

Program Review Year 2006 – 2007

Business Management

The Business Management Program is designed to prepare students for working in a variety of organizations – public and private, for-profit and non-profit - by providing them with general management skills training and coursework with a significant concentration in the field of business.

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Revision K

DATE: December 13, 2006

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SECTION ONE: PROGRAM

I. ACCREDITATION/ APPROVAL/ CERTIFICATION

A. Does the program have external (specialized) programmatic accreditation?

Yes _____ No _X_

IF NO, skip to I (B).

IF YES, please complete items 1 through 8 below.

1. What is the name of the programmatic accreditation agency?

2. What is the current accreditation status of the program?

3. What date was the last accreditation status awarded?

4. What is the anticipated date of the next accreditation action?

5. How often does the program file an official report with the accrediting agency?

6. Where is the program currently in the review schedule (e.g., year 3 of a 7 year cycle)?

7. What were the strengths and weaknesses of the program, as identified by the accreditation agency during the last accreditation activity?

(Base your response in this area to the citation of Standards.)

8. How has the program been revised to address the citations or recommendations?

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B. Does the program have external (specialized) programmatic approval or certification?

Yes No

IF NO, skip to I(C).

IF YES, please complete Items 1 through 8 below.

1. What is the name of the programmatic approval or certification agency?
2. What is the current approval or certification status of the program?
3. What date was the last approval or certification status awarded?
4. What is the anticipated date of the next approval or certification action?
5. How often does the program file an official report with the approving or certifying agency?
6. Where is the program currently in the review schedule (e.g., year 3 of a 7 year cycle)?
7. What were the strengths and weaknesses of the program, as identified by the approval or certification agency during the last approval or certification activity?
(Base your response in this area to the citation of Standards.)
8. How has the program been revised to address the citations or recommendations?

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- C. Is there an external accrediting, certifying, or approval organization relevant to your program from which you are not currently receiving accreditation, approval or certification?

Yes No

IF NO, skip to question II.

IF YES, please complete items 1 through 3 below

1. What is the name of this external organization?

Association of Collegiate Business Schools and Programs (ACBSP)

2. What status can your program receive from this organization?

Accreditation Certification Approval

3. Are you intending to apply for accreditation, certification, or approval from this organization?

Yes - intending to explore No

IF NO, please explain, and then go to question II.

IF YES please complete items 4 through 7 below, then go to question II

4. Why are you intending to apply for accreditation, certification, or approval?

Accreditation was obtained in 1993 and dropped in 2004 due to budget constraints and the concern that there was no value to having the accreditation at this time.

Members of the Advisory Committee have suggested that accreditation could provide credibility to the program based on the reputation of the accrediting association. It would be appealing to new students and, therefore, could be a good recruiting tool. Other advisory committee feedback includes that accreditation is viewed as a plus by employers who recruit and hire our students and, based on feedback from faculty at four-year colleges including the Director of Undergraduate Programs in the College of Management at UMass Lowell, by four-year schools of study to which our students transfer.

The program coordinator plans to attend one of the ACBSP conferences as a part of researching the types of benefits that the association provides to members and the responsibilities that the college would incur. He also plans to meet with members of the board of directors of the association to discuss the value of the accreditation as it applies to students entering the college and those that graduate.

5. When are you intending to apply and why?

Dependent upon the research results. The earliest would be the AY 2008-09 academic year. The program coordinator expects to do the research beginning in the fall of 2007 and the results of the research should be completed in time for the budget process for AY 2008-09.

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5. Are there any specific resources you will need when you go through the accreditation, certification, or approval process that you do not currently have?

It is unclear at this time if any specific resources will be needed. The program coordinator looked at the accreditation report from 1999 and it parallels the efforts that are currently underway for the program review. If any specific resources will be needed they will be defined in the findings of the research.

7. Please provide information about any additional questions, concerns, etc. you may have with respect to your intention to apply for accreditation, certification, or approval.

There are none at this time.

II. MISSION

A. The program's mission statement is as follows:

The Business Management Program is designed to prepare students for working in a variety of organizations – public and private, for-profit and non-profit - by providing them with general management skills training and coursework with a significant concentration in the field of business.

B. Describe the process through which faculty developed the program mission.

As noted in the Outcome Assessment Plan (OAP) (see Appendix 3) the process used to develop the program mission statement was clearly defined in the *Guide for Developing and Implementing a Program Outcomes Assessment Plan (Guide)* provided by the Office of Academic Program Review and Assessment (OAPRA). Starting with the current Mission Statement of the Business Management Program, we asked the questions, what (is being done), for whom (the participants, stakeholders), how (the methods or services), and why (purpose). The process team, working with the Business Programs Advisory Committee, continued discussions until everyone agreed that the mission statement answered all four questions. We also used the checklist in the *Guide* to insure that the mission statement was effective, and that it clearly defined the mission of the program.

C. Describe how the program's mission statement is consistent with, or aligns with, the mission of the College.

The program's mission statement reflects or aligns with NECC's mission in that the Business Management Program is a high quality educational program, which provides a comprehensive set of management skills and coursework required by employers; it also offers a broad range of topics that will enhance the student's ability to contribute to the social, cultural and economic life of the region. Examples of management skills emphasized in the Business Management program are leadership, organization and planning, cooperation and teamwork, communication, and decision-making. With these skills students contribute to the workplace in their ability to schedule work for employees, manage inventory of materials, communicate with workers and managers, and supervise employees.

- D. Describe how this program facilitates the accomplishment of the College's mission and core values.

The mission of the Business Management program and the college come together in the dedication and commitment to educational excellence. We work with the students to help them both set and achieve their goals. Examples of how the Business Management Program facilitates the accomplishment of NECC's core values include:

1. **Diversity:** Course content stresses the global perspective and appreciation of other cultures in which businesses operate. The diverse backgrounds and skill sets of the faculty provide students with first-hand knowledge of how businesses embrace diversity.
2. **Student Success:** Through active learning and quality instruction, students gain knowledge and understanding of what it takes to be successful in the business world. They are able to develop the skill set needed to achieve success in the classroom and in the workplace.
3. **Partnership:** Working with the Career Planning center on-campus, cooperative learning and internships are encouraged and obtained for students to give them a real-life experience in the business world. For example, students are encouraged to participate in The Walt Disney World College program to receive credit for their coop experience and through college classes taken on site at WDW. Overall, the experiential learning process provides students with an opportunity to examine career choices and develop networks for future careers.

III. INSTITUTIONAL STRATEGIC PLAN

A. Describe how this program satisfies or is consistent with one or more of the College's institutional goals as defined in the Institutional Strategic Plan.

As noted in the GAP (see Appendix 3) the process team looked at the Strategic Plan to insure that the Business Management Program satisfied or is consistent with one or more of the College's institutional goals as defined in the Institutional Strategic Plan. Specifically, with respect to Caring College, the faculty members of the Business Department work together to insure that students who graduate from the program are equipped with the skills (such as strategic and tactical planning, accounting, teamwork and cooperation) needed to both enter into and contribute to the economy of the region and to the larger world. Further, with respect to Student Learning Outcomes, the outcomes assessment team has worked to identify these outcomes and to make plans to assess them.

B. Describe how significant modification of this program would impact other programs at NECC.

The Business Management Program utilizes offerings of other departments to complete its curriculum requirements. Also, students of other programs, for example accounting and graphic design, are required to take business courses in order to complete their curriculum requirements. Significant modifications to the Business Management program would have an impact on other programs and departments at NECC. For example, if prerequisites or sequencing of courses were changed for the Business Management program, it would require students of other programs to have to take more courses or change their schedules to accommodate the changes. If the Business Management program decided to drop or change the number of credits in the program then service departments (e.g., Psychology, Sociology, Science, Math, etc.) could be impacted.

IV. PROGRAM POLICIES AND PROCEDURES

A. List any specific program policies and procedures, and comment on the rationale for any differences from institutional policies and procedures.

(Programs may need to develop specific policies and procedures related to the day-to-day operation of the specific program (e.g., to meet accreditation standards, to establish the parameters for clinical education experiences). When there are specific program policies and procedures, these policies and procedures should be consistent with those of the institution. Differences between program-specific policies and institutional policies should be described within the context of the program.)

There are no program policies and/or procedures that are different from the institutional policies and procedures of the college. The policies of the Business Management Program are consistent with those of the college.

B. Describe the mechanism used to assure that all students in the program receive copies of current program-specific policies and procedures, relevant information about the program, and information about the institutional policies and procedures.

Students are kept current of changes to the program through the standard college media (e.g. Academic Catalog, Academic Advising Handbook, and the NECC website). Students in the Business Management program are assigned by the Advising Center to either an advising center staff member or a faculty member in the Business department for advising. During this advising session the student is updated on any new course offerings and/or changes to the business program. Not all students in the Business Management program are assigned a faculty member due to the limited number of faculty to whom they can be assigned, which are full-time faculty. It would be preferable to have all students of the Business Management program be assigned a faculty member for advising because this would assure that students receive the most current information. (See article entitled *2-Year-College Students Rarely Use Advisors, Study Shows*, in the 12/1/06 Chronicle of Higher Education. This article supports that students in 2-year colleges identified faculty members as the best source of academic advising.)

C. Describe how the program defines "student success."

(For example, if the program facilitates student transfer, and students do indeed transfer, does this meet the program's definition of success?)

Describe the program's policies, procedures and practices related to student success.

Student Success is defined by the proficiency and knowledge students gain by completing the learning outcomes and objectives (refer to the Curriculum / Competencies Map in the OAP-appendix 3) of the program, which are supported by the content of the curriculum. The faculty of the Business Management Program provides quality instruction for each and every course, insuring that students are given the best chance for success.

Student Success could also be measured by students' readiness for employment, which students obtain through the completion of the program requirements. Students prepare themselves for employment through coursework, co-operative education, internships, and experiential learning. Anecdotal data from employers in the local area confirms that students from the NECC Business Management program are excellent employees.

In terms of follow-up data, there is little information available at this time. There is however, a survey of graduates done every year through Institutional Research. Because this is a college-wide survey, only a small number of students are surveyed for each program. However, the most recent survey results, which were focused on the graduates of 2005, indicate that of the 24 graduates from the Business Management program, who returned the survey, 100% were employed.

SECTION TWO: STUDENTS

I. PROGRAM DEMAND, COMPLETION, AND RETENTION

A. Discuss how the program obtains data concerning student demand for the program.

(See completed Chart 1 in Appendix 1.) Discuss how the data in Chart 1 was analyzed and interpreted.

Data obtained for the analysis of the Business Management program was provided by Tom Fallon, Dean of Information Technology and Institutional Research and Planning. Total enrollment in the program over a three-year period ending in AY 2006/07 averaged 288. Total enrollment for the program was 294, 289, and 280 for AY 2003-04, 2004-05, and 2005-06 respectively.

Total enrollment over the three-year period shows a roughly 5% decline. Due to the small amount of data that is being analyzed in terms of the number of years, any conclusions with respect to a possible "trend" cannot be made at this time. However, the numbers will be watched over the next several years. The number of students 'new to the program' has been consistent over this time period, and averages 140 students per year.

Even though there has been a consistent number of new students enrolling in the program, the program could, nevertheless, benefit from increasing outreach efforts, for example to area high schools. This effort would require additional full-time faculty because full-time faculty would be able to devote time and effort to insure consistency and quality of information delivery.

B. Discuss student program completion and transfer.

(See completed Chart 2A in Appendix 1.)

(If there are two or more consecutive years in which there are five (5) or fewer graduates from the program, describe the analysis conducted by faculty to determine the reason for this number of graduates. Include the action plan the faculty developed and implemented. Comment on the effectiveness of the action plan.)

The completion and/or graduation rate averaged 31 students during the three-year period. Graduates for the program are 26, 42, and 24 for AY 2003-04, 2004-05, and 2005-06. Of the 294 students that were enrolled in the 2003-04 academic year, slightly more than 10% transferred to a four-year college prior to graduation. Like graduation, this is a positive college outcome as students decided to continue their education to the Bachelor's degree level.

C. Describe the demographic characteristics of students enrolled in program.

(See completed Chart 3 in Appendix 1.)

The demographic characteristics of the program appear to be fairly constant over the three-year period; minority composition was 21% in AY2003-04, 25% in AY2004-05, and 22% in AY2005-06. The percentage of females is slightly higher than males during this period. Overall percentage of minorities in the college this past year was 27% inclusive of the General Studies ESL (GS-ESL) student population. If those students are excluded, then the percentage of minorities in the college this past year was 22%. Using this figure, the Business Management program's percentage of minorities figure is exactly the college average.

D. Discuss student retention and positive college outcomes by student demographics.

(See completed Chart 2B in Appendix 1.)

1. Describe the program policies, procedures, and practices that are in place related to student retention. Discuss how are they implemented? Comment on their effectiveness.

Policies, procedures, and practices for student retention are driven by the academic policies of the college; there are no specific policies within the Business Management program. Program retention during the three-year period was consistent at roughly 41%; the college-wide retention rate for the same period was consistent at 43% (excluding GS-ESL). Positive college outcome was similarly consistent during the three-year period for the Business Management program at roughly 63%; comparable college rates were approximately 70% (again, excluding GS-ESL).

2. Is there evidence that any segment of the student population has a higher attrition rate from this program? If so, what action has the program taken to address this phenomenon?

Females have a higher retention and positive college outcome than the males. The percentages for females have increased during the three year period from 43% to 46% for retention and 65% to 70% for positive college outcome. The male retention percentage has declined from 41% to 33% and positive college outcome has declined from 60% to 57% during this period.

With respect to majority versus minority status, students with majority status have a higher retention and positive college outcome than the students of minority status. The percentages for 'majority' have been consistent during the three year period at 43% for retention and roughly 67% for positive college outcome. The 'minority' retention percentage has been about 33% and the positive college outcome has been roughly 53% during this period.

The program has not taken any action to address the somewhat higher attrition rate of males and minorities. One possible explanation for the lower retention and positive college outcome rates for minorities is inadequate English language preparation. This possibility needs investigation. If supported, this could be addressed by requiring that English Composition I and Composition II courses are taken earlier in the academic sequence to insure that minority students have adequate English language preparation for certain business courses that have extensive written and oral communication components (Also, see discussion in Section 3 [B]).

With respect to males specifically, it could be their 'work' schedules that prevent males from continuing with their education. This possibility, identified after numerous discussions with male students, could be investigated via a survey. If the hypothesis that work schedules interfere with college success for males is supported, courses such as the College Success Seminar and Career Success could be offered for all students.

SECTION THREE: CURRICULUM

I. CONTENT, ORGANIZATION, AND DEVELOPMENT PROCESSES

A. Describe the curriculum.

<i>Number</i>	<i>COURSE Name</i>	<i>Proficiency</i>	<i>Prerequisite</i>
ACC101	Introductory Accounting I	Basic reading & writing	
ACC102	Introductory Accounting II		ACC101
BUS101	Introduction to Business	Basic reading & writing	
BUS211	Business Law I	Basic reading	ENG101
CIS110	Computer Applications		
ENG101	English Composition I	Basic reading & writing	
ENG102	English Composition II		ENG101
FIN201	Business Finance		ACC102
MGT201	Principles of Management	Basic reading & writing	
MKT210	Principles of Marketing	Basic reading & writing	
PSY101	Introduction to Psychology	Basic reading & writing	
SOC101	Introduction to Sociology	Basic reading & writing	
	Electives		Recommendations / Requirements
	Business Electives (6 credits)		BUS102
	Communications Elective (3 credits)		COM111 or COM112
	Economics Elective (3 credits)		ECO201 or ECO202
	Math Electives (7/8 credits)		MAT120 or higher
	Science Elective (3/4 credits)		
	Free Elective (3 credits)		

- B. Discuss how the curriculum is an organized, sequential series of courses that progress from simple to complex learning.**

The program contains a diverse set of content courses that provide a skill set which is valued by employers of the program's graduates. The Accounting and English courses are sequential, as well as the Mathematics courses. However, the initial courses can be taken at any time during the student's enrollment at the college. Once students meet Reading and Writing proficiency requirements, they can take the business courses and electives at their discretion. This lack of strict sequencing could be a reason for low program completion rates for minorities and males. As noted earlier, one possible problem is inadequate English language preparation. If students haven't taken English Composition I (and, in some cases English Composition II) they may be overwhelmed by the writing in the business courses, and may find the courses difficult to complete with a good grade.

Students in the Business Management program should be encouraged by the Advising Center to take English Comp I in their freshman year. They should also be encouraged to take Introduction to Business before taking the other business courses (i.e., Marketing, Management, or Law). We should consider making this a pre-requisite for these courses because it is the foundation for all the business courses and provides an overview of the various business topics that are expanded upon in later courses.

- C. Describe the curriculum development, review and revision processes used by the program to assure that the curriculum meet the needs of students and graduates. Include discussion of the mechanisms that allow input into these processes from (1) employers of program graduates and (2) schools to which students transfer (if applicable).**

Curriculum development, review and revision are ongoing processes of the program. The program coordinator seeks input from the diverse population of instructors that teach the business courses, including adjunct faculty. The majority of the instructors work in the business field and are able to provide input as to changes in the skill set needed for employment. Many instructors are teaching at other community colleges or at four-year schools of study. They provide input based on the changes in curriculum and/or course content at their respective schools.

The advisory committee, which includes employers of program graduates and representatives of four-year schools to which students transfer, has reviewed the curriculum review and changes are being made to improve the content of the courses based on their suggestions and feedback. We are also working with UMass Lowell to insure that our Business Management curriculum meets their requirements.

- D. How does the curriculum contribute to the student accomplishing the institutional outcomes?**

Refer to the Curriculum / Competencies Map in the OAP Appendix 3. This map clearly shows how the program curriculum supports students' attainment of the institutional learning outcomes.

E. How does the curriculum contribute to the student accomplishing the program specific outcomes?

Refer to the Curriculum / Competencies Map in the OAP Appendix 3. This map clearly shows how the program curriculum supports students' attainment of the program specific learning outcomes.

More can be done to help business students accomplish program specific outcomes. For example, the curriculum could offer advanced courses in Entrepreneurship, as well as courses such as Career Success: How to manage your career.

SECTION FOUR: PROGRAM RESOURCES

I. FACULTY

- A. **Discuss the number of faculty assigned to the program with respect to its adequacy to complete all activities associated with maintaining a high-quality educational program.**

(See completed Chart 4 in Appendix 1.)

The program does not hold specialized accreditation or approval at this time. Not Applicable

During AY 2004-05 and 2005-06 there were two full-time faculty teaching business courses in the program. One individual was the program coordinator and the other full-time faculty was in the accounting department. Aside from the full-time faculty course load, all business courses were taught by adjunct faculty or full-time faculty from other departments within the college. During AY 2006-07 another full-time faculty member was added to the program; however, the course load for fall '06 for this third full-time faculty member was mainly courses in other departments. Currently, there are thirteen DCE faculty members; three of whom are also full-time faculty at the college. The program relies heavily upon the adjunct faculty to teach every semester, including the summer semester.

Full-time faculty provides continuity and consistency in delivering the content of the courses. DCE (or part-time) faculty do not always teach the same courses or every semester. Full-time faculty could also contribute to the development of new courses that are needed by the students and the college as well as working on the various process teams. Promotion of courses and working with the program coordinator to improve the course offerings and program quality would also be an excellent use of full-time faculty.

- B. **Indicate the percentage of faculty that are full-time, as well as the percentage of credit hours taught by full-time faculty.**

(See Chart 5 in Appendix 1)

The percentages of faculty that were full-time for spring 2006, fall 2006 and spring 2007 are 10.7, 18.75, and 18.75 respectively. Nationally the most recent data on percentage of full-time faculty at public 2-year degree granting institutions indicates that it is 36.5 (from NCES' most recently published *Digest of Educational Statistics*). In this comparison, the percentage of full-time faculty in the Business Management program is about half the national percentage.

The percentages of credit hours taught by full-time faculty in those semesters were 26.3, 21.7, and 25.

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- C. **Discuss how the percentage of full-time faculty, both in terms of numbers and credit hours taught, impacts the program.**

(See Chart 5 in Appendix 1)

Chart 5 shows that the number of full-time faculty and the number of credit hours they teach is extremely low in the Business Management program. Approximately three out of every four credit hours are taught by DCE faculty. The lack of full-time faculty reduces the availability of faculty to advise students in the Business Management program; it also reduces the ability of the department to engage in program and curricula analysis and development; and, lastly it reduces the ability of the department to meet the needs of the college in completing the assessment of the program and the action plan that the program has developed.

- D. **For each faculty member, document their credentials and professional activities.**

Copies of Chart 6 in Appendix 1 are completed for each faculty member (full, part-time, or DCE).

- E. **Describe and summarize the credentials and the activities of program faculty with respect to maintaining their status as content experts and remaining current in their field of expertise.**

All faculty members, full-time and adjunct, stay current in the business field by participating in continuing education activities, workshops / seminars, conferences and other professional development activities. For example, several of the program faculty have attended Web Camp at NECC and have developed on-line courses, either in hybrid or integrated models. A large number of program faculty are either full-time or part-time faculty at other colleges and take advantage of professional development sponsored or provided by the respective colleges.

Program faculty are members of business associations such as Massachusetts and New York Bar Association, Massachusetts Association of Realtors, NH / VT Direct Marketing Association, American Production and Inventory Control Society, National Business Educators Association, American Management Association, and the Society for Human Resources Management. Many faculty members also have extensive experience in the field of business including as purchasing agents, trainers, manufacturing engineers, research and development engineers, quality inspectors, and entrepreneurs.

Degrees held by faculty members include one doctorate in education, one Juris Doctor, eight masters in business administration and four masters' degrees. At degree-granting 2 year public institutions, the percentage of full-time faculty with Masters' degrees and above is 85.2% (from NCES' most recently published *Digest of Educational Statistics*). At NECC, 100% of the full-time faculty of the Business Management program have a Masters in Business Administration degree. National average of part-time faculty with Masters' degrees and above is 64.8% (from NCES' most recently published *Digest of Educational Statistics*). At NECC, 92% of the part-time faculty in the Business Management program have a masters' degree or above. The education credentials of the Business Management program support their qualifications as excellent instructors.

II. CLASSROOMS AND LABORATORIES

Discuss whether the program has classrooms and laboratories of sufficient quality and quantity to provide an environment conducive to effective teaching and learning.

(How did the program coordinator/faculty make this decision?)

There is a sufficient quantity of classrooms; the quality of the classrooms in the Spunk building could be improved. Several smart classrooms have slow computers and the internet connection is not always reliable. Also, the tables and chairs in some classrooms do not allow for access to the white boards or to the students; and the layout of the classrooms 'pin' the instructor behind the desk and do not allow for students to make presentations at the front of the class.

Classroom quality is being addressed by the 'Spunk Renovation' committee; however, the input from faculty, especially the business department, is critical to insuring that the classrooms meet the needs of the program. In this regard the coordinator of the Business Management program is currently a member of this committee.

III. INSTRUCTIONAL TECHNOLOGY

Describe the instructional technology required to support the program's curriculum plan. Discuss whether the current instructional technology is of sufficient quality and quantity to provide an environment conducive to effective teaching and learning.

(How did the program coordinator/faculty make this decision?)

As stated previously, the instructional technology in the classrooms could be improved. The necessary technology is missing in several classrooms; and, in classrooms where there is technology, some of the most basic needs (i.e., DVD player with sound) are not there. The computers are very slow and access to the internet is sometimes 'hit or miss'. The majority of instructor materials being produced by the publishers of the text books is CD and/or Internet-based. Students are being asked to be 'computer fluent' and yet, the equipment that the instructors use is not up-to-date. This assessment was made by the full-time and DCE faculty teaching in a large number of classrooms in all of the buildings and providing feedback to the program coordinator.

Related to instructional technology there is a need to improve the technology in the offices as well. Computers are old and often-time out of date with respect to operating system software as well as slow access to the Internet. Computer access for part-time faculty is limited.

IV. LIBRARY AND RELATED LEARNING RESOURCES

Discuss whether the program has access to library and related learning resources adequate to support the curriculum plan and to provide an environment conducive to effective teaching and learning.

(How does the program use the library and related learning resources in the implementation of the curriculum plan? Describe the process used by the program to determine the adequacy of library and related learning resources.)

The library is a useful resource for the students. It provides a variety of materials for the business students and the access to search engines for research is adequate. The library staff is very helpful and they provide students with assistance, from orientation of materials to research for project papers. After discussions with and receiving feedback from advisory committee members, it was concluded that it may be of benefit to business students if the library was organized in such a way that there was a business section that catered to business students specifically. One library staff member could be trained on how to use the various search engines for business research and aid students in pulling together papers.

V. FINANCIAL RESOURCES

Discuss whether the program's financial resources are adequate for the program to achieve its stated mission.

(How does the program coordinator/faculty participate in developing the program/department budget? How does the program coordinator/faculty participate in evaluating the adequacy of the budget to support effective teaching and learning?)

The program coordinator is provided a budget from the Assistant Dean at the beginning of the academic year. Evaluation of the adequacy of the budget is through a conversation with the Assistant Dean; any changes that are needed have to be justified.

If financial resources translate into more full-time faculty then the resources are inadequate for the program. This has been stated in several other sections of the program review. Basic needs of the department such as copying and conferences are covered, but more can be done with full-time faculty, which would require more budget and resources.

The budget for the business department was less than 3% of the division base budget for AY 2005-06. Mail / office / graphics (MOG) was roughly 10% of the division MOG budget. Overall, the budget for the business department was roughly 5% of the division budget.

VI. CONSENT EXPERTS

A. Does the program have an Advisory Committee?

Yes No

IF NO, skip to VI (B); IF YES, please complete items 1 through 5 below

1. Insert the roster of Advisory Committee members

Name	Title	Address
Frank Andrews	Director, Undergraduate Programs College of Management UMass @ Lowell	One University Avenue Pastour Hall 305 Lowell, MA 01854
Ron Beraha	Partner Bridge Gap Strategic Services	20 Sherburne Street Andover, MA 01810
John G. Carlson	CEO System Change, INC	9 Bartlett Street, #337 Andover, MA 01810
Martin Chatterton	Vice President Worldwide Sales & Marketing Rochester Electronics	16 Malcolm Hoyt Drive Newburyport, MA 01950
Rose Ditzner	Assistant Dean Career Development Center Northern Essex Comm College	100 Elliott Way Haverhill, MA 01850
Paul Fierimonte	Clinical Physiologist Beth Israel Deaconess Med Cntr	330 Brookline Avenue Boston, MA 02215
Sandy Fulis	Program Coordinator Digital Graphic Design North Shore Comm College	One Ferncroft Road P.O. Box 3340 Danvers, MA 01923
Douglass Jack	Professor Emeritus Northern Essex Comm College	16 Blossom Road Windham, NH 03087
Joseph McMillen	Principal Business, Management & Finance Lawrence High School	233 Haverhill Street Lawrence, MA 01840
Les Murray	Principal Amesbury High School	5 Highland Street Amesbury, MA 01913
Michael D. Regan	Vice President, Engineering Blue Note Networks	12 Colleen Drive Salem, NH 03079

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2. Report the schedule of meetings for the past three years or as many as available if the Advisory Committee has been meeting for less than three years.

The Advisory Committee was formed during the summer of 2006 and met for the first time on Wednesday, October 4th at 6:30 to 7:00 pm in the President's Dining Room in the One-Stop building on the Haverhill Campus.

3. Insert copies of the Advisory Committee minutes for the past three years (See Appendix 2)

4. Describe the input of the Advisory Committee experts on program outcomes.

The Business Programs Advisory Committee was involved in the development of the outcomes for the Business Management program. Their experience in working in the business industry is extensive. They were able to provide input that is current and important to students that will be seeking employment upon graduation from the program.

5. Describe the usefulness of the Advisory Committee relative to anticipating changes and challenges that need to be met by the program.

Advisory Committee members are a valuable resource in identifying changes in the workplace, as they are currently involved in the workplace. One example are the changes being made to the Business Law I course to insure that students are instructed in the changes in the accounting and management areas as a result of the introduction of the Sarbanes-Oxley Act in 2004.

NOW GO TO QUESTION VI (C).

- B. Does the program have any plans to develop an Advisory Committee?

Yes _____ No _____

IF NO, what is the program's rationale for this decision?

IF YES, please detail below.

NOW GO TO SECTION VI (C).

- C. Does the program use content experts other than those represented in an Advisory Committee?

Yes __X__ No _____

IF NO, skip to Section Five.

IF YES, please discuss below and then go to Section Five.

The majority of the business courses are taught by adjunct faculty, who work in the business field. For example, the Business Law course is taught by a Lawyer, the Advertising course is taught by a Vice President of Marketing at a local electronics reseller. The DCE faculty is also a great source for input into the content of the courses. They provide feedback on the materials and changes are incorporated to insure the course and the program are up-to-date to meet the hiring requirements of employers.

SECTION FIVE: PROGRAM OUTCOMES

I. PROGRAM OUTCOME ASSESSMENT PLAN

- A. Insert the Program Outcomes Assessment Plan for the previous three years.**

(See Plan in Appendix 3)

This is the first time that the Business Management program has developed a program outcomes assessment plan (see appendix 3). The first year of the outcomes assessment's will be the 2007-08 academic year.

- B. How has the Program Review contributed to, supported, or confirmed the findings of the Program Outcome Assessment Plan activities?**

Not Applicable.

SECTION SIX: SUMMARY

I. CONCLUSIONS: PROGRAM STRENGTHS AND WEAKNESSES

- A. List and describe the program's major strengths, based on information obtained in the Program Review. Cite evidence for each identified strength.

MAJOR AREAS OF STRENGTH	EVIDENCE
<p>Program mission supports college mission. The program mission statement reflects or aligns with NECC's mission in that the Business Management Program is a high quality educational program, which provides a comprehensive set of management skills and coursework required by employers; it also offers a broad range of topics that will enhance the student's ability to contribute to the social, cultural and economic life of the region.</p>	Section ONE: II question A
<p>Program emphasizes diversity Course content stresses the global perspective and appreciation of other cultures in which businesses operate. The diverse backgrounds and skill sets of the faculty provide students with first-hand knowledge of how businesses embrace diversity.</p>	Section ONE: II question D
<p>Students experience success. Through active and experiential learning, students gain knowledge and understanding of what it takes to be successful in the business world. They are able to develop the skill set needed to achieve success in the classroom, and in the workplace. Anecdotal data from employers in the local area confirms that students from the NECC Business Management program are excellent employees. NECC Graduate survey data supports that graduates are successful in obtaining employment.</p>	Section ONE: II question D Section ONE: IV question C
<p>Consistent and strong enrollment. Total enrollment for the program has been consistent over the past three year; program retention rate is comparable to the overall rate at NECC.</p>	Section TWO: I question A

Excellent quality of instruction.

The majority of the instructors work in the business field and are able to provide input as to changes in the skill set needed for employment.

All faculty members, full-time and adjunct, stay current in the business field by participating in continuing education activities, workshops / seminars, conferences and professional development.

Newly formed Advisory Committee.

Curriculum strongly supports student learning outcomes.

Curriculum strongly supports both institutional and program specific outcomes.

Section ONE: II question D

Section ONE: IV question C

Section THREE: I question C

Section FOUR: I question E

Section SIX: A question 4 and 5

Section THREE: I question D and E

- B. List and describe the program's weaknesses or areas in which improvement is desirable, based on information obtained in the Program Review. Cite evidence for each identified weakness or area for improvement.

WEAKNESS OR AREA FOR IMPROVEMENT	EVIDENCE
Lack of accreditation.	Section ONE: I question C
Insufficient numbers of full-time faculty. Numbers are insufficient to adequately support such activities as advising students, engaging in outreach efforts, developing curriculum, assessing outcomes, and in general contributing to program growth and development	Section ONE: IV question B Section FOUR: I question A Section FOUR: I question B Section FOUR: I question C
Comparatively lower rates of retention and positive college outcomes for males and minorities.	Section TWO: I question D
Curricular offerings. More can be done to help business students accomplish program specific outcomes.	Section THREE: I question E
Quality of the classrooms.	Section FOUR: II
Quality and availability of instructional technology.	Section FOUR: III
Lack of business knowledge in the library to support business programs.	Section FOUR: IV
Inadequate follow-up of program graduates.	Section ONE: IV question C
Lack of effective sequencing and/or specification of course prerequisites.	Section TWO: I question D Section THREE: I question B

II. ACTION PLAN

For each identified weakness or area in which improvement is desirable, submit an Action Plan.

(When designing the Action Plan, a suggested plan would include the elements of Process Management using a Plan-Do-Study-Act (PDSA) cycle.) (Note: Add as many of the following tables as necessary.)

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Lack of accreditation	Research ACSBP to determine costs and benefits of accreditation for program	Program Coordinator	Fall 07 at the earliest	
Analysis.				

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Insufficient numbers of full-time faculty	Discuss budget with Assistant Dean, Dean, and VP Academic Affairs to determine availability of funds for new faculty	Program Coordinator	ASAP	
Analysis.				

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Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Comparatively lower rates of retention and positive college outcomes for males and minorities.	Survey to determine causes	Program Coordinator	Fall 07 at the earliest	
Analysis:				

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Curricular offerings	Review curriculum and consider new course offerings	Program Coordinator	Fall 07 at the earliest	
Analysis:				

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Quality of the classrooms	Work with 'Spark Renovation' committee to address program concerns	Program Coordinator	Underway	
Analysis:				

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Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Quality and availability of instructional technology.	Work with Spark Renovator; committed to address program concerns	Program Coordinator	Underway	
Analysis				

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Lack of business knowledge in the library to support business programs	Discuss recommendation with Director of Library	Program Coordinator	Fall 07 at the earliest	
Analysis				

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Inadequate follow-up of program graduates	Survey of program graduates	Program Coordinator	Fall 07 at the earliest	
Analysis				

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Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Lack of effective sequencing and/or specification of course prerequisites	Work with program faculty concerning possible recommendations	Program Coordinator	Fall 07 at the earliest	
Analysis:				

III. RESOURCES REQUESTED

Complete the following chart, including quotes from vendors, diagrams for requested space, and draft postings as appropriate.

(Resource requests will be determined following action plan activities, findings, and analyses).

(Note: Add rows, increase row height, etc., as needed.)

1. EQUIPMENT

Item	Justification	Vendor (include contact information)	Cost	Date Needed

2. PERSONNEL

Position (identify as faculty, staff, etc.)	Justification	Credentials/area of content expertise related to curriculum	Salary	Date Needed

Business Management Program Review

3. SPACE

Type of space requested	Justification	Description (include square feet, construction requirements, e.g., plumbing, electricity, data ports)	Cost	Date Needed

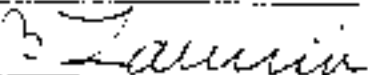
REVIEW SUBMISSION

PROGRAM: Business Management

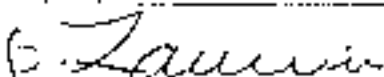
Submits this Program Review document in fulfillment of the NECC requirements for a comprehensive and systemic review of each academic program.

Individual Responsible for Completing the Program Review

Name: Bernard (Bill) Zarrini Title: Program Coordinator

Signature:  Date: 12/14/06**Program Coordinator**

Name: Bernard (Bill) Zarrini

Signature:  Date: 12/14/06**Department Chair (if appropriate)**

Name: N/A

Signature:

Title:

Date:

Assistant Dean/Director

Name: Bill Heinen

Signature: 


Title: Assistant Dean, Business, Math, Science & Technology and Humanities & Social Sciences

Signature:

Date: 12/18/06

Dean of Division

Name: Sue Grolnic

Signature: 

Title: Dean, Business, Math, Science and Technology; Humanities and Social Sciences

Date: 12/26/06

APPENDICES

APPENDIX 1: CHARTS 1-6

Program Name & Codes: Business Management (0308)

(Note: For all charts, AY means fall, spring, and summer terms. E.g., AY 2003-04 includes fall 2003, spring 2004, and summer 2004.)

Chart 1: Student Demand

	<u>AY 2003-04</u>	<u>AY 2004-05</u>	<u>AY 2005-06</u>	<u>3 year Average</u>
Total Applications (New, Ext. transfer, Int. transfer, Readm. I.)	109	187	152	169
First Time Freshman who registered	85	85	85	85
External transfers who registered	13	36	25	25
Internal Transfers who registered	19	15	19	18
Readmitted Students who registered (from this or other program)	18	9	10	12
Total Students new to Program	136	145	139	140
Total Enrollment (new plus continuing)	294	289	280	288

Chart 2 A. Program Completion / Student Transfer

	<u>AY 2003-04</u>	<u>AY 2004-05</u>	<u>AY 2005-06</u>	<u>3 Year Average</u>
Program Graduates (with n AY specified in column heading)	26	42	24	31
Students who transfer* prior to graduation from program. (* For AY total enrollment cohort represented in Chart 1 to date)	36	NA	NA	NA

* Transfer defined as making application for financial aid at another institution and being enrolled at the institution

Chart 2B: Fall to Fall Retention

Program Retention = (Graduated from This Program + Still Enrolled in This Program)/Fall Cohort
 Positive College Outcome = (Graduated from Any Program + Still Enrolled in Any Program + Transferred to a 4 Year College)/Fall Cohort

	<u>Fall 2003-Fall 2004</u>	<u>Fall 2004-Fall 2005</u>	<u>Fall 2005-Fall 2006</u>
	#	#	#
	%	%	%
All	250	236	236
Graduated:			
from This Program	21	28	17
from Any Program	21	33	22
Still enrolled:			
in This Program	85	68	77
from Any Program	120	101	112
Transferred to 4 Year College	16	15	16
Program Retention	42%	41%	40%
Positive College Outcome	63%	63%	64%

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MINORITY (H, I, A, B)

	Fall 2003-Fall 2004	Fall 2004-Fall 2006	Fall 2005-Fall 2006
Fall Cohort	# %	# %	# %
Graduated:	50	49	43
from This Program	3 6%	5 10%	5 12%
from Any Program	4 8%	6 12%	5 12%
Still enrolled:			
in This Program	14 28%	11 22%	9 21%
from Any Program	20 40%	18 37%	15 35%
Transferred to 4 Year College	4 8%	1 2%	4 9%
Program Retention	34%	33%	33%
Positive College Outcome	56%	51%	56%

MAJORITY (W)

	Fall 2003-Fall 2004	Fall 2004-Fall 2005	Fall 2005-Fall 2006
Fall Cohort	# %	# %	# %
Graduated:	191	180	180
from This Program	16 8%	23 13%	12 7%
from Any Program	16 8%	27 15%	17 9%
Still Enrolled:			
in This Program	67 35%	55 31%	65 36%
from Any Program	55 29%	81 45%	82 46%
Transferred to 4 Year College	11 6%	13 7%	12 7%
Program Retention	43%	43%	43%
Positive College Outcome	64%	67%	67%

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FEMALE

	Fall 2003-Fall 2004	Fall 2004-Fall 2005	Fall 2005-Fall 2006
	#	#	#

	Fall 2003-Fall 2004	Fall 2004-Fall 2005	Fall 2005-Fall 2006
	#	#	#
Fall Cohort:	148	126	119
Graduated:			
from This Program	12	21	8
from Any Program	12	24	9
Still Enrolled:			
in This Program	51	37	47
from Any Program	75	53	64
Transferred to 4 Year College:	9	9	10
Program Retention	8%	7%	8%
Positive College Outcome	43%	46%	46%
	65%	68%	70%

MALE

	Fall 2003-Fall 2004	Fall 2004-Fall 2005	Fall 2005-Fall 2006
	#	#	#

	Fall 2003-Fall 2004	Fall 2004-Fall 2005	Fall 2005-Fall 2006
	#	#	#
Fall Cohort:	102	110	117
Graduated:			
from This Program	8	7	9
from Any Program	9	9	13
Still Enrolled:			
in This Program	34	31	30
from Any Program:	45	48	48
Transferred to 4 Year College:	7	6	6
Program Retention	7%	5%	5%
Positive College Outcome	41%	35%	33%
	60%	57%	57%

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Chart 3: Student Demographics

	Gender	Native American or				White, non-Hispanic	Non-resident Alien	Other/Unknown	Total	Minority Percentage
		Asian, Pacific Islander	Black, non-Hispanic	Hispanic	Native Alaskan					
AY 2003-04	Male	3	3	16	0	100	1	2	125	18%
	Female	4	3	33	1	121	1	6	169	24%
	Total	7	6	49	1	221	2	8	294	21%
AY 2004-05	Male	2	5	21	0	93	0	6	127	22%
	Female	1	6	35	0	113	1	4	162	27%
	Total	3	11	56	0	206	1	10	289	25%
AY 2005-06	Male	4	4	25	0	91	0	8	132	25%
	Female	2	2	24	0	114	1	5	148	19%
	Total	6	6	49	0	205	1	13	280	22%

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ACADEMIC PROGRAM REVIEW

Chart 5: Comparisons between full-time and non-full-time faculty (part-time and DCE); overall numbers and credit hours taught

TERM	# FULL-TIME FACULTY (FTF)	# CREDIT HOURS TAUGHT BY FULL-TIME FACULTY (FTCH)	# OF NON-FULL-TIME FACULTY (NFTF)	# CREDIT HOURS TAUGHT BY NON-FULL-TIME FACULTY (NFTCH)	TOTAL # OF FACULTY (FTF + NFTF) (TF)	TOTAL # CREDIT HOURS TAUGHT BY FTF + NFTF (TCH)	PERCENTAGE OF FACULTY THAT ARE FULL-TIME (FTF / TF)	PERCENTAGE OF CREDIT HOURS TAUGHT BY FULL-TIME FACULTY (FTCH / TCH)
SPRING 2007	3	18	13	54	16	72	18.75%	25%
FALL 2006	3	15	13	54	16	69	18.75%	21.7%
SPRING 2005	2	15	10	42	12	57	16.7%	26.3%

APPENDIX 2: ADVISORY COMMITTEE MINUTES

Business Management Program Review

Business Programs Advisory Committee
Wednesday, October 4, 2006
President's Dining Room
Haverhill Campus

Attendees: John G. Carlson, Martin Chatterton, Rose Dittmer, Sandy Fuhs, Douglass Jack, Les Murray, Michael D. Regan, Bill Heineman, Bill Zannini

Meet & Greet from 5:30 to 6:00 pm afforded members of the committee the opportunity to have some refreshments and get to know one another.

Meeting started at 6:00 pm with opening remarks from Bill Heineman welcoming the committee members to the meeting.

Following brief introductions by the attendees we began to discuss the two business programs at the college -- Business Management and Business Transfer. We discussed the mission statement of the two programs and the different goals of the two programs. Committee members asked questions to clarify the goals and this provided everyone with a good foundation for discussion of the Program Review, which was next on the agenda.

An overview of the Program Review, which was provided by Ellen Werland, was presented so the members would be aware of the process and the timeline within which the two programs would be undertaking. Both programs are going through Program Review this year. Several members of the committee have been involved in the work accomplished to date, so it was an opportunity to share with the other members the work that is being done. Committee members were asked to review the Curriculum / Competencies and Outcome Assessment Maps provided in their folders and submit feedback to me for incorporation into the review process.

We then discussed the Entrepreneurship course and the success that we are having with it; students are attending at both the Haverhill campus and in two local high schools (Amesbury and Newburyport). A proposal was made to host a Business Plan Competition at the college and several members of the board enthusiastically supported the idea. The next step is to put together a proposal outlining the event and the key success factors. Mike, Les and Martin indicated that they would be willing to work on this project.

We then discussed the accreditation of the Business Programs at NFCC. The Business Program was accredited by ACIBSP, but the accreditation was dropped last year for budgetary reasons. Again, several members felt strongly that we should pursue this, as it would be a recruiting tool and aid in future articulation agreements with four-year colleges. Les stated that there was value in it for transferability of credits; it is something that the High Schools look for when recommending colleges to students. John mentioned that four-year colleges should definitely be concerned about this. (I will discuss this with Frank Andrews.)

The next discussion was about new courses that the committee members felt we should be offering. John asked about a course that addresses the 'soft skills', such as interpersonal communication, organizational politics, managing up and down the chain of command.

Business Management Program Review

organizational management, etc. Other members mentioned team-building skills, how to deal with people, etc.

One of the members asked where NECC ranks in respect to other community colleges? What segment of the population do we target? What is our value proposition? Where do we excel in comparison to other colleges? There was limited time to discuss this topic so it was tabled until the next meeting.

The meeting adjourned at 7:00 pm.

Excellent 1st meeting! I look forward to working with everyone on the projects outlined in the meeting minutes. Those members that were unable to attend will be receiving the information in the mail.

APPENDIX 3: OUTCOMES AND ASSESSMENT PLAN

Business Management Program Outcomes Assessment Plan

The Business Management Program is designed to prepare students for working in a variety of organizations - public and private, for-profit and non-profit - by providing them with general management skills training and coursework with a significant concentration in the field of business.

Bernard (Bibi) Zannici
December 8, 2005

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Introduction

As noted in the *Guide for Developing and Implementing a Program Outcomes Assessment Plan (Guide)*, provided by the Office of Academic Program Review and Assessment (OAPRA), there are two main parts to a program outcomes assessment plan. The first is the **initial general plan**, developed as the first step in a program's move towards outcomes assessment. The second is an **implementation plan**, developed each year with a focus on the specific outcomes to be assessed that year. Feedback to the general plan following each year's cycle is expected, and may lead to a revised general plan.

The outcomes assessment plan for the Business Management Program was a collaborative effort among many members of the Business Department faculty, other faculty members of Northern Essex Community College, the Business Programs Advisory Committee, and OAPRA.

Formation of the Outcomes Assessment Team and Process Followed

Members of the Business Management Program outcomes assessment team include myself, Bill Zannini, program coordinator of Business Programs and full-time faculty at NECC; Wayne Kihbe, full-time Business Department faculty at NECC; Patricia Morrow, DCF Business Department faculty at NECC; Steve Mathis, full-time English Department faculty at NECC; Douglass Jack, Professor Emeritus at NECC and former Department Chair of the Business Department at NECC; Ran Beraha, Partner, Bridge Gap Strategic Services, and a member of the Business Programs Advisory Committee; John G. Carlson, CEO, System Change, INC., and a member of the Business Programs Advisory Committee; Martin Chatterton, Vice President Worldwide Sales and Marketing at Rochester Electronics, and a member of the Business Programs Advisory Committee; and Michael D. Regan, Vice President of Engineering at Blue Note Networks and a member of the Business Programs Advisory Committee.

The process used to form the outcomes assessment team was clearly defined in the *Guide* provided by OAPRA. I contacted individuals both inside and outside of the college to determine their availability and willingness to be part of a process team that would review the Business Management Program and work together to develop a set of program-level objectives and learning outcomes. Upon completion of the curriculum / competencies map, they would then be asked to review the outcomes and identify any currently available assessments, and then work together to develop a schedule for assessing the learning outcomes over a pre-determined period. The composition of the team meets the defined guidelines with members of the process team being both internal and external to the college with a commitment to the assessment process.

The team met on Wednesday, May 31, at the college to discuss the process for developing the required deliverables of the plan and to decide how best to communicate and collaborate with each other. It was decided that the majority of the work would be done via electronic media and mail, with meetings being called only when necessary. Everyone was provided material that was developed by OAPRA; they were asked to review the material and submit questions via email for discussion among team members. The first draft of the

curriculum / competencies map (CC Map) was sent via email to the process team on 6/15; feedback was provided to me and a second revised draft was sent out on 6/29 accompanied by a draft of the outcomes and assessment map (OA Map). Feedback was again provided to me, and a meeting was held with OAPRA on 7/19 to discuss the progress to date.

Changes were made to both the CC Map and OA Map and drafts were sent to the process team on 7/27. Feedback was provided to me by 8/12 and the resulting drafts were sent out to the process team and additional members of the Business Programs Advisory Committee on 8/23. A meeting was held with OAPRA on 9/7 to review the current status of the maps. Feedback was again provided and after several months of collaboration with the process team, the seventh draft was now ready for submittal to Bill Heineman, Assistant Dean of Business, Math, Science & Technology and Humanities & Social Sciences for approval. Bill had seen earlier drafts and he provided feedback, which was incorporated into the maps with the approval from the process team. An email was received from Bill indicating that he had reviewed the maps and they were approved; he did indicate that they would need to be viewed by Sue Grolnic, Dean of Business, Math, Science and Technology; Humanities and Social Sciences, but that the process team was approved to move forward with the next phase of the process. A meeting was held on 9/30 with Bill and Ellen to discuss the next phase; and it was agreed at that meeting that the process team could move forward.

Development of Program Mission Statement

The process used to develop the program mission statement was clearly defined in the *Guide* provided by OAPRA. Starting with the current Mission Statement of the Business Management Program, we asked the questions, what (is being done), for whom (the participants, stakeholders), how (the methods or services), and why (purpose). The process team, working with the Business Programs Advisory Committee, continued discussions until everyone agreed that the mission statement answered all four questions. We also used the checklist in the *Guide* to insure that the mission statement was effective, and that it clearly defined the mission of the program. Below is the Business Management Program Mission Statement:

The Business Management Program is designed to prepare students for working in a variety of organizations – public and private, for-profit and non-profit – by providing them with general management skills training and coursework with a significant concentration in the field of business.

The process team discussed how the program mission statement reflects or aligns with NECC's mission, core values, and strategic plan. First, we looked at the NECC Mission Statement and Core Values to determine if our program mission was in sync. The Business Management Program is a high quality educational program, which provides a comprehensive set of management skills and coursework required by employers; it also offers a broad range of topics that will enhance the student's ability to contribute to the social, cultural and economic life of the region. Core values supported by the Program's mission include Student Success, especially with respect to career education; and Diversity, in that the curriculum stresses the global nature of business today, and the different cultural and business-style characteristics of the various environments.

The process team then looked at the Strategic Plan to insure that the mission of the Business Management Program was in sync with the college's plan. Specifically, with respect to Caring College, the faculty members of the Business Department work together to insure that students who graduate from the program are equipped with the skills needed to both enter into and contribute to the economy of the region and to the larger world. Further, with respect to Student Learning Outcomes, the outcomes assessment team has worked to identify these outcomes and to make plans to assess them. Information obtained from assessments becomes part of a process of self-examination and improvement to insure that graduating students demonstrate the required competencies.

Development of Program Objectives

The process used to develop the program objectives started with a review of the college-wide competencies, namely, Critical Thinking, Computer Fluency, and Writing. From there we looked at the program curriculum (list of courses and course descriptions) and determined that the Writing skills should be expanded to include Communication Skills (written, oral and electronic). This is a direct result of the input from several members of the Advisory Committee who see this as a key skill for students entering the workforce. Upon further review of the program curriculum, the process team identified two additional objectives required to address the criteria for student success in the Business Management Program. These were Cooperation Skills and Knowledge of Business and Management Theories and Practices.

The combined college-wide competencies and the additional program objectives are consistent with the program's mission as well as the mission and goals of Northern Essex Community College. The process team spent considerable time discussing the five program objectives. Comparisons to the programs that went through review last year were made and discussed, as well as discussions with members of the Advisory Committee who work in academia and manage programs for other community and four-year colleges.

Development of Learning Outcomes

The process used to develop the Learning Outcomes was clearly defined in the *Guide* provided by OAPRA. Learning Outcomes are the bridge between the program's objectives and the assessments. They should be phrased in such a way that they clearly communicate what students should be able to demonstrate (i.e., skills, abilities, behaviors and attitudes); they should also be measurable and the focus of the assessments.

Alignment of the learning outcomes with the objectives is critical. Working with the process team, we looked at each objective individually to determine what was needed to meet the objective. In a brainstorming session we listed all of the activities that would contribute to meeting the objective. We then went through a story-boarding process to combine, where possible, those activities that were similar and were specific to an outcome; this led to a set of learning outcomes for each objective. We then sent the list out to a larger audience for review and critique. The feedback provided us with a set of learning outcomes that clearly aligned with the objectives and defined what a student needed to demonstrate to meet the objective.

As mentioned earlier the goals of Northern Essex Community College are represented in the outcomes of the Business Management Program. The goals of the program and the college come together in the dedication and commitment of the faculty to assist students in being successful; we work with the students to help them both set and achieve their goals. The Business Management program prepares students for entrance into the workforce.

Learning Outcomes are accomplished through the program's curriculum in various ways. For example, a student taking a business course will be asked to analyze a case study and present their findings. This will require the student to apply business theory and research to analyze the case; she will then need to use correct, standard American English to deliver a clear, well-organized oral presentation. In order to complete this project she will have to use a computer to produce a classroom presentation. This is repeated over and over again in the program as students respond to assignments.

Curriculum / Competencies Map

Display curriculum / competencies map
(Appendix A: Business Management Curriculum / Competencies Map)

Report of Current Assessments

Assessments already in place are listed in the Outcomes and Assessment Map.

Outcomes and Assessment Map

Display outcomes and assessments map:
(Appendix B: Business Management Outcomes / Assessments Map)

Outcomes Assessment Schedule and Strategy for Plan Implementation

As noted in the *Guide*, assessing learning outcomes is an intensive process. The intensiveness of the process comes from the time and resources required for the identification and/or development of assessments as well as their administration, analysis, interpretation or evaluation. Subsequent actions also require deliberation and their own assessment as to effectiveness.

Because of the demands on time and other resources, it is not practical or advisable for a program to plan on implementing assessments for more than about three learning outcomes per academic year. To ensure that the process is systematic, the following assessment schedule was developed for the Business Management Program (see Rationale in Appendix C). Eighteen learning outcomes (LO) were developed and the plan is to assess three outcomes each year over a period of six academic years.

Business Management Program
Outcomes Assessment Plan

Business Management Program learning outcomes	Academic years									
	2006- 07	2007- 08	2008- 09	2009- 10	2010- 11	2011- 12	2012- 13	2013- 14	2014- 15	2015- 16
LO1		X								
LO2				X						
LO3					X					
LO4	X									
LO5	X									
LO6		X								
LO7			X							
LO8		X								
LO9	X									
LO10					X					
LO11			X							
LO12				X						
LO13						X				
LO14						X				
LO15			X							
LO16						X				
LO17				X						
LO18					X					

Note that the above schedule also calls for the re-assessment of each learning outcome during a second six year period. In other words, each outcome is assessed every six years, or on a six year cycle. Again, this underscores the **continuous nature of the outcomes assessment process**.

The above table also suggests a timeline for implementing the assessment process, namely, within the course of two or three semesters. For example, decisions about measurement methods as well as analysis and evaluation procedures to be used / developed could be made in the fall term, with data collection proceeding in the spring. Then analysis and evaluation of assessment results could be done through the next fall term. Actions to respond to these results, for example if changes in pedagogy are suggested, could follow. Evaluation of the effects of actions taken would occur in the next cycle when the outcome is again assessed.

Strategy for plan implementation

Implementation team members

Team members are responsible for a variety of implementation activities including:

- Identifying courses or other venues within which to assess identified learning outcomes
- Identifying measurement methods and data collection processes
- Developing analysis and interpretation tools and procedures
- Collecting, analyzing, and interpreting data
- Developing action plans in response to assessment findings
- Implementing and evaluating the effects of recommended actions

As noted in the *Guide*, each of the above tasks can be seen as calling for different abilities, knowledge, and perhaps position in the college's organizational structure. For example, individuals who are knowledgeable concerning the program's curricular offerings are in the best position to identify courses within which to assess particular outcomes. Identifying and developing appropriate measurement methods takes a different type of expertise, as does developing analysis and interpretation tools and procedures such as rubrics. Finally, carrying out action plans will be accomplished with the assistance of individuals in the college organization with the appropriate level of authority. Because of these realities, it may be advisable to have several teams for different stages of the implementation process.

Plan implementation structure

In addition to at least tentatively identifying the individuals who will be involved in plan implementation, a consideration of the structure(s) within which these individuals will work is also recommended. An initial meeting will be held to review the plan and determine a schedule of successive meetings to be held during the assessment period for collection, review and analysis of the work. This will help to insure that the time needed for implementation will be set aside, and that team members will begin to prepare.

Appendix A:
Business Management Curriculum / Competencies Map

BizMgmt CC Map.xls

OBJECTIVES	ASSOCIATED LEARNING OUTCOMES	PROGRAM CURRICULUM: SPECIFIC COURSES AND RELATIONSHIP TO OUTCOME*												
The objectives of the Business Management Program are designed to assist students in the development of: 1. Knowledge of Business & Management Theories & Practices	The graduating student will be able to:	ACC101 - Bus. Accounting	ACC102 - Bus. Accounting	ACC103 - Bus. Accounting	ACC104 - Bus. Accounting	ACC105 - Bus. Accounting	ACC106 - Bus. Accounting	ACC107 - Bus. Accounting	ACC108 - Bus. Accounting	ACC109 - Bus. Accounting	ACC110 - Bus. Accounting	ACC111 - Bus. Accounting	ACC112 - Bus. Accounting	ACC113 - Bus. Accounting
	LO1: Describe management theories and practices as they relate to organizational structures and functioning.													
	LO2: Identify and describe social, ethical, and legal issues in the management of businesses and organizations.													
	LO3: Describe the actual and predicted impact of globalization, diversity socioeconomic and demographic changes and technology on business environments.													
LO4: Describe the organizational environment including strategy formulation and implementation.														

**Appendix B:
Business Management Outcomes / Assessments Map**

BizMgmt OA Map.xls

APPROVED: 9/15/06

Outcomes and Assessments Map - Business Management

14: Dec-06

PROGRAM MISSION STATEMENT:

The Business Management Program is designed to prepare students for working in a variety of organizations - public and private, for-profit and non-profit - by providing them with general management skills training and coursework with a significant concentration in the field of business.

OBJECTIVES	ASSOCIATED LEARNING OUTCOMES	ASSESSMENT METHOD(S) ALREADY IN PLACE AND WHERE (e.g., in which courses or other curricular experiences such as practicum's, internships, etc.)
1. Critical Thinking Skills	The graduating student will be able to: LO1 Research the existing information and data regarding the topic of inquiry. LO2 Evaluate the evidence and data relevant to the topic of inquiry. LO3 Apply logical, scientific, and/or quantitative reasoning to develop a thesis or hypothesis. LO4 Apply business theory and research to analyze case studies and current issues in business.	ENG101, ENG102, BUS101 projects and tests, also, MKT210 research paper & other courses ENG101, ENG102, BUS101 projects and tests; also, MKT210 research paper & other courses ENG101, ENG102, Main projects and tests also, source of active L2S reports
2. Communication Skills (written oral & electronic)	LO5 In response to an assignment, use correct, standard American English to produce clear, well-organized written reports. LO6 In response to an assignment, use correct, standard American English to deliver clear, well-organized oral presentations. LO7 Demonstrate knowledge of communication media (i.e., print, broadcast, etc.) available to business managers/owners. LO8 Demonstrate efficiency and effectiveness in electronic communications (i.e., email, discussion boards, etc.).	BUS101, MGT201, MKT210 projects ENG101 - 102, BUS 01, MGT201, MKT210 projects ENG101 - 102, BUS 01, MGT201, MKT210 projects BUS101, MGT201, MKT210, CIS110 projects CIS110
3. Computer Fluency Skills	LO9 Use a computer to produce written reports and classroom presentations. LO10 Apply the technology of the Internet and Web for research of current business topics and evaluate its contents. LO11 Explain the ethical, legal, and security issues related to Information Technology.	ENG101, ENG102, BUS101, MGT201, MKT210, CIS110 projects BUS101, MGT201, MKT210 projects BUS111, CIS110 PROJECTS
4. Cooperation Skills	LO12 Demonstrate knowledge of business and organizational theories and practices related to working in groups or teams. LO13 Complete and present projects in groups, which demonstrate a teamwork approach. LO14 Participate in insightful and on-topic classroom discussions with peers in a professional and respectful manner.	BUS101, MGT201, MKT210 projects BUS101, MGT201, MKT210 projects BUS101, MGT201, MKT210 projects BUS101, MGT201, MKT210 projects

OBJECTIVES	ASSOCIATED LEARNING OUTCOMES	
The objectives of the Business Management Program are designed to assess students in the development of:	The graduating student will be able to:	ASSESSMENT COURSE(S) ALIGNMENT PLACE AND WHERE (e.g., in which courses or other curricular experiences such as practicums, internships, etc.)
Knowledge of Business & Management Theories & Practices	LO 1 Describe management theories and practices as they relate to organizational structure and functioning LO 2 Identify and describe social, ethical and legal issues in the management of businesses and organizations LO 3 Describe the actual and predicted impact of globalization, diversity, socioeconomic and demographic changes, and technology on business environments LO 4 Describe the organizational environment including strategy formulation and implementation	BUS101, BUS111, MGT201, MKT210 Projects BUS101, MGT201 MKT210 Projects BUS101, MGT201 MKT210 Projects BUS101, MGT201 MKT210 Projects

Appendix C:
Rationale for Outcomes Assessment Schedule

[Biz Mgmt LOs Rationale.xls](#)

Business Management Program Assessment Schedule Rationale - Preliminary Plan

Year Reviewed	Learning Outcome	Assessment
1	LO4 Apply business theory and research to analyze case studies and current issues in business.	Evaluate written reports submitted by instructor faculty with student demographic information removed.
	LO5 In response to an assignment, use correct, standard American English to produce clear, well-organized written reports.	
	LO6 Use a computer to produce written reports and classroom presentations.	
2	LO1 Research the existing information and data regarding the topic of inquiry.	Evaluate oral presentations (video tape) which reflect use of formal research skills and group discussions - WebCT enhanced courses.
	LO4 In response to an assignment, use correct, standard American English to deliver clear, well-organized oral presentations.	
	LO5 Demonstrate efficiency and effectiveness in electronic communication (i.e., email, discussion boards, etc.)	
3	LO7 Demonstrate knowledge of communication media (i.e., print, broadcast, etc.) available to business managers / owners.	Evaluate student group projects/portfolios related to ethical and legal concerns in business structures and functioning.
	LO11 Explain the ethical, legal, and security issues related to information technology.	
	LO15 Describe management theories and practices as they relate to organizational structures and functioning.	
4	LO2 Evaluate the evidence and data relevant to the topic of inquiry.	Evaluate student group projects/portfolios related to the predicted impact of globalization, diversity, socioeconomic, and demographic changes, and technology on business environments.
	LO12 Demonstrate knowledge of business and organizational structures and practices related to working in groups or teams.	
	LO17 Describe the actual and predicted impact of globalization, diversity, socioeconomic and demographic changes, and technology on business environments.	
5	LO7 Apply logical, scientific, and/or quantitative reasoning to develop a thesis or hypothesis.	Evaluate original student research projects/portfolios investigating business strategy formulation and implementation through primary and secondary data collection, including the use of Internet business resources.
	LO10 Apply the technology of the Internet and Web for research of current business topics and evaluate its contents.	
	LO11 Describe the organizational environment including strategy formulation and implementation.	
6	LO13 Complete and present projects in groups, which demonstrate a teamwork approach.	Evaluate class discussions and group presentations (video tape) of social, ethical, and legal issues in business.
	LO14 Participate in insightful and on topic classroom discussions with peers in a professional and respectful manner.	
	LO16 Identify and describe social, ethical and legal issues in the management of businesses and organizations.	

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