

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

**Overview (O)1. Complete all information requested.**

O 2. Institution Name: College of Southern Nevada Date February 28, 2014

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

O 3. Year Accredited/Reaffirmed: 2008 /      This Report Covers Years: 2011-2013

O 4. 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

O 5. List 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) – Computer Office Technology

Associate of Applied Science (AAS) – Finance

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

Associate of Applied Science (AAS) – Business Management – 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

The programs which are accredited and those that are not are clearly distinguished on the department websites for the Business Administration Department and the Accounting Department. The College of Southern Nevada's catalog explicitly states which programs are accredited by the ACBSP in the degree description.

O 6. 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, North Las Vegas, NV 89030

Henderson Campus, 700 College Drive, Henderson, NV 89002

CSN Online Campus

- O 7. Person completing report Name: Dr. Marcus J. Johnson, Dr. Clarissa M. Cota, Dr. Robin Nelson  
 Phone: (702) 651-4148  
 E-mail address: marcus.johnson@csn.edu  
 ACBSP Champion name: Dr. Marcus L. Johnson  
 ACBSP Co-Champion name: Dr. Clarissa M. Cota
- O 8. Conditions or Notes to be Addressed: You do not need to address Opportunity for Improvement (OFI). We respectfully request to have the following notes removed based upon documented improvements following the recommendations made by the Associate Degree Board of Commissioners in your letter to CSN President, Dr. Michael Richards, dated May 15, 2012.
- Remove Note on Standard 4 (Exhibit R)**  
**Remove Note on Standard 3**  
**Remove Note on Standard 6 (Exhibit S)**

**Remove Note on Standard 4 (Exhibit R)**

After review of our 2012 Quality Assurance Report, the Associate Degree Board of Commissioners recommended that the performance measures be rewritten to include measurable outcomes and the outcomes assessment plan needed to have included results of action taken and trend data in graphs for student learning outcomes. The outcomes process needs to have included all accredited programs.

As evidenced in the Standard 4 Student Learning Results Table, each of the accredited programs was addressed. All performance measures were reviewed to include measurable outcomes and results of action taken and trend data in graphs have been provided for student learning outcomes. We have addressed these concerns with the following:

Comprehensive Exit Exam

The Business Administration Department continued administration of a Comprehensive Exit Exam. Since August 2010, this exam has been administered to all graduates for the following academic years: August 2010 through May 2011, August 2011 through May 2012, and August 2012 through August 2013. This exam was administered to graduates from the following programs: Associate of Business (AB), Associate of Applied Science (AAS) – Business Management, Associate of Science (AAS) – Business Management – Human Resources Emphasis, Associate of Applied Science (AAS) – Business Management – Public Sector Relations Emphasis, and Associate of Applied Science (AAS) – Business Management – Small Business Management Emphasis. The exam included questions related to core curriculum content in which students would be expected to demonstrate proficiency.

The Comprehensive Exit Exam covered business management and accounting principles. Success was based upon performance on the comprehensive exit exam by graduated students from the following programs: Associate of Business (AB), Associate of Applied Science (AAS) – Business Management, Associate of Science (AAS) – Business Management – Human Resources Emphasis, Associate of Applied Science (AAS) – Business Management – Public Sector Relations Emphasis, and Associate of Applied Science (AAS) – Business Management – Small Business Management Emphasis.

The goal for the AB graduates who took the Comprehensive Exit Exam was that they would score at least a 75% or higher on the business and management specific questions and at least 70% on the accounting specific questions. This goal was exceeded for all reporting periods. The goal for the AAS - Business Management and all emphases graduates who took the Comprehensive Exit Exam

was that they would score at least a 75% or higher on the business and management specific questions. This goal was exceeded for all reporting periods with the exception of the 2011-2012 graduates (this graduate group did not have any respondents to the Comprehensive Exit Exam) See “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 in Spring, 2011. The second comprehensive exit exam was administered as a test in Accounting 204, Intermediate Accounting II. The results from both of these comprehensive exams are described in Standard 4, Student Learning Results.

#### 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 for the following academic years: August 2010 through May 2011, August 2011 through May 2012, August 2012 through May 2013 and the students who graduated in August 2013. The Business Administration Department requested transfer data from the CSN Office of Institutional Research for Associate of Business (AB) majors in order to measure the programmatic outcome of transfer readiness to a four-year college or university. This transfer data information demonstrated the following transfer activity. For the academic year of August 2010 through May 2011, 275 Associate of Business (AB) degrees were granted and 73 percent (202 students) transferred. Of those transfer students, 78 percent transferred to University of Nevada Las Vegas (UNLV), 5 percent transferred to Nevada State College (NSC), and 12 percent transferred out of state. For the academic year of August 2011 through May 2012, 277 Associate of Business (AB) degrees were granted and 70 percent (193 students) transferred. Of those transfer students, 80 percent transferred to University of Nevada Las Vegas (UNLV), 5 percent transferred to Nevada State College (NSC), and 4 percent transferred out of state. For the academic year of August 2012 through May 2013, 299 Associate of Business (AB) degrees were granted and 60 percent (179 students) transferred. Of those transfer students, 84 percent transferred to University of Nevada Las Vegas (UNLV), 5 percent transferred to Nevada State College (NSC), and 3 percent transferred out of state. For the August 2013 graduates, 74 Associate of Business (AB) degrees were granted and 42 percent (31 students) transferred. Of those transfer students, 81 percent transferred to University of Nevada Las Vegas (UNLV), 10 percent transferred to Nevada State College (NSC), and no students transferred out of state.

Transfer data will be requested from Institutional Research on an annual basis to monitor transfer to University of Nevada Las Vegas (UNLV). There has been a consistent trend of close to 80 percent transfer to UNLV. This transfer pattern is particularly important because the CSN AB curriculum is intended to allow for ease of transfer to UNLV into the Bachelor of Science Business Administration program.

The following accredited programs are not designed to transfer to the University of Nevada Las Vegas (UNLV): Associate of Applied Science (AAS) – Accounting, Associate of Applied Science (AAS) – Business Management, Associate of Science (AAS) – Business Management – Human Resources Emphasis, Associate of Applied Science (AAS) – Business Management – Public Sector Relations Emphasis, and Associate of Applied Science (AAS) – Business Management – Small Business Management Emphasis.

However, our AAS students are transferring to four-year institutions, albeit not at the same rate as the AB students. In addition, students who graduate from these degrees may transfer to Nevada State College (NSC) into the Bachelor of Applied Science, Management Emphasis.

The Business Department requested the Office of Institutional Research to query the National Student Clearinghouse to determine the actual transfer institutions which received our AAS – Business Management and all emphases - graduates for the following academic years: August 2010 through May 2011, August 2011 through May 2012, August 2012 through May 2013 and August 2013. Even though the AAS – Business Management degree is not designed for transfer, the Business Department wants to ensure that the program graduates are prepared whether that be directly for the workforce or for their next academic step. The transfer data information demonstrated the following transfer activity. For the academic year August 2010- May 2011, 36 AAS-Business Management with emphases degrees were granted and 47 percent (17 students) transferred to a four year institution. Of those transfer students, 14 (82%) transferred to UNLV and 0 transferred to NSC and 3 (18%) transferred out of state. For the academic year August 2011 - May 2012, 28 AAS-Business Management with emphases degrees were granted and 36 percent (10 students) transferred to a four year institution. Of those transfer students, 6 (60%) transferred to UNLV and 1 (10%) transferred to NSC and 3 (30%) transferred out of state. For the academic year August 2012 - May 2013, 43 AAS-Business Management with emphases degrees were granted and 23 percent (10 students) transferred to a four year institution. Of those transfer students, 1 (10%) transferred to UNLV and 3 (30%) transferred to NSC and 6 (60%) transferred out of state. For August 2013, 6 AAS-Business Management with emphases degrees were granted and 17 percent (1 student) transferred to UNLV.

**Remove Note on Standard 3:**

After review of our 2012 Quality Assurance Report, the Associate Degree Board of Commissioners recommended that the performance measures should have been rewritten to include measurable outcomes and the outcomes assessment plan needed to have included results of action taken and trend data in graphs for student and stakeholder outcomes.

As evidenced in the Standard 3 - Student and Stakeholder-Focused Results Table, all performance measures were reviewed to include measurable outcomes and results of action taken and trend data in graphs have been provided for student and stakeholder outcomes.

The Department of Business Administration has continued to implement methods by which to assess course satisfaction and effectiveness. Institutional and operational changes have also allowed the department to better assist our business students. Several of these methods will be described below.

Starting Summer 2013, due to policy changes and reorganization, CSN's School of Business, Hospitality, and Public Services was assigned three dedicated full-time counselors. These academic counselors have better served our business students by providing individualized academic consultation and planning. These academic counselors are also included in all business department meetings and student activities so as to be better informed of business programs and integrated into departmental collaborations.

The Department of Business Administration has continued to provide orientation packets to our students, both in print and online. These packets create a means for students to navigate through department policy, degree sequencing, etc. In addition, the department

provides, on a semester basis, orientation sessions. These sessions are held on each of our three main campuses. These orientation sessions are offered and staffed by full-time faculty and counselors.

Additionally, the Department of Business Administration has continued to offer the Accelerated Associate of Business Degree program. This program, now in its fourth year, provides students with accelerated, intensive course offerings, dedicated student programming, specialized services to the selected cohort of students every spring semester. This program has allowed the department to develop innovative course development and delivery options which has provided more options for business students in both course offerings and degree completion.

Business Administration Department continues 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 - whose purpose is to provide guidance, critique and recommendations in the mind frame of continuous improvement of the program and ultimately, its graduates - has continued to meet. 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. Three counselors have been assigned to the school and meet regularly with the departments 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

#### Exit Survey

A survey to gauge program satisfaction and transfer intent of Associate of Business (AB) graduates has continued to be administered and analyzed. This Exit Survey was designed and implemented to monitor the performance and effectiveness of graduates. Similarly, this Exit Survey was extended to be administered and analyzed to gauge program satisfaction for graduates of these degree programs: Associate of Applied Science (AAS) – Business Management, Associate of Science (AAS) – Business Management – Human Resources Emphasis, Associate of Applied Science (AAS) – Business Management – Public Sector Relations Emphasis, and Associate of Applied Science (AAS) – Business Management – Small Business Management Emphasis. The results of these Exit Surveys were shared with the Department of Business Administration faculty and Business Advisory Board. See “Standard 3 – Student and Stakeholder - Focused Results” Table.

Faculty attributed high satisfaction rates from the Exit Surveys to several factors, including three 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. Additionally, the department has improved course sequencing and block scheduling of business courses.

#### Course Satisfaction

On a semester basis, the student course evaluations have continued to be administered and completed by students in the Business 101 and Management 201 courses. These student course evaluation results continued to be analyzed and discussed with business administration department faculty members and Business Advisory Board members.

#### Program Review

In order to gauge program quality and to assist in program review, data has continued to be obtained from CSN's Office of Institutional Research. Working closely with this office, several reports and trend data patterns continue to be detailed and discussed to measure the overall program effectiveness and student success. For example, the Office of Institutional Research has generated and will continue to generate, on a yearly basis, a report of the actual transfer rate of our Associate of Business (AB) graduates to a four-year institution. See "Standard 4 – Student Learning Results" Table. This provides an interesting comparison between the "Standard 3 – Student and Stakeholder - Focused Results" Table which measures the transfer intent of the AB and AAS-Business Management graduates and the actual transfer of our AB graduates found in "Standard 4 – Student Learning Results" Table. The actual transfer summary of the AAS-Business Management graduates can be found in the narrative section of Standard 4 – Transfer Data – noted above.

Additional measures to meet student needs have been taken. These included having three dedicated Academic Counselors to the School of Business, Hospitality and Public Services. The three counselors have regular office hours at all three main campuses to help guide and advise students in our business programs. The Business Department Orientation Packets continue to be available both in print and on the department website (<http://www.csn.edu/pages/1406.asp>). This serves as a roadmap to our business programs and services business students receive.

Surveys were distributed Fall, 2011, 2012, 2013 to all accounting students currently enrolled to gauge program satisfaction. The survey results were compiled and appear later in this document. 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, 2012, 2013 for ACC 201 and 202. The results are outlined later in the report.

#### Stakeholder Focused Results

Stakeholder needs continue to be addressed and supported by enhancing the following activities and programs. The employer survey, which was developed and deployed to gather opinions and satisfaction levels of community stakeholders, was conducted again and is an integral part of the department of business and its programs. In addition, The Department of Business Advisory Board continues to meet, collaborate, and synchronize program offerings based on expressed demand.

Ongoing efforts with the Business Advisory Board has resulted in greater consideration of industry relevance of all accredited business programs. For example, the Advisory Board was consulted and provided recommendations for the curriculum changes to take effect in the 2015-16 college catalog. Also, we have continued to assess the goals of the Advisory Board. A survey was distributed to the Board to help identify the goals of the Board. See attached Business Department Advisory Board Guidelines, roster and minutes.

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, in Spring 2014, the Elite Business Series was started, which features active business and community leaders via live business seminars throughout the academic year. Past seminar speakers have included corporate CEOs and small business owners. Other industry partnerships were continued. For example, the Business Incubator Program was created and is in its fifth year of helping business students with innovative business ideas and plans. In addition, a newly established Tuesday Blend event, in which CSN's incubator students are participants, has allowed students to showcase their products and services to the Las Vegas business community. The CSN Foundation, through their Board of Trustees, has provided start-up funding for business students in this incubator program. To date, over 25 business entities have been created and are operational.

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 2011-2012. 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.
4. The department wrote a new brochure 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. We will be redoing the brochure as there are minor changes in the degree program.
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 as well as employees of the college.

### **Remove Note on Standard 6 (Exhibit S):**

After review of our 2012 Quality Assurance Report, the Associate Degree Board of Commissioners recommended that the performance measures should have been rewritten to include measurable outcomes and the outcomes assessment plan needed to have included results of action taken and trend data in graphs for organizational effectiveness.

As evidenced in the Table 6.1 Standard 6 - Organizational Performance Results all performance measures were reviewed to include measurable outcomes and results of action taken and trend data in graphs have been provided for organizational effectiveness.

### Institutional Research Data

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 and "Table 6.1 Standard 6 - Organizational Performance Results."

CSN's Office of Institutional Research has increased their staffing levels to better meet the institutional data demands. Additionally, as also noted below, the Office of Institutional Research has updated the IR library and additional data is available on the CSN website ([www.csn.edu](http://www.csn.edu)).

### Program Review

The Department of Business Administration has continued to engage in extensive program review. The data garnered from CSN's Office of Institution Research has continued to be used in this program review to make improvements to our existing curriculum. This review process has resulted in streamlining the sequence of courses offered and altered both the scheduling and number of courses offered. This program review has been done for the following programs: Associate of Business (AB), Associate of Applied Science (AAS) – Business Management, Associate of Science (AAS) – Business Management – Human Resources Emphasis, Associate of Applied Science (AAS) – Business Management – Public Sector Relations Emphasis, and Associate of Applied Science (AAS) – Business Management – Small Business Management Emphasis.

As a result of this continued program review, the following business management emphasis programs will be terminated and be effective as of the 2015 – 2016 CSN catalog: Associate of Science (AAS) – Business Management – Human Resources Emphasis, Associate of Applied Science (AAS) – Business Management – Public Sector Relations Emphasis, and Associate of Applied Science (AAS) – Business Management – Small Business Management Emphasis. Based on program review analysis, it was determined that the program curriculum from the terminated programs could be consolidated into the Associate of Applied Science (AAS) – Business Management and would improve overall degree completion.

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.



- O 9. The business unit must routinely provide reliable information to the public on their performance, including student achievement such as assessment results.

#### Data Availability

Results of all measures of student success are accessible via the CSN website at [www.csn.edu](http://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.

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.

All printed materials are available in the Dean's Office at the Cheyenne Campus, the Business Administration Department office at West Charleston Campus, Building C, Room C250 and the Accounting Department Office at the Henderson Campus. 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 July 15, 2013 the School of Business, Hospitality & Public Services hired Dr. Marcus L. Johnson as the Dean to replaced Dr. Clarissa M. Cota, who was the Interim Dean until July 14, 2013.
  - In August 2011, the Department of Accounting hired two highly qualified full-time instructors - Anthony Fortner, MBA, and Robert O'Toole. MBA.
  - In August 2012, the Department hired one highly qualified full-time instructor – Dana Jones, MBA.
  - In August 2013, the Department of Business Administration hired two highly qualified full-time instructors – Maria Schellhase, DBA & MBA, and OJ Sydor, 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**

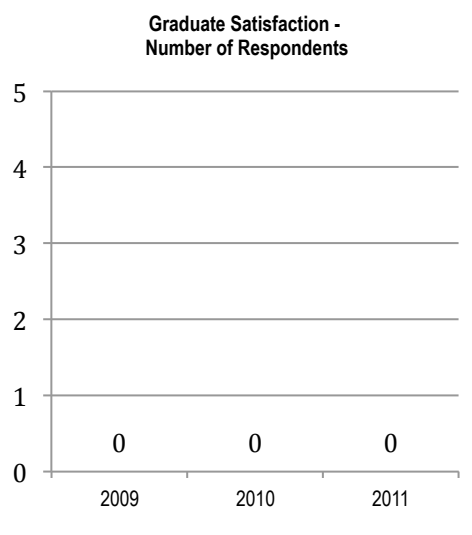
Performance Measure	What is your measurement instrument or process?	Analysis of Results			Graphs or Tables of Resulting Trends								
		Current Results	Analysis of Results	Action Taken or Improvement Made									
90% of Advisory Board members are supportive of department functions, programs and activities.	<b>Accounting Department</b>  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. Jerry Lockhart also did a presentation on our tax preparation program. The board fully supported our program and our relationship with the IRS. 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.	The board membership will be updated and revised to have fresh ideas and perspective. We will continue to provide board members with program development information.	<p style="text-align: center;"><b>Accounting Department Advisory Board</b></p> <table border="1"> <caption>Accounting Department Advisory Board - Level of Satisfaction</caption> <thead> <tr> <th>Year</th> <th>Level of Satisfaction</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>80%</td> </tr> <tr> <td>2012</td> <td>85%</td> </tr> <tr> <td>2013</td> <td>90%</td> </tr> </tbody> </table>	Year	Level of Satisfaction	2011	80%	2012	85%	2013	90%
Year	Level of Satisfaction												
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	<p><b>Business Department</b> Active Business Advisory Board meetings have been regularly held. Meeting minutes and attendance records reflect board member support and participation.</p>	<p>Standard has been exceeded and productive Business Advisory Board meetings have been held.</p>	<p>The Business Advisory Board continues to define their mission and identify goals. A Business Advisory Board survey was developed and administered to all Business Advisory Board members, wherein Business Advisory Board members indicated suggestions for improvement of the CSN Business School and identified goals upon which the department should focus. The Business Department continued its collaboration with the Business Advisory Board to further enhance program and course offerings.</p>	<p>Through the collaborative process between the Business Advisory Board and the Business Department, the curriculum changes to go into effect in 2015-16 have been acknowledged and supported.</p> <p>The Business Advisory Board has been able to identify its goals and objectives based on the Business Advisory Board survey and the Business Advisory Board guidelines. See Attachment.</p>	<div data-bbox="1480 159 1963 828"> <h3 style="text-align: center;">Business Department - Advisory Board</h3> <table border="1"> <caption>Business Department - Advisory Board Meeting Attendance</caption> <thead> <tr> <th>Meeting Date</th> <th># of Participants</th> </tr> </thead> <tbody> <tr> <td>4/22/10</td> <td>9</td> </tr> <tr> <td>12/10/10</td> <td>12</td> </tr> <tr> <td>5/13/11</td> <td>8</td> </tr> <tr> <td>12/2/11</td> <td>0</td> </tr> <tr> <td>11/15/13</td> <td>14</td> </tr> <tr> <td>2/7/14</td> <td>14</td> </tr> </tbody> </table> </div>	Meeting Date	# of Participants	4/22/10	9	12/10/10	12	5/13/11	8	12/2/11	0	11/15/13	14	2/7/14	14
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<p>At least 75% of graduates from the following programs will express satisfaction with their overall academic program:  Associate of Business (AB),  Associate of Applied Science (AAS) – Business Management, Associate of Science (AAS) – Business Management – Human Resources Emphasis, Associate of Applied Science (AAS) – Business Management – Human Resources Emphasis, and Associate of Applied</p>	<p>Graduates of the following programs were surveyed and asked to rate their business education at CSN:  Associate of Business (AB), Associate of Applied Science (AAS) – Business Management, Associate of Science (AAS) – Business Management – Human Resources Emphasis, Associate of Applied Science (AAS) – Business Management – Public Sector Relations Emphasis, and Associate of Applied Science (AAS) – Business Management – Small Business Management Emphasis.</p>	<p>Goal Exceeded:  For the 2011-12 Associate of Business (AB) graduates, 81.25% of AB graduate respondents rated their business education at CSN as good or better.  For the 2012-13 Associate of Business (AB) graduates, 79.17% of AB graduate respondents rated their business education at CSN as good or better.  For the August, 2013, Associate of Business (AB) graduates, 75% of AB graduate respondents rated their business education at CSN as good or better.  For the 2011-12 Associate of Applied Science</p>	<p>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.  Faculty did express concern that we had been unable to garner any respondents from the 2012-2013 graduate class. Four separate attempts to communicate with this group were made by the department and the emails were verified with the Office of Institutional Research.</p>	<p>The Business Department will work closer with CSN's Institutional Research Department to increase student graduate survey participation for future graduate surveys.</p>	<p style="text-align: center;"><b>Business Department - Graduate Program Satisfaction Table</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>AB</th> <th>AAS w/ Emphasis</th> </tr> </thead> <tbody> <tr> <td>2011-2012</td> <td>81.3%</td> <td>87.5%</td> </tr> <tr> <td>2012-2013</td> <td>79.2%</td> <td>0.0%</td> </tr> <tr> <td>August 2013</td> <td>75.0%</td> <td>100.0%</td> </tr> </tbody> </table>	Year	AB	AAS w/ Emphasis	2011-2012	81.3%	87.5%	2012-2013	79.2%	0.0%	August 2013	75.0%	100.0%
Year	AB	AAS w/ Emphasis															
2011-2012	81.3%	87.5%															
2012-2013	79.2%	0.0%															
August 2013	75.0%	100.0%															

<p>Science (AAS) – Business Management – Small Business Management Emphasis.</p>		<p>(AAS) – Business Management – all emphases graduates, 87.5% of AAS graduate respondents rated their business education at CSN as good or better.</p> <p>83% of graduates in 2009 were satisfied with the overall academic program. 85% of graduates from 2010 were satisfied.</p> <p>For the 2012-13 Associate of Applied Science (AAS) – Business Management – all emphases graduates, the survey was administered but received zero responses.</p> <p>For the August, 2013, Associate of Applied Science (AAS) –</p>			
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		Business Management – all emphases graduates, 100% of AAS graduate respondents rated their business education at CSN.			
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<p>Graduates of the AAS Accounting were surveyed</p>	<p>83% of graduates in 2009 were satisfied with the overall academic program. 85% of graduates from 2010 were satisfied</p>	<p>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.</p>	<p>It is at times difficult to get alumni to respond via mail or email. Future contacts will become easier as we are provided with more up to date information.</p>	<p style="text-align: center;"><b>Graduate Satisfaction - Number of Respondents</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Number of Respondents</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>0</td> </tr> <tr> <td>2010</td> <td>0</td> </tr> <tr> <td>2011</td> <td>0</td> </tr> </tbody> </table>	Year	Number of Respondents	2009	0	2010	0	2011	0
Year	Number of Respondents											
2009	0											
2010	0											
2011	0											

<p>Student course satisfaction from BUS 101 and MGT 201 will be at or above 80% on the Student Evaluation of Instruction Form.</p>	<p>Student course evaluations are administered every term. For Fall 2011, Spring 2012, Fall 2012, Spring 2013 and Fall 2013 all BUS 101 and MGT 201 student course evaluations were tabulated for overall course satisfaction.</p>	<p>Goal Exceeded: For Fall 2011, 81.50% of BUS 101 students and 91.70% of MGT 201 students for a combined 84.90% of students agreed or strongly agreed that they were satisfied with course instruction.</p> <p>For Spring 2012, 81.40% of BUS 101 students and 87.50% of MGT 201 students for a combined 83.70% of students agreed or strongly agreed that they were satisfied with course instruction.</p> <p>For Fall 2012, 83.90% of BUS 101 students and 79.40% of MGT 201 students for a combined 82.40% of students agreed</p>	<p>High levels of student satisfaction goals were met. The results were consistently above 80% overall course satisfaction by students taking BUS 101 and MGT 201 sections.</p>	<p>Analysis of instructor and overall course effectiveness will be monitored on a yearly basis. Evaluate student opinions regarding strength of course content and instruction.</p>	<div data-bbox="1478 152 1976 1166" data-label="Figure"> <p style="text-align: center;"><b>Business Department - Course Satisfaction Table</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>BUS 101</th> <th>MGT 201</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>Fall 2011</td> <td>81.5%</td> <td>91.7%</td> <td>84.9%</td> </tr> <tr> <td>Spring 2012</td> <td>81.4%</td> <td>87.5%</td> <td>83.7%</td> </tr> <tr> <td>Fall 2012</td> <td>83.9%</td> <td>79.4%</td> <td>82.4%</td> </tr> <tr> <td>Spring 2013</td> <td>83.9%</td> <td>87.3%</td> <td>85.2%</td> </tr> <tr> <td>Fall 2013</td> <td>87.2%</td> <td>80.5%</td> <td>84.7%</td> </tr> </tbody> </table> </div>	Year	BUS 101	MGT 201	Combined	Fall 2011	81.5%	91.7%	84.9%	Spring 2012	81.4%	87.5%	83.7%	Fall 2012	83.9%	79.4%	82.4%	Spring 2013	83.9%	87.3%	85.2%	Fall 2013	87.2%	80.5%	84.7%
Year	BUS 101	MGT 201	Combined																										
Fall 2011	81.5%	91.7%	84.9%																										
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		<p>or strongly agreed that they were satisfied with course instruction.</p> <p>For Spring 2013, 83.90% of BUS 101 students and 87.30% of MGT 201 students for a combined 85.20% of students agreed or strongly agreed that they were satisfied with course instruction.</p> <p>For Fall 2013, 87.20% of BUS 101 students and 80.50% of MGT 201 students for a combined 84.70% of students agreed or strongly agreed that they were satisfied with course instruction.</p>			
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	For fall 2012, ACC 201 and 202 course evaluations were tabulated	92% of ACC 201 students and 93% of ACC 202 students agreed or strongly agreed they were satisfied with course instruction.	A higher level of satisfaction occurred in daytime classes which are primarily taught by full time faculty.	Evaluations will continue to be monitored to determine the different satisfaction levels between day and evening classes.	<p style="text-align: center;"><b>Course Satisfaction ACC 201 &amp; 202</b></p> <table border="1"> <caption>Course Satisfaction Data</caption> <thead> <tr> <th>Year</th> <th>Level of Satisfaction</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>92%</td> </tr> <tr> <td>2013</td> <td>93%</td> </tr> </tbody> </table>	Year	Level of Satisfaction	2012	92%	2013	93%						
Year	Level of Satisfaction																
2012	92%																
2013	93%																
At least 70% of AB graduates and 50% of AAS Business Management graduates in the following programs intend to transfer to a four-year institution: Associate of Applied Science (AAS) – Business Management, Associate of Science (AAS) – Business Management, Associate of Science (AAS) – Business Management, Associate of Science (AAS) – Business Management	Graduate surveys for AB and AAS Business Management in the following programs are administered every Spring term: Associate of Applied Science (AAS) – Business Management, Associate of Science (AAS) – Business Management – Human Resources Emphasis, Associate of Applied	<p>Goal Exceeded: For the 2011-12 Associate of Business (AB) graduates, 100% of AB graduate respondents intend to transfer to a four-year institution.</p> <p>For the 2012-13 Associate of Business (AB) graduates, 83.33% of AB graduate respondents intend to transfer to a four-year institution.</p> <p>For the August, 2013, Associate</p>	The overwhelming majority of CSN business graduates, both from the AB degree and AAS – all emphases – programs, do intend to transfer to a four-year institution, specifically to The University of Nevada – Las Vegas.	The Department of Business has paid particular attention to the AB degree articulation agreement currently in place with The University of Nevada – Las Vegas. Additionally, the Business Department has explored transfer possibilities for AAS Business Management – all emphases - graduates with Nevada State College, into Nevada State College degree	<p style="text-align: center;"><b>Business Department - Intent to Transfer to 4yr. Institution Table</b></p> <table border="1"> <caption>Business Department - Intent to Transfer Data</caption> <thead> <tr> <th>Year</th> <th>AB (%)</th> <th>AAS w/ Emphases (%)</th> </tr> </thead> <tbody> <tr> <td>2011-2012</td> <td>100%</td> <td>87.50%</td> </tr> <tr> <td>2012-2013</td> <td>83.33%</td> <td>0%</td> </tr> <tr> <td>August 2013</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>	Year	AB (%)	AAS w/ Emphases (%)	2011-2012	100%	87.50%	2012-2013	83.33%	0%	August 2013	100%	100%
Year	AB (%)	AAS w/ Emphases (%)															
2011-2012	100%	87.50%															
2012-2013	83.33%	0%															
August 2013	100%	100%															

<p>– Human Resources Emphasis, Associate of Applied Science (AAS) – Business Management – Public Sector Relations Emphasis, and Associate of Applied Science (AAS) – Business Management – Small Business Management Emphasis</p>	<p>Science (AAS) – Business Management – Public Sector Relations Emphasis, and Associate of Applied Science (AAS) – Business Management – Small Business Management Emphasis.</p>	<p>of Business (AB) graduates, 100% of AB graduate respondents intend to transfer to a four-year institution.</p> <p>For the 2011-12 Associate of Applied Science (AAS) – Business Management – all emphases graduates, 87.5% of AAS graduate respondents intend to transfer to a four-year institution.</p> <p>For the 2012-13 Associate of Applied Science (AAS) – Business Management – all emphases graduates, the survey was administered but received zero responses.</p> <p>For the August, 2013, Associate of Applied Science (AAS) –</p>		<p>programs such as the Bachelor of Applied Science – Management Emphasis. Also, the Business Department is continuing to monitor potential articulation agreements with other four-year institutions. Finally, the Business Department continues to use the improved student information system to further assist in tracking business program graduates within the Nevada System of Higher Education.</p>	
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		Business Management – all emphases graduates, 100% of AAS graduate respondents intend to transfer to a four-year institution.											
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 administered to CSN’s Business Advisory on repeated occasions during advisory board meetings.	Goal not met: Although the survey was administered on repeated occasions to Business Advisory Board members, the board members were unable to identify recent business hires from the CSN student or graduate population.	<p>The current difficulty of measuring this performance standard lies in the fact that CSN does not have a current reporting system in which current and relevant student and graduate employer data is garnered. Therefore, in order to directly survey the Business Department graduate employers, it requires graduates to self-report and provide employer information and contact information.</p> <p>In the most recent Exit Survey, administered to AB and AAS Business Management – all emphases – graduates, the Business Department collected ten self-reported contact email addresses for graduate employers.</p>	<p>The Business Department plans to electronically administer an employer survey to the most recent employer contacts, which were gleaned from ten graduates who self-reported employer contact information. The Business Department has recently developed a business internship program. This program will be going into effect in an upcoming academic year. The internship program will help generate employer contact information and feedback.</p>	<p><b>Business Department - Employer Survey</b></p> <p>The chart displays the percentage of responses for three dates: 5/13/2011, 11/15/2013, and 2/7/2014. The y-axis represents the percentage of responses, ranging from 0% to 100% in 20% increments. The x-axis represents the dates administered to the Advisory Board. All three bars show 0% responses.</p> <table border="1"> <thead> <tr> <th>Date Administered</th> <th>% of Responses</th> </tr> </thead> <tbody> <tr> <td>5/13/2011</td> <td>0%</td> </tr> <tr> <td>11/15/2013</td> <td>0%</td> </tr> <tr> <td>2/7/2014</td> <td>0%</td> </tr> </tbody> </table> <p>■ Advisory Board Members</p>	Date Administered	% of Responses	5/13/2011	0%	11/15/2013	0%	2/7/2014	0%
Date Administered	% of Responses												
5/13/2011	0%												
11/15/2013	0%												
2/7/2014	0%												

## **Standard #4 Measurement and Analysis of Student Learning and Performance**

### **a. Program Outcomes**

#### **Associate of Business**

- Demonstrate knowledge and skills required for employment in business related careers.
- Demonstrate an understanding of business operations.
- Demonstrate understanding of the theory and practice of business.

#### **Associate of Applied Science (AAS) – Accounting**

- Demonstrate knowledge and skills required for employment in the accounting field
- Demonstrate knowledge of the principles, procedures and theories of organizing and maintaining business and financial transactions
- Demonstrate proficiency with the computerized accounting systems and software to process financial information

#### **Associate of Applied Science (AAS) – Business Management**

- Explain current general business and management theories.
- Apply general business and management theories to real-life professional situations.
- Demonstrate proficiency for entry-level business or management positions within profit and nonprofit organizations.
- Demonstrate leadership using the latest techniques in coaching and participatory styles of management.

#### **Associate of Applied Science (AAS) – Business Management – Human Resources Emphasis**

- Explain current general business and human resources management theories.
- Apply general business and human resources management theories to real-life professional situations.
- Demonstrate proficiency for entry-level human resource management positions with profit and nonprofit organizations.
- Demonstrate the latest techniques in recruitment, selection, training, and other human resource practices.

#### **Associate of Applied Science (AAS) – Business Management – Public Sector Relations Emphasis**

- Explain current general business and management theories and how they apply to public administration functions.
- Apply general business and management strategies to real-life professional situations related to public administration.
- Demonstrate proficiency for entry-level management positions within public sector organizations.
- Demonstrate the latest techniques and trends in public sector business and management practices.

#### **Associate of Applied Science (AAS) – Business Management – Small Business Management Emphasis**

- Explain current general business and management theories and how they apply to small business settings.
- Apply general business and management strategies to real-life in small business settings.
- Explain the purpose of a business proposal used to initiate startup efforts for a prospective small business.
- Demonstrate the latest techniques and trends in small business management practices.

Program Outcome Changes to take effect 2015-2016:

The Department of Business Administration completed an extensive two year program and curriculum review process. After months of consultation and collaboration with various stakeholder and student groups, including faculty, administration, advisory board and focus groups, new program outcomes were developed and will be implemented for the Associate of Business and the consolidated AAS - Business Management degree.

The program outcome changes will be reported in the next Quality Assurance report once the changes have been implemented.

**b. Performance Results**

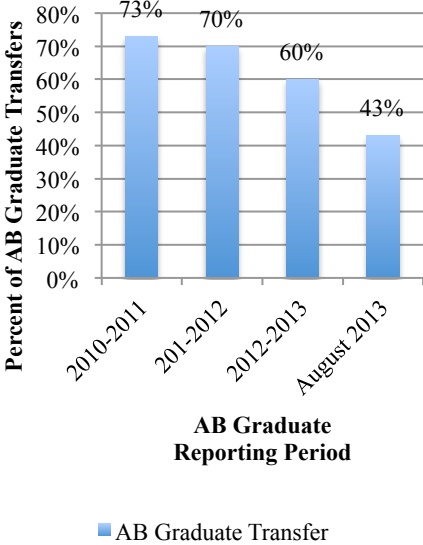
**ASSOCIATE OF BUSINESS**

**Standard 4 – Student Learning Results**

<b>Analysis of Results</b>																	
<b>Performance Measure (Competency)</b>	<b>Description of Measurement Instrument</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken or Improvement Made</b>	<b>Insert Graph or Tables of Resulting Trends</b>												
<p>1. Students will be able to demonstrate an introductory level of competency in the fields of:</p> <ul style="list-style-type: none"> <li>• accounting</li> <li>• business principles</li> <li>• management</li> </ul> <p>2. Students will be able to illustrate how management uses the accounting system in operating the business enterprise.</p> <p>AB graduates who take the Comprehensive Exit Exam should score at least a 75% or higher on the business and management specific questions and at least 70% on the accounting specific questions.</p>	<p><b>Comprehensive Exit Exam A</b></p> <p>comprehensive exit exam was disseminated to all Associate of Business (AB) graduates. This comprehensive exit exam was administered to all AB graduates from the following time periods: 2011-2012, 2012-2013, August, 2013. The exam covered business, management and accounting principles.</p>	<p>Goal Exceeded: For the 2011-12 Associate of Business (AB) graduates, the average score for business- and management-specific questions for AB graduate respondents was 88.86%.</p> <p>For the 2012-13 Associate of Business (AB) graduates, the average score for business- and management-specific questions for AB graduate respondents was 84%.</p> <p>For the August, 2013, Associate of Business (AB) graduates, the average score for business- and management-</p>	<p>The results of the Comprehensive Exit Exam. Although the averages were above 70 percent, some business and management content areas were detected in which some targeted areas of instruction are needed.</p>	<p>The Business Department worked in collaboration with CSN’s Office of Institutional Research to gather accurate graduate data. This allowed the Business Department to administer the Comprehensive Exit Exam and Exit Survey.</p>	<div style="text-align: center;"> <p><b>AB Comprehensive Exit Exam Results Table</b></p> <table border="1" style="margin: 10px auto;"> <caption>AB Comprehensive Exit Exam Results Table</caption> <thead> <tr> <th>Year</th> <th>BUS/MGT (%)</th> <th>ACC (%)</th> </tr> </thead> <tbody> <tr> <td>2011-2012</td> <td>88.9%</td> <td>72.8%</td> </tr> <tr> <td>2012-2013</td> <td>84.0%</td> <td>85.0%</td> </tr> <tr> <td>August 2013</td> <td>75.6%</td> <td>85.0%</td> </tr> </tbody> </table> </div>	Year	BUS/MGT (%)	ACC (%)	2011-2012	88.9%	72.8%	2012-2013	84.0%	85.0%	August 2013	75.6%	85.0%
Year	BUS/MGT (%)	ACC (%)															
2011-2012	88.9%	72.8%															
2012-2013	84.0%	85.0%															
August 2013	75.6%	85.0%															

<p><b>PROGRAMMATIC OUTCOME</b></p> <p>3. Successful program graduates will be prepared to pursue further specialized study in business related major areas at a four-year college or university.</p>		<p>specific questions for AB graduate respondents was 75.6%.</p> <p>For the 2011-12 Associate of Business (AB) graduates, the average score for accounting-specific questions for AB graduate respondents was 72.75%.</p> <p>For the 2012-13 Associate of Business (AB) graduates, the average score for accounting-specific questions for AB graduate respondents was 85%.</p> <p>For the August, 2013, Associate of Business (AB) graduates, the average score for accounting-specific questions for AB graduate respondents was 85%.</p>			
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<p>At least 60% of the AB graduates should transfer to four-year institutions.</p>	<p><b>Transfer Data</b></p> <p>The Office of Institutional Research queried the National Student Clearinghouse</p>	<p>Goal was exceeded.</p> <p>2010-2011: 275 AB graduates 73% (202 graduates) transferred to four-year institutions.</p> <p>2011-2012: 277 AB graduates 70% (193 graduates) transferred to four-year institutions.</p> <p>2012-2013: 299 AB graduates 60% (179 graduates) transferred to four-year institutions.</p> <p>August 2013: 74 AB graduates 43% (31 graduates) transferred to four-year institutions.</p>	<p>In collaboration with Institutional Research, the Transfer Data was further analyzed. Specifically, when looking at the transfer rate for the 2010-2011 AB graduates at 73% in comparison to the August 2013 transfer rate at 43% was to be expected. This was anticipated because the 2010-2011 AB graduates have had three years to get themselves to a four-year institution. In fact, some have graduated. Therefore, three years from now, we would anticipate the August 2013 AB graduates to be closer to a 70% transfer rate.</p> <p>We also tracked the where the AB graduates were transferring to. Year over year, close to 80% of the transfer AB graduates attend the University of Nevada Las Vegas (UNLV). Approximately, 5% of the transfer AB graduates attend Nevada State College (NSC). Very few AB</p>	<p>The transfer data was reviewed by faculty, administration and the Business Advisory Board.</p> <p>Transfer data will be requested from Institutional Research on an annual basis to especially monitor transfer to UNLV. Since there has been a consistent trend of close to 80% transfer to UNLV. The transfer pattern is particularly important because the CSN curriculum is intended to allow for ease of transfer to UNLV into the BSBA. Specifically, when going through a curriculum</p>	<p style="text-align: center;"><b>Business Department - AB Transfer Data</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>AB Graduate Transfer Data</caption> <thead> <tr> <th>AB Graduate Reporting Period</th> <th>Percent of AB Graduate Transfers</th> </tr> </thead> <tbody> <tr> <td>2010-2011</td> <td>73%</td> </tr> <tr> <td>2011-2012</td> <td>70%</td> </tr> <tr> <td>2012-2013</td> <td>60%</td> </tr> <tr> <td>August 2013</td> <td>43%</td> </tr> </tbody> </table>	AB Graduate Reporting Period	Percent of AB Graduate Transfers	2010-2011	73%	2011-2012	70%	2012-2013	60%	August 2013	43%
AB Graduate Reporting Period	Percent of AB Graduate Transfers														
2010-2011	73%														
2011-2012	70%														
2012-2013	60%														
August 2013	43%														

			graduates transfer out of state.	review for the AB degree, we paid close attention to the UNLV requirements and made sure that the AB articulation agreement between CSN and UNLV would stay intact.	
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**AAS - ACCOUNTING**

**Standard 4 – Student Learning Results**

<b>Analysis of Results</b>																			
<b>Performance Measure (Competency)</b>	<b>Description of Measurement Instrument</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken or Improvement Made</b>	<b>Insert Graphs or Tables of Resulting Trends</b>														
Students will score a minimum of 70% or higher on a comprehensive exam administered in ACC 203.	The first assessment exam was 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 spring, 2011. The average score was 67%.	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.	We are placing more emphasis on the accounting basics in our beginning classes. We have revised the syllabus to reflect this change.	<p align="center"><b>Accounting Department Comprehensive Exam Results</b></p> <table border="1"> <caption>Accounting Department Comprehensive Exam Results</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>67%</td> </tr> <tr> <td>Fall 2011</td> <td>60%</td> </tr> <tr> <td>Spring 2012</td> <td>60%</td> </tr> <tr> <td>Fall 2012</td> <td>71%</td> </tr> <tr> <td>Spring 2013</td> <td>62%</td> </tr> <tr> <td>Fall 2013</td> <td>73%</td> </tr> </tbody> </table>	Term	Percentage	Spring 2011	67%	Fall 2011	60%	Spring 2012	60%	Fall 2012	71%	Spring 2013	62%	Fall 2013	73%
Term	Percentage																		
Spring 2011	67%																		
Fall 2011	60%																		
Spring 2012	60%																		
Fall 2012	71%																		
Spring 2013	62%																		
Fall 2013	73%																		
Students will score a minimum of 70% or higher on a comprehensive exit exam.	The first comprehensive exit exam was administered in ACC 204 as a test. 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	Because of the changes in ACC 201 our results have improved. We are extremely encouraged by this development.	<p align="center"><b>Comprehensive Exam - ACC 204</b></p> <table border="1"> <caption>Comprehensive Exam - ACC 204</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>10%</td> </tr> </tbody> </table> <p align="center">Students Who Passed</p>	Year	Percentage	2012	10%										
Year	Percentage																		
2012	10%																		

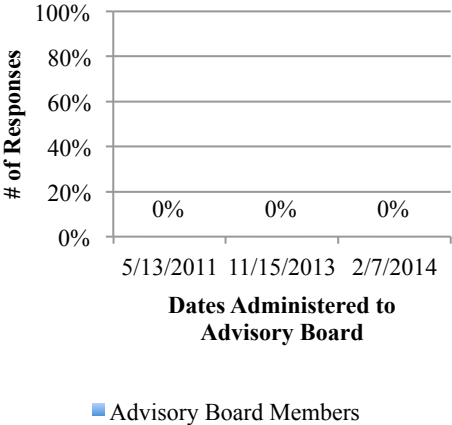
			with an instructor. Next year's exam needs to include clearer instructions. We then decided to administer the test in ACC 203 in conjunction with the transfer policy at UNLV. It also gives us a chance to adjust the curriculum in ACC 204 when necessary.		
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**AAS – BUSINESS MANAGEMENT**  
**AAS – BUSINESS MANAGEMENT – HUMAN RESOURCES EMPHASIS**  
**AAS – BUSINESS MANAGEMENT – PUBLIC SECTOR RELATIONS EMPHASIS**  
**AAS BUSINESS MANAGEMENT – SMALL BUSINESS MANAGEMENT EMPHASIS**

**Standard 4 – Student Learning Results**

Analysis of Results													
Performance Measure (Competency)	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends								
<p>These performance measures apply to the following programs:</p> <p>Associate of Applied Science (AAS) – Business Management, Associate of Science (AAS) – Business Management – Human Resources Emphasis, Associate of Applied Science (AAS) – Business Management – Public Sector Relations Emphasis, and Associate of Applied</p>	<p><b>Comprehensive Exit Exam</b></p> <p>A comprehensive exit exam was disseminated to all Associate of Applied Science (AAS)-Business Management and all emphases graduates. The exam covered business, management and accounting principles.</p>	<p>Goal Exceeded:</p> <p>For the 2011-12 Associate of Applied Science (AAS) – all emphases - graduates, the average score for business- and management-specific questions for AAS - all emphases - graduate respondents was 84.5%.</p> <p>For the 2012-13 Associate of Applied Science (AAS) – all emphases - graduates,</p>	<p>The results of the Comprehensive Exit Exam and Exit Survey will be included in the ACBSP Quality Assurance Report due February 2014. The results of these measurement instruments will be shared with the Business Department faculty and Business Advisory Board members.</p> <p>Although the averages were above 75%, some business and management</p>	<p>The Business Department worked in collaboration with CSN’s Office of Institutional Research to gather accurate graduate data. This allowed the Business Department to administer the Comprehensive Exit Exam and Exit Survey.</p> <p>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.</p>	<p><b>AAS - Business Management w/ Emphases Comprehensive Exit Exam Results Table</b></p> <table border="1"> <caption>AAS - Business Management w/ Emphases Comprehensive Exit Exam Results Table</caption> <thead> <tr> <th>Year</th> <th>Average Exam Scores</th> </tr> </thead> <tbody> <tr> <td>2011-2012</td> <td>84.5%</td> </tr> <tr> <td>2012-2013</td> <td>0.0%</td> </tr> <tr> <td>August 2013</td> <td>80.0%</td> </tr> </tbody> </table>	Year	Average Exam Scores	2011-2012	84.5%	2012-2013	0.0%	August 2013	80.0%
Year	Average Exam Scores												
2011-2012	84.5%												
2012-2013	0.0%												
August 2013	80.0%												

<p>Science (AAS) – Business Management – Small Business Management Emphasis.</p> <p>1. Students will be able to demonstrate knowledge of current business and management theories as they apply to real-life professional situations.</p> <p>2. Students will be able apply managerial and motivational leadership theories to practical business settings.</p> <p>AAS - Business Management and all emphases-graduates who take the Comprehensive Exit Exam should score at</p>		<p>the average score for business- and management-specific questions for AAS - all emphases – the survey was administered but received no responses.</p> <p>For the August 2013, Associate of Applied Science (AAS) – all emphases - graduates, the average score for business- and management-specific questions for AAS - all emphases - graduate respondents was 80%.</p>	<p>content areas were detected in which some targeted areas of instruction are needed.</p> <p>The business faculty expressed concern that we were unable to garner any responses from the 2012-2013 graduate group. Four separate attempts were utilized to communicate with this graduating group and the student emails were verified with the Office of Institutional Research.</p>		
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<p>least a 75% or higher on the business and management specific questions.</p> <p>3. Demonstrate proficiency for entry-level business or management positions within profit and nonprofit organizations.</p>													
<p>At least 70% of respondents will rate the level of core competency and preparedness of AAS - Business Management and all emphases as above average on the Employer Survey.</p>	<p><b>Employer Survey</b> An employer survey was administered to CSN's Business Advisory on repeated occasions during advisory board meetings.</p> <p>In addition, additional employer contact information was asked in the Exit Survey administered to all AAS-Business Management</p>	<p>Goal not met: Although the Employer Survey was administered on repeated occasions to Business Advisory Board members, the board members were unable to identify recent business hires from the CSN student or graduate population.</p>	<p>The current difficulty of measuring this performance standard lies in the fact that CSN does not have a current reporting system in which current and relevant student and graduate employer data is garnered. Therefore, in order to directly survey the Business Department graduate employers, it</p>	<p>In the most recent Exit Survey, administered the AAS Business Management – all emphases – graduates, the Business Department collected ten self-reported contact email addresses for graduate employers. The Business Department plans to electronically administer an employer survey employer contacts.</p> <p>The Business Department has recently developed a business internship program. This program will be going into effect in the upcoming academic year. The internship program will help generate employer contact information and feedback.</p>	<p style="text-align: center;"><b>Business Department - Employer Survey</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Business Department - Employer Survey Data</caption> <thead> <tr> <th>Dates Administered to Advisory Board</th> <th># of Responses (%)</th> </tr> </thead> <tbody> <tr> <td>5/13/2011</td> <td>0%</td> </tr> <tr> <td>11/15/2013</td> <td>0%</td> </tr> <tr> <td>2/7/2014</td> <td>0%</td> </tr> </tbody> </table> <p style="text-align: center;">■ Advisory Board Members</p>	Dates Administered to Advisory Board	# of Responses (%)	5/13/2011	0%	11/15/2013	0%	2/7/2014	0%
Dates Administered to Advisory Board	# of Responses (%)												
5/13/2011	0%												
11/15/2013	0%												
2/7/2014	0%												

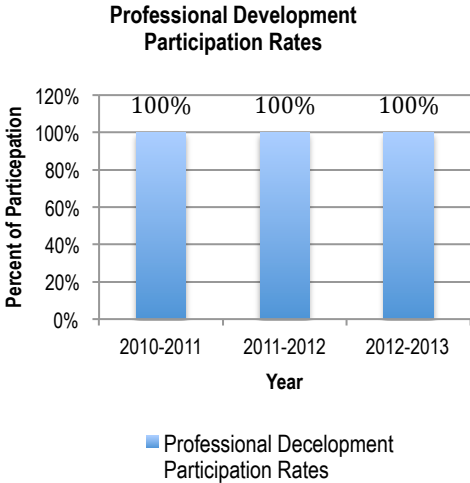
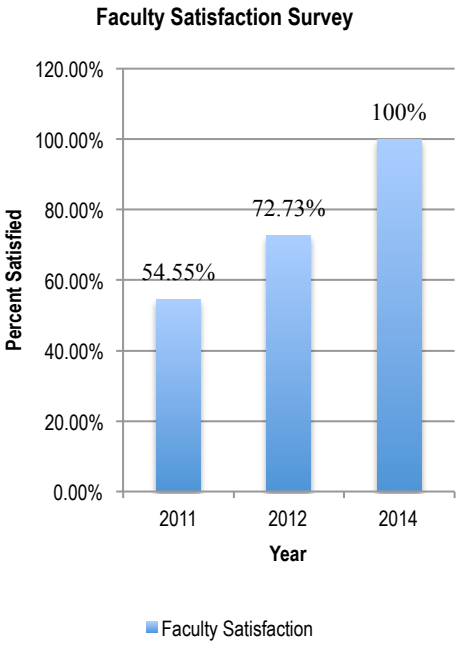
	and all emphasizes graduates for the following time periods: 2011-2012, 2012-2013, August, 2013.		requires graduates to self-report and provide employer information and contact information.		
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**Table 5.1 Standard 5 - Faculty- and Staff-Focused Results**

**Standard 5 – Faculty-and Staff-Focused Results**

<b>Analysis of Results</b>															
<b>Performance Measure</b>	<b>Description of Measurement Instrument</b>	<b>Current Results</b>	<b>Analysis Of Results</b>	<b>Action Taken or Improvement Made</b>	<b>Graphs or Tables of Resulting Trends</b>										
100% of Business School faculty will earn a minimum of “Satisfactory” on their annual performance evaluation each year.	Annual academic faculty evaluation	100% of the Business School faculty earned a minimum of “satisfactory” on their performance evaluation each year.	The faculty evaluation process involves a self-evaluation as well as department chair evaluation of the faculty member.	<p>New faculty members were paired with tenured faculty members to assist them with the academic faculty evaluation process.</p> <p>In collaboration with Human Resources, due dates associated with the faculty evaluation process continue to be communicated.</p>	<p style="text-align: center;"><b>Faculty Performance</b></p> <table border="1"> <caption>Faculty Performance Data</caption> <thead> <tr> <th>Year</th> <th>Performance</th> </tr> </thead> <tbody> <tr> <td>2009-2010</td> <td>100%</td> </tr> <tr> <td>2010-2011</td> <td>100%</td> </tr> <tr> <td>2011-2012</td> <td>100%</td> </tr> <tr> <td>2012-2013</td> <td>100%</td> </tr> </tbody> </table>	Year	Performance	2009-2010	100%	2010-2011	100%	2011-2012	100%	2012-2013	100%
Year	Performance														
2009-2010	100%														
2010-2011	100%														
2011-2012	100%														
2012-2013	100%														

<p>100% of Business School faculty will participate in at least one professional development activity each year.</p>	<p>Report by faculty member and Department Chair as part of the annual faculty evaluation.</p>	<p>100% of Business School faculty have participated in at least one professional development activity each year.</p>	<p>Professional development activities were reported by the Center for Academic and Professional Excellence (CAPE) as well as Departmental professional development.</p>	<p>The Department of Business received Perkins funding in FY14 for faculty to attend approximately ten professional development conferences and best practices collegiate trips.</p>	 <p><b>Professional Development Participation Rates</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of Participation</th> </tr> </thead> <tbody> <tr> <td>2010-2011</td> <td>100%</td> </tr> <tr> <td>2011-2012</td> <td>100%</td> </tr> <tr> <td>2012-2013</td> <td>100%</td> </tr> </tbody> </table>	Year	Percent of Participation	2010-2011	100%	2011-2012	100%	2012-2013	100%
Year	Percent of Participation												
2010-2011	100%												
2011-2012	100%												
2012-2013	100%												
<p>At least 75% of faculty respondents will be either very satisfied or moderately satisfied.</p>	<p>A Business School Faculty Satisfaction Survey was disseminated Spring 2014.</p>	<p>Goal Exceeded: 100% of faculty respondents expressed overall satisfaction to be either very satisfied or moderately satisfied.</p>	<p>Areas where faculty respondents exceeded 75% either very satisfied or moderately satisfied were: Job expectations, Faculty resources, Teaching facilities, Professional development.</p> <p>Areas where faculty respondents did not meet the 75% satisfaction threshold were: Compensation, Safety on Campus, Shared Governance, Support from administration.</p>	<p>Results from this satisfaction survey will be shared with the Executive Leadership team. Faculty will be reassessed in twelve months</p>	 <p><b>Faculty Satisfaction Survey</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent Satisfied</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>54.55%</td> </tr> <tr> <td>2012</td> <td>72.73%</td> </tr> <tr> <td>2014</td> <td>100%</td> </tr> </tbody> </table>	Year	Percent Satisfied	2011	54.55%	2012	72.73%	2014	100%
Year	Percent Satisfied												
2011	54.55%												
2012	72.73%												
2014	100%												

## Faculty Qualifications

**Table 5.2 Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS**

<b>NAME</b> (List alphabetically by Last Name)	<b>COURSES TAUGHT</b> (List the Courses Taught During the Reporting Period, Include number of credit hours)	<b>LIST ALL EARNED DEGREES</b> (State Degree as Documented on Transcript, Must Include Major Field)	<b>DOCUMENT AT LEAST TWO OTHER SPECIFIC PROFESSIONAL QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>• Two Years Work Experience</li> <li>• Teaching Excellence</li> <li>• Professional Certifications</li> <li>• Research and/or Publication</li> <li>• Additional Coursework</li> </ul>	<b>ACBSP QUALIFICATION</b> <ol style="list-style-type: none"> <li>1. Masters</li> <li>2. Doctorate</li> <li>3. Professional</li> <li>4. Exception</li> </ol>
Barnard, Lawrence	MGT 212 Leadership & Human Relations (3 credit hours)	BS – Political Science International Relations MBA – Business Administration		M
Charlton, Patricia	BUS 101 Intro to Bus (3 credit hours)	MPA		M
Crouch, Gary	BUS 102 Entrepreneurship & Innovation (3 credit hours)	BS – Agri & Managerial ECON MBA – Business Administration		M
Golding, Kirk	BUS 101 Intro to Bus (3 credit hours)	BS – Computer Science MBA		M
Jones, Dana	ACC 201 Financial Acct ACC 202 Managerial Acct (18 credit hours)	MBA BA – Business Admin	84 credit units towards Ph.D. In Business Administration – Advanced Accounting. Since 2008 work experience teaching Accounting at Oglala Lakota College.	Professionally qualified in accounting.
Kohan, Samantha (temporary hire)	ACC 201 Financial Acct ACC 202 Managerial Acct (15 credit hours)	BS – Accounting/Finance MS -- Accounting		M
Lindemann, Patrick	BUS 273 Bus Law I (3 credit hours)	JD - LAW		D
Locker, Bruce	BUS 101 Intro to Bus (6 credit hours)	BA – Economics MBA – Business Management		M
Massey, Augusta	BUS 272 Legal Environment BUS 280 Legal Aspects of International Bus (6 credit hours)	BA – English JD – Law		D
Massey, Augusta	BUS 275 Fund of International Bus	BA – English JD – LAW	More than two years of work experience and teaching excellence.	Professionally qualified in International Business.

	(will not teach this course in future semesters) (3 credit hours)			
Montilla, Elizabeth	BUS 107 Bus Speech Communications (3 credit hours)	BS – Business Administration: Marketing		M
Rios, Juan	BUS 101 Intro to Bus MGT 103 Small Bus Mgt MGT 212 Leadership & Human Relations (3 credit hours)	BA – Business Administration MPA – Public Administration		M
Saucier, Sydney	BUS 273 Business Law I (3 credit hours)	BA MA – Anthropology JD - Law		D
Schellhase, Maria	BUS 101 Intro to Bus BUS 107 Bus Speech Communication MGT 212 Leadership & Human Relations (15 credit hours)	DBA - Business Administration MBA - Business Administration BA Business Administration - Marketing		D
Shumaker, Donald	BUS 101 Intro to Bus BUS 108 Bus Letters & Reports MGT 103 Small Bus Mgt (6 credit hours)	MA – Managerial Communications		M
Sweetin, Courtney	BUS 101 Intro to Bus BUS 107 Bus Speech & Communication MGT 103 Small Bus Mgt MGT 201 Principles of Mgt (9 credit hours)	BS – Elementary Ed MBA – Business Administration		M
Sydor, OJ	BUS 101 Intro to Bus MGT 103 Small Bus Mgt MGT 212 Leadership & Human Relations (12 credit hours)	BA General – Political Science MA – Management		M
Wachtler, Robert	BUS 101 Intro to Bus MGT 100 Practical Human Relations for Bus MGT 103 Small Bus Mgt	BS – Marketing MBA		M

	MGT 283 Intro to HR Mgt MGT 286 Personnel Interviewing (9 credit hours)			
Weber, Valerie	BUS 108 Bus Letters & Reports MGT 286 Personnel Interviewing (6 credit hours)	MA – Organizational Management		M
Winder, Gary	BUS 101 Intro to Bus MGT 201 Principles of Mgt MGT 283 Intro to HR Mgt (6 credit hours)	BS – Business Administration MBA – Business Administration		M

**\*On the 2012 Quality Assurance Report Review Form, the Associate Degree Board of Commissioners mentioned two faculty members who were not doctorally qualified. We have since made the necessary corrections to either their employment status or ACBSP Qualification designation. Changes are noted below:**

*Heavrin-Price, Marybeth	BUS 275 Fund of Int'l Bus	JD Master of Education Law MS - Education BS - Education		No longer employed as of Fall 2011.
*Mitchell, Jeanette	BUS 101 Intro to Bus MGT 103 Small Bus Mgt MGT 201 Princ of Mgt (15 credit hours)	JD MBA – Business Administration BS - Marketing/Mgt		M

## Standard #6 Educational and Business Process Management

### a. Curriculum

- 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.

Curriculum Changes to take effect 2015-2016:

The Department of Business Administration completed an extensive two year program and curriculum review process. After months of consultation and collaboration with various stakeholder and student groups, including faculty, administration, advisory

board and focus groups, new program outcomes were developed and substantive curriculum changes were to the AAS - Business Management degree and the emphases.

As a result of this continued program review, the following business management emphases programs will be terminated and be effective as of the 2015 – 2016 CSN catalog: Associate of Science (AAS) – Business Management – Human Resources Emphasis, Associate of Applied Science (AAS) – Business Management – Public Sector Relations Emphasis, and Associate of Applied Science (AAS) – Business Management – Small Business Management Emphasis. Based on program review analysis, it was determined that the program curriculum from the terminated programs could be consolidated into the Associate of Applied Science (AAS) – Business Management and would improve overall degree completion.

The above mentioned curriculum changes will be reported in the next Quality Assurance report once changes have been implemented.

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

However, the following business management emphases programs will be effectively terminated as of the 2015 – 2016 CSN Catalog:

Associate of 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.

The above mentioned accredited program terminations will be reported in the next Quality Assurance report once the changes have been implemented.

**ASSOCIATE OF BUSINESS**

**Table 6.1 Standard 6 - Organizational Performance Results**

Analysis of Results															
Performance Measure	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Graph of Trends or Tables of Results										
Number of graduates will increase at least 10% per year.	The Office of Institutional Research will assist the Department of Business to prepare comparative data reports on an annual basis.	Goal was not met: The number of AB graduates were as follows: 2009 – 2010: 2010-2011: 275 2011 – 2012: 277 (1% increase) 2012 – 2013: 299 (8% increase)	<p>After reviewing the graduate data, perhaps setting a 10% increase in the number of graduates year over year is too high.</p> <p>There are many initiatives ongoing within the department, as well as the institution to increase program completion. The overall institutional budget will be based in part on performance funding. Meeting program completion goals will continue being a priority for the Department of Business Administration.</p>	<p>The Business Department has worked very closely with the 3 designated School Counselors to promote program completion.</p> <p>In addition, the Business Department is looking to expand its Accelerated Associate of Business Program. The accelerated program began in Spring 2011 and has continued since. Over 90% of the program participants graduate with AB degree.</p>	<p align="center"><b>Number of AB Graduates</b></p> <table border="1"> <caption>Number of AB Graduates</caption> <thead> <tr> <th>Year</th> <th>Number of Graduates</th> </tr> </thead> <tbody> <tr> <td>2009-2010</td> <td>269</td> </tr> <tr> <td>2010-2011</td> <td>275</td> </tr> <tr> <td>2011-2012</td> <td>277</td> </tr> <tr> <td>2012-2013</td> <td>299</td> </tr> </tbody> </table> <p align="center">■ Number of Graduates</p>	Year	Number of Graduates	2009-2010	269	2010-2011	275	2011-2012	277	2012-2013	299
Year	Number of Graduates														
2009-2010	269														
2010-2011	275														
2011-2012	277														
2012-2013	299														

Number of online sections offered will increase each year to meet the needs of students.

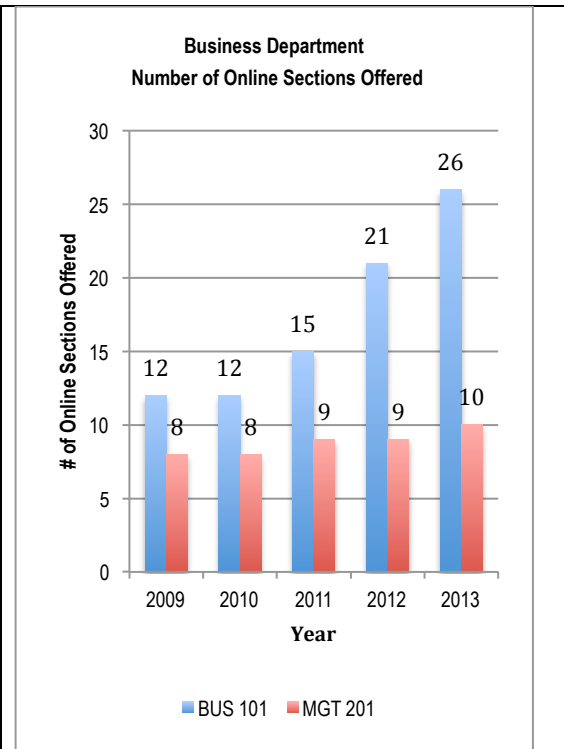
The Business Administration Department prepares a comparative data report on an annual basis.

Goal was met.

Year	BUS 101 Online
2009	12
2010	12
2011	15
2012	21
2013	26

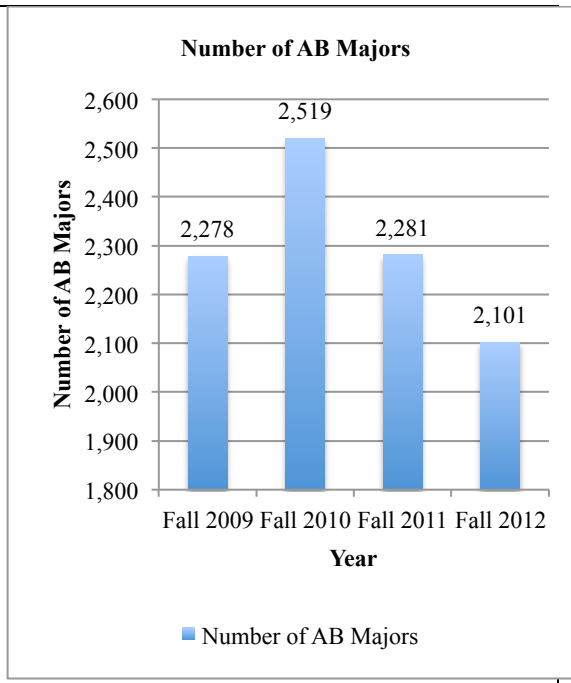
The number of online sections is monitored on a semester basis as part of the department scheduling and planning process. Careful attention is placed on the number of cancelled sections to determine if a scheduling threshold has been met. So far, no online sections have been cancelled and therefore the department is exceeding online section needs of our business students.

Faculty should continue to monitor course format demand and examine additional course offerings that could be online.





<p>Number of declared majors will increase 5% each year.</p>	<p>The Office of Institutional Research will assist the Department of Business to prepare comparative data reports on an annual basis.</p>	<p>Goal was not met: The number of declared AB majors were as follows: Fall 2009: 2,278 Fall 2010: 2,519 (11% increase) Fall 2011: 2,281 (-10% decrease) Fall 2012: 2,101 (-8% decrease)</p>	<p>The Business Administration faculty and were particularly concerned with the decline in registered AB majors. Some of the decrease may be attributed to the unusual "bubble" of enrollment in 2009 when the recession effected our local economy and many displaced workers came back to school. As the economy has improved, there are less incoming AB majors.</p>	<p>The Business Department is continuing to review their recruitment practices and update their materials, such as the Orientation packets.</p> <p>The College of Southern Nevada has retained the services of Noel-Levitz to develop a Strategic Enrollment Plan. This plan is intended to support the college's new commitment to student completion and success. This focus is necessitated by the State of Nevada's new funding formula that now includes metrics on completion criteria.</p>
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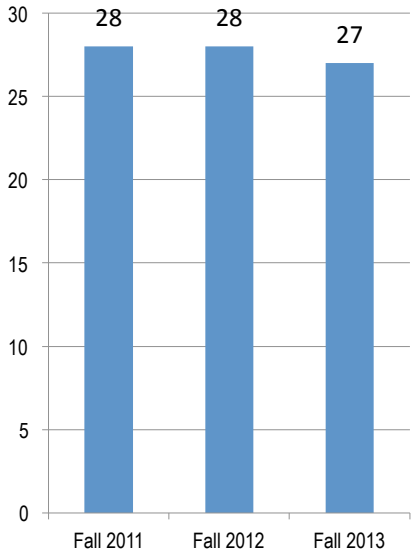
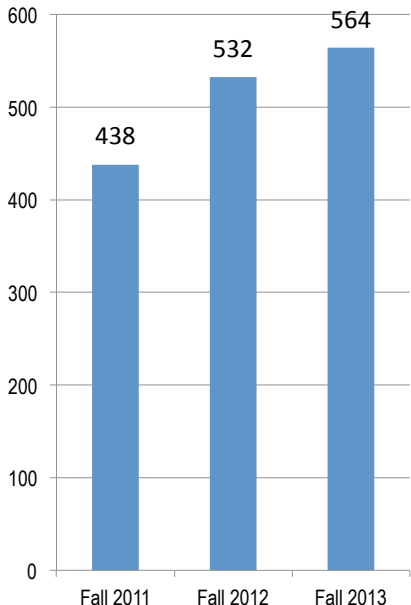


<p>CSN will provide a safe and secure campus environment through the CSN Public Safety and Police Services.</p>	<p>Comparative</p>	<p>Campus crime statistics as required to be reported with the Jean Clear Disclosure of Campus Security were reviewed. Total crimes increased from 21 in 2009 to 27 in 2010. In 2011, total crimes spiked to 63 and then tapered in 2012 to 41.</p>	<p>Reported crimes on the Cheyenne campus significantly up in 2011 in both frequency and severity. However they curtailed again in 2012. Crimes at Henderson rose in 2012 related to unlawful drug arrests. Charleston saw an increase arrests for drug law violations in 2011 but was lower in 2012.</p>	<p>Continue to monitor. Waiting for the final data for 2013.</p>	<p>The bar chart displays the total number of campus crimes from 2009 to 2012. The y-axis represents the number of crimes, ranging from 0 to 70 in increments of 10. The x-axis lists the years 2009, 2010, 2011, and 2012. The bars are blue and labeled with their respective values: 21 for 2009, 27 for 2010, 63 for 2011, and 41 for 2012. A legend on the right side of the chart identifies the blue bars as 'Total Campus Crimes'.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Total Campus Crimes</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>21</td> </tr> <tr> <td>2010</td> <td>27</td> </tr> <tr> <td>2011</td> <td>63</td> </tr> <tr> <td>2012</td> <td>41</td> </tr> </tbody> </table>	Year	Total Campus Crimes	2009	21	2010	27	2011	63	2012	41
Year	Total Campus Crimes														
2009	21														
2010	27														
2011	63														
2012	41														

**AAS - ACCOUNTING**

**Table 6.1 Standard 6 - Organizational Performance Results**

<b>Analysis of Results</b>													
<b>Performance Measure</b>	<b>Measurement Instrument</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken or Improvement Made</b>	<b>Graph or Tables of Resulting Trends</b>								
Number of graduates will increase at least 10% per year.	Comparative	Graduate numbers have shown a steady increase as reflected in the graph.	This represents a 31% increase in the number of graduates. Program completion remains a priority for the institution. Graduation rates will continue to be monitored.	Our number of graduates continues to increase. We are working closely with our counselors to monitor student progress. We also email students who are close but have not graduated.	<p align="center"><b>Number of Graduates</b></p> <table border="1"> <caption>Number of Graduates</caption> <thead> <tr> <th>Year</th> <th>Number of Graduates</th> </tr> </thead> <tbody> <tr> <td>2010-11</td> <td>26</td> </tr> <tr> <td>2011-12</td> <td>27</td> </tr> <tr> <td>2012-13</td> <td>34</td> </tr> </tbody> </table>	Year	Number of Graduates	2010-11	26	2011-12	27	2012-13	34
Year	Number of Graduates												
2010-11	26												
2011-12	27												
2012-13	34												

<p>Number of online sections offered will increase each year to meet the needs of students.</p>	<p>Comparative</p>	<p>Online section offerings have remained stable due to budget constraints and demand by students.</p>	<p>An online, hybrid accounting course was developed to accommodate the accelerated associate of business degree completion program.</p>	<p>Our online sections have remained stable. We continuously monitor enrollments and demand to meet student needs.</p>	<p style="text-align: center;"><b>Online Sections</b></p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Number of Online Sections</th> </tr> </thead> <tbody> <tr> <td>Fall 2011</td> <td>28</td> </tr> <tr> <td>Fall 2012</td> <td>28</td> </tr> <tr> <td>Fall 2013</td> <td>27</td> </tr> </tbody> </table>	Year	Number of Online Sections	Fall 2011	28	Fall 2012	28	Fall 2013	27
Year	Number of Online Sections												
Fall 2011	28												
Fall 2012	28												
Fall 2013	27												
<p>Number of majors will increase 5% each year.</p>	<p>Comparative</p>		<p>This is an 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.</p>	<p>We can now see through our class rosters the students who are declared majors. We want to know who are majors are so that we can develop communication with them to help to ensure completion.</p>	<p style="text-align: center;"><b>Number of Majors</b></p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Number of Majors</th> </tr> </thead> <tbody> <tr> <td>Fall 2011</td> <td>438</td> </tr> <tr> <td>Fall 2012</td> <td>532</td> </tr> <tr> <td>Fall 2013</td> <td>564</td> </tr> </tbody> </table>	Year	Number of Majors	Fall 2011	438	Fall 2012	532	Fall 2013	564
Year	Number of Majors												
Fall 2011	438												
Fall 2012	532												
Fall 2013	564												

**AAS – BUSINESS MANAGEMENT**  
**AAS – BUSINESS MANAGEMENT – HUMAN RESOURCES EMPHASIS**  
**AAS – BUSINESS MANAGEMENT – PUBLIC SECTOR RELATIONS EMPHASIS**  
**AAS BUSINESS MANAGEMENT – SMALL BUSINESS MANAGEMENT EMPHASIS**

**Table 6.1 Standard 6 - Organizational Performance Results**

Analysis of Results															
Performance Measure	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Graphs or Tables of Resulting Trends										
Number of graduates will increase at least 10% per year.	The Office of Institutional Research will assist the Department of Business to prepare comparative data reports on an annual basis.	Goal was met: The number of AAS – Business Management and all emphases graduates were as follows: 2009 – 2010:10 2010-2011: 36 (160% increase) 2011 – 2012:28 (-22% decrease) 2012 – 2013: 43 (55% increase)	The Business Administration Department faculty analyzed the results and noticed a significant fluctuation in the number of program graduates.	By continuing to work with the School Counselors, the Business Department hopes to improve the number of AAS Business Management completers. New curriculum changes to take effect in the 2015-2016 academic year will also help program completion numbers.	<p style="text-align: center;"><b>AAS - Business Management and all Empeheises Gradutes</b></p> <table border="1"> <caption>Data for AAS - Business Management and all Empeheises Gradutes</caption> <thead> <tr> <th>Year</th> <th>Number of Graduates</th> </tr> </thead> <tbody> <tr> <td>2009-2010</td> <td>17</td> </tr> <tr> <td>2010-2011</td> <td>36</td> </tr> <tr> <td>2011-2012</td> <td>28</td> </tr> <tr> <td>2012-2013</td> <td>43</td> </tr> </tbody> </table> <p style="text-align: center;">■ Number of Graduates</p>	Year	Number of Graduates	2009-2010	17	2010-2011	36	2011-2012	28	2012-2013	43
Year	Number of Graduates														
2009-2010	17														
2010-2011	36														
2011-2012	28														
2012-2013	43														

Number of online sections offered will increase each year to meet the needs of students.

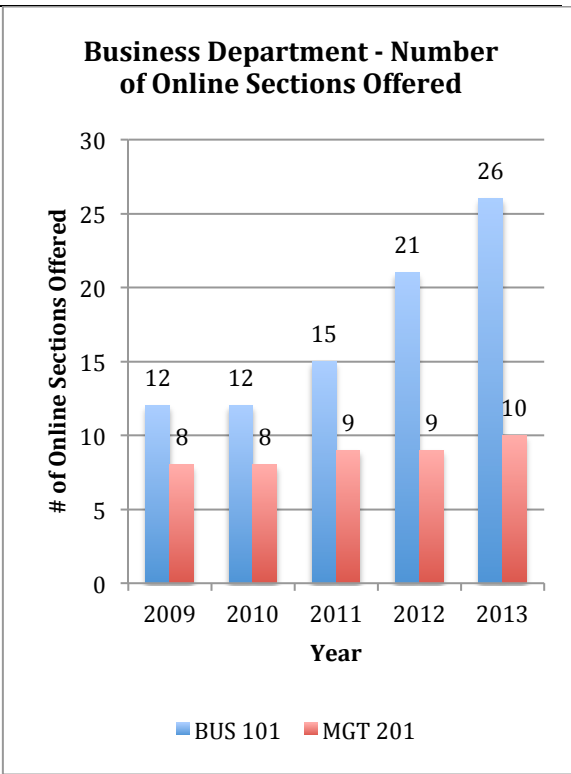
The Business Administration Department prepares a comparative data report on an annual basis.

Goal was met.

Year	BUS 101 Online
2009	12
2010	12
2011	15
2012	21
2013	26

The number of online sections are monitored on a semester basis as part of the department scheduling and planning process. Careful attention is placed on the number of cancelled sections to determine if a scheduling threshold has been met. So far, no online sections have been cancelled and therefore the department is exceeding online section needs of our business students.

Faculty should continue to monitor course format demand and examine additional course offerings that could be online. For example, one of our business faculty members is currently developing the Business Math course online. Because of the degree curriculum changes to take effect 2015-2016 academic year, the department anticipates a higher demand for this course.



<p>Number of majors will increase 5% each year.</p>	<p>The Office of Institutional Research will assist the Department of Business to prepare comparative data reports on an annual basis.</p>	<p>Goal was met: The number of declared AAS Business Management and all emphases majors were as follows: Fall 2009: 664 Fall 2010: 730 (10% increase) Fall 2011: 907 (24% increase) Fall 2012: 1,139 (26% increase)</p>	<p>The Business Administration Department faculty members were encouraged by the increase in the number of AAS – Business Management majors.</p>	<p>The Business Department Curriculum Committee is continuing to meet to develop better recruitment and advising materials for the revised AAS Business Management degree to be effective 2015-2016.</p>	<table border="1"> <caption>AAS Business Management &amp; All Emphases Majors</caption> <thead> <tr> <th>Reporting Period</th> <th>Number of Major's</th> </tr> </thead> <tbody> <tr> <td>Fall 2009</td> <td>664</td> </tr> <tr> <td>Fall 2010</td> <td>730</td> </tr> <tr> <td>Fall 2011</td> <td>907</td> </tr> <tr> <td>Fall 2012</td> <td>1139</td> </tr> </tbody> </table>	Reporting Period	Number of Major's	Fall 2009	664	Fall 2010	730	Fall 2011	907	Fall 2012	1139
Reporting Period	Number of Major's														
Fall 2009	664														
Fall 2010	730														
Fall 2011	907														
Fall 2012	1139														

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**Advisory Board Meeting Minutes**  
**Accounting, Finance & Computer Office Technology**  
**Henderson Campus, Room C224**  
**May 7, 2013**

1. Welcome/Introductions
2. Robert O'Toole and Jerry Lockhart were introduced as being representatives from the department.
3. The alumni survey document was shared and the comments were very positive from the board. It is hoped that we will receive a significant number of replies.
4. Jerry Lockhart did a PowerPoint presentation on our tax preparation program. He explained about our relationship with the IRS and that the preparation of tax returns was free to faculty, staff, students and the community. The program has been offered by the department for many years. Students enrolled in the course receive 3 credits as well as the experience of filing returns.
5. Randi Kolesar represented the MGM Grand at this meeting and discussed their roles in the corporate office. They are very anxious to establish a positive relationship with CSN and the department.
6. Wells Fargo has also expressed interested in internships for our students. Chris McInnis will provide us with more details and who handles that for the bank.
7. The meeting was adjourned. Next meeting date in Spring, 2014.

**Advisory Board Meeting Minutes**  
**Accounting, Finance & Computer Office Technology**  
**Henderson Campus, Room C224**  
**April 11, 2012**

1. Welcome/Introductions
2. Jeff Jones discussed the expansion of our relationship with the Clark High School Academy of Finance and explained their visit for the Young Money presentation. We will be reaching out to other high schools in the area for others students to participate. Our next presentation will be at the Henderson campus with Foothill High School participating. Young Money provides business students with personal finance knowledge important for them for the future.
3. Randi Kolesar discussed the possibility of internships at the MGM Grand corporate offices and hotels. He will follow up with more details and send a representative to our Young Money event.
4. John McGinty discussed the role of the small business owner in the Henderson community. He actively participates in our meetings and provides the lunch.
5. We discussed the necessity for our graduates to be proficient in the latest accounting software. The department offers a course in Microcomputer Accounting Systems that fills that requirement and acts as a capstone course.
6. Robin Nelson presented information on our transfer agreement with Regis as well as the proficiency exam now given by UNLV for incoming students who want to major in accounting. There was much discussion over this new policy.
7. The board was notified about our accreditation and that it would be included on our webpage and in the catalog.
8. The meeting was adjourned. Next meeting in Spring, 2013.

**Advisory Board Meeting Minutes**  
**Accounting, Finance & Computer Office Technology**  
**Henderson Campus, Room C224**  
**November 9, 2011 @ 11:30am**

1. Welcome/Introductions
2. Student Surveys – Handouts. If you have any comments regarding questions that may be added please review and send.
3. Articulation Agreements
  - a. Regis – 3 page handout. There was a discussion regarding the new 3 + 1 transfer agreement between CSN and Regis. Students may take 101 credits at CSN, obtain their AAS in Accounting, then transfer to Regis and take 27 credits to graduate with a BA in Accounting. If you would like to have pdf or doc files of this information just reply and let me know.
  - b. National – New. There will be more information provided at the next meeting.
4. Jeff's Discussion – Discussion regarding Association, business and community partnerships. The objective is to establish job mirroring, internships, job placement, and job fairs for Accounting and Finance students. All student night out in February. Karen will follow up with more information. It is open attendance. MGM – Internship programs – Facebook page (MGM college program page) Kelly and Randi will follow up with more details and information. Wells Fargo – Chris is going to find out who handles these types of topic with NV Wells Fargo and send information. Any other comments or questions welcome.
5. Vicky's Software Presentation – This presentation was a demonstration of QuickBooks and PeachTree software and how to use it with real like business. It started with a Medical Practice and then added a drug store aspect during the merchandise chapter. There was also compare and contrasting between PeachTree and QuickBooks. Further question please contact Vicky. You will find a link to her email via the department link in the email.
6. New Business – N/A
7. Establish next meeting date – Sometime in April, 2012.
8. The meeting was adjourned.

**College of Southern Nevada  
Department of Business Administration  
Advisory Board Guidelines**

**Introduction**

Advisory Boards are the contact between the educational community and environment and the day-to-day occupational life of that community. The Department of Business Administration and its respective programs at the College of Southern Nevada are an integral part of the community in which it exists and should reflect the occupational and professional needs of that community.

If this reflection is to be accurate, a strong partnership between this department and the workplace is essential. One of the most effective means of developing this partnership is the establishment of the Department of Business Administration Advisory Board.

To maintain viable and effective business educational training programs, close cooperation with the private sector is required. It prepares individuals to enter the labor force and provides the means for retraining and upgrading their skills. To maintain the relevancy of business training, the programs must continually be evaluated and reevaluated by people actively involved in the field. Ongoing assessments by graduates, employers and employees ensure that the business programs respond to the changing needs of the community.

The purpose of these guidelines is to help the Department of Business Administration Board, Board officers and educational personnel improve the quality of the business programs at the College of Southern Nevada. It is intended to be a resource on the purposes, structure and operation of an effective advisory board. These guidelines also outline a suggested process that the advisory board may follow in carrying out a program of work based on the needs and the requirements of the community it serves

**Advisory Board Requirements of the  
Association of Collegiate Business Schools and Programs**

The following programs within the Department of Business Administration at the College of Southern Nevada are approved by the Association of Collegiate Business Schools and Programs:

- 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

As a condition to maintaining this approval, the program must have an advisory committee (board) that conforms with the ACBSP Standards and Criteria. These standards can be found in the ACBSP's publication entitled "Standards and Criteria for Demonstrating Excellence in Associate Degree Schools and Programs."

**STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS**

The business unit examines how it determines requirements, expectations, and preferences of its students and stakeholders. Also examined is how the business unit builds relationships with students and stakeholders and determines their satisfaction. Additionally, practitioners serve as role models and counselors for students regarding business careers. They also provide faculty with information to update professional skills, make curriculum changes, and serve as classroom speakers.

### **Criterion 3.5 BUSINESS/INDUSTRY RELATIONS**

Each academic unit must demonstrate linkages to business practitioners and identify organizations which are current and significant, including advisory boards. Examples of linkages include, but are not limited to, executives in residence; guest speakers; partnerships and cooperative agreements with organizations; student organizations (societies) in various business disciplines related to major fields of study; internship programs; cooperative education programs; and student organizations with business leaders as members.

#### **Mission Statement for the College of Southern Nevada**

The Department of Business Administration Advisory Board Guidelines shall remain consistent with the College of Southern Nevada's Mission, Vision and Values Statements:

#### **Mission Statement**

The College of Southern Nevada creates opportunities and changes lives through access to quality teaching, services, and experiences that enrich our diverse community.

#### **Vision Statement**

The College of Southern Nevada is a premier learning institution:

- Promoting student success through excellence in teaching and learning,
- Providing a highly educated, civically engaged, and skilled workforce,
- Using innovative technology and available resources effectively,
- Increasing alternative funding sources,
- Acting environmentally responsible, and
- Emphasizing fact-based decision-making and accountability to all stakeholders.

#### **Values Statement**

The College of Southern Nevada strives for high quality in all endeavors

We value:

- Learning – quality teaching, flexible scheduling, and total access allowing opportunities for all ages and backgrounds for student success;
- Shared Governance – communication across multiple campus sites among our faculty, staff, and students, and with local partnerships and state communities;
- Students – a student focused environment where academic freedom is utilized to broaden student knowledge beyond the classroom; and
- Community – a diverse community, fostering integrity and honesty, professional development, and innovative learning for our students, faculty, and staff.

### **Purpose and Role of Advisory Boards**

#### **Purpose of the Advisory Board**

The concept of educational advisory boards has existed for several decades and has been a most effective means of accomplishing private sector involvement in the education process.

The primary purpose of advisory boards is to help improve the quality of instruction and program content in order to assist in preparing students for occupations in their desired fields. The members of the board are officially appointed by the institution. Members are volunteers who share their expert knowledge of the job tasks and competency requirements for business graduates.

Advisory Boards **do not** have administrative or programmatic authority.

## **Role of the Advisory Board**

Advisory Boards have three major roles. They are to: **advise, assist** and **provide support and advocacy** for and to the college in providing a quality business education.

### **The Advising Role**

In an **advising** role, the advisory board assesses specific areas of the business programs and formulates suggestions and recommendations designed to improve that specific area. This would include such activities as:

1. Evaluate current programs to determine if they are providing realistic training by:
  - a. Reviewing all features of the program.
  - b. Identifying recent educational and employment trends to keep the program current.
  - c. Assisting in preparing and interpreting information from surveys of the community, graduates and students.
  - d. Providing information necessary to update, or modify the program.
  - e. Offering advice on the specific aspects of the program required to prepare students for a business occupation.
  - f. Determining what educational knowledge and skills are needed to provide proper training for business related jobs that are available in the community.
  - g. Offering advice on curriculum content, training techniques, textbooks, software and equipment.
  - h. Informing college personnel of changes in the labor market.
  - i. Recommend qualified instructors for specific subjects.

### **The Assisting Role**

In an **assisting** role, the advisory board may help an instructor or administrator carry out specific activities. Examples could include judging competitive skill events, setting up a scholarship program, obtaining media coverage for special events, etc.

### **The Support and Advocacy Role**

In the **support and advocacy role**, the advisory board promotes the quality of the business programs of the college. Examples could include showing support of the program at various meetings, writing articles for local newspapers and looking for potential job opportunities for program graduates.

### ***Procedures for Establishing Advisory Boards***

An organizational structure and operating procedure for the advisory board should be developed.

### **Size of the Board**

The size of the board may vary from time to time. It should be large enough to reflect the diversity of the community, yet small enough to be managed effectively.

### **Term of Service for Members**

Except for student member, members are appointed on a rotating basis for three-year terms. Members may be reappointed once. Students serve a one year term and may be reappointed for a second term if they continue to be students during that second term.

### **Selection of Members**

Members are appointed by the dean of the business programs based on the recommendation of the department chair, an advisory committee member or a faculty member.

The advisory board chairperson and/or department chair should contact the new members who accept an appointment to welcome them to the board and provide them with appropriate material.

### **Selection and Duties of Officers**

The success of the board depends in part on the leadership ability of the officers.

Elections may be held at the first or last meeting of the calendar year.

The officers may consist of one or more of the following as needed: chairperson, vice chairperson and secretary. The duties for each position follow:

### **Term of Service for Officers**

Officers are elected for a two-year term and may be reappointed once.

### **Chairperson**

The chairperson's leadership is a key factor to the board's success. Initially, the advisory board will be chaired by the Department Chair. However, when feasible, the board should be chaired by a member other than a college representative.

The responsibilities of the chairperson include:

- Work with college and community representatives to plan and carry out the board's program of work.
- Help in preparing meeting agendas and assist college representatives in handling details regarding meetings.
- Preside at meetings.
- Delegate tasks and follow-up work.
- Arrange for presenting appropriate reports to the board.
- Appoint standing committees and subcommittees as needed.
- Submit recommendations of the board to the appropriate college administrators.
- Follow up on committee recommendations or actions.

### **Vice Chairperson**

The absence of the chairperson, the vice chairperson will chair for the purposes of presiding at meetings. A representative of the college may serve as vice chairman.

### **Secretary**

The secretary records meeting minutes and performs other clerical duties. Boards may use college support staff in this position. The responsibilities of the secretary include the following:

- Take minutes of meetings; prepare and distribute minutes.
- Mail agenda, announcements, minutes and other information to members,
- Help assemble and distribute necessary background information to members.
- Correspond with representatives of college and community as needed.

## **Meetings**

General meetings are held twice per year. Subcommittees shall meet as needed.

## **Subcommittees**

Subcommittees will be formed when needed and report back to the general advisory board.

## **Planning and Conducting Board Meetings**

### **Planning Meetings**

Officers, in cooperation with the college administration, direct, coordinate and facilitate the work of the board. Planning and conducting meetings deserve special attention so that time is well spent and effort is focused.

Each meeting is focused on particular content or issues, held in a comfortable location and planned well in advance of the meeting date. The general planning process involves reviewing minutes of the last several meetings in order to create the agenda. Agendas help prevent the meetings from becoming “gripe sessions” for instructors or members.

The social aspects of the meeting, such as simple refreshments, contribute to group morale and commitment. Some meetings could be held away from the college to encourage an employment community atmosphere. In preparation for the meeting:

- Establish and publicize time, date and location of each meeting.
- Arrange for meeting room and equipment.
- Notify board members and appropriate college officials in writing of the meeting date and agenda.
- Arrange for refreshments, meals, special presentations, etc., if appropriate.
- Confirm all arrangements several days before meeting.
- Call board members and staff to remind them of the meeting.
- Prepare materials for issues to be addressed.

Emphasis on attendance and participation in board work builds commitment and interest. A meeting notice and agenda should be sent in advance to members and appropriate college officials. Minutes from the last meeting should be included unless sent previously. Background materials necessary for completing work at the upcoming meeting should also be included.

### **Conducting Meetings**

The following guidelines are useful for managing group activity and interaction at board meetings.

- State the purpose of the meeting and review the agenda. Some boards set goals or objectives for each meeting as a way of focusing on purposes.
- Encourage all members to speak and to respect the rights and opinions of others.
- Ask clarifying questions.
- Periodically summarize discussion and point out the connections and contradictions between points.
- Use parliamentary procedure for decisions; otherwise, encourage open and informal discussion. The majority rules, but the minority must be heard.
- Consider and resolve one issue at a time.
- Explore and encourage all points of view in working toward consensus.
- Show strong interest in attendance and ideas.



- Distribute work assignments throughout the group.
- Make assignments and work tasks clear and specific; explain expectations, time lines and products. Discuss background of issues so that everyone shares a common understanding of the terminology and importance of the problems.
- Structure the meeting to avoid wasted time. This conveys a sense of organization, purpose and productivity.
- Keep members informed of activities and progress.
- Recognize and reward members. A simple thank you is an effective reinforcement.
- Evaluate board work regularly.

The atmosphere for interaction is critical. It is through discussion that members present views and develop finding, while moving toward consensus. The most productive atmosphere in a group meeting is a supportive atmosphere. Creating a productive atmosphere is time well spent.

The tone of board operations is set by the first or second meeting. The following ideas help establish a positive tone:

- Concentrate on establishing a friendly atmosphere, coupled with a seriousness of purpose and the background information necessary to begin the job.
- Emphasize that each member's knowledge and experience are unique and of great potential value to the program.
- Tour the facilities.
- Meet students enrolled in the business programs.
- Provide the opportunity for members to begin to know one another in a social context, perhaps during a meal or social time.
- Discuss the expectations for board work and for member behavior.
- Discuss future meetings, program needs and past work.
- Call meeting to order and adjourn at the appointed time.

### **Minutes of Meetings**

As the official record of board activities, minutes keep individuals and groups informed about the board's concerns, decisions and activities. They remind members of the group's progress; they document the board's productivity and its contributions to the business programs.

### **Planning a Program of Work**

To be effective, the work of the board must be organized and structured. This does not mean it has to be complicated.

The overall purpose of the advisory board is to help the college improve and modernize the quality of instruction in the business programs. In developing a program of work, the board should continually keep two things in mind. One is the needs of the programs. The second is the requirements of the business community.

To help an advisory board plan an effective program of work, this guide suggests that a sequence of planning steps be used. These include:

- Establishing annual priorities.
- Specifying board activities.
- Developing planning tasks.
- Assigning responsibilities
- Establishing time lines.

In developing a program of work, the first thing the advisory board must do is to decide what it wants to accomplish. This first step is a process identifying and establishing priorities regarding the function of the board over the course of the year.

### **Developing Planning Tasks**

After selecting board activities, discussion should center on how the board plans to carry out the activities. “Brainstorming” is a good exercise to use. Members are encouraged to discuss a wide variety of ideas and how each activity could be accomplished.

Several factors need to be considered, including time, cost, people power, community/college support, etc. Some of these factors may require the board to develop alternative planning tasks to accomplish the same end.

### **Assigning Responsibilities**

To accomplish each planning task, assignments should be made to an individual, individuals or the entire board. Individuals assigned need a clear understanding of what is expected. The board chairperson should review and discuss each planning task with the entire board so that there is a clear understanding of each task.

### **Establishing time lines**

In addition to clearly understanding what is to be accomplished, each person assigned to a specific task should know when the task is to be completed. By establishing time lines for each planning task, the individual members, faculty, or staff assigned to a given task can plan accordingly. Tasks assigned to individual persons need to be completed prior to meetings in order that a status report can be presented during the board meeting.

### ***Carrying Out A Program of Work***

The desired outcome of any program of work is either a **board recommendation** or a **specific board action**. If the board specifies activities that relate to an “advising” role, the end result would be a recommendation for the college or program to consider specific action. If the program of work calls for more of an “assisting” or “advocacy” role, the end result should be the board’s carrying out specific action to accomplish a given activity. Both recommendations and board action have one overall intent, that is to **improve** and **modernize** the program in order to better serve the needs of the students and the community.

### **Formulating Advisory Board Recommendations**

Recommendations should be formulated after the board has had sufficient time to study and discuss a specific issue and to thoroughly review and discuss the specific recommendations.

Recommendations should be brief. They should be clear and concise. The number of recommendations should be kept to a minimum. One to three sound and well-stated recommendations in one year could prove helpful as the college moves to improve and modernize its program.

The board members should remember that they have no program or administrative authority. Their recommendations should be viewed as advisory in nature by both the board and the administration.

The most effective way to strengthen board input is to promote the advisory board as a partnership between the college and the community. For this partnership to be effective, the board and administrative officials should take the time and effort to officially review and consider the recommendation and actions of the board and respond accordingly.

If a recommendation is denied, it is appropriate for the administration to advise the board of the reason for the denial.

Restraints on time, budget, people and other resources or regulations may be reasons why some recommendations are not acted upon by the college. In response the board may want to consider alternative ways of improving or modernizing the business educational programs.

**Department of Business Administration  
Advisory Board  
Spring 2014**

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**Department of Business Administration  
Advisory Board  
Meeting Minutes  
Friday, February 7, 2014**

**I. Call to order**

**Clarissa Cota** called to order the regular meeting of the **Department of Business Administration Advisory Board** at **12:13 pm** on **February 7<sup>th</sup>**, at Arista Wealth Management, 10091 Park Run Drive #200, Las Vegas, NV 89145.

**II. Roll call**

Clarissa Cota conducted a roll call. The following persons were present:

Clarissa Cota	Ken Feinberg
Paul Moffat	Thomas Jackson
Jet Mitchell	Glynda White
Mike Accardi	Maria Nwokike
Ken Truman	Shannon Hiller
Chip Johnson	Cindy Ray
Marcus Johnson	Jessica Rodriguez

**III. Approval of Minutes**

A. Ken Feinberg moved motion to approve the meeting minutes, Paul Moffat second the motion. All approved.

**IV. Advisory Board Role**

- A. 3 main roles
1. Advising
  2. Assisting
  3. Support & Advocates for the Business Administration Department

**V. Reports**

- A. Dr. Marcus Johnson – Dean of School of Business, Hospitality & Public Services
1. Late registration is done away with starting Spring 2014
    - a. Lack of success for students that do late registration.
    - b. Relatively little problems and painless.
    - c. Fewer students dropped on accident.
  2. Strategic Enrollment Planning Committee
    - a. How are we bringing students in?
    - b. How are we keeping students?
    - c. Funding is now based on completion.
    - d. Some feeder schools might not be good.
    - e. Looking at more counselors, student advisors, and faculty advisors.

- f. Looking at what kind of technology we can bring in.
  - g. 27-30 is the average age of CSN students.
  - h. Students from the K-12 system need to be better prepared.
  - i. Mandate counseling for new students.
  - j. 15 to Finish
  - k. Research shows that students that attend college full-time show more success to completing the program they are in.
3. Massive curriculum meeting at the end of December.
- a. Submission today to the college committee.
- B. Dr. Cota – Department Chair
- 1. Marketing Trends
    - a. Marketing classes that are offered and the changes that needs to be made to make it better.
  - 2. HSI – Hispanic Serving Institute
    - a. Helping CSN seeking federal funding or grants that we can now apply for.
    - b. Good consensus for more councilors, advising to see students succeed.
  - 3. North Las Vegas new advisory committee.
  - 4. Keeping up with CSN changes & department changes.
  - 5. Business is becoming more important to the workforce areas.
  - 6. Curriculum we offer.
    - a. Starting year 2015-2016 all new curriculum changes that were made will be shown.
    - b. The Associate of Business Degree (AB) is our 2+2 transfer degree.
      - i. There are currently 2,100 students enrolled into this degree program.
      - ii. This is the second biggest degree in the college.
    - c. The Business/Management degree prepares student for the workforce.
    - d. Business/Management degrees with emphasis in
      - i. Human Resources
      - ii. International Business
      - iii. Small Business Management
    - e. Combined all emphasis degrees into one Business/Management degree with the same core classes then with specialized elective classes to pick from in
      - i. Human Resources
      - ii. International Business
      - iii. Small Business Management
    - f. This will show a much more clear path of what classes students need to take.
    - g. This will help completion rates.
    - h. For students that want to transfer into a Bachelor degree program they should be enrolled with the Associate of Business Degree.
      - i. Certificates now roll into the Associate Degrees.
      - j. Transfer is limited. Most students will transfer to UNLV, NV State, or Reno.
      - k. Reduce the number of B classes because B listed classes are not transferable.
      - l. Most students will elect to take the AAS degree and the AB degree because of the Math required courses.

- i. Math boot camp has been put in place to help with the math defeasance that we are facing at the college.
    - ii. Math is a nation wide problem.
  - 7. A newsletter for the Business Administration Department is in the process of being developed.
  - 8. ACBSP Accreditation Quality Assurance Report
    - a. Due at the end of February.
    - b. A survey was sent to all advisory board members.
      - i. Please take survey, as this will be information that will go into the Quality Assurance Report.
    - c. How are business programs doing?
  - 9. 80% of CSN graduates are going to be coming to the workforce are they ready?
  - 10. Fall 2014 Internship class will be offered.
- C. Jet Mitchell – CSN Faculty
  - 1. Redevelopment of the Marketing Program
    - a. Looking at the courses that need to be taken out of our program.
    - b. Courses that need to be added to our program.
    - c. Round table that will help guide us to make these changes.
      - i. Marketing directors, VP of Marketing, VP of Retail, Marketing instructors.
      - ii. First Round table meeting February 11, 2014 12 noon at the West Charleston Campus Building K Room 108.
- D. Paul Moffat – President of Arista Wealth Management
  - 1. EBS – Elite Business Series
    - a. Rick Harrison from the World Famous Gold & Silver Pawn Shop is the first speaker.
    - b. February 11, 2014, 11:00 am on the West Charleston Campus Building I Room 108.
    - c. Get engaged with the students.
    - d. FBLA students will be helping out that day.

**VI. Election for a Chair Person for the Business Administration Advisory Board**

- A. Ken Feinberg moved a motion to nominate Paul Moffat as the chairperson, Thomas Jackson second it. All proved.

**VII. Adjournment**

Meeting adjourned at 1:40pm

**Department of Business Administration  
Advisory Board  
Meeting Minutes  
Friday, November 15, 2013**

**I. Call to order**

**Clarissa Cota** called to order the regular meeting of the **Department of Business Administration Advisory Board** at **12:16 pm** on **November 15<sup>th</sup>**, at the **CSN West Charleston Campus, Building E Room 321, 6375 West Charleston Blvd., Las Vegas, NV 89146**.

**II. Roll call**

Clarissa Cota conducted a roll call. The following persons were present:

Clarissa Cota	Phil Ralston
Michael Accardi	Jet Mitchell
Ken Feinberg	Chip Johnson
Ken Truman	Marcus Johnson
Jacque Matthews	Alexis Craven
Joanne Trasmil	Paul Moffit
Marianne Sebok	Thomas Jackson

**III. Approval of Minutes**

No minutes to approve.

**IV. Reports**

a) Dr. Marcus Johnson – Dean of School of Business, Hospitality and Public Services

☞ **CSN Updates**

- 15 to Finish is a data driven decision process
  - 15 credits or full-time status vs. less than 12 credits is part-time status
  - Students that are taking 15 credits or a full-time status student are more likely to finish a certificate or degree program than a student that is only a part-time status.
  - Only 18% of students graduate when they are taking less than 12 credits.
  - CSN bases of students are part-time status.
- CSN funding changed
  - CSN was funded for number of students that came into the institution
  - CSN is now being funded for the number of students that complete classes or programs
  - There is a 5% hold back on funding
  - In the next 4-5 years there will be a 20% hold back on funding
  - CSN is concentrating on students successfully completing classes, degree completions, and transferring students successfully



b) Clarissa Cota – Chair of the Business Administration Department and Director of the Paralegal Studies Program

☞ **Class Updates**

- There are an estimated 4,000 Business Students in our programs.
- Business Administration Department has 13 full-time instructors and 45 part-time instructors.
- About 150 Business/Management/Marketing courses offered in the Spring and Fall
- About 50 courses offered in the Summer.
- We have morning classes that start at 8:00 a.m. and the last set of classes start at 10:00 p.m.
  - We also offer Saturday block scheduled classes.
- Classes are offered in several different formats
  - Face to Face
  - Online
  - Hybrid
- Completion is going to be a high priority now.
- The department offers a Accelerated Associate of Business program that has a 90% complete rate.
- To help students follow the right path of taking classes we have developed
  - Orientation Packets
  - Networking with 3 counselors that are designated to our School of Business, Hospitality and Public Services.
  - Updated and changing our department website.
- This past semester we worked on cleaning up our degree curriculum.
  - Making pathways for students to complete a degree
  - Streamlined our general education side of the degree sheet.
  - The Business Management Certificate will now folds into the Associate of Business Degree.
  - Made 3 main emphases into the Associates of Business Degree.
    - Human Resource Management
    - International Management
    - Small Business Management
- Students that have 150 credits above a degree requirements credits are going to have to start paying additional fees.
  - This is to help them get completed in a degree program and have them transfer.
- The Associate of Business is the number 2 degree at CSN.
- The Certificate of Achievement can provide some marketing skills but would like to see them go into a degree program.

☞ **Incubator Program**

- Started 4 years ago
- Initially funded for \$12,000.00
- Today 22 businesses that are up and running.
- Foundation agreed to fund it again for \$15,000.00

☞ **Social Media Presents**

- New full-time instructor is going to start working on this in her classes for the pilot program.

☞ **Marketing Development/Faculty Development**

- Perkins Funding
  - 12 faculty members are able to travel to professional development conferences and bring back ideas.
  - 10 Lenovo Thinkpad laptops were purchased for faculty usage.
- ☞ **Accelerated Associate of Business Degree Program**
  - Funded through a grant for 3 years
    - Paid
      - Tuition
      - Books
      - Supplies
      - Tutors
      - Events/Seminars
  - \$150,000.00 each year to run the program
  - Grant is now over but Spring 2014 is the first time we offer the program without it being grant funded
  - Program very intense.
  - Can take up to 10 classes in one semester.
  - The classes flowed well listen to the students to make adjustments to the schedule.
  - Students work together.
  - Faculty worked with students
  - To qualify the left hand side of the degree must be completed or 2 classes away from being completed.
  - Cooperation between 5 different departments is very important.
- ☞ **ACBSP**
  - Accreditation Quality Assurance Report is due in February.
  - 2011 We hosted the Regional Conference.
  - 2012 Clarissa served as Regional President.
  - 2014 Clarissa will serve as an evaluator.
- ☞ **Cleaning Up Marketing Degree Sheet**
  - Jet wants to ask 2 questions
    - What classes need to be offered
    - A referral to a current local Las Vegas director of Marketing or a Vice President of Marketing
  - Group to come together to start looking at our Marketing/Retail Management Degree Sheet to see how we can improve it and make changes that need to be made.
- ☞ **Assessment is also being worked on to refine things in our degree sheets.**
- ☞ **Packaging classes together to see what the work force would like to see CSN teach the students in the Business Administration Department.**
  - Skill set or business aspects.
  - Business training.
  - Skill set for critical masses.
  - Less is more.
  - On hands training.
  - Putting the word out there of what the Business Administration Department can do.

- Provide classes at offsite locations.
- ☞ **Paul Moffat – Elite Business Series**
  - Elite Business Owners & CEO's & Presidents
    - Bring them on site to make them aware of the facilities.
    - Expose them to the students & have the students talk to them and ask them questions.
    - Revision (personal enrichment).
    - Show them to lead students to their own vision.
    - The students are giving the list of speakers they want to hear from.
    - Make friends with Elite business community leaders.
    - Branding it the Elite Business Speaker Series.
- ☞ **Next Meeting January 24, 2014**

#### V. **Adjournment**

Meeting adjourned at **1:30 p.m.**

Minutes submitted by:

Minutes approved by:

**Business Department Advisory Board Meeting  
December 2, 2011  
12:30 p.m. CSN – Conference Room E327  
-Minutes-**

Meeting was canceled due to a number of scheduling conflicts amongst the board and tentatively rescheduled for Friday, January 27, 2012.

- I. Advisory Board guidelines were distributed at a prior meeting and approved via email.
- II. The next meeting will entail direct input from each of the board members as the department continues with assessment and program review of our business offerings.

**Business Department Advisory Board Meeting**  
**May 13, 2011**  
**12:30 p.m. Catholic Charities**  
**1501 Las Vegas Blvd, North Las Vegas, NV 89101**  
**-Minutes-**

Meeting started at 12:38 p.m.

III. Welcome from Clarissa Cota, thank you to Catholic Charities for facilitating the meeting, and thank you to Chip Johnson for hosting lunch. Introductions and those in attendance were: Chip Johnson, Ken Truman, Glynda White, Ken Feinberg, Kevin Raiford, Arnold Lopez, Cat Maihen, and Clarissa Cota.

IV. Reports –

- i. ACBSP Annual Conference held in January at CSN brought national attention. Attendees included business educators made up of faculty and deans.
- ii. Accelerated Associate of Business Grant finishing up. Clarissa summarized the program saying that qualifying low income, under-represented students, with a 3.0 GPA, and a minimum of 26 general education credits were those targeted. Students would receive tuition, books, tutorial services, and specialized workshops for free under the grant. The department was under an extremely tight timeline and was recruiting students during winter break. There was discussion and interest from the advisory board. Questions and concerns about the rigorous curriculum and time frame of classes offered. Arnold mentioned that those students who fall into the grant requirements generally have jobs and wouldn't be able to attend the classes during the times offered. Clarissa did mention that if the grant continues, we will need to evaluate data and input from students to address concerns. The grant is good until May 2012. Ken Truman asked how we can afford to put on this program with the current cuts to higher-ed. The grant made it possible and CSN's match included resources, faculty, facilities, technology, and a percentage of administrative time for the chair and administrative assistant.

There are discussions on the NSHE level to evaluate other institutions in which these methods are increasing graduation rates; particularly at Cuneo University in New York where they are showing over a 50% graduation rate increase. There must be a level of commitment from NSHE and CSN Administration to continue the program. The board agreed that it is a great offering, but after the grant ends will the program be sustainable without funding. If this was offered as tuition paid accelerated program, how much would the cost be. Clarissa said that it is possible, and current grant students are saving approximately \$4,000 in services. Kevin Raiford said that it would be great to offer some of these short term classes "A La Carte" to meet individual needs. Since stipends have already been given to create these accelerated hybrid offerings, it is possible to modify and offer them again.

Glynda White reiterated that we were under strict timelines for the grant invitation and we are just now finishing the semester. Clarissa also mentioned partnerships that must be present amongst various departments, which is not typically done. Final comments were focused on maintaining a quality education that incorporated innovative teaching techniques with more hands on

curriculum. Again, the department will need to evaluate the program at the end of the semester to assess its viability. Proper planning, recruitment, administrative costs, and deployment of the next offering will need to be discussed.

- iii. WAFC has been a continuous effort of partnership with local grocery stores and CSN to offer classes for the Retail Management Certificate. Courses will continue to be offered on site for Fall 2011.
- iv. Articulation efforts with REGIS University have recently been established. They have agreed to accept CSN's AAS in Business Management and build it into their BSBA degree, which no one has ever done for us. Basically students can take three years at CSN and only have to pay and complete 33 credits with REGIS. A private institution creating a link with CSN is a very positive thing for students. BAS discussions have been happening on the NSHE level.

Kevin Raiford asked board for recommendations on skill sets our students need. Ken Truman said that people skills and presenting ideas verbally are some challenges. Students are able to write their ideas but presenting and communicating them are an area of concern.

- V. CSN Business Degree Review – Clarissa went over enrollment numbers and graduation stats that included which degrees our students were completing. Out of 344 graduates, 304 were completing the Associate of Business Degree. The second highest being the AAS in Business Management with 19 graduates. Chip Johnson asked why there were so many AB grads and not many others. Clarissa said that the AB is generally accepted for 2+2 programs. Transfer agreements with UNLV are ongoing. Other institutions accept our AB degree, including UNR.

Ken Truman asked where our AB students go after graduation, do they even continue with higher education or move into the workforce? He believes most companies are looking for a 4 year degree but Arnold feels even a two year degree can make a difference at the entry level.

Clarissa would like advisory board to submit their recommendations on which degrees they feel the department should concentrate on. What degree, if any, is most important to the Las Vegas community? Arnold said that a specific emphasis may only be beneficial when interviewing for a specific job title, like Human Resources.

- VI. Tabled - Discussion on Advisory Board Mission/Guidelines/Goals
- VII. Next meeting date to be determined but will continue to be on a Friday at 12:30 p.m.
- VIII. Adjourn – 1:42 p.m.

Business Department Advisory Board Meeting  
December 10, 2010  
12:30 p.m. Latin Chamber of Commerce  
300 North 13<sup>th</sup> Street, Las Vegas, NV 89101  
-Minutes-

Meeting started at 12:45 p.m.

- IX. Welcome from Clarissa Cota and thank you to Latin Chamber of Commerce for hosting today's meeting. Introductions were given by Jacque Matthews, Arnold Lopez, Bruce Layne, Chip Johnson, Cat Maihen, Hyla Winters, Ken Feinberg, Blair Lund, Ken Truman, Thomas Jackson, Duy Nguyen.
- X. Minutes – Blair Lund motioned to approve minutes from April, Ken F. seconded the motion and unanimously passed.
- XI. CSN updates – Hyla Winters reported student enrollment for the fall semester seems to have stabilized. Fall 2010 enrollment 43-44,000 students. Registration has started for Spring. CSN has been putting together a lobbying group for the next legislative session. Other than that it is business as usual. National and statewide initiatives for College America. Nevada is one of eight states participating in increasing the completion numbers. Current grant approved for accelerated AB pilot project. Targeted efforts working with CCSD K-12 concentrating on underrepresented high school students. Bruce questioned in current budget scenario where cuts are made. The college will be looking at low performing programs that produce minimal graduates or completions.
- XII. Department updates – Clarissa reviewed handout that included accelerated AB, community outreach with the WAFC and Expertise Cosmetology. Blair recommended working with the National Association Hispanic Real Estate Professionals, Las Vegas Chamber of Commerce, Zappos, and Lou Ruvo with Southern Wine and Spirits. Arnold wanted to know where grants are coming from. CSN receives most grants from federal agencies to support student's services. Jacque mentioned that philanthropic grants come through the foundation but is trending down. More and more we need to match businesses specific needs. Talks included realigning academically to service the ever changing industries in need. Actual hands-on job experience is a barrier. Students have the written and book smarts but internships would extremely valuable to both students and businesses. Vertical migration to align students to work in segment industry cluster, both current and future. Clarissa says that the Business Department wants to do exactly that and the advisory board is a way to help bridge the gap with the community. Academic courses are being offered onsite. We are trying to offer courses with a ladder approach. Completion of two or three classes that roll into a certificate, which then rolls into an associates and can continue further. Needs are constantly shifting and need to be refocused to the emerging needs of the community. Jacque mentioned a program purchased by CSN that can predict where

there is growth or decline within the next 3-5 years. The site is very useful for both faculty and staff to assess what education is needed, skill set, and salaries associated with jobs. She also mentioned that having a prospect specifically geared towards reaching out to businesses to gather input on needs and what CSN could do for them.

- XIII. Thomas Jackson spoke about the FBLA (Future Business Leaders of America) and their efforts of developing and promoting externships in the community and all students would need to sign the Acknowledgement of Responsibilities and Terms of Extern Placement form, releasing any liability from participating companies. One CSN student went to the semi final of the Business Press competition for new business plan proposals. The majority of students were UNLV MBA students. Clarissa said that CSN was a cosponsor. We are trying to establish different categories or level of entries. Counselor's luncheon January 4 at CSN. NSC counselors invited to attend.
- XIV. Tabled - Discussion on Advisory Board Mission/Guidelines/Goals – Clarissa asked everyone to read proposal and maybe some correspondence can be done via email.
- XV. Next meeting – May 13, 2011 at 12:30, Blair Lund to check with LV Chamber. Duy and Ken both offered if needed.
- XVI. Adjourn – 1:59 p.m.



**Business Department Advisory Board Meeting**  
**April 22, 2010**  
**12:30 p.m. Republic Services**  
**770 East Sahara Las Vegas, NV 89104**  
**-Minutes-**

Meeting started at 12:32 p.m.

- XVII. Welcome from Clarissa Cota and thank you to Ken Feinberg and Republic Services for hosting today's meeting. Introductions were given by Cat Maihen, Chip Johnson, Luis Valera, Ken Feinberg, Ken Truman, Thomas Jackson, Chris Kelly, and Kevin Raiford.
- XVIII. Department updates - Clarissa reported that the department has engaged faculty who are reviewing curriculum and the subject matter of our degrees. There is an active DE Committee to ensure the quality of our online classes. Evaluation of courses started last semester and are almost fully completed.

Student enrollment for CSN – 43,800 headcount is up 7.4% and we are expected increased enrollment in the coming semesters. President Richards anticipates 47,500 students by 2012. Current enrollment of business students is 3,739. There are 2,200 AB Degree students who are enrolled to transfer their degree to UNLV, which has been in place for 15 years. The AB degree is the second most popular degree and has been very successful in graduating 202 students in 2009.

Kevin Raiford is filling one of the two positions as a temporary full-time hire. To support the college mission we need to have at least a fifty/fifty percentage of full-time faculty to part-time faculty ratio. We are currently at sixty percent part-time and forty percent full-time. There is currently a search committee in place to fulfill the full-time position to start in Fall 2010.

The department has been working on professional development workshops which have been extended to adjunct faculty. Faculty meetings have been used to pass on information on new technology available for classroom classes as well as online classes. Publishers are providing professional development seminars that show instructors how to utilize valuable resources that come with textbooks. Travel has been approved for a number of conferences that Clarissa and Chris Kelly have attended.

CSN has established good relations with UNLV. We have participated in the College Transfer Day hosted by the College of Business at UNLV to make the transition smoother for students. This included a half day tour and lunch for students.

An independent group from UNLV would like to visit CSN classes and speak to students. We need to make sure we make use of all resources. Four faculty members have are welcoming the students into their class.

Clarissa has reached out to the Latin and Asian Chambers of Commerce and will continue to reach out to others. We would like to invite them to be a part of the board to bring a better representation of the community.

- XIX. Chris Kelly reported on ACBSP updates – The School of Business received accreditation with the ACBSP in Spring 2008. Every two years we must submit a quality assurance report. We need to make sure we continually improve and maintain standards. CSN belongs to Region 7 – Western States. In January of 2011 we will be hosting the annual conference. This is a great opportunity for networking and for others to tour our area.

Last year's Outstanding Student Leadership award was CSN's Student Body President, David Waterhouse. A plaque is currently housed in the Department of Business on the West Charleston campus. We are currently viewing nominations for the next award but have not yet named a winner.

- XX. Thomas Jackson spoke about the FBLA (Future Business Leaders of America) which is a national organization with different sections and divisions. They are currently developing and promoting externships in the community. They have received advice from Legal Counsel at CSN. No form will be signed by the company; obligation will be that of the student. FBLA would evaluate student's resumes, desires, and companies who are willing to provide externships and pair them with the students. It is proposed that the student would work a maximum of five hours a week for one month. All students would need to sign the Acknowledgement of Responsibilities and Terms of Extern Placement form, releasing any liability from participating companies. Las Vegas Chamber celebrates this program and welcomes it. It is still in the beginning stages but should be ready in September. Application and evaluation will tie back and show how our students are performing. Ken Feinberg feels that students should have more than five hours a month. Maybe a full day of work would be better use of time. Jackson said that hours can be negotiated with employers. Clarissa pointed out that we currently have businesses inquiry about internships but right now this is an avenue they can use while actual internships are discussed and structured properly. Right now an externship could provide a student with a snap shot of the profession without having to commit an entire semester.

Professor Jackson reported that CSN submitted 5 business plans to compete in the Governors Cup presentation in Carson City. Unfortunately none of our business plans made it to the finals. The plans that did make it were those geared towards "Green" businesses. This is something to take into consideration for next year, along with submitting a larger number of plans. Maybe next year CSN can figure out a way to fund the students travel to Carson City. Luis Valera said that he serves on the Economic Development Sponsors of Governors Cup and will push for it being hosted in Las Vegas for 2011.

Counselors Luncheon is held twice a year. The next appreciation luncheon will be held on May 13, 2010. The purpose is to present disciplines we are offering. Counselors get a chance to meet faculty and get the most recent information on courses being offered.

Clarissa states that goes back to networking and is great for our enrollment numbers. We need to continue to reach more people through email, externships, flyers, etc. Ken Truman said that over 3,500 insurance agents meet every third Wednesday of the month. This would be a great opportunity to get involved with students. They have community efforts every December which would give agents a chance to meet students.

Advisory board communicating through email would help get valuable information out to the community. Flyers for registration, new midnight class offerings, open staff positions and such could be ongoing communication done via email.

XXI. Kevin Raiford reported on the Incubator program. Currently there are 32 students, five of those students have a business up and running and there should be three more by the end of the year. They received a grant for \$12,000 and still have a balance of \$11,262. Funds were used for licensing for the businesses. These businesses are trying to remain as transparent as possible. They have sent out a Monkey Survey because students need and value critiques and feedback from all. The students have been meeting every Thursday from 11-12:15 p.m. at the Cheyenne campus.

Kevin nominated Samuel Jensen for the Outstanding Student Award for the Department of Business Administration. He is a military brat who has a 3.4 GPA, is extremely enthusiastic and words do not give him justice. Kevin will deliberately put him into dysfunctional groups because he knows Samuel will pull the group together and be successful in doing so. Kevin encourages board members to visit his class to observe him in action. The awards ceremony is on May 5. Clarissa and Chris emphasize the wonderful recognition ceremony that has stories of struggles that students have overcome and are extremely touching.

XXII. Community reports – Luis Valera said that if the board is interested in doing a presentation for the Latin Chamber of commerce he could arrange something. This is a target audience of businesses and could up the profile of the Advisory Board. This would bring stories of students to 1700 members. Chris mentioned that there is a heavy Latino population at the Cheyenne campus. Kevin said he is even learning and practicing Spanish with his students. Clarissa says that she will make herself available to speak and reach out to any groups that are interested.

XXIII. Discussion on Advisory Board Mission/Guidelines/Goals – Clarissa said to read at your leisure. There are needed to provide a better sense of direction and purpose. The time given by all board members is appreciated and they are our avenue to reach out to businesses within the community and bring valuable input to the college. The proposed guidelines tie in with the mission of CSN and ASBSP; Chris also states that they should tie in with the college's Strategic Plan. Any recommendations are welcome and will be brought to administration.

Main role of the Advisory Board is advising and assisting. We would like to include more community members. Impose a 3 year term, up to terms (6 years). Appointments would be by the dean by recommendations from the board. At the next meeting Clarissa would like to elect officers and would like to turn over chairing the committee to a community member. Clarissa also hopes that in time the Advisory Board can look at our degrees to ensure that they apply to the current economy. Possibly using surveys as a tool of measurement.

XXIV. Next meeting – Thursday, October 21<sup>st</sup> at 12:30, Luis offered up the Latin Chamber Board Room.

XXV. Minutes – Ken Truman moved to approve the minutes from December 10, 2009; Ken Feinberg second the motion; minutes approved.

XXVI. Adjourn – 1:50 p.m.