

# Program Review Year 2006 – 2007

## Business Transfer

**The Business Transfer Program is designed to prepare students for further study toward the degree of Bachelor of Arts in Business by providing coursework in business administration and liberal arts.**

### PROGRAM REVIEW TEAM MEMBERS

#### NECC Faculty

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#### Business Programs Advisory Committee Members

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Revision F  
DATE: April 13, 2007

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.**

<b>MAJOR AREAS OF STRENGTH</b>	<b>EVIDENCE</b>
<p><b>Program mission supports college mission.</b> The program's mission statement reflects or aligns with the mission of NECC in that the Business Transfer Program is a high quality educational program, which provides a comprehensive set of business administration and liberal arts coursework required for further study at a four-year school; it also offers a broad range of topics that will enhance the student's ability to be successful in completing their Bachelor of Arts degree.</p>	Section ONE: II question C
<p><b>Consistent and strong enrollment.</b> Total enrollment over the three-year period shows a 32% increase; program retention rate is higher than the overall rate at NECC.</p>	Section TWO: I question A
<p><b>Curriculum strongly supports student learning outcomes.</b> Curriculum strongly supports both institutional and program specific outcomes.</p>	Section THREE: I question D and E
<p><b>Program supports NECC's Core Values, for example diversity.</b> The curriculum, which includes both business and liberal arts coursework, stresses an understanding and appreciation of other cultures, and the diversity and global perspective required in today's business environment. 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><b>Library is a useful resource for students</b> It provides a variety of materials for the business students and has access to search engines for research. The library staff is very helpful and they provide students with assistance, from orientation of materials to research for project papers.</p>	Section Four: IV

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### **Excellent quality of instruction.**

Many of the instructors work in academia and are able to provide input as to changes in the course selection and content required for transfer.

All faculty members, full-time and adjunct, stay current in their respective field (academia and/or business) by participating in continuing education activities, workshops / seminars, conferences and professional development

### **Students experience success.**

Through active learning and quality instruction, students gain knowledge and understanding of what it takes to be successful both in the classroom and in the business world. They are able to develop the study skills and competencies needed to achieve success in advanced studies at a four-year school.

Anecdotal data from colleges that our students transfer to confirms that students from the NECC Business Transfer Program are excellent students.

### **Newly formed Advisory Committee.**

Section ONE: II question D  
Section ONE: IV question C  
Section THREE: I question C  
Section FOUR: I question E

Section ONE: II question D  
Section ONE: IV question C

Section SIX: A question 4 and 5

- 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.**

<b>WEAKNESS OR AREA FOR IMPROVEMENT</b>	<b>EVIDENCE</b>
<b>Lack of accreditation.</b>	Section ONE: I question C
<b>Insufficient numbers of full-time faculty.</b> 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
<b>Inadequate follow-up of program graduates.</b>  In terms of follow-up data, there is little information available at this time.	Section ONE: IV question C
<b>Lack of effective sequencing and/or specification of course prerequisites.</b>  Students in the Business Transfer Program should be encouraged by the Advising Center to take English Comp I in their freshman year.	Section TWO: I question D Section THREE: I question B
<b>Curricular offerings.</b> More can be done to help business students accomplish program specific outcomes.	Section THREE: I question E:
<b>Comparatively lower rates of retention and positive college outcomes for males.</b>	Section TWO: I question D
<b>Comparatively lower rates of enrollment, retention and positive college outcomes for minorities.</b>	Section TWO: I questions C & D
<b>Quality of the classrooms.</b>	Section FOUR: II
<b>Quality and availability of instructional technology.</b>	Section FOUR: III
<b>Lack of business knowledge in the library to support business programs.</b>	Section FOUR: IV

**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
Inadequate follow-up of program graduates.	Survey of program graduates	Program Coordinator	Fall 07 at the earliest	
Analysis:				

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: Possible recommendation is to add a 'sidebar' to the Academic Advising Handbook to encourage students to take English Comp I in their freshman year.				

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:				

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

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Comparatively lower rates of retention and positive college outcomes for minorities.	Survey students to determine timing and success in Comp I and II	Program Coordinator	Fall 07 at the earliest	
Analysis:				

Problem	Improvement Activity	Person Responsible	Date of Activity	Findings
Quality of the classrooms.	Work with 'Spurk 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 'Spurk Renovation' committee 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:				



**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.)*

<b>1. EQUIPMENT</b>				
Item	Justification	Vendor (include contact information)	Cost	Date Needed

<b>2. PERSONNEL</b>				
Position (identify as faculty, staff, etc.)	Justification	Credentials/area of content expertise related to curriculum	Salary	Date Needed
2 Full-time Faculty member	Increase in enrollment of students in the already large Business Transfer program (Total enrollment increased from 326 to 443 over a 3 year period, an increase of 36%) without a corresponding increase in full-time faculty. Quality of student advising is at risk, as well as development of new courses/programs, assessment of outcomes and outreach to community.	MBA preferred with specialty in such areas as management, marketing, finance or entrepreneurship.	\$40 – 45K	Fall 2007

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**3. SPACE**

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