

Business Program Review

May 1, 2013 – Western Nevada College, Carson Campus

Room TBD with Interactive Video

Agenda

10:00 – 11:30 AM

Program Review in *room TBD* with Program Review Team, Internal and External Reviewers, Vice-President Dr. Robert Wynegar, CTE Division Chair Sherry Black, and members of the Program Assessment and Review Committee.* (NOTE: This is an opportunity for the Business Program to share their findings with the internal and external reviewer, PARC, and others. It is also a time for the reviewers and other members of the college community to ask questions about the Business Program Review.)

OPTIONAL – If it would be important for anyone to tour the facilities or campus, then we could break at 11:00 am so that can happen.

11:45 AM – 1:00 PM Working Lunch (hosted by WNC) – Student Feedback Session

Working Lunch – the internal and external reviewer and possibly one member of PARC will interview the students of the program. There are a standard set of questions developed by PARC. The students will be given lunch and then after this time, they will leave.

1:15 PM

All of the folks that were in the morning session will gather back in the board room. The President may elect to join the Program Review. The internal and external reviewers will report on the student feedback. In addition this will be a time for the President to ask any questions he may have, and for the reviewers to give an initial feedback report.

2:00 – 2:30 PM

Conclusion

Western Nevada College
Business
Program Review Report
2006 – 2013

Program Name: Business

Degree(s): Associate of Applied Science
Certificate of Achievement

Academic Division: Career and Technical Education

Years Reviewed: 2006-2013

Date of Previous Review: 2006

Program Responsible Person: **Richard Stewart**
Community College Professor

Program Review Team: **Richard Kloes**
Community College Professor

Clifton Maclin
Part-time Instructor

Sharon Morgan
Part-time Instructor

Richard Stewart
Community College Professor

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Community College Instructor

Internal Reviewer: **Emily Howarth**
Community College Professor

External Reviewer: **Michael Salogga**
Business Resource Manager
Business Resource and Innovation Center
Small Business Development Center

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1. Program Description

A. College and Program Mission

| College Mission | Program Mission |
|--|---|
| Western Nevada College inspires success in our community through opportunities that cultivate creativity, intellectual growth and technological excellence, in an environment that nurtures individual potential and respects differences. | The primary mission of the Business Program is to provide learners with the knowledge, skills and abilities necessary for career success. To this end, the Program offers individual classes, specialized certificates and the Associate in Applied Science degree in Business. |

B. College and Program Goals

| College Goals | Program Goals and Outcomes |
|---|---|
| <p>Improve student success in program completion and graduation rates.</p> <p>Ensure institutional excellence in teaching, programs and services.</p> <p>Embrace our College's many communities and respond to their diverse needs.</p> | <p>Goal 1: Address the currency and relevance of the AAS Business degree program.</p> <p>Outcome: Reviewed and updated Business Mission and Student Learning Outcomes.</p> <p>Outcome: Business Program Review Team recommended deactivation of ten classes.</p> <p>Outcome: Business Program Review Team developed a Business Core which is included in all Business Degrees and Certificates.</p> <p>Outcome: Business Program Review Team recommended new degree requirements, course pre-requisites and course sequences.</p> <p>Goal 2: Improve student success rate in degree/non-degree seeking students.</p> <p>Outcome: Business Program Review Team recommended updated information in WNC catalog to present current mission statement, Student learning Outcomes, course linkages, list of courses, and course sequencing.</p> |

| | |
|--|--|
| | <p>Outcome: Business Program Review Team adopted common wording amongst all degree requirements for core requirements, emphasis requirements, and program requirements.</p> <p>Future Action: Develop a method to track success of students who choose WNC to update their skills.</p> <p>Future Action: Assess learning by developing a pre/post inventory exam for all Business students.</p> <p>Future Action: Expand online offerings by staffing, funding, and developing an AAS-Business that can be obtained completely online.</p> <p>Future Action: Standardize course outlines, syllabi, SLO's, classroom activities, and assessment.</p> <p>Goal 3: Continue to meet community and rural areas needs for preparing students for employment in business fields.</p> <p>Outcome: Created Business Advisory Groups in Carson City and Fallon.</p> <p>Future Action: Scheduling of courses in a way that complements the degree and allows students to get an introduction to Business that feeds into the degree.</p> <p>Future Action: Develop methods to improve student awareness of the AAS-Business degree and career choices in business.</p> |
|--|--|

C. Short Description

i. Unique Characteristics

The Business Program provides learners with the knowledge, skills and abilities necessary for career success. Through individual classes, specialized certificates and the Associate in Applied Science degree in Business, the Program addresses the individual student's personal and professional educational goals.

The Program attracts students in all stages of their career—from entry level through mid-career and on into retirement. For those seeking career opportunities, a Certificate of Achievement or the AAS-Business degree with three choices of emphasis (Accounting, General Business or Management) may be the right choice. For those in mid-career, specific courses that will help them “brush up” on new and emerging issues in business may be the right choice. Or, perhaps courses leading to increased job opportunities and career advancement may be the right choice. For those in or approaching retirements, other specific courses might be the right choice. The point being, the RIGHT CHOICE is not just a degree, but is dependent upon the learner's personal and professional goals.

In many classes, campus community connections are made. Through coursework, field trips, job shadowing, and internships, the Business Program takes classroom theory and applies it to real world activities in and around the WNC service area.

ii. Concerns or Trends Affecting the Program

In the seven years since the last Program Review, virtually no efforts have been made to ensure the curriculum remained current or relevant. This is mainly due to two reasons: (a) the College's ever changing academic organizational structure and (b) the lack of full-time faculty within the Business Program.

Since the last Program Review, the Business Program has moved through four different Division structures and five Division Chairs/Academic Directors. See Appendix One. The lack of overall program leadership has led to changing roles and responsibilities and a lack of clarity as to what needs to be done and by whom.

The method for scheduling the coming semester's classes continues to be based on photocopying the prior year's offering and changing the dates. While this may have been a viable method prior to the economic crisis, with record high unemployment, this method misses programmatic and market opportunities.

During the Program Review period, the number of full-time Business faculty members has decreased from a high of seven, to its current level of three. The understaffing appears to be primarily on the Carson Campus where only two full-time professors were located between 2008 and 2011 (currently only one is located in Carson). The lack of a full-time faculty member with Program level authority and responsibility has resulted in a lack of structure in the overall course offering.

The Business Program is overly reliant on adjunct instructors which has led to a stagnation of the overall Business Program curriculum. Part-time faculty have little or no role or responsibility in program design and maintenance. This, coupled with ever changing reporting relationships and no Business Program specific leadership, has ensured the program would stagnate. See Appendices Two and Twelve.

The major success indicator at the College is graduation rate. Because many Business students take classes for professional development, career advancement or continuing education, they are not necessarily degree-seeking students. As a result, the Business Program does not have an adequate or accurate tracking system to measure other forms and definitions of program success.

The historic lack of Business Program connection to the community has resulted in a “town versus gown” attitude from businesses and the community. For the past seven years, there has been little or no attempt to connect classroom activities with the community, to build partnerships in our service areas or to solicit input from our constituents. Only this current academic year (2013-2014) has the College reconstituted its Business Advisory Groups in Carson City and Fallon. See Appendix Three.

On a positive note, the recent recession has resulted in increases in Program enrollment as students consider starting their own business as

opposed to hoping to be hired. Retraining programs have also supported students' return to Business and other career programs.

A SWOT Analysis for the Business Program is included as Appendix Four.

iii. Significant Changes or Needs in the Next Five Years

If the Business Program is to remain relevant and grow, the College must allocate resources in the form of full-time staff. Fallon currently has two full-time tenured faculty members on site. The Carson campus sole full-time tenure track instructor was hired in fall 2012.

D. Program Student Learning Objectives

Upon completing a Business Certificate or Associate in Applied Science - Business degree from Western Nevada College students will be able to:

1. Articulate and demonstrate their personal employment related knowledge, skills and abilities.
2. Evaluate the impacts of various economic systems and policies.
3. Summarize, record, analyze, interpret and communicate accounting and financial information for decision-making.
4. Devise, implement and evaluate managerial decisions, actions and outcomes.
5. Apply technology to aid in communications and decision making.
6. Present research, data, analyses and conclusions through written and oral means.
7. Describe the changing landscape of the global market and its impact on the United States.
8. Summarize the impact of social, ethical, legal and diversity issues within contemporary business.
9. Develop Business, Financial, and Marketing Plans for established and emerging businesses.

Required Course Matrix

See Appendix Five for AAS-Business Student Learning Objectives by Required Course matrix.

E. Degrees and/or Certificates Offered

Associate of Applied Science in Business, 60 credits

Emphasis in Accounting

Emphasis in General Business

Emphasis in Management

Certificate of Achievement, 30 credits

Certificate in Bookkeeping

Certificate in Business

Certificate in Retail Management

See Appendix Six for evolution of Business Program offerings.

F. Niches Served

Business Programs provide:

1. Foundation and pre-requisite skills for business and career employment.
2. Enhanced skills for professional career development and job upgrades.
3. General interest courses for individuals seeking information about personal finance, small business, economics and other fields.
4. Required elective classes for other academic program areas.
5. Retraining for displaced/downsized workers.
6. Opportunities for students to obtain certificates and degrees while fulfilling pre-requisites or transfer credits that will transfer toward baccalaureate programs of study.
7. State workers the opportunity to develop their professional skills and promote within the state system, oftentimes resulting in pay increases.

2. Quality of Program

A. Evidence of Effectiveness

i. Course Scheduling/Enrollment History Report

ANALYSIS: There currently is no coordinated effort to identify the scheduling of classes that may conflict with each other. This directly impacts enrollment due the fact that popular classes that are required for degrees are often offered at the same time and on the same day, thus preventing students from enrolling in needed courses.

ANALYSIS: It appears that enrollment is holding steady for all locations, with the exception of Web classes - which have decreased substantially during the 2013 academic year. The cause of this decline in web enrollments may be the College's requirement that all instructors must complete *Canvas* training and *Quality Matters* review before teaching a web class. These new requirements may have led to the decrease in web courses offered. This is further evidenced by the fact that the number of web courses taught have decreased from 30 in Fall of 2012 to 24 in Fall of 2013. See Exhibit A – Student Enrollment by Major and Semester.

ii. Summary Data Sheet

Based on the data provided, business students accounted for the following:

1. WNC Students Enrolled in Classes by Semester: Nine percent of total classes taken (Fall 2011-Spring 2013).
2. WNC Students Enrolled by Major and Semester: Ten Percent of total majors declared (Fall 2011-Spring 2013).
3. WNC Awards: Ten percent of total graduates (2006 through 2013).
4. Successful Course Completions: Between 2007 and 2013, Business students have a course completion rate of approximately 70 percent. It should be noted that for this analysis, course completion is considered to be the grade of a C- or better. This is a more stringent analysis, as passing grade of D+, D and D- are not included in the data which could affect these numbers. See Exhibits B and C.

ANALYSIS: Business students represent a significant portion of the College's total student enrollment, majors declared and degrees awarded. This signifies a high demand for the Business program in general.

RECOMMENDATIONS: Although business students have a 70 percent course complete rate, this rate is approximately five percent below the institution wide rate of 75 percent. This may be attributed to the heavy reliance on adjunct instructors, particularly in Carson. Students are more

likely to complete a course taken from a full time instructor due to the increased instructor accessibility provided to the student.

Another possible explanation why the Business Program student course completion rate is below the institution-wide rate may be due to the large number of online classes being taught within the Business Program. Studies have shown course completion rates are much lower for online students than those of students in traditional face-to-face settings. With such a large number of online courses being offered, a lower overall course completion rate, while not acceptable, might be expected.

iii. Systematic Assessment

There has been no annual assessment in the past seven years. No effort has been put into reviewing the required courses, changing degree requirements, and making changes to course outlines.

As part of this Program Review, all SLO's, course requirements, and course sequences have been updated and will be reflected in the College's promotional and informational materials in fall 2014.

B. Evidence of Satisfaction

Due to being overextended, Institutional Research has not been able to provide hard data that provides evidence of student satisfaction. It should be noted that IR is currently in the process of conducting a Business alumni survey to measure student satisfaction.

Additionally, data in previous sections of this report relating to total business courses taken, majors declared, and graduates show that numbers in these areas have been consistent throughout the reporting period and seem to indicate that the business program continues to be popular with students. A satisfied student will continue on with their education whereas an unsatisfied student will not continue, thus causing courses taken, major declared and graduation rates to decline.

C. Certifications/Licenses

The only nationally recognized certification available within the Business Program is the Certified Bookkeeper Course. This certificate offers skills for working professionals and students who wish to advance their career in the bookkeeping profession. Upon successful completion, students will be able to sit for a national exam administered by the American Institute of Professional Bookkeepers (AIPB). Upon passing this exam and completing two years of bookkeeping experience, individuals earn the right to call themselves "Certified Bookkeepers".

This certification program, which is offered as an elective in the accounting emphasis and Certificate in Bookkeeping, is offered once every academic year. Enrollments average 11 students per offering. It is non-transferable for an NSHE baccalaureate degree and non-applicable towards an AA or AS Degree.

D. Enrollment Trends

- i. What student demographics and enrollment trends are most notable?

Enrollment for Business Programs overall have faced a decline.

As is evident in the table below, the most significant decline in Enrollment and Number of Classes has been in the Business Program's online offerings.

| WNC Course Enrollments by Location and Semester Total by Location | | | | | | |
|---|----------------|-----------|-------------|-----------|-------------|-----------|
| Campus | | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 | Fall 2013 |
| Carson City | Total Enrolled | 327 | 188 | 293 | 293 | 297 |
| | No. of Courses | 14 | 10 | 15 | 12 | 13 |
| Douglas | Total Enrolled | 0 | 0 | 35 | 0 | 35 |
| | No. of Courses | 0 | 0 | 0 | 0 | 0 |
| Fallon | Total Enrolled | 78 | 41 | 66 | 83 | 97 |
| | No. of Courses | 0 | 0 | 0 | 0 | 0 |
| Web | Total Enrolled | 533 | 548 | 502 | 317 | 398 |
| | No. of Courses | 18 | 16 | 15 | 11 | 11 |
| Totals | Total Enrolled | 938 | 777 | 896 | 693 | 827 |
| | No. of Courses | 32 | 26 | 30 | 23 | 24 |

When considering the student enrollment in Business classes and as Business majors, an ominous pattern of decline is evident as seen below:

| | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 |
|--|-----------|-------------|-----------|-------------|
| Students enrolled in business classes: | 1,216 | 986 | 1,166 | 895 |
| Students enrolled in business majors: | 419 | 417 | 423 | 377 |

It will be important to look at the long term trend to ascertain if the above data is an anomaly or if it suggests a pattern of program decline.

ii. What groups constitute the program's main demographic?

No data relating to demographics was available that specifically related to the Business Program. However, there is no evidence to show that the student population within the Business Program would vary greatly from that of the entire College. One anecdotal exception may lie within the Accounting Emphasis, where the overwhelming majority of students (at least 75 percent) taking accounting classes and graduating with an accounting emphasis are women.

The College has been targeting first-time, full-time students over this reporting period. This has been more evident on the Carson campus than on the Fallon or Douglas campuses. However, in the Business Program there are many non-traditional students attending. This may

require a change to the College's marketing efforts in support of the Business Program.

During the reporting period, NSHE changed the way institutions are funded by moving away from the FTE generated by a program (e.g. students entering the classroom) to a graduation based model whereby institutions are funded by how many students graduate (e.g. students earning the degree). Accordingly, less "personal interest" classes have been offered within the Business Program, with more attention focused on classes that apply towards a degree. See Appendix Seven – Deactivated Courses.

iii. What efforts have been made to recruit students?

While the faculty has been involved with College Days, etc., most of the recruiting effort comes from the counselors and the recruiting staff. Among the activities that Business faculty participate in are the following:

1. Faculty members have written articles for the local newspapers promoting the Business Program and the benefits associated with it.
2. The Business Program attempted to sponsor a community "Business Movie Night" series, whereby different movies relating to the business world would be shown and a subsequent discussion of the movie would take place. Regrettably, copyrights could not be resolved.

3. Faculty members do site visits to the area high schools to talk to students to make them aware of the opportunities available to them within the Business program at WNC.

iv. What initiatives have been undertaken to increase FTE?

Increasing FTE while at the same time losing full-time faculty positions is extremely difficult. Even so, full-time faculty have been, and will continue to, teach more than their standard five class semester requirement in order to make up for the lack of full-time and qualified part-time faculty members. Additionally, some faculty have increased their enrollment cap on web classes from 30 to 50 in order to accommodate more students.

v. What initiatives have been undertaken to improve student retention?

While there have been efforts at the institutional level, there have been no Business Program specific initiatives. Individual faculty members have various tactics to connect with students and help when possible. One possible barrier to student retention success is that many of the students in the Business Program are non-traditional and have their focus on work. They may give up on classes if they are overwhelmed at work, if family needs come up, or if they just can't keep up.

Full-time faculty are actively involved in advising their students on which classes to take and when to take them. All faculty who teach online are required to undergo training for the Learning Management System

(*Canvas*), as well as go through a *Quality Matters* review process for their online courses. Both of these actions help to ensure that classes will be set up and delivered in a high quality manner, thus greatly improving the chance that the student will have a good online experience and want to continue on with their education.

E. Need for the Program

On a macro level, the demand for Business programs has never been greater. Degrees in Business Administration, Accounting, Management and Marketing are all within the top 10 most desired degrees in today's job market.

Although the high demand degrees listed are predominantly bachelor's degrees, this provides a great opportunity for WNC to promote the idea that students can start at a community college and get the majority of their credits at WNC. These will ultimately transfer toward obtaining a bachelor's degree in one of the four above areas. See Appendix 13.

Additionally, online degrees in Business, Management and Accounting make up the top three degrees that are popular with students. This represents a huge opportunity for the College to cater to this type of students. See Appendix 13 - High Demand Business Careers (pp. 90-91).

As stated elsewhere, business degrees rank fourth at WNC. In the EMSI analysis for WNC's five county service area from the Governor's Office of Economic Development (Western Nevada Region, p. 6), business, management, etc. ranks third (the first is an amalgamation of liberal arts, science, general studies and humanities).

Looking externally, approximately ten percent of Nevada's Top 100 Demand Occupations are business according to DETR's information; but the Nevada Governor's Office of Economic Development Largest Openings/ Completions Gaps (Western Region, p. 12) *for WNC's service area* makes it four out of five.

While most of these require additional education, Western is the place to start. Preparation for any of those four disciplines, means that a student is nearly ready for many other jobs (see ONET, p. 3, Compatibility Index)

Under the current funding formula, it may be more difficult to serve those who are enhancing job skills without degree intentions. However, even though the population growth in WNC's service district is projected to be small (4.1 percent between 2012 and 2020), even though most economists project a continued slow recovery, even though the proportion of jobs requiring high school or less is projected to grow (Leandra Copeland, DETR), there is a great need for business education. Everybody, not just business majors and business owners, is involved in business nearly every day.

F. Curriculum Review Report

The completed Curriculum Review Report is to address the following:

1. Provide the mission statement and student learning outcomes for this academic program.
2. Explain how this instructional program has maintained the relevancy and currency of its curriculum in response to substantive changes in its discipline or occupational field.
3. Provide evidence that the program has a clear sequence of offerings. Please attach the sequence of offerings to this report.
4. Provide evidence that courses are scheduled in such a manner as to allow students to complete the program within the time of two years for a degree, 18 months for a certificate of achievement, and nine months for a certificate of completion.
5. Excluding the current review, explain any program reviews of required or recommended program courses completed within the last three years. Include the year of the review, review process, and those involved in the review.
6. Excluding the current review, explain any review of general education or related course instruction completed within the last three years. Include the year of the review, review process, and those involved in the review.
7. Describe the status of the catalog information pertinent to this program (when it was last updated, for example).
8. Attach the course outlines for all courses required or recommended for this program, excluding general education courses. (Note: Course outlines refer to the generic course outline required for each course, not the course syllabus developed by an instructor for a specific section of the course.)
9. Provide evidence that the program teaches students how to locate and use appropriate resources necessary to remain current in the field of study pertinent to the program, including library resources, technical manuals, professional journals, and Internet materials.

Curriculum Review Report

Mission Statement

Western Nevada College Mission

Western Nevada College inspires success in our community through opportunities that cultivate creativity, intellectual growth and technological excellence, in an environment that nurtures individual potential and respects differences.

Career and Technical Education Division Mission

The Career and Technical Education Division mission is to meet the needs of students, as well as the needs of employers in our service area.

Business Program Mission

The primary mission of the Business Program is to provide learners with the knowledge, skills and abilities necessary for career success. To this end, the Program offers individual classes, specialized certificates and the Associate in Applied Science degree in Business.

Student Learning Objectives

Upon completing a Business Certificate or Associate in Applied Science - Business degree from Western Nevada College students will be able to:

1. Articulate and demonstrate their personal employment related knowledge, skills and abilities.
2. Evaluate the impacts of various economic systems and policies.
3. Summarize, record, analyze, interpret and communicate accounting and financial information for decision making.
4. Devise, implement and evaluate managerial decisions, actions and outcomes.
5. Apply technology to aid in communications and decision making.
6. Present research, data, analyses and conclusions through written and oral means.
7. Describe the changing landscape of the global market and its impact on the United States.
8. Summarize the impact of social., ethical, legal and diversity issues within contemporary business.
9. Develop Business, Financial, and Marketing Plans for established and emerging businesses.

Maintaining the Relevancy and Currency of the Curriculum

The AAS-Business was last reviewed in 2006. Since that time, very little has been done at a program level to keep the curriculum relevant and current.

Over the past six years, radical changes have occurred in the world of business, not the least of which being a major economic collapse starting in 2008 that has altered the way businesses will operate for decades to come. Within the WNC service area, we have seen high unemployment, the closing of businesses and a decline in the spending power of the community. The College's Business Program has made no changes in its programs or course offerings to address these issues.

With the current Program Review as a catalyst, the Business Program faculty have started examining the curriculum and program. The repair process included the following:

1. A review of the College's catalog over the past 10 years was conducted. As a result of this review, the Business faculty agreed to deactivate ten classes that had not been offered for over five years. See Appendix Seven.
2. The Business faculty reviewed the three emphases within the AAS-Business and agreed to create a "Common Business Core" for all emphases. This ensures that students who complete the AAS-Business will have had exposure to the functional areas of Accounting, Economics, Information Technology, Management and Marketing. See Appendix Eight.
3. In addition to the Common Business Core, the Business faculty agreed that a common General Education requirement should be adopted. Within the GE requirement, the Business faculty have broadened the options that students

have in fulfilling the requirements. For example, if a student plans to transfer into a bachelor's degree program the faculty have agreed that student may take ENG 101 and 102 instead of the recommended BUS 107 and 108. See Appendix Eight.

4. The third change in the AAS-Business was the redefinition of directed electives for the Accounting and Management emphases. Rather than accepting any accounting or business classes to fulfill the directed electives requirements, the Business faculty have articulated the courses that may be used to fulfill the requirement. This strengthens the program by ensuring students are taking electives that relate to their respective emphasis, while providing them some flexibility to address their personal and professional educational goals. See Appendix Eight.

At the course level, individual Business faculty have taken it upon themselves, largely under the guidance of textbook publishers, to address the issues that businesses now face. In most classes, students are exposed to the “new normal” for doing business. Although the lesson is difficult, most students are seeing the realities of a changed economy and are seeking knowledge, skills and abilities to increase their marketability in this new environment.

To facilitate learning in the new economy, the Business faculty reviewed the Business Program's Student Learning Objectives and made major revisions. The new Student Learning Objectives address contemporary business issues. They are measurable and cross functional business areas. When integrated within the overall Common

Business Core, they ensure that students have the knowledge, skills and abilities to succeed.

Business Program Sequence of Course Offerings

The lack of coordination between the various emphases and their respective requirements has led to a “no sequence” sequence. Students have taken courses as they fit their schedule or interests as opposed to in any planned fashion. Pre-requisites, when identified, have been ignored or waived to accommodate students’ schedules or preferences.

With all due respect to the Advising Center, counselors don’t know the curriculum as well as the full-time faculty. There is no evidence that any communication occurs between counselors and Business faculty during student advising.

In an effort to alleviate this problem, the full-time Business faculty have reviewed current pre-requisites, adopted new pre-requisites and recommended pre courses as needed. Academic Director Sherry Black has communicated this information to counselors. It is recommended that in cases where a student requests to waive a pre-requisite, the full-time Business faculty, not the counselors, will make the decision. See Appendix Nine – Course Pre-requisites.

Recommended course sequencing for all AAS-Business emphases and Certificate programs were developed in the fall of 2013. They are presented in Appendix Ten.

Course Scheduling to Allow Students to Complete the Program in a Timely Manner

In spring 2013, course rotations by campus (Carson, Douglas, and Fallon) were developed. They are presented in Appendix Eleven. The Course Rotation took into consideration required and recommended course pre-requisites, course sequencing, and potential class conflicts. It has been used for Academic Year 2013-2014 successfully.

Where the plan breaks down is in the actual day and time of each individual class. Currently, Business classes are taught Monday through Thursday. Most of the classes are offered after 4:00 p.m. There has been no coordinated effort made to ensure that required classes do not conflict with one another on day or time. Classes generally are scheduled at the instructor's convenience, not the students.

Recent Program Reviews

No program reviews of required or recommended program courses have been completed within the last three years.

Review of General Education

No review of general education or related course instruction has been completed within the last three years

Status of Catalog Information

Program requirement revisions were presented to and approved by the WNC Curriculum Committee November 1, 2013. They will take effect in Academic Year 2014-2015 and will be presented in the fall 2014 WNC catalog.

No changes were made to the College catalog related to individual courses.

Course Outlines for All Courses Required or Recommended

Course Outlines are provided in a separate ring binder. They have not been updated since the 2006 Program Review.

Evidence of Information Literacy

Although identified in some individual course syllabi, there is no evidence of a programmatic focus on information literacy.

The library supports the Business Program. The library's most valuable asset is its staff. Librarians are available to help both staff and students. The librarian that is assigned to web classes is conscientious about doing email on weekends to help those students that don't work during library hours. Business faculty who have their students write take advantage of the library's orientation presentations done on both campuses. Until recently, the library did the necessary web-support for those students studying online. The library also encompasses media services handling the media needs in the classrooms.

The libraries and learning centers are used on both campuses as well as those students studying online. Statistics are presented as available. Due to a limited budget,

the library must be selective in choosing physical periodicals. *Bloomberg BusinessWeek*, *Money*, and *Workforce Management* are available in Carson; *Forbes* in Fallon; and *The Economist* as well as the *Wall Street Journal* are available on both campuses. There is a wide selection of newspapers, periodicals, and journals available online through the databases. For books, acquisition focuses on materials used in class (e.g., Fallon gets about 15 business books per year). This strategy works. Videos are ordered as requested. See Appendix 14 – Library Resource Data.

Findings and Recommendations

Findings

Despite the numerous weakness and threats that the Business Program at WNC faces, it continues to be a successful program. Ranked as the fourth most sought after degree at WNC, enrollment has remained relatively steady since 2006. By actively emphasizing the strengths, minimizing the weaknesses and pursuing the opportunities cited in the SWOT analysis, the Business faculty feels the future for the Business Program at WNC is bright.

Recommendations

While there are many issues that need to be addressed (see weakness and threats in the SWOT analysis), the most pressing are:

1. First and foremost, a concerted effort needs to be made to increase the number of full-time faculty within the Business Program, specifically on the Carson campus. This one action will address many of the weaknesses listed in the SWOT analysis while also improving student success.

While this is the first recommendation made by the Business faculty, as well as being listed as a finding in the last accreditation report, it is understood that hiring additional full-time Business faculty members is dependent upon funding. It is hoped that additional funds will be available during the next academic year that may enable the College to hire, at a minimum one and preferably two additional full-time faculty members for the Business Program.

2. Second, a 100 percent online degree needs to be developed for the AAS-Business in all three emphasis (Accounting, General Business and Management), as well as for the corresponding Certificates of Achievement. Recent independent data suggests that the online business degree is extremely popular with students. See Appendix 13, pages 90-91.

Discussions need to take place immediately between the Business faculty, Academic Director, Distance Education Committee and the Vice President of Academic and Student Affairs as to which courses still need to be created in an online format, who will create them, how the creator will be compensated and who will own the courses. Again, the financial realities of course creation, QM certification, royalties and ownership rights must be resolved.

3. If the College continues its heavy reliance on adjunct instructors to teach in the Business Program, Program level guidelines and procedures must be put in place immediately that will assist in the recruitment, hiring, training, evaluation and development of adjunct instructors.

At the start of Academic Year 2014-15, a meeting needs to take place between the Business faculty and the Academic Director to develop guidelines and

procedures to include full-time Business faculty in the recruitment, hiring, training, evaluation and development of adjunct instructors.

4. At a bare minimum, the Business Program must: (a) evaluate all courses using the newly adopted Student Learning Outcomes, (b) update all Course Outlines and forward them for publication to the appropriate department, (c) standardize course syllabi for all classes and sections, and (d) adopt texts that are both affordable to students and address the learning goals of the course and program.

Since these administrative details must be performed by qualified full-time Business faculty, it recommended that a current Business faculty member be provided a three credit overload during the fall 2014 semester to develop the above mentioned items.

Exhibits

Exhibit A - Students Enrolled by Major and Semester

Exhibit B - Business Degrees and Certificates by Years

Exhibit C – Successful Course Completions

Exhibit A

Students Enrolled by Major and Semester

| WNC Students Enrolled by Major and Semester | | | | | | |
|---|---|-----------|-------------|-------------|-----------|-------------|
| ACADEMIC PLAN CODE | ACADEMIC_PLAN_DESCR | Fall 2011 | Spring 2012 | Summer 2012 | Fall 2012 | Spring 2013 |
| ACC-AAS | Business - Accounting | 109 | 109 | 32 | 131 | 106 |
| ACC-AAS-H | Business - Accounting | 2 | 1 | | 1 | 1 |
| ACT-AAS | Business - Applied Accounting | 3 | 2 | | | 1 |
| AT-CP | Business - Bookkeeping | 17 | 14 | 6 | | |
| AT-CP | Business - Bookkeeping Cert | | | | 16 | 18 |
| AT-CP-H | Business - Bookkeeping | | 1 | | | |
| BUS-CP | Business | 21 | 22 | 3 | | |
| BUS-CP | Business Certificate | | | | 13 | 11 |
| BUS-CP-H | Business | 1 | | | | |
| GBU-AAS | General Business Emphasis | 147 | 149 | 24 | 133 | 110 |
| GBU-AAS-H | General Business Emphasis | 2 | 2 | | 1 | |
| LOS-CP | Business Legal Office Specialist | 1 | | | | |
| MGT-AAS | Business - Management | 102 | 107 | 24 | 121 | 122 |
| MGT-AAS-H | Business - Management | 3 | 1 | | | 2 |
| RE-AAS | Business - Real Estate | 8 | 9 | 2 | 3 | 2 |
| RE-AAS-H | Business - Real Estate | 1 | | | | |
| RM-CP | Retail Management | 2 | | | | |
| RM-CP | Retail Management Cert | | | | 4 | 4 |
| | Total Students Enrolled in Credit Classes | 419 | 417 | 91 | 423 | 377 |

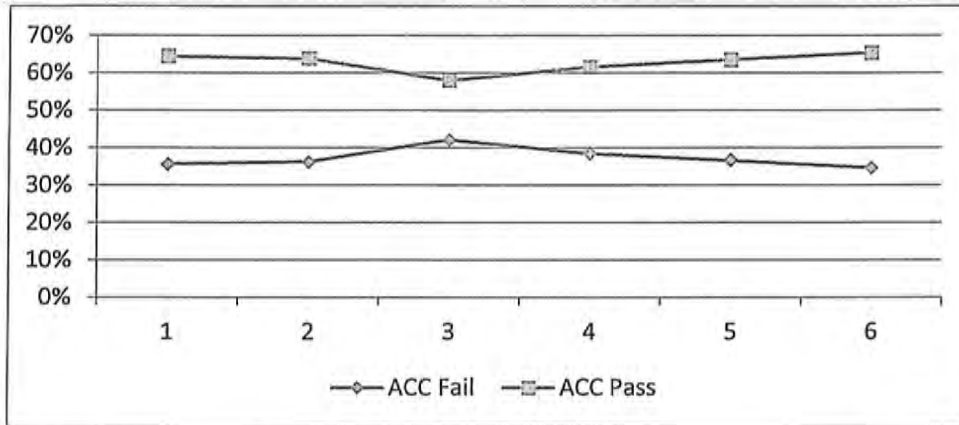
Exhibit B

Business Degrees and Certificates by Years

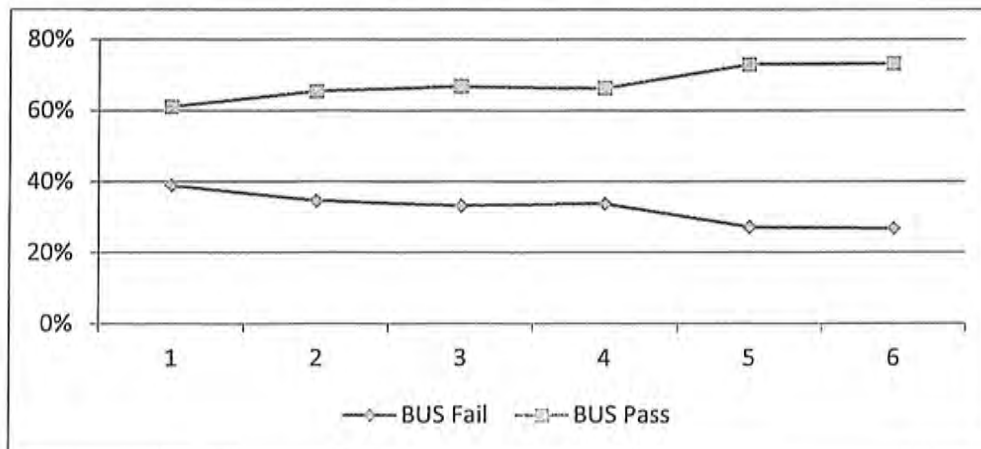
| Degree | Description | 05 06 | 06 07 | 07 08 | 08 09 | 09 10 | 10 11 | 11 12 | 12 13 | SUM 2006 to 2013 | % of Total |
|--------|------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|---------------------------|---------------|
| AAS | Business – Accounting | 7 | 10 | 11 | 15 | 10 | 10 | 14 | 12 | 89 | 2.4% |
| AAS | Business - Applied Accounting | 1 | 1 | 1 | 2 | 1 | 1 | 1 | | 8 | 0.2% |
| AAS | Business – Management | 11 | 10 | 8 | 3 | 2 | 5 | 6 | 7 | 52 | 1.4% |
| AAS | Business - Real Estate | | 1 | 3 | 2 | | | | | 6 | 0.2% |
| AAS | Business Computer Office Tech | 1 | | | | | | | | 1 | 0.0% |
| AAS | Business-Computer Apps | | 1 | | | | | | | 1 | 0.0% |
| AAS | Business-Computer Program | | 1 | | | | | | | 1 | 0.0% |
| AAS | General Business Emphasis | 22 | 27 | 28 | 26 | 21 | 27 | 26 | 19 | 196 | 5.4% |
| CT | Business - Bookkeeping Cert | 8 | 3 | 2 | 2 | | 2 | 5 | 5 | 27 | 0.7% |
| CT | Business Certificate | 17 | 17 | 13 | 4 | 6 | 4 | 1 | 5 | 67 | 1.8% |
| CT | Business Legal Office Specialist | | 1 | | | | | | | 1 | 0.0% |
| CT | Business Medical Office Specialist | 2 | | | | | | | | 2 | 0.1% |
| CT | Customer Service | | | 2 | | | 1 | 1 | | 4 | 0.1% |
| CT | Retail Management Cert | 1 | | | | | 1 | 1 | | 3 | 0.1% |

Exhibit C Successful Course Completions

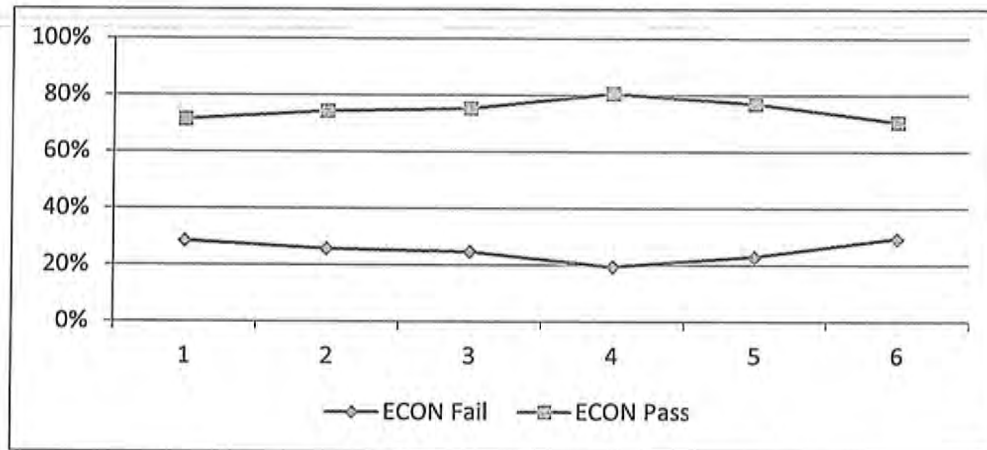
| Subject | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|----------|---------|---------|---------|---------|---------|---------|
| ACC Fail | 36% | 36% | 42% | 38% | 37% | 35% |
| ACC Pass | 64% | 64% | 58% | 62% | 63% | 65% |



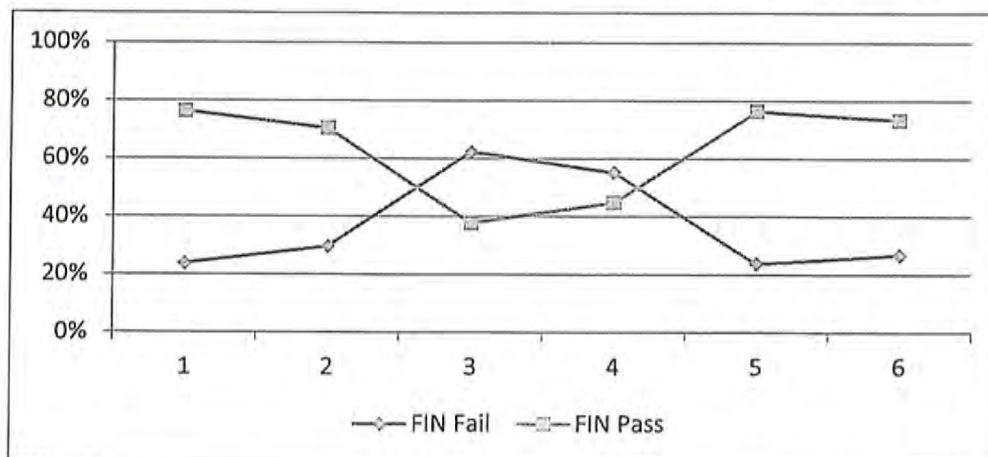
| Subject | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|----------|---------|---------|---------|---------|---------|---------|
| BUS Fail | 39% | 35% | 33% | 34% | 27% | 27% |
| BUS Pass | 61% | 65% | 67% | 66% | 73% | 73% |



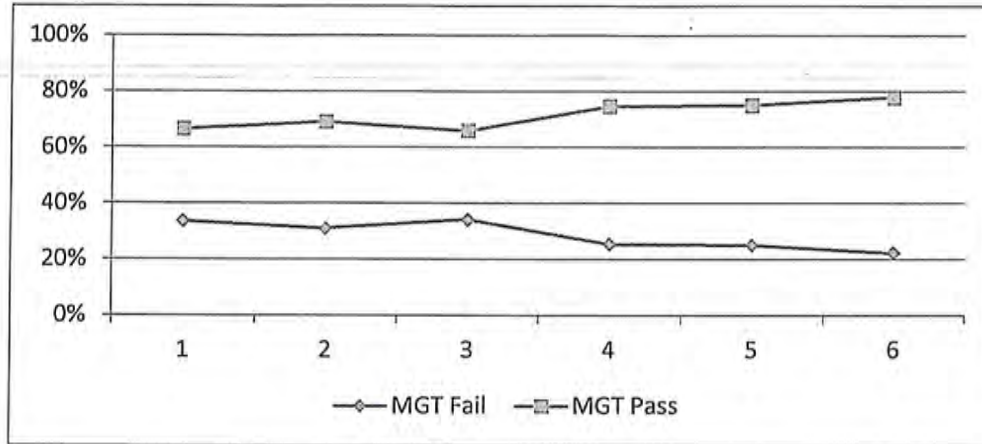
| Subject | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-----------|---------|---------|---------|---------|---------|---------|
| ECON Fail | 29% | 26% | 25% | 19% | 23% | 29% |
| ECON Pass | 71% | 74% | 75% | 81% | 77% | 71% |



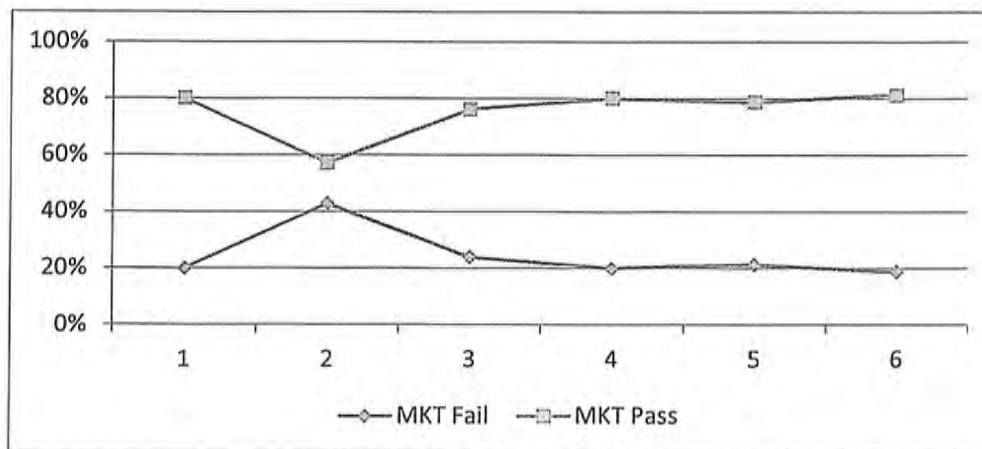
| Subject | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|----------|---------|---------|---------|---------|---------|---------|
| FIN Fail | 24% | 30% | 62% | 55% | 24% | 27% |
| FIN Pass | 76% | 70% | 38% | 45% | 76% | 73% |



| Subject | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|----------|---------|---------|---------|---------|---------|---------|
| MGT Fail | 34% | 31% | 34% | 25% | 25% | 22% |
| MGT Pass | 66% | 69% | 66% | 75% | 75% | 78% |



| Subject | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|----------|---------|---------|---------|---------|---------|---------|
| MKT Fail | 20% | 43% | 24% | 20% | 21% | 19% |
| MKT Pass | 80% | 57% | 76% | 80% | 79% | 81% |



Appendices

Appendix One

Business Program Leadership

The Business Program can best be described as a nomad at the College.

From 2003 to 2007, Business fell under the Division of Business, Trade & Industry and Computer Technology. The Division Chair was Jack Andersen.

During the Academic years 2007 to 2009, Business and Computing was its own division with Richard Kloes serving as Division Chair.

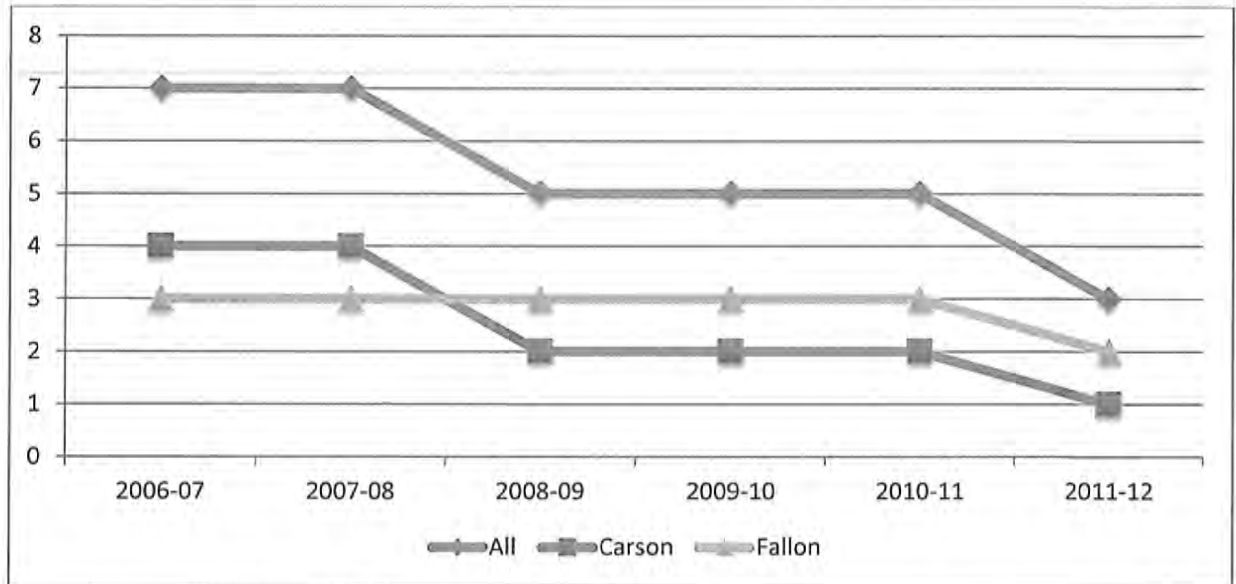
From 2009 to 2013, Business once again was combined with a group of other thinly related disciplines in the Social Science, Education, Humanities, Business and Public Service Division under the leadership of Dr. Robert Morin, until his resignation in fall 2012 at which time Richard Finn finished out the academic year.

In 2013, the College again reorganized and Business was placed in the Career and Technical Education Division. Sherry Black currently serves as Academic Director of CTE.

Appendix Two

Business Program Staffing

The Business Program has faced a slow, but steady decline in full-time faculty since the 2006 Program Review.



As is evident in the graph above, the number of Business full-time faculty has decreased from a high of seven, to its current level of three. The understaffing appears to be primarily on the Carson Campus where only two full-time professors were located between 2008 and 2011 (currently only one is located in Carson).

According to the College's 2010 Accreditation Self-Study, "the Business Department was understaffed by two full-time faculty members on the Carson campus" (Source: Table 2:1 Vacant Full-Time Academic Faculty Positions as of December 2009, p. 2-8). As of this writing, this situation has not been corrected. In fact, the Self-Study states there should be four full-time Business faculty members on the Carson campus. Based on the student enrollment numbers, the Carson campus Business Program is grossly understaffed.

| 2006-2007 Academic Year Full-time Faculty | | |
|--|-------------------------|---------------|
| Name | Discipline | Campus |
| Dave Cook | Business and Economics | Carson |
| Irena Gallio | Business | Fallon |
| Larry Goodnight | Business and Management | Carson |
| Richard Kloes | Accounting | Fallon |
| Paul Muller | Accounting and Business | Carson |
| Virginia Schnable | Business | Carson |
| Richard Stewart | Computer Technology | Fallon |

| 2007-2008 Academic Year Full-time Faculty | | |
|--|-------------------------|---------------|
| Name | Discipline | Campus |
| Dave Cook | Business and Economics | Carson |
| Irena Gallio | Business | Fallon |
| Larry Goodnight | Business and Management | Carson |
| Richard Kloes* | Division Chair | Fallon |
| Paul Muller | Accounting and Business | Carson |
| Virginia Schnable | Business | Carson |
| Richard Stewart | Computer Technology | Fallon |

| 2008-2009 Academic Year Full-time Faculty | | |
|--|-------------------------|---------------|
| Name | Discipline | Campus |
| Dave Cook | Business and Economics | Carson |
| Irena Gallio | Business | Fallon |
| Richard Kloes* | Division Chair | Fallon |
| Paul Muller | Accounting and Business | Carson |
| Richard Stewart | Computer Technology | Fallon |

| 2009-2010 Academic Year Full-time Faculty | | |
|--|-------------------------|---------------|
| Name | Discipline | Campus |
| Dave Cook | Business and Economics | Carson |
| Irena Gallio | Business | Fallon |
| Richard Kloes | Accounting | Fallon |
| Paul Muller | Accounting and Business | Carson |
| Richard Stewart | Computer Technology | Fallon |

| 2010-2010 Academic Year Full-time Faculty | | |
|--|-------------------------|---------------|
| Name | Discipline | Campus |
| Dave Cook | Business and Economics | Carson |
| Irena Gallio | Business | Fallon |
| Richard Kloes | Accounting | Fallon |
| Paul Muller | Accounting and Business | Carson |
| Richard Stewart | Computer Technology | Fallon |

| 2011-2012 Academic Year Full-time Faculty | | |
|--|-------------------------|---------------|
| Name | Discipline | Campus |
| Dave Cook | Business and Economics | Carson |
| Irena Gallio | Business | Fallon |
| Richard Kloes | Accounting | Fallon |
| Paul Muller | Accounting and Business | Carson |
| Richard Stewart | Computer Technology | Fallon |

| 2012-2013 Academic Year Full-time Faculty | | |
|--|---|---------------|
| Name | Discipline | Campus |
| Richard Kloes | Accounting | Fallon |
| Richard Stewart | Computer Technology | Fallon |
| Robert Whitcomb | Business, Finance, Management and Marketing | Carson |

Appendix Three

Business Advisory Groups

CARSON CITY 2013 - 2014

Don Boebel, Student, BS-Construction Management

Cheryl Bouchard, Snap-on Tools

Kevin Edwards, Western Nevada College

Gordon Gagnon, REDCO

Ronni Hannaman, Carson City Chamber of Commerce

Joanne Holmes, Carson Mall/The Carrington Company

Garrett Lapire, Coldwell Banker Select

Michele Lewis, Carson City School District

Ryan Livermore, Student, AAS-Business

Janice McCauley, Edward Jones

Steve Neighbors, Strategic & Operational Solutions, Inc.

Jim Shirk, Supervisor Ward 4, Carson City Consolidated City-County

Teresa Shouppe, Nevada State Bank- CHAIR

Alan Watts, Dayton High School

Dana Whaley, Carson City Toyota/Scion

**FALLON
2013-2014**

Wes Clark, Manager, DFA Milk

Don Combo, Fallon High School

Roger Diedrichsen, Pizza Barn

Carla Kent, Kent Supply Center, Rotary President

Natalie Parrish, Fallon Chamber of Commerce

Terry Rehkop, Student

Jill Thorvald, Banner Medical Group

Ben Trotter, Sheriff

Appendix Four

SWOT Analysis

STRENGTHS

1. The Business Program has a solid core of required business courses to ensure that all students have a strong business foundation.
2. Highly qualified faculty with real life experience who care about their student's success and are dedicated to helping their students succeed.
3. Faculty members teach using a variety of teaching modes including technology (e.g. web, IAV and lecture capture) to accommodate a variety of student learning styles and preferences.
4. Faculty members bring function specific know how to the classrooms and are connected to and serve in the community.
5. Through class projects and service, faculty members are integrating the community and its needs into the academic program.
6. Through the use of community Business Advisory Groups, the Business Program stays connected to the needs of its service area.
7. Full-time faculty members advise students on academic and career issues and opportunities.

WEAKNESSES

1. The Business Program is overly dependent upon part-time instructors to staff all classes offered.
2. The Business Program continues to be understaffed by two full-time Business faculty for the Carson campus.
3. The hiring and evaluation of part-time instructors does not involve full-time Business faculty members and does not require a teaching demonstration before hiring.
4. The Business Program is a cash cow for the College, yet funds do not return to support or improve the Business Program. (See numbers one and two above.)
5. There is only one full-time faculty member in Carson to provide personal student advising to current and potential students.
6. Although Business is the fourth largest program at the College, constituting 10 percent of the total degrees awarded during this review period, there is no designated Counselor working directly with the program and its faculty to ensure proper advising and support for incoming and current students. Funds must be allocated to support this critical role at the College.
7. There is no mechanism in place to ensure that course content is consistent across sections and instructors.
8. Although independent data suggests that the online Business degree is popular with students, the Business Program does not have a fully online degree program.
9. The Business Program lacks discretionary funds to support campus community connections (building contacts with community and area businesses). Continuing Education has discretionary funds to build relationships with the businesses in the community. Academics must spend their own funds for the same purposes.

OPPORTUNITIES

1. A high demand exists for Accounting, Business and Management programs and their graduates.
2. For career advancement (particularly for state workers) individuals have a professional need for increased education.
3. High unemployment rates require workforce retraining to provide the necessary knowledge, skills, and abilities to return to the workforce.
4. The dynamic nature of business and technology requires those employed to stay current in their respective fields through refresher training.
5. The State of Nevada has a rich history of the Community College tradition of serving its people with the skills required to succeed at a cost that is affordable.
6. A transfer friendly AA degree with an emphasis on Business may accommodate students who plan to transfer to a four-year college or university.
7. The addition of an Online Business degree would address the time and place needs of rural communities.
8. Underserved populations in rural communities have needs that the Business Program may be able to address, given adequate resources.
9. Create/Improve the community connections and programmatic activities between Community Education and the Business Program.
10. Designate a College Counselor to work specifically with the College's Business Program and its students to ensure student success.
10. Build a connection between the College's community service activities and the academic program.

THREATS

1. Lack of funding for the College and non-academic priorities for College funds has prevented the hiring of full-time business faculty.
2. There are no clear directions from the College's administration pertaining to the full-time faculty's roles and responsibilities as related to community service and involvement.
3. The lack of Business Program level review and evaluation of part-time faculty leads to issues in program quality and lack of consistency in curriculum.
4. The possible outsourcing of Business Program development removes the full-time faculty from their role as monitors of program quality.
5. Without assigning a designated "Business Advisor" Counseling Center personnel may not know the program and what course requirements are. In many cases, the advisors do not know who the Business faculty are, let alone their academic backgrounds and teaching abilities.

Appendix Five

Student Learning Objectives by Required Course Matrix

AAS - Business: Accounting

Student Learning Outcomes Matrix

Upon completing the AAS - Business: Accounting program, students will be able to:

| Outcomes* | |
|-----------|---|
| 1 | Articulate and demonstrate their personal employment related knowledge, skills and abilities. |
| 2 | Evaluate the impacts of various economic systems and policies. |
| 3 | Summarize, record, analyze, interpret and communicate accounting and financial information for decision making. |
| 4 | Devise, implement and evaluate managerial decision making. |
| 5 | Apply technology to aid in communications and decision making. |
| 6 | Present research, data, analysis and conclusions through written and oral means. |
| 7 | Describe the changing landscape of the global market and its impact on the United States. |
| 8 | Summarize the impact of social, ethical, legal and diversity issues within contemporary business. |
| 9 | Develop Business, Financial, and Marketing plans for established and emerging businesses. |

| Required Courses | | Outcomes | | | | | | | | |
|------------------|-------------------------------------|----------|---|---|---|---|---|---|---|---|
| Course # | Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| ACC 201 | Financial Accounting | 2 | 1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 |
| ACC 202 | Managerial Accounting | 2 | 1 | 3 | 3 | 2 | 2 | 1 | 1 | 2 |
| ACC 203 | Intermediate Accounting I | 2 | 1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 |
| ACC 229 | Microcomputer Accounting Systems | 2 | 1 | 3 | 1 | 2 | 1 | 1 | 1 | 2 |
| ACC 223 | Introduction to Quickbooks | 2 | 1 | 3 | 1 | 2 | 1 | 1 | 1 | 2 |
| BUS 101 | Introduction to Business | 2 | 3 | 1 | 1 | 1 | 3 | 2 | 3 | 1 |
| BUS 273 | Business Law I | | | | | | | | | |
| ECON 102 | Principles of Microeconomics | 3 | 3 | 2 | 1 | 1 | 2 | 2 | 1 | 1 |
| ECON 103 | Principles of Macroeconomics | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| IS 101 | Introduction to Information Systems | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| IS 201 | Computer Applications | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| MGT 201 | Principles of Management | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| MKT 210 | Marketing Principles | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 3 | 3 |

Assign a value to which each outcome is represented in each required class: 1 = slightly, 2 = moderately, 3 = significantly

AAS - Business: General Business

Student Learning Outcomes Matrix

Upon completing the AAS - Business: General Business program, students will be able to:

| Outcomes* | |
|-----------|---|
| 1 | Articulate and demonstrate their personal employment related knowledge, skills and abilities. |
| 2 | Evaluate the impacts of various economic systems and policies. |
| 3 | Summarize, record, analyze, interpret and communicate accounting and financial information for decision making. |
| 4 | Devise, implement and evaluate managerial decision making. |
| 5 | Apply technology to aid in communications and decision making. |
| 6 | Present research, data, analysis and conclusions through written and oral means. |
| 7 | Describe the changing landscape of the global market and its impact on the United States. |
| 8 | Summarize the impact of social, ethical, legal and diversity issues within contemporary business. |
| 9 | Develop Business, Financial, and Marketing plans for established and emerging businesses. |

| Required Courses | | Outcomes | | | | | | | | |
|------------------|-------------------------------------|----------|---|---|---|---|---|---|---|---|
| Course # | Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| ACC 135 | Bookkeeping | 2 | 1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 |
| ACC 201 | Financial Accounting | 2 | 1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 |
| ACC 202 | Managerial Accounting | 2 | 1 | 3 | 3 | 2 | 2 | 1 | 1 | 2 |
| BUS 101 | Introduction to Business | 2 | 3 | 1 | 1 | 1 | 3 | 2 | 3 | 1 |
| BUS 273 | Business Law I | | | | | | | | | |
| ECON 102 | Principles of Microeconomics | 3 | 3 | 2 | 1 | 1 | 2 | 2 | 1 | 1 |
| ECON 103 | Principles of Macroeconomics | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| IS 101 | Introduction to Information Systems | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| IS 201 | Computer Applications | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| MGT 201 | Principles of Management | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| MKT 210 | Marketing Principles | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 3 | 3 |

Assign a value to which each outcome is represented in each required class: 1 = slightly, 2 = moderately, 3 = significantly

* Outcomes must be measurable

AAS - Business: Management

Student Learning Outcomes Matrix

Upon completing the AAS - Business: Management program, students will be able to:

| Outcomes* | |
|-----------|---|
| 1 | Articulate and demonstrate their personal employment related knowledge, skills and abilities. |
| 2 | Evaluate the impacts of various economic systems and policies. |
| 3 | Summarize, record, analyze, interpret and communicate accounting and financial information for decision making. |
| 4 | Devise, implement and evaluate managerial decision making. |
| 5 | Apply technology to aid in communications and decision making. |
| 6 | Present research, data, analysis and conclusions through written and oral means. |
| 7 | Describe the changing landscape of the global market and its impact on the United States. |
| 8 | Summarize the impact of social, ethical, legal and diversity issues within contemporary business. |
| 9 | Develop Business, Financial, and Marketing plans for established and emerging businesses. |

| Required Courses | | Outcomes | | | | | | | | |
|------------------|--|----------|---|---|---|---|---|---|---|---|
| Course # | Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| ACC 201 | Financial Accounting | 2 | 1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 |
| ACC 202 | Managerial Accounting | 2 | 1 | 3 | 3 | 2 | 2 | 1 | 1 | 2 |
| BUS 101 | Introduction to Business | 2 | 3 | 1 | 1 | 1 | 3 | 2 | 3 | 1 |
| BUS 273 | Business Law I | | | | | | | | | |
| ECON 102 | Principles of Microeconomics | 3 | 3 | 2 | 1 | 1 | 2 | 2 | 1 | 1 |
| ECON 103 | Principles of Macroeconomics | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| IS 101 | Introduction to Information Systems | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| IS 201 | Computer Applications | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| MGT 201 | Principles of Management | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| MKT 210 | Marketing Principles | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 3 | 3 |
| MGT 235 | Organizational Behavior | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 3 | 2 |
| MGT 283 | Introduction to Human Resources Management | 3 | 2 | 1 | 2 | 1 | 3 | 2 | 3 | 3 |

Assign a value to which each outcome is represented in each required class: 1 = slightly, 2 = moderately, 3 = significantly

* Outcomes must be measurable

Appendix Six

Evolution of Business Program Offerings

The most recent Program Review for the Business Program was completed in 2006-2007. According to the document: *2010 PARC Assessment of Academic and Administrative Program Assessment and Review Process*, the following programs were reviewed:

| | |
|---------|-----------------------------------|
| AASACC | Business - Accounting |
| AASACT | Business - Applied Accounting |
| AASGBU | Business - General Business |
| AASMGMT | Business - Management |
| AAS-RE | Business - Real Estate |
| CP-AT | Business - Accounting Certificate |
| CP-BUS | Business Certificate |

Since the 2006-2007 review, the following programs have changed:

The AASACT: Business - Applied Accounting was merged with AASACC: Business - Accounting, fall of 2008.

The CP-AT: Business - Accounting Certificate was rebranded as the CP-AT: Business - Bookkeeping Certificate, fall 2008.

The AAS-RE: Business - Real Estate was discontinued due to low enrollments, fall 2012.

At the time of this writing (2013-2014), the Business Program offers the following degree and certificate programs:

| | |
|--------|--|
| AASACC | Business - Accounting |
| AASGBU | Business - General Business |
| AASMGT | Business - Management |
| CP-AT | Business - Bookkeeping Certificate |
| CP-BUS | Business Certificate |
| CP-RM | Business - Retail Management (Added Fall 2004) |

Appendix Seven

Deactivated Courses

As part of the Program Review process, all courses were reviewed to determine their role in the overall Business curriculum. The following courses had not been taught since the 2006 Program Review and were deemed extraneous by the Business faculty. They were presented to the College's Curriculum Committee with the recommendation to deactivate. At the November 2013 meeting, the Curriculum Committee voted to deactivate them.

BUS 106: Business English

Units (Credits): 3; Prerequisites: none

Offers a course in practical business English that includes principles of grammar, punctuation, and word usage, paragraph development and formatting of basic business correspondence. The English language is constantly changing and this course will reflect leading-edge practices used in the business community. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

BUS 113: Workplace Attitude Development

Units (Credits): 0.5–3; Prerequisites: none

Introduces students to the importance of attitude and good working relationships in the workplace. Focuses on development of strategies to improve attitude techniques for career success. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

BUS 114: Effective Listening and First Impressions

Units (Credits): 0.5–3; Prerequisites: none

Introduces students to the importance of effective listening and first impressions in the workplace. Focuses on evaluation and development of methods and goals setting techniques for career success. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

BUS 115: Workplace Time Management & Goal Setting

Units (Credits): 0.5–3; Prerequisites: none

Introduces students to the importance of time management and goal setting in the workplace. Focuses on evaluation and development of effective time management methods and goal setting techniques for career success. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

BUS 116: Effective Telephone Techniques

Units (Credits): 0.5–3; Prerequisites: none

Introduces students to the importance of effective telephone techniques. focuses on procedures for making and receiving business calls, evaluating equipment and technology, and developing effective telephone skills. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

BUS 118: Resolving Customer Complaints

Units (Credits): 0.5–3; Prerequisites: none

Introduces students to the importance of recognizing, resolving and preventing customer complaints in the workplace. Focuses on development of constructive techniques to interact with customers who have complaints. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

BUS 119: Work Decision Making & Conflict Resolution

Units (Credits): 0.5–3; Prerequisites: none

Introduces students to the importance of decision making and conflict resolution in the workplace. Focuses on evaluation and development of decision making procedures, conflict resolution techniques and stress reduction strategies for career success. Note: Non-transferable for a NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

BUS 286: Developing Your Resume

Units (Credits): 1; Prerequisites: none

Prepares students to produce functional, chronological and electronic resumes to match their skills, experience and education to the desired job. Note: Non-transferable for an NSHE baccalaureate degree. Non-applicable towards an AA or AS Degree.

MGT 275: Total Quality Management

Units (Credits): 1–3; Prerequisites: none; Recommended: MGT 201, MGT 212

Covers the concepts of quality planning, quality control and quality improvement.

MKT 125: Introduction to Fashion Merchandising

Units (Credits): 3; Prerequisites: none

Provides a comprehensive view of the fashion industry. Gives an up-to-date guide to the fundamentals of the merchandising of fashion apparel and accessories. Presents the basic principles of fashions, including how fashions begin, move, disseminate and can be predicted.

Appendix Eight

AAS - Business Program Templates

AAS - Business: Accounting

AAS - Business: General Business

AAS - Business: Management

Certificate of Achievement: Bookkeeping

Certificate of Achievement: Business

Certificate of Achievement: Retail Management

AAS BUSINESS: ACCOUNTING

| BUSINESS CORE (REQUIRED for AAS BUSINESS) | | 30 |
|--|---|-----------|
| ACC 201 | Financial Accounting | 3 |
| ACC 202 | Managerial Accounting | 3 |
| BUS 101 | Introduction to Business | 3 |
| BUS 273 | Business Law I | 3 |
| ECON 102 | Principles of Microeconomics | 3 |
| ECON 103 | Principles of Macroeconomics | 3 |
| IS 101 | Introduction to Information Systems | 3 |
| IS 201 | Computer Applications | 3 |
| MGT 201 | Principles of Management | 3 |
| MKT 210 | Marketing Principles | 3 |
| ACCOUNTING EMPHASIS REQUIRED COURSES | | 6 |
| ACC 203 | Intermediate Accounting I | 3 |
| ACC 220 or ACC 223 | Microcomputer Accounting Systems or Introduction to QuickBooks | 3 |
| ACCOUNTING EMPHASIS: ELECTIVES (Choose 9 units from the following.) | | 9 |
| ACC 105 | Taxation For Individuals | 3 |
| ACC 180 | Payroll & Employee Benefit Accounting | 3 |
| ACC 204 | Intermediate Accounting II | 3 |
| ACC 220 | Microcomputer Accounting Systems | 3 |
| ACC 223 | Introduction to QuickBooks | 3 |
| ACC 261 | Governmental Accounting | 3 |
| ACC 290 | Certified Bookkeeper Course | 6 |
| ACC 295 | Work Experience I | 3 |
| COT 262 | Intermediate Spreadsheet Concepts | 3 |
| ECON 261* | Principles of Statistics I | 3 |
| ECON 262* | Principles of Statistics II | 3 |
| * Recommended for students who plan to continue into a bachelor's degree program | | |
| GENERAL EDUCATION REQUIREMENT | | 15 |
| English/Communications Requirement (Must include a writing course) | | 6 |
| Recommended: BUS 107 and BUS 108 or ENG 101* and ENG 102* | | |
| Mathematics Requirement | | 3 |
| Science Requirement | | 3 |
| U.S. and Nevada Constitution Requirements | | 3 |
| * Recommended for students who plan to continue into a bachelor's degree program | | |

| AAS BUSINESS: GENERAL BUSINESS | | |
|--|--|-----------|
| BUSINESS CORE (REQUIRED for AAS BUSINESS) | | 24 |
| BUS 101 | Introduction to Business | 3 |
| BUS 273 | Business Law I | 3 |
| ECON 102 | Principles of Microeconomics | 3 |
| ECON 103 | Principles of Macroeconomics | 3 |
| IS 101 | Introduction to Information Systems | 3 |
| IS 201 | Computer Applications | 3 |
| MGT 201 | Principles of Management | 3 |
| MKT 210 | Marketing Principles | 3 |
| REQUIRED ACCOUNTING COURSES | | 6 |
| ACC 135 | Bookkeeping | 3 |
| ACC 201 | Financial Accounting | 3 |
| OR | | |
| ACC 201 * | Financial Accounting | 3 |
| ACC 202 * | Managerial Accounting | 3 |
| * Recommended for students who plan to continue into a bachelor's degree program | | |
| BUSINESS ADMINISTRATION EMPHASIS (Choose 15 units from the following.) Students must select at least three (3) units in three different subjects. | | 15 |
| ACC 180 | Payroll & Employee Benefit Accounting | 3 |
| ACC 202 | Managerial Accounting | 3 |
| ACC 203 | Intermediate Accounting I | 3 |
| ACC 220 | Microcomputer Accounting Systems | 3 |
| ECON 261* | Principles of Statistics I | 3 |
| ECON 262* | Principles of Statistics II | 3 |
| FIN 101 | Personal Finance | 3 |
| MGT 103 | Introduction to Small Business Management | 3 |
| MGT 212 | Leadership & Human Relations | 3 |
| MGT 235 | Organizational Behavior | 3 |
| MGT 283 | Introduction to Human Resources Management | 3 |
| MKT 127 | Introduction to Retailing | 3 |
| MKT 262 | Introduction to Advertising | 3 |
| * Recommended for students who plan to continue into a bachelor's degree program | | |
| GENERAL EDUCATION REQUIREMENT | | 15 |
| English/Communications Requirement (Must include a writing course) | | 6 |
| Recommended: BUS 107 and BUS 108 or ENG 101* and ENG 102* | | |
| Mathematics Requirement | | 3 |
| Science Requirement | | 3 |
| U.S. and Nevada Constitution Requirements | | 3 |
| * Recommended for students who plan to continue into a bachelor's degree program | | |

| AAS BUSINESS: MANAGEMENT | | |
|--|--|-----------|
| BUSINESS CORE (REQUIRED for AAS BUSINESS) | | 30 |
| ACC 201 | Financial Accounting | 3 |
| ACC 202 | Managerial Accounting | 3 |
| BUS 101 | Introduction to Business | 3 |
| BUS 273 | Business Law I | 3 |
| ECON 102 | Principles of Microeconomics | 3 |
| ECON 103 | Principles of Macroeconomics | 3 |
| IS 101 | Introduction to Information Systems | 3 |
| IS 201 | Computer Applications | 3 |
| MGT 201 | Principles of Management | 3 |
| MKT 210 | Marketing Principles | 3 |
| MANAGEMENT EMPHASIS REQUIRED COURSES | | 6 |
| MGT 235 | Organizational Behavior | 3 |
| MGT 283 | Introduction to Human Resources Management | 3 |
| MANAGEMENT EMPHASIS: ELECTIVES (Choose 9 units from the following-) | | 9 |
| ACC 180 | Payroll & Employee Benefits Accounting | 3 |
| ECON 261* | Principles of Statistics I | 3 |
| ECON 262* | Principles of Statistics II | 3 |
| FIN 101 | Personal Finance | 3 |
| MGT 103 | Introduction to Small Business Management | 3 |
| MGT 212 | Leadership & Human Relations | 3 |
| MKT 127 | Introduction to Retailing | 3 |
| MKT 262 | Introduction to Advertising | 3 |
| * Recommended for students who plan to continue into a bachelor's degree program | | |
| GENERAL EDUCATION REQUIREMENT | | 15 |
| English/Communications Requirement (Must include a writing course) | | 6 |
| Recommended: BUS 107 and BUS 108 or ENG 101* and ENG 102* | | |
| Mathematics Requirement | | 3 |
| Science Requirement | | 3 |
| U.S. and Nevada Constitution Requirements | | 3 |
| * Recommended for students who plan to continue into a bachelor's degree program | | |

CERTIFICATE IN BOOKKEEPING

| BUSINESS CORE | | (REQUIRED for | 15 |
|--|---------------------------------------|----------------------|-----------|
| CERTIFICATE IN BOOKKEEPING | |) | |
| ACC 135 | Bookkeeping | | 3 |
| ACC 201 | Financial Accounting | | 3 |
| BUS 101 | Introduction to Business | | 3 |
| IS 101 | Introduction to Information Systems | | 3 |
| MGT 201 | Principles of Management | | 3 |
| ACCOUNTING EMPHASIS REQUIRED COURSES | | | 6 |
| ACC 290 | Certified Bookkeeper Course | | 6 |
| OR Select 6 units from the following: | | | |
| ACC 180 | Payroll & Employee Benefit Accounting | | 3 |
| ACC 202 | Managerial Accounting | | 3 |
| ACC 203 | Intermediate Accounting I | | 3 |
| ACC 220 | Microcomputer Accounting Systems | | 3 |
| ACC 223 | Introduction to QuickBooks | | 3 |
| GENERAL EDUCATION REQUIREMENT | | | 9 |
| English/Communications Requirement (Must include a writing course) | | | 6 |
| Recommended: BUS 107 and BUS 108 | | | |
| Mathematics Requirement | | | 3 |
| * Recommended for students who plan to continue into a bachelor's degree program | | | |

CERTIFICATE IN BUSINESS

| BUSINESS CORE (REQUIRED for CERTIFICATE IN BUSINESS) | | 15 |
|--|--|-----------|
| ACC 135 or ACC 201* | Bookkeeping or Financial Accounting | 3 |
| BUS 101 | Introduction to Business | 3 |
| IS 101 | Introduction to Information Systems | 3 |
| MGT 201 | Principles of Management | 3 |
| MKT 210 | Marketing Principles | 3 |
| BUSINESS ELECTIVES (Choose 6 units from the following.) | | 6 |
| ACC 180 | Payroll & Employee Benefit Accounting | 3 |
| ACC 201 | Financial Accounting | 3 |
| ACC 202 | Managerial Accounting | 3 |
| BUS 112 | Customer Service | 3 |
| FIN 101 | Personal Finance | 3 |
| MGT 103 | Introduction to Small Business Management | 3 |
| MGT 212 | Leadership & Human Relations | 3 |
| MGT 235 | Organizational Behavior | 3 |
| MGT 283 | Introduction to Human Resources Management | 3 |
| MKT 127 | Introduction to Retailing | 3 |
| MKT 261 | Introduction to Public Relations | 3 |
| MKT 262 | Introduction to Advertising | 3 |
| GENERAL EDUCATION REQUIREMENT | | 9 |
| English/Communications Requirement (Must include a writing course) | | 6 |
| Recommended: BUS 107 and BUS 108 or ENG 101* and ENG 102* | | |
| Mathematics Requirement | | 3 |
| * Recommended for students who plan to continue into a bachelor's degree program | | |

CERTIFICATE IN RETAILING

| BUSINESS CORE (REQUIRED for CERTIFICATE IN RETAILING) | | 21 |
|--|--|-----------|
| ACC 135 or ACC 201* | Bookkeeping or Financial Accounting | 3 |
| BUS 101 | Introduction to Business | 3 |
| BUS 112 | Customer Service | 3 |
| IS 101 | Introduction to Information Systems | 3 |
| MGT 201 | Principles of Management | 3 |
| MKT 127 | Introduction to Retailing | 3 |
| MKT-210 | Marketing Principles | 3 |
| GENERAL EDUCATION REQUIREMENT | | 9 |
| English/Communications Requirement (Must include a writing course) | | 6 |
| Recommended: BUS 107 and BUS 108 or ENG 101* and ENG 102* | | |
| Mathematics Requirement | | 3 |
| * Recommended for students who plan to continue into a bachelor's degree program | | |

Appendix Nine

Course Pre-requisites

In the fall of 2013, the full-time Business faculty members reviewed all course pre-requisites in the AAS Business Program. Following this departmental review, the following pre-requisites were presented to the College's Curriculum Committee at their December 5, 2013 meeting and approved to become effective in Academic year 2014-2015.

| AAS BUSINESS COURSE PRE-REQUISITES | |
|---|--|
| ACC 105 | NONE |
| ACC 135 | NONE |
| ACC 180 | ACC 135, ACC 201, or equivalent work experience |
| ACC 201 | ACC 135 RECOMMENDED |
| ACC 202 | ACC 201 |
| ACC 203 | ACC 201 |
| ACC 204 | ACC 203 |
| ACC 220 | ACC 201 |
| ACC 223 | ACC 135 or consent of instructor |
| ACC 261 | ACC 201 |
| ACC 290 | ACC 201 with a grade of C or better, or by demonstrating a thorough knowledge of double entry accounting |
| ACC 295 | Consent of instructor |
| ACC 299 | ACC 201 or ACC 202 or consent of instructor |
| BUS 101 | NONE |
| BUS 107 | NONE |

| | |
|----------|--|
| BUS 108 | ENG 099 with a grade of C- or better or appropriate score on WNC placement examination or equivalent examination |
| BUS 109 | NONE |
| BUS 273 | BUS 101, BUS 108 RECOMMENDED |
| BUS 274 | BUS 273 |
| ECON 100 | MATH 095 or higher RECOMMENDED |
| ECON 102 | MATH 095 or higher RECOMMENDED |
| ECON 103 | ECON 102 or consent of instructor; MATH 095 or higher RECOMMENDED |
| ECON 261 | MATH 126 or equivalent |
| ECON 262 | ECON 261 |
| ECON 334 | ECON 102, ECON 103 and admission to the BTech program or consent of advisor |
| ECON 365 | ECON 102, ECON 103 and admission to the BTech program or consent of advisor |
| FIN 101 | NONE |
| FIN 115 | NONE |
| MGT 103 | BUS 101 or Instructor's permission |
| MGT 201 | BUS 101 or Instructor's permission |
| MGT 212 | BUS 101, MGT 201 or Instructor's permission |
| MGT 235 | BUS 101, MGT 201 or Instructor's permission |
| MGT 247 | BUS 101, MGT 201 or Instructor's permission |
| MGT 283 | BUS 101, MGT 201 or Instructor's permission |
| MGT 323 | MGT 323 and admission to the BTech program or consent of advisor |
| MGT 462 | Admission to the BTech program or consent of advisor |
| MGT 469 | Admission to the BTech program or consent of advisor |
| MKT 111 | NONE |
| MKT 127 | NONE |

| | |
|---------|---|
| MKT 210 | NONE |
| MKT 250 | BUS 101, MKT 210 or Instructor's permission |
| MKT 261 | BUS 101, MKT 210 or Instructor's permission |
| MKT 262 | BUS 101, MKT 210 or Instructor's permission |
| RE 101 | NONE |
| RE 102 | RE 101 |
| RE 103 | RE 101 |
| RE 104 | NONE |
| RE 198 | NONE |
| RE 199 | NONE |
| RE 201 | NONE |
| RE 202 | RE 101 |
| RE 205 | NONE |
| RE 206 | NONE |

Appendix Ten

Course Sequencing

| AAS - Accounting | |
|-----------------------|--------------------|
| FIRST SEMESTER | SECOND SEMESTER |
| ACT 201 | ACT 202 |
| BUS 101 | MGT 201 |
| BUS 107 or ENG 101 | BUS 108 or ENG 102 |
| IS 101 | IS 201 |
| US/Nevada Constituion | Science Elective |
| THIRD SEMESTER | FOURTH SEMESTER |
| ACT 203 | ACT 220 or ACT 223 |
| BUS 109 or MATH 120 | Business Elective |
| BUS 273 | Business Elective |
| ECON 102 | ECON 103 |
| MKT 210 | Business Elective |

| Certificate in Bookkeeping | |
|----------------------------|--------------------|
| FIRST SEMESTER | SECOND SEMESTER |
| ACT 135 or ACT 201 | ACT 135 or ACT 201 |
| BUS 101 | ACT Elective |
| IS 101 | ACT Elective |
| BUS 107 or ENG 101 | BUS 108 or ENG 102 |
| BUS 109 or MATH 120 | MGT 201 |

| AAS - Business | |
|-----------------------|------------------------|
| FIRST SEMESTER | SECOND SEMESTER |
| ACT 135 or ACT 201 | ACT 201 or ACT 202 |
| BUS 101 | MGT 201 |
| BUS 107 or ENG 101 | BUS 108 or ENG 102 |
| IS 101 | IS 201 |
| US/Nevada Constituion | Business Elective |
| | |
| THIRD SEMESTER | FOURTH SEMESTER |
| BUS 109 or MATH 120 | Business Elective |
| BUS 273 | Business Elective |
| ECON 102 | ECON 103 |
| MKT 210 | Business Elective |
| Science Elective | Business Elective |

| Certificate in Business | |
|-------------------------|------------------------|
| FIRST SEMESTER | SECOND SEMESTER |
| ACT 135 or ACT 201 | BUS 108 or ENG 102 |
| BUS 101 | BUS 109 or MATH 120 |
| BUS 107 or ENG 101 | IS 201 |
| IS 101 | MGT 201 |
| MKT 210 | General Ed Elective |

| AAS - Management | |
|-------------------------|------------------------|
| FIRST SEMESTER | SECOND SEMESTER |
| ACT 201 | ACT 202 |
| BUS 101 | MGT 201 |
| BUS 107 or ENG 101 | BUS 108 or ENG 102 |
| IS 101 | IS 201 |
| US/Nevada Constituion | Business Elective |
| THIRD SEMESTER | FOURTH SEMESTER |
| BUS 109 or MATH 120 | MGT 235 |
| BUS 273 | MGT 283 |
| ECON 102 | ECON 103 |
| MKT 210 | Business Elective |
| Science Elective | Business Elective |

| Certificate in Retail Management | |
|---|------------------------|
| FIRST SEMESTER | SECOND SEMESTER |
| ACT 135 or ACT 201 | BUS 108 or ENG 102 |
| BUS 101 | BUS 109 or MATH 120 |
| BUS 112 | IS 101 or IS 201 |
| BUS 107 or ENG 101 | MGT 201 |
| MKT 210 | MKT 127 |

Appendix Eleven

Business Program Course Rotations by Campus

Carson City

Douglas

Fallon

Online

Business Program Course Rotations

Carson City

| FALL | SPRING | SUMMER |
|-------------|---------------|---------------|
| ACC 105 | ACC 135 | BUS 101 |
| ACC 135 | ACC 201 | ECON 102 |
| ACC 201 | ACC202 | FIN 101 |
| ACC202 | ACC 204 | |
| ACC 203 | BUS 101 | |
| ACC 261 | BUS 108 | |
| BUS 101 | BUS 109 | |
| BUS 107 | ECON 102 | |
| BUS 273 | ECON 103 | |
| ECON 102 | FIN 101 | |
| ECON 103 | MGT 201 | |
| FIN 101 | MGT 212 | |
| MGT 103 | MGT 235 | |
| MGT 201 | MKT 127 | |
| MGT 283 | | |
| MKT 210 | | |

Business Program Course Rotations

Douglas

| EVEN YEARS | |
|-------------------|---------------|
| FALL | SPRING |
| ACC 135 | ACC202 |
| ACC 201 | BUS 108 |
| BUS 101 | MGT 201 |
| BUS 107 | |
| ODD YEARS | |
| FALL | SPRING |
| ACC 135 | ACC202 |
| ACC 201 | BUS 109 |
| ECON 102 | ECON 103 |
| | MKT 210 |
| | |

Business Program Course Rotations

Fallon

| FALL | SPRING | SUMMER |
|-------------|---------------|---------------|
| ACC 135 | ACC 135 | BUS 101 |
| ACC 201 | ACC202 | FIN 101 |
| ACC 203 | BUS 108 | |
| BUS 101 | BUS 109 | |
| BUS 107 | ECON 102 | |
| ECON 103 | MGT 201 | |
| MGT 212 | MGT 283 | |
| MKT 210 | | |

Business Program Course Rotations

Online

| FALL | SPRING | SUMMER |
|-------------|---------------|---------------|
| ACC 135 | ACC 135 | ACC 180 |
| ACC 201 | ACC 201 | BUS 101 |
| ACC202 | ACC202 | FIN 101 |
| ACC 203 | ACC 203 | |
| ACC 223 | ACC 223 | |
| ECON 102 | ACC 290 | |
| FIN 101 | BUS 109 | |
| MGT 103 | ECON 103 | |
| MGT 201 | FIN 101 | |
| | MKT 210 | |
| | MGT 201 | |

Appendix Twelve

Faculty Assignment, Tenure and Credentials

With the decline in full-time faculty, the College has shifted the majority of the teaching load in the Business Program to adjuncts. Although this covers the classroom instruction, the use of adjuncts greatly reduces the academic services provided to students and has presented the students with no faculty contact to address student issues and concerns.

At the time of this Program Review, the Business faculty includes:

Four Instructors holding doctorates,

One Community College Professor holding multiple master's degrees,

Eight part-time Instructors holding master's degrees,

Two Certified Public Accountants.

| Name | At WNC | Bachelor | Master | Doctorate | Cert | Teaches |
|------------------|--------|--|--|---|------|--|
| Lee Akin | 2009 | Bachelor of Science-Business Administration, Northeastern University | Master of Business Administration, Pepperdine | | | ACC 223 |
| Vivian Austin | 2003 | Bachelor of Science-Accounting, UNLV | Master of Science-Accounting, UNLV | | CPA | ACC 105, 135, ACC 201, 261 |
| James Bathgate | 2011 | Bachelor of Arts-Mathematical Economics, Providence College | | Ph.D., Economics, University of Connecticut | | ECON 102, 103 |
| Nick Bergan | 2013 | | Master of Science-Economics, Florida State University | | | ECON 102, 103 |
| Paul Etchegoyhen | 2003 | Bachelor of Science-Accounting, UNR | Master of Business Administration, University of San Francisco | | | ECON 102, 103, BUS 101, MGT 103, 201, MKT 210, FIN 115 |
| Richard Kloes | 1992 | Bachelor of Science-Accounting, Chico | | | CPA | Accounting, BUS 101, FIN 101 |
| Clifton Maclin | 1991 | | Master of Business Administration, Cal Polytechnic | | | BUS 110 |
| Vernon Manke | 1992 | Bachelor of Arts-Accounting, UNR | | | | ACC 201, 202 |

| Name | At WNC | Bachelor | Master | Doctorate | Cert | Teaches |
|------------------|--------|--|---|---|------------------------------|---|
| Sharon R. Morgan | 2012 | Bachelor of Science- Finance, Colorado Technical University | Master of Business Administration, Colorado Technical University | | | ACC 135, ACC 201, 202 |
| Susanna Powers | 2012 | Bachelor of Arts- Political Science, UNR | Master of Arts- Economics, UNR | | | ECON 100, 102, ECON 261, 262, |
| Angela Sawyer | 2008 | Bachelor of Science- Business Administration/ HRM, Franklin University | Master of Business Administration, Saint Leo University | Ed. D., Educational Leadership, Argosy University | | FIN 101, MGT 103, 201, MKT 210 |
| Leonard Semas | 2007 | Bachelor of Science - Biology, Santa Clara University | Master of Business Administration, Santa Clara University | | | BUS 101, 107, 108, MGT 103, MKT 210 |
| Richard Stewart | 1989 | Bachelor of Arts- Mathematics | Master of Science- Computer Science, UNR; Master of Business Administration, UNR | | | Business, Economics, Management |
| Robert Whitcomb | 2012 | Bachelor of Science- Business Administration / Economics, University of Wisconsin | Master of Science- Business, Colorado State University | Ed. D., Educational Leadership, University of Maine | SPHR, GRP, CCP, CBP | Business, Finance, Management, Marketing |

| Name | At WNC | Bachelor | Master | Doctorate | Cert | Teaches |
|--------------|----------|---|--------|------------------------------------|------|---------|
| Donald Winne | Pre 2000 | Bachelor of Science- Management, UNR | | J.D., University of the Pacific | | BUS 273 |

Appendix Thirteen

High Demand Business Careers

Nevada's Top 100 Demand Occupations

Most Desired Degrees 2013 – 2014

Hot Degrees to Pursue in 2014 and Beyond

Best Business Jobs: Accountant

Salaries, demand on the rise for U.S. accounting professionals

Top Online Programs

Nevada's Top 100 Demand Occupations

By Education or Training¹

| BACHELOR'S DEGREE OR HIGHER | | | | ASSOCIATE DEGREE OR OTHER FORMAL TRAINING | | | |
|--|--------------------------|-------------------------|---------------------|--|--------------------------|-------------------------|---------------------|
| | 2012 EMPLOYMENT ESTIMATE | AVERAGE ANNUAL OPENINGS | AVERAGE ANNUAL WAGE | | 2012 EMPLOYMENT ESTIMATE | AVERAGE ANNUAL OPENINGS | AVERAGE ANNUAL WAGE |
| Elementary School Teachers, Except Special Ed | 10,661 | 327 | \$52,590 | Registered Nurses | 18,004 | 610 | \$77,840 |
| Accountants and Auditors | 7,442 | 251 | \$64,260 | Nursing Aides, Orderlies, and Attendants | 5,039 | 140 | \$31,610 |
| Sales Managers | 3,401 | 134 | \$93,460 | Construction Managers | 4,905 | 105 | \$96,420 |
| Middle School Teachers, Except Special & Vocat Ed | 4,129 | 127 | \$52,790 | Licensed Practical and Licensed Vocational Nurses | 2,212 | 98 | \$52,270 |
| Management Analysts | 3,564 | 118 | \$82,050 | Aircraft Mechanics and Service Technicians | 1,314 | 58 | \$59,500 |
| Market Research Analysts and Marketing Specialists | 1,918 | 112 | \$60,110 | First-Line Supervisors/Managers of Production/Operating | 2,285 | 56 | \$58,010 |
| Cost Estimators | 1,889 | 101 | \$69,500 | Radiologic Technologists and Technicians | 1,647 | 55 | \$66,340 |
| Human Resources Training and Development Spec. | 2,914 | 99 | \$52,870 | Paralegals and Legal Assistants | 1,698 | 48 | \$51,350 |
| Pharmacists | 2,173 | 86 | \$110,130 | Dental Hygienists | 1,307 | 44 | \$88,620 |
| Graphic Designers | 1,932 | 86 | \$47,960 | MODERATE TO LONG-TERM ² ON-THE-JOB TRAINING | | | |
| Medical and Health Services Managers | 1,888 | 70 | \$95,920 | Gaming Dealers* | 23,188 | 1,329 | \$17,370 |
| Civil Engineers | 2,834 | 69 | \$84,990 | Cooks, Restaurant | 16,716 | 640 | \$29,030 |
| Training and Development Specialists | 1,617 | 64 | \$54,280 | Hosts/Hostesses, Restaurant, Lounge, Coffee Shop | 5,740 | 434 | \$24,730 |
| Network and Computer Systems Administrators | 1,514 | 57 | \$70,870 | Carpenters | 10,440 | 407 | \$55,880 |
| Vocational Education Teachers, Postsecondary | 1,279 | 57 | \$50,070 | Maintenance and Repair Workers, General | 12,695 | 360 | \$42,930 |
| Physical Therapists | 1,476 | 55 | \$97,810 | First-Line Supervisors, Managers of Retail Sales Work | 12,480 | 341 | \$40,310 |
| Software Developers, Systems Software | 1,375 | 54 | \$64,360 | Sales Rep, Wholesale & Manufacturing, Except Tech | 9,026 | 341 | \$56,940 |
| Computer Systems Analysts | 1,677 | 51 | \$80,150 | First-Line Supervisors of Food Prep, Serving Workers | 8,215 | 280 | \$37,660 |
| Info Security Analysts, Web Dev, & Com Net Arch | 1,479 | 48 | \$71,760 | Supervisors of Construction and Extraction Workers | 5,471 | 263 | \$75,000 |
| Compliance Officers, Except Ag, Const, Health | 1,561 | 44 | \$62,840 | Electricians | 5,060 | 262 | \$64,540 |
| Software Developers, Applications | 1,421 | 40 | \$81,000 | Gaming Supervisors | 9,482 | 216 | \$53,290 |
| SHORT-TERM ON-THE-JOB TRAINING | | | | Plumbers, Pipefitters, and Steamfitters | 3,671 | 208 | \$60,570 |
| | 2012 EMPLOYMENT ESTIMATE | AVERAGE ANNUAL OPENINGS | AVERAGE ANNUAL WAGE | Automotive Service Technicians and Mechanics | 5,041 | 180 | \$42,670 |
| Waiters and Waitresses* | 37,736 | 2,243 | \$22,210 | Computer Support Specialists | 4,300 | 173 | \$45,910 |
| Retail Salespersons | 42,376 | 1,632 | \$26,050 | Painters, Construction and Maintenance | 4,183 | 170 | \$50,740 |
| Combined Food Prep & Serving Workers, Fast Food | 30,388 | 1,368 | \$20,100 | Operating Engineers/Other Construction Eq Oper | 2,868 | 145 | \$59,640 |
| Laborers and Freight, Stock, & Material Movers, Hand | 18,019 | 823 | \$28,750 | Mobile Heavy Equipment Mechanics, Except Engines | 2,194 | 143 | \$59,030 |
| Office Clerks, General | 26,883 | 734 | \$30,890 | Medical Assistants | 4,792 | 137 | \$30,910 |
| Customer Service Representatives | 15,734 | 702 | \$31,350 | First-Line Sup of Mechanics, Installers, Repairers | 2,983 | 122 | \$65,620 |
| Bartenders* | 13,528 | 629 | \$24,620 | Continuous Mining Machine Operators | 1,387 | 122 | \$44,770 |
| Dishwashers | 9,992 | 566 | \$24,420 | Medical Secretaries | 2,984 | 108 | \$36,250 |
| Security Guards | 19,620 | 521 | \$27,880 | Insurance Sales Agents | 2,628 | 107 | \$51,580 |
| Dining Room & Cafeteria Attendants & Bartender Help | 11,085 | 461 | \$23,250 | Industrial Machinery Mechanics | 1,462 | 87 | \$55,270 |
| Stock Clerks and Order Fillers | 16,589 | 443 | \$24,940 | Tile and Marble Setters | 1,737 | 85 | \$42,610 |
| Food Preparation Workers | 8,416 | 391 | \$27,750 | Glaziers | 1,048 | 84 | \$53,420 |
| Truck Drivers, Heavy and Tractor-Trailer | 9,324 | 386 | \$45,650 | Installation, Maintenance/Repair Workers, All Other | 2,396 | 82 | \$48,960 |
| Receptionists and Information Clerks | 8,681 | 376 | \$27,520 | Cement Masons and Concrete Finishers | 1,529 | 74 | \$48,730 |
| Landscaping and Groundskeeping Workers | 10,922 | 337 | \$26,150 | Welders, Cutters, Solderers, and Brazers | 1,447 | 68 | \$45,240 |
| Personal and Home Care Aides | 6,585 | 281 | \$21,240 | Telecommunications Line Installers and Repairers | 1,557 | 65 | \$55,790 |
| Amusement and Recreation Attendants | 3,767 | 260 | \$19,890 | Heating, AC, Refrigeration Mechanics, Installers | 1,387 | 64 | \$47,720 |
| Construction Laborers | 7,145 | 220 | \$40,000 | Drywall and Ceiling Tile Installers | 1,136 | 63 | \$45,400 |
| Home Health Aides | 4,645 | 211 | \$24,080 | Mine Cutting and Channeling Machine Operators | 706 | 63 | \$55,130 |
| Packers and Packagers, Hand | 3,679 | 145 | \$25,250 | Purchasing Agents, Expt Wholesale, Retail, Farm Prod | 1,554 | 60 | \$55,080 |
| Helpers-Production Workers | 2,738 | 108 | \$25,290 | Production, Planning, and Expediting Clerks | 1,542 | 59 | \$44,320 |
| Fitness Trainers and Aerobics Instructors | 2,234 | 72 | \$29,760 | Coaches and Scouts | 1,103 | 55 | \$32,590 |
| Protective Service Workers, All Others | 1,035 | 72 | \$44,520 | Roofers | 1,399 | 53 | \$44,320 |
| Helpers, Pipelayers, Plumbers, Pipefitters, Steamfitters | 991 | 71 | \$30,690 | Advertising Sales Agents | 1,227 | 53 | \$56,870 |
| Refuse and Recyclable Material Collectors | 1,460 | 68 | \$46,720 | Bus/Truck Mechanics and Diesel Engine Specialists | 1,492 | 51 | \$53,240 |
| Carpet Installers | 1,218 | 41 | \$46,160 | Tapers | 867 | 51 | \$44,880 |
| | | | | First-Line Supervisors of Helpers, Laborers | 1,239 | 48 | \$48,170 |
| | | | | Separating, Filtering, Clarifying, Precip, Still Machine | 643 | 46 | \$50,000 |
| | | | | Sheet Metal Workers | 1,191 | 44 | \$61,430 |
| | | | | Brickmasons and Blockmasons | 685 | 43 | \$49,480 |
| | | | | Wholesale Retail Buyers, Except Farm Products | 1,011 | 39 | \$54,780 |

Source: Nevada Department of Employment, Training and Rehabilitation / Research and Analysis Bureau Occupational Employment Statistics (OES-wages) survey and 2010-2020 Occupational Projections

¹ Education and training categories describe either the typical education that most workers need for entry in the occupation or the postemployment (on-the-job) training needed to obtain competency in the occupation.

² Apprenticeships are included in the long-term on-the-job training category in this publication.

* Some occupations may receive additional compensation in the form of tips.

May 2014

For more information on these occupations, visit the NCIS online:

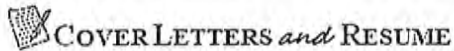
www.nvcis.intocareers.org

Business Program Review

Wholesale Retail Buyers, Except Farm Products

82

| | | | | |
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Cover Letter and Resume » Degree » Most Desired Degrees 2013 – 2014

8
FEB Most Desired Degrees 2013 – 2014

Things change every year and so do the demands of life. This is especially true of the big bad world of employment. Employers want more and more from candidates each year and the pressure keeps building up on both sides. Let us have a look at the degrees that will be in high demand and rule the world in the years of 2013 and 2014.



1. Health Care

A degree in healthcare is something that will never lose its appeal to employers over the world. The need for medical care keeps building up as diseases and discomforts keep increasing. While doctors are greatly sought after, it is actually certified nurses and nursing assistants who receive most employment offers nowadays.

2. Computer Sciences

The need for a degree in Computer Sciences will never be sated. This is due to the ever growing world of technology and all the challenges that it brings with it. According to one NACE report, 56% of students who have done a major in this category in the year 2012 have already received job offers! This is huge and tells you just how popular this degree will be in the next years.

3. Business Administration

Another extremely popular degree in the last decade was a degree in Business Administration and will continue its popularity in 2013 and 2014 also. This covers a vast variety of jobs including marketing and management consultants, general managers, financial analysts and many more! A master's degree in Business Administration is, by far, the most sought after master's degree in the world.

4. Engineering

The demand for engineers majoring in all categories will never go down. This is especially true for 2014 as the need for civil, electrical, biomedical, mechanical and networking engineers is rampant owing to so much technological and industrial boom.

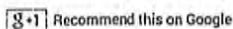
5. Accounting

A degree in accounting can take you places as you can find jobs in the public, management and government accounting arenas including internal auditing jobs. The need for accounting majors can never go down as all small and major businesses need accounting systems in order to function at all.

[Most Demanded Jobs in 2013 – 2014](#)

[2013 Job Trends in the US, Canada and Australia](#)

[Most Demanded Degrees in 2011-2012](#)

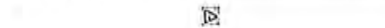


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Hot Degrees To Pursue In 2014 And Beyond



If you're planning on going back to school in 2014, make sure you choose a degree that employers love.

By Terence Loose

Are you thinking of improving your career choices by going back to school for your bachelor's degree?

While that might be a good plan, you want to make sure the degree you choose will be in demand in the future. Because, frankly, some degrees are going to be hot, and some are just not.

And choosing the right degree is just as important as having relevant work experience and skills, says Marie Zimenoff, a career management, job search strategist, and certified résumé writer at A Strategic Advantage, a career coaching company.

"The competition [will be] stiff," says Zimenoff. "So be ready to show innovation and initiative in your résumé, at an interview, and on the job to be successful."

Fortunately, we asked her and another career expert which degrees will be hot in 2014. So read on to get a jumpstart on what degrees and skills add up in the success equation.

Hot Degree #1: Bachelor's in Finance



Some say love makes the world go round, but business leaders usually say it's money. And that's one reason a degree in finance will be in high demand well into the future, says Nicole Williams, LinkedIn's career expert and the author of "Girl on Top: Your Guide to Turning Dating Rules into Career Success."

Why It'll Be Hot in 2014 and Beyond: "Finance is a degree that can be used in a myriad of different professions and is a discipline that benefits anyone, regardless of where they land in terms of their specific job," says Williams.

She adds that finance not only teaches you how to analyze and interpret financial numbers, it also gives you an integrated understanding of how business works - a skill that you could apply in fields as diverse as law and marketing.

NEXT STEP: Click to Find the Right Finance Program.

Typical Courses: Choose finance as a major and you'll likely take courses such as investments, analysis of financial statements, international finance, and financial management, according to the College Board, a non profit research organization that promotes higher education.

Potential Career: Financial Analyst. These professionals assess the performance of investments, such as stocks and bonds, to give businesses financial advice, according to the U.S. Department of Labor. Financial analysts typically need a bachelor's degree in a field such as business administration, accounting, economics, or finance. The Department of Labor expects this occupation to grow by 23 percent from 2010 to 2020.

Hot Degree #2: Bachelor's in Computer Science



If you're into tech, a degree in computer science could be a good call, says Williams. It will be in high demand from employers, resulting in high pay, she says.

Why It'll Be Hot in 2014 and Beyond: "All businesses, regardless of the industry, are relying more and more heavily on technology to do everything from recruiting, marketing, networking, selling, and delivering products and services," says Williams.

This degree teaches specific computer skills like programming, computer languages, and network design and engineering, all of which companies need for their computer networks, she adds. Finally, Williams says, "This degree also teaches broad skills such as problem solving and working within a team."

NEXT STEP: Click to Find the Right Computer Science Program.

Typical Courses: The College Board says computer science majors take classes like digital system design, software engineering, artificial intelligence, and the theory of formal languages.

Potential Career: Software Developer. Does designing computer applications sound fun? That's what these creative minds do, says the U.S. Department of Labor. Software developers usually have a bachelor's in computer science. According to the Department of Labor, the projected job growth for software developers from 2010 to 2020 is 30 percent.

Hot Degree #3: Bachelor's in Marketing



Unless you've been living under a rock, you know that in today's world, marketing is crucial to the success of any business. And that's why Williams says this degree is a good bet for the future.

Why It'll Be Hot in 2014 and Beyond: "We're all selling something, and that's an industry that will never die. There will always be people willing to spend money to get their messages out there," says Williams. She adds that social media is the buzzword for employers in marketing, but employers will also seek out these individuals for their strong writing, communication, and interpersonal skills.

Zimenoff says marketing students gain valuable skills in market research, branding, marketing strategy, and product life cycles, as well as currently hot skills like web and graphic design.

NEXT STEP: Click to Find the Right Marketing Program.

Typical Courses: Advertising and promotion, international marketing, marketing management, and consumer behavior are just a few of the typical courses in this major listed by the College Board.

Potential Careers: Advertising, Promotions, or Marketing Manager. These people create and manage advertising campaigns to generate interest in products and services, says the U.S. Department of Labor. A bachelor's degree is required for most of these positions, and courses in finance, accounting, management, statistics, and business law are helpful for pursuing this career. The Department of Labor adds that this job is expected to grow by 14 percent from 2010 to 2020.

Hot Degree #4: Bachelor's in Accounting



Like crunching numbers? This degree might be for you. And if it is, consider yourself lucky, because Zimenoff says employers will seek accounting majors in 2014 and far beyond.

Why It'll Be Hot in 2014 and Beyond: "Similar to finance, accounting is in demand because businesses need to be able to track and analyze their financial transactions to make the best business decisions," says Zimenoff. "They are also facing ever-increasing regulations and need employees who can meet these requirements while also providing business intelligence."

Williams says accounting majors learn the advanced accounting skills needed to meet the demands of today's sophisticated financial world, such as more complicated rules and regulations. "The old stereotype of the brainy but quiet accountant doesn't fit anymore. You'll also develop communication and presentations skills."

NEXT STEP: Click to Find the Accounting Program.

Typical Courses: As an accounting major, coursework could include accounting information systems, business law, cost accounting, tax accounting, and auditing, says the College Board.

Potential Careers: Accountant or Auditor. Accountants and auditors prepare and examine financial records, ensuring that taxes are paid properly and on time, says the U.S. Department of Labor. Most accountants and auditors need at least a bachelor's degree in accounting or a related field. The Department of Labor projects that job growth for accountants and auditors will be 16 percent from 2010 to 2020.

Hot Degree #5: Bachelor's in Health Care Administration



Want a degree in what Williams describes as one of the hottest industries going forward? Try a bachelor's in health care management, which Williams says will likely offer opportunities in many different jobs and clear roads to advancement.

Why It'll Be Hot in 2014 and Beyond: "This degree will be more in demand because of rapid and extended growth in the industry as health care becomes increasingly critical for an aging and health-conscious population," says Williams. Zimenoff agrees, adding that older students who already have some work experience combined with this degree will be most competitive.

Williams says this degree will give you skills that mirror the complex health care world. You'll study everything from accounting and technology to human resources and marketing, she says.

NEXT STEP: Click to Find the Right Health Care Administration Program.

Typical Courses: The College Board says health care administration majors take courses as diverse as accounting, health care ethics, human resources management, and anatomy and physiology.

Potential Career: Medical Health Services Manager. These are the professionals who work closely with doctors, nurses, and other health care staff while managing a specific department or an entire facility, says the U.S. Department of Labor. Prospective medical and health services managers have a bachelor's degree in health administration. According to the Department of Labor, this occupation is projected to have 22 per cent job growth from 2010 to 2020.

Hot Degree #6: Bachelor's in Business Administration



Here's a versatile degree that gives you a broad range of knowledge that will fit into virtually any industry, says Zimenoff. But she warns that although this degree will remain a good, practical choice in the future, graduates will have to distinguish themselves from others with the same degree.

Why It'll Be Hot in 2014 and Beyond: "Although it may be in demand, new graduates with a business degree may struggle if they don't have a specialty or experience in a certain direction," says Zimenoff. "With their degree of breadth in business knowledge, they will need to be able to pull the pieces together and demonstrate their relevance in a specific position or industry."

She says getting work experience while in school is key, because that's what employers want - the core business and management skills this degree offers coupled with practical skills in areas like marketing, human resources, and even leadership. "Fortunately, most business programs push internships hard, and students with these experiences will find their job

search [to be] much shorter," she says.

NEXT STEP: Click to Find the Right Business Administration Program.

Typical Courses: Choose a business major, and the College Board says you'll likely take these courses: accounting, human resources management, operations management, and financial management.

Potential Careers: Personal Financial Advisor. These professionals help individuals with financial decisions regarding taxes, investments, and insurance, says the U.S. Department of Labor. A bachelor's degree is needed for most of these positions, and while no specific major is required, a degree in business, finance, economics, accounting, mathematics, or law is good preparation for this career. The Department of Labor also notes that this occupation is expected to grow by 32 percent from 2010 to 2020.

** Projected job growth rates from the U.S. Department of Labor's Occupational Outlook Handbook, 2012-13 edition.*

Next Article: Four Foolish Majors To Avoid »

| Select an Area of Study to Find a Degree Program that's Right for You! | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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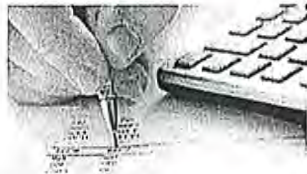


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Accountant

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| Financial Analyst |
| Financial Manager |
| HR Specialist |
| Insurance Agent |
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| Market Research Analyst |
| Meeting, Convention and Event Planner |
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Overall Score ☆☆☆☆
(6.6 out of 10)
 Number of Jobs 166,700
 Median Salary \$63,550
 Unemployment Rate 4.2 percent

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When you're in search of an accountant, Doug Wilson of Showtime's series "Weeds" is everything you're not looking for. Contrary to the stereotype of the boring and antisocial accountant, Wilson is a money-laundering stoner. The accountant you want preparing your financial records and handling your taxes has a passion for numbers, is organized and detail-oriented and possesses a high degree of integrity. Aside from tax preparation for individuals, public accountants also perform auditing, prepare taxes and provide consulting for corporations, nonprofits and governments. Internal accountants create processes to find and eliminate waste and fraud. Management accountants record and analyze financial information. Government accountants – at the federal, state or local level – maintain records of government agencies and audit private businesses or individuals whose activities fall under government regulation or taxation. "The advance of technology has taken a lot of the executing of tasks ... out of the hands of accountants and into the hands of machines. That has made accountants fit more into the role of trusted business advisors," says Chris Ekimoff, manager of investigations and forensics for the internal audit department at Hilton Worldwide.

This Job is Ranked in
 Best Business Jobs #3
 The 100 Best Jobs #39

The Bureau of Labor Statistics projects 13.1 percent growth for accountants between 2012 and 2022, about as fast as average for all professions. An additional 166,700 accounting and auditing jobs will need to be filled during that time period. This position ranks high at No. 3 on our Best Business Jobs list.

Salary

According to the BLS, the median annual salary for an accountant was \$63,550 in 2012, or \$30.55 per hour. The best-paid 10 percent earned roughly \$111,510, while the lowest-paid made approximately \$39,930. The best-compensated in the field work within the federal executive branch and for securities and commodity exchanges, and the highest-paid accountants work in the metropolitan areas of New York City, Ocean City, N.J., and Newark, N.J.

Salary Range
 75th Percentile \$84,220

[All Rankings Lists »](#)

Salary Range

| | |
|-----------------|----------|
| Median | \$63,550 |
| 25th Percentile | \$49,540 |

- [See Full Salary Data](#)
- [See Accountant Jobs Near You](#)

Training

Accountants need at least a bachelor's degree in accounting or a related field, and may choose to obtain certification, like Certified Public Accountant. "The main focus after graduating from college is getting your Certified Public Accountant license. Those three letters [CPA] really make your career," Ekimoff says. "They will identify you in the marketplace, in the business world and in your career path as a professional willing to hold yourself to a higher standard and operate under a set of guidelines and principles that really set you apart." To get the certification, you'll have to take a uniform exam set by the American Institute of Certified Public Accountants. The Institute of Management Accountants also offers a certification, Certified Management Accountant, which requires a bachelor's degree, two years of work in management accounting and passing an exam. Some employers prefer candidates with a master's degree in accounting or business administration.

- [Find Accountant Online Degree Programs](#)

Reviews & Advice

Accounting firms, businesses and industry groups often filter job applicants by evaluating their résumés, according to Ekimoff. "Firms will rank résumés based on [grade point average], leadership positions and personal initiative. After selecting their favorite candidates, the first interview is usually focused on technical ability [and] what kind of ways you frame your thinking and business focus," Ekimoff says. If you get called in for an interview, Ekimoff recommends showcasing a positive attitude and your long-term career goals. "Each firm wants to hire candidates that have a long-term focus on working for their firm and developing into managers and partners in the accounting profession down the road," he says. He adds that entry-level hires may struggle with the requirements of the job, but attitude is everything. "One of the most important things to bring to the table as a first year and young CPA is a positive attitude. The technical knowledge, the specialization, the industry focus – all of those buzzwords really play second fiddle to being able to walk into a meeting, into a room and on to a new project team, and be ready to help in any way possible," Ekimoff says.

Job Satisfaction

| | |
|-----------------|---------------|
| Upward Mobility | High |
| Stress Level | Average |
| Flexibility | Above Average |

- [Advice From Real Accountants](#)

How much do accountants make in your city?

JOURNAL OF ACCOUNTANCY

PROFESSIONAL ISSUES

Salaries, demand on the rise for U.S. accounting professionals

BY NEIL AMATO
OCTOBER 11, 2013

Starting salaries for finance professionals in the United States continue to show signs of growth, and hiring demand for recent college graduates is on the rise. Meanwhile, the CPA designation is employers' most sought-after credential, according to a new guide on salaries.

Average starting salaries for jobs in corporate accounting are expected to rise between 2.9% and 4.5%, depending on the specific role and the size of the company, according to the Robert Half 2014 Salary Guide for accounting and finance.

"Financial, business and business systems analysts are all in strong demand, even more so than in recent years," the report said. "Firms are relying on these professionals for guidance as they seek to upgrade and expand their operations. The market for entry-level accounting professionals also has strengthened. Degreed candidates, even those in the earliest stages of their careers, are sought in public accounting and private industry."

Last year's salary survey showed annual growth of between 2.7% and 4.5% for starting salaries in corporate accounting in the United States.

The report says that accounting and finance professionals' role is continuing to expand into a decision-making and business-partnering role. Finance teams also are relied on to analyze and provide the story behind large amounts of data companies now collect.

"Financial professionals are using the information to provide strategic recommendations throughout the organization, from identifying ways to manage costs and grow profits to assisting with human resources and operations decisions," the report said.

Nontechnical skills such as verbal and written communication and business acumen are now considered indispensable parts of the finance role, the report said.

Other valued credentials mentioned in the report include the Chartered Global Management Accountant, the designation which was created by the AICPA and Chartered Institute of Management Accountants.

The report says that public accounting firms are focusing on recruiting. Big Four firms, the report said, are "increasingly targeting top students in their sophomore year, having found the most promising candidates commonly have accepted job offers by their junior year."

Signing bonuses and meaningful raises are becoming the norm as firms try to retain their top talent. Starting salaries in public accounting are expected to rise between 2.6% and 3.3%.

Programs: What programs are offered?

Fields of Study Offered Online

Of schools who offer at least one fully online program, health-related professions and business dominate the undergraduate level, with most other fields barely reaching one-third. At the graduate level, education dominates, followed by health and business.

More AASCU institutions than CIC member institutions offer online programs in all disciplines, but business is the exception. Compared to other disciplines, business is by far the most common field of study desired by students for both undergraduate and graduate programs. Thirty-six percent of undergraduates enrolled in fully online programs study business and related fields, while 39 percent of graduate students do so. To place this in context, for both undergraduate and graduate field of study, business has more than double the amount of students than the the second most common fields (health-related professions and information technology, respectively). (Aslanian and Clinefelter, 2013)

| <i>Field of Study</i> | Undergraduate | Graduate | Not Online at Either Level |
|------------------------------------|----------------------|-----------------|---------------------------------------|
| Health-related professions | 67% | 56% | 38% |
| Business | 56 | 49 | 45 |
| Liberal arts/humanities | 41 | 13 | 71 |
| Social sciences | 33 | 20 | 70 |
| Criminal justice/paralegal studies | 32 | 25 | 71 |
| Computer science | 20 | 15 | 81 |
| Education | 20 | 72 | 43 |
| STEM | 19 | 23 | 81 |
| Psychology/counseling | 17 | 12 | 84 |

For comparison, the following table breaks down the ranking of majors taken by fully online college students, as reported in the most recent Online College Students study. (Aslanian and Clinefelter, 2013)

| Top 15 Degree Programs | Undergraduate | Graduate |
|---|----------------------|-----------------|
| Business Administration/Management | 1 | 1 |
| Accounting | 2 | 3 |
| Information Technology | 3 | 2 |
| Criminal Justice/Law Enforcement | 4 | --- |
| Business: Finance | 5 | 4 |
| Psychology: General | 6 | 13 |
| Graphic Design | 7 | --- |
| Healthcare Administration | 7 | 6 |
| Nursing | 9 | 9 |
| Computer Science | 10 | 10 |
| Education: Early Childhood Education | 11 | --- |
| Medical Coding/Billing/Administration | 11 | --- |
| Computer and Information Systems Security | 13 | --- |
| Law/Paralegal Studies | 14 | --- |
| Human Resources | 15 | 10 |
| Business Information Systems | --- | 10 |
| Education: Leadership and Administration | --- | 7 |
| Education: Other | --- | 5 |
| Psychology: Clinical | --- | 14 |
| Theology/Religious Studies | --- | 7 |
| Social Work | --- | 14 |
| Business: International | --- | 14 |

Source: *Online College Students 2013*

Appendix Fourteen
Library Resource Data

| Library Orientations by Semester and Subject Code--Carson Campus | | | | | | |
|---|-----------|-------------|-----------|-------------|-----------|-------------|
| | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 |
| BUS | 1 | 0 | 0 | 1 | 3 | 2 |
| MGT | 2 | 2 | 0 | 0 | 2 | 1 |
| MKT | 0 | 1 | 0 | 0 | 0 | 0 |
| Total | 3 | 3 | 0 | 1 | 5 | 3 |

| Database Usage by Fiscal Year and Database | | | | |
|---|---------------------------|----------|----------|-----------------|
| | | Sessions | Searches | Total Full-Text |
| Business Source Elite | 2010 | 262 | 1095 | 327 |
| | 2011 | 495 | 1500 | 635 |
| | 2012 | 622 | 1606 | 317 |
| | 2013 | 380 | 1177 | 279 |
| Jul 1, 2013-Mar. 31, 2014 | 2014 | 375 | 1222 | 1124 |
| MarketLine Company Profiles | 2010 | | | |
| | 2011 | | | |
| | 2012 | | | |
| | 2013 | 296 | 971 | 0 |
| | Jul 1, 2013-Mar. 31, 2014 | 2014 | 287 | 1048 |

| Collection Data | | | |
|-------------------------------------|-----------------|-----------------|-------------------|
| SUBJECT AREA | CARSON QUANTITY | FALLON QUANTITY | BOTH OWN QUANTITY |
| HB- Economic theory. Demography | 97 | 25 | 15 |
| HC- Economic history and conditions | 139 | 45 | 18 |
| HD- Industries. Land use. Labor | 421 | 168 | 54 |
| HF- Commerce | 340 | 69 | 19 |
| HG- Finance | 90 | 36 | 11 |
| HJ- Public finance | 31 | 5 | 0 |
| TOTALS | 1118 | 348 | 117 |

| Fallon ASC Business Tutoring/Student Usage | | |
|---|----------------------------------|---------------------------------|
| Semester | Touring Hours Available Per Week | Semester Hours of Student Usage |
| Spring '12 | 38 | 92 |
| Fall '12 | 54.5 | 103.2 |
| Spring '13 | 29.8 | 40.1 |
| Fall '13 | 32 | 114 |
| Spring '14 | 35 | 33.4* |

*used to date
(3/31/2014)

Western Nevada College
Program Assessment and Review - Business
May 1, 2014, 10:00 a.m.
Minutes

Attendees:

Sherry Black
Kevin Edwards
Cathy Fulkerson
Emily Howarth
Richard Kloes
Michael Salogga, BRIC Manager
Richard Stewart
Danna Sturm
Bob Whitcomb
Bob Wynegar

Introduction:

The meeting began with a description of the AAS program. Once concern during the introduction included the fact that the program offers classes that do not transfer to four year institutions in Nevada.

Discussion:

A discussion ensued regarding the need for transfer classes. Kevin Edwards stated that many students are taking courses for professional development and advancement and the students may not be retained. Richard Kloes stated that many of the business students are taking courses specifically for promotional opportunities and the transfer component is irrelevant. However, Miahcel Salogga replied this method of education fits more in line with workforce development rather than degree seeking students. The group discussed the need to keep the AAS degree as is and to create a transfer degree with a business core that leads into an AA degree that is transferrable. The business faculty requested information from Institutional Research in order to best make a decision regarding the direction the program should move.

Recommendations:

Recommendations included an additional full-time faculty member on the Carson campus pursuant to funding. Additionally, program faculty recommend a completely online business degree. Establishing monitoring guidelines for adjunct faculty will assist in ensuring the program is consistent and promoting student success. A part-time faculty evaluation schedule should be developed and implemented.

Student Interviews:

Fallon 1 Bookkeeping Grad

1. Question number one was skipped for this student due to the lack of outcomes for bookkeeping.
2. Yes
3. Yes
4. I believe so, yes.
5. Richard Kloes advised me to take the certified bookkeeper course because it looks good on a resume and knew what I was looking for. That has helped extremely.
6. There are no negatives.
7. Honestly, every person that is signing up for this should be asked if they want to become a certified bookkeeper because it doesn't transfer. Although it is an asset to have.
8. No
9. Can you tell us what your educational goals are and why you chose WNC?
 - a. Ultimately I want to get a masters in forensic accounting. I needed a structure to go back to school and because I live in Fallon.
 - b. If there are online opportunities that are your favorite choice did you take a course that delivered with success? Yes, I have taken many courses and being a parent I didn't have time to travel. The courses were structured and that helped a lot and now I can take a lot of online courses.

Fallon 2 Current Student in Management

1. I think it is doing really well. I just graduated in 2013. I did do future leaders in high school. When I saw the program here I really impressed with the program. I would give it a 10. I enjoy the professionalism and I have learned a lot.
2. I do think everything is up to date. If I do, people help me. Technology is not my strongest point but I think it is up to date.
3. Yes. The book was new when I got it. It was up to date and it made sense to me.
4. I have never had any problems and always given help. I think business is a program is one that students should join. I enjoy it and it is something I like to do. The instructors are great and it is not a classroom of 60 or 70 people. Yes equal access.
5. When I started last semester, it was my first time going to college. I slacked the first semester so I didn't do very well. The teachers were great in that they helped me out. Everything was good. The business program really opened the career gates for my future.
6. I wish there was more time with the instructor.
7. I think, in a way, getting the word out is very important because there are very few people that go for a degree. I didn't think there were that many until I joined.
8. I think it is just getting the word out. I had a ton of help. Let kids know it is not as scary as you think.
9. Did you go to HS in Fallon? Yes
 - a. Was there any outreach to the HS for WNC? I knew about it because of future leaders of American and my teacher let us know about it. He said even if you

don't have the money to attend WNC it is a great program. People get focused on a university but you get the same amount of instruction, credits, and difficulty in the courses.

- b. What is your experience with online classes, did they meet your expectations, were you successful? In my program all classes have been in person with some web. I did take an online class in high school. I have had friends that take online classes. I prefer person to person classes. I prefer someone to push me rather than to procrastinate online. Are you open to check them out? I am open to it because I need the credits.

Carson 1 Graduate Accounting

1. I was upset because some of the courses I completed previously were expired by the time I came back to finish my degree. I think the program is close to completing the goal. I would give it an 8 or 9.
2. Yes, a lot of the stuff, I look at the software and WNC and at the state we are 7 years behind. I have to look at how to go backwards.
3. Materials are up to date. Many of the books were new.
4. Most everything, I didn't need financial aid, but as far as registration just don't slack off. The web class access I wish it had more equal to what the college has. It is hard to plan going into the fall term when my schedule changes every January. I would appreciate more web classes. I could never get in to see a counselor on campus.
 - a. Was that because of work schedule? No, when you stop in there is already a long list.
5. There have been some positives, from the teachers themselves. Macro and micro accounting teacher was phenomenal and always fair, had advised students well. Prof. Huey, he made them great and I looked forward to them. Richard Kloes, the online teacher, was great. Any time I emailed him he would email me back right away.
6. No negative impact. Well, after they told me to take extra classes was the only negative impact.
7. I wonder about some of the classes that don't pertain to the degree.
8. More counselors. I think that is the most underserved place in the school.
9. I would like to see more of a range of online classes. The only other suggestion I have is to offer the classes people need to graduate. The only thing I didn't like was a \$200 loose leafed text you cannot return it. It was a huge cost of text books.
 - a. Many of my coworkers come to WNC to take classes. Although, a degree is not necessarily needed for correctional workers.

Carson 2 Graduate Accounting

1. It took me a long time to complete. My first year was in 1987. To be honest the description in the catalog is good because you have a choice of what class you can take to meet the outcomes.
2. I would rate the program a 9.
3. Yes. I just had a Quickbooks class here for work with an instructor who used the lab and the teacher and computers were great.

4. Yes. cost and the fact that there are a lot of times that you can buy one text for two parts, but you get to part two and they have changed additions.
5. Counselors are impossible to get into. I was supposed to see my counselor before graduating to ensure I was on track and I couldn't get people to answer the phone or anyone to call me back. The administration and financial aid were great. Just counseling was difficult to get a hold of. My solution was not to go and I used the online degree progress report and it told me what I have accomplished and pick through the recommended choices.
6. Management 201 was the best class ever. It teaches you about human relations and how to communicate and manage with fellow workers. That was one of the best classes I have ever taken. I took it and applied it to my job now. The one class I didn't understand why I had to take it was Business Law 1. It ended up being my favorite most useful classes too. I never had a problem or a negative experience. It was frustrating that when the economy was bad that enrollment numbers went up and people went for financial aid. I never had a problem to get into the classes I needed. Then all of the sudden as soon as I could start enrolling I would because the classes would fill up with both face to face and online classes.
7. I think you should make Bus law 2 class a requirement and take out the biology for non-science majors. The certified bookkeeper course I took as well and I don't know if I would say to the account majors to take this. I had a goal to graduate and because it was six credits I took it. However, I would think that I would push people to the higher level courses than the certified bookkeeper. You still have to do the two years of work experience and then sit for the exam. The instructor was very helpful and would guide you on the test requirements. This is for the national certified bookkeeper. The state does not recognize the AAS.
8. I don't understand why we had to take science and math. I would suggest more counselors. Cheaper textbooks through the bookstore.
9. I loved online courses, but I took principles of micro and macro online I hope it has changed and the content was horrible. The teacher was fine it was the actual material. Fall 2010 was micro and spring of 2010 was macro. Did meet my expectations, but open to online overall. It is great with being a single mom, etc, online worked great for me. You were required to form a post with a response with a certain number of words and I didn't understand why we needed to do that since we were not in English.

Conclusion:

The students were very interested in giving feedback. The college needs to collect more data/information and provide it to the Business faculty so that they can plan for the future.

Business Faculty would like to learn about the degree audit. Learning how to use it and how to assist students would assist them in doing a better job with advising. Faculty would like access to this tool.

Kevin Edwards will submit the internal and external review report which is due in 30 days. Additionally, there is a 5 year assessment plan due in September 2014 as well as an action plan. The annual assessment for this program is due at the end of the spring semester.

• Program strengths and weaknesses

The Western Nevada College Business Program has several strengths. Full time faculty have a reputation amongst the student body for their dedication to and support of students, and this is quite commendable.

There is a fresh interest in revitalizing the program components and direction, and the Program Review process has demonstrated progress already through course deactivations and new recommendations for degree requirements, pre-requisites and course sequencing. Common wording and presentation across published information and materials is also an important point of strength for the program, and that has been updated as part of the review.

Additionally, the development of a common core of classes offers a solid foundation for students in the Business Program, regardless of emphasis, and this represents a significant strength. This stabilizes a built-in cohort of students who will find themselves in class with other Business majors, and presents an opportunity for WNC to nurture those relationships to support student success.

There are a few weakness in the Business Program, and the thorough Program Review has allowed many of them to be addressed or to have solutions proposed. The inability to track which students have taken the Certified Bookkeeper exam represents a common problem across several CTE fields of study, and one to which some attention must be given.

Similarly, it is also difficult to track students who take WNC Business courses for career enhancement or job/pay upgrades. Institutional research is reportedly assisting by collecting some survey data from students.

Lack of a fully online degree path is a weakness that is recognized, and the resolution of this must be a priority for WNC and the Business faculty. Yes, many students enjoy seat time and face-to-face classes but as part of any successful business model these days, we must ensure our graduates are comfortable with technology for web conferences, remote sales and to work with vendors, branches and customers with whom they may never meet in person.

• Strategies for improvement

In our current structure at WNC, we have 3 full-time Business faculty members who must share the responsibilities of leading the program. Many of our programs at WNC now are staffed at low and no-grow levels, and so we have to do the best we can with what we have to work with. The Business Program faculty seem to understand this, and that should continue to transmit a positive message to students. Under the advice from local Advisory Boards, the input of the Business faculty to the Academic Director for scheduling, staffing, course development, etc. should remain a primary driver for additions and changes.

The Business Program instructional faculty should continue to review scheduling and course sequencing each semester, perhaps by holding a meeting amongst Business instructors so that everyone is aware of proposed courses, changes, and scheduling conflicts. Although it is difficult to add one more meeting to an instructor's calendar, (especially an adjunct who may have limited availability), this would get the conversations going in a positive and aligned direction before they are turned in to the Academic Director.

It will be crucial to check the printed and published materials each year, before mid-Spring (to meet catalog change deadlines) for updates, changes and re-wording to keep the Business Program accurate and clean. Full time faculty should look at this together, taking into consideration changes to WNC Strategic Plans and other directional guidance from the Academic Director and the college.

Business faculty could use common Business Core classes as a funnel point to share information and news with Business students, regardless of emphasis. Announcements of fieldtrips, internship opportunities, job openings, study groups, club meetings, upcoming presentations, scheduling updates, etc. will build up the connections that students feel to and experience from the program. Students not currently declared into the Business program may have their interest piqued as well, which could present an opportunity to an undecided degree seeker. Instructors could trade time in each other's classrooms to talk about current events or happenings in the business world

To follow up on the difficulties tracking student goal accomplishment and certification success, I'd like to suggest that the great Business minds that make up our faculty might find some new and innovative ways to get this data. Perhaps a student project to collect customer and target market info – which could then be tested and used to gather student data (they are, after all, our customers)?

• **Evaluation of the internal or external review process/site visit/self-study document**

It was terrific to be invited to be a part of the Business Program Review process, and I learned a great deal about the structure, history and future of the degree and certificate plans. I found the self-study report and the documents provided quite suitable to allow me to prepare questions that were answered during the site visit day.

Both the Program Assessment and Review Committee Chair and the Business Program Review Team were helpful and supportive in terms of indicating my roles and responsibilities as the Internal Reviewer.

I appreciate the opportunity to assist my colleagues as they move forward with one of the most popular and relative programs at WNC.