



NEVADA STATE  
COLLEGE

## 10-Year Program Review

**DEGREE PROGRAM:** Bachelor of Applied Science in Management

### I. Mission Statement

#### A. Institutional Mission Statement

At Nevada State College, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable four-year degree programs open the door to career success and enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity – the promise of a stronger community and a better future for all of Nevada.

#### B. Degree Program Mission Statement

The Bachelor of Applied Science degree program is tailored for students who have earned an Associate of Applied Science (AAS) degree and wish to expand their career prospects with a baccalaureate degree.

The BAS program at NSC builds on the specialization earned through the AAS degree by providing students with a strong foundation in critical thinking skills, communication abilities, and citizenship values. Complementing this core foundation is an advanced curriculum that enhances the managerial and entrepreneurial acumen of students and gives them the edge they need in a competitive marketplace. Students who earn the BAS degree will possess a unique combination of professional expertise and problem-solving skills that opens the door to new career opportunities and an improved quality of life.

#### C. Mission Statement Alignment

The BAS-Management degree aligns with NSC's mission to provide high-quality educational opportunities that promote interdisciplinary skills. The degree was specifically introduced to provide a 4-year degree pathway for students who complete 2-year Associate of Applied Science (AAS) degrees at community colleges. Previously, AAS degrees did not articulate with any 4-year degrees at public institutions in the state; while students who completed an AAS could transfer to a Bachelor of Arts or Bachelor of Science degree at NSC or either of the universities, they generally did so with a significant loss of credits. The BAS-Management provides a 2+2 transition from AAS degrees into a 4-year degree option. The degree is designed to broadly articulate with AAS degrees generally; it does not require students to earn an AAS in any particular area.

The BAS in Management, established in 2004, supplements the larger Bachelor of Science in Business Administration. The courses for both majors have been aligned to ensure students in the BAS are getting a similarly rigorous education; in Fall 2015 a revised curriculum was introduced which requires more coursework outside of business/management, providing students with a more interdisciplinary skillset. The curriculum features a robust liberal arts core and upper division courses that emphasize theory, excellent critical thinking and communication skills, and real-world applications and experiences. The major is led by qualified faculty who possess PhDs, supplemented by adjunct faculty members with MBAs who have extensive private-sector experience.

## II. Institutional Research Data

Chart 1: Total Enrollment in BAS-Management

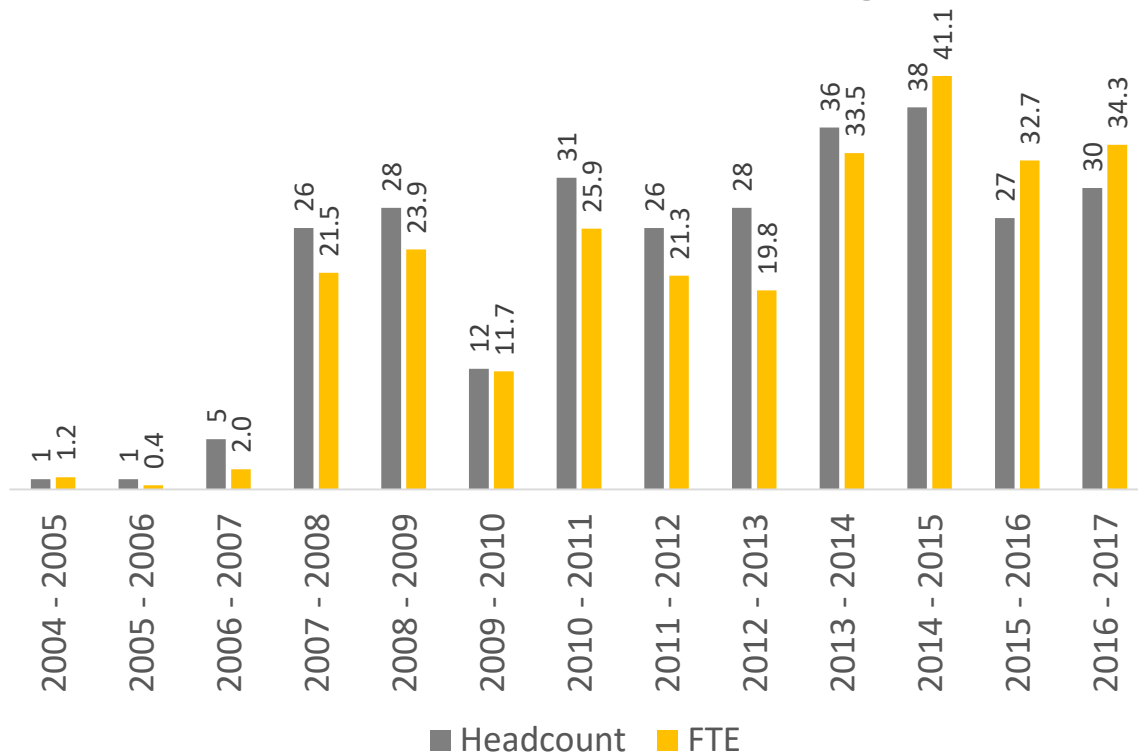


Table 1: Headcount of Majors and Graduates

Academic Year	# of Majors	# of Graduates
2004-05	1	0
2005-06	1	0
2006-07	5	0
2007-08	26	0
2008-09	28	8
2009-10	12	1
2010-11	31	9
2011-12	26	6
2012-13	28	3
2013-14	36	3
2014-15	38	9
2015-16	27	9
2016-17	30	4

Table 2: Majors and Graduates, % Female

Academic Year	Majors - % Female	Graduates - % Female
2004-05	0	--
2005-06	0	--
2006-07	20	--
2007-08	35	--
2008-09	46	50
2009-10	50	0
2010-11	52	67
2011-12	65	83
2012-13	46	0
2013-14	44	67
2014-15	53	33
2015-16	67	56
2016-17	63	75

Table 3: Majors and Graduates, % Racial/Ethnic Minority\*

Academic Year	Majors - % Racial/Ethnic Minority	Graduates - % Racial/Ethnic Minority
2004-05	0	--
2005-06	100	--
2006-07	40	--
2007-08	27	--
2008-09	21	25
2009-10	0	0
2010-11	29	22
2011-12	31	17
2012-13	39	33
2013-14	42	33
2014-15	53	44
2015-16	52	33
2016-17	47	50

\*Indicates all groups except White non-Hispanic.

Chart 2: Race/Ethnicity of Majors (%)

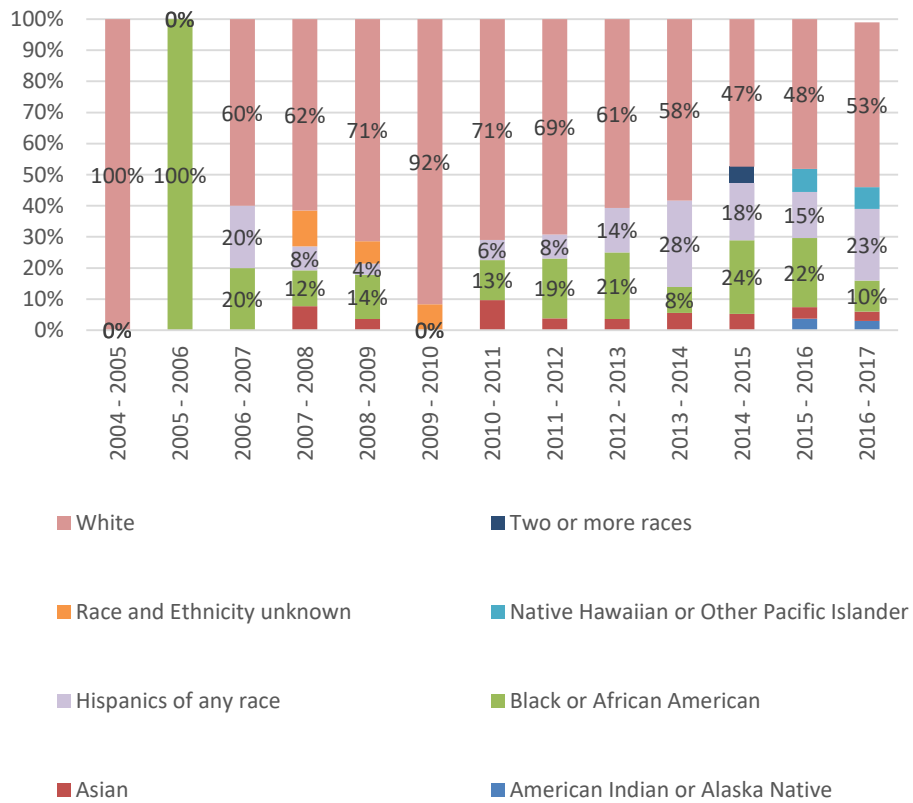
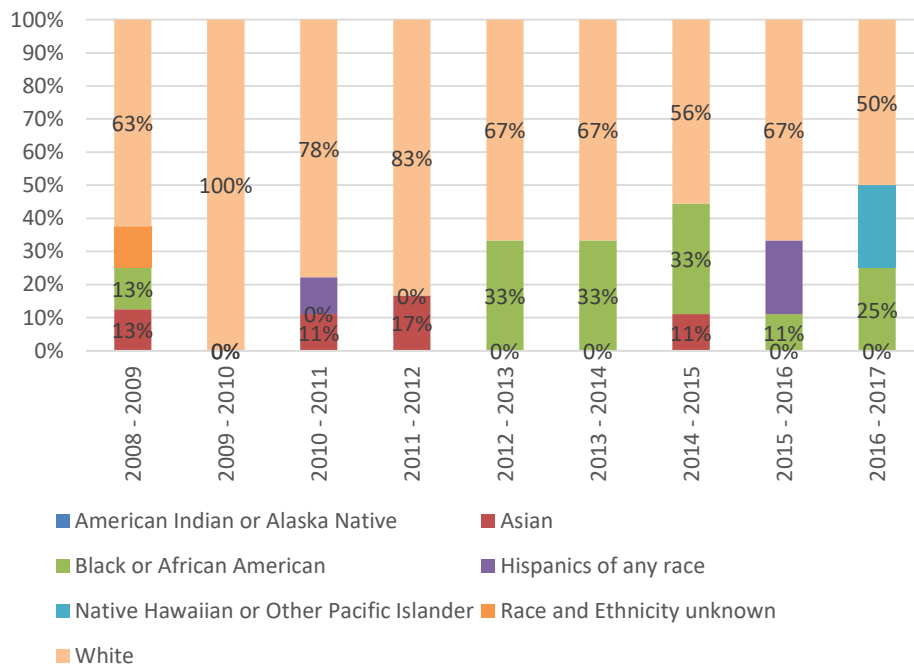


Chart 3: Race/Ethnicity of Graduates (%)



*Table 4: Majors and Graduates, % First-Generation*

<b>Academic Year</b>	<b>Majors - % First-Generation</b>	<b>Graduates - % First-Generation</b>
2004-05	0	--
2005-06	0	--
2006-07	100	--
2007-08	69	--
2008-09	75	50
2009-10	50	0
2010-11	52	44
2011-12	62	67
2012-13	57	67
2013-14	72	67
2014-15	76	44
2015-16	70	67
2016-17	80	75

*Table 5: Enrollment and Retention of Incoming Transfers*

<b>Enrollment</b>	<b>Incoming Transfers</b>	<b>1-year Retention of Incoming Transfers</b>
2004 - 2010	Data unavailable*	--
2011 - 2012	6	33%
2012 - 2013	8	50%
2013 - 2014	13	69%
2014 - 2015	8	63%
2015 - 2016	6	83%
2016 - 2017	6	--

\*Consistent data on transfers was only available from 2011 on.

*Table 6: Graduates' Average Total Credits and GPA*

<b>Enrollment</b>	<b>Average Credits</b>	<b>Average GPA</b>
2008 - 2009	144	3.59
2009 - 2010	129	3.28
2010 - 2011	137	3.47
2011 - 2012	143	3.60
2012 - 2013	150	3.24
2013 - 2014	129	3.02
2014 - 2015	140	3.32
2015 - 2016	141	3.50
2016 - 2017	132	3.26

## *B. Success Metrics & Trends*

The BAS-Management major was established in 2004 and has been successful in attracting the group of students for whom it is designed: those who earned an Associate of Applied Science at a community college and now wish to pursue a 4-year degree option. The courses required for the major are offered as part of the much larger business administration program, so the courses do not depend on enrollment from the BAS-Management major to meet minimum enrollment or be financially viable in the long term. The headcount in the major is relatively low (30 declared majors as of 2016-17; Chart 1). However, the program was expected to remain small since it serves a particular subset of students; in addition, NSC introduced additional BAS degrees in areas such as Allied Health Sciences, which redirected some students who otherwise would have enrolled in the BAS-Management degree. As of 2016-17 NSC also eliminated a fast-track version of the BAS-Management degree that articulated with specific AAS degrees at Truckee Meadows Community College because TMCC was eliminating those AAS degrees; this slightly reduced the flow of students into the BAS-Management major.

The major has generally attracted part-time students, as reflected in Chart 1; until recently, full-time equivalent (FTE) enrollment has always lagged behind headcount, indicating that students were enrolling in less than a full-time course load. This is unsurprising, as many students in the major are non-traditional students who are already employed and are pursuing a 4-year degree in order to open up additional career opportunities in management roles. However, in the past three years all institutions in the Nevada System of Higher Education (NSHE) have been asked by NSHE officials to focus on reducing students' time to degree by encouraging students to complete more credits per year. NSC has emphasized the importance of completing more credits in advising sessions. Recognizing that many of our students have significant outside work and family obligations that make full-time course loads unrealistic, the School of Liberal Arts & Sciences has also strategically offered courses in the winter and summer terms; by taking courses in these terms, students can stay on track to graduate despite taking less than 12 credits in the fall and spring semesters. Since 2014-15, FTE in the BAS-Management major has been higher than headcount, as students take more courses per semester or take additional courses in the summer and winter terms to balance out part-time course loads in the regular semesters. LAS will monitor these changes to see if the higher FTE leads to an increase in the graduation rate in coming years.

In Fall of 2010, the BAS-Management major (and all other business-related programs) was moved from the School of Education to the School of Liberal Arts & Sciences, and retention of new transfer students has improved substantially over time (Table 5); for the 2015-16 cohort of transfer students, 83% were enrolled at NSC a year later. This may be in part because of changes in course formats made after Fall 2010 meant to increase students' chances of success. In 2010-11, LAS analyzed student failure and withdraw rates in various courses and identified three courses (ACC 201, ACC 202, and FIN 301) with unusually high numbers of students who did not pass the course. We believed this was because students struggled with these math-based courses in an online format and moved them to hybrid or fully in-person formats; to accommodate our working students, we scheduled these courses in the evenings as much as possible. These strategic course format changes may have improved students' experience in and encouraged them to remain in the program. The ending of the economic recession (which hit Nevada especially hard from 2008 through 2011) surely also impacted students' ability to persist in the program.

While student FTE has improved recently, the total number of graduates per year remains low (Table 1), which is unsurprising for a small program. The number of students graduating ranges from 3 to 9 per year (the noticeable reduction in the number of declared majors and graduates in 2009-2010 reflects the height of the recession in Nevada). For the most recent cohort of BAS-Management majors for whom data is available (2014-15), the 2-year graduation rate is 38%. Overall, the program is doing reasonably well at graduating students, though we will continue to evaluate elements of the program we could improve to raise graduation rates further.

Our analysis also included the demographics of students enrolling in and graduating from the program. Women

consistently make up a significant proportion of majors and a substantial majority of graduates (Table 2). The proportion of majors who are racial or ethnic minorities has generally increased over time (Table 3); in the most recent years, roughly half of majors were minorities, matching the proportion of racial/ethnic minorities among the NSC student body as a whole (NSC has been designated a Minority-Serving and a Hispanic-Serving Institution). African Americans and Hispanics are the two largest minority groups enrolling in the major (Chart 2). As of 2016-17, racial/ethnic minorities made up half of all graduates, in line with the proportion of minorities among all students enrolling in the program in recent years (Table 3). This is an improvement over previous years; however, we do not know if this indicates a true improvement or a one-year aberration. LAS will continue to monitor graduation rates by race/ethnicity in the coming years to discern whether students appear to be graduating at rates commensurate with their representation among BAS-Management majors.

NSC serves a largely first-generation student body; campus-wide roughly two-thirds of current students are the first in their family to pursue a four-year degree. This is true for the BAS-Management degree as well; in fact, the program has consistently enrolled a higher proportion of first-generation students than the campus overall, with 70-80% falling into this category in the past four years (Table 4). This may be due to the demographics of which students pursue an Associate of Applied Science at a community college in the first place; since students must earn an AAS to enter the BAS-Management degree, any patterns in who earns an AAS will be reflected in our enrollment numbers as well, and it may be that first-generation students are more likely to pursue vocational-oriented AAS degrees at a community college compared to non-first-generation students. First-generation students also make up the vast majority of graduates from the BAS-Management.

Based on this data, it appears the program is helping NSC fulfill our mission of make educational and economic opportunities widely accessible to the citizens of Nevada. The college has long championed the cause of under-represented, non-traditional, and under-served students in its recruitment efforts and over-arching message to institutional stakeholders. This philosophy is a cornerstone of NSC's mission, including a dedication to teaching, personalized attention, and an emphasis on innovative, experiential learning.

Finally, as part of the review process we looked at the average number of credits students in the program have earned by the time they graduate. The BAS-Management is set up as a 2+2 degree, assuming students would complete half their credits at a community college and half at NSC. The major initially required 124 credits; it was reduced to 120 credits starting in 2012-13 in response to an NSHE mandate to reduce all 4-year degrees to 120 credits unless the Board of Regents granted an exception to meet requirements set by accrediting or licensing agencies. As Table 6 shows, students have generally graduated with a higher total average number of credits than required for the degree, ranging from a low of 129 to a high of 150. This indicates that students are taking some classes that are not counting toward their degree in the most efficient manner, though students are still well below the NSHE excess credit fee limit of 180 credits. While we were unable to evaluate the degree audits of all students in the degree to identify the specific source of excess credits, we have identified some general patterns that contribute to this situation: a) students in the AAS degrees often fulfill their math general education requirement with a technical math course that is not accepted by NSC as fulfilling our math general education requirement, and thus have to take at least 3 additional credits of math; b) some students take more than the required number of credits for their AAS before transferring to NSC but then must still meet the NSC residency requirement (32 upper-division credits taken in residence), leading to more than 120 credits total; c) many AAS degrees require more than 60 credits, putting students beyond 120 credits once they complete two years at NSC; d) students may not initially know they ultimately want to pursue the BAS-Management degree and so many not choose the recommended classes at the community college level that would allow them to make the most progress toward fulfilling NSC's general education curriculum and pre-requisite business courses. Some of these issues are beyond our control, but others can be at least partially addressed by better advising and coordinated communication of recommended general education coursework between NSC and area community colleges.

### *E. Impact of Growth/Cuts*

Between 2008 and 2012, the institution's budget declined by roughly 40 percent while enrollment increased nearly 60 percent. This development led to a freeze on new hires during that time period, which impacted the program and campus support programs. During this period, we saw a heavier reliance on adjunct instructors, who typically do not teach as well as their full-time counterparts. Adjunct instructors may possess more modest qualifications than full-time faculty (a required master's degree vs. a Ph.D. for tenure track faculty), generally are recruited via a local or regional search (as opposed to the national search conducted for tenure-track faculty), are compensated at a considerably lower level than their full-time colleagues, and are less likely to attend optional faculty development sessions aimed at improving teaching. In order to attract the best adjunct instructors during this period, we increased the pay rate for business-related courses to match that of adjunct faculty in STEM courses. This helped bring somewhat more stability to the adjunct faculty ranks and attracted higher-quality applicants, though it remained difficult to find qualified faculty in areas such as finance and quantitative assessment. The reliance on adjunct faculty during this period also made it difficult to offer internships and other experiential learning opportunities or to integrate simulation-based assignments, since adjunct faculty were less comfortable with campus technologies or less familiar with pedagogical techniques such as flipped classrooms. Beyond faculty shortages, other units on campus, such as academic advising, were also understaffed or led by supervisors in interim roles.

However, during this period we were able to make incremental improvements to the program. As mentioned in the previous section, after evaluating students' pass rates in various courses in the major, we converted a few key courses, particularly math-based courses such as accounting, to an in-person format to ensure our students were getting the support they needed to learn the material. Other courses continued to be offered in both online and in-person formats to provide as much flexibility as possible for students in the degree, many of whom have full-time jobs.

After 2012, the economic situation in Nevada improved and NSC's budget has slowly increased. In 2013 we hired a psychologist with a specialization in organizational behavior and human resources management; in 2014 we were able to hire two new tenure-track faculty for business/management and an Adjunct Faculty Coordinator, who provided additional faculty development and oversight of adjunct faculty, improving the quality of teaching provided by our adjunct faculty. The full-time faculty revised the curriculum to reflect changes in the business world and introduced experiential learning opportunities such as a simulation-based capstone course and internships for credit. The School of Liberal Arts & Sciences received approval to search for another full-time business faculty member to start in Fall 2018. As NSC continues to grow, LAS will monitor the number of credit hours taught in the program and the faculty-to-student ratio and request additional hires as needed to ensure students receive a quality educational experience.

The improved budget situation has also allowed NSC to expand student support services generally, which should benefit students in the BAS-Management degree as well as all other programs on campus; below are a few examples of the initiatives on campus to support student success:

- In Spring 2017 the Academic Advising Center hired a permanent director and it is now fully staffed, including a retention specialist who focuses on students on academic probation or otherwise flagged as academically at-risk. Advisors are all trained in a developmental advising and success coach model.
- NSC now employs a case worker who leads a Student CARE Team, which provides support and resource referrals to students facing a variety of difficulties; the majority of students served by the team are facing emotional or financial distress that is affecting their studies.
- NSC contracted with a mental health provider to offer mental health services on our campus; students may also continue to access mental health services on the UNLV campus, but our data showed that students are much more likely to access services if they can do so on our campus.
- The Academic Success Center, which provides tutoring, has expanded tutoring services for business-related courses, particularly accounting.
- The campus created a Writing Center, directed by a tenure-track faculty member with a background in Rhetoric & Composition. The Writing Center provides tutoring on writing-related issues and hosts all-night campus



events each semester to provide on-the-spot support to students working on final projects.

- NSC integrated peer course assistants (CAs) into key introductory courses. The CAs serve as peer mentors and provide supplemental instruction.
- The campus has expanded the number of student clubs and social events to help foster students' sense of belonging and commitment to the campus. This includes some family-friendly events so that students with children may bring them instead of requiring childcare in order to attend social activities.
- NSC employs a veteran's benefits specialist and has expanded support services for veterans, including a veteran's lounge (a quiet study space specifically for students who are veterans), and a textbook lending library for veterans.

### III. Faculty Information

#### A. Faculty Profiles

##### **Abby Peters, Ph.D.**

*University of Texas at El Paso*  
*Assistant Professor of Business*

Dr. Abby Peters joined Nevada State College in Fall 2014. She earned a Ph.D. in International Business with a concentration in Management and an MBA with a concentration in Economics from the University of Texas at El Paso.

Dr. Peters' teaching interests include business strategy, labor economics, and human resource management. Her research interests are focused on e-recruitment and social recruiting, job satisfaction and underemployment, and issues of gender and cultural diversity in management. She is faculty advisor of the NSC chapter of the Society for Management club.

##### **Raul Tapia, Ph.D.**

*University of Texas at El Paso*  
*Assistant Professor of Accounting*

Dr. Raul Tapia joined the NSC faculty in Fall 2015. He earned a Ph.D. in International Business with a concentration in Accounting at the University of Texas at El Paso. Dr. Tapia teaches the accounting series at NSC, as well as a special topics service-learning course in which students become certified to help low-income individuals complete and submit their tax forms. His research focuses on the subordinate/ superior work relationship in accounting teams.

#### Associated Faculty

##### **Wendi Benson, Ph.D.**

*Assistant Professor of Psychology*  
*Washington State University*

Dr. Wendi Benson is an Assistant Professor at Nevada State College. In 2008, Dr. Benson received her B.A. in Psychology from Ohio University Chillicothe where she studied the relationship between culture and social justice, managed the Social Psychology Research Lab, and was a Teaching Assistant for the Statistics for Behavioral Sciences class. In 2013, Dr. Benson received her Ph.D. in Experimental (Industrial/Organizational) Psychology from Washington State University (WSU) where she studied job, health, and psychological outcomes of work stress and organizational climate among employees, students, and military personnel. Dr. Benson also serves as an Ad Hoc reviewer for Stress & Health and

received the Reviewer of the Year award in 2013 for her service to the journal. As a graduate student at WSU, Dr. Benson also focused on mentoring undergraduate research assistants and enjoyed teaching Industrial Psychology and Statistics for Behavioral Sciences classes.

Dr. Benson's love of teaching and mentoring is what brought her to NSC. She teaches courses in the Business and Psychology majors at NSC including Principles of Statistics I, Human Resource Management, and Industrial/Organizational Psychology. In addition to teaching, Dr. Benson has established connections in the Henderson business community that have led to opportunities for students in her statistics courses to do real-world statistical analysis using data provided by local businesses, including the Downtown Project.

**Jonathan Dunning, Ph.D.**

*Assistant Professor of Psychology  
Stony Brook University*

Dr. Dunning earned his B.S. in psychology at The University of Georgia and his Ph.D. in psychology at Stony Brook University. Early in his career, Dr. Dunning realized that he loved to teach and encourage students to become excited about psychology. He has taught many courses covering a broad array of topics; his teaching interests include introductory psychology, emotion, learning, and social psychology. He has published articles in journals including *Behavior Therapy*, *Biological Psychology*, and the *European Journal of Neuroscience*. He teaches Introduction to Psychology, Social Psychology, and Motivation and Emotion.

*B. Teaching Quality*

The management program at NSC is guided primarily by three indicators of teaching quality: student course evaluations (which are discussed in the next section), annual reviews of instruction conducted by department chairs, and, to a lesser extent, the outcomes assessment process.<sup>1</sup>

Annual Reviews

Annual reviews carefully assess each full-time instructor's accomplishments in the areas of teaching, service, and scholarship. This is a critical means by which we convey expectations for teaching excellence, assess the quality of their teaching, and provide specific and constructive feedback that guides instructors as they seek to offer an exceptional learning environment for their students. Faculty members are evaluated on a calendar year cycle.

In the Department of Social Sciences & Business, which houses the management program, multiple components of instructors' teaching are evaluated as part of the assessment of teaching effectiveness, consistent with the LAS Standards of Academe:

- Course materials
  - Course syllabi
  - Curriculum development
  - Development of innovative, engaging course materials (lectures, handouts, activities)
  - Major exams and assignments used to measure students' mastery of course content
- Evidence of teaching innovation and effectiveness
  - An annual observation of the instructor's teaching by their department Chair
  - Examples of student work
  - Consistent use of active learning techniques in the classroom
  - Incorporation of technology to enhance the learning experience for students
- Academic rigor
  - Course grade distributions

<sup>1</sup> Outcomes assessment is described in extensive detail in sections IV.D, IV.E, and V.A and is not addressed separately in this section.

- Use of readings, assignments, and exams that are suitably rigorous for the course
- Feedback and mentoring
  - Availability to students outside of classroom hours
  - Providing substantive feedback on graded assignments
  - Student advising
- Quantitative scores and written comments on student course evaluations;
- Progress toward meeting teaching-related goals set in the previous year's annual review.

The department Chair completes a thorough review of all materials. Given their strong correlation with other indicators of teaching quality, student evaluations are given particular attention. NSC compiles data on individual instructors' student evaluation ratings over time, as well as comparisons to departmental and LAS means. The Chair separates out the instructor's subscores in each of the instructional domains (e.g., assessment, feedback, etc.), allowing for a fine-grained analysis of students' perceptions of different aspects of the instructor's teaching to target specific areas for improvement.

The Chair reviews all other evidence of teaching excellence submitted by the instructor, including syllabi, examples of teaching materials and assignments, samples of feedback provided to students, assessment of the effectiveness of class activities or assignments, and other documentation that illustrates efforts to improve teaching and provide an innovative, high-quality learning experience for students. The Chair also considers the instructor's progress toward meeting goals set for the year and incorporating suggestions from previous annual reviews. In addition, the Chair observes each instructor annually and completes a formal evaluation of the class session or online learning environment.

The Chair rates the instructor in each of the three areas of review (teaching, service, and scholarship), assigning one of four ratings: Unsatisfactory, Satisfactory, Commendable, or Excellent. The instructor receives a detailed evaluation report summarizing individual indicators of teaching quality, noting areas of particular success, and providing specific suggestions for future improvements. The Chair and instructor meet and discuss the contents of the report, with the Chair reiterating major points and explaining recommendations. This meeting also allows the Chair and faculty member to discuss challenges or weaknesses noted in the teaching review and to develop a course of action to address them. This is an essential element of mentoring faculty, as the Chair and faculty member together review the evidence related to the instructor's teaching and collaborate to revise the goals for the next year to target areas in need of improvement and capitalize on the instructor's existing strengths. This process ensures that instructors do not receive their annual reviews in a vacuum; rather, they are actively mentored by the department Chair as they set specific goals aimed at ensuring students in LAS receive exceptional instruction.

#### Observations of Teaching

At least once per year, full-time faculty members are observed and evaluated by the department Chair; part-time faculty are observed and evaluated by the LAS Adjunct Coordinator. For in-person classes, the Chair sits in on a class; for online courses, the Chair thoroughly evaluates the online course website. The supervisor then completes a course review form based on the observation. This review involves rating multiple measures of the instructor's interaction with students, presentation of course concepts, and use of active learning techniques. The observation review form includes individual ratings on each indicator, detailed comments about each domain, and recommendations for improvement based on the observation as well as peer-reviewed research on best teaching practices.

After the evaluation form is completed, the Chair and the instructor discuss the observation, strengths and weaknesses of the instructor's teaching methods and classroom organization and the Chair's recommendations. Instructors receive detailed, constructive feedback about specific elements of their teaching, such as their ability to engage students in class discussions, the presentation and pacing of course material, and the perceived effectiveness of class activities. The recommendations guide instructors as they set goals for improvement. These are then incorporated into the yearly annual review goals for full-time faculty, ensuring that the progress toward incorporating those recommendations will

be evaluated.

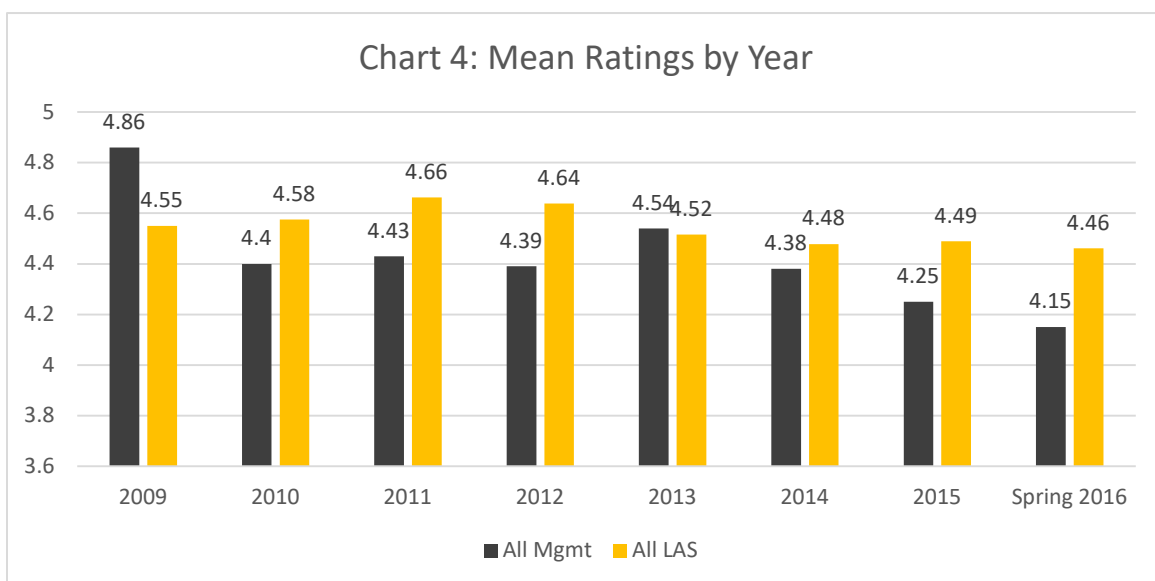
### Advising

All students in LAS receive general advising from professional advisors through the Academic Advising Center. Each advisor is assigned to specific majors, ensuring students are advised by individuals with a thorough understanding of the requirements and options of their program. Advisors assist students with selecting majors and minors based on their interests, creating degree plans to guide their progress through a program, choosing courses, and conducting unofficial degree audits.

LAS students who have completed 60 or more credits are assigned to a faculty advisor; since BAS-Management majors transfer in with an AAS of at least 60 credits, they automatically receive a faculty advisor. Faculty advisors receive structured support from the professional advisors and the associate dean of LAS, who continue to provide degree audits. This allows faculty advisors to take on a mentoring role, focusing on students' goals after graduation and serving as an essential resource for students who may have little understanding of the requirements for the career they hope to pursue. Faculty advisors discuss students' desired careers and any post-baccalaureate training needed to enter their preferred field. Faculty advisors also explain requirements for entrance to graduate and professional programs in related fields; they suggest courses and academic experiences (such as independent research) that may make the student a more competitive candidate when applying for graduate programs.

### *C. Student Evaluations*

Student course evaluations are completed for all courses at NSC. These evaluations represent our most robust indicator of teaching quality and are used extensively to recognize and promote exemplary instruction. Though student evaluations have been viewed with skepticism by some critics, extensive research suggests that they are a valid indicator of teaching quality and correlate well with other measures of instructional performance (e.g., Kulik, 2001; Renaud & Murray, 2004). The course evaluation form consists of open-ended questions that gauge instructional strengths and weaknesses as well as multiple-choice questions about instructional quality to which students indicate their agreement on a 5-point scale ranging from "strongly disagree" to "strongly agree." All course evaluation items are aligned so that a score of 5 is the best possible score an instructor can achieve.



Course evaluation data was available in digital format from 2009 on. Chart 4 shows the mean overall ratings of all required courses in the BAS-Management major compared to the mean ratings for all courses in the School of Liberal Arts & Sciences (LAS) as a whole. **In Fall 2013 NSC began using revised student evaluations, so scores since then are**

**not strictly comparable to earlier data**; the slight drop in evaluation scores after 2013 may be attributable to the introduction of these new evaluation questions and categories.

Taken as a whole, students have awarded high ratings of instructor effectiveness in management-related courses, with means of well over 4 out of 5 each year. Student ratings for management courses are consistently below the overall LAS mean, however. This appears to be due to several key factors: 1) A higher proportion of management and business courses are offered online, and online courses consistently receive lower ratings regardless of discipline or instructor (that is, the same instructor teaching an online and in-person section of the same course will receive lower ratings for the online section); 2) until recently, response rates for online courses fell well below those for in-person courses, though changes made two years ago to our distribution of online student evaluations has raised the online response rate to be comparable to that of in-person classes; 3) with hiring freezes during the recession, the management program was been highly dependent on part-time faculty until the recent hire of full-time faculty members, and in the aggregate, part-time faculty in LAS generally receive lower student ratings than full-time faculty.

Our analysis of student evaluation ratings has instigated several meaningful changes. In terms of hiring, our process now places a greater emphasis on a potential instructor's approach to online instruction. In terms of teaching techniques, our faculty development efforts have increasingly emphasized quality online instructional methods. Moreover, many of these methods involve the incorporation of recently available technology, including a new lecture capture system and sophisticated video production software such as Camtasia. Our lecture capture system has been installed in nearly every classroom in our Liberal Arts & Sciences building, and full copies of Camtasia are now provided to all LAS faculty. NSC also established a Center for Teaching and Learning Excellence with a dedicated director, an instructional technologist, and an instructional designer, all aimed at providing better faculty development related to teaching. LAS also created an Adjunct Faculty Coordinator position, which focuses on faculty development and outreach specifically to part-time instructors.

## **IV. Assessment**

### *A. Student Learning Outcomes*

Upon graduating, successful management students should:

1. Possess a command of the policies, functions, and current issues involved in the field of management.
2. Develop the techniques and skills for effective conflict management and resolution.
3. Develop the communication and critical thinking skills necessary to be proficient in business management.
4. Possess an insight and awareness into public organization design and structure.
5. Develop an understanding of the theories and applications of ethics as they pertain to management.

### *B. Outcomes Assessment*

The School of Liberal Arts & Sciences subscribes to a methodologically rigorous, data-driven approach to the assessment of student learning outcomes. The over-arching goal of Outcomes Assessment is to determine whether we are promoting student mastery of degree learning outcomes, but it also serves several important supplementary objectives. It helps us more clearly define the learning outcomes we want students to achieve, fosters more effective instructional and curricular means of maximizing student success, and ensures that programmatic learning outcomes are commensurate with larger institutional and school-wide goals.

The process of Outcomes Assessment occurs on a bi-annual basis for all degree programs. The LAS Associate Dean selects assessment committees of 3 faculty members for each program. The committee targets a single learning outcome, randomly selects student artifacts (i.e., major assignments) that presumably reflect outcome performance,

and devises a rubric to evaluate the artifacts. The resulting scores and qualitative observations are incorporated into a formal report that describes the strengths and weaknesses of the program and renders suggested revisions. The revisions are implemented and the process begins anew as faculty gauge the extent to which the program has improved.

Several essential methodological elements enhance the quality and consistency of this process, as described below.

#### *1. Outcome alignment*

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

#### *2. Sound evaluative techniques*

Our assessment process is anchored by several proven methodological techniques. Many of these techniques are general reflections of best practices in research methodology, but they also derive from the Nichols assessment system (Nichols, 2006), which undergirds our assessment philosophy.

#### *3. Clear rubric*

Assessment is most effective if the evaluation of student performance is guided by a rubric that minimizes ambiguity by relying on clear, widely understood definitions and rating scales. A rubric is "a predefined scoring scheme to guide the analysis of student performance or artifacts" (Nichols, 2006). It is applied as a set of rules for evaluating student performance, and it establishes a criterion by which the student will be deemed successful (e.g., at least a 3 on a 4-point scale). The rubric answers fundamental questions about how student performance will be measured, it discriminates between high and low quality student work, and it helps ensure that our judgments are valid and reliable.

#### *4. Random Sampling*

A random and robust sample of student work (referred to as "artifacts") is our best chance of taking a representative snapshot of NSC student performance. The artifacts selected for analysis are key assessments – culminating assignments designed to showcase important student knowledge and skills.

#### *5. Interrater Reliability*

Evaluating student work is an inherently subjective process that is particularly susceptible to the predilections of an individual evaluator. To minimize this subjectivity, each artifact is assessed by multiple independent raters, and the mean of these ratings is the critical outcome variable that guides recommendations about program changes.

#### *6. Value added*

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

#### *7. Iterative philosophy*

Assessment is a process that yields recommendations, the implementation of those recommendations, and a follow-up assessment to determine the effectiveness of the changes. At the close of this basic three-stage cycle, the process begins anew, which in many ways is the only response to a constantly evolving discipline and the ever-changing needs of businesses, organizations, and the community.

### *C. Assessing Academic Quality*

Maintaining high academic quality is our foremost responsibility as a teaching and student-centered institution. We assess this quality through a rigorous, multi-faceted approach, and our principle effort is to not merely maintain a requisite performance, but consistently improve it. The primary means to this end are listed below, and then described in additional detail in the sections that follow.

- a. Course design*
- b. Faculty development*
- c. Faculty hiring*
- d. Annual evaluations*
- e. Part-time instructor observations*
- f. Outcomes assessment*

#### Course Design

1. Comprehensive outcome implementation – the syllabus template used by all instructors in the School of Liberal Arts and Sciences includes a standardized section on assessment. Instructors establish a clear link between program-level learning outcomes and individual course objectives. They also identify a *key assessment* (typically, a culminating assignment) and indicate which facets of the student learning outcomes the assessment is designed to address.
2. Student engagement – instructors are encouraged to rely on strategies that have been shown, in the literature and our in our own data (e.g., course evaluations) – to foster greater levels of student engagement and motivation to succeed. These include using course knowledge and skills to address real-world issues (Frey & Fisher, 2010; Palmer, 2007) and challenging students with high academic standards (e.g., Weinstein, 2010). The net result is a greater likelihood that students will develop at least a proficient level of outcome mastery.
3. Evaluation & feedback – a wealth of research suggests that timely, high quality feedback is integral to student success (Spangle, Hodne, & Schierling, 2002; Tricker et al., 2001). Instructors are encouraged to provide substantive feedback that evaluates a student’s application of course knowledge and skills and guides them towards future improvement; resources, such as a website that summarizes best practices in providing written feedback, help faculty identify the most effective strategies. Instructors are expected to provide feedback within roughly a week.

#### Faculty Development

Each fall and spring, the college and School of Liberal Arts and Sciences (LAS) hold separate faculty developments at which ideas and techniques for improving teaching and scholarship are shared. Workshops at these events have covered topics ranging from instructional technology skills to transparent design to addressing implicit bias in the classroom. In addition, throughout the year the Center for Teaching and Learning Excellence (CTLE) provides faculty development sessions on a range of topics such as writing measurable learning outcomes, using Canvas (the learning management system) effectively, and ensuring courses are ADA-compliant. Faculty are also encouraged to take part in workshops such as the Top Gun course, which teaches best practices for engaging online courses, and the summer Teaching Fellows Program, which invites faculty to redesign course materials during the summer.

The department chair helps new faculty adjust to the teaching, scholarship, and service demands and meets annually with all faculty to assess, discuss, set goals, and strategize about how to improve their teaching. Our demanding tenure process requires that faculty achieve a rating of “Excellent” on their annual reviews in the area of teaching.

Funds are available for travel and scholarship needs related to faculty development; LAS provides full-time faculty with

roughly \$1,300 for travel to conferences for presenting research or for catching up on teaching techniques and for additional research-related needs. Faculty may also apply for Research Seed Grants through the provost's office to support research projects.

### Faculty Hiring

Careful screening of faculty plays a significant role in maintaining academic quality in our program. Interdisciplinary search committees comprised of full-time faculty conduct rigorous national searches, with special emphasis placed on ensuring we recruit a diverse pool of candidates. Search committee members rate application materials according to key job criteria; required materials include student course evaluations, a teaching statement, syllabi, a detailed CV, and other supporting documents. In most cases, roughly 10 candidates are selected for phone interviews. Three to four candidates are generally invited to campus for day-long interviews which include interviews, a teaching demonstration open to all students and faculty, and meetings with key constituents on campus. References are contacted to speak to the candidate's teaching, service, and scholarship potential. Our interviewing process has been particularly successful in attracting scholars with a passion for teaching who also have significant contributions to make in the areas of scholarship and service. All of our full-time hires in this program have earned a terminal degree in their area of expertise.

Candidates for part-time teaching positions apply online and are placed in a pool of potential instructors. When an opening arises, the department chair or LAS Director of Academic Operations eliminates those who are unqualified. The remaining candidates are then interviewed by the department chair and input is sought from faculty. Many of our part-time instructors have the terminal degree in their field; others have an MBA and significant private sector experience.

## V. Curriculum Information

**Table 7: Major Courses (2015-2016 Catalog)**

ACC 201: Financial Accounting
ACC 202: Managerial Accounting
BLW 302: Legal Environment
BUS 101: Introduction to Business
BUS/MGT 496: Strategic Management & Policy
ECON 261: Principles of Statistics I
ENG 204: Introduction to Professional Writing
FIN 301: Principles of Managerial Finance
IS 101: Introduction to Information Systems
MGT 301: Principles of Management & Organizational Behavior
MGT 367: Human Resource Management
MGT 494: Seminar in Management
MKT 210: Marketing Principles
PSY 450: Industrial & Organizational Psychology
PSY 460: Social Psychology

### *A. Curricular Strengths & Weaknesses*

The Outcomes Assessment process (described in Section IV.B) is a focused lens through which to examine the strengths



and weaknesses of the curriculum. Importantly, though the process can be used to identify weaknesses, it also paves inroads to improvements. Weaknesses, improvements, and strengths surface for every facet of the program, beginning with the learning outcomes that represent the foundation of the degree.

The assessment process identifies strengths and weaknesses in the performance of our students.

#### Key Strengths

- Management program provides students with a broad understanding of all components of business.
- Courses leverage technology (including the Nevada Energy Finance Lab) to give students an innovative learning experience. Faculty have access to a full range of high-quality instructional technologies, including iClicker student response systems, the Camtasia video production suite, a lecture capture system, and universally SMART classrooms.
- The BAS-Management degree has been built to articulate well with AAS degrees in business and other fields, allowing students to complete a 4-year degree in 120 credits and minimizing the loss of credits during the transfer process.
- The Management major requires courses in psychology and communication that help students learn the soft skills in interpersonal relations that employers find valuable in employees.
- The revised degree (introduced in 2015-16) includes BUS/MGT 496, which is built around a semester-long business simulation that requires students to make various management decisions and address the consequences of their choices.
- Full-time faculty help found a student chapter of the Society for Advancement of Management (SAM); in Spring 2016, members traveled to a SAM case study competition and won several awards.
- The ECON 261 statistics course has been redesigned around a flipped-classroom model, where students watch recorded lectures outside of class and spend class time practicing their skills while receiving immediate feedback from the instructor. The course has also included assignments built around analysis of real-world data (including data provided by The Downtown Project); students analyze the data, collectively write a final report, and present the findings to the business. This gives them invaluable real-world experience in data analysis and shows the relevance of the course to their future careers.

#### Key Weaknesses

- While they are able to identify business concepts, students struggle to recognize the role of individual aspects of management in the larger organization or the relationship of different business concepts to one another.
- Analysis of student artifacts indicate that students need additional training on proper business communication/etiquette (e.g., using proper tone and level of formality).
- While we have hired two full-time tenure-track faculty with expertise in management and accounting, a large number of courses in the major are still taught by adjunct faculty. This makes it difficult to provide consistency in quality and rigor, as well as to ensure each instructor understands the role of their course in meeting program-level outcomes. A full-time faculty member with expertise in finance and/or economics would particularly benefit the program, as these can be difficult classes to cover with adjunct faculty; in addition, a full-time faculty member could use the Finance Lab to its full potential for class simulations.
- LAS is still working to identify the ideal schedule to meet the needs of students in the program. The program was revised in 2015, introducing several courses that had not been taught before. Because many management students attend part-time, it has been challenging to identify when enough students need a course to meet minimum enrollment. LAS staff and management/business faculty continue to monitor students' needs and progress toward graduation.

#### *B. Program Improvement*

When committees conduct outcomes assessment, they submit a report including formal recommendations for

improvement based on their findings. These recommendations typically are implemented in the subsequent semester or summer; the associate dean of LAS contacts faculty from each program regularly for updates on implementation and conveys this information to the provost's office. Where possible, faculty are provided with examples or resources relevant to their planned improvements. For example, if the assessment suggests that instructors should provide more substantial feedback to students on online discussion boards, administration will share a high quality example with instructors to give them a better sense of what is expected.

Based on the 2016 round of outcomes assessment for business and management, the faculty developed a set of recommendations for program improvement.

1. In particular, they suggested that assignments in several classes, including BUS 101 and BUS/MGT 496, be revised to more clearly relate to program learning outcomes. Over summer 2017, they plan to redesign key class assignments using the principles of transparent design (the topic of a recent faculty development session).
2. The faculty also recommended better communication with part-time faculty to ensure they understand the program outcomes and the role of their individual courses in meeting those outcomes.
3. The faculty found that students were able to correctly identify management concepts, but struggled to explain how different parts of a business work together or how one element of management functions within the whole. To rectify this weakness, the faculty recommended that each major assignment in management and business courses should require students to demonstrate how concepts affect each other or work together within the larger organization. Faculty will address this by providing more guidance on assignments and ensuring students complete assignments such as writing business memos and giving presentations. The Society for the Advancement of Management club also gives students another arena to meet with faculty and other students and learn about expectations for personal communication and conduct in the business world.
4. Promote adoption of open source electronic texts (with a print-on-demand option for students). Electronic resources promise a significantly lower cost and may provide interactive elements (e.g., quizzes, maps and figures that can be manipulated by the user) and embedded multimedia components, among others. These options would help us better serve our students, especially our large population of low-income individuals.

### *C. Curricular Analysis*

Until Fall 2010, the management program had been housed in the School of Education. During the recession, the management and business majors had functioned with only one full-time faculty member, Dr. Richard Moore. In Fall 2014, two new tenure-track business and management faculty joined the NSC faculty. Even before they arrived on campus, these two faculty members began working together to analyze the management curriculum.

The faculty concluded that some courses in the degree, such as IS 301, were somewhat outdated and should be replaced with other courses that better prepared students, such as BUS/MGT 496, a course that emphasizes strategic management (and integrates a semester-long business simulation). They also felt the program, while providing a solid background in management, did not give students enough opportunity to gain and practice soft skills in communication and working in groups; surveys indicate these skills are both highly desired by employers and often difficult to find.

Based on their analysis of the existing curriculum, comparison to programs at other institutions, and their knowledge of the evolving needs of business, the faculty recommended a number of changes to the degree to ensure it provided students with the training needed in the current business environment. The proposed changes were approved by the campus-wide Faculty Senate Curriculum Committee and the Provost and went into effect for the 2015-16 catalog.

## VI. Information, Technology, Space, and Equipment Resources

### A. Library Resources

The Marydean Martin Library at NSC supports the management program by providing access to books, articles, bibliographic instruction, reference assistance, and an environment conducive to learning. The library has moved to a purchase-on-demand model of managing the book collection; all books are electronic (reducing the need for physical space) and e-books that are not in the collection already are purchased as requested by a student or faculty member. The move to an all-electronic collection has allowed the library to greatly expand the total collection, with nearly two million volumes. Members of the NSC community may also borrow books from UNLV or CSN; the books are sent from the home library to the NSC campus, so no trip to another campus is necessary.

Academic journals are an important resource for our students and faculty, and the NSC library provides access to a range of essential databases. These include Business Source Complete, JSTOR, Newspaper Source Plus, LexisNexis Academic, and Regional Business News. The library also subscribes to Kanopy and Films on Demand, two services that provide access to a wide array of educational videos. With these resources at their disposal, we have confidence that students and faculty can easily obtain the information they need to inform their teaching, complete their class projects, and pursue research opportunities.

The number of resources is inconsequential if students are unable to find information quickly, evaluate it effectively, and integrate it properly. For this reason, NSC's library provides instruction sessions, accessible online tutorials, and works with faculty to create discipline- and course-specific research guides. Any faculty member may request a bibliographic instruction session for their class. Students and faculty can also set up an appointment to meet with a trained librarian for more difficult reference questions.

### B. Computing Resources

Given that many of our students do not own some or all of the computing resources needed to complete these activities, the college emphasizes the provision of adequate resources, even in the face of serious budget limitations. The Office of Information and Technology Services works diligently to provide students with appropriate computing resources, a user-friendly experience, and robust technical support.

Students at NSC have access to open-access study spaces with computers in the LAS building; any student may use the computers with their campus login credentials. Students (and faculty) may also check out laptops, iPads, Chromebooks, and chargers/adapters for a variety of devices from the Marydean Martin Library free of charge. Our resources were deemed adequate by our accrediting body in their evaluation of our campus. The campus has a series of networked printers that allows faculty and students to send print jobs to the nearest printer on demand. Full-time faculty receive an updated campus laptop for academic use upon hire; adjunct instructors are provided with a workstation-equipped office space. NSC has several computer labs; key courses, such as the business statistics courses, are scheduled in a computer lab so students may complete data analysis during class time. LAS also keeps a set of Chromebooks that faculty can check out and use for individual course sessions when they need access to computers in classes that are not scheduled in a computer lab.

Software, network, and user interface resources are similarly robust. High-speed wireless access is available in every classroom and office on our campus. A user-friendly experience is facilitated by a single sign-on portal that provides "one-stop" access to electronic resources (e.g., Webcampus, campus updates, course schedules). Apps for Apple and Android products are available for both the campus portal and Webcampus. Every workstation on campus features the full Microsoft Office suite of programs; full-time faculty have access to free licenses for Camtasia, Jing, and other video-

creation programs to support the creation of course materials for online and flipped classes.

Finally, varied technical support systems help students and faculty use these resources and resolve problems. An on-campus help desk is available during normal business hours (in person or by phone), a 24x7 helpdesk provides assistance with Webcampus, an online orientation site is available to all students, and the student/faculty portal features a number of self-service tools. The Office of Information and Technology Services regularly assesses student and faculty perceptions of the quality of these support services and adjusts accordingly.

### *C. Facilities*

NSC provides exceptional facilities to serve the needs of students and faculty; courses for the BAS-Management program are scheduled in the Liberal Arts & Sciences building (opened in Fall 2008) and the Nursing, Science, and Education building (opened in Fall 2015). A defining feature of these facilities is advanced technology; because all of the buildings were completed after 2008, they all have the technology needed to provide instruction in the modern era.

The Nursing, Science, and Education (NSE) building houses the Nevada Energy Finance Lab as well as computer labs. Before the opening of the NSE building, NSC had only one computer lab; opening multiple labs has alleviated the difficulties we faced in accommodating all instructors who needed access to computers for their courses.

Despite opening two new buildings in Fall 2015, as the college continues to grow, physical space has become an increasing concern; NSC now serves approximately 4,000 students with only 4 campus buildings (one of which is dedicated to student services and administration and does not include classrooms). Many management and business courses are scheduled as 3-hour sections in the evening, which creates competing needs for available space during the evenings. In addition, faculty office space is near capacity; as a result, the amount of communal office space for adjunct faculty has been reduced substantially.

### *D. Instructional Equipment*

Students and faculty benefit from our “SMART” classrooms, which feature a computing workstation, a projector, speakers, a document camera, Smartboard technologies, and interactive student response systems (“iClickers”). A lecture-capture system is installed in several rooms. The system allows faculty to record themselves in the classroom; these videos can be edited and posted online as video lectures in online or hybrid courses, or to serve as review materials for students in in-person courses. The Nevada Energy Finance Lab includes the Morningstar software program to run the bank of monitors that supply real-time global trading and commodities information.

Faculty development sessions and emails and instructional videos inform faculty of available resources. The Office of Information and Technology Services provides training on classroom technologies at faculty request. The Center for Teaching and Learning Excellence includes an instructional designer and an instructional technologist. These positions provide training on Canvas (the learning management system), ADA-compliance in teaching materials, use of other technologies, and effective course design.

Departmental funds are available to cover specific instructional equipment or materials for courses at an instructor’s request. For instance, department funds were used to buy a Smartscreen monitor for one business faculty member so she could more easily create video lectures for her statistics courses, allowing her to use the flipped classroom model.

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

## VII. Other Factors

### A. Barriers to Success & Post-Graduation Outcomes

#### Barriers to Graduation

- Timely degree progression – NSC is a 4-year institution, but the average time to graduation for many of our graduates is approximately 6 years. The BAS-Management is set up as a 2+2 degree that in theory allows students to complete the program in only 2 years at NSC, but many take 3 or more years. Several reasons may account for this delay, but two explanations stand out from the rest:
  - Our student population bears the burden of nearly every risk factor in the retention literature (e.g., commuter status, low income, family obligations, first generation, etc.), and often these factors impede – or altogether stop – their degree progression.
  - As a relatively small college with small programs, combined with staffing shortages during the recession, it has been difficult for us to offer a wide array of courses throughout the week and at various times of day. We have tried to rectify this with online offerings, but three math-based courses are not amenable to this format and some students are not suited to the mode of delivery.

#### Post-Graduation Outcomes

To help ensure our students' success, LAS introduced a Graduate School Prep course in Fall 2015. The course was developed in response to a recognition that first-generation and under-represented students, in particular, are often unfamiliar with the process of applying to graduate programs and may not receive the guidance they need to put together competitive applications, even when they are highly qualified academically. The course, designed by an interdisciplinary group of faculty with expertise in the natural sciences, social sciences, and business, is and available to juniors and seniors. It leads students through the process of selecting and applying to graduate programs, including preparing for standardized entrance exams and writing application materials. The Marydean Martin Library collaborated on the course design as well; they provide Kindles that include test preparation materials that students may check out in order to study for entrance exams, and purchased licenses for students to take online practice versions of several major entrance exams so students have the experience of taking the exam in real-world, timed conditions. We are gathering data on the effectiveness of the course in order to measure its impact.

Given the significant budget cuts NSC experienced during the economic recession that began in 2008, our alumni outreach was limited, as it was a non-essential area. Consequently, we have limited information about our graduates after they left NSC. BAS-Management students often already hold professional positions but need a four-year degree in order to pursue promotions within their company; most remain within the state after graduation. Anecdotally, we know some graduates have been admitted into MBA programs, including the MBA program at the University of Nevada, Reno.

As our financial situation improved, the Marketing and Events office assigned an alumni outreach coordinator who begun surveying alumni about job placements and graduate program admissions. NSC also opened a Career Services Center (CSC); a full-time director was hired in 2016. The center provides a number of career-related programs and services to our student body, including workshops on writing resumes, one-on-one help with resumes and other application materials, and mock job interviews. The CSC also maintains a database of job postings submitted by employers and organizes regular career and internship fairs.

## VIII. Information Provided by the Dean

### A. Accreditation Status

All programs in LAS are accredited under NSC's umbrella accreditation through the Northwest Commission on Colleges and Universities (NWCCU); NSC received independent accreditation in 2010 and will submit a Year 7 report in 2019. The BAS-Management major is not separately accredited by any program-specific bodies.

### B. Resource Reallocation

NSC has approved a search for another faculty position to support the management and business programs. LAS will conduct the search in Fall 2017, with a start date of Fall 2018. This should address the current need in the program; however, we will evaluate course coverage and total credit hours taught in the program after the Fall 2018 hire and request additional positions as needed.

To address the space limitations, LAS has experimented with new scheduling options to maximize use of buildings; for instance, we introduced hybrid courses that meet every other week; two classes can then be scheduled in the same room by alternating which weeks they meet in the classroom. NSC has also requested funding for another building through the legislative process. In 2017-18, an internal committee chaired by the provost will also look at optional campus-wide scheduling to ensure we use campus space in the best manner possible.

## IX. Key Recommendations

1. It is essential to focus on graduation rates and students' persistence through graduation.
  - a. Continue to monitor graduation rates by race/ethnicity to identify any achievement gaps that may emerge and take steps to address them as necessary.
  - b. Survey students to identify barriers to timely progress to graduation.
  - c. Work with the Academic Advising Center to provide effective advising about degree pathways, including options for evening or online advising for students who are unable to visit the AAC during regular business hours due to their own work obligations.
2. Improve tracking of students' outcomes after graduation.
  - a. Collaborate with the Career Services Center and alumni outreach coordinator to track post-graduation outcomes and job placements.
  - b. Encourage students interested in graduate school to enroll in the grad school prep course.
3. Ensure sufficient resources are available to support the program.
  - a. As NSC continues to grow, it is essential that the campus expand physical facilities to ensure there is sufficient space to offer classes and provide faculty office space.
  - b. In the meantime, LAS will continue to experiment with strategic scheduling options such as hybrid courses that meet on alternating weeks, allowing two courses to make use of a single classroom at the same time during the semester.
  - c. Hire an additional full-time faculty member to start Fall 2018.
4. Improve students' mastery of learning outcomes.
  - a. Ensure assignments require students to understand how various business concepts intersect and the role of each aspect of a business in the larger whole.