Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
For
Associate Degree Business Programs

O3. Institution Name: College of Southern Nevada   **Date** February 27, 2012

Address: 3200 East Cheyenne Avenue, North Las Vegas, NV 89030-4228

O4. Year Accredited/Reaffirmed: 2008 /   **This Report Covers Years:**   2010-2011

O5.   List All Accredited Programs (as they appear in your catalog):

Associate of Business
Associate of Applied Science (AAS) – Accounting
Associate of Applied Science (AAS) – Business Management
Associate of Applied Science (AAS) – Business Management – Human Resources Emphasis
Associate of Applied Science (AAS) – Business Management - Public Sector Relations Emphasis
Associate of Applied Science (AAS) – Business Management – Small Business Management Emphasis

O6.   ist all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

Associate of Applied Science (AAS) Business Management – International Business Management Emphasis

Associate of Applied Science (AAS) Business Management – International Business Management Emphasis
Associate of Applied Science (AAS) Telecommunications/Networking Emphasis
Associate of Applied Science (AAS) Marketing/Merchandising/Retail Management
Associate of Applied Science (AAS) Paralegal Studies
Associate of Applied Science (AAS) Real Estate

We distinguish programs that are accredited and those that are not on our department's website. On the CSN institutional web site, under Academics, all the specialized program accreditations are listed as well.

O7.   List all campuses that a student can earn a business degree from your institution:

Charleston Campus, 6375 W. Charleston Boulevard, Las Vegas, NV 89146
Cheyenne Campus, 3200 East Cheyenne Avenue, North Las Vegas, NV 89030
Henderson Campus, 700 College Drive, Henderson, NV 89002
CSN Online Campus

O8. Person completing report Name: Dr. Hyla Winters, , Dr. Clarissa Cota, Dr. Robin Nelson   **Phone:**   (702) 651-4554

E-mail address: hyla.winters@csn.edu

ACBSP Champion name: Dr. Hyla Winters

ACBSP Co-Champion name: Dr. Clarissa Cota

O9. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed

Exhibit R – Outcomes Assessment
Comprehensive Exit Exam
Grade Distribution Reports
Transfer Data

Comprehensive Exit Exam

      The Business Administration Department created a Comprehensive Exit Exam to be administered to graduates from August 2010 through May 2011. This was a new assessment deployed Spring 2011; therefore, there is only one data point at this time. The exam included questions related to core curriculum content in which students would be expected to demonstrate proficiency. There was a reliability factor of .81, which is very high for assessment instruments. This is a strong positive result for the survey for two major reasons: First, a high reliability is an indicator of the knowledge base of the students who completed the survey. A high reliability means the students were able to provide correct answers to the questions they were asked. Secondly, a high reliability indicates that if students were to take the assessment again, the overall result would be similar. This speaks to the format and construction of the survey.

      The Comprehensive Exit Exam covered business management and accounting principles. Success was based upon performance on the comprehensive exit exam by graduated Associate of Business students. The initial goal was that 60% of students would score a 70% or higher on the exam. This goal was exceeded. Exam scores will be gauged over time to ensure continued improvement in graduate Exit Exam scores. See attached "Standard 4 – Student Learning Results" table.

      The Accounting Department has created two exit exams. The first was administered in Accounting 203, Intermediate Accounting. Students enrolled in this course have already completed Accounting 201, Financial Accounting and Accounting 202, Managerial Accounting. If students choose at this point to transfer to UNLV, the university will administer a placement test to measure what they learned in 201 and 202. If students are successful, they will be approved for enrollment in the Bachelor's Degree program in Accounting. The department felt that we also wanted to measure their knowledge and developed an exam which uses some of the questions in the UNLV practice test which is available online. The test was administered for the first time on January 27, 2012. The second comprehensive exit exam was administered in Accounting 204, Intermediate Accounting II our capstone course. This exam was offered for the first time in spring 2012. The results from both of these comprehensive exams are described in Standard 4, Student Learning Results.

Grade Distribution Reports

As an institution we have improved our outcome assessment program by requesting and analyzing GPA reports. For example, the Business Administration Department requested from the CSN Office of Institutional Research grade distributions.   These grade distribution requests consisted of grade distribution information from special programs for Associate of Business majors and aggregate GPA analysis for AB graduates done by cumulative special program and general education breakdowns. These reports allowed the Business Administration Department faculty to analyze existing data to determine areas for continued improvement in both transfer readiness and specific course improvement. See "Standard 4 – Student Learning Results" table.

The Accounting Department requests that the Office of Institutional Research provides our desired data. Examples include enrollment trends, graduation rates, student profiles as well as alumni addresses so we may survey them regarding their satisfaction with our program. We track student trends related to student performance.

Transfer Data

The Office of Institutional Research was asked to query the National Student Clearinghouse to determine which transfer institutions received Associate of Business graduates in 2010-2011. This information demonstrated that transfer activity, as of November 19, 2011, 63% of CSN AB graduates transfer to University of Nevada Las Vegas (UNLV). 29% of the CSN AB graduates had no transfer. This transfer data will be requested from Institutional Research on an annual basis to monitor transfer to UNLV. This transfer pattern is particularly important because the CSN curriculum is intended to allow for ease of transfer to UNLV into the Bachelor of Science Business Administration program.   The Associate of Applied Science degree in Accounting does not transfer to University of Nevada Las Vegas.

Exhibit S – Student Information
Institutional Research Data
Program Review
 Data Availability

Institutional Research Data

Since this condition was instituted in the previous ACBSP report, the Department of Business Administration as well as the Accounting Department faculty and staff have established desired data mandates from the CSN Office of Institutional Research, which has supplied requested data to the best of its ability. Examples of data this department generates include enrollment trends, graduation rates, student profiles, and an exit assessment survey instrument. Each of these data forms will assist the Business Administration and Accounting Departments in managing and focusing in on student trends and information related to the success of student performance, which is an integral part of information management. See "Standard 4 – Student Learning Results" table.

Program Review

The Department of Business Administration engaged in an extensive program review process. The data garnered from CSN's Office of Institution Research was used in this program review to make improvements to our existing curriculum. This review process resulted in streamlining the sequence of courses offered and altered both the scheduling and number of courses offered. For example, one of the non-accredited business management emphasis programs – Telecommunications/Networking Emphasis - was terminated because it is no longer relevant to the regional business community needs and had zero current student enrollment.

The Accounting Department recently completed a thorough and extensive program review. The department was selected as one of the few departments in the college to participate in a new college wide process for program review. We are in the process of placing more emphasis on basic accounting principles in our courses. Students seem to be weak in the basics of the accounting process such as journalizing, posting, debit and credit, and financial statements. This is outlined further under Standard 4.

Data Availability

Results of all measures of student success are accessible via the CSN website at www.csn.edu. Specifically, both Office of Institutional Research (http://www.csn.edu/pages/501.asp) and the Department of Business Administration (http://www.csn.edu/pages/1406.asp) house reports that can be readily accessed by students, parents, faculty, staff, administration, and all interested parties. The links to these reports are easily navigated and the information can be easily understood with the explanations posted on the websites.

For example, the Office of Institutional Research's website ((http://www.csn.edu/pages/501.asp) houses extensive student data reports showing various programs, graduation rates, and student success rates. The Department of Business Administration's website (http://www.csn.edu/pages/1406.asp) holds, amongst other data, the ACBSP Quality Assurance Report, the Department of Business Administration Program Review, and the Department of Business Administration Assessment Plans and Reports. The Department of Accounting's website (http://www.csn.edu/pages/1344.asp) includes links which allow the community to have access to the ACBSP Quality Assurance Report and our departmental program review.

Baldrige Condition Item 7.2 – Student & Stakeholder – Focused Results

In addition to administering and analyzing the course evaluations completed by AB and AAS students, the Department of Business Administration has also implemented other methods by which to assess course satisfaction and effectiveness. A couple of these methods will be described below.

For example, an orientation packet was recently created as a means for students to navigate through department policy, degree sequencing, etc. Furthermore, a counselor has been designated as a student liaison advocate whose responsibility includes assisting students in advising, course sequencing, and degree completion efforts.

Business Administration Department efforts regarding stakeholders include an employer survey, which assess employer opinions and satisfaction level of CSN students and graduates. In addition, an active department Advisory Board has been established whose purpose is to provide guidance, critique and recommendations in the mind frame of continuous improvement of the program and ultimately, its graduates. The Advisory Board consists of volunteer community stakeholders who desire to be actively engaged in the mission and focus of the department faculty and its students.

It is the Accounting department and institutional policy to administer student evaluations every semester. These evaluations are reviewed. Later in the report are the results of the evaluations from ACC 201 and ACC 202. We targeted these two courses because they are our beginning courses where students must learn the basics of accounting. The department chair, lead faculty and full-time faculty meet regularly with students to assist them with degree completion efforts as well as what courses to take and the transferability of the courses. A counselor has been assigned to the department and meets regularly with the department regarding program changes. The department has established an active advisory board whose purpose is to provide a liaison with the business community to promote awareness of our program and ensure that needs are met. The advisory board is made up of community business leaders, small business owners, faculty and student representatives, an IRS representative, a representative from IMA (International Management Association) and representatives from casinos and hotels. Minutes of each meeting are reviewed and discussed by department faculty and administration.

Student Focused Results
A survey to gauge program satisfaction and transfer status of AAS graduates was developed, administered, and analyzed. This survey was designed and implemented to monitor the performance and effectiveness of graduates. Similarly, another survey to gauge program satisfaction and transfer status of AB graduates was also developed, administered, and analyzed. The results of these two surveys were shared with the Department of Business Administration faculty.   These results showed a high satisfaction rate. For example, the results included a 94% course satisfaction rate.

Faculty attributed high satisfaction rates from both surveys to several factors, including two mentioned here. These include careful selection of course textbooks for each business course and enhanced professional development opportunities for both full and part-time faculty members. The faculty decided to continue the use of department textbook selection committees and support commitment to professional development, specifically business faculty training seminars held on campus.

Also, Spring 2011 student course evaluations were administered and completed by students completing Business 101 and Management 201 courses. These student course evaluation results were analyzed and discussed with business administration department faculty members.

In order to best determine how prepared the AB graduate students are, data was obtained from CSN's Office of Institutional Research.   Working closely with this office, several reports and trend data patterns were detailed and discussed to measure the level of transfer preparedness of AB graduate students.

Additional measures to meet student needs were taken. These included having a designated counselor as a business department liaison whose role is to guide and advise students in our business programs. Another example included the development of an orientation packed called the Business Administration Department Orientation Packet, which is available both in print and on the CSN Department of Business Administration website (http://www.csn.edu/pages/1406.asp). This serves as a roadmap to our business programs and services business students receive.

A survey was distributed Fall, 2011 to all accounting students currently enrolled to gauge program satisfaction. The survey results were compiled and appear later in this document. A survey was also distributed to our alumni who completed the degree program and graduated in 2009-2010. We are also administering two exit exams which were previously mentioned. The Office of Institutional Research also provides us with several reports which show trends in enrollment and successful completion each semester. These survey results and reports are shared and discussed with department faculty. Each semester student evaluations are distributed and collected. Results were analyzed carefully for Fall, 2011 for ACC 201 and 202. The results are outlined later in the report.

<u>Stakeholder Focused Results</u>

To fully assess and address stakeholder needs, the following activities and programs were introduced, developed, and continued. An employer survey was developed and deployed to gather opinions and satisfaction levels of community stakeholders. Further, focused business advisory board meetings were used to examine how well our business programs are meeting stakeholders' needs and expectations. See Advisory board roster and minutes In Pages 30-33.

For example, the Business Advisory board members were instrumental in prioritizing the business programs. Specifically, the advisory board members helped the Department of Business Administration prioritize its business program offerings as to the relevance and demand from the business community. As a result, the Associate of Business degree offering should be the flagship offering for degree completion. This rationale is based on the support from the advisory board as to the viability of the Associate of Business degree as to it marketability for graduate placement in local business positions. Also, this degree prepares students to transfer to a four-year institution. Bottom line: continued department resources and energy will be directed to the Associate of Business Administration degree, with a focus on student completion.

Other Department of Business Administration stakeholder activities include, but are not limited to, the following examples. The Western Alliance of Food Chains (WAFC) program was continued, which offers business courses on-site at two grocery store locations. In addition, the active speaker series features community and business leaders via live business seminars on a semester bases. These seminars include speakers such at Tony Hseih, CEO of Zappos.com. Other industry partnerships were continued.   Education programs are partnered with the business community, including a developing program with the organic farming industry in both Northern and Southern Nevada.

Accounting Department stakeholder needs were the focus of the following activities:

1. An employer survey is being developed. We are waiting for information from our emails to department alumni for 2009-2010. We plan on continuing this activity after graduation when we can secure the email addresses of our alumni.

2. A new system at CSN allows us, when we print our class roster, to receive the email addresses of our students as well as their program goals or major. This will provide us with a way to contact students, receive employer information with their permission, and conduct employer surveys.

3. The department advisory board meets once a year but we communicate with them more often. We share with them program development and ask for their opinion. Attached you will find a list of the advisory board members and the minutes of the last meeting. (See Page No. 30-33)

4. The department wrote new brochures for the accounting degree program. The brochure was distributed at the college fair, to all our local high schools, to our counselors and to the community. High school students complete cards indicating their desired major.   These cards come to the department and we send degree sheets and brochures to the students. The Clark High School Academy of Finance will be touring the college this spring.

5. The department provides free tax preparation each spring for all faculty, students and the community. The program is certified by the IRS and all software is provided by the IRS at no charge to the college. There is definitely a need as proven by the number of tax returns that are prepared for the community.

<u>Are you requesting the Board of Commissioners to remove notes or conditions (attach appendix to QA report to justify the removal</u>):
Remove Note: *Yes*
Remove Condition: Exhibit R – Outcomes Assessment, Exhibit S – Student Information and Baldrige Condition Item 7.2 – Student & Stakeholder –
               Focused Results

1O.   The business unit must routinely provide reliable information to the public on their performance, including student achievement. (Describe how
 you routinely provide reliable information to the public on your performance, including student achievement).

Results of all measures of student success are accessible via the CSN website at www.csn.edu. Specifically, both Office of Institutional Research (http://www.csn.edu/pages/501.asp) and the Department of Business Administration (http://www.csn.edu/pages/1406.asp) house reports that can be readily accessed by students, parents,

faculty, staff, administration, and all interested parties. The links to these reports are easily navigated, and the information can be easily understood with the explanations posted on the websites.

For example, the Office of Institutional Research's website (http://www.csn.edu/pages/501.asp) houses extensive student data reports showing various programs, graduation rates, and student success rates. The Department of Business Administration's website (http://www.csn.edu/pages/1406.asp) holds, amongst other data, the ACBSP Quality Assurance Report, the Department of Business Administration Program Review, and the Department of Business Administration Assessment Plans and Reports.

Additionally, all department and institutional research reports are shared with the business administration department advisory board and other stakeholder focus groups.   For example, the Department of Business Administration Orientation Packet materials were reviewed by the advisory board in one advisory board meeting.

Department of Business Administration printed materials which are available in the Department office at West Charleston Campus, Building C, Room C250. Also the materials are available at CSN's Student Counseling Offices on each CSN campus.

Standard #1 Leadership

Organization

a. List any organizational or administrative personnel changes within the business unit since your last report.
   - In August 1, 2010, the School of Business, Hospitality & Public Services hired Dr. Hyla Winters as the Interim Dean to replaced Dr. Chris Kelly, who was the Dean until he retired in July 31, 2010.
   - In August 2011, the Department of Accounting hired two highly qualified full-time instructors - Anthony Fortner, MBA, and Robert O'Toole. M.B.A.
   - In August 2010, the Department of Business Administration hired two highly qualified full-time instructors – Jeanette Mitchell, JD & MBA, and Kevin Raiford, MBA.

b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report.   **No new sites have been added**.

Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports

Standard 3 – Student and Stakeholder – Focused Results

Analysis of Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success *(results)*	Analysis and Action Taken *(improvement)*	Results of Action Taken *(occurs in the following year)*	Attach Graph of Trends for 3-5 Years

90% of Advisory Board members are supportive of department functions, programs and activities.	Meeting Minutes documentation	Standard exceeded	Continue to define the mission of the board. The Accounting Advisory Board were informed and approved usage of accounting software Peachtree and Quickbooks. Adopted Advisory Board Guidelines. Continued focus on increasing number of board members and subsequent participation. Department will continue its collaboration with Board to further enhance course and program offerings.		
At least 75% of graduates will express satisfaction with their overall academic program.	Graduates of AB and AAS – Business Management programs were surveyed. Graduates of the AAS Accounting were surveyed	77% of AB graduate respondents rated their overall academic program satisfaction as good or better. 100% of AAS Business Management respondents had an overall favorable educational experience. 83% of graduates in 2009 were satisfied with the overall academic program. 85% of graduates from 2010 were satisfied.	Analysis of instructor and overall program effectiveness will be monitored on a yearly basis. Evaluate student opinions regarding overall strength of program and instruction. Survey results were shared and discussed with full-time faculty. Although there is a high rate of satisfaction, we will continue to distribute the survey each year. A new student information system allows us to receive an email address for each student and to see their career or degree goals.		

Student course satisfaction will be at or above 80% on the Student Evaluation of Instruction Form.	Student course evaluations are administered every term. For Spring 2011 all BUS 101 and MGT 201 student course evaluations were tabulated. For fall 2011, ACC 201 and 202 course evaluations were tabulated	93.7% of BUS 101 students and 94.7% of MGT 201 students agreed or strongly agreed that they were satisfied with course instruction. 92% of ACC 201 students and 93% of ACC 202 students agreed or strongly agreed they were satisfied with course instruction.	High levels of student satisfaction goals were met. Continued analysis and enhancement of course content and program offerings will occur. Analysis of instructor and overall course effectiveness will be monitored on a yearly basis. Evaluate student opinions regarding strength of course content and instruction. A higher level of satisfaction occurred in daytime classes which are primarily taught by full-time faculty. Continue to monitor student evaluations for evening classes to determine discrepancy with level of satisfaction between daytime and evening classes.		
At least 70% of AB graduates and 50% of AAS Business Management graduates intend to transfer to a 4 year institution.	Graduate survey for AB and AAS Business Management programs are administered every Spring term.	88.6% of AB graduates and 57% of AAS Business Management graduates intended to transfer to a 4 year institution.	Aside from existing articulation agreements, we have entered into two new additional articulation agreements with 4 year institutions. We have implemented and will be utilizing an improved student information system which will assist in tracking our business program graduates within the Nevada System of Higher Education.		

At least 70% of respondents will rate the level of core competency and preparedness of the CSN Business Program as above average on the Employer Survey.	An employer survey was recently created and administered to CSN community stakeholders/employers of CSN students and graduates.	100% of respondents rated the level of core competency and preparedness of the CSN Business Program as above average.	Though the return rate was low, as is commonplace for most surveys, the results were overwhelmingly positive. A greater outreach for employer feedback will continue and become established as time progresses.		

Standard # 4 Measurement and Analysis of Student Learning and Performance

   a. Program Outcomes (List outcomes, by accredited program - Program outcomes should be used as part of a student learning assessment plan and be measurable)

   b. Performance Results

<center>**ASSOCIATE OF BUSINESS**</center>

Standard 4 – Student Learning Results

Analysis of Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success results)	Analysis and Action Taken (*improvement*)	Results of Action Taken (*occurs in the following year*)	Attach Graph of Trends for 3-5 Years
1. Students will be able to demonstrate an introductory level of competency in the fields of: • accounting • business principles • management 2. Students will be able to illustrate how management uses the accounting system in operating the business enterprise. **PROGRAMMATIC OUTCOME** 3. Successful program graduates will be prepared to	Comprehensive Exit Exam G.P.A. Report	A comprehensive exit exam was disseminated to all Associate of Business graduates for the 2010 – 2011 academic year. The exam covered business, management and accounting principles. 14% of program graduates completed the exit exam with 100% of students scoring 70% or higher. 79.42% scored 70% or higher on the business and management section and 84% scored 70% or higher on the accounting section The program graduate G.P.A. report was prepared by the Institutional Research Division of CSN to capture August, December and May graduate data. There were 279 Associate of Business degrees granted from August 2010 through May 2011. The G.P.A. analysis for this graduate group exceeded our program goals by meeting the following: an aggregate cumulative 3.11 G.P.A.; an aggregate special program G.P.A.	The results of the Comprehensive Exit Exam, Exit Survey and Employer Survey will be included in the ACBSP Quality Assurance Report due February 2012. The results will also be included in the Business Administration Program Review Report due December 2011. The Associate of Applied Science for Business Management 2010-2011 Assessment Report will be loaded on the Business Department Website as well as the Department Program Review and ACBSP Quality Assurance Report. Faculty discussed how to improve the response rate for the Comprehensive Exit Exam, Exit Survey and Employer. Suggestions included making the exam and survey a requirement prior to graduates receiving their diplomas and disseminating the exit exam and survey to graduating students while they are still enrolled in their last semester. Aside from existing articulation agreements, we have entered into two		

pursue further specialized study in business related major areas at a four-year college or university.		of 3.16; and an aggregate general education G.P.A. of 3.07.	new additional articulation agreements with 4 year institutions. We have implemented and will be utilizing an improved student information system which will assist in tracking our business program graduates within the Nevada System of of Higher Education. A greater outreach for employer feedback will continue and become established as time progresses.	
	Exit Survey	An exit survey was disseminated to all program graduates to measure transfer intent to a baccalaureate institution and overall program satisfaction. 14% of graduates completed the Exit Survey. For those who completed the Exit Survey, their results exceeded our program goals by meeting the following: 88.6% of graduates intended to transfer to a four year institution and 77% of graduates rating their business courses good or above		

Standard 4 – Student Learning Results

Analysis of Results					
Performance Measure (Competency)	Description of Measurement Instrument	Area of Success (*results)*	Analysis and Action Taken (*improvement)*	Results of Action Taken (*occurs in the following year*)	Attach Graph of Trends for 3-5 Years

Students will score a minimum of 70% or higher on a comprehensive exam administered in ACC 203.	The first assessment exam will be administered in ACC 203. UNLV tests students who transfer after completing ACC 201 and 202 at CSN or any other institution. Students must pass their test to be admitted to the Bachelor's Degree program in Accounting.	The test was administered for the first time on January 25, 2012. 22 students took the test. The class average was 60.3%	We plan to change our emphasis in ACC 201. More time will be spent on basic accounting fundamentals such as debit/credit, journalizing, posting, trial balance and statement. Students seem to have forgotten the basics. Syllabus for ACC 201 will be revised. Test administered first week of class in ACC 203.		
Students will score a minimum of 70% or higher on a comprehensive exit exam.	The first comprehensive exit exam was administered in ACC 204, the capstone course. The exam was developed by department faculty.	This comprehensive exam was distributed to online students. The exam was graded on a pass/fail basis. Eleven (11) students passed and fourteen (14) did not.	The results are disappointing. We plan to prepare a template for the exam. The faculty felt part of the problem was the way the test was presented. The students had trouble figuring out what was wanted as it was not in a classroom with an instructor. Next year's exam needs to include clearer instructions.		

AAS – BUSINESS MANAGEMENT

Standard 4 – Student Learning Results

Analysis of Results					
Performance Measure (Competency)	**Description of Measurement Instrument**	**Area of Success (*results*)**	**Analysis and Action Taken (*improvement)***	**Results of Action Taken (*occurs in the following year*)**	**Attach Graph of Trends for 3-5 Years**
1. Students will be able to demonstrate knowledge of current business and management theories as they apply to real-life professional situations. 2. Students will be able apply managerial and motivational leadership theories to practical business settings. 3. Demonstrate proficiency for entry-level business or management positions within profit and nonprofit organizations.	Comprehensive Exit Exam Exit Survey	A comprehensive exit exam was disseminated to all business graduates for the 2010 – 2011 academic year. The exam covered business, management and accounting principles. 14% of program graduates completed the exit exam with 100% of students scoring 70% or higher. 79.42% scored 70% or higher on the business and management section and 84% scored 70% or higher on the accounting section. The AAS-Business Management graduates were surveyed. 100% of the respondents had an overall favorable educational experience. 57% of respondents intended on transferring to a four year institution. An employer survey was disseminated to capture employer satisfaction with	The results of the Comprehensive Exit Exam, G.P.A. Report and the Exit Survey will be included in the ACBSP Quality Assurance Report due February 2012. The results will also be included in the Business Administration Program Review Report due December 2011. The Associate of Business 2010-2011 Report will be loaded on the Business Department Website as well as the Department Program Review and ACBSP Quality Assurance Report. Faculty discussed how to improve the response rate for the Comprehensive Exit Exam and Exit Survey. Suggestions included making the exam and survey a requirement prior to graduates receiving their diplomas and disseminating the exit exam and survey to graduating students while they are still enrolled in their last semester.		

	Employer Survey	CSN Business Management students. 100% of respondents rated the level of core competency and preparedness of the CSN Business Program students as above average.	Faculty is concerned that the majority of Associate of Business graduates intend to transfer to UNLV and the UNLV College of Business continues to erode the AB transfer agreement with CSN. Aside from existing articulation agreements, we have entered into two new additional articulation agreements with 4 year institutions. We have implemented and will be utilizing an improved student information system which will assist in tracking our business program graduates within the Nevada System of Higher Education.		

Standard #5 Faculty and Staff Focus

Standard 5 – Faculty-and Staff-Focused Results

Analysis of Results					
Performance Measure (Competency)	**Description of Measurement Instrument**	**Area of Success (results)**	**Analysis and Action Taken (improvement)**	**Results of Action Taken (oc**	**Attach Graph of Trends for 3-5 Years**

				c u r s i n t h e f o l l o w i n g y e a r)	
100% of Business School faculty will earn a minimum of "Satisfactory" on their annual performance evaluation each year.	Annual academic faculty evaluation	The faculty evaluation process involves a self-evaluation as well as department chair evaluation of the faculty member.	100% of the Business School faculty earned a minimum of "satisfactory" on their performance evaluation each year.		

100% of Business School faculty will participate in at least one professional development activity each year.	Report by faculty member and Department Chair as part of the annual faculty evaluation.	Professional development activities were reported by the Center for Academic and Professional Excellence (CAPE) as well as Departmental professional development.	100% of Business School faculty have participated in at least one professional development activity each year.		
Faculty satisfaction will exceed 75%.	Annual faculty satisfaction survey.	A faculty satisfaction survey was administered in February 2012. Faculty satisfaction exceeded 75% in categories of job expectations, access to faculty resources, teaching facilities, safety on campus.	Faculty satisfaction at very satisfied and moderately satisfied in compensation, shared governance, professional development opportunities, and support from administration did not meet the 75% threshold. Overall satisfaction from the faculty was 72.73%. Results from this satisfaction survey will be shared with the Executive Leadership team. Faculty will be reassessed in twelve months.		

Faculty Qualifications

Standard 5 - New Full-Time and Part-Time Faculty Qualifications

NAME *(List alphabetically by last name)*	MAJOR TEACHING FIELD	COURSES TAUGHT (List the courses taught during the reporting period, Do not duplicate listing)	LIST ALL EARNED DEGREES (State degree as documented on transcript. Must include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA • Five Years Work Experience • Teaching Excellence	ACBSP QUALIFICATION 1. Master 2. Doctorate 3. Professional 4. Exception

				• **Professional Certifications**	
Charlton, Patricia	Accounting	ACC 201 Financial Acct	MPA	$Over five years work experience	M
Dudley, Cleveland	Business Management	BUS 101 Intro to Bus MGT 201 Princ of Mgt	MBA – Project Management BS – Secondary Education		M
Fortner, Anthony	Accounting	ACC 201 Financial Acct ACC 202 Managerial Acct	MBA Accounting		
Hartline, Gregory	Business Management	BUS 101 Intro to Bus MGT 103 Small Bus Mgt MGT 201 Princ of Mgt MGT 286B Personnel Interv	MBA Bachelor Fine Arts in Music Bachelor Fine Arts in Philosophy		M
Heavrin-Price, Marybeth	Business	BUS 275B Fund of Int'l Bus	JD Master of Education Law MS – Education BS – Education		D
Hughes-Butts, Mary Ann	Business Management	BUS 275B Fund of Int'l Bus MGT 235 Org Behavior MGT 283 Intro to Human Resources Mgt	Doctorate of Management in Organizational Leadership		D
Ihrke, Emily	Business	BUS 101 ntro to Bus BUS 275B Fund of Int'l Bus BUS 280B Legal Aspects of Int'l Bus	MBA – College/Professnl Studies BA – Spanish		M

NAME *(List alphabetically by last name)*	MAJOR TEACHING FIELD	COURSES TAUGHT (List the courses taught during the reporting period, Do not duplicate listing)	LIST ALL EARNED DEGREES (State degree as documented on transcript. Must include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA • Five Years Work Experience • Teaching Excellence • Professional Certifications	ACBSP QUALIFICATION 5. Master 6. Doctorate 7. Professional 8. Exception
Mitchell, Jeanette	Business Management	BUS 101 Intro to Bus MGT 103 Small Bus Mgt MGT 201 Princ of Mgt	JD MBA BS – Marketing/Mgt		D
O'Toole , Robert	Accounting	ACC 201 Financial Acct ACC 202 Managerial Acct	MBA Business Administration Accounting		M
Raiford, Kevin	Business Management	BUS 101 Intro to Bus MGT 103 Small Bus Mgt MGT 201 Princ of Mgt	MBA BS – Finance/Marketing		M
Steinhouse-Ranck, Jill	Business Management	BUS 101 Intro to Bus MGT 283 Intro to Human Resources Mgt MGT 286B Personnel Interv	Master of Public Administration BS – Healthcare Administration		M

Standard #6 Educational and Business Process Management

a. <u>Curriculum</u>

   1.   **List any existing accredited degree programs/curricula that have been substantially revised since your last report and attach an updated Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.**

      None

   2.   **List any new degree programs that have been developed since your last report and attach a Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.**

      None

   3.   **List any accredited programs that have been terminated since your last report.**

      None

ACCOUNTING

Standard 6 – Budgetary, Financial, and Market Results

Analysis of Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success (*results*)	Analysis and Action Taken (*improvement*)	Results of Action Taken (*occurs in the following year*)	Attach Graph of Trends for 3-5 Years
Accounting Department will be allocated a level of funding to carry out its mission and pursue its goals	Approved annual budget	Budget for Department of Accounting Increased from $9,000 in 09-10, to $10,000 in 10-11. This represents a $1000 increase from 2009-10 to 2010-2011.	Budgeted amounts will continue to be monitored. If additional funding is needed, the Dean's office will search and find additional funding.		
Accounting department enrollment will keep pace with overall College growth.	Fall semester headcount by program report provided by the Office of Institutional Research.	Enrollments in Accounting were 2196 in fall 2009 and 2214 in fall 2010.	Accounting enrollments increased less than one percent. Considering the overall college enrollments decreased, remaining stable in accounting exceeds the institutional enrollment, but needs to continue to be monitored.		

Standard 6 – Budgetary, Financial, and Market Results

Analysis of Results					
Performance Measure (Competency)	**Description of Measurement Instrument**	**Area of Success** (*results)*	**Analysis and Action Taken** (*improvement*)	**Results of Action Taken** (*occurs in the following year*)	**Attach Graph of Trends for 3-5 Years**
Business Department will be allocated a level of funding to carry out its mission and pursue its goals	Approved annual budget	The budget for the Business Department remained the same from 09-10 to 10-11. Budget for 09-10 was $15,000 and 10-11 was $15,000.	Budgeted amounts will continue to be monitored. If additional funding is needed, the Dean's office will search and find additional funding. Specifically, external grant funding was accessed to implement an accelerated degree completion program.		
Business department enrollment will keep pace with overall College growth.	Fall semester headcount by program report provided by the Office of Institutional Research.	Enrollments in Business were 2762 in fall 2009 and 2909 in fall 2010.	Business enrollments increased 5 percent which exceeds the overall college enrollment decrease.		

Standard 6 – Organizational Effectiveness Results

Analysis of Results					
Performance Measure (Competency)	**Description of Measurement Instrument**	**Area of Success (results)**	**Analysis and Action Taken (improvement)**	**Results of Action Taken (occurs in the following year)**	**Attach Graph of Trends for 3-5 Years**
Number of graduates will increase at least 10% per year.	Comparative	Number of graduates increased from 269-279. This represents a 4% increase in graduates.	An accelerated degree completion was started in spring 2011 which will hopefully contribute to increased numbers of graduates.		
Number of online sections offered will increase each year to meet the needs of students.	Comparative	Business sections offered online increased from 13 in 09-10 to 14 in 10-11.	Faculty should continue to monitor course format demand and examine additional course offerings that could be online.		
Number of declared majors will increase 5% each year.	Comparative	Number of declared majors increased from 2278 to 2519. This represents a 10% increase.	Recruitment efforts are working well.		
CSN will provide a safe and secure campus environment through the CSN Public Safety and Police Services.	Comparative	Campus crime statistics as required to be reported with the Jean Clear Disclosure of Campus Security were reviewed.	Reported crimes on the Cheyenne campus were down from 2009 – 2010. Crimes at Henderson and Charleston were increased, more significantly at Charleston. The most significant increase at Charleston were arrests for drug law violations		

		Total crimes increased from 21 in 2009 to 27 in 2010.	Continue to monitor.		

Standard 6 – Organizational Effectiveness Results

Analysis of Results					
Performance Measure (Competency)	**Description of Measurement Instrument**	**Area of Success** (*results*)	**Analysis and Action Taken** (*improvement*)	**Results of Action Taken** (*occurs in the following year*)	**Attach Graph of Trends for 3-5 Years**
Number of graduates will increase at least 10% per year.	Comparative	Graduates for 09-10 were 16. Graduates for 10-11 were 18.	This represents a 12.5% increase of graduates. Program completion remains a priority for the institution. Graduation rates will continue to be monitored.		
Number of online sections offered will increase each year to meet the needs of students.	Comparative	26 online sections in 09-10. 27 online sections in 10-11.	An online, hybrid accounting course was developed to accommodate the accelerated associate of business degree completion program.		
Number of majors will increase 5% each year.	Comparative	There were 418 declared majors in 09-10. There were 438 declared majors in 10-11.	This is a 4.7% increase in number of declared majors. Student intake will continue to be monitored to ensure major declarations are recorded correctly in the student information system.		

AAS – BUSINESS MANAGEMENT

Standard 6 – Organizational Effectiveness Results

Analysis of Results					
Performance Measure (Competency)	**Description of Measurement Instrument**	**Area of Success (results)**	**Analysis and Action Taken (improvement)**	**Results of Action Taken (occurs in the following year)**	**Attach Graph of Trends for 3-5 Years**
Number of graduates will increase at least 10% per year.	Comparative	17 graduates in 09-10. 34 graduates in 10-11.	This represents a 100% increase in the number of graduates. Measure is exceeded.		
Number of online sections offered will increase each year to meet the needs of students.	Comparative	9 sections online in 09-10. 9 sections in 10-11.	The number of online sections remains static.		
Number of majors will increase 5% each year.	Comparative	664 declared majors in 09-10. 730 declared majors in 10-11.	This represents a 9.9% increase in the number of declared majors. Measure is met.		