NEVADA SYSTEM OF HIGHER EDUCATION
ANNUAL REVIEW OF EXISTING PROGRAMS

Prepared by the Office of Academic and Student Affairs
for the Board of Regents'
Student and Academic Affairs Committee

October 2007

University of Nevada, Las Vegas ● University of Nevada, Reno ● Nevada State College
College of Southern Nevada ● Great Basin College
Truckee Meadows Community College ● Western Nevada College
Desert Research Institute

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INTRODUCTION

Pursuant to Board policy (*Title 4, Chapter 14, Section 4* – in part), a review of existing programs shall be conducted by all institutions of the Nevada System of Higher Education on a regularly scheduled basis. Specifically, the policy provides the following:

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 Student and Academic Affairs Committee annually.*

The process for reviewing programs varies by institution but contains similar vital components. These components include internal reviews, such as self-study methods and surveys, as well as, external reviews, including site visits and advising committees. After the ten year period for review is complete, each institution analyzes the above criteria to draw conclusions and then to provide recommendations for improvement of the programs. Besides changes to programs, the results of the review include programs that are eliminated or inactivated and new programs approved by the Board of Regents.

This annum, reviewed programs included a wide range of disciplines from Psychology and Education to Chemistry and Physics, totaling in over 120 programs systemwide. Further, 54 new programs were approved by the Board and a number programs were eliminated or inactivated in the past year where the need was no longer present.

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University of Nevada, Las Vegas

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ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: University of Nevada, Las Vegas   **Academic Year of Review:** 2006-07

I. List the existing programs that were reviewed over the past year.

Eleven program reviews were completed. They are:

Program Name	Degree level
Anthropology	Ph.D.
Architecture	B.S.
Architecture	M.Architecture
Athletic Training	B.S.
Sports Injury Management	B.S.
Comprehensive Medical Imaging	B.S.
Dance	B.F.A
Jazz Studies	B.M.
Philosophy	B.A.
Psychology	Ph.D.
Screenwriting	M.F.A.

II. List any programs that were eliminated or placed on inactive status this past year.

No programs were eliminated or placed on inactive status this past year.

III. List all new programs that received Board approval this past year.

Ten new programs were approved. They are:

Program Name	Degree Level	Approval date
Astronomy	M.S.	August 2006
Astronomy	Ph.D.	August 2006
Counselor Education	M.S.	October 2006
Entrepreneurship	B.S.	June 2006
Health Care Administration (Master of Health Care Administration)	M.H.A.	October 2006
Informatics	B.S.	January 2006
Informatics	M.S.	January 2006
Informatics	Ph.D.	January 2006
Journalism & Media Studies	M.A.	October 2006
Urban and Environmental Horticulture	B.S.	June 2006

I. Description of Program Reviewed

Program descriptions may be found in the individual program summary reports.

II. Review Processes and Criteria

This summary replaces the detailed review processes and criteria statement (Section II) in each individual program's report.

A. Review Processes

The UNLV Review Process consists of:

1) An internal self-study prepared by the department responsible for the program. Reports prepared for external accrediting organizations may also be included.
2) An internal peer review report, prepared by the Faculty Senate Program Review committee that consists of an on-line survey, an evaluation of the internal self-study, and may include meetings with faculty, staff and students.
3) A response by the program to the internal peer review.
4) An external peer review report by faculty from other institutions. The reviewing faculty review the internal self-study, the internal peer review and the program's response, visit the campus for one to two days, interview program participants, and write a report.
5) A response by the program to the external peer review.
6) A final report prepared by the Faculty Senate program review committee.

B. Review Criteria

Reports by the individual program review subcommittees were prepared following UNLV Faculty Senate guidelines: Program Description and Objectives; Department Characteristics; Admission Requirements; Student Characteristics; Curriculum; Degree Requirements; Faculty teaching, advisement, and research; Facilities and Support; Student Assessment and Outcome. The internal review examines the internal functioning of the department as well as how the mission and goals of the department fit with those of the university.

III. Major Findings and Conclusions of the Program Review

Major Findings and Conclusions may be found in the individual program summary reports.

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SUMMARY OF PROGRAM REVIEW
University of Nevada, Las Vegas
Doctor of Philosophy, Anthropology

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I. Description of Program reviewed

The mission and goals of the Ph.D. program in anthropology reflect three areas of special expertise.

(1) arid lands research with an emphasis in archaeology, augmented by an affiliation with the Desert Research Institute, an on-campus research facility four of whose faculty have joint appointments with the Department – (Beck, Buck, Johnson, Rhode),

(2) biocultural evolution and health, and

(3) ethnic studies including cultural anthropology.

The department's faculty numbered 16 in Fall, 2005. In addition to the Ph.D., the department operates two BA programs and an MA program, with 320 FTE (annualized for 2006) students. Noteworthy are a significant number of young faculty (Benyshek, Harry, Roth, Grey, Frink, Swank) on the cutting edges of their disciplines. The Ph.D. program in anthropology is a fairly typical one in terms of most of its characteristics (i.e., faculty size and expertise, range of specializations, quantity and quality of graduate students, amount of support), especially when its relative 'newness' is taken into account (it is seven years old, and so far has graduated four students). The subdisciplinary specializations (archaeology, social & cultural anthropology, physical anthropology, linguistics) mirror those in most Ph.D. granting departments.

II. Review Process and Criteria

A. Review Process

The Review processes are described in the *Summary of Program Review Processes and Criteria* page of this report.

B. Review Criteria

Internal Review Criteria may be found in the *Summary of Program Review Processes and Criteria* page of this report. The external study employed a broader perspective by comparing the department, its mission and goals, faculty, students, and programs to national norms.

III. Major Findings and Conclusions of the Program Review

A. Commendations

1) The program has a high quality productive faculty—both old and new. They are energetic and enthusiastic individuals who take the responsibility for mentoring students seriously.

2) Faculty have either raised up from within or recruited several strong students as evidenced by their ability to garner coveted doctoral fellowships.

3) The program is relatively well-supported with reasonable faculty/student ratios and adequate support for students in terms of tuition and stipend.

4) The program has new, well-equipped laboratory, office, and classroom facilities.

5) Degree completion is in line with national standards.

B. Recommendations

1) If possible, reduce the standard teaching load to 2+2, with additional reduction for faculty active in research, graduate education, grant writing and/or curriculum development. The department could also examine its overall workload policies, assigning heavier teaching loads to faculty who are no longer actively conducting research.

2) If possible, reduce the continuous registration requirement from 3 hours to 1 hour. This would eliminate the need for empty credit accumulation.

3) Once the program has reached a critical mass of doctoral students, it should institute some doctoral seminars in order to eliminate placing doctoral students in undergraduate classes and limit the courses taught with master's and doctoral students mixed together.

4) As faculty retirements occur, hire some mid-level, research-active, externally-funded faculty at the rank of Associate Professor. Consider hiring more ethnically diverse faculty.

5) Actively recruit high-quality graduate students through increased use of professional contacts and continued participation in graduate recruitment venues (workshops, round-tables, etc.) at national meetings, and seek adequate support for them.

6) Continue to foster a collegial atmosphere between MA and PhD students, faculty and graduate students, and among faculty, old and new.

SUMMARY OF PROGRAM REVIEW
University of Nevada, Las Vegas
Bachelor of Science, Architecture
Master of Architecture

I. Description of Program reviewed

The School of Architecture employs 13 full-time faculty and offers 4 degree programs. The mission of the School is to provide interdisciplinary, yet well-balanced, student-focused and research programs designed to inspire and educate future leaders in the design professions. It is housed in the Paul Sogg Architecture building. The two reviewed programs are BS in Architecture, with approximately 225 FTE students, and the Master of Architecture with 30 FTE students. The School's Bachelor of Landscape Architecture and Planning and BS in Interior Architecture and Design are not addressed in this report.

II. Review Process and Criteria

A. Review Process

In addition to the standard review processes that are described in the *Summary of Program Review Processes and Criteria* page of this report, data for this final report were gathered via thorough evaluation of the School of Architecture's external accreditation review (NAAB), and the School of Architecture's response to the accreditation report.

B. Review Criteria

Review Criteria may be found in the *Summary of Program Review Processes and Criteria* page of this report.

III. Major Findings and Conclusions of the Program Review

A. Commendations

In general, the School of Architecture has developed and maintained solid undergraduate and graduate programs in architecture. Following is a brief description of the programs' strengths and areas of recommended improvement.

Strengths

According to the external reviewers, the major strengths of the School are its strong relationship with the local architecture community (which employs many of its current students while they are in school), an outstanding library, and some excellent courses, particularly in structural systems and building system design.

B. Recommendations

1) ***Human resources.*** The external review report recommended that the School should reduce its reliance on adjunct faculty members as well as reducing the student-faculty ratio. Since that time, the School has been provided with four new faculty lines and an Associate Director has been hired. In addition, the School instituted a new foundation program in Fall, 2006, aimed at providing an orientation to the School and the profession. It is expected that this new program element will help alleviate overcrowded classes in the second year by assisting students in their decision to continue or discontinue study in architecture. *We recommend that the School evaluate the impact of this new program element on the School's student-teacher ratio.*

2) ***Gender equity.*** The external review report recommended greater efforts to hire more women faculty members. The School is making concerted efforts to do so; in filling its open positions, it has hired one female faculty member and has made at least one offer to another. (Also, in 2005-06, both sections of third year and bridge studio courses were taught by female faculty.) Nevertheless, the social climate of Las Vegas remains a barrier to attracting potential female faculty members here, and so *we recommend that this issue should continue to be monitored by the University.*

3) ***Graduate enrollments.*** The external review report called for efforts to boost enrollments in the graduate program so that essential courses could be offered more consistently. The School is currently attempting to boost enrollments by showcasing graduate student studio projects, so as to interest more UNLV undergraduates to attend school here. *We recommend that additional efforts be made at recruitment both locally and nationally. Toward this end, we recommend that the School investigate resources in the Graduate College for strengthening graduate recruitment efforts.*

4) ***Academic rigor.*** The external review report identified a need for greater intellectual rigor in the undergraduate and graduate programs, and more emphasis on design thinking*. It is recommended that the School continue to review its curriculum with regard to academic rigor.* This might be done in conjunction with its current review of writing and speaking assignments (enhancing these was also identified as a need in the report). The School is currently developing a matrix to review these assignments. It should also continue to develop a sharper focus in the graduate program.

In summary, the School of Architecture is making considerable and thoughtful progress toward resolving issues and concerns noted in the Program Review reports compiled by the Internal and External Review Committees. Innovative use of the Downtown Design Studio at the graduate level and student recruitment initiatives should help the School to continue to produce graduates who reflect positively on UNLV and influence future students to apply.

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│                  SUMMARY OF PROGRAM REVIEW                        │
│                  University of Nevada, Las Vegas                  │
│                  Bachelor of Science, Athletic Training and       │
│                  Bachelor of Science, Sports Injury Management     │
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I. Description of Program reviewed

The Athletic Training Education Program (ATEP) offers Bachelor of Science degrees in Athletic Training and in Sports Injury Management. Re-accredited in 2005 by the Commission on Accreditation of Athletic Training Education [CAATE], the Athletic Training Education Program is a component of the Department of Kinesiology (220 FTE students, 11 full time faculty) in the School of Allied Health Sciences. A relatively small program with approximately 30 students and 3 tenured, full-time faculty members, the Athletic Training Education Program has a mission to "prepare competently trained entry-level athletic trainers who will be able to complete their required duties without causing harm to the athlete or problems for the employer."

II. Review Process and Criteria

A. Review Process

The Review processes are described in the *Summary of Program Review Processes and Criteria* page of this report.

The Athletic Training Education Program Review subcommittee also reviewed the CAATE program accreditation report before submitting their internal review report.

B. Review Criteria

Review Criteria may be found in the *Summary of Program Review Processes and Criteria* page of this report.

III. Major Findings and Conclusions of the Program Review

A. Commendations.

1) ATEP faculty should be commended for their commitment to the program, students, department, school, university, community and profession. The Athletic Training Educational Program at UNLV is the only CAATE accredited athletic training curriculum program in the state of Nevada. They are well respected within the department and school, and they maintaining a strong, long-standing, nationally accredited program. As noted by the external reviewers, "while functioning under significant administrative workloads, grant writing requirements for tenure and promotion, and assessment requirements for the Northwest Commission on Colleges and Universities (NWCCU) accreditation, ATEP faculty have taken significant steps to increase student numbers, increase clinical sites, and propose a $360,000 grant that will increase student numbers in the graduate program, and provide athletic trainers in local high schools. ATEP faculty has also established active scholarly agendas."

2) The current program efficiently and effectively prepares competent entry-level athletic trainers. The Athletic Training major prepares graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Educational Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). ATEP faculty is developing an athletic training focus in the graduate program with a goal of pursuing recognition/accreditation of the Graduate Athletic Training Program.

B.   Recommendations.

1) Internal reviewers, external reviewers and accreditors all agreed that the Athletic Training Education Program could better fulfill its goals if more space, equipment and staff were available. The list below summarizes specific needs:

a) Additional space for research– currently, research and scholarship is being conducted in a laboratory shared with biomechanics. Multiple faculty and graduate assistants work in one laboratory space which creates access problems. Numerous faculty must also navigate around very sensitive and expensive equipment.

b) Additional teaching space, equipment and informational technology - in the near future, the laboratory space for three classes currently conducted in the athletic training room within the athletics department will become problematic. The Athletic Training Room not only provides laboratory space, but equipment as well. ATEP is in significant need of clinical equipment to teach and evaluate clinical proficiencies.

c) Additional administrative staff – ATEP is in need of additional administrative assistance. Tenure track faculty and graduate students are responsible for program related administrative duties which has greatly decreased scholarship productivity. The program director and clinical coordinator are responsible for tasks that could be completed by an administrative assistant (i.e. sorting letters, creating files, printing, and organization of student files).

d) Additional faculty – As the program continues to improve and grow through the number of potential graduate student increases, additional faculty will be necessary to either focus on teaching or administration. This would enhance time and energy to facilitate external grant funding, scholarship, community outreach, student numbers, and student experiences.

2) Program goals and objectives address improving students' skills in reasoning, analysis, research and decision making, but these opportunities may not consistently occur until the last semester of clinical rotations and opportunities vary by clinical instructor. Didactic courses focus primarily on content knowledge and memorization, and ATEP relies strongly on the clinical instructors to address critical thinking outcomes. Systematic pedagogical and curricular adjustments, combined with coordination of the clinical instructors, could incorporate more critical thinking earlier in the future trainers' program.

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SUMMARY OF PROGRAM REVIEW
University of Nevada, Las Vegas
Bachelor of Science, Comprehensive Medical Imaging

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I. Description of Program reviewed

The CMI program is designed to educate students in the foundation of Mathematics and Science applicable to the field of diagnostic medical imaging. It is one of three B.S. programs offered by the Department of Health Physics. The program offers theoretical and clinical coursework in computed tomography and magnetic resonance imaging (CT/MRI), and ultrasound. Currently there are 7 tenured/tenure-track faculty in the Health Physics Department, and 51 FTE students, of which 25 are full-time students in the CMI program.

II. Review Process and Criteria

A. Review Process

The Review processes are described in the *Summary of Program Review Processes and Criteria* page of this report.

B. Review Criteria

Internal Review Criteria may be found in the *Summary of Program Review Processes and Criteria* page of this report. The external review of the BS Comprehensive Medical Imaging Program focused primarily on the relevance of curricular content from a national perspective.

III. Major Findings and Conclusions of the Program Review

A. Commendations

1) The mission and goals of the program reflect a commitment to a culturally, racially, and ethnically diverse community and commitment to a specified set of socially responsible standards appropriate to the discipline and community.

2) There are sufficient opportunities for faculty-student interchange and for the supervision of scholarly projects and teaching activities as required by the discipline.

3) The faculty has the academic and experiential qualifications and diversity of backgrounds and has developed clear guidelines to assess the program outcomes and students are aware of these guidelines. These may include thesis, dissertation, professional papers, capstone experiences, or other measures appropriate to the discipline.

4) The curriculum offers a breadth of knowledge in the discipline. And students can, in a timely manner, adequately fulfill the core requirements set by the university.

5) The fiscal resources are adequate to support each program's goals and are commensurate with similar universities. The physical facilities are adequate to accomplish the goals of the program.

6) The program outcomes reflect student abilities in areas such as written, oral, and nonverbal communication, group process, information technology, and/or media production.

B. Recommendations

1) Need a clinical coordinator to devote more time to the students.

2) Difficulty in the recruitment and matriculation of candidates.

3) Intensive commitment of time and effort by full-time faculty to ensure that each student who completed the program satisfactorily satisfies the educational objectives.

4) Better utilization of ultrasound equipment and fulltime instructor to establish an ultrasound lab at premises to evaluate student competencies.

5) No evaluation of competencies form established.

6) A competency based clinical education program that focuses on the humanistic components of healthcare delivery.

7) Outstanding clinical education centers that provide a large volume and variety of diagnostic medical sonography procedures and examinations that will meet the required minimum procedures per student during the program.

8) The CMI program is not accredited, and should seek accreditation as applicants to the program grows.

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SUMMARY OF PROGRAM REVIEW
University of Nevada, Las Vegas
Bachelor of Fine Arts, Dance

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I. Description of Program reviewed

The Bachelor of Fine Arts in Dance at UNLV is housed within the Department of Dance in the College of Fine Arts. The Department has eight full-time faculty and 174 FTE students (annualized 2006-7). The Department mission is "to provide the highest caliber of academic learning and professional training for the dance artist."

The Program is designed to train dance artists by accepting the most talented students across the country. Program faculty strives to create an environment that mirrors professional standards and a progressive curriculum of the highest caliber that is rich in the research of the dance art form. The Program has a student ratio of approximately 1:15 for lower division courses and approximately 1:10 for upper division courses. Out-of-state students account for fifty percent of the total student enrollment. The Program is ideally positioned to service the entertainment industry in Las Vegas.

II. Review Process and Criteria

A. Review Process

The Review processes are described in the *Summary of Program Review Processes and Criteria* page of this report.

B. Review Criteria

Review Criteria may be found in the *Summary of Program Review Processes and Criteria* page of this report.

III. Major Findings and Conclusions of the Program Review

A.   Commendations.

1) The BFA in Dance Program is successful in meeting the established goals by preparing undergraduates with a strong, well-designed curriculum and scope of practice in dance technique, choreography and performance.

2) The faculty is empowered by the Chair who is recognized as a visionary and a strong leader. There is strong support from within the College and the Dean of Fine Arts. This leadership style and support enables each faculty to be successful in their academic endeavors, and is a significant factor in recruitment and retention of excellent faculty.

3) The Program is to be commended on having a national and international reputation, and is well on the way to become one of the top 10 Dance Programs in the nation. The

support at all levels within the College is recognized as a significant factor in facilitating the Program's rank.

4) Graduates of the Program achieve successful positions as professional dance artists, graduate students and educators within the dance field. Students feel the Program prepares them well for their profession and surpassed their expectations.

5) The Artist-In–Residence Program provides students with a unique opportunity to perform nationally and internationally and exposes students to highly visible artists within the field of dance. Both faculty and students cite these opportunities for professional exchange as program strengths.

B.   Recommendations

1) The Program should apply for accreditation with the National Association of Schools of Dance thus meeting the national standards as outlined by professionals within the field of dance upon curricular development of the Master of Fine Arts (MFA).

2) The Program budget without equivocation requires additional funding to support continued program growth. In light of limited resources, the External Reviewers suggest eliminating the BA in Dance Studies and concentrating all resources on the BFA in Dance. External reviewers recommend alternate funding options, such as the implementation of student fees and laboratory fees to support production costs.

3) Additional studio space designated for Dance for classrooms, rehearsals and performances is required. The effect of limited space currently causes the program to restrict student enrollment. The effect of limited productions, which serve as educational labs, currently limits the scope of practice for the student.

4) Additional resources to support the Dance Program are required. This includes the addition of an administrative assistant, to facilitate both students and faculty, and updated computer video equipment to support curricular development.

5) The development of a Student Handbook to facilitate the student's understanding and involvement in Program policies, requirements and opportunities, would assist in communicating Program policies to students. Currently, the Student Handbook is being developed.

6) The Program should develop an Outcomes Assessment tool to utilize in tracking graduates. This recommendation is generally aligned with accreditation requirements.

7) Should the Department expand and include the Master of Fine Arts in Dance, in keeping with the University's plan to become a Research One institution, these commendations and recommendations become a critical aspect in support of this goal. The MFA degree would place the Dance Program at UNLV in a unique position with the entertainment industry in the community of Las Vegas.

SUMMARY OF PROGRAM REVIEW
University of Nevada, Las Vegas
Bachelor of Music, Jazz Studies

I. Description of Program reviewed

UNLV's Bachelor of Music in Dance Jazz Studies is housed within the Department of Music in the College of Fine Arts. The Department has 25 full-time faculty and 482 FTE students (annualized 2006-7). Three of the faculty are dedicated to the Jazz Studies program. The bachelor's program prepares the musician for a professional career in the field of jazz, or for further study in music at the graduate level. Students select an emphasis in either performance or composition.

II. Review Process and Criteria

A. Review Process

The Review processes are described in the *Summary of Program Review Processes and Criteria* page of this report.

B. Review Criteria

Review Criteria may be found in the *Summary of Program Review Processes and Criteria* page of this report.

III. Major Findings and Conclusions of the Program Review

A. Commendations

In general, the Department of Music Jazz Studies has developed a strong undergraduate degree program. The vitae of the three faculty reveal individuals who each have incredible professional credentials, bringing a wealth of knowledge and experience to the students. Following is a brief description of the program's strengths and areas of recommended improvement.

Strengths

1) The strengths of this program are primarily the strong, talented faculty. They are individually and collectively recognized as outstanding professional musicians. Clearly, the program is supported by the upper administration. The Jazz faculty appear to have a strong working relationship with their general music colleagues.

2) UNLV is uniquely situated in one of the largest entertainment capitals in the world which should promote the growth of the jazz studies program to become one of the strongest in the country.

Weaknesses

According to the external reviewers, the two major weaknesses of the Jazz Studies Program at UNLV are

1) A general lack of funding and

2) Poorly-maintained facilities and equipment.

3) Secondary areas of concern include the lack of local, regional, national, and international awareness of the program and the need for Jazz Studies to be more integrated into the UNLV Music Department's strategic plan.

B. Recommendations

1) More actively recruit at the state, regional, and national levels. Consider involving the entire music department and even the entire university whenever possible.

2) Develop a stronger recording program to produce student and faculty CDs on a regular basis for recruiting purposes and for use in the pursuit of external program funding and peer recognition on the local, regional, and international levels.

3) Help the students establish a local student chapter of the International Association for Jazz Education. It will give them a unified voice on campus, help them find additional funding for programs in which they are involved, and offer them a deeper sense of involvement in the greater UNLV community.

3) Establish an annual "UNLV Jazz Festival" that would bring middle school and high school students to the UNLV campus for an adjudicated performance and clinic. A successful jazz festival program can turn into a very effective recruiting tool for both the music department in general and all degree programs campus-wide. This can be a prime opportunity for faculty and student performances in front of a strong audience of potential students and program supporters.

I. Description of Program reviewed

A primary objective of the philosophy department is to "instill an appreciation for Socrates' adage, 'the unexamined life is not worth living for a human being.'" Other objectives include:

1) To acquire facility in the theory and practice of argumentation, reasoning, and critical thinking;

2) To enhance abilities to speak and write;

3) To be able to appreciate, interpret, and evaluate the classics of Western philosophy from antiquity to the present;

4) to be knowledgeable about the central problems in the main branches of philosophical theory, such as metaphysics, epistemology, ethics, and the philosophy of science;

5) To be prepared for graduate study in philosophy or another academic field;

6) To have a basis for going to law school, medical school, divinity school, or another professional school.

The Philosophy department has a chair, a director of critical thinking, and 9 additional full-time faculty members; 17 part-time faculty members also teach in the department. As of 2006-2007 the department had 38 FTE majors. The department teaches a large number of students in General Education courses, with 559 FTE recorded in 2006-7.

II. Review Process and Criteria

A. Review Process

The Review processes are described in the *Summary of Program Review Processes and Criteria* page of this report.

B. Review Criteria

Internal Review Criteria may be found in the *Summary of Program Review Processes and Criteria* page of this report. The External Report visited the philosophy department from an external professional perspective.

III. Major Findings and Conclusions of the Program Review

   A. Commendations.

     1) The faculty is energetic, appreciated by students, and successful. Many of the faculty are active in various capacities in their relevant professional associations and all are committed to excellence in scholarship and teaching.

     2) The "brown bag lunch" series initiated by the director of critical thinking has been very helpful in making the part time faculty feel more connected to each other and the department.

     3) The departmental goals that students develop reasoning and argumentation skills and enhance writing and speaking abilities are consistent with the university's and college's goals. Furthermore, their stress on helping students develop sound reasoning abilities encourages students to develop unbiased, open minded, and tolerant worldviews.

   B. Recommendations.

     1) In order to meet its commitment to the history requirements of the program, a minimum of two new faculty lines should be made available. Faculty with expertise in the early and late modern periods and contemporary continental philosophy should be recruited.

     2) Additional faculty are recommended to offer more specialized courses within the BA program. Some areas where new positions might focus include contemporary analytic philosophy, metaphysics, socio-political philosophy, the philosophy of science, and aesthetics.

     3) Much of the groundwork for a future graduate program in philosophy is in place, although not without additional faculty positions.

     4) The department may consider building its visibility on campus and recruiting potential majors by hosting activities on campus, informational sessions, or developing the departmental web site.

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SUMMARY OF PROGRAM REVIEW
University of Nevada, Las Vegas
Doctor of Philosophy, Psychology

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I. Description of Program reviewed

The Ph.D. in Psychology consists of two programs: the Clinical Psychology Program and the Experimental Psychology Program. Each program has Program Coordinator. These two programs are operated by the Department of Psychology. There were 18 full time faculty members in the Department in 2005-6, who, along with 2 temporary faculty, 13 PTIs and 26 GAs, taught a total of 818 FTE students. The Clinical program has approximately 53 students, and the Experimental Program has approximately 22 students (as of Spring 2005), with 73 FTE. The first PhD degrees, 7 total, were conferred in Academic Year 2005-6.

The Clinical Psychology Doctoral Program is designed to train psychological scientist-practitioners who possess a broad foundation of psychological knowledge as it applies to children and adults, the ability to design and implement scientific investigations, the skills necessary to intervene in human concerns, and the ability to integrate their psychological knowledge, their understanding of the scientific method, and their intervention skills to address both familiar and novel professional challenges.

The Experimental Psychology Doctoral Program is designed to train psychologists for employment in academic and non-academic settings where psychological knowledge and skills can be utilized to advance understanding or functioning. The objective is to produce graduates who will be prepared for a wide variety of research settings, with an emphasis on statistical and methodological skills that can be applied to real-world problems.

II. Review Process and Criteria

A. Review Process
The Review processes are described in the *Summary of Program Review Processes and Criteria* page of this report.

B. Review Criteria
Internal Review Criteria may be found in the *Summary of Program Review Processes and Criteria* page of this report. The External Report addressed issues for accreditation of the Clinical Psychology Ph.D. Program by the American Psychology Association. No such accreditation body exists for Experimental Psychology programs.

III. Major Findings and Conclusions of the Program Review

A. Commendations.
1) The Faculty of the Clinical and Experimental Ph.D. Programs is to be commended for maintaining its productivity, support of students, and collegiality as a unit in spite of challenges due to excessive workload from open faculty positions.

2) The Faculty of the Clinical and Experimental Ph.D. Programs is to be commended for its Programs' growth and the strength of its academic programs. In five years, the Programs have grown to 75 full-time students.

3) The Faculty of the Clinical and Experimental Ph.D. Programs is to be commended for attempting to address concerns regarding sensitivity to minority and women faculty members. Through its own Diversity Committee, the faculty received a grant to conduct individual and cultural diversity workshops to assist in developing a more supportive climate for all faculty members, regardless of color or sex.

4) The Faculty of the Clinical and Experimental Ph.D. Programs is to be commended for excellent student-faculty relations. Due to the student-centered aspects of its Programs, students feel supported and respected, and believe they are being well-trained and included in decisions concerning the Programs. Students are engaged in research with faculty members, and have been successful in obtaining campus grants and scholarships.

B. Recommendations.
1) The Faculty of the Clinical and Experimental Ph.D. Programs is encouraged to focus heavily on finding qualified faculty members for its three open positions. Due to recent attrition of some faculty members and the growth of the Ph.D. programs, faculty members believe there are not an appropriate number of full-time faculty members to support the department's programs. A proactive approach to recruiting (rather than simply waiting for qualified candidates to apply) should be undertaken, as current faculty members are stretched thin with supervising students, teaching, and conducting research.

2) The Faculty of the Clinical Ph.D. Program needs to seek out more opportunities for students to engage in research given the variability in faculty members' engagement in research and given that many practicum sites do not expose and include students in research. Given the University's goal to achieve "Research Extensive" status, and the Program's goals to have students "design and implement scientific investigations," more research experience opportunities must be developed.

3) The Faculty of the Clinical and Experimental Ph.D. Programs need to address concerns regarding diverse faculty and students. Aside from ensuring diversity in any new hires, the faculty need to continue their work on creating a department that reflects diversity not just in percentages, but in terms a climate that embraces different perspectives, in order to retain faculty.

4) In conjunction with recommendation #3 above, the Faculty of the Clinical and Experimental Ph.D. Programs should work to get all faculty members' offices located in one space to further develop camaraderie among faculty members. Doing so will enhance the work being undertaken to develop a supportive climate for all faculty members.

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SUMMARY OF PROGRAM REVIEW
University of Nevada, Las Vegas
Master of Fine Arts, Screenwriting

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I. Description of Program reviewed

The Master of Fine Arts in Screenwriting program seeks to provide the strongest possible professional screenwriting training in an experienced-based, conservatory environment. The program prepares students for professional employment in the film, television, and entertainment industry while providing necessary background for effective teaching of screenwriting. The program is operated by the Department of Film, which had 8 faculty and 187 annualized FTE in 2006-7.

The program is selective, admitting only two students per year into a 3-year program. Each student works under close supervision of a faculty member (Professor Clark) in a "conservatory" approach that emphasizes practical work – conceiving projects, proposing (or "pitching" projects), drafting and then revising screenplays. Students also receive instruction from a regular stream of film professionals who visit the program and from mentors in the industry recruited by the faculty to provide professional guidance to current and former students.

II. Review Process and Criteria

A. Review Process

The Review processes are described in the *Summary of Program Review Processes and Criteria* page of this report.

B. Review Criteria

Internal Review Criteria may be found in the *Summary of Program Review Processes and Criteria* page of this report. Reviewers sought to assess how well the program prepared students for entry into their field, how well equipped the program is to provide excellent teaching and professional development, how students feel about the program, and the potential strengths and challenges for the program in the next five years.

III. Major Findings and Conclusions of the Program Review

A. Commendations.

The internal and external reviews both found the program to be an unqualified success in its first five years. Based almost entirely on word-of-mouth recruiting, the program attracts up to 20 applications each year for 2 spots. Moreover, the yield (ratio of admitted students to those who enroll) has been 100% for the past several years. All but one of the program's nine graduates are now employed in this field, and the other student is employed part-time as a writing instructor. Former and current students were uniformly enthusiastic about the program.

B. Recommendations.

The program has great needs in several areas; the available office space, and administrative staff and operating budget are inadequate. This situation places a burden on the program director and inhibits the ability of students to work productively.

University of Nevada, Reno

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ANNUAL REVIEW OF PROGRAMS
Title 4, Chapter 14, Section 4

Institution: University of Nevada, Reno   **Academic Year of Review:** 2006-07

I. *List the existing programs that were reviewed over the past year.*

Anthropology
Art
Biochemistry & Molecular Biology
Chemistry
Philosophy
Physics

II. *List any programs that were eliminated or placed on inactive status this past year.*

Bachelor of Science in Geography (replaced with BA & BS with a major in Geography)
Bachelor of Technology in Construction Sciences

III. *List all new programs that received Board approval this past year.*

BA & BS with a major in Geography
BS with a major in Ecohydrology
BS with a major in Biochemistry & Molecular Biology (name change)
BA & BS with a major in Environmental Studies
MA with a major in Gender, Race & Identity Studies
MS & Ph.D. with a major in Environmental Sciences (name change)

I. Description of Program reviewed

   The Department of Anthropology was established in 1966 with B.A. and M.A. degree programs. In 1988 the Board of Regents approved a Ph.D. program designed to take advantage of the strengths of the department and cooperating entities within the university system such as DRI. The B.A. degree is intended to be an initial degree for those going on to graduate work in the discipline, as well as a general liberal arts degree meeting and reflecting the mission and goals of the university. In the spring of 2006 there were 110 undergraduate majors in anthropology, more than double the amount in 1998. The department also offers two undergraduate minors, one in archaeology and the other in cultural anthropology. The M.A. program requires a minimum of 31 graduate credits including six thesis credits. Doctoral students must complete a minimum of 73 graduate credits. Of these, 24 credits may be transferred into the program from previous graduate work within the last five years and another 24 are dissertation credits. At the time of the review, the department had 9 full-time faculty, all of whom were either tenured or tenure-track.

II. Review Process and Criteria

   A self-study document was developed by the department faculty and completed in the spring 2006 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and two reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on April 6-7, 2006.

III. Major Findings and Conclusions of the Program Review

   A. The department is a small, but productive department with scholars and researchers who have national and international reputations.

   B. The department has a growing undergraduate enrollment, and it has built MA and Ph.D. programs focused on the archaeology of the Great Basin which are in demand.

   C. There is a need for planning in the department on the following: (1) its mission in light of the future trends in the discipline and the needs of the future students the programs will attract; (2) the department themes/foci in the future; (3) how future vacancies or positions will be filled to complement those foci; and (4) logical links with other entities in the university that could be developed to support the program.

   D. Planning on future faculty hires that would enhance the graduate programs and benefit the M.A. and Ph.D. students should also occur.

E.   Improvements in tracking information concerning student retention and job placement and admission to doctoral programs should occur.

F.   Improvements to the undergraduate curriculum with the use of a curriculum committee should be made.

G.   Improvements in the department's assessment plans, including changes in the assessment instruments to be used are needed.

H.   Methods of ensuring that students are advised and tracked regarding progress toward their degree should be developed, and the role of faculty in advising should be broadened.

I.   New and broadened linkages with other units on campus should be explored. These linkages could broaden interdisciplinary work and provide more opportunities for faculty and students as well as lead to possibilities for sharing positions and/or resources for the benefit of both units.

I. Description of Program reviewed

The Department of Art is a constituent member of the School of Arts, College of Liberal Arts, University of Nevada, Reno. The department offers Bachelor of Arts (BA) degrees in Studio and Art History, an undergraduate minor in Art History and eight studio options, and courses that meet the University Core requirements in the Fine Arts. It also conducts an art education sequence directed toward State of Nevada teacher certification. The department offers the only interdisciplinary Bachelor of Fine Arts (BFA) degree in studio art in the State of Nevada. A Masters of Fine Arts (MFA) interdisciplinary program, as well unique in the state, was approved by the Board of Regents for implementation starting Fall 2006. The department offers programs of study and conducts creative research in a diversity of areas: Art History, Ceramics, Costume Design, Digital Media, Drawing, Painting, Performance Art, Photography/Videography, Print and Sculpture. Faculty in the department perform all teaching of Art courses, and they serve as primary thesis advisors for BFA undergraduate students and for MFA graduate students. As of Fall 2005, the department supported 315 Art majors, approximately 400 Art minors, approximately 300 studio students and 15 Art History students.

The department began its newly approved Master of Fine Arts (MFA) degree in the fall of 2006. The MFA is a professional degree that incorporates a comprehensive background in the fine arts and advanced development in areas of studio specialization. The degree offers students advanced coursework in art history, critical theory and practiced criticism, combining studio and academic experience to provide students the opportunity to synthesize information at a higher level while engaging in original research and the development of a significant body of creative work. The MFA degree is structured to be an interdisciplinary program to ensure that students are not bound by a singular art discipline/medium; students will have the opportunity, and are encouraged, to explore new possibilities in the search for the most effective visual format for the expression of their ideas. The department offers study in the areas of two- and three-dimensional art selected from but not limited to the following: ceramics, digital media, drawing, painting, performance, photography, printmaking, sculpture and video.

II. Review Process and Criteria

A self-study document was developed by the department faculty and completed in the spring 2006 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and two reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on September 18-19, 2006.

III. Major Findings and Conclusions of the Program Review

A.   UNR Art students are challenged in their studies and enjoy close pedagogical relationships with the department faculty.

B.   There is evidence of plans and initiatives within the department and School of the Arts to take the program to a higher level.

C.   The reviewers recommended that the department begin work to establish a new vision for the curriculum in the department in collaboration with a mission statement and the advent of new facilities in the School of the Arts. Recommendations concerning the foundation program, design program, and improvements in student assessment were also made.

D.   The department has severe space restrictions, including the lack of studio space for students and faculty. Additional issues to be addressed include inadequate climate control, studio furniture, and storage space for student projects.

E.   With a professional gallery director now in place, the department should investigate obtaining multiple and reliable sources of revenue for gallery operations, including grants, friends groups, art sales commission, and university support.

F.   The department should also explore other ways of generating revenue for department needs. This includes enhanced academic programs and activities for students, to be financed by new or increased student fees, and a "Friends of Art" organization, providing membership incentives in exchange for donor support.

G.   An Advisory Council to the Department of Art and School of the Arts should be formed. This council could provide new ideas and suggestions for fundraising and friends/donor groups, as well as opportunities for networking and generating more support from the community.

SUMMARY OF PROGRAM REVIEW
University of Nevada, Reno
Department of Biochemistry & Molecular Biology

I. Description of Program reviewed

The Department of Biochemistry and Molecular Biology is a component of the University of Nevada School of Medicine (UNSOM), the Nevada Agricultural Experiment Station (NAES), and the College of Agriculture, Biotechnology, and Natural Resources (CABNR). The department integrates the molecular life sciences from the most basic biology-chemistry interface to molecular genetics and bioinformatics. The disciplines of the molecular biosciences involve the use of sophisticated analytical, biochemical, and genetic technologies to examine the activities of living systems, focusing on the structures and roles of macromolecules in complex biological systems.

The department currently has 14 tenure track faculty members: 8 professors, 4 associate professors, and 2 assistant professors, as well as 2 full-time non-tenure track teaching faculty, 5 research assistant professors, 4 administrative faculty, and 22 classified employees. The undergraduate program in biochemistry currently has 308 undergraduate majors, and 35 graduate students who work and study in the in the faculty's laboratories, as do 16 postdoctoral fellows.

In 2002 UNR received a grant from the National Science Foundation to establish a novel dual degree program in Biotechnology. The funds generated from this grant and matching funds from the State of Nevada paid for the physical and administrative infrastructure required to establish the combined BS/MS degree program in Biotechnology. The program is an interdepartmental program run through the Departments of Biotechnology and Molecular Biology, Animal Biotechnology, and Biology. This program has grown from its first class of three students to the current class of 21. The program culminates in a non-thesis professional degree suitable for students pursuing research careers in Biotechnology in industrial, academic, private or governmental settings. The BS/MS program employs an accelerated curriculum that allows students to complete 124 undergraduate level and 30 graduate level credits in 5 years. The curriculum reflects the multidisciplinary nature of the field of biotechnology, and provides a comprehensive background balancing theory, technical skills, and research.

The master's and doctoral programs are sponsored jointly with the School of Medicine, but administered through CABNR. These majors provide a strong scientific education with emphasis on biochemistry and molecular biology. Thirty-five graduate students are currently carrying out research projects in the laboratories of department faculty.

II. Review Process and Criteria

The department elected to undergo an external review by the Cooperative State Research, Education, and Extension service (CSREES) for this review. A previous CSREES review had been conducted in 1998. A self-study document was developed by program representatives following CSREES and university guidelines for academic program review. The review document examined the current status of the programs, including courses, program organization,

students, faculty, and program resources. Five external reviewers were selected, and they provided an external review report following their study of the program review self-study and other materials provided, and a site visit with university faculty, students, and administrators on March 5-7, 2007.

III.   Major Findings and Conclusions of the Program Review

The reviewers provided several specific recommendations related to research programs, undergraduate and graduate instruction, staff, and facilities and equipment. The major recommendations of the reviewers' report were as follows:

A.   The department is well known for its excellence in insect biochemistry, based on a long history of accomplishment, and this continues to be an area of considerable strength.

B.   Faculty in this group have been well funded and productive in publishing significant papers in high quality journals.

C.   Faculty function well in collaborative projects and take advantage of their combined strengths in biochemistry, molecular biology, and functional genomics.

D.   The university should relocate all BMB faculty within the same building when space becomes available following completion of the new Medical Science Building.

E.   UNR should administratively relocate the Bioinformatics Center and other laboratory core facilities centrally.

F.   Leadership for the Bioinformatics Center must be provided by a senior faculty member with expertise and an outstanding reputation in bioinformatics to keep the center on the cutting-edge of this rapidly developing technology.

G.   The department should work with the College and UNR administrators to eliminate barriers between departments and colleges that impede cooperation in instruction and collaboration in research.

I. Description of Program reviewed

Three bachelor's degree programs are available for undergraduate students majoring in chemistry: B.S. with a Professional Chemistry option; B.S. with an Environmental Chemistry option; and a B.S. with a Field of Concentration (major) in Chemistry. A minor in Chemistry is offered for students in other disciplines who wish to gain a mastery in the basic areas of chemistry, including students in other science majors and education. Students with a minor in Chemistry can choose between the Analytical-Organic option or Biophysical-Organic option. The department offers four graduate degrees: Ph.D. in Chemistry; Ph.D. in Chemical Physics (in collaboration with the Department of Physics); M.S. (thesis); and an M.S. (non-thesis). The department has eight full professors, four associate professors, five assistant professors, one permanent and one temporary lecturer, two administrative faculty, and four research faculty.

II. Review Process and Criteria

A self-study document was developed by the department faculty and completed in July 2006. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and three reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on September 7-8, 2006.

III. Major Findings and Conclusions of the Program Review

A. The department has a first-rate faculty, well-grounded in the history of excellence in teaching and research, and possessing an impressive publication and funding record.

B. The department's role within the overall mission of the university is highly regarding by the departments which are impacted by Chemistry's service courses.

C. The department has excellent leadership, with highly qualified individuals ready to assume leadership in the future.

D. The Chemistry Department should begin to plan how faculty retirements will impact the department and work with the dean and provost to advocate for the types of hires it would wish to make for each of those retirements.

E. The department should continue to find ways to increase the diversity of its faculty and should also work to eliminate any difficulties for these new faculty members as they settle in to the department.

F.   The department should develop additional methods of supporting and developing its new and/or junior faculty.

G.   The reviewers were concerned with the limited number of chemistry undergraduate majors and recommended that the department consider a Biological Chemistry major or option that could increase the numbers.

H.   Improvements to the recruitment of graduate students were recommended.

I.   There is a need to begin assessing and planning renovations of the existing Chemistry Building, since the building is over 35 years old and most systems are at capacity.

SUMMARY OF PROGRAM REVIEW
University of Nevada, Reno
Department of Philosophy

I. Description of Program reviewed

The Department of Philosophy has one undergraduate program, leading to a Bachelor's of Arts degree, and one undergraduate minor. The department has designed two areas of emphasis for teaching and research: value theory and history and philosophy of science and technology. Graduates should leave with a good understanding of one of the major traditions in philosophy (Anglo-American or Continental European). Effective Fall 2007, the department will be requiring majors take both Continental and Anglo-American survey courses. The M.A. program prepares students for Ph.D. programs in philosophy and graduate work in other areas, such as law and medicine. The program offers a thesis requiring 30 credits of graduate coursework, including 6 credits of thesis, and non-thesis option for completion of the degree requiring 33 credits of graduate coursework. The department currently has nine regular faculty members, seven of them tenure-track.

II. Review Process and Criteria

A self-study document was developed by the department faculty and completed in the fall 2006 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and two reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on November 16-17, 2006.

III. Major Findings and Conclusions of the Program Review

A. The department's plan to maintain a balanced approach between continental and Anglo-American philosophy is appropriate in light of its current composition and is viable going forward.

B. Students confirm that the department has a number of unusually effective teachers who are not only masters of the material they teach but also have a good understanding of how philosophy looks to people encountering it for the first time.

C. Faculty members are generous with their time in supervising independent study students as well as advising graduate and undergraduate majors.

D. The department enjoys three endowments that enable it to offer a distinguished lecture series, to fund graduate students to conferences and other professional venues, and to support the work of advanced undergraduates.

E. The department should clarify the graduate program's objectives and improve the department's marketing and recruiting for the program, both externally and internally.

F. There is some internal division in the department that may limit it from moving forward on necessary projects. A department retreat and other activities should be explored that unite the faculty and help them determine common interests and goals which are supportive of the department's established direction.

G. While overall department productivity is very good, there is some unevenness across the faculty in this regard.

H. In addition to exploring and discussing appropriate strategic directions for the department, the department needs to begin building bridges to other departments and centers on campus with which it could work.

I. Improvements in obtaining information on the success of graduate students and methods for communicating with them after graduation were noted.

J. The department should look at its assessment planning and analysis to determine if additional improvements are necessary.

K. A plan for the curriculum orientation of the department in the long-term should be established, with any future hires being appropriate for that plan.

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SUMMARY OF PROGRAM REVIEW
University of Nevada, Reno
Department of Physics

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I. Description of Program reviewed

The Department of Physics offers courses leading to two undergraduate degrees, a B.S. in Physics, which was restructured in 2002 in response to the program review in 1998, or a B.S. in Atmospheric Science, established in 2005. The department also offers a Physics minor and an Atmospheric Science minor. Graduate programs in the department include an M.S. in Physics and Ph.D. in Physics. The department also offers two interdisciplinary graduate degrees: M.S. and Ph.D. in Atmospheric Science through the Atmospheric Sciences Center at Desert Research Institute; and a Ph.D. in Chemical Physics administered in cooperation with the Department of Chemistry. The are 32 faculty members with appointments greater than 50% assigned to the department, 28 of them are academic faculty and 4 are administrative faculty. There are 13 tenure-track academic faculty and 15 non-tenure track grant funded faculty members. Research in the department can be divided into three very broad categories: (1) chemical, atomic, molecular, and optical physics; (2) high energy density and plasma physics; and (3) atmospheric and materials physics.

II. Review Process and Criteria

A self-study document was developed by the department faculty and completed in the fall 2006 semester. The self-study followed university guidelines for academic program review and provided information and analysis on the undergraduate and graduate curriculum, faculty, program resources, and future plans. A list of external reviewers was recommended by the department, and three reviewers were invited by the Provost to serve on the review team. The reviewers were provided with the self-study and conducted an on-campus visit on November 6-7, 2006.

III. Major Findings and Conclusions of the Program Review

A. The department is a productive, active and successful department with a rapidly developing research profile.

B. The department has greatly expanded its extramural research support since the last review.

C. Recent hires in the department have been strong.

D. The instructional program is healthy, and students are generally satisfied with the level of education and advising they receive.

E. The department should continue to monitor the teaching assignments of all faculty members to ensure that the department's instructional resources are well-utilized, that students are well served and that all faculty members remain connected to the department's instructional program.

F. There is no clear statement on the role of research faculty in the department or at the university, including what rights and responsibilities these faculty members have.

G. The department should develop an overall structure and multiple strategies for its recruitment efforts.

H. The department faculty should come to a consensus on the research directions of the department.

I. There are concerns associated with the NTF regarding its direction as it matures from construction to the research phase of its operations.

J. There is a lack of support for lecture demonstrations and undergraduate laboratory preparation.

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Nevada State College

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ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: Nevada State College   **Academic Year of Review:** 2006-07

In 1997, the Nevada Legislature determined that southern Nevada needed additional educational opportunities for its growing population. Five years later, Nevada State College (NSC) opened its doors to over 150 students. Student enrollment numbers have reached as high as 2,000 in Fall 2006. As enrollment increases, the number of academic programs offered continues to grow. NSC now offers fifteen baccalaureate degree programs and one master degree program. This increase in program offerings demonstrates the college's motivation to meet the needs of the region in developing academic programs. At this time, none of its existing programs are up for review. The first ten year review of academic programs at NSC will not occur until 2012.

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College of Southern Nevada

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ANNUAL REVIEW OF PROGRAMS
Title 4, Chapter 14, Section 4

Institution: <u>College of Southern Nevada</u> **Academic Year of Review:** <u>2006-07</u>

I. *List the existing programs that were reviewed over the past year.*

CSN has revised the Academic Program Review Policy (see attached). Program reviews for 2006-2007 were subsumed under our recent NWCCU Accreditation Review activities. All programs underwent self-study reviews and results have been published in the CSN Comprehensive Accreditation Self-Study Report 2006. Additionally, all CSN degree programs measure student learning outcomes annually. Student learning outcomes assessment will be incorporated into program review reports.

Veterinary Technology, A.A.S., C.A.,
Interior Design Emphasis, Architectural Design Technology, A.A.S.
Interior Design Advanced, C.A.
Air Conditioning & Refrigeration Technology, A.A.S., C.A.
Accounting, A.A.S.
Architectural Drafting Emphasis, Architectural Design Technology, A.A.S., C.A.
Deaf Studies, A.A.S., C.A.
Deaf Studies, A.A.S.
Anthropology, A.A.
International Languages, A.A, A.A.S., C.A.
Art & Art History, A.A.
Automotive Technology, A.A.S., C.A.
Aviation Technology, A.A.S.
Building Inspection Emphasis, Building Technology, A.A.S., C.A.
Biological Science, A.S.
Electrician Emphasis, Building Technology, A.A.S., C.A.
Business Management, A.A.S., C.A.
CADD Technology, A.A.S., C.A.
Pre-Engineering, A.S.
Computing & Engineering Technology, A.A.S., C.A.
Chemistry, A.S.
Medical Laboratory Technician, A.A.S.
Phlebotomy, C.A.
Communication, A.A.
Construction Management Emphasis, Building Technology, A.A.S., C.A.
Computer Office Technology, A.A.S., C.A.
Criminal Justice, A.A., A.A.S., C.A.
Cardiorespiratory Science, A.A.S.
Culinary Arts Emphasis, Hotel, Restaurant & Casino Management, A.A.S., C.A.
Pastry Arts Emphasis, Hotel, Restaurant & Casino Management, A.A.S., C.A.
Dental Hygiene, A.S., B.S.
Education, A.A., A.A.S., C.A.

Economics, A.A.
Emergency Management Administration, A.A.
Emergency Medical Services, C.C.
Emergency Medical Technician, C.C.
Paramedic Medicine, A.A.S., C.A.
English, A.A.
Environmental Science, A.S.
Environmental Safety & Health, A.A.S., C.A.
Food & Beverage Management Emphasis, Hotel, Restaurant & Casino Management, A.A.S., C.A.
Finance, A.A.S.
Fire Science Technology, A.A.S., C.A.
Casino Management Emphasis, Hotel, Restaurant & Casino Management, A.A.S., C.A.
Graphic Technology, A.A.S., C.A.
History, A.A.
Health Information Technology, A.A.S.
Geological Science, A.S.

II. *List any programs that were eliminated or placed on inactive status this past year.*

CA	Early Childhood Education Teacher Aide
CA	Radiation Therapy
AAS	Architectural Design Technology/Architectural Drafting Emphasis
CA	Architectural Design Technology/Architectural Drafting Emphasis
AAS	Hotel Restaurant & Casino Mgmt/Casino Management Emphasis
CA	Hotel Restaurant & Casino Mgmt/Casino Management Emphasis
CA	Hotel Restaurant & Casino Mgmt/Concierge Management Emph.
AAS	Hotel Restaurant & Casino Mgmt/Culinary Arts Emphasis
CA	Hotel Restaurant & Casino Mgmt/Culinary Arts Emphasis
AAS	Hotel Restaurant & Casino Mgmt/Food & Beverage Mgmt Emphasis
CA	Hotel Restaurant & Casino Mgmt/Food & Beverage Mgmt Emphasis
AAS	Hotel Restaurant & Casino Mgmt/Hotel Management Emphasis
CA	Hotel Restaurant & Casino Mgmt/Hotel Management Emphasis
AAS	Hotel Restaurant & Casino Mgmt/Pastry Arts Emphasis
CA	Hotel Restaurant & Casino Mgmt/Pastry Arts Emphasis
AAS	Hotel Restaurant & Casino Mgmt/Travel & Tourism Emphasis
CA	Hotel Restaurant & Casino Mgmt/Travel & Tourism Emphasis

III. *List all new programs that received Board approval this past year.*

CA	Hotel, Resort and Casino Management/Concierge Management
AAS	Early Childhood Education Director
AS	Ornamental Horticulture/Environmental Horticulture
CA	Automotive Technology, Collision and Repair
AA	Journalism/Media Studies
AA	Theatre Studies
CA	Medical Lab Assistant
AAS	Electronic Engineering Technology/Networking and Internetworking
CA	Electronic Engineering Technology/LAN and Networking
AAS	Architectural Design Technology/Residential Design Emphasis
CA	Architectural Design Technology/Residential Design Emphasis

AA	Global Studies
AAS	Diesel Heavy Equipment/Master Technician
CA	Diesel Heavy Equipment/Maintenance Technician
AA	Women's Studies
AAS	Casino Management Emphasis
CA	Casino Management Emphasis
CA	Concierge Management Emphasis
AAS	Culinary Arts Emphasis
CA	Culinary Arts Emphasis
AAS	Food & Beverage Management Emphasis
CA	Food & Beverage Management Emphasis
AAS	Hotel Management Emphasis
CA	Hotel Management Emphasis
AAS	Pastry Arts Emphasis
CA	Pastry Arts Emphasis
AAS	Travel & Tourism Emphasis
CA	Travel & Tourism Emphasis
AAS	Building Technology/Plumbing Emphasis
CA	Building Technology/Plumbing Emphasis
AAS	Building Technology/Carpentry Emphasis
CA	Building Technology/Carpentry Emphasis
AAS	Surgical Technology
AA	Creative Writing

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SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Applied Science, Certificate of Achievement
Veterinary Technology

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I. Description of Program reviewed

Program Description

Veterinary Technology (VETT) prepares students with knowledge and skills necessary to provide general veterinary nursing care and technical assistance in the varied disciplines found in the practice of veterinary medicine and surgery. These include nurse anesthetist, operating room technician, radiology technician, dental hygienist, medical laboratory technician, as well as clinical and practice management. The program is recognized by the Nevada State Board of Veterinary Medical Examiners and is currently preparing for accreditation evaluation by the American Veterinary Medical Association's Committee on Veterinary Technician Education and Activities. Students that complete the program are qualified to sit for state and national licensing examinations and enter into practice as a licensed veterinary technician. The Veterinary Technology Program has entered into a unique partnership with the Western Veterinary Conference that allows sharing of resources such as facilities, equipment, and educational opportunities to augment the student's learning experience. This partnership also makes available nationally and internationally recognized Doctors of Veterinary Medicine that act as visiting instructors in many disciplines. There are two tracks in the Veterinary Technology Program. One track, designed for those with or without extensive experience, leads to an Associate of Applied Science degree. The other is designed for those with extensive experience leads to a Certificate of Achievement.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
VETT	1.9		0.5	2.4	413	172.09	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				319	413	448	30%	9%
Delivery Percentages (Lecture/Lab/Distance Ed)				34/66	69/31	69/31	N/A	N/A
Number of Sections (Lecture/Lab)				10/5	13/4	13/4	30/-20	0%
Average Number of Students per Section (Lecture/Lab)				16/15	15/15	15/15	-7%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught;

average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – The program curriculum has been improved and expanded such that an additional full time instructor may be required. Currently the needs are being met with adjunct instructors. When the program moves to the new facility being built by the Western Veterinary Conference, on site assistance may also
be required.

Technology – The program currently has needs in various areas. The most pressing needs are for computers and software used in the day to day management of a veterinary facility and digital camera and projection enhancements for teaching microscopy skills.

Facilities – The program is in dire need of laboratory space that will accommodate the housing of animals and the associated paraphernalia required for care. This need however is temporary due to the partnership with the Western Veterinary Conference. It is anticipated that this space will be provided in the future at
the new facility.

SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Applied Science, Interior Design Emphasis, Architectural Design Technology
Certificate of Achievement, Interior Design Advanced

I. Description of Program reviewed

Program Description

The **Interior Design Emphasis of the Architectural Design Technology Program** offers an Associate's Degree and the **Interior Design Advanced Program** offers a Certificate of Achievement. Interior Design has revised and updated its program for Fall 2006. Three new classes were added as 198B for Spring 2006 including Color Application, Interior Design Drawing I, and the first of many new field studies/field trips (this one to a field trip to the Pasadena Showcase House, a Frank Lloyd Wright home, and the Greene and Greene Gamble House). As of Fall 2006, a new advanced certificate of completion (20 credits) will allow our associate degree graduates to take the National Qualifying Interior Design exam (NCIDQ) one year sooner compared to associates' degree alone.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/FTEF		
AAI	0.8		1.9	2.7	556	205.93	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				254	556	678.3	119%	22%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				6/0	11/0	11/0	83%	0%
Average Number of Students per Section (Lecture/Lab)				14	16	16	14%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel –One additional faculty member required.

Technology –Equipment needed to outfit the required new facilities noted below.

Facilities – Additional classroom space with drafting tables is required due to overflow conditions in Fall 2005. Additional Interior Design library space also required.

I. Description of Program reviewed

Program Description

The **Air Conditioning and Refrigeration Technology Program** offers both an Associate of Applied Science degree program as well as a Certificate of Achievement path. All areas of Heating, Ventilation, Air Conditioning, and Refrigeration are covered to ensure graduates reach the job market with exceptional skills to serve their community and industry. Additionally, CSN is a testing center for EPA certification, American Refrigeration Institute's Industry Competency Exams (ICE), and North American Technician Excellence (NATE).

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
AC	1.3		4.0	5.3	923	174.15	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				909	923	931.4	2%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				12/0	18/0	18/0	50%	0%
Average Number of Students per Section (Lecture/Lab)				16	12	12	-25%	0%

II. Review Process and Criteria
All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel –One additional full-time faculty member will be needed to implement the Boiler program.

Technology –Cattrax computer software would allow the Program to integrate computer-based training into the HVAC/R mechanical and electrical fundamentals courses, as well as Heat Pump and Troubleshooting courses later in the degree and certificate paths.

Facilities – Sheet Metal fabrication lab needed to bring Sheet Metal course back on campus (it is currently held at an off-campus business site).

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SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Applied Science, Accounting

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I. Description of Program reviewed

Program Description

The **Accounting** courses offered at CSN provide a student with a comprehensive background in the principles, procedures and theories of organizing and maintaining business and financial transactions. The degree provides an opportunity for students to seek employment in the bookkeeping or accounting field. For those currently employed, the degree provides additional knowledge or skills for job advancement, professional growth and career mobility.

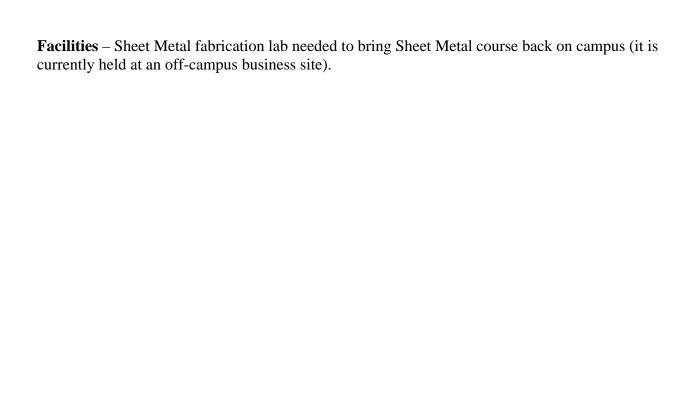| Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ACC	11.0		4.4	15.4	5604	363.90	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				5313	5604	5612	5.5%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				89/11	78/22	78/22	N/A	N/A
Number of Sections (Lecture/Lab)				66/0	77/0	77/0	16%	0%
Average Number of Students per Section (Lecture/Lab)				27/0	24/0	24/0	-11%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – Because of the transfer of two full-time faculty from other departments to the accounting department, we are adequately staffed for our current enrollment. These faculty also have assisted the department in increasing our course offering in distance ed.

Technology – More smart classrooms are needed.

Facilities – The accounting department shares a computerized classroom with computer office technology at all three main campuses. The accounting department needs another computerized classroom at West Charleston so that COT and Accounting do not have to share. The accounting and finance department needs tutorial space at Charleston and Henderson. We have utilization of a small room at Cheyenne. We also need another general classroom at Charleston as we must share with the business department.

College of Southern Nevada
Associate of Applied Science, Certificate of Achievement
Architectural Drafting Emphasis, Architectural Design Technology

I. Description of Program reviewed

Program Description

The Associates of Applied Science Degree and a Certificate of Achievement are offered in
Architectural Drafting Emphasis of the Architectural Design Technology Program. This
program has just been revised in the last year and was redesigned for students desire a career in
Architectural Residential Design. This id the first AAS degree in the State of Nevada to be
accepted by the State Nevada Board of Architecture as two years of equivalency to the State
license for Architectural Residential Designer. All required program courses in the ADT
program are orientated to residential design. The ADT program will be review by the
Architectural Design Technology Advisory Committee semi-annually.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ADT	1.1		1.0	2.1	310	147.62	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				94	310	484	229%	56%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				2/0	9/0	9/0	3.5%	0%
Average Number of Students per Section (Lecture/Lab)				18	9	9	-.5%	0%

II. Review Process and Criteria
All academic programs completed critical self-report reviews required by NWCCU accreditation
for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty
FTE; faculty productivity; program productivity; instruction delivery; number of sections taught;
average section size; program description; program needs, including faculty, technology, and
facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel –No new personnel needed at this time, but by the Fall of 2007 another full-time
instructor will be needed.

Technology – Software updates are required.

Facilities – Program needs a Design Center **(CSN School of Design)**. The CSN building at West Sahara has been mentioned for this. It would help our Architectural program compete with other architectural schools in Southern Nevada.

I. Description of Program reviewed

Program Description

The Discipline of American Sign Language offers courses leading toward a Certificate in Achievement in **Deaf Studies** and two Associate of Applied Science Degrees – one in Deaf Studies and one in **Interpreter Preparation**.

Our courses are divided into two categories:
1. Lecture/Lab Classes - courses focusing on students' acquisition of another language as well as "culture" courses.
2. Practicum – a part of the IPP program

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
AM	3.4		2.5	5.9	1320	223.73	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1146	1320	1336.1	15%	1.2%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				17/0	26/0	26/0	52%	0%
Average Number of Students per Section (Lecture/Lab)				18	15	15	-16%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – The discipline has an immediate need for a full-time, certified interpreter who could also teach. The college is currently paying commercial rates to hire qualified interpreters

for our deaf full-time faculty member. This person would ideally also be equipped to teach ESL to deaf students. Deaf students are currently inappropriately placed in classes for the hearing

Technology – Language lab equipment at the West Charleston, Cheyenne, Henderson and Summerlin labs needs to be able to handle video conferencing at thirty frames/sec. Video conferencing equipment needs to be installed in the labs so that we're able to combine enrollments from various sites as well as develop partnerships with entities in rural and northern areas of the state.

Facilities- Lab Facilities are required at Henderson and Summerlin. All of the labs need necessary hardware and software.

I. Description of Program reviewed

Program Description

The **Anthropology Program** is housed within the Department of Human Behavior with the department office being located on the West Charleston Campus. The program currently has 7 full-time faculty and 7 adjunct faculty. The faculty is distributed among the three main campuses of the Community College of Southern Nevada. The program has two areas of emphasis, General Anthropology and African Studies.

Both Anthropology Degrees are designed for students interested in human culture, both past and present. The multicultural content of the degrees will help prepare students to function in a highly multicultural society like the United States, and prepare them for continued study in General or Africanist Anthropology at a four year institution of higher education.

The future of the program will see a continued emphasis both on supporting the General Education requirements for the range of A.A. and A.A.S. degrees offered by the college, and expanding the number of majors for transfer to four-year institutions as anthropology/archaeology majors.

Table 1 shows the instructional load for the department using Full-Time Equivalent faculty (FTEF) and Weekly Student Contact Hours (WSCH) figures from Fall 2002. The first six rows of Table 1 contain linear projections of program changes for 2004 and 2009, assuming overall WSCH growth of 4.0 percent in Fall 2005 and .7 percent in Fall 2008 based on actual 2002 figures. The program should experience similar growth to that experienced by the college during this period.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ANTH	7.4		4.2	11.6	4188	361.04	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4.0%	0.7%
Program WSCH				3834	4188	4199.1	9.2%	0.3%
Delivery Percentages (Lecture/Lab/Distance Ed)				97/3	82/18	82/18	N/A	N/A
Number of Sections (Lecture/Lab)				48/0	59/0	59/0	23%	0%
Average Number of Students per Section (Lecture/Lab)				27/0	24/0	24/0	-11%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel-At least one, and perhaps two, new full-time faculty will be required by 2008 if program growth projections are met.

Technology-All classrooms used by the Department of Human Behavior, in which the Anthropology program is housed, should be converted to smart classrooms for more effective delivery of instruction.

Facilities- There is a need for more classroom space, and eventually an archaeology/physical anthropology laboratory to support the Anthropology AA degree and the eventual Archaeology AAS degree.

SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Arts, Associate of Applied Science, Certificate of Achievement
International Languages

I. Description of Program reviewed

The Department of **International Languages** offers both introductory (100 - and 200 - level) language courses for sixteen languages and associated, specialized culture courses. Students may currently pursue A.A. degrees in FREN, GER, ITAL, JPN and SPAN. A. A. S. degrees are available in Deaf Studies (AM) and in Deaf Studies – Interpreter Preparation Emphasis (AM). Certificates may be achieved in Business German (GER) and Deaf Studies (AM). Finally, international students and citizen/resident non-native speakers of English may prepare themselves for academic studies by taking courses in English as a Foreign Language and English as a Second Language – both groups are served by courses using the ESL prefix.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ARA	0.3			0.3	108	360.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				0	108	108.0	0%	0%
Delivery Percentages (Lecture/Lab/Distance Ed)				0			N/A	N/A
Number of Sections (Lecture/Lab)				0	1/0	1/0	0%	0%
Average Number of Students per Section (Lecture/Lab)				0	27	27	0%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel - The Department of International Languages will need to add full-time instructors as soon as possible in the following disciplines: AM, ITAL and ESL. The successful candidate for the American Sign Language position will double as a departmental interpreter for deaf faculty and be skilled in the new discipline of ESL for deaf students. The growing Italian program and pending retirement of the only full-time Italian instructor require that a position in that discipline

be filled. The ESL program has a need for full-time writing specialists to address the needs of an increasing population of generation 1.5 students. Two positions are currently needed. One of our writing specialists is also building the ARA program, and as this discipline continues to grow, she will be able to devote less and less time to writing. The possibility for growth in the ESL program is virtually open-ended. We are limited by a lack of classroom space and qualified instructors.

Technology – Since all language-learning course materials are heavily mediated, all classrooms used by the faculty of the department need to be "smart" classrooms. In addition, the department needs more than the current three spaces where there is a computer station for each student and where writing and other forms of self-paced activities can be undertaken.

Facilities - The department needs lab space and equipment at Henderson and a computer classroom at Cheyenne. In addition, the department needs space equipped with video conferencing hardware in order to serve remote sites and to be able to combine low-enrollment sites into one class.

Funding - The department's technology infrastructure is funded and maintained through a tech fee paid for by students. This mechanism permits us to respond adequately to growth.

SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Arts, Art and Art History

I. Description of Program reviewed

Program Description

The Department of **Art and Art History** offers both foundation level courses in the practice of art and introductory courses in the appreciation and history of art. The majority of students enrolled in both studio and lecture courses are fulfilling general education requirements. An increasing number of our students, however, are transferring to four-year institutions to obtain their undergraduate degrees in art or pursuing art related career opportunities.

As we look toward the future, we plan to offer additional sections of courses for which student demand is great; in particular, we anticipate offering more sections of studio classes, such as introductory drawing, digital imaging, portfolio development, and adding to the number of Art Appreciation sections we presently teach online. We also plan to expand our on line curriculum by offering sections of art history courses which thus far have only been taught in the classroom. Given the specialized needs of pedagogy in art, much of the growth we anticipate is tied to our receiving additional classroom/lab space as well as our ability to bring our visual resources collection up to date.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ART	8.0		12.5	20.5	5517	269.13	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				3999	5517	5552	38%	0.6%
Delivery Percentages (Lecture/Lab/Distance Ed)				89/11	81/19	81/19	N/A	N/A
Number of Sections (Lecture/Lab)				65/0	90/0	90/0	38.5%	0%
Average Number of Students per Section (Lecture/Lab)				21/0	20/0	20/0	-4.8%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel - Given the student demand for introductory drawing courses, it is imperative that we hire a full-time drawing instructor, whose responsibilities will include supervising and advising our large number of adjunct drawing instructors. Given the changes taking place in contemporary art practice, it is also important for us to hire a full-time instructor who is a specialist in digital imaging in order to ensure that our curriculum is up to date and competitive. We need to continue our search for a Visual Resources Curator who will be responsible for bringing our slide based visual resources collection into the present by digitizing and expanding it for use by faculty members in the classroom and online. Our search thus far has been unsuccessful, in great part, due to the lack of a budget for this very important component of our department's mission.

Technology - Both the study of art history and the study of art practice depend upon continually exposing students to examples of both historical and contemporary art. As such, our entire classroom based courses, whether studio or art-history need to be conducted in smart classrooms, with state of the art visual technology.

In order to support effective classroom teaching, the Visual Resources collection also needs to update its technology, including (but not limited to) the acquisition of: a new scanner for both slides and photographs, a new MacIntosh computer (with appropriate software), and a new digital camera as well as those ancillary materials determined by the VRC curator.

Facilities - As noted above, the Department's growth is inextricably linked to our need for expanded classroom facilities, especially as regards our ability to teach foundation level studio classes. At the very least, the conversion of the O & M Building on the West Charleston campus (as has been promised the department) into art classrooms will allow us to expand the number of sections we offer.

Ideally, however, a dedicated art building which would contain both new art studios and lecture classrooms would best serve the department's mission. Art faculty members, working with Lucchesi Galati Architects, Inc. a local architectural firm and the College's Site Planning and Construction Management Office have developed plans for such a structure, whose location on the West Charleston campus plan has already been determined. Department members are eager to participate in the fundraising process for such a structure, which will benefit not only the college but also the Las Vegas community as a whole.

While we await the above, the Art Complex on the West Charleston campus needs to be adequately ventilated for reasons of health and safety. In addition the outdoor studio workspace must be enclosed. At present there is no gallery space on the Charleston Campus. The need for such a space is essential for students and the community.

I. Description of Program reviewed

Program Description

The **Automotive Technology Program** at CSN is designed to prepare students to become successful automotive technicians in the fast paced and rapidly changing transportation industry. The program is open to all students who have the desire to achieve this goal. The curriculum closely follows the National Institute for Automotive Service Excellence (ASE) criteria, which are accepted in the automotive industry. All course work is taught by ASE certified instructors with the goal of helping students understand how and why automotive systems operate, how to efficiently repair or service these systems, and how to pass individual certification exams. The latest in computerized automotive equipment is available and ranges from engine analyzers to hand held diagnostic computers. Southern Nevada automobile dealerships, independent service centers, and manufacturers provide late model vehicles to learn the latest in automotive technology, especially in the areas of electronic fuel injection and computerized engine controls. Students receive "hands-on" training that makes them marketable in today's economy.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
AUTO	15.8		5.3	21.1	3031	143.65	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				2336	3031	3059.2	30%	0.9%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				42/0	61/0	61/0	45%	0%
Average Number of Students per Section (Lecture/Lab)				15	13	13	-13%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – The department will need at least three new instructor positions for the fall of 2006 and at least one each year as the programs grow and expand. Also the need for clerical support as we offer additional classes in area's that we will be expanding (Collision repair, Diesel and alternative fuels) The current classified administrative support is now covering two both the automotive and collision program.

Technology –Continue to purchase training materials, software and equipment in sufficient quantities to serve the student enrollment growth and latest technology available.

Facilities -We will be moving into the first phase of the new automotive facilities in 2007 that was approved in the 2005 legislative session. We will be going to the legislature for funding for phase two funding.

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SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Applied Science, Aviation Technology

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I. Description of Program reviewed

Program Description

The **Aviation Technology Program** is a pilot training program that includes both ground-school and cockpit components. Along with an Associate of Applied Science Degree, our graduates will obtain private pilot and instrument certifications. Additional flight time and FAA commercial certification will qualify graduates for positions in the private and commercial flight industries.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
AV	1.2		1.3	2.5	498	199.20	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				414	498	530.1	20%	6%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				7/0	12/0	12/0	71%	0%
Average Number of Students per Section (Lecture/Lab)				19	13	13	-32%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel –One additional faculty member is requested at present.

Technology –No new equipment required at present.

Facilities – Facilities are adequate to our mission at present.

I. Description of Program reviewed

Program Description

The **Building Technology Building Inspection Emphasis** includes courses in commercial building electrical, plumbing and mechanical codes; residential building, electrical, plumbing and mechanical codes; fire codes, structural codes, plan review and administration codes. The BI curriculum has just been revised within the last year. The BI program will be reviewed by the Building Inspection Advisory Committee semi-annually.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
BI	1.2		1.2	2.4	842	350.84	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1008	842	826.6	-16%	-2%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				18/0	16/0	16/0	-11%	0%
Average Number of Students per Section (Lecture/Lab)				19	17	17	-11%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Technology –No new equipment currently required.

Facilities – No new facilities needed at present.

I. Description of Program reviewed

Program Description

The **Biological Sciences** provides general education courses (26%), prerequisite courses for the Health Science fields (58%), and majors level courses (12%). All of which are transfer courses. We are offering a Developmental Biology (non-transfer) course (limited sections) for the first time in the Fall 2005 semester

The future of the program looks very steady, offering the transfer and prerequisite courses in greater numbers of sections, because of the demand we have at the present time, and assuming the demand will grow. We can see from our withdrawal-failure rate that a good percentage of the students that come to us, are not ready for college-level courses and we must increase the number of developmental course sections offered to accommodate these students

We had over 20,000 attempted enrollments in Biology courses, concentrated in the Health Science prerequisite courses. At the present time, we cannot offer more sections because we are already using our labs to their capacity, and every faculty member is teaching an overload.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
BIOL	25.5		0.8	26.3	11014	418.79	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				10323	11014	11023	6.7%	0.1%
Delivery Percentages (Lecture/Lab/Distance Ed)				98/2	96/4	96/4	N/A	N/A
Number of Sections (Lecture/Lab)				63/87	70/121	70/121	11/39	0%
Average Number of Students per Section (Lecture/Lab)				45/23	40/21	40/21	-11/8.7	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – It would take 5 new faculty members just to take everyone off overload status. If we are to expand, as our attempted enrollments show we would need even more. It is obvious, from our grade distribution, that students are not ready for College level Science classes. Developmental Biology should probably be our highest growth class, potentially with 20 or more sections (we now have 3) to keep up with the demand. We also need more tutors especially for Majors Biology, Anatomy and Physiology and Microbiology. These, of course, are the hardest tutors to find, because they are so specialized

Technology All of our classes need smart classrooms. At the moment, we have enough priority class rooms to accommodate our needs, but no expansion of sections is possible, unless there are more smart classrooms available.

Facilities - To increase the number of Lab sections, we would need more lab facilities and to increase our numbers of lecture section, we would need more lecture rooms available.

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SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Applied Science, Certificate of Achievement
Electrician Emphasis, Building Technology

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I. Description of Program reviewed

The **Building Technology Electrician Emphasis** program provides students with the opportunity to prepare themselves for the Clark County Journeyman Electrician's Exam. Open to all students, the coursework is provided via the classroom and the laboratory. Additionally, this is the approved technical core training program for students involved in the non-union, State-Registered Apprenticeship Program with the Associated Builders and Contractors, Inc.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
BT	0.0		3.4	3.5	1044	298.29	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				766	1044	1079.0	36%	3%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				13/0	17/0	17/0	31%	0%
Average Number of Students per Section (Lecture/Lab)				15	12	12	-20%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Technology –No additional equipment is presently required.

Facilities – Facilities are currently adequate to achieve the Program's mission.

I. Description of Program reviewed

Program Description

The **Business Management Program** provides individuals with the understanding, knowledge, and skills necessary for managing people and functions, managerial and motivational theories, global management, decision making and organizational designs are stressed. For those currently employed, the program provides additional knowledge or skills for job advancement, professional growth and career mobility.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
BUS	3.8		7.6	11.4	4923	431.85	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				4524	4923	4931	8.8%	0.2%
Delivery Percentages (Lecture/Lab/Distance Ed)				96/4	92/8	92/8	N/A	N/A
Number of Sections (Lecture/Lab)				51/0	57/0	57/0	12%	0%
Average Number of Students per Section (Lecture/Lab)				30/0	29/0	29/0	3.3%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – Additional full-time faculty will be needed to maintain proper part-time/full-time ratios, and to fulfill requirements for additional distance education classes.

Technology There is definitely a need for smart classrooms for all classes and classrooms to be equipped with mediated instructions. Additionally, more advanced technological television equipment will be needed in the future to bring realism of business into the classroom.

Facilities -As our growth pattern continues, additional classrooms will be needed.

I. Description of Program reviewed

Program Description

The **CADD Technology Program** provides students with the opportunity to develop technical and occupational skills needed for employment or advancement through individual courses, and certificate or degree programs that provide cutting-edge job skills.

The Community College of Southern Nevada offers an Associate of Applied Science Degree and the Certificate of Achievement in CADD Technology. This program will provide the student with the skills to plan, prepare and interpret construction documents. The methods of the developed skills will be through board drafting and a high emphasis on computer-aided design and drafting (CADD) workstations. Instruction also includes office standards, ethics, equipment maintenance, and production techniques.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
CADD	2.3		3.7	6.1	885	145.09	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				800	885	899.3	11%	2%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				13/0	19/0	19/0	46%	0%
Average Number of Students per Section (Lecture/Lab)				15	12	12	-20%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

IV. Major Findings and Conclusions of the Program Review

Program Needs

Technology –No new equipment currently required.

Facilities – Facilities are currently adequate to fulfill our mission.

SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Applied Science, Pre-Engineering

I. Description of Program reviewed

Program Description

The CSN Physical Sciences Department offers a variety of courses in **Pre-Engineering** satisfying the General Education science requirement and transfer requirements for students transferring to UNLV, UNR, and NSC and other 4-year institutions. Students taking Pre-Engineering classes have an opportunity to learn problem solving skills necessary in Civil and Mechanical Engineering. This is a new program and the future of the program looks good. We have seen a great interest in students in the Pre-Engineering degree. In the first year 33students declared the AS Pre-Engineering Emphasis as there their major.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
CEE	0.2			0.2	36	180.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				0	36	55.1	0%	52%
Delivery Percentages (Lecture/Lab/Distance Ed)				0			N/A	N/A
Number of Sections (Lecture/Lab)				0	1/0	1/0	0%	0%
Average Number of Students per Section (Lecture/Lab)				0	12	12	0%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – At the present time, we cannot offer more sections of Pre-Engineering classes because we are limited in the number of qualified instructors. At present, we have only one

instructor qualified to teach Pre-Engineering classes, in order to grow this program, we would need to find more qualified faculty.

Technology - No special technology needs are foreseen at this time.

Facilities -We have no dedicated facilities for our Pre-Engineering program. As UNLV requires all Pre-Engineering students to take a design class, we would need a laboratory facility in order to increase the number of students in the Pre-Engineering program.

SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Applied Science, Certificate of Achievement
Computer and Engineering Technology

I. Description of Program reviewed

In July 2005 the Computing and Information Technology and Electronics Engineering Technology departments were merged forming the **Computing and Engineering Technology** Department. The CET department provides computer and electronics courses which lead to AAS degrees, Certificates of Achievement, and industry certifications. Programs of study include IBM's AS/400, networking, internetworking, UNIX operating system, programming, database, user support, geographic information systems, electronics, slot machine repair, telecommunications, LAN's, and network security. Industry certifications include Microsoft's MCSA, MCSE and MOUS, Novell Netware Administrator, Cisco's CCNA and CCNP, and CompTIA's A+ Hardware, A+ Software, Network+ and Security+. The majority of CET students are pursuing industry certification and professional development. Only a small number of CET students are pursuing degrees and certificates.

Over the last four years the combined CET programs have experienced a 40 percent decline in enrollments which has been consistent with the national trend of declining technology enrollments. In response the CET programs have reduced the AAS degrees from 14 to five and Certificates of Achievement from 14 to nine. The decline in enrollments has slowed and may reach bottom this year. Programs are being advertised and efforts have increased to improve retention.

At present the CET department is investigating new course and program opportunities in game programming, computer security, and control systems technology.
In addition, an increasing number of CET courses are being offered via Distance Education or as hybrid courses.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
CET							Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				29,417	11,486.5	11,284.9	-61%	1.8%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				550	273	273	-50%	0%
Average Number of Students per Section (Lecture/Lab)				18.6	14.99	14.99	-20%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – With the decline in enrollments many tenured faculty are teaching outside their area of interest and there has been a drastic reduction in the use of adjunct faculty. The one vacant tenure-track faculty position is not currently being filled. No new full-time faculty will be needed until enrollments improve.
Because the CET programs are lab intensive and offered at all campuses and high-tech centers the need for classified administrative assistants and lab staff remains unchanged.

Technology - In spite of the decline in enrollments it is imperative that the computer and electronic engineering labs be maintained in state-of-the-art condition to prevent outdated programs and facilities.

Facilities -Existing facilities will continue to be adequate and will be able to support increases in future enrollments.

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SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Science, Chemistry

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I. Description of Program reviewed

Program Description

The CSN Physical Sciences Department offers a variety of courses in **Chemistry** satisfying the General Education science requirement and transfer requirements for students transferring to UNLV, UNR, and NSC and other 4-year institutions. Students taking Chemistry classes have an opportunity to learn chemistry concepts, problem solving skills, laboratory methods, and safety skills.

The future of the program looks good as we are offering courses for students satisfying general education requirements and transfer students in greater numbers. It appears that student enrollment numbers indicate that we will continue to have a demand for these classes. We have increased the number of sections greatly in the past few years, however, facility limitations will limit the number of lab sections that we can offer in the future.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
CHEM	7.0		0.8	7.8	4614	591.54	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				3622	4614	4640	27.4%	0.6%
Delivery Percentages (Lecture/Lab/Distance Ed)				97/3	98/2	98/2	N/A	N/A
Number of Sections (Lecture/Lab)				27/19	36/38	36/38	33/1	0%
Average Number of Students per Section (Lecture/Lab)				37/21	36/21	36/21	-2.7/0	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – At the present time, we cannot offer more sections of Chemistry classes because we are limited in the number of qualified full and part-time instructors. We just hired another full-time chemistry faculty member which allowed us to expand the number of sections offered to meet the student demand. However, as our Chemistry enrollments increase, we will need to find more qualified faculty to increase the number of sections at our Cheyenne and Henderson campus locations.

Technology - Our chemistry classes utilize the smart classroom presentation technology, which needs to be maintained at a high luminosity for accurate presentation to students.

Facilities -At the Cheyenne campus, the Chemistry lab is 25 years old. It has only three chemical fume hoods which are too small (three-foot wide) to have sufficient flow rates to accommodate organic chemistry work to be done in the hood. We are currently planning on replacing the three hoods with updated hoods to accommodate more classes in this facility. We are also seeking a major remodel of the science labs the Cheyenne campus to update them and equip them with larger floor plans and a larger number of chemical fume hoods.

SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Applied Science, Medical Laboratory Technician
Certificate of Achievement, Phlebotomy

I. Description of Program reviewed

Program Description

The **Medical Laboratory Technician Program** is a two-year course of study that prepares students to work in all areas of the laboratory. Courses in each clinical discipline are presented in both lecture and laboratory format. Students are also assigned to local laboratories to obtain practical experience. Upon successful program completion, the student is awarded an Associate of Applied Science degree and becomes eligible to take a national certification examination. Students who pass the certification examination are eligible for Nevada licensure as a Medical Laboratory Technician.

The **Phlebotomy Program** is a short-term training program. Students are required to take a lecture and laboratory course designed to provide instruction in blood collection methods and specimen processing. Upon successful completion of the program, the student is awarded a Certificate of Completion and becomes eligible to take a national certification examination. Students who pass the national examination are eligible for licensure as a Laboratory Assistant.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
CLS	2.5		0.7	3.2	448	140.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				433	448	452	4%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				92/8	92/8	92/8	N/A	N/A
Number of Sections (Lecture/Lab)				19/0	19/0	19/0	0%	0%
Average Number of Students per Section (Lecture/Lab)				11/	11/	11/0	0%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – Increased budget to support expansion of the Phlebotomy program to three rural sites and development of the Laboratory Assistant program.

Technology - Grant funding has enabled the MLT and Phlebotomy programs to replace obsolete equipment. Continued availability of grant funding will be needed to provide equipment comparable with industry standards for each program at local and rural sites. Classrooms at the rural sites need to be equipped with smart technology.

Facilities - At the present time, classroom/laboratory space is adequate for both programs.

I. Description of Program reviewed

Program Description

The **Communication Program** provides several courses that are often required of most CSN majors: COM 101, 102, 133, 215. Of the 130+ sections offered (on avg.) each semester, nearly 110 are COM 101 (Oral Communication), which will begin to go online in Spring 2006; about 10 are COM 102 (Interpersonal Communication), which includes an increasing number of online sections. Both the 101 and 102 courses show steady, increasing numbers of hits each semester, and with the online options, we expect this demand to increase even more.

The program offers one AA degree with a CORE that consists of COM 101, 211, 216, 218. Students can then pursue one of three emphases:
1. General Communication (COM 102, 133 or 180, 215)
2. Journalism/Media Studies (COM 159 or 196, 201, 220)
3. Corporate Communication (COM 133 or 196, 261, 262)

Prior to this program (which began Fall 05), the Dept. had another degree program that allowed students to specialize in either Human Communication or Broadcasting. We still have majors pursuing that program as well. For the older program, there are approximately 208 declared majors, of which 169 are declared for the Broadcast emphasis. For the newer program (which began Fall 05), there are approximately 35 declared majors. That number is probably higher than this; those data were obtain in late October 05, but we have literally had at least one new major sign up every day this fall, and we also recently had a social event for interested majors in which we signed up several new majors as well.

Quite recently (Nov. 2005), we were informed that the journalism program at UNLV has changed significantly, and our program may have to undergo significant revisions and create a journalism program. If this takes place, we anticipate having two emphases, one in Human Communication and one in Journalism/Media Studies.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
COM	10.8		0.0	10.8	9433	873.43	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				6436	9433	9473	47%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				99/1	95/5	95/5	N/A	N/A
Number of Sections (Lecture/Lab)				93/0	130/0	130/0	40%	0%
Average Number of Students per Section (Lecture/Lab)				23/0	24/0	24/0	5%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – The primary need for the Dept. of Communication is for more full-time faculty. Currently, the ratio of FT/PT faculty involved in the COM 101 course is 39%/61%. We have requested new full-time faculty for several semesters. We have a strong part-time instructor program that includes standardization, training, interviews for hiring, mentoring, etc. Unfortunately, we have recently lost several part-timers in a short period of time. In addition, we are now also required to staff COM 101 sections for the STEP program (9 sections for spring 06 alone). Because we also implemented a new degree program this fall (in compliance with 2 + 2 transfer agreements with UNLV), several of our full-time 101 instructors also had to divert their energies to teaching new courses. As such, the Dept. has had to limit course offerings of COM 101.

Technology - All priority classrooms for Communication were approved for Smart Classrooms, and only two have yet to be converted (WC D 259, 261). Those two are currently among the many classrooms that need to be upgraded to Smart status. There are also some basic, ongoing needs for the television and radio production courses (camera equipment upgrades, tapes, microphones, replacements, etc.).

Facilities -We are in the process of creating a Communication Lab at the CY campus (room 1445) which consists of whisper rooms, cameras, taping facilities, and smart classroom capabilities. Our hope is to have such a lab on the WC and HN campuses as well. In addition, it would be especially useful for CSN to have its own television production facility; we currently rent time from Channel 10.

Funding - The Dept. of Communication was fortunate to have its budget increased this year to approximately $20,000 (up from about $16,000). We had increasing needs for basic video equipment and supplies, plus the faculty are fairly active in attending conferences, etc.

I. Description of Program reviewed

Program Description

An Associate's Degree in Applied Science and a Certificate of Achievement are offered in **Building Technology Construction Management Emphasis**. A key project in Construction Management is the development of six major classes into on-line offerings to enable us to serve outlying communities and increase convenience and accessibility for our students. Another major continuing project is to complete an agreement with the University of Nevada—Las Vegas (UNLV) or other four-year institution to accept our courses toward a Bachelor of Science in Construction Technology.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
CONS	1.5		0.8	2.3	660	286.96	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				285	660	761.7	132%	15%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				5/0	11/0	11/0	120%	0%
Average Number of Students per Section (Lecture/Lab)				19	20	20	5%	0%

II. Review Process and Criteria
All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – No new personnel currently required.

Technology - Software updates required.

Facilities - Lab facilities need expansion.

I. Description of Program reviewed

Program Description

The **Computer Office Technology Program** provides courses and skills necessary for office professionals. Courses include instruction in the latest computer office technology skills (using keyboard, voice, and handwriting computer input); software programs (including word processing, spreadsheets, databases, and presentations); general and advanced office skills; and communication skills. Computer Office Technology provides vocational education and basic skills development. For those currently employed, the degree provides additional knowledge or skills for job advancement, professional growth and career mobility.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
COT	2.1		2.5	4.6	1236	268.70	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1778	1236	1203	-31%	-3%
Delivery Percentages (Lecture/Lab/Distance Ed)				77/23	63/37	63/37	N/A	N/A
Number of Sections (Lecture/Lab)				30/0	26/0	26/0	-14%	0%
Average Number of Students per Section (Lecture/Lab)				20/0	17/0	17/0	-15%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – Competent instructors knowledgeable in the advancements in office technology will be needed.. Experts need to be brought in to conduct workshops to teach the newest technology innovations particularly in the office field.

Technology - There is a strong need for our classrooms to be equipped with the most up-to-date software programs used in the business environment as well as up-to-date instructional equipment to teach them the software programs. The distance ed courses need more powerful presentations to teach the unique aspects of our field, such as WIMBA, so students can see demonstrations of a program and how to use it.

Facilities - An additional classroom on the West Charleston campus will be needed to meet expected growth.

SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Arts, Associate of Applied Science, Certificate of Achievement
Criminal Justice

I. Description of Program reviewed

Program Description

Criminal Justice Program provides students with the skills, abilities, and knowledge needed in order to become practitioners, to transfer to another institution, and to continue their education. This different degrees in this program, will provide students with a broad overview of the criminal justice system and the criminal justice process, the origin and purpose of formalized criminal laws and other methods of social control, factors that contribute to deviant behavior, methods by which crime might be controlled, and various perspectives related to the purpose of the criminal justice system in contemporary American Society.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
CRJ	4.9		5.1	10.0	5056	505.60	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				4424	5056	5070	15%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				100/0	96/4	96/4	N/A	N/A
Number of Sections (Lecture/Lab)				57/0	53/0	53/0	-7%	0%
Average Number of Students per Section (Lecture/Lab)				27/0	33/0	33/0	23%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – The Criminal Justice program to grow and there is a tremendous interest on the part of students that the program address two new areas of specialization; Criminal Forensics and Criminal Computer Science. These are specialized areas that require a minimum of two new full-

time faculty. Additional faculty will also be needed to meet growth demands and expand distance education offerings.

Technology - There are break through technologies that today's and tomorrow's students will need to meet requirements in the workplace. This includes a dedicated computer lab, a dedicated photo lab, and dedicated crime lab. All of these areas require appropriate technologies.

Facilities - There is an absolute need for a dedicated facility that would incorporate all of the criminal justices specialties and laboratories. There should also be sufficient classroom space to handle the police academy, and all of the areas required to support a full-time police academy which would include an indoor firing range, physical training facilities, offices, and classrooms.

I. Description of Program reviewed

Program Description

Cardiorespiratory Sciences (CRS) is a multi-disciplined, multi-credentialed program preparing students in care, management, and life-support of individuals having deficiencies and abnormalities associated with the cardiopulmonary system. A successful graduate of this program will obtain credentials from a national laboratory credentialing agency, the American Heart Association, Cardiovascular Credentialing International, and the National Board for Respiratory Care. The Cardiorespiratory Sciences Program provides a quality academic experience preparing Respiratory Care Practitioners and Cardiac Technicians. The graduate will possess the attitudes, skills, and knowledge required to think critically, communicate effectively, and provide self-direction while administering care. This program emphasizes developing competencies that integrate protocols, Clinical Practice Guidelines, and critical pathways into an efficient cardiorespiratory care plan.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
CRS	2.0		0.8	2.9	464	160.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	.7%
Program WSCH				204	464	560.5	127%	21%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				8/0	11/0	11/0	38%	0%
Average Number of Students per Section (Lecture/Lab)				10	17	17	70%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – The CRS Program needs to convert the existing part-time instructor position into a full-time position. This will allow appropriate coverage for the now larger student (now over 50

students) and instructional load. Additionally, this conversion would be less expensive for the college, and would provide an extraordinary improvement in CRS Program faculty continuity.

Technology - The medical culture grows in complication and sophistication by the moment. With this grows our burden to provide more complicated and sophisticated Computer-Assisted-Instruction assets, which include both hardware and software.

Facilities - The CRS Program is in immediate need of a dedicated "high-tech" classroom. Through most of the fall 05 semester, we were arranging for a classroom by the week, with the class meeting in several different classrooms throughout the semester. Requests have been submitted for modification of WCHB-119, which would offer a dedicated classroom, additional storage space (we now use open storage in our lab), and integrated faculty offices.

SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Applied Science, Certificate of Achievement
Culinary Arts Emphasis, Hotel, Restaurant & Casino Management
Pastry Arts Emphasis, Hotel, Restaurant & Casino Management

I. Description of Program reviewed

Program Description

The Resorts and Gaming Department offers degrees in **Hotel, Restaurant & Casino Management Culinary Arts Emphasis** and **Baking and Pastry Arts Emphasis**, an AAS degree as well as certificate programs. The Culinary Program is accredited by the American Culinary Federation. Students train in a variety of state of the art facilities including the Modular Kitchen, Bakeshop and Russell's 100 seat restaurant. Students are taught to master the fundamentals of Cooking and Baking with hands on preparation of various cuisines. The program also offers opportunities for students to become certified by the National Restaurant Association in Sanitation, Nutrition and Restaurant Management.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
CUL	7.1		3.6	10.7	1847	172.62	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1232	1847	1891.8	50%	2.4%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				24/0	37/1	37/1	54/0	0
Average Number of Students per Section (Lecture/Lab)				15/0	15/13	15/13	0	0

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – The Culinary Program is in the process of filling an approved full-time faculty position for Pastry Chef to start in Fall 2006. Future personnel needs will depend on the growth of program.

Technology - More power point software is needed, as we currently share two among all Resorts and Gaming faculty.

Facilities - In 2003, we officially started a Baking and Pastry Arts Degree Program which is operating out of one bakeshop. Scheduling of the bakeshop limits the ability to recruit the best qualified adjunct instructors, especially for specialized courses. Facilities limit the amount of sections we can offer, thus restricting enrollment numbers. The Department has proposed moving the Gaming Lab to the Charleston Campus which would allow expansion of the kitchens at Cheyenne to accommodate the Baking and Pastry program.

I. Description of Program reviewed

Program Description

The AS **Dental Hygiene Program** of classroom instruction and clinical experience is accredited by the Commission on Dental Accreditation and is designed to prepare graduates for licensing as Dental Hygienists. Hygienists are employed by dentists in solo and group practices, government health agencies, school systems, hospital and industrial dental clinics, the military services and in dental hygiene education programs. Graduates will be eligible to take State and Regional Board examinations for licensing of dental hygienists as well as the National Board examination. The program is designed to educate dental hygienists in a way that will best contribute to the workforce needs of the State of Nevada and will allow direct transfer into the Bachelor's degree completion program in dental hygiene offered at CSN. This Bachelor's degree will then prepare students to continue graduate education at any of Nevada's universities or universities nationwide.

Due to physical space constraints in the clinic and labs, the program cannot accept additional students over the current enrollment. However, this is in keeping with the workforce needs of the state. Since a dental hygiene program began at Truckee Meadows Community College and since the CSN program expanded to 30 new students per year, the number of workforce positions available to graduates has diminished. Additional students would make it difficult for current and future dental hygienists to find adequate employment.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
DH	6.5		3.3	9.8	846	86.33	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				907	846	844	-7%	-1%
Delivery Percentages (Lecture/Lab/Distance Ed)				97/3	78/22	78/22	N/A	N/A
Number of Sections (Lecture/Lab)				14/26	27/9	27/9	93/-66	0%
Average Number of Students per Section (Lecture/Lab)				27/7	14/10	14/10	-49/43	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught;

average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – The dental hygiene program will have one new full-time faculty in spring, 2006 and will hire one more full-time faculty for fall, 2006. Possibly one more faculty member may be needed to replace a current faculty who is on leave in an interim position.

Technology - Plans are in place to request funding for new patient chairs and carts in the dental hygiene student clinic. The current chairs are 15 years old and new developments will allow for better ergonomics for the students and a reduction in the increasing repair costs of the current chairs.

Facilities - Current facilities are adequate with two exceptions. There is a need for more locker room space—180 dental hygiene and dental assisting students currently spend lunch and dinner times in one very crowded room. Also, one classroom that was originally designated to be a large classroom was later changed into a lab/classroom. It is no longer used as a lab and there is a need for the previously designed large classroom.

I. Description of Program reviewed

The Department of **Education** offers Associate Degrees designed to provide students with the first two years of a baccalaureate degree in education. This includes Associate degrees with emphasis in early childhood, elementary, secondary, and/or special education. Effective 2+2 articulation agreements are in place to aid our students in attaining a seamless transition to Nevada College and Universities. In addition to our transfer AA degrees, the department offers an AAS Early Childhood Education-Teacher Aide, and Early Childhood Education-Preschool Education. Certificates in Early Childhood-Infant-Toddler, Early Childhood Education-Preschool Education, and Early Childhood-Teacher Aide are also obtainable. The department has a number of partnerships with the community including an extensive array of courses to assist para-professionals in education (Teacher Aides), the STEP high school dual enrollment program, and a variety of professional development courses for educators. Courses are offered in flexible formats including evenings, weekends, and online.

The Department currently has nine full time faculty, two administrative aides, a program coordinator for special programs, a director for the early childhood lab which employs five full time teachers, and nine support staff.

The future of the program

The department of education is relatively small in student enrollment but we continue to work on the on the development of innovative practices to recruit students, especially those with diverse backgrounds into the teaching field. We are continuing to develop innovative programs and partnerships to attract and serve students entering the field of teacher education.

The STEP (Student to Teacher Enrollment Program) program is under development at present, offering a dual enrollment option to high school students interested in a career in teacher education. College faculty are teaching college classes on high school campuses. Students can enroll as Juniors and can graduate with their AA in education shortly after completing high school. If they continue on with Nevada State College and agree to work for the Clark County School District, their entire education degree with be paid for. We are working on other dual enrollment options that have potential to enhance our future enrollment also.

All of our teacher education courses are offered both in a live in-class and online teaching format. Most all early childhood (AA) courses will be offered in both formats this fall. This enhances the potential for more local and rural students to participate in a variety of innovative options for obtaining their AA degree as well as attend professional development courses. We will be ready to offer our entire AA degree online starting fall of 2006.
A new initiative by the State of Nevada call TEACH is offering new scholarships to students interesting in upgrading their skills and credentials in early childhood. There is strong interest and we anticipate a significant increase in enrollment in early childhood classes this coming

spring and fall of 2006. The addition of a kindergarten class to our early childhood lab now offers enhanced opportunities for students to observe a variety of applied best practices in early childhood education.

The department of education continues to grow it's paraprofessional program. A career ladder has been established to enable students to obtain employment as a paraprofessional while completing there final two years toward becoming a certified teacher. Additionally, a variety of professional development courses are being offered in partnership with the local school district. Over 250 students recently completed their coursework to meet para-professional certification under the "highly qualified" requirements of the "No Child Left Behind Act." An additional 60 students are entering the program beginning in the spring of 2005 and we anticipate an additional 60 in fall of 2006.

The department has entered the Professional Development Market for assisting teachers in meeting their re-certification requirements in Nevada. Initial course offerings began fall of 2005, and the program could grow exponentially in the coming years. A certificate titled "Teaching in the Online Environment" is under development, with plans to add several new courses in para-professional education, classroom management, and a variety of education related topics to assist teachers in maintaining and upgrading their certification and licensing requirements.

Student Enrollment is continuing an upward trend. We continue to experience significant growth this year with a 35% increase in FTE from fall 2004 to fall 2005. This positive trend is counter to the relatively flat overall rate that CSN and the field of teacher education have been experiencing over the past few years.
Even though enrollment is relatively small in comparison to other departments in our division and other college programs, the increased enrollment is a significant feeder to CSN general education courses.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ECE	0.0		0.0	0.0	1170	0	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1632	1170	1139	-29%	-3%
Delivery Percentages (Lecture/Lab/Distance Ed)				94/6	85/15	85/15	N/A	N/A
Number of Sections (Lecture/Lab)				32/0	29/0	29/0	-10%	0%
Average Number of Students per Section (Lecture/Lab)				24/0	19/0	19/0	-21%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel –

• Need to continue to work on innovative programs and initiatives to attract students into the field of teacher education to support the critical shortage of teachers in Southern Nevada. We also need to increase our enrollment to maintain the viability of continuing as a department under recently proposed models for department restructuring.

• Need to continue to work on innovative programs and initiatives to attract students into the field of early childhood education to support the critical shortage of qualified childcare workers in Southern Nevada.

• Need to continue working on common curriculum standards and a shared program framework with local schools, colleges, and departments of education

• Need to work on how data should be collected to evaluate the effectiveness of the partnerships we have with our local institutions.

• Need to explore the possible need for a baccalaureate program as an alternative to the existing teacher education programs in southern Nevada.

I. Description of Program reviewed

Program Description

The **Economics Program** is housed with the Department of Philosophical and Regional studies whose office is located at West Charleston Campus. The program currently has 5 full-time faculty and 10 adjunct faculty who are distributed across the three main campuses, and one CSN High Tech Center. The department offers, among others, an A.A. with emphasis is economics.

Staffing has been good in recent semesters as the pool of adjuncts remains strong and available. We have not had any major problems finding instructors. Because economics courses are required in many programs, especially in programs found in the Division of Business and Industry, many students take economics courses.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ECON	4.0		3.2	7.2	2940	408.34	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				2667	2940	2956	11%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				100/0	94/6	94/6	N/A	N/A
Number of Sections (Lecture/Lab)				34/0	37/0	37/0	9%	0%
Average Number of Students per Section (Lecture/Lab)				26/0	26/0	26/0	0%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – If demand continues to grow, at some point, the program will need another full-time position to maintain an acceptable ratio of full time to part time teachers. More online instructors are also needed.

Technology - Ideally, the program instruction will be aided greatly with mediated classrooms which will facilitate the importation of real-time data.

Facilities - There is a dire need for an economics and social science lab. The principles of statistics II has not been taught partly because of the absence of a lab space as this is a computer-based course. There is also the ever-present need for classrooms.

I. Description of Program reviewed

Program Description

This program prepares students for leadership positions in the Area of **Emergency Management**. Students are trained to assist government agencies with command and control operations and support of minor and major disasters. Students will learn the basic areas of emergency management which includes mitigation, preparedness, response and recovery.

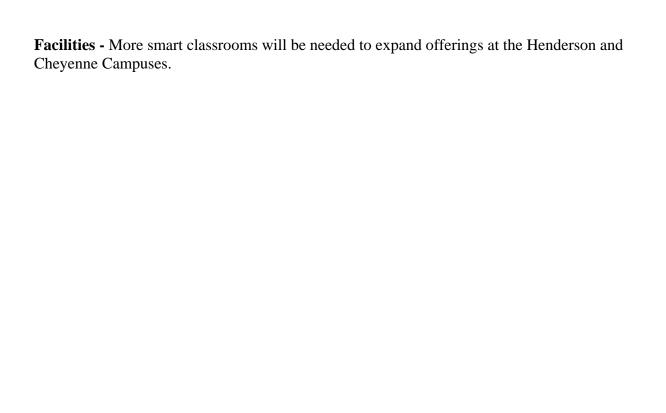| Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
EMA			0.0	0.0	18	0	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				0	18	18.0	0	0
Delivery Percentages (Lecture/Lab/Distance Ed)				0			N/A	N/A
Number of Sections (Lecture/Lab)				0	1/0	1/0	0	0
Average Number of Students per Section (Lecture/Lab)				0	6	6	0	0

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – This is a new degree program built on the 2+2 AA degree that leads to a bachelor's degree. Since this is a new transferable degree, it is essential that at least on full-time faculty member would be brought on board to promote the degree, teach courses, and develop the degree in articulation with UNLV and UNR, an in accordance with FEMA standards.

Technology - –A smart classroom devoted to Emergency Management is needed for West Charleston Campus.

Facilities - More smart classrooms will be needed to expand offerings at the Henderson and Cheyenne Campuses.

SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Certificate of Completion, Emergency Medical Services
Certificate of Completion, Emergency Medical Technician
Associate of Applied Science, Certificate of Achievement, Paramedic Services

I. Description of Program reviewed

Program Description

The **Emergency Medical Services Program** consists of three different levels of education, including EMT-Basic, EMT-Intermediate and Paramedic. EMT-Basic and EMT-Intermediate classes are open-enrollment, one-semester courses; while the **Paramedic Medicine Program** is limited entry and consists of three semesters. All three courses meet or exceed Department of Transportation requirements for EMS training and are designed to prepare students for state and national certification examinations. Paramedic students may choose between a Certificate of Completion or an Associate of Applied Science degree.

Local and national need for EMS providers, particularly Paramedics, continues to be on the rise. Recent adjustments to the program became necessary to maintain our current position as the leader in EMS education, to assist in meeting the tremendous need demonstrated by local agencies. Recent changes will result in a 38% increase in the number of trained Paramedics within the next 3 years; however, even this increase is not enough to meet the immediate Paramedic demand. EMT-Basic levels and EMT-Intermediate enrollment should stay consistent with past figures.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
EMS	8.1		0.0	8.1	2879	355.44	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				3286	2879	2891.8	-12%	.4%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				30/54	24/49	24/49	-.2/9.2	0
Average Number of Students per Section (Lecture/Lab)				38/7	30/6	30/6	-21/14	0

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III.   Major Findings and Conclusions of the Program Review

Program Needs

Personnel – Currently, we are fortunate to have five, full-time faculty members and two temporary hires. The EMS program also utilizes approximately 30 adjunct faculty each semester to complete our teaching load. At this time, only 10% of our workload is taught by full-time personnel. A staff of 7-8 full-time faculty members will be required within the next three years to fulfill the commitments made to local EMS agencies for Paramedic personnel. An aggressive campaign has been launched to attract local fire department agencies that have become dissatisfied with their local training options as it relates to Paramedic education. Recent state mandates will change the certification process from a locally initiated process to a national-level examination. This change will have ramifications to the EMS program as there will be an anticipated need of national exam preparation courses within the state.

Technology - The EMS program is moving steadily toward a combination of traditional and computer-based education. Computer-based software utilizing patient scenarios are becoming increasingly more common available to be implemented into traditional classrooms.

Facilities - We are currently spread over two campuses and have secured overdo laboratory space to meet our space needs. Additional space is required for a useable outdoor (or large indoor area) space to meet an area of weakness identified within our program that cannot be adequately addressed in our current laboratory circumstance (vehicle extrication practice area).

I. Description of Program reviewed

The **English Department** prepares its graduates to meet general education requirements, to transfer in English (or a related field), to write for the workplace, and to participate in life-long learning. Our purpose is to teach students to read and think critically, to acquire skills in writing and analysis that will complement other academic studies, to communicate effectively (both orally and in writing), to search for and evaluate print and electronic sources using the tools of technology, and to appreciate the diversity of literature and its value in their lives.

Current and Future Goals
Our current and immediate goals include strengthening our partnerships with area schools (at all levels). In particular we have firmed up articulation agreements with UNLV, Henderson State, and Regis, and we were among the first departments to offer STEP classes in the local high schools. We have immediate plans to expand our recruitment efforts in grades as early as 5th grade by visiting schools, and we plan to meet with English teachers in area high school to ensure that prospective students are prepared for college-level writing. Also, we are partnering with UNLV to set up a developmental writing program for their students, and we will continue to be actively involved in Job Fairs, visitations to our rural sites, part-time instructor activities such as Part-time Faculty Appreciation Night, Workshops, and Conferences. We have also begun to attend more conferences and to take leadership in professional organizations. We are sponsoring a
Reading Conference this year, and we will sponsor the English Conference of Two-Year Colleges next year. We will also begin offering a Certificate in Creative Writing and plan to look at other areas that meet the needs of our growing senior population. In the future we see more and more Distance Ed classes being offered, and we would like to see more resources that would help our department to schedule internet classes and provide support for faculty and students alike.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ENG	46.1	5.9	51.26	103.62	27,582	266.18	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				9,194	9,360	9547.2		
Delivery Percentages (Lecture/Lab/Distance Ed)				90/10	90/10	85/15	N/A	N/A
Number of Sections (Lecture/Lab)				394	465	535		0%
Average Number of Students per Section (Lecture/Lab)				15	25	25		0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – We need more full-time faculty as well as part-time instructors to meet the needs of our current program, especially with new demands for teachers for STEP and UNLV's Developmental Program. We need support in creating a larger pool of part-time teachers, and we need technology training that will increase our retention and place us at the forefront of schools across the nation.

Facilities - As our student population grows, we will increasingly need more English classrooms on all sites, especially with Smart Room technology on all of our sites, and we need a lot more computerized classrooms to take advantage of new technology programs linked to college textbooks. In the future we see more and more Distance Ed classes being offered, and we would like to see resources that help our department create as well as schedule internet classes and provide support for faculty and students alike.

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SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Applied Science, Environmental Science

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I. Description of Program reviewed

Program Description

The CSN Physical Sciences Department offers a variety of courses in **Environmental Science** satisfying the General Education science requirement and transfer requirements for students transferring to UNLV, UNR, and NSC and other 4-year institutions. Students taking environmental science classes have an opportunity to study the concepts of ecological principles and of selected environmental issues such as hazardous waste disposal, air pollution control, global warming and alternative energy systems.

The future of the program looks good as these classes are a popular choice for students satisfying general education requirements. It appears that student enrollment numbers indicate that we will continue to have a demand for these classes. Our attempted enrollment numbers, both in distance education and on campus sections of Environmental Science, indicate that a number of the students are interested in courses for this subject area. For the fall 2002 semester we had over 1195 attempted enrollments in Environmental Science courses. The attempted enrollments increased to 2046 during the fall 2005 semester.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ENV	1.2		0.2	1.4	3231	2307.86	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				3306	3231	3229.1	-2.3%	0%
Delivery Percentages (Lecture/Lab/Distance Ed)				89/11	83/17	83/17	N/A	N/A
Number of Sections (Lecture/Lab)				25/0	29/0	29/0	16%	0%
Average Number of Students per Section (Lecture/Lab)				44/0	37/0	37/0	-16%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

Major Findings and Conclusions of the Program Review

Program Needs

Personnel – At the present time, we cannot offer more sections of Environmental Science classes because we are limited in the number of qualified full and part-time instructors. At present we have only one full-time faculty member as an environmental science instructor. If we are to expand the number of sections offered to meet the student demand, as our attempted enrollments show, we would need to find more qualified faculty.

Technology - Our Environmental Science classes utilize the smart classroom presentation technology, which needs to be maintained at a high luminosity for accurate presentation to students.

Facilities - Our current facilities are adequate for our current needs and should accommodate our projected needs.

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SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Applied Science, Certificate of Achievement
Environmental Safety and Health

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I. Description of Program reviewed

Program Description

The Associate of Applied Science Degree/Certificate of Achievement in **Environmental Safety and Health** provides an opportunity for students to acquire knowledge, skills, and abilities needed to obtain jobs in this growing environmental field. Instruction includes course work in hazardous materials management, environmental health and safety, laws and regulations, sampling and analysis, treatment and disposal, site assessment, transportation, waste minimization, and computer applications relevant to the field. The program's emphases include: Environmental Resource Technology, Water and Wastewater Treatment, and Safety Management.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
ESH	1.3		0.2	1.5	286.5	191.00	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				251	286	300	14%	5%
Delivery Percentages (Lecture/Lab/Distance Ed)				87/13	0	0	N/A	N/A
Number of Sections (Lecture/Lab)				6/0	13/0	13/0	117%	0%
Average Number of Students per Section (Lecture/Lab)				14/0	8/0	8/0	-43%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – No new personnel needed at present.

Technology – "Smart" classroom requested in Spring of 2005 to better serve our students' needs.

Facilities - "Smart" classroom as above.

SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Applied Science, Certificate of Achievement
Food and Beverage Management Emphasis,
Hotel, Restaurant and Casino Management

I. Description of Program reviewed

Program Description

The **Hotel, Restaurant & Casino Management Food and Beverage Management Emphasis** is designed to provide quality education to those individuals seeking to begin a career or further their career in the food service industry. The program consists of course work in food and beverage management, culinary arts, hotel management, pastry arts, and travel and tourism which enable students to obtain the necessary knowledge and skills to be successful in the work environment. The program also offers the opportunity for our students to become certified in sanitation, nutrition, and restaurant management by the National Restaurant Association's Educational Institute.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
FAB	2.6		3.2	5.8	1336	230.35	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1079	1336	1359.0	24%	1.7%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				19/3	29/5	29/5	52/66	0
Average Number of Students per Section (Lecture/Lab)				21/16	1714	1714	-19/12	0

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – The problem has one replacement position for Food & Beverage Management full-time instructor to be filled by the start of Fall 2006 and will also need another new faculty member for 2006-2007 with a beverage management academic and operational background.

Technology – At the present, one "smart" classroom is available and the need for additional "smart" classrooms continues to grow.

Facilities - More classrooms will be needed to accommodate Department growth and expansion of the programs.

I. Description of Program reviewed

The **Finance Department** offers courses to prepare a student to seek employment in the finance field. For those currently employed, the courses provide additional knowledge or skills for job advancement, professional growth and career mobility. Individual courses such as personal finance and introduction to investments assist students in the ability to handle their own finances and successfully prepare for retirement.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
FIN	0.8		0.6	1.4	384	274.29	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				438	384	378.0	-12%	-106%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				7/0	7/0	7/0	0	0
Average Number of Students per Section (Lecture/Lab)				21	18	18	-14%	0

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – At the present time, no new faculty are needed. But, in the next four or five years as many of the full-time faculty near retirement, new faculty will be needed. The department is fortunate that many part-time faculty available who work in the financial field.

Technology – More smart classrooms are needed.

Facilities - The accounting and finance department needs tutorial space at Charleston and Henderson. We have utilization of a small room at Cheyenne. We also need another general classroom at Charleston as we must share with the business department.

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SUMMARY OF PROGRAM REVIEW
College of Southern Nevada
Associate of Applied Science, Certificate of Achievement
Fire Science Technology

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I. Description of Program reviewed

Program Description

The **Fire Science Technology Program** services three groups of students; the pre-service student who is looking to receiving education that makes them competitive for fire service employment in both urban and wildland fire agencies; career firefighters looking to secure front line supervisions skills for municipal fire agencies; and wildland firefighters seeking additional education for promotion and pay incentives. The AAS in Fire Science Management prepares the career firefighter with course work that meets the National Fire Protection Association's Fire Officer II Standard (NFPA).

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
FT	0.6		4.3	4.9	1322	269.80	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1388	1322	1332	-5%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				89/11	78/22	78/22	N/A	N/A
Number of Sections (Lecture/Lab)				22/0	23/0	23/0	5%	0%
Average Number of Students per Section (Lecture/Lab)				20/0	19/0	19/0	-5%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – –A full-time Wildland Fire instructor should be hired to coordinate the wildland training and oversee communication between the Federal governments' credentialing agency. Additional full-time faculty are needed for rescue training, to coordinate the 911 Communication Specialists Program and support the public safety leadership institute. This would also reduce the

reliance on part-time faculty. A Command Simulation Training Technician is also needed. The demands for software and support in creating fire simulation scenarios is specific enough to have one technician assigned to make the computer scenarios in the simulation room and to operate the live fire training props.

Technology – Specific equipment is needed to keep up to date with the technology in the fire service and work force issues. A core course FT 105 is on hold until an appropriate lab is set up to accommodate the national curriculum for this course. A modified chemistry lab with hood system and outdoor area with a burn pit will make this a cutting edge technology course. A long term lease agreement should be created to provide appropriate protective clothing for the live fire training program. This includes helmet, coat, pant, and OSHA approved air pack. A Wildland Fire Simulation Software/Weather Station is needed to train wildland firefighters on the dangers of fire and how fire acts in the wildland areas depending on weather and vegetation. A fire truck placed on the skid car type chassis to train firefighters on emergency vehicle training is also planned for acquisition. Hardware and software to simulate a 911 Communication center would allow simulations and training for national emergency dispatchers.

Facilities - A 20-25 acre Fire Training Center and Stationary Burn Building is proposed for the Cheyenne Campus to include: five story burn tower with rappelling platform, Swift water prop, six to eight classrooms, confined space prop, gym and locker room areas, CPAT physical screening indoor classroom, parking area for fire truck, extrication truck and burn trailer, wildland training center, wildland fire engine and hand crew vehicle for summer workforce development training, arson simulation laboratory, and secured storage space. The Fire service has roughly a dozen computer software programs that cover incident reporting, fire inspections, drawing buildings with fire symbols, and arson investigation. A classroom or tech area with this software load on the server tree to do workforce development and initial training is needed.

I. Description of Program reviewed

Program Description

The **Hotel, Restaurant & Casino Management Casino Management Emphasis** is the only program in the United States, at the community college level, to be certified by the Commission on Accreditation of Hospitality Management (CAHM). Students will obtain a basic knowledge of casino games, casino management, marketing, gaming regulations, gaming law, and human relations in the casino industry.

The program is designed to provide students with the opportunity to seek employment in entry level supervisory positions or, for those currently in the casino industry, an opportunity for job advancement, professional growth and career mobility. Students may also continue their studies at a four year institution to pursue a baccalaureate degree.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
GAM	2.2		3.0	5.2	1142	219.62	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				900	1142	1169.0	27%	2.4%
Delivery Percentages (Lecture/Lab/Distance Ed)							N/A	N/A
Number of Sections (Lecture/Lab)				22/0	41	41	86%	0
Average Number of Students per Section (Lecture/Lab)				14	9	9	-36%	0

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – Current staffing is adequate to meet the needs.

Technology – Additional equipment is necessary to revamp the Surveillance laboratory's capabilities.

Facilities - The current Casino Management Gaming Laboratory has constant needs regarding the changes that continue to take place in the gaming industry.

The laboratory has to have the carpet replaced, and the lighting to be adapted to the current utilization in the casino industry. Any capital improvements to the laboratory should be delayed until a decision is reached regarding the relocation of the Program to the Charleston Campus.

I. Description of Program reviewed

Program Description

The **Graphic Technology Program** is led by a program director who reports to the MT department chair. They coordinate and supervise 7 full-time faculty members and 12 part-time faculty members. Program faculty are moving to standardize final exams and to consolidate programs. The faculty are also considering realigning the program offerings to better delineate the separation between graphics for print (electronic prepress, digital printing) and graphics for screen (web and other multimedia). They have been pursuing articulation with Nevada State College to enable students to transfer and obtain a bachelor's degree. The constantly changing technology is a challenge for the program and it is difficult to recruit and retain qualified part-time instructors.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
GRC	7.6		4.9	12.4	2403	193.79	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				2579	2403	2397	-7%	-1%
Delivery Percentages (Lecture/Lab/Distance Ed)				95/5	84/16	84/16	N/A	N/A
Number of Sections (Lecture/Lab)				62/0	59/0	59/0	-5%	0%
Average Number of Students per Section (Lecture/Lab)				14/0	14/0	14/0	0%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – Enrollment has been on the decline, hence there is at present no need for additional personnel.

Technology – It is imperative that the classroom labs be maintained in state-of-the-art condition to prevent outdated programs and facilities.

Facilities – Existing facilities are inadequate to support planned program changes. Particularly on the Cheyenne Campus, there is a need to remodel current classroom laboratory facilities.

I. Description of Program reviewed

Program Description

The **History Program** is housed with the Department of Philosophical and Regional studies whose office is located at West Charleston Campus. The program currently has 7 full-time faculty and 29 adjunct faculty who are distributed across the three main campuses. The department offers an A.A. with emphasis is history, among others.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
HIST	5.4		12.8	18.2	9771	536.87	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				8544	9771	9785	15%	1%
Delivery Percentages (Lecture/Lab/Distance Ed)				85/15	82/18	82/18	N/A	N/A
Number of Sections (Lecture/Lab)				92/0	97/0	97/0	6%	0%
Average Number of Students per Section (Lecture/Lab)				31/0	34/0	34/0	10%	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – There is a critical need for more full time professors in history. We have not had a replacement position since 1998 and we are unable to staff sections with adjuncts due to a lack of qualified applicants. This absence of additional faculty creates a burden on CSN's reputation, its full-time faculty and its part-time instructors. The burden of reputation is that we often are judged, by accreditation organizations and in the community, according to the full-time faculty who are most closely associated with CSN. The increased demand for survey courses creates the need to offer more of such sections and pressure to offer less of specialized courses that could enhance CSN's reputation, and enhance our presence in community.

Technology – The part-time instructors are vetted as carefully as possible, but the pool simply does not exist for us to be as selective as we would like. Assigning more sections to the adjunct faculty stretches their time and tasks their abilities as most of them work full-time and can devote only so much time and energy to CSN. This is a concern. We need more full-time faculty in history to meet current and future needs.

Facilities – There is also the ever-present need for classrooms.

I. Description of Program reviewed

Program Description

The **Health Information Technology Program** is an Associate of Applied Science degree. The program is fully accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) which is located at 233 N. Michigan Ave., Chicago, IL 60601-5800, (312)233-1131. Upon successful completion of the program, graduates are eligible to apply to the national registry exam for certification as a Registered Health Information Technician (RHIT). The program is limited entry so students must attend a Health Sciences Orientation and meet with a program advisor. The HIT program combines academic courses on campus with professional practice experiences at clinical affiliate sites. Health information is used in every aspect of health care planning and delivery. A patient's health record contains vitally important information that must be analyzed, coded, stored, and protected. The health record serves as a means of communication among all members of the health care team, including physicians, nurses, laboratory technicians, therapists and many others. The documentation comes from the hospital stay, emergency room visits, outpatient clinic visits, physician's office encounters, nursing home, or home care program. Such documentation assists in ensuring continuity of care and protects the financial and legal interests of the patient, health care facility, and responsible practitioner caring for the patient.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
HIT	2.3		2.4	4.7	1264	268.94	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CSN Headcount Enrollment				35,471	35,762	38,694	.8%	8.2%
CSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				1061	1264	1285	20%	2%
Delivery Percentages (Lecture/Lab/Distance Ed)				59/41	45/55	45/55	N/A	N/A
Number of Sections (Lecture/Lab)				28/6	34/3	34/3	22/-50	0%
Average Number of Students per Section (Lecture/Lab)				21/7	21/8	21/8	0/15	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel - As the coding area of healthcare changes in the next few years, there will be a need for additional classes and instructors.

Equipment - The program is in need of additional software for the dedicated HIT student computer lab. As the movement towards the electronic health record increases, the program needs software for students to use in the classroom/lab setting.

I. Description of Program reviewed

Program Description

The CSN Physical Sciences Department offers a variety of courses in **Geological Science** satisfying the General Education science requirement and transfer requirements for students transferring to UNLV, UNR, and NSC and other 4-year institutions. Students taking Geology classes have an opportunity to study the fundamental concepts of geology and geologic principles of the earth. We are hoping to revive the Geology program by offering more Geology courses for students via distance education to increase the number of students. The Geology program has suffered recently due to one of the two full-time faculty being out on long term medical leave.

Faculty/WSCH*	FTEF Full-time	FTEF Over-load	FTEF Part-time	FTEF Total	WSCH Total	WSCH/ FTEF		
GEOL			0.0	0.0	681	0	Percentage Change	
Enrollment/Sections				Fall 2002	Fall 2005	Fall 2008 (projected)	02 to 05	05 to 08
CCSN Headcount Enrollment (Lab Headcount)				35,471	35,762	38,694	0.8%	8.2%
CCSN FTE Enrollment				16,454	18,105	19,921	10%	10%
CCSN WSCH				252,286	262,405	264,268	4%	0.7%
Program WSCH				816	681	668	-17%	-2%
Delivery Percentages (Lecture/Lab/Distance Ed)				100/0	72/28	78/28	N/A	N/A
Number of Sections (Lecture/Lab)				5/10	5/6	5/6	0/-40	0%
Average Number of Students per Section (Lecture/Lab)				41/20	37/21	37/21	-10/5	0%

II. Review Process and Criteria

All academic programs completed critical self-report reviews required by NWCCU accreditation for 2006. Criteria include: past and projected enrollments, current faculty and projected faculty FTE; faculty productivity; program productivity; instruction delivery; number of sections taught; average section size; program description; program needs, including faculty, technology, and facilities.

III. Major Findings and Conclusions of the Program Review

Program Needs

Personnel – At the present time, we cannot offer more sections of Geology classes because we are limited in the number of qualified full and part-time instructors. If we are to expand the number of sections offered to meet the student demand, we would need to find more faculty qualified to teach online.

Technology – Our Geology classes utilize the smart classroom presentation technology, which needs to be maintained at a high luminosity for accurate presentation to students.

Facilities – Our current facilities are adequate for our current needs and should accommodate our projected needs.

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Great Basin College

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ANNUAL REVIEW OF PROGRAMS
Title 4, Chapter 14, Section 4

Institution: _____Great Basin College_____ **Academic Year of Review:** 2006-07

 I. ***List the existing programs that were reviewed over the past year.***

Bachelor's of Arts: Elementary Education
Bachelor's of Arts: Integrative and Professional Studies
Bachelor's of Applied Science: Land Surveying/Geomatics emphasis
AAS: Criminal Justice
AA, AS, AAS: Agriculture

 II. ***List any programs that were eliminated or placed on inactive status this past year.***

None.

III. ***List all new programs that received Board approval this past year.***

None.

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SUMMARY OF PROGRAM REVIEW
Great Basin College
Bachelor of Arts, Elementary Education

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I. Description of Program reviewed

The Bachelor of Arts in Elementary Education degree was the first Bachelor's degree developed by GBC. The program was first offered in the fall of 1999, and received stand-alone accreditation in 2002. The program was developed to train elementary education teachers throughout the rural service area of GBC. The program emphasizes teaching in rural settings and is delivered to many remote rural sites. An important aspect of the program is the ability to deliver the program to place-bound students, and to provide a source of highly trained professional educators in locations that often have difficulty recruiting and retaining teachers.

II. Review Process and Criteria

The GBC Education Department created a report, "Teacher Education Review 2005," in the late spring of 2005. This document was the basis of information for a site visit by the State of Nevada Department of Education in October, 2005. This report and site visit serve as the Program Review for the BA in Elementary Education program review. Copies of the report are present in GBC files.

All aspects of the program were studied in the program review, including accreditation status, budgeting and finance, governance, faculty qualifications and enrichment, assessment practices, field experience, and how the Nevada Content Standards are addressed. In addition to the Nevada Content Standards, the program was also gauged against INTASC standards.

Enrollments in the program were compiled separately.

III. Major Findings and Conclusions of the Program Review

GBC is providing a high quality Elementary Education program that meets all Nevada and INTASC standards. GBC is setting the standard for Elementary Education in the State of Nevada. Students who have graduated from the program are highly regarded by employers, and are filling a large need for teachers in the school districts of the GBC service area. GBC graduates, especially in the smaller towns, tend to stay with their respective employers longer than those recruited from outside the area. GBC has a strong faculty in the Education Department which willingly takes on the challenges of finding and overseeing multiple field placements for students throughout a very wide service area. The program places a high emphasis on early field placements of students in elementary classrooms, and also on students receiving a strong background in an academic content area outside of education courses.

Programmatically, new endorsement area needs have been determined and are being addressed. This has included the development and approval of Special Education, TESOL, and Early Childhood Education endorsements.

The success of the Elementary Education program encouraged GBC to develop a Secondary Education program. This program is also moving forward successfully in tandem with the Elementary Education program.

As shown in the table below, enrollments and graduates have regularly increased over the life of the Elementary Education program.

BA ELEMENTARY EDUCATION	Fall 99	SP 00	Fall 00	SP 01	Fall 01	SP 02	Fall 02	SP 03	Fall 03	SP 04	Fall 04	SP 05	Fall 05	SP 06	Fall 06
Total FTE, declared majors	21.0	76.2	67.5	77.1	77.7	85.0	91.8	101.9	122.7	129.0	135.8	133.3	136.7	130.0	142.5
Degrees granted	0	0	1	14	10	15	11	10	6	14	6	19	15	17	NR

I. Description of Program reviewed

The Bachelor of Arts degree in Integrative and Professional Studies (BAIPS) was developed by GBC to fill a need by students within the service area to follow a rounded course of study that would lead to professional job opportunities. The degree could be viewed as a "liberal arts" degree, but with a student focus on areas of professional opportunities. The degree was initially developed with two concentrations, Social Science and Resource Management. The first classes for the program were offered in the fall of 2001. As a further option, an Arts and Humanities Administration (AHA) concentration was developed in 2004.

Between the three concentrations, students may focus on either the social sciences, natural science, or the arts and humanities in completing a Bachelor's degree. The Social Sciences concentration remains the most general of the three concentrations. This concentration provides opportunities for students to create a program that allows them to move into specific careers in the social sciences, or to apply to graduate and law schools. The Resource Management concentration is aligned with the needs of land use agencies and resource-based business and industry. AHA is a degree with the unique opportunity for students to combine an interest in the arts and humanities with managerial and business skills.

II. Review Process and Criteria

BAIPS program at GBC is overseen by a program supervisor and is guided by an interdisciplinary committee consisting of members from the anthropology, art, English, history, science, and technology disciplines. During the academic year, the committee meets on a monthly basis to discuss student progress, to make changes beneficial to the students in the program, and to provide reports to the Faculty Senate. The BAIPS Committee conducts program-level assessment activities at the end of each semester in order to better meet the needs of its students and of area businesses and organizations. Each area of concentration continues to be an ongoing subject of discussion at the monthly committee meetings. These meetings and ongoing assessment sessions are the basis of the program review.

Criteria evaluated include student progress, student response to the program, enrollment and graduation patterns, and employer satisfaction.

III. Major Findings and Conclusions of the Program Review

Students are generally satisfied with the program and its concentrations, and do well upon graduation. The curriculum is sound, with quality instruction. The curriculum is constantly being updated as identified by assessment practices. The required internships in the program provide excellent experience for students after graduation.

Graduation numbers for the program have been somewhat lower than expected. Also, in recent years there have been declines in enrollment of declared majors in the Social Sciences concentration. This was not expected, as the more general concentration was always expected to

do well. While there was some initial skepticism for the long-term growth of the Resource Management concentration, it has shown stability over the last years. AHA is still relatively new, but has shown growth in declared majors.

The decline in enrollment is a matter of concern, and the BAIPS Committee addressed this issue during the last year. Steps are being made to increase recruitment by faculty and other means, and increase retention through advising. The curriculum is being evaluated for the employability of its graduates, with curriculum adjustment where necessary.

The tables below provide the enrollment and graduation numbers for the BAIPS.

Total FTE, declared majors	Fall 01	SP 02	Fall 02	SP 03	Fall 03	SP 04	Fall 04	SP 05	Fall 05	SP 06	Fall 06
BA ARTS & HUMANITIES ADMIN							1.0	3.7	7.1	10.7	7.4
BA IPS RESOURCE MANAGEMENT		2.0	6.0	5.1	12.9	12.4	11.8	12.4	12.8	11.8	13.0
BA IPS SOCIAL SCIENCE	1.8	8.2	18.6	32.1	41.1	41.9	48.6	51.0	42.1	34.3	27.3
Total	**1.8**	**10.2**	**24.6**	**37.2**	**54.0**	**54.3**	**61.4**	**67.1**	**62.1**	**56.8**	**47.7**

Degrees granted	Fall 01	SP 02	Fall 02	SP 03	Fall 03	SP 04	Fall 04	SP 05	Fall 05	SP 06	Fall 06
BA IPS RESOURCE MANAGEMENT	0	0	0	0	0	0	1	1	1	1	2
BA IPS SOCIAL SCIENCE	0	0	0	0	0	3	0	1	4	6	7

I. Description of Program reviewed

In the Fall of 1998, the Nevada Association of Land Surveyors (NALS) and the Nevada State Board of Professional Engineers and Land Surveyors (NSBPELS) approached GBC with a request to initiate a program in Land Surveying/Geomatics. This request was based primarily on the requirements of NRS 625, which will require in Nevada a four-year degree for licensure in the years 2010 and beyond, provided that a four-year program is operating in the state by the year 2006.

The Bachelor of Applied Science degree with a Land Surveying/Geomatics emphasis was approved for GBC in the spring of 2004 and initiated in the fall of 2004. The program had a difficult start because of the inability to recruit a qualified instructor during the first year. Courses were taught only with adjunct instruction. However, Dr. James Elithorpe, a nationally respected land surveyor, was hired for the fall of 2005, and the program has moved forward since that time.

This program has been developed to train surveyors to become licensed professional surveyors, and not just surveying technicians.

II. Review Process and Criteria

The GBC Land Surveying/Geomatics Advisory Committee has had a strong influence on the development of the program since its initial stages of development. This group has representatives from around the State of Nevada who meet regularly through interactive video. This group, together with NALS, has worked with Dr. Elithorpe to further review and develop to program curriculum. The curriculum is now measured against the necessary knowledge and skills to pass the national professional surveyors examination. There is also the goal of one day receiving ABET accreditation for the program.

III. Major Findings and Conclusions of the Program Review

A significant difficulty with the originally designed program was its close articulation with an AAS degree program in Land Surveying offered at the Community College of Southern Nevada (CSN). The AAS program was designed more for technicians, and was deficient in the rigorous math and science required for becoming a professionally licensed surveyor. Working with the advisory group and CSN, Dr. Elithorpe revised the curriculum with more emphasis on math and science in the first two years, and also created a set of three surveying "bridge" courses that allow students to better transfer from technician AAS programs into the BAS program.

A second undertaking was to develop a system for distance delivery for the curriculum, since the program was created with the goal of satisfying the need for the program for the entire State of Nevada. Initially this was accomplished through interactive video (IAV) instruction, but there were significant problems of coordinating the needed classrooms around the state. Dr. Elithorpe has now devised a curriculum that relies predominantly on online instruction, augmented by

occasional use of IAV, but also through the use of synchronous communication (including voice) through the online format. Also, a mentoring system has been devised to allow students to receive field skills at nearly any location. The combination of distance technologies and mentoring is now allowing the program to cover not only Nevada, but also to expand nationally.

Now recruitment for the program is beginning in earnest. In addition to recruitment from schools and employers around Nevada, the program is also being advertised in national professional surveying journals. Enrollments are beginning to rise. Because the program was in place by 2006, the degree (the only surveying degree offered in Nevada) will be required to become a licensed professional surveyor beginning in 2010. As this date approaches, enrollments in the program are expected to increase significantly.

Below is a table of enrollment information. Enrollments have not met projections, which were 20 FTE and 30 headcount in the third year (2006-2007). This is from a combination of the lack of a full-time instructor for the first year of the program and difficulties encountered with coordinating distance instruction. Also, the focus of the program needed to be shifted to assure it was directed toward graduates having the ability to pass the national licensure examination.

BAS GEOMATICS & LAND SURVEYING	Fall 04	SP 05	Fall 05	SP 06	Fall 06
Total FTE, declared majors	0.8	1.4	1.1	7.4	13.6
Headcount	3	6	5	16	23

I. Description of Program reviewed

The AAS degree in Criminal Justice has been in existence for many years at GBC, but never had a dedicated full-time instructor until the fall of 2004. Dr. Stephen Baker was hired at that time, and he has been revising and expanding the program since then. The program currently has two emphases, Corrections and Law Enforcement.

II. Review Process and Criteria

Dr. Baker has utilized both an Advisory Board and an informal POST feasibility group to ascertain the needs of local law enforcement agencies. He has worked and communicated with individuals from nearly a dozen law enforcement agencies throughout northeastern and south central Nevada.

In revising the program in the last few years, Dr. Baker has taken into consideration the needs of very diverse law enforcement agencies as expressed to him and from the input of the Advisory Board. In consideration that the last few years have been primarily directed at building and revising the program, there has been insufficient time to assess the long term effects of these actions.

III. Major Findings and Conclusions of the Program Review

GBC's Criminal Justice program has been revised to bring it up to the expected standards of law enforcement agencies. Also, importantly, Dr. Stephen Baker has worked closely with local law enforcement agencies to gain their trust and respect for the upgraded training that can now be offered. There has been a distinct increase in the enrollment of students in the program since Dr. Baker joined GBC. However, the number of graduates has not distinctly increased yet. This is interpreted to be the "pipeline" effect, where many individuals are taking classes on a part-time basis while working, and have not yet had sufficient time to complete their degrees. The number of degrees granted each year is expected to increase in the near future.

Work with local representatives from several law enforcement agencies has also made progress toward offering POST training in Elko on an as-needed basis. Currently local agencies must send their employees to Carson City to receive this training, with both the expenses of money and time away from their duties and families. The local POST program could also provide a pathway for individuals into the AAS program.

From limited long-term information on the revised program, it seems that both students and employers are satisfied with the program. Longer-term monitoring and assessment will be required in the future, and better interpretations of the strengths and weaknesses of the program can be determined then.

A future consideration for the program is to expand its number online course offerings. Because of time and distance constraints by many working law enforcement officers, more potential

students could be reached through this delivery mode. It is known that online Criminal Justice programs at other institutions have been received very favorably.

Below is a table with enrollment and graduation numbers for the program.

AAS CRIMINAL JUSTICE	Fall 99	SP 00	Fall 00	SP 01	Fall 01	SP 02	Fall 02	SP 03	Fall 03	SP 04	Fall 04	SP 05	Fall 05	SP 06	Fall 06
Total FTE, declared majors	23.5	20.9	24.9	24.3	21.7	22.3	25.1	22.4	31.5	30.9	40.6	30.5	36.2	36.9	43.2
Degrees granted	1	2	1	3	0	5	0	3	1	0	2	2	1	2	0

I. Description of Program reviewed

The AAS degree in Agriculture was first approved for GBC in the 2003-2004 academic year. The program was designed to provide both the business and scientific background necessary for graduates to immediately become productive workers in the agricultural fields. At its inception this was a terminal degree, however, in 2005-2006 an Agricultural Management emphasis of the BAS degree was approved, providing an avenue for student in the AAS program to continue on to a Bachelor's degree.

The program was also developed with both AA and AS patterns of study for students to transfer to tradition Bachelor's programs at other colleges and universities.

II. Review Process and Criteria

The beginning of the 2006-2007 academic year had an unfortunate start with the resignation of the program's full-time instructor. During the fall 2006 semester, all instruction was with adjunct instructors and full-time instructors teaching overloads. During this time a search was conducted for a new instructor for the program. This time also provided for an evaluation of the program and its future direction.

A dedicated Agricultural Program Advisory Board was the key to the review of the program. This group has representatives from many agriculturally-related fields in northeastern Nevada, including ranching and veterinary representatives. This group, together with the Dean of Applied Science (Bret Murphy) and newly hired Agriculture Instructor (Tracy Shane), provided a critical review to the program and its strengths and weaknesses. The criteria evaluated included the enrollment trends, a reevaluation of the curriculum within the program, and a review of student interests in the program.

III. Major Findings and Conclusions of the Program Review

The original projected enrollments for the third year of the program were 35 FTE and 45 headcount, compared to an actual of 18.3 FTE and 19 headcount (see table below). The actual numbers are about half of what was projected. A major influence in the low enrollments in this program has been the extremely high rate of employment by the mining industry over the last three years, where exceptional wages are being paid. Also, the enrollments obtained are close to what can be covered with only one dedicated Agriculture faculty member, particularly with the addition of the Agricultural emphasis in the BAS program.

Total FTE by declared majors

	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06
TOTAL	6.2	12.0	12.8	18.0	20.3	16.3	20.7

Total headcount by declared majors

	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06
TOTAL	7	11	11	15	19	19	24

The curriculum is viewed as basically sound, though opportunities to consolidate some course work in fewer classes are recognized. There is seen an opportunity to work more closely with rangeland issues for livestock grazing than to emphasize more intensive means of livestock production.

The original student clientele targeted by this program seems to remain intact. The program seeks to work with students who have a very basic interest in working closely with the land and livestock for livelihoods. A very practical but modern, scientific approach to livestock is valued by these students and nurtured by this program.

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Truckee Meadows Community College

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ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: Truckee Meadows Community College **Academic Year of Review:** 2006-2007

I. List the existing programs that were reviewed over the past year.

English (University Transfer)
Mathematics (University Transfer)
Mental Health Services
Paralegal/Law
Psychology

II. List any programs that were eliminated or placed on inactive status this past year.

Certificate of Achievement-Construction Management-Business
Certificate of Achievement-Business-Accounting Technology
AAS Dental Hygiene

III. List all new programs that received Board approval this past year.

None

I. Description of Program reviewed

The primary goal of the university transfer English courses is to facilitate students' acquisition and mastery of literacy skills. These literacy skills include spoken, written and visual language; they encompass composition, language, and/or literature. As students become aware of their own and other cultures' literacy patterns, the goal is to help them acquire and practice a wide range of strategies that will enable them to not only participate as knowledgeable and critical members of their communities but also to accomplish lifelong goals.

II. Review Process and Criteria

The program review process starts with the preparation of a self study and continues with a presentation of the review to the college community and other interested parties. The self study is asked to describe the program and address issues in demographics and enrollment, curriculum, student success, and resources. The report is reviewed by the Program and Discipline Review Committee which validates the work of the self study, provides a broad institutional overview and reports the results to Academic Standards. The report is sent to the Dean of the area for input and then to the Vice President for Academic Affairs (VPAA) who prepares a report for the President. Upon approval of the President, the VPAA charges the department and Dean to implement the recommendations.

III. Major Findings and Conclusions of the Program Review

The English department, with its comprehensive list of offerings, provides excellent service to other departments and programs, and has established an exemplary assessment model.

The following recommendations were made to enhance the transfer English program:

- ▪ Pursue creating a degree and certificate
- ▪ Market more of the extended English offerings
- ▪ Strengthen possibilities for transfer with UNR, UNLV and NSC
- ▪ Conduct a satisfaction survey
- ▪ Expand assessment to 200-level courses
- ▪ Work with departments to encourage the use of English as a prerequisite
- ▪ Research potential effects of class size changes
- ▪ Explore use of Vista B111 as "localized" support for part-time faculty

I. Description of Program reviewed

The University Parallel Math Program consists of an undergraduate curriculum designed to meet the needs of students pursuing degrees and certificates at Truckee Meadows Community College. The curriculum is divided into courses with NSHE common numbers, and these courses are arranged into sequences designed to fully develop certain topics or provide foundation for success in various branches of higher mathematics, applied mathematical fields or career-based applications.

II. Review Process and Criteria

The program review process starts with the preparation of a self study and continues with a presentation of the review to the college community and other interested parties. The self study is asked to describe the program and address issues in demographics and enrollment, curriculum, student success, and resources. The report is reviewed by the Program and Discipline Review Committee which validates the work of the self study, provides a broad institutional overview and reports the results to Academic Standards. The report is sent to the Dean of the area for input and then to the Vice President for Academic Affairs (VPAA) who prepares a report for the President. Upon approval of the President, the VPAA charges the department and Dean to implement the recommendations.

III. Major Findings and Conclusions of the Program Review

The math review indicates creative solutions for enrollment, student support in the form of academic support, and a good use of technology.

The following recommendations were made to strengthen the transfer math program:

- Implement discipline assessment
- Enhance part-time faculty expertise to be more effective
- Develop goals for retention
- Create pathways and advisement opportunities for students majoring in mathematics
- Create more innovative ways to help students save time in meeting requirements
- Seek alternative funding through multiple sources for warranted professional development activities

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SUMMARY OF PROGRAM REVIEW
Truckee Meadows Community College
Mental Health Services

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I. Description of Program reviewed

The AAS in Mental Health Services has two separate emphases.

The Mental Health and Disability Technician emphasis provides state-mandated training for the ongoing employment and certification of state mental health and developmental disability paraprofessionals pursuant to state statute. For other TMCC students, this curriculum provides structure for career exploration and developments, a stepping stone for students with goals to transfer to a university (i.e., meeting general education requirements) and possible job advancement.
The SAC emphasis provides lower division course work that can transfer to the Bachelor's degree at UNR. The SAC curriculum also meets the lower division requirements for the Addiction Treatment Services Certificate and the Addictions Treatment Services minor at UNR. The curriculum also provides job training for those currently employed in the field and provides the opportunity for career exploration for those students interested in the counseling profession.

II. Review Process and Criteria

The program review process starts with the preparation of a self study and continues with a presentation of the review to the college community and other interested parties. The self study is asked to describe the program and address issues in demographics and enrollment, curriculum, student success, and resources. The report is reviewed by the Program and Discipline Review Committee which validates the work of the self study, provides a broad institutional overview and reports the results to Academic Standards. The report is sent to the Dean of the area for input and then to the Vice President for Academic Affairs (VPAA) who prepares a report for the President. Upon approval of the President, the VPAA charges the department and Dean to implement the recommendations.

III. Major Findings and Conclusions of the Program Review

The review provided a detailed analysis of the situation with regard to Nevada regulations as they apply to mental health, and it highlighted the role the program has played in being responsive to state needs.
The following recommendations were made for enhancing the program:
- Evaluate the need for the degree based on recent experiences and the need for a seamless transfer to B.A., M.A. and Ph.D.
- Develop course level assessment
- Establish an advisory committee
- Create effort to revamp program in 2007-08

SUMMARY OF PROGRAM REVIEW
Truckee Meadows Community College
Paralegal/Law

I. Description of Program reviewed

The paralegal/law program, which is accredited by the American Bar Association, provides students with a foundation in the basic skills of legal research, legal writing and substantive knowledge of various areas of the law and prepares graduates for employment in entry level legal positions or other related fields. The program offers a three-tiered course of study: legal office professional, paralegal, and pre-law.

II. Review Process and Criteria

The program review process starts with the preparation of a self study and continues with a presentation of the review to the college community and other interested parties. The self study is asked to describe the program and address issues in demographics and enrollment, curriculum, student success, and resources. The report is reviewed by the Program and Discipline Review Committee which validates the work of the self study, provides a broad institutional overview and reports the results to Academic Standards. The report is sent to the Dean of the area for input and then to the Vice President for Academic Affairs (VPAA) who prepares a report for the President. Upon approval of the President, the VPAA charges the department and Dean to implement the recommendations.

III. Major Findings and Conclusions of the Program Review

The program has professional standing with its accreditation from the American Bar Association. Excellent partnerships have been established in the community, and the program responds to the needs of the community. There is good support for students who are provided with practical hands-on efforts.

The following recommendations were made to strengthen the program:

- Initiate a capstone activity
- Continue to ascertain needs in the community
- Work with employers to encourage enrolled students who gain employment to continue their studies
- Develop new measures of outcomes for the program
- Maintain contact with students
- Move classes to the Meadowood Center

Western Nevada College

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ANNUAL REVIEW OF PROGRAMS

Title 4, Chapter 14, Section 4

Institution: Western Nevada College   **Academic Year of Review:** 2006-07

I. *List the existing programs that were reviewed over the past year.*

Associate of Applied Science, Business
Associate of Applied Science, Geographic Information Systems
Associate of Science, Physics Emphasis
Associate of Science, Geosciences Emphasis
Associate of Applied Science, Nursing
Certificate of Achievement, Surgical Technology

II. *List any programs that were eliminated or placed on inactive status this past year.*

None.

III. *List all new programs that received Board approval this past year.*

Bachelor of Technology, Construction Management.

I. Description of Program

Programs: Accounting, Applied Accounting, General Business, Management, Real Estate
Certificates: Accounting Technician, Business, Retail Management
Review: Advisory Committee Spring 2005 – Spring 2006
             WNC Curriculum Committee May 2006

Mission

The purpose of the Associate of Applied Science degree in business is to provide the knowledge and skills necessary to succeed in the current business environment.

Outcome

Students who complete program in occupational areas are expected to demonstrate that they – (1) know the subject matter appropriate to the emphasis of the degree (2) have developed managerial and personal skills essential to the current business environment

Business classes are included in General Education requirements and are recommended for Automotive Mechanics, Computer Technology, Construction Technology, B-Tech in Construction, Drafting Technology, Early Childhood Education, Electronics Technology, health Information Technology, Machine Tool Technology, Office Technology, Surgical Technology, Web Technology, and Welding Technology

All courses have been presented to NSHE Common Course Numbering and are in compliance with transferability standards within the NSHE system.

II. Review Process and Criteria

Members of the Business Advisory Committee (private business and public employees and WNC students and faculty) evaluated all course outlines using the following criteria: employment-related knowledge and skills; subject matter appropriate to emphasis of certificate or program; oral, written, and computational skills; managerial and personal skills; research skills; social, ethical, legal, and diversity skills; and relevance. The Advisory Committee made recommendations for scheduling, marketing, and new classes.

Curriculum Review

Course Sequence: WNC's Curriculum Committee concurred with the following Business Advisory Committee's recommendations: (1)BUS 107 (Business Speech Communications) or equivalent and (2) BUS 108 (Business Reports and Letter Writing) or equivalent should be

taken during the first and second semesters when working toward an AAS General Business Degree.

Certificate of Achievement: A three-tiered Certificate of Completion leading toward a 30-credit Customer Service Certificate of Achievement be offered.

III. Major Findings and Conclusions of the Program Review

Findings and Recommendations

Commendations: The Business Advisory Committee implemented a matrix for evaluating every course (60) offered in the Business Program.

Business Advisory Recommendations Achieved During 2006:
1. Sequencing BUS 107 and BUS 108 have been submitted for the next catalog.
2. The three-tiered Customer Service Certificate of Achievement has been submitted for the next catalog and applicable courses have been scheduled.

Business Advisory Recommendations Remaining to be Achieved:
1. Replace Real Estate-Management position. Instructor retiring in 2008 and currently participating in phased-in retirement.
2. Need for an additional instructor due to addition of Bachelor of Technology—Construction Management Program that involves additional business courses.

I. Description of Program

The AAS is a two-year degree designed for immediate employment or for transfer to another institution. Students typically get their four-year degree in a field related to GIS. The CP is a 30-unit program designed for professionals who are already degreed and working in a GIS-related field.

Relationship of Program to WNC Mission and Goals

The purpose of the AAS—GIS is to provide the knowledge and skills necessary to succeed in the current GIS environment. Students who complete a degree will have the following general education outcomes:

        a. Demonstrate knowledge of appropriate critical thinking skills
        b. Use appropriate mathematical/analytical skills
        c. Use appropriate problem solving skills
        d. Use appropriate principles of reasoning and decision-making

II. Review Process and Criteria

Review Process

A program review team was appointed by the Division Chair in Fall 2004 comprised of a former GIS student at WNC and a GIS professor. The three members met in December and started reviewing materials from the recent program review in mathematics. The team requested data from Institutional Research that went back to 1999-2000.

III. Major Findings and Conclusions of the Program Review

No new curriculum is planned for the WNC program. GIS offerings are popular with WNC students. Dependent on funding, Global Positioning Systems and GIS may be incorporated. Active advisory board participation is expected in the current year.

I. Description of Program

The AS is a two-year degree designed to allow students to transfer. The Physics emphasis is designed to place students wishing to pursue studies in the field of physics, either as a university major or as preparation for a teaching career.

The WNC Mission and Goal that most closely relates to the AS is as follows: "Strengthen the curriculum of the college so that students who complete degrees or specialized training will acquire the knowledge, attitudes, and skills they need to be successful in their personal and professional lives." Another goal that relates is as follows: "Provide instruction that contributes to a student's personal, social, and intellectual growth by fostering the abilities to speak and write effectively; to think critically and solve problems; to reason mathematically and apply computational skills; to locate and evaluate information resources; to understand the place of physics in the history of science; and to appreciate the arts and the humanities."

II. Review Process and Criteria

Review Process

The program review team was comprised of a WNC Physics graduate, UNR Professor/Dean, WNC Physics Professor and Division Chair. The four members met on October 27, 2005 in Bristlecone 350Q from 10 AM to noon. The team reviewed data from Institutional Research dating back to 2000-2001 prior to the degree emphasis implementation. The team had been appointed by the college president in September of 2005.

Curriculum Review

The curriculum review was accepted by the WNC Curriculum Committee on September 30, 2005. It is attached to this review for reference.

III. Major Findings and Conclusions of the Program Review

Quality of Program

Under adequacy of resources, the review team noted that computer-based sensors have been used since 1995 and need to be updated. Furthermore, the universal lab interface that disappeared last summer was very difficult to replace. After an attempt to replace it with one from Maine, the manufacturer found an old ULI in stock. Other equipment is showing wear and should be set up on a schedule for repair and/or replacement. On the positive side, Cedar 227 is now mediated which makes lecture much better. As far as personnel, the lab fee money pays for a lab assistant but it does not pay to keep the Cedar complex open. If the college funds an overall science lab coordinator, the Cedar complex might be able to stay open outside of scheduled lab times.

If the current fulltime professor is funded for a 50% research grant, succession planning will become an immediate priority. Currently, one part-time faculty member has a Master's in physics and she only wants to teach one class.

It is hoped that the NSF Winset Scholarship will expand its list of acceptable degrees to include the AS-Physics. The current program which expires in December 2007 will only fund engineering, mathematics or computer science. The new RFP will allow colleges to expand the list of acceptable degrees in January 2008.

In the area of program effectiveness and need for the program, the team will obtain data showing the number of UNR graduates in physics who got their start at WNC. The program review data supplied by institutional research shows that completion rates in physics at WNC have been high, ranging from 69-83%. Total credit hours taught have ranged from 259-422 with 79% taught by fulltime faculty. Total FTE generation ranges from 17-28 with average FTE per faculty ranging from 20-25. Last year the physics prefix generated .8 FTE fulltime faculty and .3 FTE part-time faculty.

Findings and Recommendations

- Keep lab experiences modern and relevant
- Develop a maintenance schedule for physics equipment
- Implement succession planning for academic faculty retirement
- Strengthen physical chemistry content in Chem. 121/122
- Recruit calculus-based Physics 151 students
- Upgrade and replace laboratory equipment as needed

Future Plans for the Program

- Develop a schedule for equipment replacement
- Gather data about the success of WNC students at UNR

I. **Description of Program**

The Associate of Science is a 2-year program designed primarily for the student who plans to transfer to a four-year college or university for a baccalaureate degree. The Geosciences emphasis is designed to provide a strong foundation in earth and physical sciences, and to prepare students for transfer into many disciplines, including geology, geography, environmental science, and science teaching.

Relationship of Program to other Programs at WNC and in the UCSN

The Associate of Science-Geosciences is one of seven Associate of Science degrees at WNC. It transfers into a variety of earth science programs at 4-year colleges and/or universities, within and outside of the Nevada System of Higher Education. It is the only Associate of Science with an emphasis on earth sciences at WNC.

Need for the Program

The AS-Geosciences is the only science degree at WNC with an emphasis on earth sciences. Before Fall 2004, when this program was established, students interested in earth sciences had to prepare an Associate of General Studies, which did not give them a substantial-enough background in math or science to successfully transfer into a geoscience program at a university or 4-year institution.

We worked to develop a program that was flexible enough for students to transfer into a variety of earth science fields, and that would be available to all students within the WNC service area.

Additionally, the program did not require any added cost in terms of personnel or equipment, as all required courses are general education courses and were already being taught on a regular basis.

Furthermore, we are faced with the challenge of preparing students for attractive and lucrative careers in the geosciences. The demand for employees in the mineral resource, geotechnical and environmental communities has increased significantly in the last couple of years. In the field of Mining Engineering, there are 13 programs remaining in the country. The need by industry is to hire 300 graduates a year simply to replace those that are retiring. The programs combined are currently only graduating about 100 a year.

II. **Review Process and Criteria**

Review Process

The program review team was comprised of a WNC student, Mackey School of Earth Sciences and Engineering Coordinator of Student Services, and a WNC Earth Science Professor. The

three members met on February 23rd, 2007 on the Carson Campus of WNC. The team reviewed the data from Institutional Research dating back to fall 2004, the year of the degree emphasis implementation. Additionally, much input was provided by Professor of Earth Sciences at WNC, Adjunct Instructor on the Douglas Campus, and Adjunct Instructor on the Fallon Campus.

Quality of Program

Adequacy of Resources

Personnel
The program is taught by 3 full-time faculty, 2 part-time faculty, and 1 teaching assistant. One of the full-time faculty spends half of his teaching time on the Geoscience Program and half of his teaching time on the GIS program.

Operating Funds
Since the AS in Geosciences started in Fall 2004 (with FY 2005) and given that during the two fiscal years reported (FY 2005 and FY 2006) one full time faculty was on sabbatical leave (one in Fall 2004 - Spring 2005and one in Fall 2005 - Spring 2006) it is recommend to use FY 2007 as a baseline for this program for future program reviews.

Carson Campus
Bristlecone 322 is a dedicated earth science classroom where the majority of earth science classes and labs are taught. The classroom, which seats 30 students, is fully equipped with sinks, cupboards and cabinets to house the geoscience materials, including maps, samples, globes, and other geoscience lab equipment. Additionally, this classroom is equipped with multi media technology.

Fallon Campus
Pinion 208 is a dedicated earth science classroom where the majority of earth science classes and labs are taught. The classroom, which seats up to 30 students, is also equipped with multi media technology. Additionally, the addition, in summer 2006, of a fully-renovated storage area, located just across the hall from the classroom, has greatly improved the effectiveness of the geoscience program. The only thing missing in the classroom at this point is a sink.

Douglas Campus
The science lab at Douglas (DCSL) seats 20 students. It is used by every lab science taught at the campus. This does result in scheduling problems, especially for classes that meet after 4:00 p.m. Part of the issue is that for 3 + 3 classes the lecture is also scheduled in the lab instead of being put into a classroom. Additionally, due to the size of the lab, space is limited for all sciences. Everyone shares a small prep room which is mostly devoted to Biology. A cabinet for rock storage was recently added just outside the lab. There is no room (storage, wall or counter space) in the lab for additional equipment of any type.

Because the Douglas Campus has no dedicated Earth Science classroom, it has been impossible to hang maps or charts on the walls on a permanent basis. Moreover, the science classroom is not mediated and does not allow for effective Power Point presentations.

Evidence of the Effectiveness of the Program

As this degree started to be offered in fall 2004, only two complete academic years of data are available. As such, the available data is hard to interpret. The following points are worth noting:

- As of fall 2006, 16 students were enrolled in the AS-Geosciences.
- As of fall 2006, 2 students had successfully earned the AS-Geosciences. The student who graduated in spring 05 has successfully transferred into an earth science program at the University of Hawaii. The student who graduated in fall 2006 is planning to transfer to UNR in the future.
- Most students taking earth science classes are non-majors seeking to fill a science requirement for another degree.
- Successful course completion for the years reported varies greatly and is hard to interpret. The lowest completion rate of 66% was in academic year 2005-2006, during which the college as a whole experienced a lower rate of successful course completion. Additionally, the ratio of online to traditional students in earth science classes might have been higher, as a result of the sabbatical leave. By the same token, the highest completion rate of 83% was in academic year 2004-2005, during which no earth science classes were taught online. Online classes typically experience lower completion rates than traditional classes.

Systematic assessment of student learning outcomes

All instructors in the program use systematic assessment by way of tests, quizzes, graded assignments, and classroom assessment in order to measure student learning outcomes. All instructors have clear learning outcomes and grading policies that are published in their syllabi and all syllabi are kept on file in the office of the Division of Science, Math and Engineering.

Curriculum Review

The Curriculum Review was presented to the Curriculum Committee on 9/15-06 and was accepted by the Curriculum Committee on 10/9/06.

III. Major Findings and Conclusions of the Program Review

Findings and Recommendations

Findings

The program already has two successful graduates (refer to Attachments F-1 and F-2). The number of students declaring a major in the program has been increasing from 2 in 2004-2005, to 18 in 2005-2006. However, as of fall 2006, the number of students declaring a major had dropped to 16.

This new program did not cost WNC any additional expenditure and gave students additional earth sciences choices that were not available before fall 2004.

The new workload policy starting in Fall 2006 has improved load calculations for science faculty and has benefited this program by enabling instructors to offer more lab courses. However, under the new workload policy science instructors still need to teach labs as an overload.

Recommendations

Curriculum Change
Because Geology 100 is a non-major course and because it can cause problems for university transfer, we have decided to move Geology 100 from the list of required courses to the list of science options from which students need to take 12-13 credits. This change was presented to the curriculum committee, and accepted, on March 9th, 2007.

Declared Majors
Earth Science faculty were excited to find out that 16 students had declared a major in the AS-Geosciences. While they already know some of them, they feel that the program would benefit if faculty were informed on a regular basis of who declares a major. This is especially important for this very flexible major, which requires careful selection of classes for future transfer. Earth Science faculty would like to actively mentor and advise each and every student officially in the program.

Lab Fees
We need to make sure that the system (SIS) is coded to automatically add lab fees to Geography 104, Geology 103 and to Geology 102 at each campus. This will insure that we can get lab supplies for these classes.

Field Courses
There are 3 geology field courses in our current catalog: Geol 111B, Geol 112B, and Geol 113B. Because these are not transferable courses, geoscience faculty have been encouraged to teach them as overload. Consequently, these courses have been taught sporadically over the last few years.

The program review committee recommends that these field courses be integrated into the geosciences emphasis and that geoscience faculty be encouraged to teach these courses. The geosciences are a field based discipline in which the field IS the laboratory. Many aspects of the geosciences can only be experienced through field observation and experimentation. In addition, many careers in the geosciences are also field-based, including exploration geology, hydrology, engineering geology, and environmental geology. To purposefully limit field opportunities for WNC students is, therefore, a disservice not only to the student, but to the geosciences program. The geosciences program has an obligation to represent the geosciences accurately and truthfully. Student participation in field courses is one way to provide an honest portrayal of these sciences and to help students ascertain if this is a lifestyle/career they would like to pursue.

Weather Station on the Fallon Campus
The weather station on the Fallon Campus is not currently used. The current station needs to be moved to the Pinion Building, where earth sciences classes are now being taught. Eventually a new weather station should be purchased, so data can be uploaded to the World Wide Web automatically.

Douglas Campus
The Douglas Campus is in need of another building. The issue will be brought up again at the March meeting of the Douglas Advisory Board. In the meantime we would like to suggest the following:
- Explore the possibility of teaching earth science lectures/labs in another classroom

- Explore the possibility of storing earth science materials in a different area on campus.

Other Major

It has been proposed that WNC should offer two approaches to the Earth Science major: one with emphasis on geography, and one with emphasis on geology. While this may make it easier for students to choose classes, it may also require additional resources and addition of classes that we would have a hard time filling. For example, Mineralogy and Petrology would need to be offered in such major; however it would only be taken by geology majors and would be difficult to fill in any one semester. Additionally, considering that 99% of earth sciences classes are taken by non-majors at this time, we feel that having to teach Mineralogy and Petrology would take away from teaching other earth science classes that are needed for all other degrees. Instead of adding another major, we recommend an emphasis on advising and mentoring, so students can make appropriate choices for their future transfer.

Minivan

Field trips and field courses, whether offered on the week-end or as separate field classes, are an essential component of earth science classes. Because the college does not have any minivan that seats more than 6 people, field trips have had to be organized caravan style, which is very ineffective, can be dangerous, and is not environmentally sound. It is recommended that earth science faculty, in conjunction with other faculty and divisions, start to explore the possibilities of having the college acquire a van for field course purposes.

Promoting the Program

Following is a list of ideas for promoting the program more successfully until the next program review:
- educate student body and other "friend" contacts like high school teachers about the rewarding careers available though a training in the geosciences emphasis
- career booklets from professional societies
- participation in and networking with the Nevada Mining Association's Education Committee which sponsors Mineral Education
- personal contact
- geosciences student club
- flyers - "What on Earth is Going on in the Sciences?"
- articles in newspapers or industry newsletters
- logo goodies like squeeze ball "rocks"
- representation at middle and high school career fairs

1. **Description of Program**

The mission of Western Nevada College (WNC) is to provide affordable, quality educational opportunities to individuals residing in its seven county service area. The philosophy of the college reflects the values and beliefs of its administration, faculty, and staff, which include support for the basic concepts free inquiry, respect for differences, nurturance of the human potential, development of good citizenship; and civility.

The curricula of the college are designed to reflect its mission and philosophy by offering educational experiences that enable students to achieve degrees and certificates, transfer to other institutions or enter a wide range of occupations. Common to all of these curricular experiences is a dedicated faculty who strives to instill in students the desire to pursue knowledge throughout their lives.

The six goals of the college reflect a commitment to its mission. The primary goal of the college is global in nature addressing the necessity to prepare students to deal effectively with challenges and situations that they will face in their lives. It is believed that this preparation will enable students to grow and develop, achieve educational goals, advance their careers, and to cope with technical and social changes in a global society. Other goals of the college include strengthening the economy of the service area, serving the community, providing a physical environment conducive to learning, lending support for instruction, and offering academic and student services that are designed to aid students throughout their progression through the institution.

The mission statement of the nursing program, developed by nursing faculty in the Fall of 2002, harmonizes with the college's mission and goals. The mission reflects the faculty's commitment to prepare qualified students to function as entry-level registered nurses and to transfer to higher degree programs. The curriculum, developed by the nursing faculty, embraces associate degree nursing practice as set forth by the National League for Nursing, incorporating the critical components of cultural sensitivity and holistic nursing care. The faculty developed curriculum assists students to develop clinical judgment, professional behaviors and the value of life-long learning.

The educational outcomes were revised by the nursing faculty in the Fall or 2002 and are congruent with the mission and philosophy of the nursing program and the mission and goals of WNC. The philosophy of the nursing program flows from its mission statement and articulates faculty beliefs regarding person, health, environment, nursing, associate degree nursing practice, and nursing education. The educational outcomes of the program flow from its philosophy and reflect the particular abilities of its nursing program graduates.

The nursing program is one of twenty-nine programs that offer an Associate of Applied Science (AAS) degree at WNC. The nursing program curriculum consists of 72 credits of which 30 credits (42%) constitute general education courses offered at the college, including sciences,

mathematics, humanities, and social sciences. These courses help to provide the foundation for the nursing curriculum.

This degree is characterized by a mission statement which states: "The purpose of this degree is to …provide employment-related knowledge and skills necessary to succeed in a chosen field of study". (See p. 25 of the WNC College Catalog.) Graduates of the nursing program achieve the student learning outcomes designated for the Associate of Applied Science Degree in that they:

1. know the subject matter appropriate to the degree
2. are able to do the following:
   - acquire skills and perform tasks necessary for employment or career development;
   - present themselves effectively for employment to a potential employer;
   - demonstrate effective communication skills appropriate to the chosen occupational field;
   - utilize appropriate resources to maintain current in the chosen occupational field
3. have developed an appreciation of the importance of social, ethical, legal and diversity issues.

The sciences of Human Anatomy and Physiology I and II provide the student with information regarding the structure and function of the body. The knowledge gained is necessary for understanding of compensated and ineffective adaptation as encountered in the care of patients with disease. Anatomy and physiology courses also provide the foundational knowledge for assessment. Microbiology facilitates the understanding of the relationship of microorganisms, with an emphasis on pathogens, to health and illness. The knowledge gained provides information that the student will utilize to protect himself/herself from illness and injury as well as facilitating an appreciation for and understanding of the necessity for medical/surgical asepsis and standard precautions.

The social sciences offer an understanding of behaviors, culture and society and provide the foundation for understanding the diversity of patient populations across the lifespan. In addition, concepts from these courses help to reinforce the values that all persons are unique, have self-worth, and the right to self-determination.

The humanities courses help to develop the writing and communication skills that are an integral part of professional nursing. The foundational knowledge assists student to develop documentation methodologies, interviewing skills, and other verbal communication skills with patients, families, and health care personnel. Mathematics helps to develop skills necessary for the calculation of dosages for medication administration.

The nursing program interacts with other constituents at the college. From 2000 through the Spring of 2004 the nursing program was housed in the same division as science. This arrangement facilitated communication between the two groups of faculty. Consultation has occurred in terms of content and the scheduling of courses to meet the needs of nursing students.

Consultation has also occurred between the nursing faculty and computer specialists. This arrangement has assisted the faculty to develop knowledge regarding recording of grades on-line, the setting up of chat rooms, development of the first hybrid nursing course, and the posting of course syllabi on-line. The faculty has also collaborated with the mathematics department. For example, a one-credit mathematics course specifically designed to meet the needs of nursing students is now offered just prior to the start of the Fall semester.

Collaboration with the counselors has enabled the nursing faculty to better understand and assist students with learning disabilities. In addition, the faculty has also arranged with the mathematics and counseling department to meet with students during orientation where they provide a basic review of dosage calculation, study skill assistance, and information regarding the services offered by the counseling staff.

The program also communicates with non-academic departments. For example, nursing faculty works with the Financial Aid Office personnel to communicate information regarding scholarships available to nursing students. Consultation also occurs with library personnel regarding how to best assist students to develop research skills, access data bases particular to nursing, and document using the American Psychological Association format. An orientation to the library now regularly occurs within the first semester of the nursing program.

The nursing curriculum is presented over four semesters after admission into the program. The curriculum is unique in the state of Nevada in that it is the only program that offers a career ladder option for practical nursing students choosing this opportunity. After successful completion of the first year of the program and one additional course (NURS 162), students are eligible to sit for the NCLEX-PN. Occasionally, students choose to leave the program at this time. However, in most instances, these students elect to continue with the program. The nursing program also offers the opportunity for qualified licensed practical nurses to be admitted into the second year of the program.

There are ten nursing course distributed among the four semesters of the program. The first semester comprises courses of Foundations of Nursing, Pharmacology, and Health Assessment. The second semester of the program requires courses in Childbearing/Childrearing Family Health and Clinical Nursing Across the Lifespan. These two courses are leveled and include content and associated laboratory/clinical experiences required for the Certificate of Achievement for Practical Nursing. For example, Childbearing/Childrearing Family Health is designed to provide understanding of normal growth and development and uncomplicated maternal-child conditions. Clinical Nursing Across the Lifespan focuses on commonly occurring acute and chronic alterations in health.

The second year of the program is designed to provide additional learning experiences for the students graduating with an AAS degree with a major in nursing. For example, the learning experiences address high-risk alterations in maternal-child health, complex/acute alterations in health, and complex multi-system alterations in health. The roles of the registered nurse are further developed. For example, there is a distinct emphasis on the role of manager of care in the final course of the program.

Clinical learning experiences in the second year of the program also generally occur in the larger medical facilities located in Reno, Nevada. High risk, complex/acute, and multi-system alterations in health experiences are available in greater proportions at these facilities. There are also additional community based experiences in the second year of the program.

Didactic instruction and supervised practice follow a plan that is illustrated in each course syllabus. Nursing faculty has identified course objectives and learning activities for each course. The objectives and learning activities increase in complexity, thus facilitating the achievement of educational and program outcomes of the nursing program.

A variety of instructional methodologies are used to develop the competencies required of the registered nurse. These instructional methodologies/learning activities include lecture, demonstration, case studies, group presentations, games, nursing care plans, development of teaching/learning presentations, writing, research, debate, and journal writing assignments. In addition, the instructional modalities using videos and computer assisted instruction provide alternate learning experiences. In order to help develop responsibility for own learning, the second year faculty also utilizes "tickets to class". Students are required to submit specific learning assignments at the beginning of a class to evidence preparation.

In the Fall of 2003 another learning modality was initiated for the NURS 200 (Health Assessment). Monies from a grant were used to purchase a program titled Evolve. This program provided students access to a "learning sphere" via the Internet. Video presentations of assessment techniques for body systems are currently available for the student to view and review over a period of two years. Students can access assessment information while at the college or from home.

Web-CT is the newest learning modality utilized by the faculty. The modality facilitates discussion between the student and faculty member as well as discussion between and among groups of students. For example, faculty members post a learning question on the "bulletin board" that serves to stimulate discussion with students. Also, students can consult with one another via "chat rooms" to find answers to a question or to clear up a misunderstanding. Faculty believes that the use of this modality serves to develop self-learning behaviors and to nourish the development of life-long learning.
The nursing program utilizes evaluation tools and methods that are consistent with course objectives/outcomes and competencies of the didactic and clinical components of the associate degree program. Each course has its own evaluation tools and methodologies.

Paper and pencil examinations are administered throughout each course and are based on course objectives/outcomes. A passing grade on the examinations is 75%. The examinations are graded using a Scantron device, which enables faculty to evaluate the level of difficulty of each question and to carefully evaluate a question should a large number of students fail to answer the question correctly. Students are encouraged to review the examination within a two-week time frame. In some instances, answers to the questions are posted immediately following the examination. Grades for the examinations are posted on the web-site to preserve confidentiality for the student. If a student's average in a course falls below 75%, the student is apprised of the situation in writing. In addition, the student is notified what grade/s must be achieved on remaining tests throughout the course.

A clinical evaluation tool is utilized for each course that has a clinical component. The tool is distributed to students at the start of each semester. Critical behaviors are noted on the tool and students are appraised verbally and in writing regarding what constitutes a passing and failure grade for the clinical portion of the course. The clinical portion of the course is graded on a pass/fail basis. Students not progressing satisfactorily meet with the clinical instructor where a plan is developed by the student and instructor to address the deficiencies and to help the student achieve course objectives.

Each course also evaluates skills that are taught in the course. A checklist is utilized to evaluate the skills. Following successful achievement of the skill, students may perform the skill in the clinical setting, generally under the direct supervision of the faculty member. The skills are

evaluated on a pass/fail basis. Students must pass each skill in order to achieve a satisfactory clinical grade.

Nursing care plans are also required for each clinical course. Students are required to achieve a passing grade on the care plans in order to achieve a passing grade for the course. Some courses also require submission of other learning activities, such as teaching/learning projects and written papers.

Level faculty meetings are scheduled throughout the courses. At these meetings, faculty discusses concerns associated with the course and make changes designed to rectify the situation. For example, the first year faculty recently revised the clinical evaluation tool for NURS 136, NURS 155 and NURS 159. Nursing faculty also reviewed all course descriptions and objectives during the 2003-2004 academic year. In most instances, course descriptions and objectives were revised to better achieve program educational outcomes.

A policy of WNC requires that all students will fill out an evaluation tool at the conclusion of each course. After each course is completed faculty members receive anonymous feedback regarding the students' perceptions of learning that occurred as well as comments regarding positive suggestions and ideas to improve the course. The director receives copies of the forms. Should a negative trend be identified, the director discusses the trend with the faculty member, and a plan is developed to help the faculty member improve.

The nursing program faculty articulated a vision in the Fall of 2002 concerning its desire to educate students who would be both theoretically and technologically superior. The faculty believed that in order to accomplish this vision, the program should improve the college laboratory environment to better reflect the technology encountered in the clinical setting. Grant monies were utilized to purchase equipment for the nursing laboratories at the Carson City and Fallon campuses. The following is a partial list of equipment purchased during the past three years:
1. IV machines
2. Feeding pump
3. Pulse oximeters
4. Opthalmoscopes and otoscopes
5. Manikins, including infant, child, adult, and pregnant female
6. SimMan – 2 manikins (Carson City Campus)
7. Sequential pumps
8. Automatic BP machines
9. Headwall systems

Due to the nursing shortage in the state of Nevada, it was decided in the Fall of 2003 to offer the entire nursing program via distance education to the rural sites. A nursing laboratory space was made available at the Fallon campus, and grant monies were utilized to outfit the nursing laboratory. One faculty member was assigned to this site, thus making travel to the nursing laboratory at the Carson City site usually unnecessary. Every effort was made to make the laboratories equal in terms of state-of-the-art equipment. Five computers were also purchased for the Fallon laboratory to assist students with learning activities. All computers provide access to the Internet.

Another change that was made was to hire a part-time laboratory staff member to assist students to practice skills at the Carson City Campus. The staff member assists these students to practice

skills that were previously taught by the nursing faculty members. Students are encouraged to make an appointment with the staff member so that the learning process is enhanced. The staff member also works with the faculty to order equipment and supplies at the Carson City Campus. In the Fall of 2003 additional part-time faculty members were employed to evaluate skills taught in NURS 136. At this point in time, the faculty member assigned to the Fallon Campus assists the eight students from the rural sites with the practice and evaluation of skills.

The nursing faculty is also working to provide better access to course materials. During the 2003-2004 academic year, the first year faculty utilized technology to put course materials on a website. These students are able to access course syllabi and PowerPoint handouts using this technology. In addition, the first year faculty established bulletin boards and "chat rooms", thus encouraging communication with the faculty member and between and among students. One of the benefits of this technology is that students may now submit nursing care plans by E-mail. Another benefit is that these students may now work on projects without having to travel to a common point to fulfill an assignment. Technology is also utilized to post test grades. The second year faculty is endeavoring to provide these same services to students during the 2004-2005 academic year.

The nursing program relates to other nursing programs in the UCSN. Students may transfer with little difficulty to the University of Nevada at Reno. The university accepts nursing and general education courses from WNC, thus facilitating transfer from the ADN track at WNC to the BSN track at the university. The WNC nursing program also relates to TMCC in a positive way. All general education courses transfer without difficulty between the institutions except for anatomy and physiology. In order for BIOL 223 and 224 to transfer, students must have taken both courses at the same institution.

II. Review Process and Criteria

The review process, involving all full-time nursing faculty with input from the Nursing Advisory Committee, was conducted over a two-year span in conjunction with preparation for the National League for Nursing Accreditation visit which occurred September 2004.
The involved constituents reviewed the program in terms of articulation of the relationship between the mission and governance of the college to the program; faculty qualifications, polices, and educational expertise; student policies and the availability of student services to nursing students; the curriculum of the program, resources available to the program, including support services; learning resources, including library assets and physical facilities; integrity of the program, including how the program interfaces with the general public; and educational effectiveness.

The nursing program utilizes nine full-time and two part-time faculty members to teach the twelve nursing courses associated with its curriculum. Ten courses are required for all nursing students. The additional two courses are taken under special circumstances. NURS 162 is required for first year students desiring a Certificate of Achievement in Practical Nursing and NURS 199B is a required course for Licensed Practical Nurses who are seeking admission status into the second year of the program.

All nursing faculty members are qualified experientially and maintain expertise appropriate to teaching, service, and scholarly responsibilities. The teaching faculty submits evidence biannually to the Nevada State Board of Nursing (NSBN) to meet the requirement of 30 units or more of continuing education. The college supports the efforts of faculty to maintain their

expertise. Full-time faculty members are eligible to apply for Faculty Development Funds. During the 2003-2004 academic year, all full time faculty members attended one or more professional conferences. The faculty members have a rich and varied experiential background. Their degrees and experiences enable them to effectively teach content in the areas of fundamentals of nursing, medical/surgical nursing, pediatrics, obstetrics, and psychiatric nursing.

The nursing faculty members actively maintain their expertise in their areas of responsibility, such as teaching, service, clinical practice, and/or scholarship.

The number, type, and utilization of full and part-time faculty are sufficient to meet the needs of the nursing unit to fulfill its purposes. Mandatory faculty to student ratios of 1:8 exists for the clinical areas.

The college hired two new nursing faculty members in the Fall 2003 replacing one faculty member who retired and two faculty members who resigned. The program was unable to fill one open position. For Fall of 2004, the college hired an additional three faculty members to meet the needs of the program. Funds to employ two new full-time faculty members are provided by the state of Nevada through Nurse Initiative Funds and through a federal government grant, respectively. The college funds the third full-time faculty position.
The college defines a full-time teaching load for nursing faculty as 270 to 300 clock hours per semester. The classroom instruction hour is defined as 50-minute hour. Nursing utilizes clock hours to calculate loads. Overload is paid to a faculty member who exceeds 600 clock hours for the academic year. Nursing faculty on such overload contracts is under no obligation to accept the contract.

Full-time faculty members have classroom, laboratory and clinical teaching responsibilities. One credit hour is the equivalent of one instructional hour of classroom instruction, whereas laboratory and clinical instruction is set at a ratio of one-credit hour equaling three clock hours. This is in line with the teaching load policies of the college. Each full-time faculty member is required to provide five office hours weekly, during which time students may make appointments for advisement, seek tutorial, preparation time, or special project work. Part-time nursing faculty, whose load is defined as less than 150 clock hours per semester, work under the direction of the full-time nursing faculty. Part-time faculty members are encouraged to attend level meetings; however, no time allocation or reimbursement for attendance at these meetings is provided.

Full-time nursing faculty members teach all theory courses with the exception of NURS 280. A part-time faculty member who is academically and experientially qualified teaches the theory and laboratory sections of this course. Full-time nursing faculty each teaches a clinical and/or laboratory portion of curriculum courses.

The number of part-time faculty varies with the needs of the program. During the Fall of 2003, three part-time faculty members played a vital role in the delivery of the curriculum. To resolve untimely skill-check-off sessions, two of the aforementioned part-time faculty members were employed to evaluate students on skills learned in the Foundations of Nursing course. This process was initiated after the full-time faculty examined an issue of curriculum delays surrounding content presentation, student practice, followed by evaluation of skill performance. This process has enabled students to practice the skills in the laboratory prior to the evaluation. In the Fall of 2003 a third part-time instructor served as a clinical laboratory instructor for NURS 136.

Four part-time nursing instructors were employed in the Spring of 2004. One instructor taught the theory and laboratory portion of NURS 280 while three part-time instructors provided clinical instruction in area hospitals. These part-time faculty members have extensive experience in the practice setting, as well as teaching experience at the community college and university levels.   The NSBN requires a clinical ratio of one faculty member for eight students. This ratio may be altered only under described conditions stipulated by the board. One exception was granted in the Spring of 2003 for students enrolled in NURS 284. The nursing program also maintains a ratio of one to twelve or less in the laboratory learning activities associated with NURS 136, NURS 155, NURS 159, and NURS 200. In the Fall of 2004, two laboratory sections were established for NURS 200 to better meet the learning needs of students. The ratio of approximately one to twelve or less was maintained.

Two part-time nursing instructors were employed in the Spring of 2005. One instructor taught the theory and laboratory portions of NURS 280 while one part-time instructor provided clinical instruction (72 clock hours) for NURS 284. It is anticipated that the latter faculty member will have completed all requirements for a Master of Science degree prior to the start of NURS 284.

Additional Personnel or Costs Associated with Personnel Needed to Support the Program

The Division of Nursing & Allied Health has two full-time Administrative Assistant III positions beginning in the Summer of 2004. (Prior to this time the Allied Health portion of the Science and Allied Health Division had one full-time Administrative Assistant.) One Administrative Assistant (Carrie Harrison) provides support for the director and faculty associated with the two programs (Nursing and Surgical Technology). The second Administrative Assistant (Ina Funke) provides assistance to director and faculty for courses in the division, which include Emergency Medical Services, Phlebotomy, and Nursing Assistant. The Administrative Assistants each fulfills the duties associated with Administrative Assistant III position descriptions.

The nursing program has one staff position (approximately 20 clock hours each week) which is currently supported by grant funding. This individual helps to organize the laboratory, order equipment and supplies, creates scenarios associated for use of the SimMen, and assists students to practice skills in the laboratory that were previously taught by full-time faculty.

Operating Funds
The fiscal allocations from institutional funds are comparable with other units in the institution and are sufficient for the program to achieve its goals and objectives. The college budget is constructed and financed through funding from the state of Nevada and student tuition and fees. The college receives funds (allocated by the Legislature biennially) through the UCSN.

The legislative branch of the state of Nevada meets on a biannual basis for approximately six months. During this time the Chancellor of the UCSN submits a budget to the members of the legislature for each of the universities and community colleges. The budget for WNC is approved for a two-year period of time.

The director has the responsibility and authority for the building and administration of the nursing budget. The director begins the budget process by discussing needs of the nursing program with the faculty members. Input is sought from faculty regarding requests for equipment and operating funds. Discussion regarding the budget occurs during division

chairperson meetings where information regarding the institutional budget is shared. Final decisions regarding the budget occur among the Vice-Presidents and the President of the college. Once a year the entire faculty of the college is invited to communicate with the college administration regarding the budget process.

The nursing program budget is divided among professional, classified, fringe benefits, in-state travel, operations, postage, and laboratory fees. Courses in the nursing program with a laboratory component carry a fifty-dollar laboratory fee per student. The money generated by the fees is used to purchase supplies necessary for the laboratory. All laboratory fees generated through student enrollment are granted to the program and are required to be spent during the appropriate semester. The faculty feels that the current fifty-dollar laboratory fee is sufficient to purchase necessary supplies for the involved courses. A process is in place to request additional fees above fifty-dollars if it is felt that the additional fees are necessary to support the courses.

There exists an excellent ratio of full-time to part-time faculty in the nursing program. The program currently has seven full-time faculty positions supported by the college budget. An additional faculty member position was allocated to the program in the Fall of 2004 through Nurse Initiative Funds from the State of Nevada through 2005 and the ninth full-time faculty position was allocated for the academic year 2004-2005 through a federal government grant. These two faculty soft-money positions were funded to increase nursing program enrollments due to the acute nursing shortage that exists in the state. Because of the funding that currently exists, the nursing program has increased its enrollments to 94 in the Fall of 2004.

The nursing program faculty believes that there is sufficient faculty to accomplish the nursing education unit purposes. No part-time faculty members were hired in a clinical position during the Fall. Two part-time faculty members are employed during Spring 2005 to meet the education unit purposes. The staff member works with faculty to order necessary supplies for the laboratory and to help students to practice skills previously taught by nursing faculty.
The nursing program has not found it necessary to request funds for equipment because of the amount of monies that have been granted to the program through grants. A total of $259,410 has been awarded to the nursing program to purchase supplies and equipment, including equipment necessary for to develop an interactive transmission site at the nursing laboratory on the Fallon Campus. The nursing faculty feels that its needs for equipment for the nursing laboratories are sufficient to meet the unit purposes.

The budget for the nursing program has more than doubled between fiscal years 2002 and 2005. The sum of $496,869 from grant monies and Nurse Initiative Funds contributed to the majority of this increase.

Facilities
WNC utilizes acute and long-term practice learning environments that are located primarily in Carson City, Reno and Fallon, Nevada. Other nursing programs in the area, including the University of Nevada at Reno and Truckee Meadows Community College also utilize these sites thus necessitating careful planning among the three colleges in the UCSN. In addition to the acute and long-term clinical facilities, the program also uses a variety of community learning environments for selected nursing courses. The clinical resources support sufficient numbers and varieties of associate degree level experiences.

The faculty also designed learning experiences that take place in community environments other than the acute and long-term practice settings. These community learning environments utilized

in NURS 155, 159, 265 and 280 provide students with experiences at day care centers, physicians' offices, psychiatric home visits, school nurse offices, health fairs, Lamaze programs, substance abuse programs and a variety of clinics.

The learning environments are selected by the faculty to ensure that the clinical facilities provide experiences that enable students to meet identified clinical objectives. Criteria utilized by the program to initially evaluate the appropriateness of a learning environment include its accreditation status, receptiveness of the learning environment to students and faculty, the quality and variety of experiences available at the site, a caring attitude, and the overall quality of nursing care provided to patients and their families. The involved faculty member/s and the director visit the site to assess the aforementioned criteria and to share the objectives of the program with agency personnel. If the criteria have been met, a recommendation is made to seek a contract with the involved facility.

Either the college or the facility may put forth a contract. If the proposed contract is generated by the agency, legal counsel from UCSN review the contract to ensure that it contains the required elements to protect students, faculty, the program and the college. All contracts with clinical agencies have clearly stated timelines and delineated responsibilities for the college and facility. The director reviews the currency of contracts once a year.

Clinical facilities are evaluated by students at the end of each clinical nursing course using a tool designed by the faculty. The data are submitted to the Office of Institutional Research, which generates a report that is reviewed by faculty twice a year. In the Fall of 2003, one learning site was identified as problematic by students and faculty especially in the areas of nursing staff serving as positive role models, respect for patient rights, quality of staff interaction with students, opportunities for input into the plan of care for patients and effective nursing leadership and management. Discussion was held with representatives from the facility and concerns of the faculty and students were shared. Following discussion by the faculty, a decision was made to stop sending students to this clinical site.

Nursing faculty also monitor practice learning environments. If issues arise, the faculty member generally discusses the concerns immediately with personnel at the facility. Discussion may also occur at level and program meetings. Likewise, the director also monitors practice learning environments. This past Spring the director spoke with the VP of Nursing Operations of an acute care facility to share concerns articulated by students. The problematic areas were resolved over a short-time frame and the learning environment in question achieved a favorable rating by students.

Faculty meets with unit managers of the selected learning environments at the start of each semester. The purpose of these meetings is to share clinical objectives and to ascertain changes that have occurred in the environment since the last rotation.

Joint meetings, attended by the unit managers and representatives from the three area colleges and university, are held twice a year at each of the major health care facilities in Reno. Information regarding scheduling changes in procedures, concerns of faculty and students, and concerns of the unit managers are openly discussed at these meetings.

Contracts exist between health care organizations and WNC and encompass a wide variety of learning environments that are appropriate to meet the learning needs of the students. All agreements are current and specify expectations and responsibilities for the college and health care organization.

The college has a central Printing Office to meet the needs of faculty at the college. This office prints materials for faculty, including tests and handouts when necessary. All faculty members at the college have limited use of copy machines that are strategically located in each division. Because of increased copy costs, faculty is directed to use the services of the Printing Office whenever possible.

The Media Center exists to serve the needs of faculty by setting up audiovisual equipment and computers for classrooms when and where the need exists. Faculty members are directed to make known their requests at least two days in advance so that services of the office can be provided in a timely manner.

The nursing program meets the educational needs of rural students located at rural sites, such as Fallon, Yerington, Hawthorne and Lovelock. The Director of the Library serves the program by employing facilitators in the distance education nursing classrooms. These facilitators, present throughout each transmission, connect the rural sites to the classroom in Carson City and are present should problems in transmission occur. Currently, the nursing program does not have sufficient funds to support the employment or facilitators at distant sites.

The nursing program also has access to the services of a webmaster. Information regarding the nursing program is on the Nursing & Allied Health website. When it is necessary to update the website, the chairperson works with the webmaster to incorporate these changes.

A new library facility on the Carson City Campus, which opened in the Spring of 2004, supports the academic programs at the college. The library space occupies 19,000 square feet and houses approximately 35,000 books, 3,500 videos and more than 5,000 online periodicals. The Carson City library is open from 8:00 a.m. to 8:00 p.m. Monday through Thursday, and 9:00 a.m. to 5:00 p.m. on Friday and Saturday. The Nursing & Allied Health collection has approximately 2,000 books and more than 200 videos. Students can access the library website from any computer on campus. The library also provides access to the library services for enrolled students from off-campus sites.

Interlibrary loan is available to currently enrolled students at the college. WNC students can borrow books directly from local public libraries, the University of Nevada at Reno, Great Basin College in Elko, and Truckee Meadows Community College in Reno. If a requested print journal or book is not available through these sources, the library will order it on inter-library loan using *DOCLINE.*

Library personnel select new books, videos and periodical holdings for the nursing program after reviewing professional journals, and recommended lists (such as the Brandon-Hill core nursing list). Nursing faculty are encouraged to submit requests for new holdings nursing faculty on the Library Sub-committee who then work with library personnel at any time during the academic year. In addition, funds are available in limited amounts to purchase video and computer software programs.

The library on the Carson City Campus routinely orders the latest editions of core health-related books, which are housed in the reference section of the library. In addition, the library subscribes to 13 print journals that relate to Nursing & Allied Health. The library Web page provides links to research databases, the book catalog (which also contains the collection of the University of Nevada at Reno, Reno libraries, and the Savitt Medical Library), and the WNC and the University of Nevada at Reno video catalog. It also provides links to *Nursing Research*

Guides and *Useful Web Sites* in the health field. Periodical databases particularly useful to students in the nursing program include *Proquest Medical Library (400 titles), Health Source: Nursing Academic (560 titles), Academic Search Premier (4,600 titles), and LexisNexis Academic (5,900 titles).*

Each year nursing faculty review library holdings at the Carson City and Fallon libraries for the purpose of reviewing the collection and recommending deletion of books that are outdated. It is the policy of the program to recommend removal of time sensitive books when they are more than five years old.

The library on the Carson City Campus houses 22 computers that are available for student use. Additional facilities in the library include a new instruction laboratory with 16 computer workstations, individual and group study rooms, multi-media viewing stations, and a media presentation studio.

There is also a library at the branch campus in Fallon, Nevada. The library is open from 8:30 a.m. to 8:00 p.m. Monday through Thursday, 8:30 a.m. to 5:00 p.m. on Friday and 9:00 a.m. to 1:00 p.m. on Saturday. The same services associated with interlibrary loan, databases, and access to the library from sites off campus are available to all students enrolled at the college. Technical support services and personnel are available to students and faculty at the Carson City and Fallon campuses. The nursing program utilizes physical facilities located primarily on the Carson City Campus and the Fallon Campus to deliver its curriculum. The physical facilities are discussed in the paragraphs below.

Carson City Campus

The nursing program is housed on the second floor of the Cedar Building on the Carson City Campus. This area has a suite of offices that serve the director and two full-time Administrative Assistants. In a nearby area are three suites of offices each containing four private offices with a common area outside area that is utilized by the faculty for meetings. The common areas each have a printer for faculty use. Each office is equipped with a computer and the expected furniture.

The Nursing & Allied Health laboratory is also on the second floor of the Cedar Building. This area consists of two separate nursing laboratories with a Surgical Technology laboratory in the middle of the two spaces. The Surgical Technology Laboratory will be moved to an adjacent space (Room 221) in the Fall of 2005, thus making additional space available for nursing and other Allied Health courses that utilize the space in the evenings. The nursing laboratory space is equipped with nine modern electric beds, bedside stands and over-the-bed tables. The nine bed areas each have a curtain on a rail to provide a sense of privacy. Sinks and storage units are also strategically placed throughout the areas. Each bed has a manikin, which is utilized by the students for the purpose of practicing skills. Recently the program has purchased two new full-size manikins, pediatric manikins and two SimMen. The program is working to achieve a greater degree of simulation within the confines of the Nursing and Allied Health Laboratory.

A part-time nursing laboratory staff member was hired in the spring of 2004. Responsibilities of this staff member include organizing the laboratory, ordering supplies and equipment, assisting students to practice previously taught therapeutic interventions, and assisting faculty by programming and managing the SimMen. The faculty agrees that the addition of this staff member provides services that were previously not being met in an organized manner.

There are two large storage areas available to the nursing program, which house the majority of supplies and equipment. The laboratory staff member has been instrumental in designing each space to manage inventory and safe storage of equipment and supplies, including syringes and sharps.

The nursing program requires state of the art classrooms to accommodate the distance education needs of the program. Two classrooms in the Cedar Building, each accommodating 35 students, have been renovated and serve as transmission sites to the rural areas, which include Fallon, Hawthorne, Yerington and Lovelock. The classrooms have a document camera, computer, ceiling projection unit, VCR, and monitors at the rear and front of the classroom. The program also uses a large state-of-the-art classroom in the Reynolds Building that was specifically designed for distance education.

Fallon Campus

The nursing program uses interactive technology to deliver part of the curriculum to the rural sites. In the Spring of 2005 the nursing laboratory on the Fallon campus was equipped with interactive technology, thus providing an additional space for the delivery of curriculum content. The space can function as a sending and receiving site for interactive video.

A nursing laboratory in the rural site of Fallon was made available in the Fall of 2003 through an arrangement between the college and Churchill County Legislature and Banner Churchill Hospital. The laboratory is located in a renovated physician office space located in a building formally occupied by Churchill Hospital. The laboratory has different sections to accommodate the learning needs of the program. The laboratory space was donated to the college because the region was desirous of increasing enrollment of rural students. In return for the use of the renovated laboratory space, the nursing program agreed to admit eight rural students to the program each year instead of every other year. Financial assistant to equip the space was made available through monies from AHEC, hospitals located in the rural sites and the Nevada Hospital Association.

There is a large area in this nursing laboratory that facilitates the teaching and learning of didactic content. This space is being renovated to be a distance education site from which transmission and reception can occur. This area has a ceiling projector, large wall mounted screen, and an image camera. In addition, five computers were purchased that facilitate student access the Internet and e-mail.

Another part of the Fallon nursing laboratory houses four individual patient examination rooms, each equipped with a bed, bedside table, and nightstand. The area also has a nursing station, fully functioning kitchen and bathroom, locked storage room, and an office for the faculty member. Every effort was exerted to construct the laboratory so that the learning needs of rural students could be well accommodated. Four manikins were purchased along with supplies to outfit the laboratory.

Other Interactive Video Sites

Eight students are admitted each year from rural sites, which, in addition to Fallon, might include Hawthorne, Yerington, Lovelock, and Fernley. Interactive video accommodations are utilized at these rural sites whenever possible.

Data from WNC 2003 Recent Graduate Survey indicated that students were generally satisfied with overall classroom conditions at the college. Seventy-four percent (74%) of students responding to the survey rated classroom conditions as good to excellent, while 2% rated the classroom conditions as poor. The nursing faculty will develop an evaluation tool in the Spring of 2004 to obtain specific information regarding classroom and laboratories utilized by the nursing program.

Evidence of the Effectiveness of the Program

Evidence of program effectiveness is illustrated in Program Review Support Data form completed by the Office of Institutional Research and presented on page 43. It is important to note that the figures presented in the Program Review Form include data concerning nursing assistant and medical terminology enrollments. Therefore, the data is not solely concerning nursing courses offered in the curriculum.

The following statements are offered as examples of program effectiveness:
- The number of AAS degrees awarded has increased from 22 in 2002 to 30 in 2004.
- The successful course completion percentage ranges from 88 to 94%. This is one of the highest course completion percentages at the college.
- The total student credit hours have increased from 1,785 to 2,368 between the academic years 1999-2000 through 2003-2004.
- Student FTE number has increased from 119 to 158 between the academic years 1999-2000 through 2003-2004

The nursing faculty revised its Systematic Evaluation Plan during the 2003-2004 academic year. Faculty utilize the plan to help identify problems and make improvements to the program, and to assess student learning outcomes. The Systematic Evaluation Plan is presented in Appendix B. The nursing program provides evidence of program effectiveness through an evaluation of graduation rates, licensure/certification pass rates, job placement rates, and program satisfaction.

Graduation rates

The nursing program defines graduation rates two ways. The first definition describes students admitted to the first year Fall semester who receive a terminal degree of an Associate in Applied Science degree within three years. The alternate definition concerns students who receive, as a termination of the educational process, a Certificate of Achievement for Practical Nursing within two years of admission to the Nursing Program. The alternate definition applies to those students who elect to pursue the certificate as a spin-off while enrolled in the degree program. The Certificate of Achievement may ultimately become the terminal level of education accomplished by a student at WNC due to non-progression toward the AAS degree in nursing. Multiple reasons are cited for the non-progression of the student.

The WNC nursing program establishes its method of program completion by declaring a minimal graduation percentage of 70% of admitted students within three years of admission. The program achieves its benchmark of 70% or more for three of the past four years reported (1998, 1999 and 2000).

WNC Graduation Rates for Generic Students Admitted in the Fall who

Graduated with an AAS Degree within Three Years, or Who earned a
Certificate of Achievement for Practical Nursing within Two Years

1998 Admission Date (N = 37)	1999 Admission Date (N = 25)	2000 Admission Date (N = 32)	2002 Admission Date (N = 38)
AAS Degree = 25	AAS Degree = 20	AAS Degree = 24	AAS Degree = 23
PN Cert. Of Achiev. = 3	PN Cert. Of Achiev. = 1	PN Cert. Of Achiev. = 0	PN Cert. Of Achiev. = 2
Non-completion = 9	Non-completion = 4	Non-completion = 8	Non-completion = 13
Graduation rate % = 76	Graduation rate % = 84	Graduation rate % = 75	Graduation rate % = 66

The nursing program has had one exception to its graduation benchmark of 70% for students admitted in the Fall of 2001 as noted in the table above. Faculty discussed the below average performance for possible causes of this lower graduation rate, and concluded the following potential sources for the graduation decline. After looking at the data, one student chose not to return to the program, electing instead, to pursue practical nursing licensure in the state of California. A readmitted student in the Spring of 2003 was not successful, whereas the remaining eleven students chose not to reapply for re-admission into the program in a timely manner.

The faculty noted a myriad of surveyed reasons for students not successful in the first two semesters of the program. Some students were not successful with courses due to situations occurring in their private lives. It was ascertained that the remaining unsuccessful students worked full-time while enrolled full-time in the program and could not devote sufficient time for study. Since the benchmark fell below 70% for the first time, no interventions to reverse this trend were planned for implementation.

Again, in 2002, faculty noted 20% of the students admitted into the nursing program failed one or more Fall nursing courses. To gather data, one faculty member conducted a qualitative study regarding possible causes for this trend in students. Again, it was observed that students were working many hours during the week, therefore lacking sufficient time for study. Students identified large amounts of textbook readings and competing assignment due dates contributed to this problem. Selected faculty members made a decision in the Spring of 2003 to schedule more frequent examinations with fewer test items to resolve the excessive reading and resulting unmanageable examinations portions of the identified problem. Another solution involved coordination between courses to eliminate conflicts of simultaneous assignment due dates or examination dates/times too closely together. As a result, students enrolled in the program would have only one nursing examination or assignment due a week without conflicts.

It was decided by faculty to intervene earlier when it was first noted that a student was falling below a 75% average on examinations. By providing the student with a developmental plan using a counseling form delineating methods to improve testing averages, the students were often

able to regain the minimum test average. As part of the plan students could be referred to the counseling office for assistance. Students may receive tutoring or testing for learning disabilities. The consequences of not achieving the minimal test average are reviewed in counseling sessions. The student needing further explanation is referred to the <u>Nursing Student Handbook.</u>

These interventions appear to be working. In the Fall of 2003, fewer students failed first semester coursework. Specifically, one student enrolled at the Carson City Campus withdrew and two students enrolled at the rural sites were not successful with one or more courses. It appears that the interventions carried out by the faculty have made a significant impact on the retention rate.

With the advent of a change in the policy of the state of Nevada for funding of courses during the Summer, the faculty has decided to offer one course during the Summer of 2004. The additional courses, required in the nursing program, offered during the Summer of 2004 include Anatomy and Physiology II and Microbiology. These changes will afford students the opportunity to take Fall courses during the preceding Summer semester. This empowers some students to spread out required courses over a longer time span if they so choose. It is anticipated that these changes will result in an improved graduation rate.

There is a third type of student admitted to the nursing program on a space available basis in the Fall semester of the second year. These qualified students are Licensed Practical Nurses (LPNs) entering the program for progression toward graduation the following spring with the AAS degree. The benchmark for this rate is a minimum of seventy-five percent of the LPNs, admitted into the third semester of the nursing program, will graduate the following Spring. The program has achieved the benchmark five of six years.

Graduation Rates for LPNs Admitted into the Program in the Fall Semester and Graduated the Following Spring

Admission Date (Fall)	Number of LPN Students	Graduation Rate Percent
1998	1	100
1999	2	100
2000	4	100
2001	2	100
2002	4	50%
2003	2	100

As may be noted in the table above, the benchmark concerning graduation rate for LPNs entering the program system fell below the 75th percentile in 2002, as a result of two students withdrawing form the program for personal reasons after the first week of the semester. Resuming a 100 percent completion rate the following year, the faculty did not find it necessary to address the temporary trend decline of the reported year.

Licensure pass rates

A program outcome for WNC nursing program is that graduates will pass the NCLEX-RN on the first attempt at or above the state and national pass rates. Each year, in keeping with the Systematic Evaluation Plan, nursing faculty evaluate students' academic achievements through an evaluation of licensure pass rates and a comparison of this rate to national and state pass rates.

WNC NCLEX-RN First Time Pass Rates Compared to National and the
State of Nevada Pass Rates Between 1999 & 2003

Year	National Pass Rate Percent	Nevada Pass Rate Percent	WNC 1st Time Pass Rate Percent	Number of Candidates	Number that Passed First Time
1999	85	88	93	28	26
2000	84	88	91	22	20
2001	84	84	80	20	16
2002	86	93	89	28	25
2003	87	88	96	25	24

The nursing program has exceeded this outcome three out of five years. Following a decline in the pass rate to 80% for the year 2001, the nursing program faculty sought information and analyzed possible reasons for this decline. Based on their findings, the following actions were taken to address this decline:
1. At-risk students were identified earlier in each semester.
2. Assistance was given to help students develop more effective study skills.
3. More intensive 1:1 faculty support was offered to at-risk students to increase understanding of content;
4. "Resource hours" for testing were eliminated during the second year of the program starting in 2002;
5. Earlier referral to the counseling center for consultation with the Disability Resource Specialist available through this office.

Since these actions were taken, the NCLEX-RN first time pass rates have resumed a rate above the state and national examination pass rates.
A second program outcome concerning NCLEX pass rates examines students, receiving a Certificate of Graduation for Practical Nursing who choose to take the NCLEX-PN, will pass the test on the first attempt at or above the state and national pass rates. PN graduates of the program achieved 100% pass rate on the NCLEX-PN examination for the past three years.

Job placement rates

The benchmark for job placement rates set by the nursing faculty is that ninety percent (90%) or more of the graduates seeking employment will find employment in a health care setting within six months of passing the NCLEX-RN. The nursing program faculty determines job placement rates three ways. The first way is through discussions with students just prior to graduation. The second way is formalized through the use of the Graduate Survey, which is sent to graduates one year following graduation. The third way utilized to determine job placement rates is informal. Faculty members determine employment by informal contact with the graduates as they are encountered in the work place. Utilizing these three methodologies, the faculty determined that there is a 100% job placement rate for the years 2000 through 2004 for graduates seeking employment as a registered nurse.

Program Satisfaction Rates

The nursing program measures satisfaction rates three ways. The first way is through the use of the End of Program Graduate Survey, which is administered to students at the conclusion of the final semester of the program. This survey asks students to identify their level of satisfaction with the program by responding in one of four ways. The response choices are: 1) Very Satisfied; 2) Satisfied; 3) Somewhat Dissatisfied; and 4) Very Dissatisfied.

Every effort is made to ensure that the survey is administered anonymously. The surveys are distributed and gathered by one student, who then delivers the surveys in a sealed envelope to the Office of Nursing and Allied Health. The surveys are analyzed by the research office and the results are delivered to the director. Following this, the results of the survey are made known to the faculty during a faculty meeting. The level of return of the surveys ranges from 93% to 100%.

The benchmark for the End of Program Survey set by the faculty is that ninety percent (90%) or more of the graduating students will indicate that they are highly satisfied or satisfied with the education they received at WNC. This benchmark was met for the years 2003 and 2004.

Analysis of Level of Program Satisfaction for the Years 2003 and 2004
Using the End of Program Survey

2003 N = 26		2004 N = 30	
Highly Satisfied	92%	Highly Satisfied	43%
Satisfied	8%	Satisfied	50%
Somewhat Dissatisfied	0%	Somewhat Dissatisfied	8%
Very Dissatisfied	0%	Very Dissatisfied	0%

The second method utilized to ascertain the level of satisfaction with the program is through the use of the Graduate Nursing Survey, which is sent to graduates one year following graduation. This survey was developed for students who graduate in the Spring of 2001 and has been used for the years 2001 through 2004. Students are asked to indicate their level of satisfaction with the education that they received while enrolled in the nursing program. A Likert Scale, similar to

the one used in the <u>End of Program Survey</u> is used to measure the satisfaction level. Students are not asked to identify themselves, thereby helping to ensure reliability of the results.

The faculty has set a benchmark that 90% or more of the graduates responding to the Graduate Nursing Survey will state that they are satisfied or highly satisfied with their education while in the nursing program at WNC. The faculty has met this benchmark for the years 2001 through 2003.

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Program Satisfaction Levels as Ascertained Using
the Graduate Nursing Survey

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2001 Program Satisfaction Level % N = 5	2002 Program Satisfaction Level % N = 15	2003 Program Satisfaction Level % N = 12
Highly Satisfied 60 Satisfied 40	Highly Satisfied 62.5 Satisfied 37.5	Highly Satisfied 90.9 Satisfied……………… 9.1

In the Spring of 2004 the nursing faculty members expressed concern regarding the low number of returns of the Graduate Nursing Survey. A decision was made to invite graduates of the previous year (2003) to attend an informal reunion to be held at the new Observatory at the college. During the reunion, the <u>Graduate Nursing Survey</u> was distributed and gathered anonymously and returned to the director in a sealed envelope. A total of seven graduates attended the informal reunion, resulting in an immediate return of seven Graduate Nursing Surveys. Graduate Nursing Surveys were mailed to the graduates not attending the reunion. An outcome of this intervention did not result in an increased return of Graduate Surveys for the class of 2003. However, the faculty has decided to continue to hold reunions for graduates and to exert increased effort to improve attendance and thereby an increase in return of Graduate Surveys.

The third way the nursing program measures program satisfaction is through the use of the <u>Employer Survey</u>, which is sent to employers of the graduates one year following graduation. Whenever possible, the survey is directly delivered to the nurse manager where the graduate is employed. This survey asks employers to identify the level of satisfaction with the graduates of WNC's nursing program by responding in one of four ways. The response choices are: 1) Very satisfied; 2) Somewhat satisfied; 3) Somewhat Dissatisfied; and 4) Very Dissatisfied.

The faculty has set a benchmark that ninety percent (90%) or more of employers responding to the <u>Employer Survey</u> will state that they are satisfied or highly satisfied with the Western Nevada College graduates. The program has met this benchmark for the years 2002 and 2003. The program did not meet the benchmark for the year 2001. The faculty did not investigate the reason for the decline in the level of satisfaction based on data from the <u>Employer Survey</u> due to the fact that only one responder indicated a level of dissatisfaction.

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Program Satisfaction Level as Ascertained Using the Employer Survey

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2001 Program Satisfaction Level % N = 8	2002 Program Satisfaction Level % N = 11	2003 Program Satisfaction Level % N = 15
Very Satisfied 75.0 Satisfied 12.5 Somewhat Dissatisfied 12.5	Very Satisfied 82 Satisfied 9 Somewhat Dissatisfied 9	Very Satisfied …………………64 Satisfied…………………… ……36

Accreditation and Approval

The National League for Nursing Accrediting Commission (NLNAC) accredits the nursing program. A site visit was conducted by the commission in the Fall of 2004 and at this writing the college is awaiting final word from the Board of Governors of the NLNAC that the nursing program is fully accredited through 2013. The site visitors and the Evaluation Review Panel from the NLNAC have recommended to the Board of Governors that nursing program be granted full accreditation for eight years.

The nursing program requires approval from the Nevada State Board of Nursing (NSBN). A site visit by this organization was conducted in the Fall of 2004 in conjunction with the NLNAC visit. The NSBN granted full approval November 2004 to the nursing program through 2008.

Need for the Program

The nursing program at WNC is one of four associate degree nursing programs in the State of Nevada and serves to help meet the health care needs of the citizens of the region. The program has doubled its enrollment since the Fall of 2002 in an effort to improve the nursing shortage in the state. Employers of the graduates and the graduates themselves value the program as evidenced by data from Employer and Graduate Surveys.

III. Major Findings and Conclusions of the Program Review

Findings and Recommendations

1. The nursing program faculty is committed to reviewing its curriculum and to ascertain if the continuance of the Practical Nursing Certificate is desirable. The imbedding of the certificate requirements might be negatively impacting the curriculum because of the inherent necessity to repeat some content (e.g. pediatric and obstetrical content). The repetition of content takes away the ability to add additional new content due to time constraints.

2. The nursing program faculty has expressed the need to increase the credits for NURS 141 (Pharmacology) from two to three credits. This would favor easier transfer to the University of Nevada at Reno, which requires a three credit Pharmacology course. The faculty also believes that the sheer volume of content for the Pharmacology course necessitates this change.

3. The nursing program faculty will review its theoretical framework in an attempt to simplify the framework. Currently the theoretical framework uses a nurse theorist (Roy), along with Gordon's Functional Health Patterns, the nursing process, and Maslow's Hierarchy of Needs. Current educational practice within nursing education is to structure a curriculum without the use of a nurse theorist.

4. The nursing faculty strongly supports the use of simulation as a teaching/learning tool. Staffing patterns will be reviewed to ascertain the possibility of reassigning a teaching load of one faculty member to the nursing laboratory. This faculty member would be responsible to design teaching/learning experiences using simulation in a controlled environment. An outcome of this change could result in enhancing the critical thinking skills of students at all levels of the curriculum.

5. The nursing program faculty has scheduled a meeting with health care providers who employ graduates of the program. The purpose of the meeting, organized around a DACUM Panel structure is to ascertain how the program can better educate students to function in today's complex health care environment. Findings of the meeting will be used to make decisions regarding curriculum change. One of the questions to be posed to the constituents present is "What are the five most essential skills necessary for the ADN graduate to possess in today's health care environment".

6. The program will need to collaborate with other nursing programs in the area to share clinical resources so learning needs of all students can continue to be met. Of particular concern is the availability of clinical space for pediatric and obstetric experiences. To this end, a meeting is being planned in April between the three area nursing programs and important constituents from area health care providers who help to educate the students in all three programs.

STANDARD I: MISSION AND GOVERNANCE	CRITERION 1:
There are clear and publicly stated mission and/or philosophy and purposes appropriate to post-secondary or higher education in nursing	Mission and/or philosophy of the nursing education unit is congruent with that of the governing organization, or differences are justified by the nursing education unit purposes. **LEVEL OF ACHIEVEMENT**: 100% of the nursing faculty agree that the nursing program mission and philosophy are congruent with the college mission and goals.

Component	Where Documents and/or Information is Found	Responsible Personnel	Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis	Actions		
						Development	Revision	Maintenance
College Mission & Philosophy Nursing Program Mission and Philosophy	College Catalogue Nursing Student Handbook	Nursing faculty director	Every 3 years or when a change occurs in the mission/ & or philosophy of WNC.	Review of identified documents by the nursing faculty & director.				

STANDARD I: MISSION AND GOVERNANCE	CRITERION 2:
There are clear and publicly stated mission and/or philosophy and purposes appropriate to post-secondary or higher education in nursing	Faculty, administrators, and students participate in governance as defined by the parent organization and nursing education unit. **LEVEL OF ACHIEVEMENT**: 100% of full-time nursing faculty with one or more years of experience and the director serve on college committees. 100% of full-time nursing faculty and the director serve on nursing department committees. 1 first level and 1 second level student attend nursing program meetings. 1 graduate serve of the program serves on the Nursing Advisory Committee.

Component	Where Documents and/or Information is Found	Responsible Personnel	Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis	Actions		
						Development	Revision	Maintenance
Faculty & director membership on college & nursing committees Student participation at nursing program meetings; ad hoc nursing committees Graduate participation on Nursing Advisory Committee	WNC committee membership list Nursing program minutes Faculty vitae Nursing Program Advisory Committee minutes	Nursing faculty director	Annually in the Fall Annually in the Fall					

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STANDARD I: MISSION AND GOVERNANCE	Criterion 3
There are clear and publicly stated mission and/or philosophy and purposes appropriate to post-secondary or higher education in nursing	Nursing education unit is administered by a nurse who is academically and experientially qualified, and who has authority and responsibility for development and administration of the program. **Level of Achievement** The Director holds a minimum of a Masters Degree in Nursing and is experientially and legally qualified for the position. The Director has authority and responsibility for the development and administration of the program.

Component	Where Documents and/or Information is Found	Responsible Personnel	Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis	Actions		
						Development	Revision	Maintenance
Director qualifications	Curriculum vitae; Transcripts Nevada nursing license Nevada State Board of Nursing (NSBN) Nurse Practice Act Job description Position description	Human Resources VPAA	Time of Appointment Every 2 years for Nevada license	At time of hire, review transcripts, vitae, current prof. license, & professional references. License status reviewed q. two yrs. Review of: Position description, NSBN regulations, accreditation criteria.				
Director authority & responsibility	WNC Organizational Chart Nursing Program Committee minutes	VP of Academic Affairs Dean of Instruction	Annually &/or immediately if changes occur in NSBN regulations, accreditation criteria, or change in position description.	Evaluation of director to validate ability to carry out program development & administrative responsibilities.				

STANDARD I: MISSION AND GOVERNANCE	CRITERION 4
There are clear and publicly stated mission and/or philosophy and purposes appropriate to postsecondary or higher education in nursing	Policies of the nursing education unit are consistent with those of the governing organization or differences are justified by nursing education purposes. **LEVEL OF ACHIEVEMENT**: All nursing program policies are consistent with WNC's administrative and personnel policies except where purposes of the unit justify differences.

Component	Where Documents and/or Information is Found	Responsible Personnel	Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis	Action		
						Development	Revision	Maintenance
Faculty policies concerning: Non-discrimination Faculty appointment Academic rank Grievance procedures Promotion Salary & benefits Tenure Rights & responsibilities Termination Workload	Faculty contracts WNC Bylaws UCSN policies	VPAA, and other college administrators Nursing faculty, & the director Faculty Senate personnel	Every other year, or whenever changes are made in WNC Bylaws, or UCSN policies.	Comparison of nursing policies to UCSN policies and WNC Bylaws.				

I. Description of Program

The Surgical Technology Program goals and learning domains, developed in 2003 with following input from the Surgical Technology Advisory Committee, flow from its mission statement which is as follows:

The mission of the Surgical Technology program at WNC is to meet the Surgical Technologist educational needs of the service area. The program prepares qualified students to function as entry Level 1 Surgical Technologists in a variety of operating room settings by providing learning activities to promote growth in knowledge, attitude and psychomotor skills. To accomplish the mission, the curriculum incorporates the content of the Core Curriculum for Surgical Technology as defined by the Association of Surgical Technologists.

The faculty believes that in order to fulfill the mission of the program, each graduate must meet the following learning goals:
The graduate will demonstrate the ability to:

1. Integrate and value knowledge derived from the bio/psycho/social sciences, humanities, and Surgical Technology while providing surgical care to patients in a variety of health care settings under the direction of a registered nurse;

2. Practice within the legal and ethical standards for Level I Surgical technologist;

3. Use communication techniques appropriate to the setting;

4. Achieve the Level I competencies identified by the Association of Surgical Technologists by demonstrating:

    a. knowledge and practice of basic patient-care concepts
    b. the application of the principles of asepsis in a knowledgeable manner that provides for optimal patient care in the OR;
    c. basic surgical case preparation skills;
    d. the ability to perform the role of first scrub on all basic surgical cases;
    e. responsible behavior as a health care professional.

The leaning goals of the program, developed by the surgical technology faculty and supported by the Surgical Technology Advisory Committee, flow from the college's mission and goal statements and are congruent with the Certificate of Achievement Mission and Outcomes of the college.

WNC PHILOSPHY and GOALS	CERTIFICATE OF ACHIEVEMENT MISSION & OUTCOMES	PROGRAM LEARNING OBJECTIVE
Strengthen the curriculum of the college so that students who complete degrees or specialized training will acquire the knowledge, attitudes and skills they need to be successful in their personal and professional lives. We offer certificates and degrees that prepare students to transfer to other institutions of higher education as well as allow them to enter into a range of occupations.	The purpose of the Certificate of Achievement is to provide employment-related knowledge and skills. Students who complete the Certificate of Achievement are expected to demonstrate they are able to do the following: a. acquire the skills necessary for employment or career enhancement.	I Integrate and value knowledge derived from the bio/psycho/social sciences, humanities, and surgical technology while providing surgical care to patients in a variety of health care settings under the direction of a registered nurse;
Provide instruction that contributes to a student's personal, social, and intellectual growth by fostering the abilities to speak and write effectively . . .	Students who complete the Certificate of Achievement are expected to demonstrate they are able to do the following: c. demonstrate effective communication and computational skills appropriate to the certificate area.	Utilize communication techniques appropriate to the situation
We are committed to serving our community by providing opportunities for thoughtful consideration of important social topics and complex issues.	Students who complete the Certificate of Achievement are expected to demonstrate they have developed an appreciation of the importance of social, ethical, legal and diversity issues.	Practice within the legal and ethical standards for the Level I Surgical Technologist.
Our primary goal is to prepare students to deal effectively with the challenges and situations that they will face in their lives including personal growth and development, aqchie4ving their educational goals, advancing in their careers, and coping with the technological and social changes in our global community. To accomplish this goal, our college pledges to . . .offer certificates and degrees that prepare students to transfer to other institutions of higher education as well as allow them to enter into a range of occupations.	The purpose of the Certificate of Achievement is to provide employment-related knowledge and skills. Students who complete the Certificate of Achievement are expected to demonstrate they know the subject matter appropriate to the emphasis of the certificate. Students who complete the Certificate of Achievement are expected to demonstrate that they are able to do the following: a. acquire the skills necessary for employment or career enhancement. b. successfully represent themselves to a potential employer	Achieve the Level I competencies identified by the Association of Surgical Technologists by demonstrating: a. knowledge and practice of basic patient-care concepts b. the application of the principles of asepsis in a knowledgeable manner that provides for optimal patient care in the OR; c. basic surgical case preparation skills; d. the ability to perform the role of first scrub on all basic surgical cases; e. responsible behavior as a health care professional.

II. Review Process and Criteria

The review process started with the work associated with writing of the self-study report. Input for the writing of this report was provided by the four part-time faculty teaching in the program and the Surgical Technology Advisory Committee. The writing of the Program Review builds on the self-study report that was required and written for initial accreditation of the program, which was awarded April 2004. The Chairperson/Director of Nursing and Allied Health is the primary writer of the Program Review. The Office of Institutional Research provided additional necessary information required for Program Review.

III. Major Findings and Conclusions of the Program Review

The Surgical Technology Program provides evidence of program effectiveness through an evaluation of program completion, graduate placement, program satisfaction, the Program Assessment Examination (PAE) results, and licensure/certification pass rates.

Program Completion/Graduation rates

The Surgical Technology Program establishes its method of program completion by declaring a minimal graduation percentage of 70% of admitted students within two years of admission. The program achieves its benchmark of 70% or more for the two years the program has been in existence. Fifteen of sixteen students admitted in April 2003 completed the program. One student withdrew from the program for personal reasons during the first week of the program. Twelve of seventeen students admitted in February 2004 completed the program. Four students withdrew from the program for academic reasons; one student withdrew due to illness.

Admission Date and Number of Students Admitted into the Program	Program Completion Rate and Number of Students Completing Program
April 2003 (n = 16)	93.6% 15
February 2004 (n = 17)	70.6% 12

Graduate Placement Rates

The benchmark for graduate placement rates set by the program is that eighty percent (80%) or more of the graduates seeking employment will find employment in a health care setting within one year of program completion. The graduate placement rate is determined by considering the number of graduates who obtained employment within one year of program completion and the total number of graduates who pursued continuing education. The graduate placement percentage is determined by dividing the sum of employed and continuing education graduates by the total number of program graduates.

The program met its benchmark of 80% graduate placement rate for the first class, which was admitted in April 2003. The graduate placement rate for this class is 93.3%. Of the fifteen students who completed the program, twelve are employed as surgical technologists, two are continuing their education (one in the nursing program at WNC and one in medical school) and one is employed in a position other than as a surgical technologist.

Program Satisfaction Rates

The Surgical Technology Program measures program satisfaction rates two ways. The method is through the use of the Graduate Survey, which is sent to graduates one year following graduation. The Association of Surgical Technologists mandates the survey to be utilized. The benchmark for graduate survey return is 50% and the benchmark for graduate satisfaction is 85%. A satisfactory survey must have seven out of the eight questions rated three or greater on the five point Likert scale. See Appendix E for the Graduate Survey utilized.

A total of twelve surveys were sent to graduates of the program who completed the program in April 2004 and who are employed as surgical technologists. Nine surveys were returned for a return rate of 75%, which more than satisfied the mandatory return rate of 50%. The nine students responded to the eight questions with an average score of greater than 3 on the five point Likert Scale. It was determined that the program met its benchmark of 85% for graduate satisfaction.

Questions Used to Determine Program Satisfaction	Likert Scale Score
1. The didactic portion of the program adequately prepared me for my present position.	3.88
2. The clinical portion of the program adequately prepared me for my present position.	4.00
3. The program adequately prepared me for; the certification exam.	3.80
4. Program officials were available for assistance.	4.22
5. Program officials were sensitive to student needs, and treated students equally and with respect.	4.22
6. Program officials were supportive of students, and provided constructive evaluations.	4.22
7. Program officials were competent, knowledgeable, and well prepared for instruction. Questions and independent thinking were encouraged.	4.11
8. Program policies and procedures were clearly defined and enforced.	4.11

The second way the Surgical Technology Program measures program satisfaction is through the use of the Employer Survey, which is sent to employers of the graduates one-year following graduation. The Employer Survey utilized is mandated by ARC-ST. (See Appendix F for the Employer Survey utilized.) The benchmark for Employer Survey return is 50% and the benchmark for employer satisfaction is 85%.

The employer satisfaction rate is determined by dividing the number of satisfactory surveys by the total number of surveys returned. A satisfactory survey must have 24 out of 28 questions

rated 3 or greater on the 5 point Likert scale. A total of ten out of twelve Employer Surveys were returned (83.3%) which more than met the required return rate of 50%.

An analysis of the data revealed that the graduates averaged a score greater than 3 for each of the 28 questions asked. The highest average score was a 4.5 and the lowest average score was 3.3. The program achieved a satisfactory survey.

SURVEY QUESTION	LIKERT SCALE SCORE
Attendance and Punctuality	
1. Arrives to work prepared and on time, with few absences	3.8
2. Proves to be responsible when taking emergency call.	4.3
Professionalism, Judgment, and Attitude	4.3
3. Exhibits self-direction and responsibility for actions.	3.9
4. Demonstrates compassion for the –patient and maintains his/her confidentiality	4.0
5. Exhibits enthusiasm and interest toward work	4.5
6. Establishes and maintains good rapport with co-workers	4.2
7. Recognizes the value of teamwork and functions well as a member of the team	4.3
8. Exhibits a strong sense of ethical behavior and surgical conscience.	4.0
9. Is receptive to constructive suggestions or corrections	3.8

10. Responds calmly and effectively under pressure.	4.0
11. Observes rules of safety and takes no unnecessary risks	4.1
12. Adjusts well to new tasks and situations.	4.0
13. Participates in continuing education and professional development.	3.9
14. Demonstrates problem-solving skills.	3.7
Clinical Skills and Performance: Demonstrates a working knowledge of the following principles:	
15. Surgical Anatomy and Physiology	36
16. Asepsis and Sterile Technique	4.0
17. Sterilization, Disinfection and Antisepsis	3.8
18. Surgical Procedures and Specialties	3.5
19. Surgical Pharmacology and Anesthesia	3.3
20. Equipment, Supplies, and Instrumentation	4.1
21. Basic Case Preparation.	3.8
22. Patient Care Concepts (e.g. consent, identification, transportation, positioning, skin preparation, care of specimens, homeostasis	3.8
Technical Skills: Demonstrates the desire and ability to perform tasks necessary to prepare for the surgical procedure	
23. Preoperative Routines	3.7
24. Intraoperative Routines	3.7
25. Postoperative Routines	3.9
26. In general, this graduate was adequately prepared for an entry-level position	4.2
27. Given the opportunity, I would hire another graduate from this program.	4.2
28. The graduated needed little time after hiring to be supervised and monitored.	3.8

Program Assessment Examination Results (PAE)

The Program Assessment Examination is a mandatory outcome tool, administered at the conclusion of the program, to evaluate student knowledge in nine content areas. These areas are:

1. Anatomy and Physiology
2. Asepsis
3. Basic Case Prep
4. Micro/Wound
5. Orientation
6. Pharmacology
7. Patient Care Concepts
8. Surgical Procedures
9. Terminology

The benchmark set by the faculty for the PAE results is that 90% of the students will achieve an overall score in the exceptional or sufficient range, which are defined as "significant development demonstrated" and "satisfactory development demonstrated" respectively. Also, no more than 10% of the students will achieve an overall score in the minimal range, which is defined as "additional development warranted". Finally, the benchmark also states that zero percent of the students will achieve an overall score of insufficient, which is defined as "significant development necessary".

An analysis of the data for the first students to complete the program showed that 73.3% (11) of the students achieved an overall score in the satisfactory range, 20% (3) of the students achieved an overall score in the minimal range, and 6.7% (1) of the students achieved an overall score in the insufficient range. The program did not meet the benchmarks set by the faculty.
An analysis of the data for the second group of students to complete the program showed that 66.7% (8) students achieved an overall score of exceptional or sufficient, while 33.3% (4) students achieved an overall score of minimal. Similarly, the program did not meet the benchmarks set by the faculty.

The PAE also provides scores that discriminate among the nine sub-categories of the curriculum. Scores are listed in terms of levels of mastery, which range from percentage mastering, percentage partially mastering, and percentage not mastering. The value of these scores is that they provide information to faculty regarding where the need for improvement in the curriculum should be sought

Subcategory	Percentage of Students Scoring in Each Subcategory First Class (N = 15)			Percentage of Students Scoring in Each Subcategory Second Class (N = 12)		
	Mastering	Partial Mastering	Not Mastering	Mastering	Partial Mastering	Not Mastering
Anatomy & Physiology	6.7 (1)	13.3 (2)	80 (12)	8.3 (1)	25 (3)	66.7 (8)
Asepsis	26.6 (4)	73.3 (11)	0	41.7 (5)	50 (6)	8.3 (1)
Basic Case Preparation	0	26.6 (4)	73.3 (11)	0	25 (3)	75 (9)

Microbiology/Wound Care	26.6 (4)	40 (6)	33.3 (5)	58.3 (7)	33.3 (4)	8.3 (1)
Orientation	13.3 (2)	66.6 (10)	20 (3)	8.3 (1)	75 (9)	16.7 (2)
Pharmacology	6.7 (1)	66.6 (10)	26.6 (4)	8.3 (1)	91.6 (11)	0
Patient Care Concepts	20 (3)	66.6 (10)	13.3 (2)	0	75 (9)	25 (3)
Surgical Procedures	0	46.6 (7)	53.3 (8)	0	41.7 (5)	58.3 (7)
Terminology	20 (3)	73.3 (11)	6.7 (1)	16.7 (2)	50 (6)	33.3 (4)

Area/s of Strength for Both Cohorts
- An area of curriculum strength for both cohorts was in the subcategory of asepsis.

Area/s of Growth in a Strength between Cohort I and Cohort II
- Gains in scores in subcategories when comparing scores from Cohort I and Cohort II occurred in the following areas: anatomy and physiology, microbiology/wound care, orientation, and pharmacology.

Areas of Concern Found in Cohort I and Cohort II
- Areas of concern for both cohorts include anatomy and physiology, basic case preparation, patient care concepts, and surgical procedures.

Certification Test Pass Rates

A program outcome for WNC Surgical Technology Program is that 70% of the graduates will pass the National Certification Examination on the first attempt. At this time, six students from the first class sat for the examination. Four students passed the test and two students failed. The faculty has been in communication with students in the first class who have not taken the examination. Currently five students are in the process of applying to take the examination. At this time insufficient data exists to determine if the program achieved the benchmark of 70%. Discussions with officials at the Association of Surgical Technologists revealed that students who take the examination within three months of program completion tend to have a satisfactory pass rate. Officials also stated that the pass rate falls off significantly if students chose not to take the examination within six months of program completion.
Students in the second class have been apprised of this information and have been urged to take the examination within six months of program completion. The director will monitor the pass rate over the next year with the new coordinator who is expected to be hired August 2005.

Need for the Program

The Surgical Technology Program is only one of two programs offered in the State of Nevada. One program is offered through the Community College of Southern Nevada, and the other program is offered at WNC. The Needs assessment, conducted three years ago, affirmed the existence of a need for surgical technologists in the region. Surgical technologists are being

hired at area health care organizations to work in clinics, general surgical suites and same day surgery centers.

Washoe Medical Center and St. Mary's Hospital are expanding the number of operating rooms at their institutions. On a similar note, Carson Tahoe Hospital is completing its new hospital, which is expected to house additional operating room suites.