTER OF IMPLEMENTATION: Fall 2016

Action requested:

Establish a Bachelor of Arts in Communication Studies major at NSC.

A. Brief description and purpose of proposed program

The Bachelor of Arts in Communication degree at Nevada State College is designed to both: 1) guide students in the scholarly study of the evolution, role, and practice of communication in society; and 2) empower students to bolster their interpersonal, intercultural, and rhetorical communication competencies. The knowledge and skills acquired in the BAC program will provide a solid foundation for future employment and/or post baccalaureate study in the field of communication or related career paths. The courses offered in this program are a mix of traditional communication core courses seen in most Communication programs throughout the country, with the addition of emphasizing the notions of community purpose and critically vigilant media consumption.

B. Statement of degree or program objectives

Students who complete a B.A. in Communication will:

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- (1) develop a sophisticated understanding of the evolution, various types/contexts, and theories of human communication;
- (2) become capable public presenters both individually and collaboratively;
- (3) learn the value of and techniques for communicating successfully in the work world;
- (4) become more critically vigilant media consumers;
- (5) become adept interpersonal and intercultural communicators;
- (6) learn to become effective team players and be frequent given opportunities to experience collaborative success.

C. Plan for assessment of degree or program objectives

The assessment method for this program will include outcomes assessment of program learning outcomes (see below for detailed discussion). In addition, we will continually monitor the growth of the program and make any necessary expansion in course offerings, additional faculty and/or campus resources. Surveys of program alumni will be developed and disseminated to assess job readiness, placement, and promotion. Lastly, surveys of student satisfaction with the degree offerings will also be conducted.

D. Plan for assessment of student learning outcomes and the use of this data for program improvement

The process of Outcomes Assessment occurs on a bi-annual basis for all majors. In October the Dean of the College of Liberal Arts and Sciences, in consultation with area Department Chairs, selects assessment chairs for each program under review, who in turn selects a three-person committee of faculty reviewers. This committee typically consists of three individuals with expertise in the discipline under examination, but often will include a strategically-selected faculty member from outside of the discipline. In broad terms, the committee targets a single learning outcome, randomly selects student “artifacts” (i.e., major assignments) that presumably reflect outcome performance, and then devises a rubric to evaluate the artifacts. The resulting scores and qualitative observations are incorporated into a formal report that describes the strengths and weaknesses of the program and renders suggested revisions. The revisions are implemented and the process begins anew as faculty gauge the extent to which the program has improved.

Several essential methodological elements enhance the quality and consistency of this process:

1. Outcome alignment

Faculty strive to develop clear, concise learning outcomes that reflect meaningful achievements in the area of study. At the outset of each assessment cycle, faculty also are asked to carefully align these learning outcomes with institutional and school-wide missions and consensus goals of the field. In this fashion, we consistently ensure that each program contributes to larger strategic objectives and maximizes each student’s potential for success in his or her respective field.

2. Sound evaluative techniques

Our assessment process is anchored by several proven methodological techniques. Many of these techniques are general reflections of best practices in research methodology, but they also derive from the Nichols assessment system (Nichols & Nichols, 2005), which undergirds our assessment philosophy.

3. Clear rubric

Assessment is most effective if the evaluation of student performance is guided by a rubric that minimizes ambiguity by relying on clear, widely understood definitions and rating scales. A rubric is “a predefined scoring scheme to guide the analysis of student performance or artifacts” (Nicholas & Nichols, 2005, p. 110). It is applied as a set of rules for evaluating student performance, and it

establishes a criterion by which the student will be deemed successful (e.g., at least a 3 on a 4-point scale).

To this end, rubrics “set a common understanding among multiple judges about what represents success in student learning” (Nichols & Nichols, 2005, p. 110). The rubric answers fundamental questions about how student performance will be measured, it discriminates between high and low quality student work, and it helps ensure that our judgments are valid and reliable. In general terms, it does this by clearly identifying several criteria by which a student’s performance can be judged (e.g., relied on empirical data, provided a clear thesis statement, etc.) and then by delineating performance levels for each criterion (e.g., unsatisfactory, satisfactory, proficient, & excellent).

4. Random sampling

A random and robust sample of student work (referred to as “artifacts”) in this circumstance is our best chance of taking a representative snapshot of NSC student performance, and thereby is most likely to guide improvements that assist a broad proportion of our student population. Moreover, the artifacts selected for analysis are “key assessments” – culminating assignments that are designed to showcase important student knowledge and skills.

5. Interrater reliability

Evaluating student work is an inherently subjective process that is particularly susceptible to the predilections of an individual evaluator. To minimize this subjectivity, each artifact is assessed by multiple independent raters, and the mean of these ratings is the critical outcome variable that guides recommendations about program changes. Moreover, the ratings from each evaluator are held to a high standard of inter-rater reliability to ensure that there is strong agreement among the different ratings, thereby ensuring that the outcome variable is not unduly influenced by the biases of a single individual.

6. Value added

For each outcome we assess a sample of student artifacts from lower division classes and a separate sample from upper division courses. In this fashion we can estimate how much progress students have made over time as a result of the quality of the instruction and curriculum in our law enforcement program.

7. Iterative philosophy

Importantly, the act of assessment does not exist in isolation; rather, it is a process that yields recommendations, the implementation of those recommendations, and a follow-up assessment to determine the effectiveness of the changes. At the close of this basic three-stage cycle, the process begins anew, which in many ways is the only response to a constantly evolving discipline and the ever-changing needs of businesses, organizations, and the community.

E. Contribution and relationship of program objectives to

i. NSHE Master Plan

The proposed Communication program at NSC parallels the NSHE Master Plan in the following ways:

1. A student focused system: The Communication major focuses on students in several areas. First, it will offer courses face-to-face, as hybrids, and in online formats, allowing flexibility for students. The high quality of education will remain the same for all course types. Second, students will be encouraged to participate in internship opportunities and community-service

programs which are student-centered and student driven. The ultimate goal of the major is student employment and developing and instilling a sense of community responsibility.

2. **Quality education:** The Communication program at NSC will provide the core foundation of knowledge of communication that is provided within such degrees throughout the United States. The tenure-track faculty members already on staff at NSC have been trained by nationally recognized programs and have relevant practical experience that will allow them to build unique courses that prepare students for the workplace or graduate studies.

3. **A prosperous economy:** The proposed major program will prepare students for work in a variety of fields, including public relations, marketing, writing/editing, management, and other occupations that are projected to grow in Nevada over the next decade. The program will particularly emphasize public relations. Students will be encouraged to complete internships and community outreach programs, giving them a chance to explore job opportunities and build their resumes, all while potential employers evaluate the students as potential job candidates. Internships are a proven method for improving employability after graduation, and allow employers to recruit candidates with minimum expenditures.

4. **Opportunity and accessible education for all:** Nevada State College prides itself on providing open access to students who may not be eligible for admission into research-oriented universities. In this regard we offer educational opportunities to a special niche of students, similar to all of the established majors at NSC. They provide the expanded opportunity and accessibility that the Board desires.

ii. Institutional mission

The proposed BAC program would help NSC fulfill its mission of providing high-quality learning experiences that help students acquire and develop the knowledge and skills they will need for lifelong success. It directly addresses the goals stated in both the college and departmental mission statements.

iii. Campus strategic plan and/or academic master plan

NSC's 2015-2020 Academic Strategic Plan included a list of 7 new academic majors to introduce; a BA in Communication is one of these prioritized majors. Majors were carefully selected based on data on career prospects, educational market saturation, and student interest, as well as our mission and core values.

iv. Department and college plan

The Department of Social Sciences mission statement follows:

"In formal terms, the Social Sciences examine human systems and interactions at personal and societal levels. Informally, the Social Sciences deal with many of life's most compelling and controversial issues. Key areas of study include the self-concept, prejudice and discrimination, sexuality, personal relationships, criminal behavior, memory, and culture. In short, the Social Sciences address topics that touch every corner of our daily lives and interests, but use rigorous scientific methods to reveal the innermost workings of people and society. As social scientists cultivate a better understanding of social life, they also unearth ways to resolve pervasive and long-standing social dilemmas. In this fashion, many social scientists strive not just to understand the social world, they aim to improve it."

The proposed B.A. in Communication program at NSC parallels the mission statements of LAS and the Department of Social Sciences. The program will include human communication core courses and two areas of specialization: public relations and media studies. The program will

emphasize working with, and giving back to, the local community. As a result, the BAC program at NSC will provide exactly the type of richly-interactive, high-quality learning experience the LAS mission statement envisions. Communication majors will be empowered to become independent thinkers and competent communicators who are motivated and able to apply their knowledge and skills to successfully communicate via various contexts and media, foster/facilitate productive communication environs, and effectively engage in collaborative problem-solving. The program's attention to media use and analysis as well as its emphasis on imbuing a sense of community purpose contributes to the departmental goal of cultivating a better understanding of, and perhaps even improving, social life.

v. Other programs in the institution

Courses required for the Communication major are integrated into other majors as well; for instance, the BS-Business Administration, BAS-Management, and BAS-Engineering Technology degrees all require communication courses that help students learn how to communicate more effectively in the workplace (and other arenas), reduce conflict, and effectively persuade others. These skills are increasingly in demand among employers regardless of field. The addition of a Communication major will increase the number of sections of these courses available, and will expand course offerings for other students as well.

vi. Other related programs in the System

CSN has a 2-year Communication degree. Wherever possible, we have adopted communication classes that already exist in NSHE's CCN system; this will facilitate the transfer of courses from CSN, as well as other NSHE 2-year institutions. If our major degree program is approved, we will set up a specific articulation agreement with each Community College to ensure students receive the maximum possible credit for courses from their associate's degree upon transfer.

UNLV and UNR both offer 4-year Communication Studies degrees; media studies and public relations are housed in separate areas. The proposed degree provides a core foundation in the study of communication, with students then choosing a concentration in media studies or public relations. The program will be distinct in its emphasis on public relations with a community focus. For instance, courses will emphasize effective strategies for public relations efforts aimed at changing group behavior (e.g., anti-smoking campaigns) or increasing public awareness of community resources.

Importantly, NSC also serves a different student population than either of the research universities. NSC's student population is older and less academically prepared than the students at UNLV, the only other 4-year Communication degree option in southern Nevada. Moreover, as UNLV focuses more heavily on its research mission, the level of preparation required for admission will likely increase. The Communication program at NSC would serve a different student body than UNLV's Communication Studies program. This is particularly important given that NSHE strives not only to produce more graduates, but to produce more graduates from a variety of backgrounds.

This program also provides an additional option for students who begin their studies in communication at a community college and then wish to pursue a 4-year degree. In addition, the proposed BA-Communication degree would provide the research universities with a new student population from which to draw for their graduate programs.

F. Evaluation of need for the program

i. Intrinsic academic value of program within the discipline

Communication has become an increasingly popular undergraduate major in recent years. Completion rates for communications-related Bachelor's degrees since 2008 have increased by 9.5% nationally and 18.3% regionally (Hanover Research, 2013, p. 8-10). This increase in popularity has been most pronounced in the field of Public Relations, leading Hanover Research to conclude that "Trends in student demand and employment projections suggest strong potential for an undergraduate communications program with a public relations emphasis" (p. 3).

The Bachelor of Arts in Communication (BAC) degree at Nevada State College is designed to both: 1) guide students in the scholarly study of the evolution, role, and practice of communication in society; and 2) empower students to bolster their interpersonal, intercultural, and rhetorical communication competencies. The knowledge and skills acquired in the BAC program will provide a solid foundation for future employment and/or post baccalaureate study in the field of communication or related career paths. The courses offered in this program are a mix of traditional communication core courses seen in most Communication programs throughout the country, with the addition of emphasizing the notions of community purpose and critically vigilant media consumption. The BAC program will offer face-to-face, on-line, and hybrid courses, coupled with opportunities for students to participate in various community outreach and internship programs.

The BAC program will offer students a thorough overview of the major theories and sub-fields that make up the study of communication. The degree includes a set of introductory courses (6 credits) and foundational courses (12 credits) that all students must complete. These courses provide a basic understanding of the societal function and significance of the various types of communication and introduce students to the theories and research methods used to investigate communicative phenomena/processes. In addition, students will take 12 credits in one of two areas of concentration: Public Relations or Media Studies. Students will select an area of concentration once they have completed 60+ credit hours at NSC.

ii. Evidence of existing or projected local, state, regional, national and/or international need for program

Sufficient student demand exists to justify a BA in Communication at NSC. The School of Liberal Arts and Sciences at NSC currently offers a minor in Communication as well as a primary concentration in Communication Studies through the Interdisciplinary Studies major. While the minor has existed for some time, the IS/COM track is only two years old and has generated a respectable amount of student interest. At present, there are 20 Communication minors and 18 students in the IS program who have selected Communication Studies as their primary area of focus. Many of these students have expressed a strong desire to pursue a BA in Communication and will immediately switch over once the major comes on line. This level of interest is supported by the very strong and increasing enrollment trends in COM courses currently offered on campus. These courses fill rapidly and we often open new sections to keep up with student demand. Student evaluations of these courses are very high and students have indicated an interest in expanded offerings.

iii. If this or a similar program already exists within the System, what is the justification for this addition

Both of the research universities offer bachelor's degrees in communication studies. However, NSC serves a vastly different student population than the research universities. NSC's students are older (and thus more likely to work and/or have families) and have lower high school GPAs than students at UNLV, the only other option for a 4-year degree in Communication in southern Nevada. NSC's degree will offer increased accessibility to this field, providing a degree option for students who are less likely to meet the selective admissions criteria of the universities and

who are more likely to be successful in a smaller campus environment with individualized attention.

Both UNR and UNLV have experienced increasing enrollment growth in those programs in recent years. While UNR does not offer the media studies of public relations concentration options that our proposed program offers, UNLV offers a broad based Communication Studies program as well as a Journalism and Media Studies program (the most comparable to our proposed public relations concentration). Given the very strong increasing enrollment growth at both institutions, coupled with the very strong employment growth metrics, there is a great deal of evidence that there is increasing student demand in this area in Nevada (Hanover Research, 2013).

Unlike UNLV, where media studies and public relations are split from communication studies, the NSC Communication program would house its areas of concentration under one department. This allows students to gain the same core skill regardless of concentration. Our approach also allows for student flexibility, based on interests.

A BA in Communication at NSC would capitalize on the growing demand for Communication degrees in general. Our program will also offer a distinct approach to public relations and media studies that differentiates it from other programs within Nevada and nationwide. While the major will be rooted in teaching students traditional interpersonal, small group, and mass communication strategies and techniques, courses like COM 110: Power, Culture, & Society and COM 335: Communication in the Public Interest will focus on helping students understand that individual ambition and community purpose need not be mutually exclusive.

Works Cited

University of Nevada, Reno. (n.d.). Enrollment Headcount. Retrieved November 18, 2015 from the University of Nevada, Reno website: <http://www.unr.edu/ia/census-date>

Hanover Research. (2013). Market analysis for a bachelor's degree in communication studies: Prepared for Nevada State College. Washington, D.C.

iv. Evidence of employment opportunities for graduates (state and national)

According to the National Association of Colleges and Employers (NACE) Job Outlook 2016 survey, communication is the 5th most in-demand category of majors among employers who anticipate making hires in 2016; 22.2% of respondents indicated they will hire someone in the field of communication in 2016 (National Association of Colleges and Employers, 2015).

In the categories used by the Nevada Department of Employment, Training, and Rehabilitation (DETR) employment projections for 2012-2022, closely-related occupations include public relations manager, editor, technical writer, writer/author, and communication-other. DETR projected 570 new positions in these areas by 2022. However, communication majors are in demand in occupations that do not directly fall within the discipline of communications. When asked what they look for in job candidates, employers ranked "leadership" and "the ability to work in a team structure" equally highly, followed by "written communication skills" and "problem-solving skills"; more than half of employers also listed verbal communication skills and "interpersonal skills (relates well to others)" (National Association of Colleges and Employers, 2014). A communication degree is excellent preparation given these employer preferences, and provides students with skills that translate to many positions. Students with backgrounds in communication often work in a variety of other roles that depend upon the ability

to cooperate with others, reduce conflict, understand effective persuasion, and communicate effectively (whether in presentations or written communications). Potential occupations/positions include management, personnel recruitment, public information officer, mediator, industrial/labor relations, marketing/advertising specialist, charitable fund-raiser, events planner, lobbyist, media analyst, health educator, grant writer, and training supervisor, among others.

Through focus groups with college career services centers and HR/staffing professionals throughout the U.S., NACE (n.d.) identified competencies that are key to career readiness among college graduates; among these competencies are critical thinking/problem solving, oral/written communication, teamwork/collaboration, leadership, and professionalism/work ethic. Our communication major will help students develop skills in all of these areas, ensuring they are qualified and will be competitive candidates on the job market after graduation.

The American Community Survey (conducted by the U.S. Census Bureau) indicates that Communication is a valuable major for students. For full-time workers who earned a bachelor's degree in communication, median income is \$51,447 (Ryan, 2012).

Works Cited

National Association of Colleges and Employers. (no date). Career readiness defined. Retrieved from <http://www.naceweb.org/knowledge/career-readiness-competencies.aspx>

National Association of Colleges and Employers. (2014). Job Outlook: The candidate skills/qualities employers want, the influence of attributes. Retrieved from <http://www.naceweb.org/s11122014/job-outlook-skills-qualities-employers-want.aspx>

National Association of Colleges and Employers. (2015). Employers are looking to hire class of 2016 business and technical grads. Retrieved from <http://www.naceweb.org/s12092015/employers-want-business-technical-graduates.aspx>

Ryan, Camille. (2012). Field of Degree and Earnings by Selected Employment Characteristics: 2011. Washington, D.C.: U.S. Census Bureau. ACSBR/11-10.

v. Student clientele to be served (Explain how the student clientele is identified)

The BA-Communication major would provide a 4-year Communication degree that is broadly accessible to all students at NSC.

G. Detailed curriculum proposal

i. Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

The follow provides a hypothetical schedule of courses for a Communication major enrolled full time, including only fall and spring semesters. However, many NSC students enroll year-round, including the winter and both summer sessions.

Year 1: 29 credits

Fall

CEP 123: College & Career Success (2 cr)

COM 101: Fundamentals of Human Communication (3 cr)

ENG 101: Composition I (3 cr)

Math core course (3 cr)

Humanities core course (3 cr)

Spring
ENG 102: Composition II (3 cr)
COM 216: Survey of Communication Studies (3 cr)
Social Science core curriculum course (3 cr)
Constitution core course (3 cr)
General elective (3 cr)

Year 2: 32 credits

Fall
COM 102: Interpersonal Communications (3 cr)
COM 110: Power, Culture, & Society (3 cr)
Natural sciences core lab course (4 cr)
Fine Arts core course (3 cr)
General elective (3 cr)

Spring
COM 212: Introduction to Communication Research (3 cr)
Natural sciences core course (3 cr)
Humanities core course (3 cr)
Cultural Diversity core course (3 cr)
General elective (4 cr)

Year 3: 29 credits

Fall
COM 221 Social Media (3 cr)
COM 400: Communication Theory (3 cr)
General elective (3)
Upper-division general elective (3)
General elective (3 cr)

Spring
COM 412: Intercultural Communication (3 cr)
COM concentration course (3 cr)
COM concentration course (3 cr)
Upper-division general elective (3 cr)
General elective (2 cr)

Year 4: 30 credits

Fall
COM concentration course (3 cr)
COM concentration course (3 cr)
Upper-division general elective (3 cr)
Upper-division general elective (3 cr)
Upper-division general elective (3 cr)

Spring
COM elective (3 cr)
COM elective (3 cr)
Upper-division general elective (3 cr)
Upper-division general elective (3 cr)
General elective (3 cr)

TOTAL Credits: 120

Note: Most students declare a minor, which fulfill most of the general elective requirements indicated in this schedule.

ii. Program entrance requirements

There are no specific requirements for entrance to this major; any accepted NSC student may declare a communication studies major.

iii. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)

Total credits: 120

GPA: 2.0 minimum

Major requirements:

I. Introductory Courses (6 credits)

COM 101 Fundamentals of Human Communication (3 credits)

COM 216 Survey of Communication Studies (3 credits)

II. Foundational Courses (12 credits from the following)

COM 102 Interpersonal Communication (3 credits)

COM 110 Power, Culture, & Society (3 credits)

COM 212 Introduction to Communication Research (3 credits)

COM 221 Social Media (3 credits)

COM 400 Communication Theory (3 credits)

COM 412 Intercultural Communication (3 credits)

III. Concentrations (12 credits)

Students select one of the following concentrations:

Public Relations

COM 261 Introduction to Public Relations (3 credits)

COM 375 Public Relations Writing (3 credits)

COM 463 Case Studies in Public Relations (3 credits)

COM 492 Public Relations Campaigns (3 credits)

Media Studies

COM 380 Women & the Media (3 credits)

COM 431 Visual Literacy (3 credits)

COM 485 Mass Media & Society (3 credits)

COM 488 Global Media Seminar (3 credits)

IV. COM Electives (9 credits)

Summary of Requirements

- Core Curriculum (31-44 credits)

- Major Requirements (39 credits)

- Electives (credits as needed to get to 120: at least 21 must be upper division)

Total Credits 120

iv. Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)

N/A

v. Evidence of approval by appropriate committees of the institution

The proposal was approved by the following:

1. Liberal Arts & Sciences Curriculum Committee on 12/1/15
2. Faculty Senate on 2/01/16
3. NSC Provost on 2/02/16

H. Readiness to begin program

i. Faculty strengths (specializations, teaching, research, and creative accomplishments)

The majority of courses in the major will be taught by existing tenure-track faculty holding PhDs in the field. These faculty members earned degrees from a highly-regarded doctoral program and have experience in teaching, research, community outreach, and public relations campaigns.

Current faculty:

Christopher Harris, Ph.D. in Communication Studies, University of Miami. Dr. Harris's research interests include media discourses in contemporary society, African American music and culture, and media portrayals of race/ethnicity. He has won top paper awards at the National Communication Association and the Broadcast Educators' Association annual meetings; he recently published an article on a semester-long active learning exercise in the journal *Communication Teacher*. In addition to his academic work, Dr. Harris spent several years running an innovative after-school program for inner-city middle school children in New Jersey.

Jasmine Phillips, Ph.D. in Communication Studies (concentration in Intercultural Communication), University of Miami. Dr. Phillips specializes in the design of culturally relevant public relations campaigns, including an HIV/AIDS health communication campaign aimed at Mayan youth in Guatemala. Dr. Phillips speaks Spanish and Portuguese and has organized study abroad programs aimed at helping students develop their global communication skills.

ii. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university

COM 101, a required course for the major, fulfills the Humanities core curriculum and is specifically required by a number of majors on campus (such as Education and Nursing). COM 216, another required course, fulfills the Social Sciences core curriculum. COM 412 is required for students in the RN-to-BSN major.

New courses introduced as part of the major will provide relevant specialization elective options for students in Business Administration and Management; the coursework in public relations will be particularly useful for these students. Courses for the Communication major will also fulfill requirements in the Social Justice minor and will expand options for students in the Interdisciplinary Studies Communication concentration.

iii. Completed prior planning for the development of the program (recent hires, plans for future hires, securing of space, curricular changes, and reallocation of faculty lines)

Hanover Research was contracted to provide a research report with recommendations on whether NSC should introduce a communication major and, if so, possible areas of specialization. Their

research indicated a positive outlook for a communication major at NSC, given student interests and projected job opportunities, with particular interest in a public relations focus.

In Fall 2015, Dr. Jasmine Phillips joined the faculty at NSC. Dr. Phillips was hired due to her expertise in public relations; she will be able to teach the courses required for the public relations concentration. She joined Dr. Chris Harris, who has a background in critical media studies and has been with NSC since 2010.

Dr. Phillips and Dr. Harris introduced several new classes to the catalog in preparation for the establishment of a Communication major. This ensures we have the appropriate courses available, and a course timetable developed, to implement the degree immediately upon approval. The opening of two new buildings on campus in Fall 2015 ensures sufficient classroom space to expand our offerings in Communication.

iv. Recommendations from prior program review and/or accreditation review teams

N/A

v. Organizational arrangements that must be made within the institution to accommodate the program

N/A

I. Resource Analysis

i. Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)

Existing faculty will teach the courses for the first few years. If enrollment exceeds expectations and new faculty lines become necessary, additional funds will come from enrollment-generated state funds.

ii. Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.

a. (1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.

1st Fall semester 12

3rd Fall semester 31

5th Fall semester 46

(2) Explain the methodology/assumptions used in determining projected FTE figures.

Projections for FTE were based on current enrollment patterns among students at NSC (full-time vs. part-time course loads). We first predicted headcounts (see below). We estimated FTE to be just over 70% of headcount, similar to other Bachelor of Arts degrees at NSC; multiplying projected headcounts by .7 resulted in our projected FTEs.

b. (1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.

1st Fall semester 17

3rd Fall semester 43

5th Fall semester 65

(2) Explain the methodology/assumptions used in determining projected headcount figures.

Projections for the first year were based on expectations of current students changing majors once a communication major is available. Based on Hanover's research and past trends at NSC when new majors are introduced, we expect that approximately 5% of current Business and English majors and 20% of the communication minor students would switch to the communication major in the first fall semester. This would give us an enrollment of roughly 17 in the first year. This assumes no recruitment of new students to the college as a result of the major, and thus is likely an under-estimate, as we believe students will be recruited to NSC specifically to pursue the communication major.

Enrollment for years 3 and 5 was projected based on the past growth of newly introduced majors at NSC. Past trends predict that conservative growth rates of 60%, 50%, 30%, 10%, and 5%, respectively, can be expected in each of the first 5 years, resulting in enrollment of 65 in 2021 (the fifth year if the major is approved in time to be implemented in Fall 2016).

iii. Budget Projections – Complete and attach the Five-Year Budget Projection Table.

See attached budget projection spreadsheet. There will be no change in existing personnel allocations as all courses will be taught by currently employed faculty.

J. Facilities and equipment required

i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs

NSC provides exceptional facilities to serve the needs of students and faculty. We are already offering multiple Communication courses per semester, so the demand on space should not change with the adoption of the major. Additionally, a number of classes in the Communication Studies program will be offered online, which alleviates demands on our existing space. All NSC students have access to computing facilities in several areas across campus as well as help desks for assistance with the online learning platform.

ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space

N/A

iii. Existing and additional equipment required

LAS prioritizes the provision of state-of-the-art resources to enhance the learning environment for students. Our “SMART” classrooms feature computing workstations, projectors, speakers, a document camera, Smartboard technologies, and interactive student response systems (iClickers). Our classroom technology fully serves the instructional needs of the Communication Studies program. In addition, a lecture-capture system allows faculty to record themselves in the classroom; these videos can be edited and posted online as video lectures in online or hybrid courses.

In 2013, NSC migrated to the Canvas by Instructure learning management system. The ease of use and enhanced functionality this brings to online classes provides an improved learning environment for students. Canvas syncs easily with outside resources (such as Google Drive documents) and mobile apps.

Faculty development sessions and emails and instructional videos from the department chair inform faculty of available resources. Office computers are equipped with programs such as Jing and Camtasia for creation and editing of video lectures. Campus laptops are also available for checkout as needed. Departmental funds are available to cover specific instructional equipment or materials for courses at an instructor's request.

Overall, NSC faculty have access to extremely high-quality equipment for developing their courses, and LAS remains dedicated to ensuring that our faculty have the resources needed to create innovative, engaging online courses.

K. Student services required – Plans to provide student services, including advisement, to accommodate the program, including its implications for services to the rest of the student body

Student advising will be provided through the existing Academic Advising Center; tenure-track faculty will serve as faculty advisors for students once they have at least 60 credits. Communication Studies majors will have access to all services that are provided to undergraduates at NSC (for instance, the Academic Success Center provides free tutoring services). Our Career Services Center provides career advising. We do not anticipate any negative impacts on existing services for other students or programs.

L. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant's final report must be on record at the requesting institution.

i. Names, qualifications and affiliations of consultant(s) used

N/A

ii. Consultant's summary comments and recommendations

N/A

iii. Summary of proposer's response to consultants

N/A

M. Articulation Agreements

i. Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)

N/A

ii. Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)

Upon approval of the program, NSC will complete a 2+2 articulation agreement with CSN and other 2-year NSHE institutions.

iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)

N/A

N. Summary Statement

NSC proposes to establish a Bachelor of Arts in Communication. The program will include a core set of courses that provide a solid foundation in the discipline of communication; students will also pick a specialization in either public relations or media studies, based on their interests and career goals. The college hired two tenure-track PhD-qualified faculty to design and implement the program; they will teach the majority of courses in the major. Both faculty can cover the core courses in the major; in addition, Dr. Harris will teach the courses on media studies, while Dr. Phillips has a background in public relations (including practical experience with public service campaigns in the U.S. and other countries). This degree will provide an accessible 4-year communication degree option for Nevada's students; NSC's students are often less academically prepared than students at the research universities, and are disproportionately first-generation, low income, and/or underrepresented minorities. Our program will address the NSHE Master Plan initiatives of providing an accessible, quality education that is student-centered.

