Existing Program Review Report

DEGREE PROGRAM:	BUSINESS, BSBA

PROGRAM REVIEW CHAIR:	NEIL LONGLEY

I. MISSION STATEMENT

A. Institutional Mission Statement

At Nevada State University, 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 business program is anchored by a well-rounded business core and a strong focus on technology and innovation. Our commitment to technology is reflected not only in what students' study, but also in how we teach. The study of technology keeps us on the leading edge of industry advances, and our use of technology in the classroom creates a progressive and engaging learning experience.

Our program also is defined by real-world examples and business cases that prepare students to meet the evolving demands of the modern market. Supporting these elements of our program is a superb liberal arts and sciences foundation that trains students in the critical thinking and communication skills needed to identify, define and resolve practical problems, no matter where and when they may surface. Overall, this combination of business acumen and real-world adaptability helps ensure that students can meet the challenges of a dynamic global economy and craft a future of their own choosing.

C. Mission Statement Alignment

The Business program mission aligns with Nevada State's institutional mission in several ways, including its technology-rich approach to teaching and its focus on interdisciplinary knowledge and skills. Additionally, our program opens the door for students' career success, with its emphasis on the job-ready knowledge and skills that are in demand in the Southern Nevada economy.

II. INSTITUTIONAL RESEARCH DATA

A. Student Profile and Success Metrics

Annual Student Enrollment

1) Student Enrollment by Fall Data

Source: Nevada State University Institutional Effectiveness. (2024, August 9) *Program Evaluation Dashboard [Business Administration, 2013-2023]*. **https://public.tableau.com/shared/T74NSH93P?:display_count=n&:origin=viz_share_link**

- Post-Covid, enrollment in Business has been quite steady, and we did not experience the 2023 drop that NS did overall.
- **Concentrations for Business Administrations were implemented in Fall 2020.

| Student Enrollment	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Major: Business Administration *Data Specifics: Fall Enrollment*	263	286	314	308	292	324	306	288	286	279
NSU UG Degree Seeking (FT or PT) *Data Specifics: Fall Enrollment* **(% of Business Admin)**	3,085 **(8.53%)**	3,247 **(8.80%)**	3,185 **(9.86%)**	3,374 **(9.12%)**	3,642 **(8.01%)**	3,931 **(8.24%)**	4,100 **(7.46%)**	4,276 **(6.74%)**	4,104 **(6.97%)**	3,788 **(7.37%)**
**Concentration: Diversity & HR									17	24
**Concentration: Financial Services								7	33	65
**Concentration: Marketing									30	50
**Concentration: Management Studies								14	63	110
**Concentration: Sport Business									5	9

2) Disaggregated Student Data

Source: Nevada State University Institutional Effectiveness. (2024, August 9) *Program Evaluation Dashboard [Business Administration, 2013-2023].* **https://public.tableau.com/shared/T74NSH93P?:display_count=n&:origin=viz_share_link**

- **Gender:** Compared to NS's overall population, the Business program has a higher percentage of men.
- **Pell Eligible:** Our Pell-eligible students in Business mirrors NS's overall Pell-eligible student population.
- **First-Generation:** The percentage of first-generation students in Business slightly exceeds that in NS overall
- **Part-Time vs. Full-Time:** The percentage of full-time students in Business well exceeds that of NS overall.

Business Major Disaggregated Data	AY13-14	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Gender: % Male / % Female **(% Male / % Female NS)**	39/61% **(24/76%)**	36/64% **(23/77%)**	36/64% **(24/76%)**	36/64% **(24/76%)**	35/65% **(24/76%)**	36/64% **(24/76%)**	36/64% **(22/78%)**	33/67% **(21/78%)**	34/66% **(21/78%)**	37/63% **(21/79%)**
First Generation % **(First Generation % NS)**	46% **(46%)**	46% **(46%)**	48% **(47%)**	46% **(47%)**	49% **(47%)**	49% **(47%)**	48% **(47%)**	48% **(47%)**	48% **(47%)**	51% **(48%)**
Pell Eligible % **(Pell Eligible % NS)**	53% **(52%)**	55% **(55%)**	57% **(55%)**	55% **(55%)**	52% **(55%)**	53% **(53%)**	54% **(55%)**	55% **(54%)**	54% **(54%)**	53% **(55%)**
Full Time Student % **(Full time Student % NS)**	33% **(29%)**	32% **(32%)**	33% **(32%)**	38% **(33%)**	46% **(36%)**	39% **(35%)**	44% **(36%)**	45% **(35%)**	45% **(37%)**	47% **(38%)**

- **Race and Ethnicity:** Compared to NS's overall population, the Business program has a higher percentage of Hispanic students and a lower percentage of white students.

Degree Seeking (UG): Ethnicity
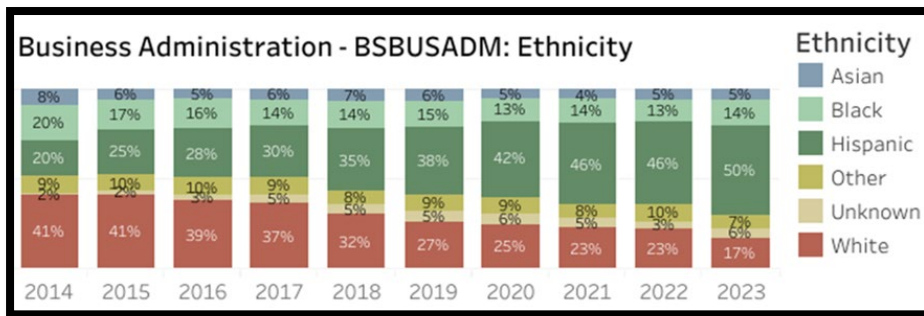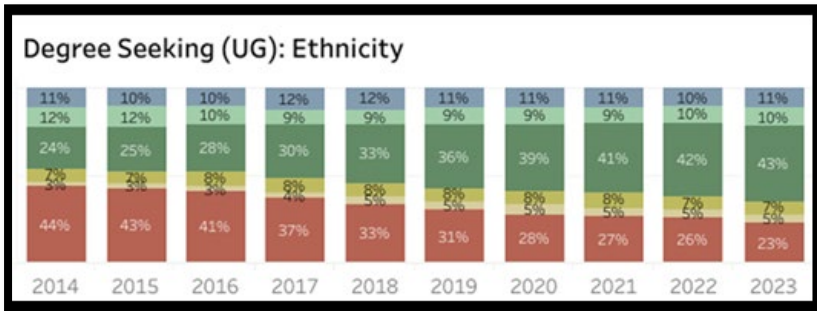
3) Other Student Data

Source: Nevada State University Institutional Effectiveness. (2024, August 20) *Program Evaluation Dashboard [Business Administration, 2013-2023].* **https://public.tableau.com/shared/CN3TCTQG5?:display_count=n&:origin=viz_share_link**

- **Retention Rate**: The first-year retention rate in Business has generally exceed that of NS overall.
- **Six-Year Graduation Rate (all students):** Business majors have a higher six-year graduation rate compared to NS overall. The data below shows all students
  - 2017 Graduation Rate = 55% (Business) / 51% (NSU Overall)
  - 2018 Graduate Rate = 57% (Business) / 52 (NSU Overall)

IPEDS Data for First Time, Full Time Students:

Business Administration Student Data	AY13-14	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Fall-Fall 1st-Year Retention Rate of **Cohort (N)**	45% of **11**	73% of **22**	78% of **27**	68% of **44**	73% of **44**	79% of **28**	74% of **31**	81% of **32**	78% of **27**	58% of **36**
NSU Fall-Fall 1st-Year Retention Rate of **Cohort (N)**	68% of **163**	69% of **204**	71% of **242**	71% of **305**	70% of **464**	78% of **408**	79% of **417**	76% of **445**	78% of **285**	77% of **356**
6-Year Graduation Rate (**% NSU**)	18% **(21%)**	27% **(23%)**	22% **(29%)**	32% **(32%)**						

B. Programmatic Comparisons

The advantages of the Business program at NS result from: a) the small size of the institution, b) the non-prescriptive nature of the major with diverse class options, c) emphasis on data-driven curriculum, and d) the overwhelming majority of courses are taught by full-time faculty.

The department's concentration-based curriculum was introduced in Fall 2021. Students choose from one of five concentration areas – Diversity & Human Resource Management, Management Studies, Financial Services, Marketing, and Sport Business. All are intended to provide graduates with the job-ready skills and knowledge necessary to thrive in the Southern Nevada economy.

Concentrations were chosen for their ability to:
- produce graduates that are in high demand in a local and regional economy dominated by service jobs
- show a clear pathway from academic work at Nevada State into an entry-level position – entry-level jobs in areas like HR, financial services, or digital marketing, are particularly important outlets for graduates

Some distinct elements of the program include:

- The HR & Diversity concentration is distinct in that it embeds diversity and DEI issues throughout all courses in the concentration, rather than treating these issues as "add-ons" to other topics. Organizations are increasingly demanding that employees have high-level competencies in managing diversity, inclusion, and equity issues, and our concentration is designed to help students meet this ever-growing need in the workplace.

- The Financial Services concentration emphasizes areas like financial planning and financial counseling – as opposed to financial analysis and corporate finance, which are often the focus at other institutions. Our goal is to prepare students for financial-related jobs in a *service* economy (such as that of the Las Vegas Valley), rather than the analytical and investment banking jobs more typically found in major financial centers like New York and San Francisco.

- The Marketing concentration is distinct compared to other programs in that digital technologies are incorporated throughout the curriculum.

  Our curriculum provides an excellent first step in preparing students to pass Google Ads and Google Analytics exams. The two certifications are a way to augment marketing students' skills and advance their careers.

  Google Online Marketing Challenge (GOMC) is a unique opportunity for students to get real-world experience creating and executing online marketing campaigns for real nonprofits, where students use a $10,000 monthly budget of in-kind Google Ads advertising credit provided through the Google Ad Grants program. This global academic program brings two worlds together, partnering students and nonprofits, to support digital skill development and drive positive change around the world.

- The Sport Business concentration is the only sport management-related undergraduate program in NSHE that is housed within a business program.

Over the past three years, the Business program has added to the NSHE catalog the following courses:
- BUS 331: Careers in Business
- FIN 309: Financial Planning
- FIN 311: Financial Counseling
- FIN 412: Decentralized Finance and Cryptoassets
- MKT 430: Diversity Marketing
- MKT 477: Digital Marketing

The department has also introduced several initiatives aimed at increasing the program's profile in the business community, including:
- launched Executive-in-Residence (EIR) program in spring 2022, with Mr. Tom Skancke (former president and CEO of LVGEA) serving as the first EIR
- formed the Business Advisory Council (BAC) in fall 2022, comprised of 10 prominent business leaders from the local community.

Articulation Agreements
The Nevada State Transfer Team oversees the update of our articulation agreements with the College of Southern Nevada every spring. The Transfer Team works in tandem with CSN's Assistant Director of Academic Articulation to maintain and update these agreements for all of the Bachelor of Arts and Bachelor of Science degrees that Nevada State offers. The finalized agreements are posted each summer on the dedicated CSN transfer page of the Nevada State website for ease of student and CSN Academic Advising access. The agreements are produced in the format of a four-year degree map to simplify understanding of the pathway from the student's first semester at CSN to their final semester at Nevada State. This process is carried out in coordination with David Singleton, NSHE Academic and Transfer Policy Analyst.

III. FACULTY INFORMATION

A. Faculty Profiles

1) % of program classes taught by full-time and part-time faculty
   **See table in evaluation area for more data on full-time and part-time faculty over the Spring 2018-Fall 2022 semesters.

Fall 2022 Student Total	Fall 2022 Total Sections (ACC, BLW, BUS, ECON, FIN, MKT, MGT)	Full-Time Faculty	Part-Time Faculty
543	14	64%	36%

2) Table summarizing rank (lecturer, tenure-track, full prof, etc.)

Raul Tapia	Associate Professor
Heidi Batiste	Associate Professor
Michelle Region-Sebest	Associate Professor
Bo Liang	Assistant Professor, Tenure Track
Jessica Limbrick	Assistant Professor, Tenure Track
Neil Longley	Professor

3) Include current CVs in an appendix folder and link here.
   [Business CV Current CV DropBox Folder Link](#)

B. Teaching Quality

Representative examples of exceptional teaching (e.g., experiential opportunities, field experiences, and high-impact practices)

ACC 494: Special Topics
- Students in the course operate the Nevada State Free Tax Program – dozens of students over the years have prepared various tax returns for individuals in the community and campus. Students learn basic IRS tax code, apply it, and prepare returns that range from simple 1040, to amended 1040X and schedule C self-employed business returns. It is a multi-faceted experience, where students interact with clients, analyze information, and critically think about questions that arise when preparing tax returns. (Faculty Member: Raul Tapia)

FIN 307: Investments
- Students in this course participate in a "Shark Tank" competition. Its purpose is to teach students how to value a business idea and pitch business ideas to potential investors. Students developed a product or service (e.g., a textbook exchange app) and pitched it to "the sharks." The sharks consisted of recruiters and executives from Nevada State Bank. The first-place winner(s) are recognized in our department newsletter. (Faculty Member: Jessica Parks)

BUS 321: Business Communication
- A 2021 experiential learning project saw the owners of an online health platform, TBD Health, invited to class where students interviewed them about starting and promoting an online business, particularly one in healthcare. The owners allowed the students to investigate and make recommendations on how to 'get the word out'. The owners subsequently asked to partner with our Dean of Students to bring the knowledge of what they do to our students. (Faculty Member: Michelle Region-Sebest)

MGT 473: Staffing & Development
- Students complete a scaffolded (over several weeks), three-task, staffing simulation https://journals.sagepub.com/doi/full/10.1177/2379298117716673 to encourage a real-world application of the staffing concepts students were learning. Based on a case scenario about a fictional company, students completed a recruitment plan, assessment plan, and made selection decisions. (Faculty Member: Heidi Batiste)

MKT 477: Digital Marketing
- Professional certificates are used to assess students' learning outcomes, rather than traditional exams. Specifically, students are expected to pass the Google Ads Certification and Google Ads Measurements Certification (both issued by Google), as well as the Digital Marketing Certification (issued by Hubspot). Earning certificates in their field of study is crucial for college students, as it can demonstrate their knowledge and skills to prospective employers. All certificate exams can be attempted an unlimited number of times, allowing students to persist in their learning until they successfully pass the exam.

  In this class, students participate in the Nonprofit Marketing Immersion (NMI), a global program that connects university students studying digital marketing with nonprofit organizations in need of additional support for their Google Ad Grants accounts. Through this program, students gain valuable real-world experience in digital marketing while simultaneously making a positive impact in the community. During the program, students are paired with a nonprofit client and are expected to act in a professional, responsive, and accountable manner, while providing guidance and support to help the client achieve their digital marketing objectives. (Faculty Member: Bo Liang)

Teaching-Focused Awards

- NS Teaching Excellence Award, 2021 (Michelle Region-Sebest)
- NS Teaching Excellence Award, 2022 (Heidi Batiste)
- LASB Full-Time Faculty Teaching Excellence Award, 2023 (Jessica Limbrick)
- NS Teaching Excellence Award, 2024 (Bo Liang)

Participation in ACUE, Quality Matters, CTLE certificate, other formal and substantive professional development:

Michelle Region-Sebest
- CTLE Active Learning Retreat Certificate (2022)
- CTLE Quality Assurance Gold Star Certificate for Online Teaching (2022)

Heidi Batiste
- CTLE Teaching Academy Advanced Certificate 2022
- CTLE Foundations of Teaching Certificate 2021

Jessica Limbrick
- Online Quality Assurance Certification for FIN 301 and FIN 303 courses
- CTLE's Teaching Academy Advanced Certificate: Reflective Practitioner, 2022

Bo Liang
- CTLE's Teaching Academy Advanced Certificate, 2022

C. Student Evaluations

Source: Nevada State University Institutional Effectiveness. (2024, August 20) *Program Evaluation Dashboard [Business Administration, 2013-2023].* **https://public.tableau.com/shared/CN3TCTQG5?:display_count=n&:origin=viz_share_link**

NOTE: The evaluations are indicated in blue. If there is not an evaluation shown, the course could not be shown in data since there was only 1 instructor who may have taught the course and this would be identifying to the instructor.

- Average student evaluations for Business program for Spring 2018 – Fall 2022 was **4.39** (Maximum 5.0 scale).

Course Stem	Business Course Types	Data Type NOTE: Instructor Avg Evaluation Rating (Max:5)	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	AVERAGE or SUM
ACC	Accounting	Number of Students	59		70	62		52	59		80	59		70	38		64	613
ACC	Accounting	DFWI %	22%		33%	16%		21%	5%		29%	22%		36%	16%		16%	21.60%
ACC	Accounting	Instructors	1		1	1		1	1		1	1		1	1		1	10
ACC	Accounting	Instructors (FT)	1		1	1		1	1		1	1		1	1		1	10
ACC	Accounting	Instructors (PT)	0		0	0		0	0		0	0		0	0		0	0
BLW	Business Law	Number of Students	56		58	29		74	29		59	30		51	59		57	502
BLW	Business Law	DFWI %	14%		14%	17%		12%	10%		12%	10%		8%	12%		7%	11.60%
BLW	Business Law	Instructors	2		2	1		2	1		2	1		2	2		2	17
BLW	Business Law	Instructors (FT)	0		0	0		0	0		0	0		0	0		0	0
BLW	Business Law	Instructors (PT)	2		2	1		2	1		2	1		2	2		2	17
BLW	Business Law	Instructor Avg Eval Rating	4.6		4.4			4.4			4.6			4.5	4.5		4.4	4.49
BUS	Business	Number of Students	117	16	58	123	41	71	78	23	54	96	25	95	129	28	125	1079
BUS	Business	DFWI %	15%	19%	26%	15%	5%	11%	8%	13%	6%	7%	12%	7%	10%	11%	12%	11.80%
BUS	Business	Instructors	4	1	2	4	2	2	4	1	2	3	1	3	3	1	3	36
BUS	Business	Instructors (FT)	2	0	2	1	0	2	3	1	2	2	1	2	2	1	2	23
BUS	Business	Instructors (PT)	2	1	0	3	2	0	1	0	0	1	0	1	1	0	1	13
BUS	Business	Instructor Avg Eval Rating	4.6		4.6	4.5	4.4	4.4	4.6		4.6	4.6		4.5	4.7		4.6	4.55
ECON	Economics	Number of Students	97	23	121	138		104	114		107	113	20	128	105	19	108	1197
ECON	Economics	DFWI %	16%	13%	45%	31%		29%	9%		13%	5%	15%	16%	11%	21%	16%	18.46%
ECON	Economics	Instructors	3	1	3	5		3	4		3	4	1	4	4	1	3	39
ECON	Economics	Instructors (FT)	1	0	1	1		2	2		2	3	1	3	1	1	2	20
ECON	Economics	Instructors (PT)	2	1	2	4		1	2		1	1	0	1	3	0	1	19
ECON	Economics	Instructor Avg Eval Rating	4.3		3.8	4		4.2	4.3		4.4	4.2		4.4	4.3		4.1	4.20
FIN	Finance	Number of Students	67		31	52		43	24		32	45		61	54	12	39	460
FIN	Finance	DFWI %	9%	0%	10%	17%		9%	13%		6%	7%		8%	6%	0%	8%	7.75%
FIN	Finance	Instructors	2	0	1	1		1	2		1	2		1	1	1	1	14
FIN	Finance	Instructors (FT)	0	0	0	0		0	0		0	0		0	1	1	1	3
FIN	Finance	Instructors (PT)	2	0	1	1		1	2		1	2		1	0	0	0	11
FIN	Finance	Instructor Avg Eval Rating	4.5						4.1			4.4						4.33
MGT	Management	Number of Students	100	46	140	100	36	149	124	44	142	137	27	113	98	28	105	1389
MGT	Management	DFWI %	7%	2%	5%	8%	3%	10%	5%	9%	11%	8%	7%	7%	11%	4%	12%	7.27%
MGT	Management	Instructors	4	2	6	2	1	8	3	2	2	3	1	3	3	1	3	44
MGT	Management	Instructors (FT)	2	1	2	1	1	4	2	1	2	2	1	2	2	1	2	26
MGT	Management	Instructors (PT)	2	1	4	1	0	4	1	1	0	1	0	1	1	0	1	18
MGT	Management	Instructor Avg Eval Rating	4.6	4.7	4.5	4.5		4.2	4.6	4.5	4.7	4.6		4.5	4.6		4.5	4.54
MKT	Marketing	Number of Students	53		24	60		28	68		34	34		41	30		45	417
MKT	Marketing	DFWI %	17%		33%	17%		32%	13%		15%	24%		15%	23%		4%	19.30%
MKT	Marketing	Instructors	3		1	3		2	3		1	1		1	1		1	17
MKT	Marketing	Instructors (FT)	0		0	0		0	0		1	1		1	1		1	5
MKT	Marketing	Instructors (PT)	3		1	3		2	3		0	0		0	0		0	12
MKT	Marketing	Instructor Avg Eval Rating	3.9			4.3		4.5	4.2									4.23

IV. STUDENT INFORMATION AND ASSESSMENT

A. Post-graduation Success

Traditionally, more than half our students in Business have been part-time; many of them are already employed when they enter our program and have no intention of leaving their current employer – like CCSD, the City of Henderson, etc. – so there is no "placement" issue for these students.

In recent years, our percentage of students who are full-time has been steadily increasing, and graduating students have gained employment with a variety of organizations across the Valley, such as Credit One Bank, MGM, Breakthru Beverage, Enterprise Rent-A-Car, to name only a few.

According to an exit survey in Spring 2020, 67% of business majors had employment by graduation, while many students (80%) did not complete an internship at Nevada State while being a student. In this survey, 70% of the employed students were working full time by graduation, in varying industries including retail, government, and food and beverage.

Source: Nevada State University Institutional Effectiveness. (2024, August 20) *Program Evaluation Dashboard [Business Administration, 2013-2023].* **https://public.tableau.com/shared/CN3TCTQG5?:display_count=n&:origin=viz_share_link**

B. Student Learning Outcomes
Standard 1: Ethical and legal responsibilities in organizations and society
Standard 2: Financial theories, analysis, reporting, and markets
Standard 3: Creation of value through the integrated production and distribution of goods, services, and information
Standard 4: Group and individual dynamics in organizations
Standard 5: Statistical data analysis and management science as they support decision-making processes through an organization
Standard 6: Information technologies as they influence the structure and processes of organizations and economics, and as they influence the roles and techniques of management
Standard 7: Domestic and global economic environment of organizations

In Fall 2023, the program learning outcomes were revised by a university-wide program assessment procedure change. The program learning outcomes were mapped to the program's curriculum to be assessed in the next program cycle. The new program learning outcomes are:
   (1) Examine the various functional areas in business and their interrelatedness.
   (2) Apply quantitative reasoning across business functions through interpretation of various theories.
   (3) Apply qualitative reasoning across business functions through interpretation of various theories.
   (4) Analyze various business environmental forces and their impact ,e.g. societal, political, economic

C. Outcomes Assessment
   ● Within this 10 year review cycle, Outcomes Assessment occurred bi-annually for all degree programs. The Dean of the School of Liberal Arts, Sciences, and Business, in consultation with department chairs, selects assessment chairs for each program under review, who in turn select a three-person committee of faculty reviewers. This committee typically consists of three individuals with expertise in the discipline under examination, but often will include a strategically-selected faculty member from outside of the discipline. In broad terms, the committee targets a single learning outcome, randomly selects student "artifacts" (i.e., major assignments) that presumably reflect outcome performance, and then devises a rubric to evaluate the artifacts. The resulting scores and qualitative observations are incorporated into a formal report that describes the strengths and weaknesses of the program and renders suggested revisions. The revisions are implemented and the process begins anew as faculty gauge the extent to which the program has improved.
   ● Several essential methodological elements enhance the quality and consistency of this process:
      1) Outcome alignment: Faculty strive to develop clear, concise learning outcomes that reflect meaningful achievements in the area of study. At the outset of each assessment cycle, faculty also are asked to carefully align these learning outcomes with institutional and school-wide missions and consensus goals of the field. In this fashion, we consistently ensure that each program contributes to larger strategic objectives and maximizes each student's potential for success in his or her respective field.
      2) Clear rubric: Assessment is most effective if the evaluation of student performance is guided by a rubric that minimizes ambiguity by relying on clear, widely understood definitions and rating

scales. A rubric is "a predefined scoring scheme to guide the analysis of student performance or artifacts" (Nicholas & Nichols, 2005, p. 110). It is applied as a set of rules for evaluating student performance, and it establishes a criterion by which the student will be deemed successful (e.g., at least a 3 on a 4-point scale). To this end, rubrics "set a common understanding among multiple judges about what represents success in student learning" (Nichols & Nichols, 2005, p. 110). The rubric answers fundamental questions about how student performance will be measured, it discriminates between high and low quality student work, and it helps ensure that our judgments are valid and reliable. In general terms, it does this by clearly identifying several criteria by which a student's performance can be judged (e.g., relied on empirical data, provided a clear thesis statement, etc.) and then by delineating performance levels for each criterion (e.g., unsatisfactory, satisfactory, proficient, & excellent).

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

As of Fall 2023, program assessment procedures have been updated. At Nevada State University, each major program completes a *program map* and *assessment plan* focusing on approved program learning outcomes. As required by NSHE, each program conducts at least one outcomes assessment on each program learning outcome within a 10-year period. The program *assessment plan* will outline the appropriate outcomes assessment implementation information over this program review period. The program assessment plan is reviewed and approved by the Provost, Dean, and Provost Assessment Team. Within this approved Assessment Plan, outcomes and program goals are being assessed in several different ways, including reviewing key performance assignments that are being assessed in several different program courses. These courses use faculty-designed rubrics to assess program leaning outcome attainment. Students are assessed based on the course map identification of the levels that should be attained for that course. *Continuous improvement strategies* are implemented if this attainment is not met, including strategies such as: adjustment of activity, rubric, or content leading to that assignment.

In addition, each major program will complete an *annual assessment report* which will have program data information, such as enrollment and faculty statistics, and an *outcomes assessment report,* which report on one outcomes assessment that will be reviewed within the college. Every year, the program will make data-informed decisions based on information from these annual reports for recommendations for the next year. At the end of the 10-year program cycle, the program will use these annual reports to complete the *10-year program review* report in preparation for the 10-year NSHE required information.
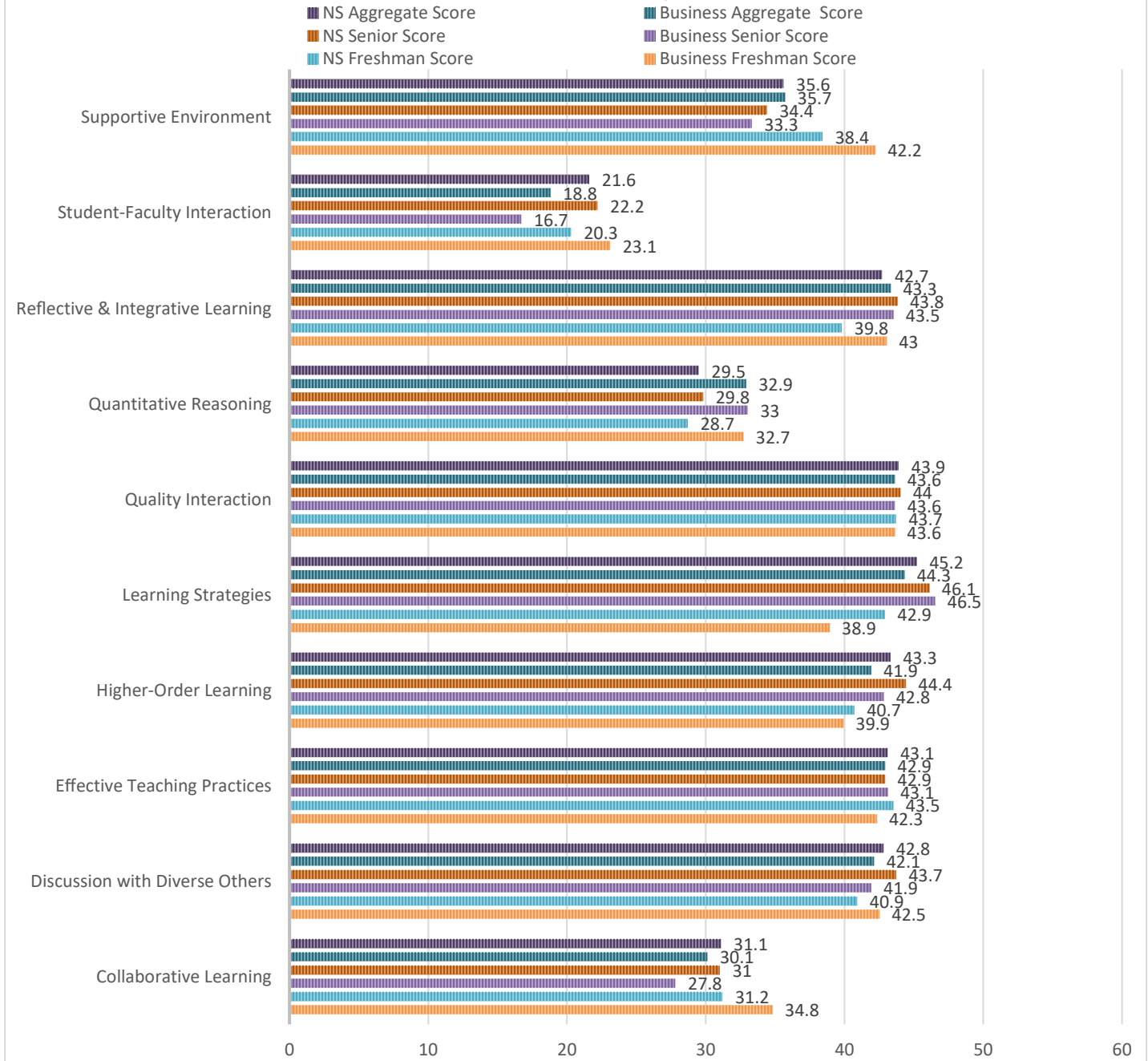
D. Student Satisfaction

The charts below represent categories of NSSE survey data from the past few years regarding student satisfaction with teaching, learning, and interaction with faculty.

Source: Nevada State University Institutional Effectiveness. (2024, August 20) *NSSE Engagement Indicators [Business Administration, 2013-2023].* https://public.tableau.com/shared/ZP6NGXMQR?:display_count=n&:origin=viz_share_link

NSSE Indicator:	N (Program Survey Total)	N (NSU Total)
Supportive Environment - Amount the institution emphasized help for students to persist and learn through academic support programs, encouraged diverse interactions, and provided social opportunities, campus activities, health and wellness, and support for non-academic responsibilities.	112	1,263
Student-Faculty Interaction - How often students had meaningful, substantive interactions with faculty members and advisors, such as talking about career plans, working on committees or student groups, discussing course material outside of class, or discussing their academic performance.	237	2,674
Reflective & Integrative Learning - How often students made connections with prior knowledge, other courses, and societal issues, took into account diverse perspectives, and reflected on their own views while examining the views of others.	69	878
Quantitative Reasoning - How often students engaged with numerical and statistical information across the curriculum, and used this information to reach conclusions, examine real-world problems, and evaluate what others have concluded.	122	1,358
Quality Interaction / Supportive Environment - Amount the institution emphasized help for students to persist and learn through academic support programs, encouraged diverse interactions, and provided social opportunities, campus activities, health and wellness, and support for non-academic responsibilities.	148	1,655
Learning Strategies - How often students enacted basic strategies for academic success, such as identifying key information in readings, reviewing notes after class, and summarizing course material.	116	1,236
Higher-Order Learning - Amount coursework emphasized challenging learning tasks including applying learned information to practical problems, analyzing ideas and experiences, evaluating information from other sources, and forming new ideas from various pieces of information.	229	2,627
Effective Teaching Practices - Amount instructors emphasized student comprehension and learning with clear explanations and organization, use of illustrative examples, and providing formative and effective feedback.	228	2,636
Discussions with Diverse Others - How often students had discussions with people who differ from themselves in terms of race or ethnicity, economic background, religious belief, or political views.	223	2,497
Collaborative Learning - How often students collaborated with others in mastering difficult material by asking for help, explaining material to others, preparing for exams, and working on group projects.	247	2,829

NSSE DATA COMPARISONS, 2013-2023

Legend:
- NS Aggregate Score
- NS Senior Score
- NS Freshman Score
- Business Aggregate Score
- Business Senior Score
- Business Freshman Score

Supportive Environment
- 35.6
- 35.7
- 34.4
- 33.3
- 38.4
- 42.2

Student-Faculty Interaction
- 21.6
- 18.8
- 22.2
- 16.7
- 20.3
- 23.1

Reflective & Integrative Learning
- 42.7
- 43.3
- 43.8
- 43.5
- 39.8
- 43

Quantitative Reasoning
- 29.5
- 32.9
- 29.8
- 33
- 28.7
- 32.7

Quality Interaction
- 43.9
- 43.6
- 44
- 43.6
- 43.7
- 43.6

Learning Strategies
- 45.2
- 44.3
- 46.1
- 46.5
- 42.9
- 38.9

Higher-Order Learning
- 43.3
- 41.9
- 44.4
- 42.8
- 40.7
- 39.9

Effective Teaching Practices
- 43.1
- 42.9
- 42.9
- 43.1
- 43.5
- 42.3

Discussion with Diverse Others
- 42.8
- 42.1
- 43.7
- 41.9
- 40.9
- 42.5

Collaborative Learning
- 31.1
- 30.1
- 31
- 27.8
- 31.2
- 34.8

Overall, Business students reported experiencing effective teaching and reflective learning at similar levels to all other surveyed NS students. That said, levels of higher order learning, learning strategies, and student-faculty interactions were slight lower for Business students compared to other NS student

E. Demand for Graduates & Barriers to Success
Source: Nevada State University Institutional Effectiveness. (2024, August 20) *Program Evaluation Dashboard [Business Administration, 2013-2023].* **https://public.tableau.com/shared/GGZYXBJBH?:display_count=n&:origin=viz_share_link**

The information provided in the spreadsheet comes from the following website, which discusses employability based on the major program and what jobs may be available for the program:

Nevada Department of Employment, Training & Rehabilitation (DETR) Job Projections
Industry and Occupational Projections (nevadaworkforce.com)

		Period				
		NV 2018-2028 Long-Term Projections				
		Base Year Employment	Numeric Change	Projected Employment	% Change	Total Annual Openings
Business Administration	111011 - Chief Executives	1,215	37	1,252	3%	92
	111021 - General and Operations Managers	19,069	3,899	22,968	20%	2,215
	112022 - Sales Managers	3,489	567	4,056	16%	392
	113011 - Administrative Services Managers	1,182	203	1,385	17%	127
	113051 - Industrial Production Managers	866	165	1,031	19%	85
	113071 - Trans., Storage, and Distribution Managers	1,188	310	1,498	26%	137
	119021 - Construction Managers	6,864	1,832	8,696	27%	743
	119151 - Social and Community Service Managers	950	164	1,114	17%	106
	119199 - Managers, All Other	14,118	2,363	16,481	17%	1,395
	131051 - Cost Estimators	1,967	561	2,528	29%	278
	131111 - Management Analysts	4,786	1,112	5,898	23%	614
	251011 - Business Teachers, Postsecondary	352	93	445	26%	42

Barriers to Success:
- Array of Course Offerings: With only six FT faculty members, we are limited in offering students a greater selection of more *specialized* classes in our concentration areas – for example, real estate finance, insurance finance, event & facility management, to name a few. This puts us at some disadvantage relative to larger institutions.

- Internships: Some employers will not sign the internship agreement that NS uses. The Department of Business has attempted to mitigate some of the negative effects on students by creating BUS 331: Careers in Business.

V. CURRICULUM INFORMATION

A. Curricular Strengths & Weaknesses

The curricular **strengths** of the Business program result from:
- the small size of the institution
- the opportunity for students to specialize in one of five concentrations
- a data-driven curriculum

Some of the honors earned by students include:
- Julio Gerado winning was the recipient of the 2023 Sam Lieberman Regents' Award for Student Scholarship
- 4-person student team won 1st Place in the Case Competition at 2022 Society for Advancement of Management conference (2nd year in succession that the NSU team won the competition)
- 4-person student team won 1st Place in the Case Competition at 2021 Society for Advancement of Management conference

Curricular **challenges** include:
- With only five full-time faculty (not counting the Director), we can only offer a limited range of electives in each concentration. As a result, we have had to be creative – for example, using some upper-level courses for more than one concentration. Ideally, we'd like to reduce this practice as we move forward.
- Because of our significant number of part-time students, we have had to offer two sections each semester of several of our core courses (like ACC 201) – one section during the day for full-time students and one section in the evening for part-time students. Often, there isn't sufficient student demand to fill both sections, resulting in less than optimal capacity utilization.

- In the 22-23 AY (Summer 22, Fall 22, and Spring 23), only 39% of our course offerings were in-person during the day. The remaining 61% were offered in the evening or as online asynchronous. We have made our best efforts to respond to NS "Back and Bold" initiative, while also keeping our classes accessible to part-time students. Our concern is that the lower the percentage of in-person/daytime classes, the more difficult it is to foster student engagement, and the more difficult it will be to further build our brand in the community.
- Transfers into Business peaked in 2018 and have been gradually declining since. CSN's launch of its BAS in Project Management in August 2019 may be a factor, as that accelerated degree is a seamless transition from their Associates in Business program.
- Students can now take 300- and 400-level MGT courses at other campuses and transfer them directly into our program. With almost all external courses being i) online asynchronous, and ii) held in accelerated 8-week sessions, we face the risk of having many of our students take this option. This would significantly hamper our efforts to build student engagement on the NS campus, an important strategic initiative to further build our brand in the local community. It also reduces the enrollment in these upper-level courses at NS and creating potential excess capacity.

List of classes in the curriculum:
2024-2025 Link to Business Catalog, includes Concentrations
NOTE: The curriculum has changed in the concentrations for more of a rigid foundation of courses.

Business Foundation Courses (24 Credits):

ACC 201	Financial Accounting	3.00
ACC 202	Managerial Accounting	3.00
BUS 101	Introduction to Business	3.00
COM 101	Oral Communication	3.00
ECON 102	Principles of Microeconomics	3.00
ECON 103	Principles of Macroeconomics	3.00
ECON 261	Principles of Statistics I	3.00
IS 101	Introduction to Information Systems	3.00

Major Requirements (18 Credits):

BLW 302	Legal and Ethical Environment of Business	3.00
BUS 321	Business Communication	3.00
FIN 301	Principles of Managerial Finance	3.00
MGT 301	Principles of Management and Organizational Behavior	3.00
MKT 301	Marketing Management	3.00

Business Capstone:

BUS 496	Strategic Management & Policy	3.00

Business Concentration Courses (24 Credits):

(1)   Diversity and Human Resource Management Concentration Required Courses:

MGT 367	Human Resource Management	3.00
MGT 465	Collective Bargaining and Public Policy	3.00
MGT 469	Managing Cultural Diversity	3.00
MGT 470	Compensation	3.00
MGT 473	Staffing and Development	3.00

Electives, choose at least 9 credit hours from the following:		
BUS 331	Careers in Business	3.00
ECON 262	Principles of Statistics II	3.00
MGT 412	Change Management	3.00
MGT 415	Business and Society	3.00
MGT 480	International Management	3.00
MGT 498	Undergraduate Research	1.00-6
MKT 430	Diversity Marketing	3.00

(2) Financial Services Concentration Required Courses:

ECON 262	Principles of Statistics II	3.00
FIN 303	Intermediate Managerial Finance	3.00
FIN 307	Investments	3.00
FIN 309	Financial Planning	3.00

Electives, choose at least 12 credit hours from the following:		
ACC 494	Special Topics	3.00
BUS 331	Careers in Business	3.00
ENT 493	Special Topics in Entrepreneurship	3.00
FIN 311	Financial Counseling	3.00
FIN 322	Insurance and Risk Management	3.00
FIN 412	Decentralized Finance and Cryptoassets	3.00
MKT 400	Market Research	3.00
MKT 430	Diversity Marketing	3.00
MKT 477	Digital Marketing	3.00

(3) Management Studies Concentration Required Courses:

MGT 412	Change Management	3.00
MGT 415	Business and Society	3.00
MGT 480	International Management	3.00
MGT 492	Advanced Organizational Behavior	3.00

Electives, choose at least 12 credit hours from the following:		
BUS 331	Careers in Business	3.00
ECON 262	Principles of Statistics II	3.00
ENT 493	Special Topics in Entrepreneurship	3.00
MGT 367	Human Resource Management	3.00
MGT 469	Managing Cultural Diversity	3.00
MGT 498	Undergraduate Research	1.00-6

(4) Marketing Concentration Required Courses:

ECON 262	Principles of Statistics II	3.00	**Electives, choose at least 9 credit hours from the following:**		
MKT 312	Buyer Behavior	3.00	BUS 331	Careers in Business	3.00
MKT 400	Market Research	3.00	ENT 493	Special Topics in Entrepreneurship	3.00
MKT 430	Diversity Marketing	3.00	MGT 367	Human Resource Management	3.00
MKT 477	Digital Marketing	3.00	MGT 415	Business and Society	3.00
			MGT 469	Managing Cultural Diversity	3.00
			MGT 480	International Management	3.00

(5) Sports Business Concentration Required Courses:

ECON 321	Economics of Sport and Entertainment	3.00	**Electives, choose at least 9 credit hours from the following:**		
MKT 312	Buyer Behavior	3.00	BUS 331	Careers in Business	3.00
MKT 400	Market Research	3.00	ECON 262	Principles of Statistics II	3.00
MKT 430	Diversity Marketing	3.00	FIN 303	Intermediate Managerial Finance	3.00
MKT 477	Digital Marketing	3.00	MGT 367	Human Resource Management	3.00
			MGT 469	Managing Cultural Diversity	3.00
			MGT 480	International Management	3.00

B. Program Improvement

Program Assessment
NS is overhauling to our assessment system, but currently we incorporate two primary modes of assessment, with one emphasizing a deeper analysis of student learning (the Nichols method; Nichols & Nichols, 2005) and the other complementing this approach with a broader look at program elements. The former method is referred to as "Outcomes Assessment,"(section IV.C. of this report) and the latter is identified as "Program Assessment." In the years between the biannual Outcomes Assessment, faculty examine programs at a broader level. This type of assessment includes a comprehensive report from Institutional Research of the program's "vital signs" (e.g., enrollment, retention, and graduation trends) as well as another method that is tailored to the unique needs of the program. To this end, faculty have implemented program assessments that include audits of assignment quality, student surveys of the program, alumni surveys, and reviews of syllabi across the curriculum.

Two recent examples come from our Fall 2021 "Program Assessment", and our Fall 2022 "Outcomes Assessment". Assessment results were used in the program for improvement in the following ways:

Fall 2021 Program Assessment
>*Equity Gaps*
>- Engaged in continued outreach to high schools with high numbers of Black and Asian students within the Las Vegas valley
>- Examined the current syllabi and course outlines for BUS 101: Introduction to Business for opportunities to increase engagement, expose students to all concentration areas within Business, and acquaint students with full-time business faculty
>- Engaged first-year and second-year business majors early to help increase the retention rate for second year retention.

DFWI Considerations
- In Fall 2020, ACC 201 had a DFWI rate of 41%, which was the only course in the program that was well above the acceptable range.
- Probable causes and potential remedies were identified. Remedies included increased faculty engagement, increased student support, and adjustments to the grading mechanisms. Since that time, DFWI rates in ACC 201 have returned to acceptable levels.

Fall 2022 Outcomes Assessment

The outcome assessed was "develop skills and aptitudes in quantitative reasoning and application", and the Business Administration assessment committee assessed student artifacts from two courses: ACC 201 and FIN 301. Based on that assessment, the recommendations were as follows:

ACC 201
- Because of the pandemic, the assignments were less rigorous than in past semesters, so they were reworked to be more challenging and to assess more difficult information

FIN 301
- The specific project now requires students to calculate ratios themselves, rather than accessing them from secondary sources.
- The project is now assigned during the first third of the semester, rather than at the end.

VI. EVALUATION OF RESOURCES

A. Library Resources
- The Marydean Martin Library is an 8,000 ft^2 facility in the Rogers Student Center that provides 16 desktop computers (with additional laptops for loan), seating for 174 students, 14 collaborative work spaces, and in-person assistance with research and technology questions. The Library's collections model emphasizes easy discovery and retrieval of materials in a wide variety of formats. The Library provides access to approximately 100,000 journals and serials, 1.5 million e-books, and 10,000 streaming video and audio materials. The predominately digital collection allows for easy remote access to the majority of the library collection. Within Canvas (the campus LMS), instructors can easily link to appropriate library resources.
- Library staff regularly monitor statistics on the use of online information resources, including cost effectiveness and patterns of use. Periodically, subscriptions are canceled or added in order to adjust to the addition or growth of programs and to the research and teaching needs of new faculty. Interlibrary Loan data are regularly examined to determine the items that are most frequently requested and to make purchasing decisions accordingly.
- Academic journals are among the most important resources for our students and faculty, and the NS library provides access to key databases in the field. For Business students, the primary databases are *Business Source Complete* and *JSTOR*. The library also provides access to key newspapers such as the *New York Times, Wall Street Journal,* and the *Washington Post*.

B. Computer Resources
- The Office of Information & Technology Services (ITS) maintains and supports computer labs, general-use workstations, and kiosks. NS provides approximately 470 student workstations that offer access to the internet, printing, Microsoft Office, and specialized software such as SPSS and Adobe Creative Suite. Additional equipment is available for checkout at the library, including laptops, Chromebooks, iPads, Kindle readers, and video cameras. A student technology fee is allocated annually to support a 5-year replacement plan for all classroom, lab, and general-use student workstations. This replacement plan ensures that student workstations are never more than 5 years old. The technology fee also supports upgrades to classroom audio/visual systems, software, and infrastructure.

- Each full-time employee is provided with at least one desktop workstation or laptop and resources such as the internet, network file storage, printing, Microsoft Office, and, as needed, specialized software such as Camtasia, SPSS, or the Adobe Creative Suite. Laptops, tablets, and projectors are available for checkout. All campus workstations, including those in open computer labs and spaces, are available for use by NS faculty and staff. Funds are allocated annually to support a 5-year replacement plan for all faculty and staff workstations.
- ITS maintains a wide area network in all buildings across the main campus. The internal core network runs at 10 Gb/s with 1 Gb/s connectivity to end devices. Both a guest and secured wireless connection is available at all facilities to provide connectivity for mobile devices. Internet connectivity for the campus is provided by the NSHE's statewide network, NevadaNet, providing speeds of up to 10 Gb/s.
- NS's data center infrastructure consists of a Nutanix virtual server environment. This infrastructure supports over 70 virtual machines running on 4 physical hosts with approximately 50 terabytes of disk storage. Server infrastructure equipment is configured with multiple layers of redundancy and is housed between two campus data centers. Data center, core network, and telecommunication infrastructure is refreshed on a 10-year replacement cycle.
- NS takes a cloud-first approach for enterprise applications in order to reduce staffing needs and eliminate the costs for acquiring, maintaining, and upgrading hardware and software. Through a single sign-on online campus portal, NS's enterprise applications are accessible 24/7 from anywhere in the world. This provides faculty, staff, and students with access to electronic resources to support management and operational functions, academic programs, and support services, wherever offered and however delivered.

C. Facilities & Instructional Equipment
- While NS has expanded its physical facilities significantly in recent years, securing sufficient space continues to be a challenge, given our rapid growth. Facilities are adequate to meet current demands for instructional space, employee offices, and other uses. Program growth will require additional space for classrooms, employee offices, and open spaces for studying and student activity.
- Every classroom at NS is configured as a smart classroom with instructor workstations, projection systems, wireless connectivity, document cameras, and interactive touch devices that permit instructors to write digitally on a board or computer monitor. Over 40% of classrooms have lecture capture systems that allow instructors to record lectures, demonstrations, and clinical simulations. Video conferencing is available through online conferencing tools such as Microsoft Teams and Zoom. The campus uses Canvas as the learning management system.
- The Office of Instructional Technology has invested in in-person and online training opportunities and online technology workshops and real-time instructional resources. This ensures that faculty can receive the type of training that best fits their preferences, needs, and skills. Web-accessible resources ensure that course design and development assistance is available wherever faculty need it. Instructional Technology and Center for Teaching and Learning Excellence (CTLE) staff provide one-on-one consultations on course development, instructional design strategies, assessment methods, course communication, online course management, and the use of media and live lecture materials.

D. Non-academic Services
- **Academic Advising**
The Academic Advising Center recently created three new leadership positions, the Associate Director of Academic Advising and Student Success Initiatives, Assistant Director of Advising, Curriculum, and Faculty relations, and the Advising and Completion Manager. The AAC also absorbed transfer operations, which includes two Transfer Specialists and the recently reclassified Assistant Director of Statewide Transfer Initiatives. Equipped with these resources, the AAC has been integral to the implementation of several NSHE projects (e.g., 15-to-Finish; continuous enrollment in gateway math and English) and enforces semester-by-semester mandatory advising for all degree-seeking students with fewer than 90 credits.

The AAC uses a team model, with advisors serving on one of three advising teams. Psychology students are advised by the liberal arts team. The team model allows students to schedule timely advising appointments. Each advisor is responsible for advising students on matters related to their academic success, including academic standing, Satisfactory Academic Progress for financial aid recipients, and adherence to NSHE policies related to remedial math (see NSHE Handbook 4.16.1). Advisors understand that a high proportion of our students come from nontraditional, first-generation backgrounds, and they remain vigilant in informing students about resources and experiences that may be unfamiliar to our students (e.g., supplemental instruction; the importance of research experience for those planning to apply to graduate school).

- **Academic Success Center**
  The Academic Success Center (ASC) provides academic guidance and enhanced learning skills through peer-to-peer support and evidence-based initiatives, while leading students toward independent learning. The ASC provides free in-person and online tutoring services to all enrolled students. Online tutoring services are available 24 hours a day, 7 days a week, and through a concerted marketing effort, usage of these services has increased substantially. The ASC works with faculty to ensure tutors have access to key course materials (syllabi, lecture slides, etc.) that assist tutors in designing tutoring sessions and ensure consistency in the information students receive. The ASC also provides embedded peer-led Supplemental Instruction and conducts metacognition and learning strategy workshops for College Success courses.

- **Disabilities Resource Center**
  The Disabilities Resource Center (DRC) provides eligible students with accommodations and services. The DRC recently implemented an online case management program that allows for more efficient and easier tracking of all DRC notifications and documentation. DRC staff train students to use assistive technologies, which can greatly enhance their academic success.

- **Student CARE Team and Counseling Services**
  The Student Concern, Assessment, Referral, and Education (CARE) Team promotes students' wellbeing and success. The CARE Team consists of a full-time case manager, faculty representatives from each school, and staff members from key units (e.g., Financial Aid, the Academic Advising Center). Faculty and staff may refer any student who is in distress or otherwise poses a concern, and students may also self-refer. The CARE Team connects students with resources such as advising and tutoring; it also manages a food pantry and donated funds that can be used to cover emergency costs, psychological or disability assessments, or other needs. NS employs a full-time counselor to offer free on-campus mental health services. Students receive several free sessions, and if longer-term therapy or other services are required, the case manager works with the student and recommendations from the therapists to connect the student with providers in the community who are covered by their insurance or accept sliding-scale fees.

- **Career Services Center**
  The Career Services Center (CSC) organizes career fairs, mock and real interviews, resumé reviews, a career closet, and other workshops that help students prepare for the job market. The CSC also offers students the opportunity to search for jobs through Handshake.

- **Financial Aid**
  Financial aid programs at Nevada State are directly aligned with our mission. Information about available financial aid programs is published on the NS website and is discussed extensively at New Student Orientation. In addition to face-to-face and phone counseling, the Office of Financial Aid engages in extensive outreach to campus promoting financial aid and scholarship opportunities, and periodically conducts workshops on financial management and minimizing indebtedness. Nevada State University provides each student with access to ECMC Learning, a web-based financial education program maintained by Educational Credit Management Corporation. The program provides a comprehensive financial wellness curriculum, including resources and tools for banking basics to budgeting and debt

management. Topical videos and a chatbot also are available through the NS Virtual Assistant on the Nevada State website.

While DACA/undocumented students are not eligible for federal financial aid, they do qualify for some state and institutional scholarships if they graduated from a high school or community college in Nevada. NS also partners with TheDream.US to provide scholarships to undocumented students.

VII. INFORMATION PROVIDED BY THE DEAN

A. Discipline-Specific Accreditation Status
N/A

B. Resource Analysis
Resource needs specific to the Business program were not highlighted by the committee in this review. In general, while NS has expanded its physical facilities significantly in recent years, securing sufficient space continues to be a challenge, given the University's rapid growth. Current facilities are adequate to meet current demands for instructional space, but space is very limited for faculty and staff offices.

C. Student Success Data
The overall enrollment of Business students has remained consistent over the past ten years, **340** in 2013-14 (**8.57%** of NSU Enrollment) and **348** (**7.41%** of NSU Enrollment) in 2022-23. Over that time period, enrollment peak around **400** students in both 2015-16 and 2018-19.

In 2022-23, the Business program had the following interesting statistics:

(1) The program overall had a higher percentage of men, Hispanic/Latinx, and first-generation students than the overall student population at the University.
(2) Pell-eligible students in Business was slightly lower than NS' overall Pell-eligible student population.
(3) Interestingly, the percentage of full-time students in Business (47%) exceeds that in NS as-a-whole (38%).
(4) One-year retention rates for all enrolled Business students has remained fairly consistent over the past ten years, ranging from 51% to 62% (at 55% as of 2023), which is slightly higher than the University rates (49% in 2023).
(5) IPEDS DATA: The one-year retention rates for first-time, full-time students in Business has had more fluctuations in the past 10-year period compared to all Business students. Specifically, it ranged from 56% to 81% between 2013-23 and is currently at 58% (N=36) as of 2023. This is lower than the current one-year retention rate of overall NS students (77%, N=356) as of 2023.
(6) That said, first-time full-time Business students match NS in six-year graduation rates at 2023. When examining all Business students, they have higher six-year graduation rates (47%, N=15 in 2017) compared to all NS students (51%, N=305 in 2017).

VIII. IMPROVEMENTS SINCE LAST REVIEW

A. Improvements

Curriculum:
The department's concentration-based curriculum was introduced in Fall 2021. Students choose from one of five possible concentration areas – Diversity & Human Resource Management, Management Studies, Financial Services, Marketing, and Sport Business. All are intended to provide graduates with the job-ready skills and knowledge necessary to thrive in the Southern Nevada economy.

Concentrations were chosen for their ability to:
- produce graduates that are in high demand in a local and regional economy dominated by service jobs
- show a clear pathway from academic work at Nevada State into an entry-level position – entry-level jobs in areas like HR, financial services, or digital marketing, are particularly important outlets for graduates
- Marketing and Accounting Concentrations have increased substantially over three years of the inception. Management services also was a large portion. The program will continue to monitor these concentrations for recruitment purposes.

External Engagement
The Department has introduced several initiatives aimed at increasing the program's profile in the business community, including:

- launching in Spring 2022 its Executive-in-Residence (EIR) program, with Mr. Tom Skancke (former president and CEO of LVGEA) serving as the first EIR
- forming in Fall 2022 the Business Advisory Council (BAC), comprised of 10 prominent business leaders from the local community.

Actions based on Assessment Results

Fall 2021 Program Assessment
Equity Gaps
- Engaged in continued outreach to high schools with high numbers of Black and Asian students within the Las Vegas valley
- Examined the current syllabi and course outlines for BUS 101: Introduction to Business for opportunities to increase engagement, expose students to all concentration areas within Business, and acquaint students with full-time business faculty
- Engaged first-year and second-year business majors early to help increase the retention rate for second year retention.

DFWI Considerations
- In Fall 2020, ACC 201 had a DFWI rate of 41%, which was the only course in the program that was well above the acceptable range.
- Probable causes and potential remedies were identified. Remedies included increased faculty engagement, increased student support, and adjustments to the grading mechanisms. Since that time, DFWI rates in ACC 201 have returned to acceptable levels.

Fall 2022 Outcomes Assessment
The outcome assessed was "develop skills and aptitudes in quantitative reasoning and application", and the Business Administration assessment committee assessed student artifacts from two courses: ACC 201 and FIN 301. Based on that assessment, the recommendations were as follows:

ACC 201
- Because of the pandemic, the assignments were less-rigorous than in past semesters, so they were reworked to be more challenging and to assess more difficult information

FIN 301
- The specific project assessed now requires students to calculate ratios themselves, rather than accessing them from secondary sources.
- The project is now assigned during the first third of the semester, rather than at the end.

IX.   FINAL SUMMARY & IMPROVEMENT PLAN

The Business BSBA at NS is anchored by a well-rounded business core and a strong focus on technology and innovation throughout the degree. The program's concentration-based curriculum was introduced in Fall 2021. Students choose from one of five possible concentration areas – Diversity & Human Resource Management, Management Studies, Financial Services, Marketing, and Sport Business. All are intended to provide graduates with the job-ready skills and knowledge necessary to thrive in the Southern Nevada economy. The overall enrollment of Business students has remained consistent over the past ten years, currently at 348 in 2023. The program enrolls a slightly higher percentage of men, Hispanic/Latinx, and first-generation students than the overall student population at the University. One-year retention rates for Business students has also remained fairly consistent over the past ten years (at 55% as of 2023), and six-year graduation rates for Business students (55%) slightly outpaced NS students (49%). Over the past several program assessments, the program has made encouraging improvements to the curriculum in order to remove graduation roadblocks for students, leverage the expertise of faculty, and enhance the connection of the program to the external business community in Southern Nevada.

Below are some recommendations and actions to be taken in an effort to continue the success of the Business BSBA program:

- Continue leveraging the strengths and uniqueness of the experiential learning opportunities provided to students. The committee highlighted experiences such as community tax clinics, Shark Tank competitions, earning Google certifications, and working with community partners on class projects.

- Given the challenge of scheduling Business courses to match student demand, it would be beneficial to secure better indictors of said student demand. At the LASB level, surveys have been distributed to all students attending orientation asking for their preferred days, times, and modalities to take classes. Once this data collection is completed, we'll be able to disaggregate it by student major. Hopefully this may provide more insight into scheduling practices based on direct student feedback. If the Business program attempted a similar outreach to their current majors, it could strengthen our sense of student demand.

- Implement the new program learning outcomes (PLOs) and PLO course mapping that was created in this year's annual program assessment endeavor. Subsequent annual assessments should follow the new pathway created in this year's plan as well.