Academic Department Review

Academic Years: 2020-2025

Department: Business

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Submission Date: August 5, 2025

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Process of Department Review at Luna Community College

Purpose

Department review at Luna Community College (LCC) offers each academic department a structured process to reflect on its strengths, to address areas for improvement, and to advance strategic goals by examining its programs of study. At LCC, a department is the larger academic area, like STEM or Allied Health and Public Service, that includes all faculty and resources available. A program of study is a specific course of study within that department that leads to a degree or certificate, such as Computer Science (Associate Applied Science) or Dental Assisting (Certificate). Departments can offer one or several programs, depending on their focus. Aligned with LCC's strategic priorities, the department review process supports academic excellence by enabling each department to evaluate its effectiveness across programs, to plan for the future, and to demonstrate accountability. The process also fosters meaningful discussion and engagement around departmental activities and outcomes, helping to organize information in a way that is clear, accessible, and useful for decision-making.

The objectives for department review are:

1. Guide the future direction and priorities for program offerings at Luna Community College.
2. Assure institutional quality to students, faculty, parents, alumni, and other stakeholders.
3. Identify areas for improvement and expansion.
4. Encourage goal setting within academic programs and engagement activities.
5. Identify the most effective generation and usage of existing resources.
6. Fulfill standards for comprehensive institutional accreditation.

The following sections are included to provide a comprehensive review of each department:

I. Department Strategy and Direction
This section provides a high-level overview of the department's mission, goals, emerging trends, peer comparisons, and strategic challenges.

II. Student Success and Academic Quality
This section evaluates the quality of student academic experiences, including enrollment trends, learning outcomes, faculty support, and student achievement.

III. Academic Production and Workforce Training

This section examines the department's productivity in preparing students for transfer, employment, and scholarly or creative contribution, including interdisciplinary collaboration and field relevance.

IV. Human, Physical, and Financial Resources
This section assesses the department's capacity to sustain and enhance its programs through staffing, funding, facilities, and external engagement.

V. Report Summary
This final section provides a concise, narrative reflection on the department's performance, key actions taken, and future plans.

Instructions

The review and subsequent reporting addresses five major areas: (1) department strategy and direction; (2) student success and academic quality; (3) academic production and workforce training; (4) human, physical, and financial resources; and (5) a concluding summary of performance and future plans. This report is prepared by academic directors and should be reflective, evidence-informed, and helpful to each department, those included in their programs, and the institution more broadly.

While departments are encouraged to respond to the included prompts, the report does not need to follow a strict question-and-answer format. Alternative organizational approaches are welcome if they better serve the department's purpose. Charts, graphs, and tables should be included when they enhance the clarity and impact of the narrative. Logical page breaks should be used for clarity and the Table of Contents should reflect updates.

Common data sets for departments

Data will be provided to departments after program completion information is available; this takes place each May. Because graduation data is not reported until mid-June, that information is not included in the common data set. Academic directors should also rely on their programs' graduation/completion records for this data set. To assist with compiling this report, the following data has been provided to each academic department:

- Common data set from the LCC ERP/SIS Administrator and/or Registrar
- Course Learning Outcome and Assessment (CLOA) data provided by the LCC Assessment Committee - these are informed in part by course evaluations provided by the LCC Distance Learning Coordinator.

Submission Timelines

Reports will be compiled during the last two weeks of May each year, with the final report due to the Vice President of Instruction and Student Services prior to

May 30 every 3 years. Annually, departments will be expected to complete interim reporting based on reflection of progress toward goals to assist in comprehensive reporting (template is provided). This timeline and current reporting method will be refined as needed to ensure the most effective department and programmatic review process.

I. Department Strategy and Direction

Purpose: This section provides a comprehensive overview of the department's purpose and direction, including its mission, vision, strategic goals, and major challenges. It invites departments to reflect on how their work aligns with Luna Community College's broader priorities and community needs. Additionally, this section encourages analysis of emerging trends in the discipline, opportunities for innovation, and comparisons with peer institutions to identify areas of strength and improvement.

A. Mission and Vision

Summarize the department's mission and vision, explaining how they support student success and align with institutional goals.

- The mission of the Luna Community College School of Business is to enlighten, inspire, and empower future business leaders.

- The department's vision is to create a learning environment that promotes understanding, preparation, and excellence to build a better world. In carrying out this vision, the LCC School of Business is guided by the following core values:

  Core Values

  Respect & Integrity

  Accessible Instruction

  Innovative Education

  Leadership Opportunities

  Community Engagement

- This mission and vision support student success, community needs, and the college's strategic priorities by connecting the practical outcomes of student achievement, responsiveness to community needs, and the strategic direction of a thriving college.

- Describe how the mission/vision has evolved or how it is communicated within the department.

The department mission and vision statement were revised prior to the beginning of our accreditation self-study year in 2022. We felt the previous mission and vision were lacking the preparation element and the connection to the world. Business is the backbone of everything in our society, so we felt it was important to make sure our mission and vision statements connected Luna Community College and the world.

B. Goals and Assessment

List the department's key goals and explain how progress is measured, tracked, and used to support program improvement. When discussing goals and assessment, it is to be understood that the department goals cover both the Teacher Education and Early Childhood Education programs.

The department has established the following strategic goals:

Goal 1: Enhance Student Preparedness and Leadership Capacity
Goal: Increase the number of School of Business graduates who are demonstrably prepared for and capable of taking on leadership roles.

Goal 2: Innovation and Accessibility in Business Education
Goal: Deliver high-quality, accessible, and cutting-edge online business education that consistently meets evolving industry demands.

Goal 3: Strengthen Community Impact through Engaged Learning
Goal: Increase the School of Business's engagement with the local community to provide practical learning opportunities and contribute to Workforce development in the area.

For each goal, we assess progress using the following measures (qualitative and/or quantitative):

- **Goal 1: Enhance Student Preparedness and Leadership Capacity**
    - **Graduation Rate Tracking:** Establish a baseline graduation rate for the School of Business for the starting cohort (e.g., Fall 2025 cohort for the 3-year rate to be measured by Fall 2028). Continuously monitor the graduation rate of subsequent cohorts against this baseline to track the increase.

        - **Post-Graduation Outcomes Survey/Tracking:** After graduation for each cohort, administer a comprehensive survey to all graduates to ascertain their employment status (in a business-related field, including self-employment) or transfer status to a four-year business program. This requires data collection mechanisms, possibly integrating with career services or alumni relations.
        - **Alumni Survey:** Design a survey for graduates (e.g., 12-18 months post-graduation) asking them to self-assess their preparedness for business roles, their confidence in leadership situations, and how well their LCC education contributed to these competencies. Use a Likert scale for various attributes (e.g., problem-solving, team management, ethical decision-making, initiative).

- **Goal 2: Drive Innovation and Accessibility in Business Education**
    - **Biennial Curriculum Audit:** Conduct a systematic review every two years of all core and major elective business courses. For each course, identify and document specific instances of:
        - Integration of new, industry-relevant technologies
        - Implementation of innovative pedagogical approaches (e.g., project-based learning, business simulations, interdisciplinary case studies, flipped classroom models).
    - **Faculty Professional Development Tracking:** Monitor and quantify faculty participation in professional development workshops, conferences, and certifications related to new business technologies, emerging industry trends, and innovative teaching methods.
    - **Enhanced Course Evaluations:** Include specific questions in student course evaluations that directly address the quality of the online learning environment, the perceived level of innovation in instruction, and the accessibility of course materials and activities. Use a rating scale (e.g., 1-5). Track average scores annually across all online business courses.
    - **Advisory Board Endorsement of Curriculum Relevance:** Annually seek input from the Advisory Board confirming that the curriculum is "cutting-edge" and adequately prepares

students for "current and emerging industry demands." Document specific feedback and recommendations.

- **Goal 3: Strengthen Community Impact through Engaged Learning**
  - **Partnership Log:** Create and maintain a centralized log or database to track all formal partnerships established by the School of Business. For each entry, include the name of the business/organization, the date the formal partnership agreement was established, and the nature of the partnership (e.g., internship agreement, MOU for service-learning, consulting project framework).
  - **Student Surveys on Learning Impact:** Administer a post-engagement survey to participating students, asking them to rate the value of the experience in terms of skill development, career clarity, and understanding of industry demands.
  - **Advisory Board Review:** Present a summary of student engagements and partner feedback to the School of Business's Advisory Board annually. Engage the board in a discussion about how these activities are contributing to local workforce development and solicit their suggestions for future partnership opportunities that address unmet needs.

- Our department uses assessment results to inform:
  - Program or curriculum changes by:
    - Adding or expanding course content in areas that have been identified with significant weakness
    - Redesigning existing courses to include more connection between theoretical concepts and practical application.
    - Updating content to align with current best practices in the field
    - Revising rubrics to ensure the assessment is clear, measurable, and aligned with learning outcomes.
    - Addressing teaching strategies that scaffold learning outcomes to gradually increase in complexity and expectation.
  - Resource requests by:
    - **Staffing requests**- utilizing assessment results can reveal a need for additional faculty to support learning

or hire faculty who have specific expertise in needed areas.
    - **Technology and Equipment Requests**- assessment results can highlight a need for equipment necessary in providing students with experiential learning opportunities.
    - **Professional Development Requests**- assessment results can illuminate gaps in training and experience where professional development could be used to learn new skills or trends in education.
    - **Facility and Space Requests**- assessment results might make the department director aware that a different facility or space is necessary to improve the quality of experiential learning to elevate student competency.
  - Strategic planning decisions by:
    Assessment data, both qualitative and quantitative, provides a clear picture of what's working exceptionally well and where we need to focus our efforts in the following areas:
    - Identifying Program Strengths and Areas for Improvement
    - Guiding Curriculum Development and Revision
    - Informing Resource Allocation and Justifying Investments
    - Ensuring Alignment with External Standards and Community Needs

C. *Emerging Opportunities*

Identify major trends or opportunities in the field that affect your department and describe how you are responding or planning to respond.

- **Notable trends or changes in the field include**: Businesses across all sectors are undergoing rapid digital transformation, heavily integrating cloud computing, e-commerce, digital marketing, and increasingly, Artificial Intelligence (AI) and automation into their operations. This demands a workforce that is digitally literate, adaptable, and understands how to leverage these technologies.
- **Leveraging AI for Personalized Learning:** Updating core business courses to include practical applications of AI (e.g., using generative AI for marketing content creation, basic AI for customer service automation simulations).
- **Faculty Professional Development:** Providing ongoing training and workshops for faculty on emerging digital tools, AI applications in

various business functions, and effective methods for integrating these into the curriculum.
Businesses are collecting vast amounts of data, and the ability to interpret, analyze, and apply this data for strategic decision-making is now a fundamental skill across all roles, from marketing to finance to operations.

- **Integrate Data Literacy:** Infusing foundational data literacy components into existing core business courses. This includes teaching students how to understand business dashboards, interpret basic statistical analysis in financial reports or marketing campaigns, and use spreadsheets effectively for data organization and visualization.
- **Case Study-Driven Learning:** Utilizing real or simulated business case studies and projects that require students to analyze data, draw conclusions, and propose data-backed recommendations, fostering critical thinking and analytical skills.
- **Interdisciplinary Collaboration:** Exploring opportunities to collaborate with the Math or Computer Science departments at LCC to ensure business students have access to strong foundational quantitative skills development.
The shift towards flexible work arrangements (remote and hybrid models) necessitates a workforce equipped with strong communication, collaboration, digital literacy, and self-management skills. Adaptability, emotional intelligence, and critical thinking are paramount for success in these evolving environments.
- **Develop Core Competencies:** Integrating active learning strategies that specifically foster critical thinking, problem-solving, effective virtual communication, and team collaboration skills throughout the curriculum, often through project-based learning.
- **Professional Development:** Offering workshops or embedding content on the areas listed above, particularly the emerging use of integrated AI and how instructors can use it to enhance their teaching, how students can ethically use it, and how businesses will integrate it into their business model.

These trends may create opportunities for:

  - **Opportunity for Specialized Credentials:** The rapid adoption of AI, cloud computing, and advanced digital tools creates an

opportunity to develop highly specialized, short-term certificates or micro-credentials in areas like E-commerce Management, or Basic AI for Business Operations. These micro-credentials can quickly upskill existing professionals or provide new entry points for students into high-demand roles.
    - **Develop Cross-Disciplinary Programs:** This trend provides an excellent opportunity for collaboration with other LCC departments like IT, Math, or Computer Science to create interdisciplinary certification programs.
    - **Lead in Remote/Hybrid Work Preparation:** Given the prevalence of remote and hybrid work models, LCC can specifically prepare students for these environments by integrating virtual collaboration tools, and professional development around virtual communication etiquette.
    - **Enhance Graduate Uniqueness:** In a world where everything is automated or computer-generated, LCC has a unique opportunity to focus on soft skills like critical thinking, creativity, emotional intelligence, and complex problem-solving. This would help LCC School of Business graduates be uniquely adaptable and resilient in future work environments.

- The department is exploring or implementing the following strategies in response:
    - The department is currently in the beginning phases of exploring new certificates and evaluating industry-need in Hospital Business Administration, and will explore the Basic AI for Business Operations with collaboration from IT.

D. Benchmark Peers

Compare your department with similar programs at peer institutions and reflect on areas of strength and growth. Peer comparisons should be based on factors relevant to your department's context—such as size, mission, student demographics, region, or delivery format. Identify 2–3 peer programs you consider aligned and briefly explain your selection criteria. Use these comparisons to highlight strengths, areas for improvement, and what makes your program distinctive.

- Peer institutions or programs used for comparison include:

  Mesalands Community College – offers Business Administration and Business Office Technology

- Northern New Mexico College -offers Business Administration, Office Administration, Project Management Certificate, Microsoft Office Suite Certificate, Administrative Assistant Certificate, Bookkeeping Certificate, Entrepreneurship Certificate, Hospitality, Tourism, and Restaurant Management Certificate.

- Compared to peers, our department is accredited through ACBSP. Northern NM College is also accredited through ACBSP, but Mesalands is not. Being accredited is an outward demonstration of the quality and rigor that is required within our program.

- Areas where we are working to improve based on peers:
    - We could diversify our programs to increase enrollment. Right now the Accounting program has two students in the class, yet there is a demand for bookkeepers in Las Vegas.

- Our changes over time (growth, decline, etc.) and possible causes for what was observed at LCC with regard to peers:
    - I cannot speak to the growth and decline of the peer schools; that was data I could not find, but it appears that NNMC School of Business is thriving. Our department has stayed stagnant for the last 4 years. This stagnation is possibly due to a couple factors. One, students now have access to the Opportunity Scholarship which means they are able to choose any institution in the state to attend college. Some student may be choosing to attend university over LCC. The next factor affecting decline in the School of Business occurred in 2022 when administration combined the Education Department and the School of Business. The Education Department with its two-classroom preschool lab school is very time-intensive. To alleviate some of the demand from the Director of the Education Department and Preschool, the college created a preschool manager position, but with the expansion of the preschool, there is still a lot of time demand on the Director.

E. *Key Challenges*

Identify significant internal or external challenges, how the department is addressing them, and what support is needed to overcome them.

- Major internal or external challenges include:

- The major challenges affecting the School of Business is the lack of time the Director has to be solely dedicated to growing and developing the School of Business. There is tremendous opportunity for growth, but the department really needs to have a full-time faculty who is on campus and hire at least one additional full-time faculty (remote or on site) for recruiting purposes, in-person classes, and other tasks. Data from the 2020 program review shows there were 73 students enrolled in the School of Business in 2019 and 69 students in 2020 compared to the 53 from Spring 2025.

- Current department strengths that help address these challenges:
    - Qualified faculty who are autonomous in their ability to plan and prepare their courses.
    - Lead faculty who takes on some administrative duties.
    - Office Administrator who is organized and efficient
    - Department plan to increase recruiting efforts and to establish partnerships with local businesses

- Actions taken so far:
    - Spring 2023- Articulation Agreements with UNM and Northern New Mexico College for General Business AA
    - Fall 2023- Advisory Board reestablished
    - Fall 2024- Accreditation Reaffirmed with ACBSP

- Additional support or changes needed to improve outcomes:
    - As long as both the Education Department and the School of Business continue to grow, it will be expedient that college administrators look at hiring a Director or Associate Director for the School of Business. It is apparent when you look at the last program review compared to this program review that the program has suffered growth due to combining under one Director without the proper support in place.

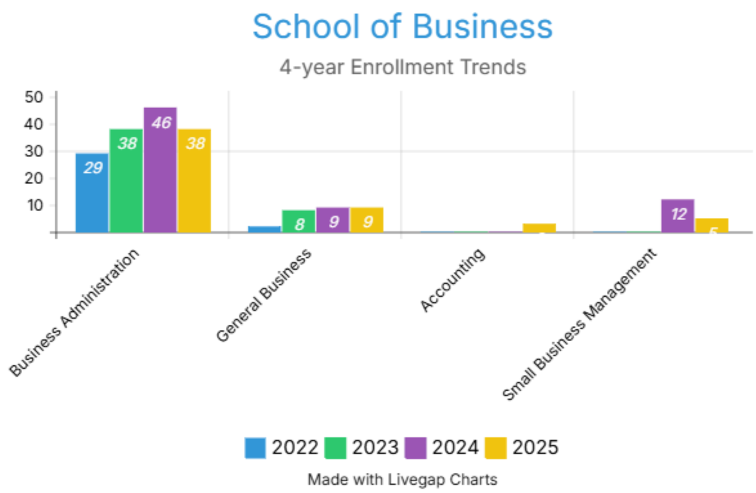
II. Student Success and Academic Quality

Purpose: This section evaluates the quality and effectiveness of the academic experience for students, including enrollment patterns, assessment practices, faculty development, and post-completion outcomes across programs within the department. This section also identifies professional development opportunities for faculty, and student learning outcomes. Note: Strategies supporting student career readiness should be described in Section III.F.

A. *Enrollment Trends*

Please provide enrollment data for each academic program offered in your department. If your department includes multiple programs, report data for each distinct degree or certificate program. You may attach tables or charts to support your narrative.

- Total headcount in each program over the past three academic years (attach tables or charts if



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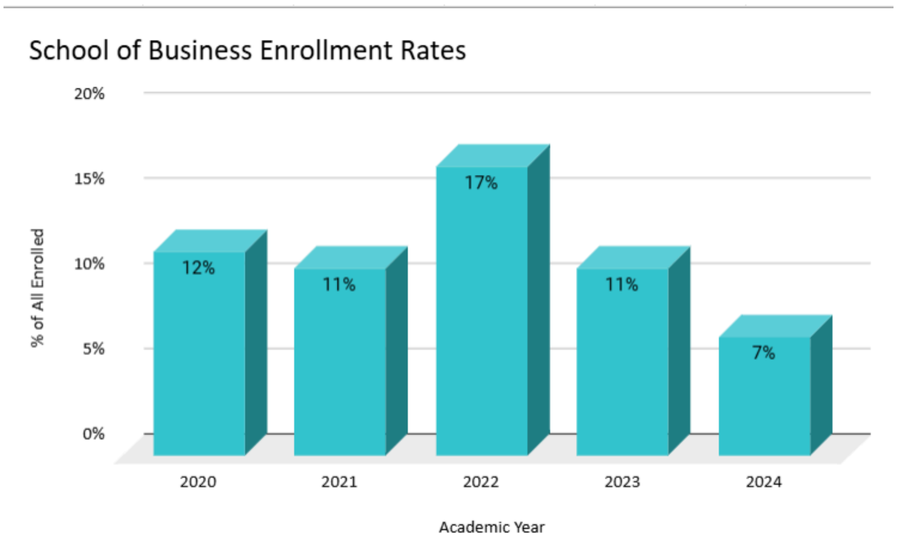

- Notable increases or declines and contributing factors:

Business Administration AAS:

- Increased from **29** students in 2022 to **38** students in 2023 (an increase of 9 students).
- Further increased significantly to **46** students in 2024 (an increase of 8 students from the previous year, and a total increase of 17 students over two years) and then dropped back to 38 students in 2025.
- This program shows consistent growth over the past 4 years. This may be due to consistent faculty and director in the programs and an increased effort to recruit.

General Business AA:

- Increased from **1** student in 2022 to **8** students in 2023 (an increase of 7 students).
- Slight increase to **9** students in 2024 and held steady in 2025 with **9** students.
- This program has potential to really expand. A document was found where the previous director wanted to sunset this program due to low enrollment, but in 2022, when lead faculty, Reyes Coca started working on articulation agreements with various universities, this is the program they wanted to articulate with because it is designed to provide a foundation for students who want to pursue a BA or BS in Business. Training has occurred within Student Services to ask students about their academic goals in order to properly advise them on their major.

Accounting AAS:

- The accounting program has shown very little increase in the past 3-4 years. We have talked to several small businesses in town about what their needs are and they all say bookkeeping is where they have a need. I know there is a need in town for bookkeepers/accountants, but I don't know how to generate interest in this program. We are going to try more strategic efforts with recruiting and marketing and see if we can increase our numbers in this program.

Small Business Management Certificate

- The Small Business Management Certificate has grown in the last three years. One obvious reason for this is there was confusion between the Business Management Certificate and the Small Business Management Certificate. Advisors were directing students to the BMC instead of the SBMC. We sunsetted the Business Management Certificate and started recruiting and advertising for the Small Business Management Certificate.

- Anticipated enrollment changes over the next 1–3 years:

  Business Administration: After peaking at 46 students in 2024, enrollment dropped to 38 in 2025, returning to its 2023 level. This suggests a potential stabilization.
  General Business: Enrollment has remained relatively flat over the last three years, hovering between 8 and 9 students. Promoting this program to students who plan to transfer to a four-year institution should help boost numbers.
  Small Business Management: Enrollment peaked at 12 students in 2024 and has since declined to 5 students in 2025.
  Accounting: Enrollment has remained very low and inconsistent, reaching 3 students in 2025 after having 0 in 2024. This low base makes it difficult to project a significant change.

  - Planned departmental responses to these anticipated changes:

  1) Program review can shed light on why enrollment is not growing.
  2) Create a new outreach plan specifically for the Business Department. Highlight the updated curriculum and career opportunities, and market to a broader audience, including high school students, working professionals seeking to upskill, and local entrepreneurs.

3) Partner more closely with the departmental advisory board to get direct input on industry needs and workforce gaps. This collaboration can help shape the curriculum to produce graduates with highly sought-after skills, which can in turn be a powerful recruitment tool.

B. *Significant Initiatives*

Highlight recent or ongoing initiatives aimed at improving academic quality, equity, or student support.

- The department has implemented the following major initiatives in the past 2–3 years to improve academic quality, equity, or student support across programs:
    - Formalized CLOA and PLOA forms and methods of collecting the data.
- Initiative effectiveness is tracked using (e.g., course success rates, retention, disaggregated assessment data, student feedback):
    - Formative Assessment-
    - Summative Assessment-
    - Student Feedback-
    - Course Success Rates-

C. *Learning Objectives and Assessment*

Summarize your program's student learning objectives and how outcomes are assessed and used across all programs.

Appendix A includes the most recent Program Curriculum Maps. Appendix B and C includes the most recent Program-Level Outcome Assessment (PLOA) reports for each program.

The department includes an assessment for the following programs:

Program 1: Accounting AAS

Objective 1:Explain the ethics of accounting practices and procedures.
Objective 2:Apply generally accepted accounting principles, regarding the recording of: assets and liabilities, the use of special journals, merchandise accounting, internal control practices, cash, inventories, plant assets and interest computations.
Objective 3: Describe the accounting entries for partnership formations, corporations, stocks, dividends, bonds payable, and cash flow statements.
Objective 4: Apply managerial accounting concepts and principles, manufacturing accounting, planning and control, for business decision-making.

Objective 5: Be familiar with the capabilities of integrated computerized accounting packages, specifically using QuickBooks to develop Chart of Accounts, manage accounts payable, accounts receivable, and payroll, and to develop, print, and analyze financial statements.
Objective 6: Apply legal and mechanical practices in accounting for governmental units and special non-profit organizations.
Objective 7:Explain payroll tax and employment reports, forms and deposits.

- These objectives are aligned with:
  x Institutional learning outcomes
  x General education outcomes
  x Industry or transfer expectations

- Methods used to assess whether students are meeting these learning objectives (e.g., embedded assignments, portfolios, capstone projects, licensure exams, external evaluations, performance rubrics):
- **Ethical Dilemma Case Studies:** Present students with realistic accounting scenarios involving ethical conflicts (e.g., revenue recognition pressure, whistleblowing, conflict of interest).
- **Short Answer/Multiple Choice Questions:** Include questions on exams that require students to define key ethical principles, identify ethical violations from brief descriptions, or explain the purpose of professional ethics in accounting.
- **Application-Based Quizzes & Exams:** Design exam questions that present scenarios and require students to determine the correct journal entry for a complex transaction, calculate specific amounts (e.g., depreciation, interest, inventory cost), and identify internal control strengths or weaknesses in a given process.
- **QuickBooks Simulation/Practical Exam:** Create a timed, in-class practical exam using QuickBooks. Students are given a set of instructions/transactions and must complete tasks within the software, with their accuracy and efficiency being assessed.
- **Report Analysis & Interpretation:** Provide students with pre-generated QuickBooks reports (e.g., P&L, Balance Sheet, A/R Aging, Payroll Summary). Ask them to identify key figures, interpret trends, and explain the implications for a business.
- **Short Answer/Matching Questions:** Include questions on exams that require students to:
- Define key terms
- Explain the purpose of specific payroll tax forms (e.g., W-4, W-2, 940, 941).
- Describe the timing and methods for payroll tax deposits.

Explain how assessment results are used to inform:

☐ **Curriculum changes**

Assessment results directly pinpoint specific areas within the curriculum that need attention, whether for strengthening weaknesses or building upon successes. Assessment results identify gaps and weaknesses in our curriculum and how we use it. Properly used and evaluated, it can help us to know how to strengthen the existing curriculum, and helps to ensure the curriculum we use is relevant and aligned to state standards.

☐ **Student support services**

Assessment results allow for targeted interventions and proactive support, addressing student needs before they become major barriers to success. For students consistently hovering around a "C" in multiple courses, early alert systems can flag them for academic advising or tutoring intervention. Assessments can also reveal a pattern of issues which may indicate a need for professional development beyond the classroom.

☐ **Program planning**

Assessment results are critical for overall program evaluation, strategic decision-making, resource allocation, and maintaining program viability. If a strategic goal isn't being met, the director of the program can analyze which objectives are falling short and adjust long-term plans, potentially reallocating resources or re-prioritizing initiatives. In contrast, using assessment results to highlight strong student achievement can be a powerful marketing tool to attract prospective students.

- Examples of recent instructional or curricular improvements based on assessment results: In the fall of 2023, the department made the decision based on feedback from students to pilot Cengage Unlimited. Students can purchase a subscription to Cengage Unlimited for one semester, two semesters, a year, or two years and receive all their books and study materials. School of Business instructors are able to browse the vast selection of textbooks that Cengage offers and choose the one that best fits the course they are teaching. Instructors also have access to creating assignments, quizzes, tests, and utilizing a grade book. Students have access to resources and study materials in the Cengage platform.

Program 2: Business Administration AAS

Objective 1:Use the techniques, skills, and business tools necessary to support modern business practices.

Objective 2. Explain professional and ethical standards and their application to business activities.

Objective 3. Perform general accounting procedures and financial analyses.

Objective 4. Explain which principles of management are applicable to a particular organization.

Objective 5. Explain which marketing principles are relevant to individual sales programs and efforts.

Objective 6. Utilize current computer technology and application.

- These objectives are aligned with:
  x Institutional learning outcomes
  x General education outcomes
  x Industry or transfer expectations

- Methods used to assess whether students are meeting these learning objectives (e.g., embedded assignments, portfolios, capstone projects, licensure exams, external evaluations, performance rubrics):
- **Case Study Analysis with Tool Application:** Present students with a complex business case study. The assessment requires them to analyze the problem and propose a solution, using specific business tools or techniques, such as a SWOT analysis, a break-even analysis, a Gantt chart for project management, or a spreadsheet for financial modeling.
- **Class Debates or Presentations:** Assign teams to research and debate a contemporary ethical issue in business (e.g., data privacy, environmental responsibilities, fair labor practices). They are assessed on their ability to explain the ethical standards, argue their position logically, and consider opposing viewpoints.
- **Short Answer/Essay Questions:** Include exam questions that require students to define key ethical principles (e.g., integrity,

transparency, accountability) and then apply them to a hypothetical business situation, explaining the correct ethical application.

- **Spreadsheet-Based Accounting Project:** Assign a project that requires students to use a spreadsheet program (e.g., Microsoft Excel, Google Sheets) to perform accounting tasks like building a pro-forma income statement, creating a break-even analysis model, or analyzing budget variances.
- **Short Answer/Scenario-Based Exams:** Design exam questions that present a specific management scenario (e.g., a team is not meeting deadlines) and require students to identify and explain which management principles would be most effective in resolving the issue.
- **Marketing Campaign Analysis:** Provide students with a description of a recent marketing campaign from a real company. Students then write a report or give a presentation explaining which marketing principles the campaign is based on, how it applies to their sales efforts, and its likely effectiveness.
- **Hands-on Software Proficiency Exams:** Conduct timed, in-class exams where students are given a set of tasks to complete using a specific software application (e.g., create a pivot table in Excel, design a presentation in PowerPoint, create a simple mail merge in Word).

- Explain how assessment results are used to inform:

☐ **Curriculum changes**
Assessment results directly pinpoint specific areas within the curriculum that need attention, whether for strengthening weaknesses or building upon successes. Assessment results identify gaps and weaknesses in our curriculum and how we use it. Properly used and evaluated, it can help us to know how to strengthen the existing curriculum, and helps to ensure the curriculum we use is relevant and aligned to state standards.

☐ **Student support services**
Assessment results allow for targeted interventions and proactive support, addressing student needs before they become major barriers to success. For students consistently hovering around a "C" in multiple courses, early alert systems can flag them for academic advising or tutoring intervention. Assessments can also reveal a pattern of issues which may

indicate a need for professional development beyond the classroom.

☐ **Program planning**
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Program 3: General Business AA

Objective 1:Explain fundamental concepts and principles across the functional areas of business, including management, marketing, and economics.

Objective 2. Apply foundational accounting principles to record financial transactions, prepare basic financial statements, and perform fundamental financial analysis.

Objective 3. Utilize quantitative methods, data analysis, and critical thinking skills to analyze business problems and inform decision-making.

Objective 4. Demonstrate proficiency in using current business software applications and explain the role of management information systems in organizational operations and strategy.

Objective 5. Describe and apply core principles of management, organizational behavior, and leadership necessary for effective collaboration in a business environment.

Objective 6. Demonstrate effective written and oral communication skills and explain the importance of professional and ethical standards in business activities.

- These objectives are aligned with:
  x Institutional learning outcomes
  x General education outcomes
  x Industry or transfer expectations

- Methods used to assess whether students are meeting these learning objectives (e.g., embedded assignments, portfolios, capstone projects, licensure exams, external evaluations, performance rubrics):
- A comprehensive exam administered at the end of the program, consisting of a mix of multiple-choice, short-answer, and short-essay questions. The exam should cover key concepts across all foundational business disciplines, including management theory, marketing principles, and micro/macroeconomic concepts.
- Provide students with a set of company transactions or a trial balance. Students must then:
- Prepare a basic set of financial statements (Income Statement, Balance Sheet, Statement of Retained Earnings).
- Calculate key financial ratios (e.g., liquidity, profitability, solvency).
- Write a short report analyzing the company's financial health based on their findings.
- Present students with a business case study that includes data (e.g., sales figures, costs, market data). Students must use a spreadsheet program (e.g., Microsoft Excel) to perform quantitative analysis (e.g., break-even analysis, financial forecasting) and then write a report that makes a data-supported recommendation.
- **Short Answer/Essay Questions:** Include exam questions that require students to define key ethical principles (e.g., integrity, transparency, accountability) and then apply them to a hypothetical business situation, explaining the correct ethical application.
- **Spreadsheet-Based Accounting Project:** Assign a project that requires students to use a spreadsheet program (e.g., Microsoft Excel, Google Sheets) to perform accounting tasks

like building a pro-forma income statement, creating a break-even analysis model, or analyzing budget variances.

- **Short Answer/Scenario-Based Exams:** Design exam questions that present a specific management scenario (e.g., a team is not meeting deadlines) and require students to identify and explain which management principles would be most effective in resolving the issue.
- **Marketing Campaign Analysis:** Provide students with a description of a recent marketing campaign from a real company. Students then write a report or give a presentation explaining which marketing principles the campaign is based on, how it applies to their sales efforts, and its likely effectiveness.
- **Hands-on Software Proficiency Exams:** Conduct timed, in-class exams where students are given a set of tasks to complete using a specific software application (e.g., create a pivot table in Excel, design a presentation in PowerPoint, create a simple mail merge in Word).

- Explain how assessment results are used to inform:

☐ **Curriculum changes**
Assessment results directly pinpoint specific areas within the curriculum that need attention, whether for strengthening weaknesses or building upon successes. Assessment results identify gaps and weaknesses in our curriculum and how we use it. Properly used and evaluated, it can help us to know how to strengthen the existing curriculum, and helps to ensure the curriculum we use is relevant and aligned to state standards.

☐ **Student support services**
Assessment results allow for targeted interventions and proactive support, addressing student needs before they become major barriers to success. For students consistently hovering around a "C" in multiple courses, early alert systems can flag them for academic advising or tutoring intervention. Assessments can also reveal a pattern of issues which may indicate a need for professional development beyond the classroom.

☐ **Program planning**
Assessment results are critical for overall program evaluation, strategic decision-making, resource allocation, and maintaining program viability. If a strategic goal isn't being

met, the director of the program can analyze which objectives are falling short and adjust long-term plans, potentially reallocating resources or re-prioritizing initiatives. In contrast, using assessment results to highlight strong student achievement can be a powerful marketing tool to attract prospective students.

- Examples of recent instructional or curricular improvements based on assessment results:In the fall of 2023, the department made the decision based on feedback from students to pilot Cengage Unlimited. Students can purchase a subscription to Cengage Unlimited for one semester, two semesters, a year, or two years and receive all their books and study materials. School of Business instructors are able to browse the vast selection of textbooks that Cengage offers and choose the one that best fits the course they are teaching. Instructors also have access to creating assignments, quizzes, tests, and utilizing a grade book. Students have access to resources and study materials in the Cengage platform.

Program 4: Small Business Management Certificate

Objective 1:Integrate knowledge of accounting, finance, marketing, and management to create a comprehensive business plan for a new or existing small business.

Objective 2. Apply core management principles and organizational strategies to effectively lead and operate a small business.

Objective 3. Apply foundational accounting principles to perform general bookkeeping and utilize financial statements for a small business.

Objective 4. Develop and implement a basic marketing plan to identify target customers, promote products and services, and manage sales efforts for a small business.

Objective 5. Apply fundamental financial concepts to manage cash flow, make sound investment decisions, and understand funding options for a small business.

Objective 6. Utilize current computer applications and technology, including integrated accounting software, to support and streamline small business operations.

- These objectives are aligned with:
 x Institutional learning outcomes
 x General education outcomes
 x Industry or transfer expectations

- Methods used to assess whether students are meeting these learning objectives (e.g., embedded assignments, portfolios, capstone projects, licensure exams, external evaluations, performance rubrics):
- A comprehensive exam administered at the end of the program, consisting of a mix of multiple-choice, short-answer, and short-essay questions. The exam should cover key concepts across all foundational business disciplines, including management theory, marketing principles, and micro/macroeconomic concepts.
- **Comprehensive Business Plan Project** Students develop a complete business plan for a new or existing small business. This project should be the capstone assessment for the program, requiring them to integrate all knowledge areas. The plan should include a business description, marketing strategy, operational plan, management team structure, and detailed financial projections. It should be evaluated with a rubric that assesses the quality of each section, the coherence of the overall plan, and its feasibility.
- **Small Business Case Study Analysis** Present students with a case study of a small business facing an operational challenge (e.g., poor employee morale, inefficient processes, difficulty scaling). Students must write a report that analyzes the situation, identifies the core management issues, and proposes a solution based on principles of management and organizational behavior.
- **Bookkeeping and Financial Statement Project** Provide students with a set of real or simulated transactions for a small business over a one-month period. Students are required to: Record the transactions using journal entries.Post to a general ledger.Prepare a basic set of financial statements (Income Statement, Balance Sheet).This can be a hands-on project using manual forms or an electronic spreadsheet.
- **Marketing Plan Development Project** Students develop a concise marketing plan for a small business. This project should include: A brief market and competitor analysis.Identification of a target customer segment. A proposed strategy for the "4 P's" (Product, Price, Place, Promotion). A short presentation of the plan to the class.

- **Financial Decision-Making Scenarios:** A series of problem sets or short case studies where students are required to make key financial decisions.
- **Integrated Accounting Software Project:** Students use an integrated accounting software package like QuickBooks to complete a project.

- Explain how assessment results are used to inform:

  ☐ **Curriculum changes**
  Assessment results directly pinpoint specific areas within the curriculum that need attention, whether for strengthening weaknesses or building upon successes. Assessment results identify gaps and weaknesses in our curriculum and how we use it. Properly used and evaluated, it can help us to know how to strengthen the existing curriculum, and helps to ensure the curriculum we use is relevant and aligned to state standards.

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Appendix B and C includes the most recent Program-Level Outcome Assessment (PLOA) report for each program.

D. *Faculty Training and Professional Development*

Summarize how the department supports ongoing professional development and training for faculty to ensure instructional quality, equity, and student success.

- Recent department-wide professional development activities: FERPA
- Areas where additional training is needed to support student success (e.g., assessment, culturally responsive teaching, advising, online pedagogy): I would like for my faculty to explore training that are specific to assessment and how to collect and utilize data for improvement. Additionally, I would like for all of the faculty to do professional development on AI and how to leverage its capabilities.

- Opportunities taken or requested for conference attendance, certifications, or institutional training: ACBSP training, ACBSP National Conference, ACBSP regional conference.

- Plans to support future professional learning for full-time and adjunct faculty: Because my faculty are spread out over the United States,I would like for my faculty to take advantage of any professional development in their subject matter of expertise. I would like for them to attend at least one professional development conference a year, whether online or in person.

III. Academic Production and Workforce Training

Purpose: This section evaluates the department's contributions to degree and certificate completion, workforce preparation, and creative or scholarly activities. "Production" is broadly defined to include degrees and certificates, workforce preparation, applied skills, research, and interdisciplinary or creative work. Departments are asked to reflect on their focus areas, alignment with external trends, impact, and contribution to workforce or academic ecosystems.

A. Major Academic Production and Workforce Training Areas

Describe the core outputs and training functions of the programs in your Department. These can be addressed after listing each of your programs.

- The department offers the following degrees, certificates, or technical training areas:
    - General Business AA
    - Business Administration AAS
    - Accounting AAS
    - Small Business Management Certificate
- Specialized skills, certifications, or hands-on learning outcomes emphasized include:. All three programs teach and emphasize how to explain and apply professional and ethical standards in business. Students are prepared to create a comprehensive business plan, integrating knowledge of accounting, finance, marketing, and management. The programs emphasize explaining marketing principles that are relevant to individual sales programs and developing a basic marketing plan for a small business.
- The following capstone, practicum, or apprenticeship models are used (if applicable): All four programs have a capstone course which requires the student to use knowledge and skills obtained throughout the coursework.

- Unique areas of scholarly, artistic, or research-based production include (if applicable): none

B. Emerging Themes and Alignments

Explain how your department is aligned with developments and changes in the discipline or industry across each program.

- New or emerging topics, tools, or standards in the field include:

- The program's focus on developing strong professional communication and management principles prepares students for the adaptability and collaboration required in today's dynamic and often remote or hybrid work environments.
- Each program places emphasis on students becoming "familiar with the capabilities of integrated computerized accounting packages, specifically using QuickBooks." This is a direct response to the automation of routine tasks in the accounting profession, ensuring graduates can leverage technology rather than just perform manual processes.
- General Business and Business Administration programs include a specific objective to "explain professional and ethical standards and their application to business activities." This focus on professional conduct directly responds to the growing demand for corporate social responsibility and ethical leadership in the workplace.
- In Small Business Management, the program's main focus is centered on providing "practical applications for business owners" and integrating knowledge of management, accounting, marketing, and finance to "create a comprehensive business plan." This hands-on approach directly addresses the needs of entrepreneurs.

- Opportunities identified to expand academic or workforce relevance to address these developments include (e.g., new credentials, emerging job markets, interdisciplinary offerings):
- Current opportunities include:
    - Formalize and expand partnerships with local businesses to create a robust network of internship and apprenticeship opportunities. This directly addresses the need for graduates to have practical experience and contributes to local workforce development.
    - Develop a library of case studies based on local businesses and their challenges. This would make the curriculum highly relevant to the community and allow students to apply their skills to real-world, local scenarios.
    - Collaborate with other LCC departments (e.g., Information Technology, Math, Allied Health) to create interdisciplinary programs or certificates.

- Up and Coming Opportunities:
    - Formalize and expand partnerships with local businesses to create a robust network of internship and apprenticeship opportunities. This directly addresses the need for graduates to have practical experience and contributes to local workforce development.
    - Collaborate with other LCC departments (e.g., Information Technology, Math, Allied Health) to create interdisciplinary programs or certificates.

C. Measurement and Comparison

Provide evidence of how your department evaluates its productivity. For disaggregated data on graduation, credential attainment, and post-completion outcomes, see Section III.F.

- We track productivity using the following measures (check all that apply):
  ☐ Graduation counts
  ☐ Credential attainment
  ☐ Licensure pass rates
  ☐ Creative or research output
  ☐ Industry-validated skills or certifications
  ☐ Other: ____________________________

- Available comparison data or benchmarking sources include: PLOA data, retention and completion data, and student surveys

- Relative to peer departments, institutions, or programs, our department is strong in: Providing one on one student guidance and support, tracking students from graduation to workforce.

- Areas where we are working to improve include:proactive advisement that leads to fewer semesters in school, more opportunities for workforce related job placement.

D. Impact and Contribution

Reflect on the reach or influence of your department's output and how this is being assessed.

- We assess program impact through the following indicators (check all that apply):
  ☐ Alumni career outcomes
  ☐ Community or employer partnerships
  ☐ Research dissemination or creative recognition
  ☐ Regional contributions or visibility
  ☐ Other: ____________________________

- Examples of how our department contributes to workforce needs, community engagement, or academic progress: We have just begun establishing partnerships with local businesses. We spent a day this past spring talking to businesses and assessing their needs and how we could meet some of their entry-level needs with business program students. Our lead faculty has reached out to local high schools to talk to them about dual credit opportunities.

- Recognitions or validations of program quality include (e.g., awards, rankings, employer feedback): Las Vegas Optic article on the reaffirmation of the School of Business with ACBSP. Director and office manager attended the international ACBSP conference in Las Vegas, NV in June of 2025 and presented a session on quality faculty focus.

- Compared to peer departments, our reach or visibility is: As stated before, the School of Business has an incredible opportunity to expand, grow, and have a positive impact on the community, but it will take time to grow to this level due to a shortage of personnel.

E. Interdisciplinary Nature

Describe how the department collaborates across fields or sectors to enhance learning or impact.

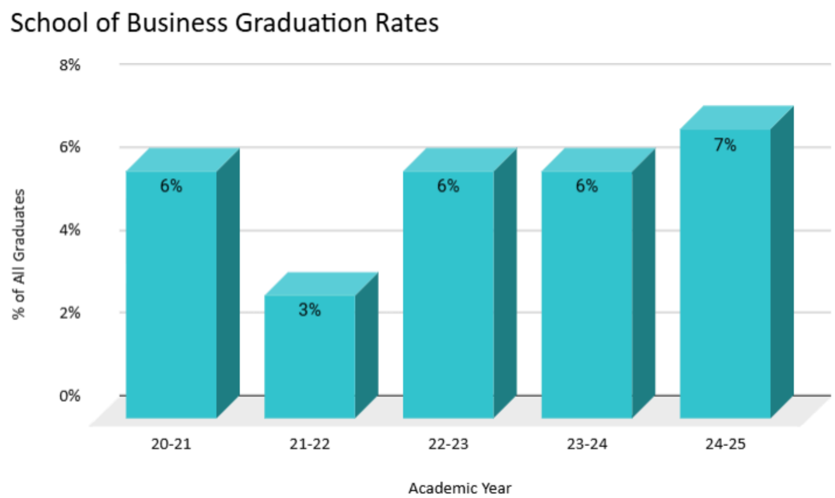
- Courses, projects, or programs that integrate multiple disciplines include: At this time the School of Business does not integrate multiple disciplines. Plans are being discussed to reinvigorate the Kappa Beta Delta club and expand its focus to include campus activities and community service. This initiative remains in the planning stages.
- Internal (LCC) partnerships that support interdisciplinary learning and engagement:
  None
- Interdisciplinary engagement contributes to student learning and program value by:

- External collaborations (e.g., with employers, nonprofits, universities): Articulation agreements with University of New Mexico and Northern New Mexico. An articulation agreement between NMHU and LCC needs to be finalized.

F. Completion and Student Outcomes

Summarize key student outcomes related to graduation, employment, and transfer, and describe how the department supports professional readiness.

- The department tracks the following outcomes (include tables and graphs where relevant):



  - Credential or degree attainment (annual average):
  - Business Administration AAS- 5
  - General Business AA- .6
  - Accounting AAS-.6
  - Small Business Management Certificate- 1
  - Transfer institution acceptance or enrollment: ___%- Have not tracked this information, so the data cannot be accurately reported
  - Job placement rates within 6 months of graduation: ___% Have not tracked this information, so the data cannot be accurately reported
  - Alumni employed in field of study: ___% Have not tracked this information, so the data cannot be accurately reported
  - Licensure or certification pass rates (if applicable): _NA__%
  - Other: ___________________________

- Sources used to gather outcomes data include
  - Institutional reporting

- Alumni or employer surveys
- Informal faculty or staff tracking
- Advisory board input (see Appendix D)
- National/state databases
- Other: ___________________________

- The department supports student readiness through:
    - **Capstone Projects:** The creation of comprehensive business plans or other capstone projects where students integrate knowledge from multiple courses.
    - **Case Study Analysis:** Using case studies to analyze and solve complex business problems, such as make-or-buy decisions or ethical dilemmas.
    - **Software Proficiency:** Students gain practical skills through hands-on projects using industry-standard applications like QuickBooks, which prepares them for specific, in-demand roles
    - **Early Alert:** Using data to identify students who are struggling early in the semester and proactively connecting them with resources like tutoring or advising.
    - **Clear Pathways for Transfer and Employment:** The program is designed to provide a strong foundation for students seeking a bachelor's degree in various business-related fields. This focus ensures that the curriculum is both academically rigorous and relevant to the skills needed for career success.

- Improvements needed in outcome tracking or professional preparation include:
  While the department plans to use graduation and post-graduation data, a formal, integrated system to track student career placements, salary levels, and employer satisfaction with graduates is an area for improvement. A more robust system would provide clearer feedback on the program's long-term effectiveness.

  While the department's curriculum includes projects and simulations, there is a recognized need to formalize and expand experiential learning. Developing an internship program and creating more structured partnerships with local businesses would significantly enhance students' professional preparation.

IV. Compliance and Human, Physical, and Financial Resources

Purpose: This section evaluates the capacity of the department in terms of personnel, facilities, funding, and external engagement. It considers diversity, staffing trends, fiscal sustainability, and the infrastructure needed to support quality learning experiences across your programs. It also highlights the department's role in service and strategic planning.

A. Diversity of Faculty, Staff, and Students

Summarize the department's efforts to support a diverse, equitable, and inclusive environment.

- Strategies used to recruit and retain diverse faculty, staff, and students:
- Utilize local community platforms, newsletters, and social media groups that reach diverse populations in New Mexico.
- Diverse lived experiences, linguistic backgrounds (e.g., Spanish/English bilingualism relevant to NM), and non-traditional career paths are valued.
- Ensure search committees for faculty and staff positions are diverse in terms of gender, race/ethnicity, and background.
- Faculty evaluations are clear and objective.

- Department practices that promote equity and belonging (e.g., inclusive hiring, mentorship):
- Celebration of birthdays, including those who are remote
- Utilize SCRUM board for task assignments which creates transparency of tasks and who is working on various projects. Initiatives are related to the accomplishment of tasks so that all are celebrated for their hard work.

- We enact equitable meeting practices such as hybrid meetings, plus/delta feedback, suggestion boxes, and agendas.

- Partnerships or events that support inclusive excellence within the department or institution:

- Challenges faced and areas for improvement in fostering an inclusive culture: Work on a streamlined onboarding process so that all staff and faculty understand their roles and responsibilities and feel a sense of belonging from day one.

B. Five-Year Staffing

Reflect on faculty and staff changes over time and their effect on

operations.

- Number of full-time and part-time faculty/staff over the past 5 years (include table):

Title	Degree	Teach	Start Date	End Date
Current				
Director, Tycie Jackson	MSE	no	October 2022	Current
Office Manager, Fayla Ray	Gen Business AA	no	October 2023	Current
Lead Faculty, Aaron Smith	FT Faculty-MBA	yes	January 2024	Current
Gary Thomas	Adjunct-MBA	yes	2020	Current
Vanessa Wadlington	Adjunct-MS Marketing	yes	2024	Current
Amy Archuleta	Adjunct-MBA	yes	2020	Current
Dr. Geoffrey VanderPal	Adjunct-DBA	yes	2020	Current
Dr. Ackerman	Adjunct-DBA	yes	2020	Current
Past Faculty				
Lead Faculty, Reyes Coca	FT Faculty-MBA	yes	January 2022	May 2023
Leticia Griego	-FT Faculty MBA	yes		2021

Patrick Mellon	FT Faculty MBA	yes		2021
Briana Baca	Adjunct-MBA	Yes		2022
R Gonzales	Adjunct-MBA	Yes		2022
Julianna Ortega	Adjunct-MBA	Yes		2022
L Ortiz	Adjunct-MBA	Yes		2022
M Erikson	Adjunct-BS	Yes		2022
Nick Bergan	Adjunct-MS Econ	Yes		2022
Kim Regensburg	Adjunct-MBA	Yes		2022
Dr. Joanna Walters	DBA	Yes		2022

- Trends in retirements, hiring, turnover, or reclassification: The School of Business faculty numbers have definitely decreased since 2020, but the remaining instructors have been committed to LCC for many years.
- Effects on course offerings, student services, advising, or department operations: In 2022, the course offerings were so slim that students weren't able to complete their degrees. In January 2023, courses were offered that allowed students to begin to complete their programs. Currently, there is still a discrepancy in the number of students in the program and the number of completions. A degree audit has been completed on each student in each program and proactive advising is being employed. The goal is to see more students completing degrees while simultaneously increasing the number of students in each program.
- Anticipated staffing needs and succession planning considerations: Before we can add more faculty, we need to see an increase in the number of students enrolled and a higher rate of program completion

C. Ensuring Financial Viability

Evaluate how the department sustains its financial operations across its programs.

- Strategies used to manage budgets while maintaining instructional quality:

In the School of Business, we are mindful of utilizing resources towards activities that directly impact student learning outcomes, faculty support for teaching, and essential program infrastructure. Examples include:

    - Critically evaluate all expenses, differentiating between what is truly necessary for quality instruction and what is merely desirable.
    - Strategically plan course offerings to minimize the number of under-enrolled sections, ensuring efficient use of faculty time and classroom space.
    - Actively encourage and support faculty to use Cengage Unlimited materials instead of expensive commercial textbooks. This significantly reduces costs for students while maintaining or even enhancing instructional quality through customizable content.
    - Ensure full-time faculty and adjuncts are not over-utilized to the point where quality suffers or they burn out.
    - Train faculty in effective online and hybrid teaching methodologies, which can optimize classroom space, offer student flexibility, and potentially increase enrollment capacity without new physical infrastructure.

- Cost-efficiency practices or examples of resource optimization
  Cost-efficiency practices and resource optimization are crucial for any department, especially in the School of Business, to ensure maximum impact from limited budgets. The goal is to "do more with less" without compromising the quality of instruction or the student experience. Examples include:
    - The School of Business programs are 100% online, this eliminates the need for physical space.
    - The School of Business is not limited by geographic location when recruiting adjunct faculty. This allows the department to access a wider pool of talent and select instructors with highly specialized credentials and real-world experience from across the country, significantly enhancing the quality of education for students.
    - Fully leverage existing features within the institutional LMS, Blackboard Ultra (e.g., discussion forums, quizzing tools, assignment submission, grade book, communication tools, content repositories).

- Known or potential financial risks and mitigation strategies in place:
- The most significant financial risk is a continued decline in enrollment in programs like Small Business Management and a lack of growth in General Business and Accounting. Enrollment trends for the Business Administration program have also been inconsistent, with a recent dip. This directly impacts tuition revenue and can lead to budget reductions. Implementing a curriculum revitalization along with recruiting and marketing strategies will help the program content to be more relevant to modern business trends. Creating new certificates or specializations could help draw in students who are interested in modern business trends.
- The department's programs, particularly the Business Administration degree, exist in a competitive market with other colleges and universities that offer similar online and in-person programs, which means students may choose competitors. Leveraging articulation agreements along with promoting the expertise of the various faculty, promoting the practical nature of the coursework, and strengthening student support services to provide high-quality customer service, may help increase enrollment.

D. Investments and Reallocation of Resources

Summarize plans to strengthen the department through targeted investments or reallocations.

- Recent or planned investments in technology, curriculum, or staffing: In 2023, we partnered with Cengage for students to purchase a one time subscription for up to two years to have access to all their books. This has also benefited the instructors who have access to quizzes, tests, and other resources to further enhance the courses they teach.

- How these investments align with departmental or institutional priorities:

    - Transitioning to Cengage Unlimited supports departmental and institutional priorities that are focused on the student and supporting their educational needs.
- Support needed to carry out these changes effectively (e.g., funding, equipment, personnel):
    - Buy-in, bookstore, and IT support was needed for the transition to Cengage.

E. Facilities, Growth, and Adaptation

Assess the adequacy and functionality of the department's physical space and infrastructure.

- Current spaces in use (e.g., classrooms, labs, shared offices):
- Two offices in the Early Childhood Education building (director and office manager).
- Recent upgrades or equipment acquisitions: Three laptops for office manager, director, and lead faculty.

- Facility limitations affecting instruction, safety, or productivity:none
- Proposals or requests for additional space or improvements: none

F. Program Viability

Explain how the department monitors program sustainability and makes strategic decisions.

Approaches used to evaluate program health (e.g., enrollment thresholds, labor market demand, cost ratios):

- Establish minimum viable enrollment numbers for the program as a whole and for individual courses. Track enrollment trends (headcount and FTE - Full-Time Equivalents) over multiple years (e.g., 3-5 years) to identify patterns of growth, stagnation, or decline.
- Student Retention Rates- High retention indicates student satisfaction, effective support, and a positive learning environment, reducing costs associated with recruiting new students.
- Graduation Rates-A primary indicator of student success and program effectiveness in leading students to completion.
- Program Completion Time-Longer completion times can indicate bottlenecks in course availability, advising issues, or financial barriers for students.
- Budget Adherence-Indicates responsible financial management and ability to plan effectively.
- Student Learning Outcome (SLO) Attainment-Direct evidence of what students know and can do upon program completion, demonstrating instructional effectiveness.
- Student Course Evaluations-Provides insights into student satisfaction and perceived learning experiences.
- Faculty Qualifications-Directly impacts instructional quality and program reputation.
- Faculty/Staff Retention Rates-High retention often indicates a positive work environment, fair workload, and competitive

compensation, all of which contribute to program stability and quality.

- Professional Development Engagement- Ensures continuous learning and keeps the program current and innovative.

- Criteria used for program continuation, redesign, or sunsetting:

- Continuation
    - Consistently meeting or exceeding established enrollment thresholds (e.g., minimum 10 students per course average for viability).
    - Retention rates and 3-year graduation rates are at or above institutional averages and comparable peer programs.
    - Consistent achievement of student learning outcomes at desired proficiency levels.
    - Positive student feedback on instructional quality and program experience.
- Redesign
    - Consistently below enrollment thresholds, but not critically low; flat or slightly declining trends.
    - Students are taking significantly longer than the standard time to complete, suggesting systemic barriers.
    - Significant weaknesses identified in attainment of one or more key student learning outcomes, or inconsistent performance across cohorts.
    - Recurring themes of dissatisfaction in course evaluations or student feedback, related to curriculum or instruction.
- Sunsetting
    - Critically low enrollment, consistently far below viability thresholds, indicating a severe lack of student interest or reach.
    - Steep and prolonged decline in enrollment (e.g., over 3-5 years) with no clear signs of reversal.
    - Very low retention and graduation rates that are significantly below institutional norms, suggesting students are not persisting or completing.
    - Excessive completion times, indicating major obstacles for students.
    - Consistent and severe failure to meet multiple core student learning outcomes, indicating a fundamental flaw in curriculum or instruction.
    - High volume of unresolved student complaints about program quality or relevance.

- Recent actions taken based on these criteria (if applicable):
- Vigilant monitoring of the Accounting program, Small Business Management program, and the General Business program is advised. Upward trends in enrollment, retention, and completion are critical for these programs to continue.

G. Engagement Activities

Describe how faculty and staff extend the department's presence through service and scholarship.

- Participation in professional or community organizations, boards, or committees:
- Director Tycie Jackson is an active member of ACBSP, participating in regional meetings, international conferences, presenting at the international conference, and asked to present at the regional conference in Las Cruces, NM in October 2025.
- Lead Faculty, Aaron Smith is a member of ACBSP

- Examples of how engagement aligns with institutional or regional priorities:
- The above-mentioned activities supports the LCC Strategic goals by:
  - Promoting institutional financial growth to support students
  - Increase student enrollment
  - Cultivate and strengthen public and private partnerships to support students

H. Advisory Board(s)

Summarize the structure and contributions of any advisory board(s) supporting the department.

Does the department have an advisory board?
☐ Yes ☐ No

- If yes, list members and their affiliations (e.g., employers, alumni, external experts):Briana Baca- Small Business Development Center, Carla Romero-Las Vegas New Mexico Community Foundation, Harold Garcia- local entrepreneur,
- How often the board meets and key recommendations it has made:The advisory board meets biannually in the Spring and Fall.

- If no advisory board exists, would establishing one benefit the program? Why or why not?:

I. Compliance and Accuracy

This section verifies the accuracy of published materials and identifies any external approvals relevant to the department.

Website and Catalog Accuracy

- Confirm whether your public-facing materials accurately reflect your department's offerings.

☐ Website and catalog accurately reflect current program details
☐ Career outcomes, course descriptions, and delivery modes are correct
☐ Any discrepancies noted have been addressed or reported

- The following changes are taking place: All program details, descriptions, outcomes, and course numbers are correct

- External Accreditation or Approvals

  - List any current program-level accreditations or approvals. Not applicable at this time.

    Accrediting/Approving Agency: Accreditation Council for Business School Programs
    Next Review Date: 2035
    Status or recent findings (if applicable): Reaffirmed with no findings

V. Report Summary

Purpose: This section offers a concise narrative reflection on the department's recent performance, accomplishments, challenges, and future plans. It should highlight key accomplishments, challenges, changes in student performance or enrollment, actions taken, and planned next steps across programs. The summary helps provide institutional leadership with a high-level understanding of the department's progress and priorities.

- The department as a whole is struggling with retention and recruitment challenges. Business Administration, which reached a high of 46 students in 2024, fell by 17% to 38 students in 2025, suggesting a loss of momentum. The Small Business Management program's enrollment has shrunk by over 50% from its 2023 peak of 12 students to just 5 in 2025. This indicates a significant decline in interest or effectiveness in this area. General Business has remained stagnant over the last three years, failing to grow beyond its initial jump to 9 students. The slight increase in Accounting from 0 to 3 students, while positive, is from a very low base and does not yet represent a significant upward trend.

- Despite the mixed enrollment trends, the department saw a significant spike in graduates in the most recent cycle. The Business Administration program's graduates soared from 5 in 2024 to 8 in 2025. Similarly, the Small Business Management program saw its number of graduates double to 2, and the General Business program remained steady with 1 graduate.

- In response to this trend, the department has changed the process for advisement to a more intrusive, proactive method of advising where students receive updated degree audits toward the end of each semester. Additionally, a possible cause for an increase in Business Administration graduates is due to the advisement help from athletics.

- Looking ahead, a key focus must be on understanding and addressing the recent enrollment drop in the department's largest program to regain and surpass its 2024 peak. The department needs to develop a strategic plan to increase enrollment in the General Business and Accounting programs, which have remained at very low levels. A major priority should be to identify the reasons for the continued decline in Small Business Management enrollment and implement interventions to revitalize the program's appeal and reverse the trend. Additional focus will be placed on re-evaluating the curriculum and marketing strategies to better align with current student and workforce demands.

- See Appendices A-D for supporting data.

Appendix A: Curriculum Maps

Accounting AAS Curriculum Map

This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map:
Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding.

Developed: Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence.

Mastered: Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.

General Education Essential Skills

Each degree program at Luna contains an integrated core of general education requirements. This core ensures that Luna graduates possess the expected literacy and general knowledge to function well in the workforce, to pursue further education and to participate in the cultural and political life of the local community and the larger society.

Courses are listed in rows and PLOs are in columns	Explain the ethics of accounting practices and procedures.	Apply generally accepted accounting principles, regarding the recording of: assets and liabilities, the use of special journals, merchandise accounting, internal control practices, cash, inventories, plant assets and interest computations.	Describe the accounting entries for partnership formations, corporations, stocks, dividends, bonds payable, and cash flow statements.	Apply managerial accounting concepts and principles, manufacturing accounting, planning and control, for business decision-making.	Be familiar with the capabilities of integrated computerized accounting packages, specifically using QuickBooks to develop Chart of Accounts, manage accounts payable, accounts receivable, and payroll, and to develop, print, and analyze financial statements.	Apply legal and mechanical practices in accounting for governmental units and special non-profit organizations.	Explain payroll tax and employment reports, forms and deposits.
ACCT2110 Principles of Accounting I	Developed	Developed	Introduced	Introduced	Developed	Introduced	Introduced
ACCT2120 Principles of Accounting II	Developed	Developed	Introduced	Introduced	Developed	Introduced	Introduced
ACCT1150 QuickBooks	Developed	Developed	Developed	Developed	Developed	Developed	Developed
ACCT2130 Introduction to Intermediate Accounting I	Developed	Developed	Developed	Developed	Developed	Developed	Developed
ACCT1180 Quantitative Methods in Business	Developed	Developed	Developed	Developed	Developed	Developed	Developed
BUSA1110 Introduction to Business	Introduced	Introduced	Developed	Developed	Developed	Developed	Developed
BFIN2110 Introduction to Finance	Developed	Developed	Developed	Developed	Developed	Developed	Developed
ENTR1110 Entrepreneurship I	Introduced	Developed	Developed	Developed	Developed	Developed	Developed
CSA217 Microsoft Excel	Developed	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered
ECON2110 Macroeconomic Principles	Developed	Developed	Not Addressed	Developed	Introduced	Introduced	Not Addressed
ECON2120 Microeconomic Principles	Developed	Developed	Not Addressed	Developed	Introduced	Introduced	Not Addressed
MGMT2110 Principles of Management	Developed	Developed	Developed	Developed	Developed	Developed	Developed
BUSA2210 Small Business Management	Developed	Developed	Developed	Developed	Developed	Developed	Developed
BUSA2999 Capstone	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered

Gen Ed Courses

Five essential skills are associated with each of six content areas, as shown in the table below

Gen Ed Courses	Communication	Critical Thinking	Information and Digitial	Quantitative Reasoning	Personal and Social Responsibility
Area I – Communication: ENGL 1110 Composition I; ENGL 1120 Composition II; COMM 1130 Public Speaking; COMM 2120 Interpersonal Communication	X	X	X		
Area II – Mathematics: MATH 1350 Statistics; MATH 1220 College Algebra	X	X		X	
Area III – Laboratory Science: BIOL 1110 General Biology; BIOL 1140 Biology for Health Sciences; BIOL 2110 Principles of Biology: Cell & Molecular Biology; BIOL 2310 Microbiology; BIOL 2210 Human Anatomy & Physiology I; BIOL 2225 Human Anatomy & Physiology II; CHEM 1120 Introduction to Chemistry; CHEM 1215 General Chemistry I; CHEM 1226 General Chemistry II; ENVS 1110 Environmental Science; GEOL 1110 Physical Geology; GEOL 2110 Historical Geology; PHYS 1115 Survey of Physics; PHYS 1230 Algebra-based Physics I; PHYS 1240 Algebra-based Physics II; PHYS 1310 Calculus-based Physics I; PHYS 1320 Calculus-based Physics II		X		X	X
Area IV – Social and Behavioral Sciences: ANTH 1115 Introduction to Anthropology; ANTH 1141 Cultures of the World; ECON 2110 Macroeconomics Principles; ECON 2120 Microeconomics Principles; POLS 1120 American National Government; POLS 2160 State and Local Government; PSYC 1110 Introduction to Psychology; PSYC 2120 Developmental Psychology; SOCI 1110 Introduction to Sociology	X	X			X
Area V – Humanities (AA & AS) / Flex (AAS): ENGL 2610 American Literature I; ENGL 2310 Introduction to Creative Writing; ENGL 2380 Introduction to Short Fiction; ENGL 2620 American Literature II; HIST 1150 Western Civilization I; HIST 1160 Western Civilization II; HIST 1110 United States History I; HIST 1120 United States History II; HIST 2110 Survey of History of New Mexico; PHIL 1110 Introduction to Philosophy; RELG 2115 World Religions; SPAN 1110 Spanish I; BCIS 1110 Introduction to Information Systems; MATH 1215 Intermediate Algebra		X	X		X
Area VI – Creative and Fine Arts: ARTS 1610 Drawing I; ARTH 1120 Introduction to Art; ARTH 2110 History of Art I; MUSC 1130 Music Appreciation: Western Music; THEA 1220 Beginning Acting	X	X			X

General Business AA Curriculum Map

This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map:

Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding.

Developed: Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence.

Mastered: Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.

General Education Essential Skills

Each degree program at Luna contains an integrated core of general education requirements. This core ensures that Luna graduates possess the expected literacy and general knowledge to function well in the workforce, to pursue further education and to participate in the cultural and political life of the local community and the larger society.

Courses are listed in rows and PLOs are in columns	Explain fundamental concepts and principles across the functional areas of business, including management, marketing, and	Apply foundational accounting principles to record financial transactions, prepare basic financial statements, and perform	Utilize quantitative methods, data analysis, and critical thinking skills to analyze business problems and inform decision-making.	Demonstrate proficiency in using current business software applications and explain the role of management information systems in organizational operations and strategy.	Describe and apply core principles of management, organizational behavior, and leadership necessary for effective collaboration in a	Demonstrate effective written and oral communication skills and explain the importance of professional and ethical standards in business activities.
ACCT2110 Principles of Accounting I	Introduced	Developed	Developed	Introduced	Introduced	Developed
ACCT2120 Principles of Accounting II	Introduced	Developed	Developed	Introduced	Introduced	Developed
BUSA1110 Introduction to Business	Developed	Not Addressed	Introduced	Introduced	Introduced	Introduced
ECON2110 Macroeconomic Principles	Developed	Not Addressed	Developed	Developed	Introduced	Developed
ECON2120 Microeconomic Principles	Developed	Not Addressed	Developed	Developed	Introduced	Developed
MATH1350 Introduction to Statistics	Introduced	Developed	Developed	Developed	Not Addressed	Introduced
MGMT2110 Principles of Management	Developed	Developed	Developed	Developed	Developed	Developed
MKTG2110 Principles of Marketing.	Developed	Developed	Developed	Developed	Developed	Developed
BUSA2999 Capstone	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered

Gen Ed Courses

Five essential skills are associated with each of six content areas, as shown in the table below

Gen Ed Courses	Communication	Critical Thinking	Information and eracy	Quantitative Reasoning	Personal and Social Responsibility
Area I – Communication: ENGL 1110 Composition I; ENGL 1120 Composition II; COMM 1130 Public Speaking; COMM 2120 Interpersonal Communication	X	X	X		
Area II – Mathematics: MATH 1350 Statistics; MATH 1220 College Algebra	X	X		X	
Area III – Laboratory Science: BIOL 1110 General Biology; BIOL 1140 Biology for Health Sciences; BIOL 2110 Principles of Biology: Cell & Molecular Biology; BIOL 2310 Microbiology; BIOL 2210 Human Anatomy & Physiology I; BIOL 2225 Human Anatomy & Physiology II; CHEM 1120 Introduction to Chemistry; CHEM 1215 General Chemistry I; CHEM 1226 General Chemistry II; ENVS 1110 Environmental Science; GEOL 1110 Physical Geology; GEOL 2110 Historical Geology; PHYS 1115 Survey of Physics; PHYS 1230 Algebra-based Physics I; PHYS 1240 Algebra-based Physics II; PHYS 1310 Calculus-based Physics I; PHYS 1320 Calculus-based Physics II		X		X	X
Area IV – Social and Behavioral Sciences: ANTH 1115 Introduction to Anthropology; ANTH 1141 Cultures of the World; ECON 2110 Macroeconomics Principles; ECON 2120 Microeconomics Principles; POLS 1120 American National Government; POLS 2160 State and Local Government; PSYC 1110 Introduction to Psychology; PSYC 2120 Developmental Psychology; SOCI 1110 Introduction to Sociology	X	X			X
Area V – Humanities (AA & AS) / Flex (AAS): ENGL 2610 American Literature I; ENGL 2310 Introduction to Creative Writing; ENGL 2380 Introduction to Short Fiction; ENGL 2620 American Literature II; HIST 1150 Western Civilization I; HIST 1160 Western Civilization II; HIST 1110 United States History I; HIST 1120 United States History II; HIST 2110 Survey of History of New Mexico; PHIL 1110 Introduction to Philosophy; RELG 2115 World Religions; SPAN 1110 Spanish I; BCIS 1110 Introduction to Information Systems; MATH 1215 Intermediate Algebra		X	X		X
Area VI – Creative and Fine Arts: ARTS 1610 Drawing I; ARTH 1120 Introduction to Art; ARTH 2110 History of Art I; MUSC 1130 Music Appreciation: Western Music; THEA 1220 Beginning Acting	X	X			X

Business Administration AAS Curriculum Map

This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map:

Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding.

Developed: Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence.

Mastered: Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.

General Education Essential Skills

Each degree program at Luna contains an integrated core of general education requirements. This core ensures that Luna graduates possess the expected literacy and general knowledge to function well in the workforce, to pursue further education and to participate in the cultural and political life of the local community and the larger society.

Courses are listed in rows and PLOs are in columns	Use the techniques, skills, and business tools necessary to support modern business practices.	Explain professional and ethical standards and their application to business activities.	Perform general accounting procedures and financial analyses.	Explain which principles of management are applicable to a particular organization.	Explain which marketing principles are relevant to individual sales programs and efforts.	Utilize current computer technology and application.
ACCT2110 Principles of Accounting I (Financial)	Introduced	Introduced	Introduced	Not Addressed	Not Addressed	Introduced
ACCT2120 Principles of Accounting II (Managerial)	Introduced	Introduced	Introduced	Not Addressed	Not Addressed	Introduced
BUSA1110 Introduction to Business	Developed	Developed	Developed	Developed	Developed	Developed
BFIN2110 Introduction to Finance	Developed	Developed	Developed	Developed	Not Addressed	Developed
ENTR1110 Entrepreneurship	Developed	Developed	Developed	Developed	Developed	Developed
ECON2110 Macroeconomic Principles	Developed	Developed	Developed	Not Addressed	Not Addressed	Developed
ECON2120 Microeconomic Principles	Developed	Developed	Developed	Not Addressed	Not Addressed	Developed
MGMT2110 Principles of Management	Developed	Developed	Developed	Not Addressed	Developed	Developed
ENTR2110 Small Business Management	Developed	Developed	Developed	Developed	Developed	Developed
MKTG2110 Principles of Marketing	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered
BUSA2999 Capstone	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered

Gen Ed Courses

Five essential skills are associated with each of six content areas, as shown in the table below

Gen Ed Courses	Communication	Critical Thinking	Information and Digitial	Quantitative Reasoning	Personal and Social Responsibility
Area I – Communication: ENGL 1110 Composition I; ENGL 1120 Composition II; COMM 1130 Public Speaking; COMM 2120 Interpersonal Communication	X	X	X		
Area II – Mathematics: MATH 1350 Statistics; MATH 1220 College Algebra	X	X		X	
Area III – Laboratory Science: BIOL 1110 General Biology; BIOL 1140 Biology for Health Sciences; BIOL 2110 Principles of Biology: Cell & Molecular Biology; BIOL 2310 Microbiology; BIOL 2210 Human Anatomy & Physiology I; BIOL 2225 Human Anatomy & Physiology II; CHEM 1120 Introduction to Chemistry; CHEM 1215 General Chemistry I; CHEM 1226 General Chemistry II; ENVS 1110 Environmental Science; GEOL 1110 Physical Geology; GEOL 2110 Historical Geology; PHYS 1115 Survey of Physics; PHYS 1230 Algebra-based Physics I; PHYS 1240 Algebra-based Physics II; PHYS 1310 Calculus-based Physics I; PHYS 1320 Calculus-based Physics II		X		X	X
Area IV – Social and Behavioral Sciences: ANTH 1115 Introduction to Anthropology; ANTH 1141 Cultures of the World; ECON 2110 Macroeconomics Principles; ECON 2120 Microeconomics Principles; POLS 1120 American National Government; POLS 2160 State and Local Government; PSYC 1110 Introduction to Psychology; PSYC 2120 Developmental Psychology; SOCI 1110 Introduction to Sociology	X	X			X
Area V – Humanities (AA & AS) / Flex (AAS): ENGL 2610 American Literature I; ENGL 2310 Introduction to Creative Writing; ENGL 2380 Introduction to Short Fiction; ENGL 2620 American Literature II; HIST 1150 Western Civilization I; HIST 1160 Western Civilization II; HIST 1110 United States History I; HIST 1120 United States History II; HIST 2110 Survey of History of New Mexico; PHIL 1110 Introduction to Philosophy; RELG 2115 World Religions; SPAN 1110 Spanish I; BCIS 1110 Introduction to Information Systems; MATH 1215 Intermediate Algebra		X	X		X
Area VI – Creative and Fine Arts: ARTS 1610 Drawing I; ARTH 1120 Introduction to Art; ARTH 2110 History of Art I; MUSC 1130 Music Appreciation: Western Music; THEA 1220 Beginning Acting	X	X			X

Small Business Management Certificate Curriculum Map

This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map:

Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding.

Developed: Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence.

Mastered: Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.

Courses are listed in rows and PLOs are in columns	Integrate knowledge of accounting, finance, marketing, and management to create a comprehensive business plan for a new or existing small business.	Apply core management principles and organizational strategies to effectively lead and operate a small business.	Apply foundational accounting principles to perform general bookkeeping and utilize financial statements for a small business.	Develop and implement a basic marketing plan to identify target customers, promote products and services, and manage sales efforts for a small business.	Apply fundamental financial concepts to manage cash flow, make sound investment decisions, and understand funding options for a small business.	Utilize current computer applications and technology, including integrated accounting software, to support and streamline small business operations.
ACCT2110 Principles of Accounting I	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
ACCT2120 Principles of Accounting II	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
BUSA1110 Introduction to Business	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
BFIN2110 Principles of Finance	Developed	Developed	Developed	Developed	Developed	Developed
BCIS1110 Introduction to Information Systems	Developed	Developed	Developed	Developed	Developed	Developed
MGMT2110 Principles of Management	Developed	Developed	Developed	Developed	Developed	Developed
BUSA2460 Business Ethics	Developed	Developed	Developed	Developed	Developed	Developed
ENTR2110 Small Business Management	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered
MKTG2110 Principles of Marketing	Mastered	Mastered	Developed	Mastered	Developed	Mastered

Appendix B: Program Learning Outcomes Assessments | 23-24

Program Assessment

Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for the Small Business Management Certificate Program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.

Section					
Section A	Semester	Fall	Spring	Summer	
	Year	2023-2024			
	Department	Business			
	Program name	Small Business Management Certificate			
	Catalog year	2023-2024			
				Totals #:	
Section B	Number of projected graduates for current academic year?			0	
	Confirmed degrees for last academic year?			0	
	Confirmed certificates for last academic year?			0	
	How many students are declared in your program?			10	
Section C	1. What is your program description/goal? (This is found in the catalog)				
	The Small Business Management Certificate is designed to provide education in business theory and practical applications for business owners, managers, employees in small business firms, and individuals who plan to start a business. The curriculum provides an overview of accounting principles, marketing, finance, management, and computer applications.				
Section	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)				
	Exams (text-based or observational): Students may be assessed through written exams that test their knowledge and understanding of the course material. Observational exams may involve assessing students' practical skills and abilities in a real or simulated early childhood education setting. Papers: Students may be required to write research papers or essays on various topics related to early childhood multicultural education. These papers allow students to demonstrate their understanding of key concepts and their ability to critically analyze and discuss relevant issues.				
Section E	**Is your program current and up to date?**			Yes	No
	Are your program learning outcomes (PLO) current?				x
	Do the PLOs align with your program mission?				x
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?			x	
Section F	Is your curriculum map profile up to date?			x	
	Is our curriculum profile up to date?				x
Section G	Give a brief summary of your findings, including what the data tells. Based on your data, what changes will you be making in the future?				
	There have to be program learning outcomes somewhere, but I cannot find them online or in any of our business binders. I will create program learning outcomes and a curriculum profile for Small Business Management. I would also like to promote this certificate to CTE for students who may be heading into workforce and could use some business knowledge.				

List all of your Program Learning Outcomes and, to the best of your ability, align them with your academic skills.

	PLO	AS
1	Integrate knowledge of accounting, finance, marketing, and	234
2	Apply core management principles and organizational strategies to	234
3	Apply foundational accounting principles to perform general	234
4	Develop and implement a basic marketing plan to identify target	1, 2
5	Apply fundamental financial concepts to manage cash flow, make sound	1245
6	Utilize current computer applications and technology, including	3, 5
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

General Education Skills	
Communication	1
Critical Thinking	2
Information and Digitial Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

	Program Assessment				
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for the General Business AA program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.					
Section A	Semester		Fall	Spring	Summer
	Year	2023-2024			
	Department	Business			
	Program name	General Business			
	Catalog year	2023-2024			
				Totals #:	
Section B	Number of projected graduates for current academic year?			0	
	Confirmed degrees for last academic year?			0	
	Confirmed certificates for last academic year?			0	
	How many students are declared in your program?			5	
Section C	1. What is your program description/goal? (This is found in the catalog)				
	business, accounting, management information systems, or a related field. For transferability, the student must learn in advance of the particular requirements of the intended school or university. Students are strongly encouraged to consult with their Luna advisor for proper advisement and course selection. Courses can only be used once in any area.				
Section	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)				
	Exams (text-based or observational): Students may be assessed through written exams that test their knowledge and understanding of the course material. Observational exams may involve assessing students' practical skills and abilities in a real or simulated early childhood education setting. Papers: Students may be required to write research papers or essays on				
Section E	**Is your program current and up to date?**			Yes	No
	Are your program learning outcomes (PLO) current?			x	
	Do the PLOs align with your program mission?			x	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?			x	
Section F	Is your curriculum map profile up to date?			x	
	Is our curriculum profile up to date?			x	
Section G	Give a brief summarize your finding, include what does the date tell? Based on your data, what will you be chaning in the future?				
	General Business is the program that articulates the best into 4-year university business programs. We need to recruit and enroll students into this program who plan to continue their education for a BA or MBA.				

List all of your Program Learning Outcomes and to the best of your ability alien the with your academic skills.

	PLO	AS
1	Graduates will demonstrate a comprehensive understanding of fundamental business	1,2,3,4
2	Graduates will apply critical thinking skills to analyze and evaluate business problems,	1,2,3,4,5
3	Graduates will effectively communicate in a business context, both orally and in	1,2,3
4	Graduates will understand the importance of ethical conduct and social responsibility	1,2,3,5
5	Graduate will develop problem-solving skills and the ability to make sound business	1,2,4
6	Graduates will effectively work in teams, demonstrating strong interpersonal skills, the	1,2,5
7	Graduates will cultivate an entrepreneurial mindset by recognizing opportunities, taking	1,2,5
8	Graduates will demonstrate proficiency in utilizing technology tools and platforms	1,2,3,4,5
9	Graduates will understand the impact of globalization on business, international trade	1,2,3
10	Graduates will engage in continuous professional development, including the pursuit of	1,2,5
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

General Education Skills	
Communication	1
Critical Thinking	2
Information and Digitial Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Program Assessment

Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for **Business Administration AAS** program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.

Section A	Semester		Fall	Spring	Summer	
	Year	2023-2024				
	Department	Business				
	Program name	Business Administration				
	Catalog year	2023-2024				
					Totals #:	
Section B	Number of projected graduates for current academic year?				4	
	Confirmed degrees for last academic year?				4	
	Confirmed certificates for last academic year?				0	
	How many students are declared in your program?				46	
Section C	1. What is your program description/goal? (This is found in the catalog)					
	foundational knowledge and practical skills necessary for success in various business environments. This comprehensive program integrates theoretical concepts with hands-on experience, preparing students for entry-level positions in diverse industries or for further academic pursuits. All students should plan their individual programs with their advisors.					
Section	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)					
	Exams (text-based or observational): Students may be assessed through written exams that test their knowledge and understanding of the course material. Observational exams may involve assessing students' practical skills and abilities in a real or simulated early childhood education setting. Papers: Students may be required to write research papers or essays on various topics related to early childhood multicultural education. These papers allow students to demonstrate their understanding of key concepts and their ability to critically analyze and discuss relevant issues.					
Section E	**Is your program current and up to date?**				Yes	No
	Are your program learning outcomes (PLO) current?				x	
	Do the PLOs align with your program mission?				x	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?				x	
Section F	Is your curriculum map profile up to date?				x	
	Is our curriculum profile up to date?				x	
Section G	Give a brief summary of your findings, including what the data tells. Based on your data, what changes will you be making in the future?					
	Business Administration continues to be the largest program in the School of Business, but there should be a higher number of graduates based on the number of declared students that are in the program.					

List all of your Program Learning Outcomes and to the best of your ability alien the with your academic skills.

	PLO	AS
1	Graduates will demondstrate a comprehensive understanding of fundamental business	1,2,3,4,5
2	Graduates will apply critical thinking skills to analyze and evaluate business problems,	1,2,3,4,5
3	Graduates will effectively communicate in a business context, both orally and in	1,2,3
4	Graduates will understand the importance of ethical conduct and social responsibility	1,2,3,5
5	Graduates will develop problem-solving skills and the ability to make sound business	1,2,3
6	Graduates will cultivte an entrepreneurial mindset by recognizing opportunities, taking	1,3
7	Graduates will demonstrate proficiency in utilizing technology tools and platforms	1,3
8	Graduates will understand the impact of globalization on business operations and	1,2,3,5
9	Graduates will engage in continuous professional development, including the pursuit of	1,3
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

General Education Skills	
Communication	1
Critical Thinking	2
Information and Digitial Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Program Assessment

The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Accounting AAS program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.

Section A	Semester		Fall	Spring	Summer	
	Academic Year	23-24				
	Department	School of Business				
	Program name	Accounting				
	Catalog year	23-25				
					Totals #:	
Section B	Number of projected graduates for current academic year?				1	
	Confirmed degrees for last academic year?				0	
	Confirmed certificates for last academic year?				0	
	How many students are declared in your program?				2	
Section C	1. What is your program description/goal? (This is found in the catalog)					
	The purpose of the degree is to provide students entry-level accounting skills for employment opportunities or as a preparatory program for students who plan to pursue a Bachelor's degree in accounting or related field.					
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)					
	Assignments, exams, and capstone					
Section E	**Is your program current and up to date?**				Yes	No
	Are your program learning outcomes (PLO) current?				X	
	Do the PLOs align with your program mission?				X	
	Do your CLOs (may be assigned by a third party e.g., HED or nursing board) Aligned with your PLOs(developed in house)?				X	
Section F	Is your curriculum map profile up to date?				X	
	Is our curriculum profile up to date?				X	
Section G	Give a brief summary of your finding, include what does the data tell? Based on your data, what will you be changing in the future?					
	The Accounting program is not thriving. We will be conducting some workforce-related surveys to find out if there what the need is for this program as we move forward.					

List all of your Program Learning Outcomes and to the best of your ability align them with your academic skills

	PLO	AS
1	Explain the ethics of accounting practices and procedures.	1,2,3 &5
2	Apply generally accepted accounting principles, regarding the recording of assests and liabilities, the use of the special journals,	1,2,3 &5
3	Describe the accounting entries for partnership formations, corporations, stocks, dividends, bonds payable, and cash flow statements.	1,2,3 &4
4	Apply managerial accounting concepts and prinicples, manufacturing accounting, planning and control, for business decision-making.	1, 2,3,4
5	Be familiar with the capabilities of integrated computerized accounting packages, specifically using QuickBooks to develop Chart of Accounts	1,2,.3
6	Apply legal and mechanical practices in accounting for governmental units and special non-profit organizations0.	1,2,3
7	Explain payroll tax and employment reports, forms, and deposits.	1, 2, 3,4
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digitial Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Appendix C: Program Learning Outcomes Assessments | 24-25

Program Assessment

Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for ______________________ program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.

Section A	Semester		Fall	Spring	Summer	
	Year	2024-2025				
	Department	Business				
	Program name	Small Business Management Certificate				
	Catalog year	2024-2025				
				Totals #:		
Section B	Number of projected graduates for current academic year?			2		
	Confirmed degrees for last academic year?			0		
	Confirmed certificates for last academic year?			0		
	How many students are declared in your program?			5		
Section C	1. What is your program description/goal? (This is found in the catalog)					
	The Small Business Management Certificate is designed to provide education in business theory and practical applications for business owners, managers, employees in small business firms, and individuals who plan to start a business. The curriculum provides an overview of accounting principles, marketing, finance, management, and computer applications.					
Section	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)					
	Exams (text-based or observational): Students may be assessed through written exams that test their knowledge and understanding of the course material. Observational exams may involve assessing students' practical skills and abilities in a real or simulated early childhood education setting. Papers: Students may be required to write research papers or essays on various topics related to early childhood multicultural education. These papers allow students to demonstrate their understanding of key concepts and their ability to critically analyze and discuss relevant issues.					
Section E	**Is your program current and up to date?**			Yes	No	
	Are your program learning outcomes (PLO) current?			x		
	Do the PLOs align with your program mission?			x		
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?			x		
Section F	Is your curriculum map profile up to date?			x		
	Is our curriculum profile up to date?			x		
Section G	Give a brief summary of your findings, including what the data tells. Based on your data, what changes will you be making in the future?					
	The data shows that this program has potential for growth. PLO's were found and are current with the program's mission. Promotion of this program to other departments will hopefully increase the enrollment and completion of students. A concerted effort will be made to enroll CTE students in the program.					

List all of your Program Learning Outcomes and to the best of your ability alien the with your academic skills.

	PLO	AS
1	Integrate knowledge of accounting, finance, marketing, and management to create a comprehensive business plan for a new or existing small business	234
2	Apply core management principles and organizational strategies to effectively lead and operate a small business	234
3	Apply foundational accounting principles to perform general bookkeeping and utilize financial statements for a small business.	234
4	Develop and implement a basic marketing plan to identify target customers, promote products and services, and manage sales efforts for a small business.	12
5	Apply fundamental financial concepts to manage cash flow, make sound investment decisions, and understand funding options for a small business.	1245
6	Utilize current computer applications and technology, including integrated accounting software, to support and streamline small business operations.	35
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digitial Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Program Assessment

Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for the Accounting AAS program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.

Section A	Semester		Fall	Spring	Summer	
	Academic Year	24-25				
	Department	School of Business				
	Program name	Accounting				
	Catalog year	24-25				
					Totals #:	
Section B	Number of projected graduates for current academic year?				1	
	Confirmed degrees for last academic year?				1	
	Confirmed certificates for last academic year?				0	
	How many students are declared in your program?				2	

Section C

1. What is your program description/goal? (This is found in the catalog)

The purpose of the degree is to provide students entry-level accounting skills for employment opportunities or as a preparatory program for students who plan to pursue a Bachelor's degree in accounting or related field.

Section

List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)

Assignments, exams, and capstone

		Yes	No
Section E	**Is your program current and up to date?**	Yes	No
	Are your program learning outcomes (PLO) current?	X	
	Do the PLOs align with your program mission?	X	
	Do your CLOs (may be assigned by a third party e.g., HED or nursing board) Aligned with your PLOs(developed in house)?	X	
Section F	Is your curriculum map profile up to date?	X	
	Is our curriculum profile up to date?	X	

Section G

Give a brief summary of your finding, include what does the data tell? Based on your data, what will you be changing in the future?

There is a need to reinvigorate the accounting program. Through conversations with several community businesses and accountants, there is a need in the Las Vegas area for entry-level bookkeepers. There will be an increased effort to increase enrollment through recruiting and looking for intership opportunities for students.

List all of your Program Learning Outcomes and to the best of your ability align them with your academic skills

	PLO	AS
1	Explain the ethics of accounting practices and procedures.	1,2,3 &5
2	Apply generally accepted accounting principles, regarding the recording of assests and liabilities, the use of the special journals,	1,2,3 &5
3	Describe the accounting entries for partnership formations, corporations, stocks, dividends, bonds payable, and cash flow statements.	1,2,3 &4
4	Apply managerial accounting concepts and prinicples, manufacturing accounting, planning and control, for business decision-making.	1, 2,3,4
5	Be familiar with the capabilities of integrated computerized accounting packages, specifically using QuickBooks to develop Chart of Accounts	1,2,.3
6	Apply legal and mechanical practices in accounting for governmental units and special non-profit organizations0.	1,2,3
7	Explain payroll tax and employment reports, forms, and deposits.	1, 2, 3,4
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digitial Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Program Assessment

Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for the General Business AA program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.

Section						
Section A	Semester		Fall	Spring	Summer	
	Year	2024-2025				
	Department	Business				
	Program name	General Business				
	Catalog year	2024-2025				
					Totals #:	
Section B	Number of projected graduates for current academic year?				0	
	Confirmed degrees for last academic year?				0	
	Confirmed certificates for last academic year?				0	
	How many students are declared in your program?				5	

Section C

1. What is your program description/goal? (This is found in the catalog)

business, accounting, management information systems, or a related field. For transferability, the student must learn in advance of the particular requirements of the intended school or university. Students are strongly encouraged to consult with their Luna advisor for proper advisement and course selection. Courses can only be used once in any area.

Section

List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)

Exams (text-based or observational): Students may be assessed through written exams that test their knowledge and understanding of the course material. Observational exams may involve assessing students' practical skills and abilities in a real or simulated early childhood education setting. Papers: Students may be required to write research papers or essays on

Section	Is your program current and up to date?	Yes	No
Section E	Are your program learning outcomes (PLO) current?	x	
	Do the PLOs align with your program mission?	x	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?	x	
Section F	Is your curriculum map profile up to date?	x	
	Is our curriculum profile up to date?	x	

Section G

Give a brief summarize your finding, include what does the date tell? Based on your data, what will you be chaning in the future?

General Business is the program that articulates the best into 4-year university business programs. We need to recruit and enroll students into this program who plan to continue their education for a BA or MBA.

List all of your Program Learning Outcomes and to the best of your ability alien the with your academic skills.

	PLO	AS
1	Graduates will demonstrate a comprehensive understanding of fundamental business	1,2,3,4
2	Graduates will apply critical thinking skills to analyze and evaluate business problems,	1,2,3,4,5
3	Graduates will effectively communicate in a business context, both orally and in writing,	1,2,3
4	Graduates will understand the importance of ethical conduct and social responsibility in	1,2,3,5
5	Graduate will develop problem-solving skills and the ability to make sound business	1,2,4
6	Graduates will effectively work in teams, demonstrating strong interpersonal skills, the	1,2,5
7	Graduates will cultivate an entrepreneurial mindset by recognizing opportunities, taking i	1,2,5
8	Graduates will demonstrate proficiency in utilizing technology tools and platforms	1,2,3,4,5
9	Graduates will understand the impact of globalization on business, international trade	1,2,3
10	Graduates will engage in continuous professional development, including the pursuit of	1,2,5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digitial Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Program Assessment

Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for **Business Administration AAS** program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.

Section A	Semester		Fall	Spring	Summer	
	Year	2024-2025				
	Department	Business				
	Program name	Business Administration				
	Catalog year	2024-2025				
					Totals #:	
Section B	Number of projected graduates for current academic year?				8	
	Confirmed degrees for last academic year?				4	
	Confirmed certificates for last academic year?				0	
	How many students are declared in your program?				35	
Section C	1. What is your program description/goal? (This is found in the catalog)					
	foundational knowledge and practical skills necessary for success in various business environments. This comprehensive program integrates theoretical concepts with hands-on experience, preparing students for entry-level positions in diverse industries or for further academic pursuits. All students should plan their individual programs with their advisors.					
Section	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)					
	Exams (text-based or observational): Students may be assessed through written exams that test their knowledge and understanding of the course material. Observational exams may involve assessing students' practical skills and abilities in a real or simulated early childhood education setting. Papers: Students may be required to write research papers or essays on various topics related to early childhood multicultural education. These papers allow students to demonstrate their understanding of key concepts and their ability to critically analyze and discuss relevant issues.					
Section E	**Is your program current and up to date?**				Yes	No
	Are your program learning outcomes (PLO) current?				x	
	Do the PLOs align with your program mission?				x	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?				x	
Section F	Is your curriculum map profile up to date?				x	
	Is our curriculum profile up to date?				x	
Section G	Give a brief summary of your findings, including what the data tells. Based on your data, what changes will you be making in the future?					
	Business Administration continues to be the largest program in the School of Business, but there should be a higher number of graduates. We need to look at the advisement of students to ensure they are completing in 5 semesters or less.					

List all of your Program Learning Outcomes and to the best of your ability alien the with your academic skills.

	PLO	AS
1	Graduates will demondstrate a comprehensive understanding of fundamental business	1,2,3,4,5
2	Graduates will apply critical thinking skills to analyze and evaluate business problems,	1,2,3,4,5
3	Graduates will effectively communicate in a business context, both orally and in	1,2,3
4	Graduates will understand the importance of ethical conduct and social responsibility	1,2,3,5
5	Graduates will develop problem-solving skills and the ability to make sound business	1,2,3
6	Graduates will cultivte an entrepreneurial mindset by recognizing opportunities, taking	1,3
7	Graduates will demonstrate proficiency in utilizing technology tools and platforms	1,3
8	Graduates will understand the impact of globalization on business operations and	1,2,3,5
9	Graduates will engage in continuous professional development, including the pursuit of	1,3
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digitial Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Appendix D: School of Business Advisory Council Report

School of Business Advisory Council Report

2020-2025

2020-2022 No records

2022-2025

Biannual meetings for advisory council are held in the Spring and Fall.

The current advisory board consists of the School of Business Director, School of Business Lead Faculty, retired School of Business director, one alumni, the Small Business Development Center Director, and one community business owner.