

Quinsigamond Community College

Internal Program Review

2002 - 2003

Business Administration

Program

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Table of Contents		Pages
Introduction		2 - 8
Section I:	<ul style="list-style-type: none"> • Competitive Analysis and Regional Labor Market Demand • Market Influences • Programmatic Currency • The Pipeline • Program Advisory Committee • Competition, Market Strategies and Enrollment Projections • Opportunities for Expansion 	9 9 – 11 12 – 13 14 – 15 16 17 – 18 90 - 20
Section II:	<ul style="list-style-type: none"> • Curriculum, Instruction, Assessment, Program Credentials and Faculty • Foundation of the Program • Curriculum • Instructional Methodologies, Assessment Program Credentials • Program Growth Opportunities • Student and Program Assessment • Faculty 	21 21 - 22 23 – 27 28 – 30 31 32 - 33 34 – 35
Section III:	<ul style="list-style-type: none"> • Institutional Supports and Other Program Resources • Program Support • Academic Supports • Student Support • Physical Facilities • Program Financing 	36 36 – 37 38 – 39 40 – 41 42 43 - 44
Section IV:	<ul style="list-style-type: none"> • Executive Summary of Findings 	45 - 47
Attachments	<ul style="list-style-type: none"> • Focus Group Information • Federal Employment Data • State Employment Data • Regional Employment Data • Sample Job Data • College Transfer Data • Hot Programs at Community Colleges • Enrollment Projection Data • New/Revised Course Descriptions • Desire Skill Sets • Business Trends • Internship Placement Data • Graduation Rates • Transfer Compact • Related Articles 	A B C D E F G H I J K L M N O

Introduction

Quinsigamond Community College Division of Academic Affairs has initiated an unprecedented review of curricular offerings. As part of QCC's commitment to meeting the diverse educational needs of central Massachusetts, this Internal Program Review (IPR) process will actively engage QCC faculty and administrators in professional research and consultation with their colleagues in business/industry and healthcare, higher education, and K-12 public education. It will serve the singular purpose of strengthening the teaching/learning process by insuring that all of QCC's curricular offerings respond specifically to regional workforce development needs and reflect state-of-the-art currency in instructional design, methodology, and assessment of student achievement.

External agents such as the New England Association of Schools and Colleges and the Massachusetts Board of Higher Education continue to demand greater institutional accountability. It is increasingly common for these bodies to impose questionable measures of quality (i.e., loan default rates, retention rates, etc.) to determine the effectiveness of an institution. QCC's Internal Program Review will demonstrate this College's commitment to insuring the success of every student by engaging in a proactive process of assessing curricular rigor and relevance. (See attachments A and B for examples of expectations mandated by external agencies)

Goals of Internal Program Review

- Establishing "Currency" of programmatic offerings
- "Benchmarking" quality of QCC programs
- Creating Curriculum Plans/Outcomes Assessment
- Creating curriculum plans
- Maximizing support for teaching/learning process
- Enhancing support of faculty
- Expanding use of technology
- Upgrading equipment and facilities
- Projecting future program trends/needs

Key Features of the Review Process Include

- A thorough environmental scan of the local/regional labor market in order to benchmark and fine tune program goals and content to insure the best match with the educational and employment needs of the region, both now and in the future
- An in-depth review of program goals, curriculum structure, and course requirements in light of industry requirements and standards
- Identification of the core or "umbrella" employment competencies and the career/technical competencies
- The development of measurable program objectives, and a comprehensive curriculum plan
- An examination of key institutional supports, such as informational/technology resources, student support services, facilities, and program financing to assure both faculty and students have access to high quality, state-of-the-art resources and services
- A review of faculty needs, credentials, and other related staffing requirements
- A thorough analysis of student outcomes over the most recent five-year period
- An identification of future program goals or strategies to enhance program quality
- Determination of program growth potential (i.e., new certificate or degree options)
 - Establishment/enhancement of program advisory committees so that membership represents a balance of perspectives, including representation from business and/or labor, community-based organizations, four-year colleges and universities, K-12 public education, and current students or program graduates.

The Process

Every certificate and degree program offered by the College will participate in the Internal Review Process. It is projected that approximately 4-6 programs will be engaged in program review during any given semester. The instructional deans within the Division of Academic Affairs in conjunction with faculty coordinators developed the recommended schedule for the review cycle. To the extent possible, scheduling

has been coordinated with projected timetables for those programs that undergo regular external program evaluations or re-accreditation processes.

Faculty members, both full and part-time, will be invited to participate in the IPR. The designated IPR project manager will receive an appropriate reduction in course load to support the process and insure its timely completion. The Director of Special Projects in Academic Affairs will facilitate the overall process with each of the teams and will be primarily responsible for insuring that the faculty teams have the supports and resources necessary to complete the IPR. Instructional deans will serve as a key resource to the faculty teams, as well.

In addition, the College will commit significant institutional resources to support this endeavor. These include the following:

- **Administrative Support**

In order to assist faculty with the research, compilation, and analysis of the data necessary to complete the IPR, a number of administrative offices will provide technical assistance as needed. These will include:

- Student/ Enrollment Services, Marketing/Public Relations, Institutional Development, Administration/Finance, Human Resources
- Institutional Research (Environmental scan/institutional data)
- Center for Continuing Education (non-credit to credit options; new opportunities for program development; new opportunity for career ladder options)

- **Financial Resources**

Financial resources have been budgeted to support the IPR in the following areas as needed:

- **Industry consultants** to develop program goals and define student outcomes based on industry skill standards.
- **Instructional design consultants** to work with faculty in rewriting program goals, course objectives, revamping instructional delivery methods and assessment strategies as requested.
- **Faculty Externship program** to provide a unique opportunity for faculty to gain valuable hands-on experience in industry. Faculty externs will receive a course reduction in order to complete the externship with local employers or other appropriate settings [approximately 90 hours]. Selection preference will be given to applicants from programs currently undergoing the IPR or in the following semester. Upon completion of the externship, faculty will be asked to write an analysis of findings relevant to curriculum and programmatic directions. Up to ten faculty members will be eligible to apply for the Faculty Externship program each year.

Programs completing the IPR process will utilize this set of guidelines in preparing their analyses and recommendations. The final document will consist of a comprehensive written document highlighting the program's strengths and defining strategies for program enhancement. This document will serve as the program's rationale for future funding requests and will include related supporting materials and /or program statistics. It will be submitted to the Division Deans and will have an audience at every level of the College. This audience will include:

- Academic Affairs Staff
- Academic Affairs Committee
- Enrollment Services, especially Admissions / Advising
- President's Staff
- QCC Board of Trustees
- College Community
- External constituency (NEASC, BHE, etc.)

The Internal Program Review

The IPR is divided into four discrete, but interrelated components.

- **Section I** focuses on a competitive analysis based upon regional labor market demand, and other external influences driving community college program development and curricular revision.

- **Section II** concentrates on a thorough analysis of program curricula, instructional methodologies, assessment strategies and faculty resources in light of the competitive analysis completed in Section I.
- **Section III** provides an opportunity to identify the resources available to support student learning and analyze their utilization by students and faculty in the program. These resources can include, but are not necessarily limited to informational resources, integration of technology, facilities and equipment, learning support services, and program finances.
- **Section IV** is an executive summary of the IPR that summarizes the program's highlights and recommendations for sustaining and enhancing program quality.

The process of engaging in in-depth program review is both a challenging and rewarding one. The Division of Academic Affairs anticipates that working in a collegial manner, we will discover areas in our approach that will be enhanced through experience. We encourage on-going input and suggestions from everyone involved in the process.

Useful Websites for Internal Program Review

This list of websites, while not exhaustive, provides a good overview of valuable resources for labor market information, employment projections, skill standards, and professional guidelines in a wide variety of disciplines. The descriptions, excerpted directly from each site, provide a brief summary of salient features. In addition, most websites include valuable links to related sites for further research and review.

www.bls.gov

Bureau of Labor Statistics; This website is one of the most comprehensive sources for information on the economy at the national, statewide, or regional level. In addition, the site offers information on careers (Occupational Outlook Handbook), how much people earn in various industries, and other employment data. The links from this site are a rich resource. A good first stop on the research journey!

www.bls.gov/ocohome.htm

Occupational Outlook Handbook; This is an indispensable guide to comprehensive information regarding employment projections for virtually every career field. The data offers a nationwide perspective on employment projections and earnings in any given field. Regional and local conditions may vary significantly. However, this continues to be an important resource for projections and trends.

www.doleta.gov

Employment & Training Administration; The ETA builds up the labor market through the training of the workforce and the placement of workers in jobs through employment services. This website is designed to direct adults, youth, dislocated workers, and workforce development professionals to information on programs and services.

www.doleta.gov/programs/onet/glance.asp

O*NET, the Occupational Information Network, is an easy-to-use database accessible from any web browser. It contains comprehensive information on job requirements and worker competencies. O*NET replaces the Dictionary of Occupational Titles and offers a dynamic framework for exploring the world of work. The information contained on O*NET has been developed by job analysts using the O*NET skills-based structure.

www.eworkforce.org/careerkit

This site provides a link to four related sites focused on exploring different occupations, seeking jobs, investigating training opportunities and searching for related services in a particular region. One of the most valuable links here is that to America's Career InfoNet. See next reference.

www.acinet.org/acinet/

America's CareerInfo Net; This site provides data on wage and employment trends, occupational requirements, state-by-state labor market conditions, employer contacts, as well as, an extensive career resource library.

www.lmi-net.org

Official Site of America's Labor Market Information System (ALMIS); This site is geared toward labor market information professionals. It provides information on training opportunities, projects and reports, and other related websites.

www.massbedrock.org

Of Massachusetts interest! MassBedrock is a source for high-quality information about business and economic development in Massachusetts. All resources in the collection are selected, reviewed, and annotated by business librarians. MassBedrock (Massachusetts Business and Economic Development Reference Online Center for Knowledge) is a service of the [University of Massachusetts Amherst Libraries](#) with major funding provided by the [Massachusetts Board of Library Commissioners \(MBLC\)](#).

www.usworks.com

The site provides the latest information on hundreds of local occupations. It contains in-depth job market information on salaries, hiring trends, openings, best paying jobs, and fastest growing jobs, and industry demand. The site currently offers relevant information for California, Florida, Illinois, Indiana, Kansas, Pennsylvania, Texas, and Virginia. Other regions of the country are in development.

www.sixstrategies.org

Six Strategies to Family Economic Self-Sufficiency; This website is sponsored by Wider Opportunities for Women. It introduces the self-sufficiency standard as a measure of the real cost of living, working, and paying taxes without subsidies. It is a new tool to measure the self-sufficiency of individuals and families across the country. The site contains the downloadable versions of the self-sufficiency standards reports for California, Connecticut, Illinois, Indiana, Iowa, Massachusetts, New Jersey, New York City, New York State, North Carolina, Pennsylvania, South Dakota, Texas, Washington DC Metro Area, and Wisconsin.

www.nssb.org

National Skill Standards Board; The NSSB is an unprecedented coalition of leaders from business, labor, employee, education, and community and civil rights organizations created in 1994 to build a voluntary national system of skill standards, assessment and certification systems to enhance the ability of the United States workforce to compete effectively in a global economy. These skills are being identified by industry in full partnership with labor, civil rights and community-based organizations. The standards will be based on high performance work and will be portable across industry sectors. The NSSB has categorized the workforce into 15 industry sectors, which, under the guidance of the NSSB, are assembling skill standards, assessment and certification for their respective industries. The site provides downloadable versions of several skill standards documents. In additions, it provides related links to state skill standards initiatives in Alabama, California, Colorado, Georgia, Illinois, Iowa, Louisiana, Michigan, New Hampshire, Ohio, Oregon, Pennsylvania, Texas, Vermont, Washington, and Wisconsin.

<http://go.cas.psu.edu/repository/ResultsByTitle.cfm>

This **Repository** includes sets of standards that have been grouped into the following categories:

- State and national academic standards
- State and national skill standards
- Employability standards

Academic standards have been developed at the state and national level. These standards address the need for educators to set the bar for what is expected performance in English, mathematics, science, social studies, etc. at various grade levels. Success in meeting academic standards is often measured with some form of statewide assessment test.

Skill standards are developed by various industry, professional, and educational associations. These standards describe the performance expectations for a worker in a particular occupational area. These standards may also include academic and employability competencies as they relate to the specific industry or occupational area. While national standards may describe the whole range of skills needed by an employee, individual states may have to modify and adapt them to what is possible and appropriate in the school setting. Assessment may be in the form of certification or licensure. Some skill standards represent the common knowledge and skills for a broad cluster field. Many educators want to keep career options broad enough so students can learn about the whole cluster of occupations in a career field. These standards are less discipline-specific than industry standards, but represent academic knowledge and common technical skills in the context of the career cluster (i.e. Construction, Hospitality and Tourism, or Information Technology).

The Secretary's Commission on Achieving Necessary Skills (SCANS) succinctly described employability standards in its early 1990s report. This document represented those basic skills all workers should have, from the foundational academic skills, to the thinking skills of problem solving and decision making, to the competencies of using resources and technology.

This set of employability standards is often used in combination with other standards to develop more complete program or cluster standards. Many industry standards now include academic and employability skills, as employers realize they want to emphasize those skills for their employees.

www.nces.ed.gov

This site is the primary federal entity for collecting and analyzing data that are related to education in the United States and other nations. It is particularly useful in conducting a competitive analysis through its IPEDS College Opportunities On-Line (www.nces.ed.gov/ipeds/cool/). This is a direct link to over 9,000 colleges and universities in the United States.

www.collegesource.org

This is an excellent website to assist in researching and reviewing other colleges across the country. According to the website, 17,428 College Catalogs in complete cover-to-cover, original page format are available on CollegeSource® Online! In addition, you may utilize the Free College Search! tool to search by specific criteria (i.e., degree granted; major; location, etc.)

www.clas.ufl.edu/CLAS/american-universities.html

This site provides links for all American universities and a link to a page that connects to websites for community colleges specifically. A useful tool as you conduct a competitive analysis for your program!

www.aacc.nche.edu

The American Association of Community Colleges (AACC) is the primary advocacy organization for the nation's community colleges. The Association represents over 1,100 associate degree-granting institutions and some 10 million students. AACC has been a national voice for community colleges since its inception in 1920. Community colleges mark their 100th year of service to the nation in 2001, and AACC is leading the celebration of the colleges as they provide learning opportunities to their students, communities, and the nation.

Various Industry-Specific Sites

www.eia.org

Electronic Industries Alliance; EIA is an alliance of six powerful high-tech member associations. Together they form the premier high tech professional organization in the world. The members include Telecommunications Industry Association (TIA); Consumer Electronics Association (CEA); Electronic Components, Assemblies, and Materials Association (ECA); Government Electronics and Information Technology Association (GEIA); JEDEC-Solid State Technology Association; and the Electronic Industries Foundation (EIF).

www.nbea.org

National Business Education Association; This site is designed “to provide the standard by which all business education programs are measured, to define anew the parameters of the discipline of business education as it has emerged in recent years and to provide a document that curriculum writers can use as a guide in developing superior programs in business education.”

www.skillsnet.net

SkillsNet; This is a collaborative project between government and private sponsors to serve as an industry and occupational guide to the Entertainment and New Media industries. It provides detailed information regarding technical competencies necessary in the growing fields of animation, visual effects, and interactive digital media.

www.nohse.com/newskil.html

National Organization for Human Services Education; This website provides the fully detailed competencies for direct service workers in human services. The standards are defined as “Community Support Skill Standards”.

www.iaap-hq.org

International Association of Administrative Professionals; This is the premier site for the administrative professions. It contains valuable information on skills most in demand; professional certification; average salaries; administrative trends; and future technology trends.

www.edfound.org

National Restaurant Association Educational Foundation; This site provides educational and training resources for the restaurant and foodservice industry.

www.acjs.org

Academy of Criminal Justice Sciences; This site provides a handbook for program review and academic standards in criminal justice education programs.

If you come upon additional sites that prove valuable, please let me know about them:
kathyr@qcc.mass.edu.

Section I: Competitive Analysis and Regional Labor Market Demand

1. Market Influences

A. Provide a broad definition of this employment sector. List specific knowledge and skill requirements for employment in this field.

Response:

Response: Business Administration, as a whole, is the broadest measure of all business operations in the U.S. economy, for profit and nonprofit, wherever there is an exchange of goods or services for money. The employment sector is broadly defined as all areas in general management, marketing and sales, finance and accounting, operations, human resources, customer service, information systems, retail and office. Employers of Business Administration graduates include for-profit corporations and non-profit corporations, small businesses and government, manufacturers and service firms. In short, every organization in every economic sector needs Business Administration graduates with a broad knowledge base and strong business-technical skills. The lists below were derived from a focus group of regional employers and conversations with faculty and staff at various IPR meetings.

Knowledge base requirements include:

- Strong knowledge of economics
- General business knowledge
- General finance knowledge
- General marketing knowledge
- General computer systems knowledge
- Diversity issues in business
- Professionalism and Ethics

Skill requirements include:

- Communication skills (written and oral)
- Technical skills (business software, internet, email)
- Problem solving skills (from financial problems to customer service)
- Interpersonal/Soft skills (how to deal effectively with people)

B. Using relevant labor statistics, indicate whether employment opportunities in this field are expected to increase or decrease over the next 3-5 years. Please cite the sources that you have used to make these predictions. (Note: It is easier for Admissions and Marketing Departments to refer to these predictions if they can quote the source.)

Response:

Nationally, the DOL has predicted that for the 1998-2008 period:

- Self-employment will continue to increase faster than average.
- Business Services will add numbers to administrative and managerial positions.
- Finance and Marketing are the fastest growing areas within the Business Administration fields, especially:
 - Financial services positions
 - Advertising, marketing, and public relations positions

In the state's analysis titled "Massachusetts Employment Projections through 2008", it's important to note that the DET writes that currently only 33% of jobs require an Associate's degree; however, by 2008 "more than 60% of all new jobs generated in Massachusetts will require an Associate's degree or higher." There is strong emphasis on the development of technical skills for all workers, as the economic growth in Massachusetts is being fueled by technology-driven industries. Of particular interest to Business Administration:

- Finance, Insurance, and Real Estate sector grows to 40% of state's economy
- Jobs for highly skilled workers should increase fastest of all.

- Business Services demand increases 45% (includes software, advertising, security, management, leasing)
- Fastest growing industries also include retail, e-commerce, telecommunications, securities brokerage, and paralegal.

Furthermore, the Greater Worcester Chamber of Commerce have researched, and continue to track, several types of local businesses that continue to prosper in this region. These businesses include:

- Manufacturing
- Logistics & Distribution
- Biotechnology
- Healthcare
- Retail

According to recent employment postings, all of these growing businesses have a need for Business Administration graduates to fill positions in accounting, operations, customer service, and similar administrative positions.

C. Review and analyze the most recent five years of institutional data to determine whether graduates of this program have found employment in their field and/or transferred to related four-year programs in their field within one year of graduation.

Response:

There is no institutional data available for a response to graduates who had found employment in Part C. It is important to note, however, that a student focus group was organized to help us answer such institutionally based questions. Out of 60 students invited to attend this event, the response rate was 0. In regards to transfer data from the Office of Articulation and Transfer, it is estimated that a majority of Business Administration graduates seek further education at a four-year institution. Exact figures are not known. This IPR has uncovered that the college is in desperate need of an institutional research director.

D. Please identify the specific occupations (and job titles, if possible) for which program graduates are prepared. Identify the types of employers that have hired graduates of this program within the last 5 years.

Response: Business Administration graduates are schooled to be generalists in business, and equipped to become more refined in any of the fields of business administration that exist in the economy. A sampling of more specific job titles for graduates with an Associate's degree in Business Administration are given below:

- Accountant I
- Accountant II
- Control Accounting Specialist/Portfolio Accountant
- Bookkeeper/Accounting clerk
- Manufacturer Sales Representative
- Marketing Assistant
- Paralegal/Legal Assistant
- Media Coordinator
- Accounts Receivable Clerk

A sampling of employers who list an Associate's degree as a requirement for such positions are listed below:

- Commonwealth of Massachusetts
- State Street Boston Corporation
- Manpower
- Circon Corporation
- Accurate Staffing Services, Inc.

E. Identify the institutions to which the students transferred in the last three years.

Response:

From 1999 data obtained from Dan Daly, Director of Transfer and Articulation, our students have transferred to (from greatest to smallest in percentage):

- Worcester State College 27%
- Becker College 8%
- University of Massachusetts, Amherst 7%
- Assumption College 5%
- Anna Maria College under 5%
- Worcester Polytechnic Institute under 5%
- Atlantic Union College under 5%

F. Summarize and Analyze: Market influences

Response:

In summary, the economic forecasts and job projections bode well for broadly educated, adaptable graduates of the Business Administration degree program. The future outlook brightens considerably for graduates who master the technological and financial aspects of the business organization while enhancing the soft skills that accompany successful people in all aspects of life. These qualities are highly desired by employers as stated in our Employer Focus Group summary (attached). Furthermore, the national, state and local predictions mirror the need for workers with a strong knowledge of how the economy impacts business finance, and how technology makes businesses more efficient and effective. The program structure, therefore, needs to incorporate these skill groups to effectively meet the forecasted needs. It has become rather noticeable that the vast opportunities that exist for Business Administration graduates (at the Associate degree level) require these graduates to possess a strong base of problem solving, communication, technical, and interpersonal skills that allow them to be transformed into specialists during their career. Without a strong base of these business skills, their career paths may be compromised by their apparent weaknesses in said areas. Massachusetts reports a growing need for highly skilled workers, while national studies indicate the surge in self-employment will continue. This indicates a need for highly self-disciplined workers with well-honed business skills. Yet, we have no organized tracking system at QCC to help us understand how our graduates are doing in the business world. Further, we were unable to entice recent graduates into a focus group to research these questions in more detail. Without current market data on Business Administration graduates, it complicates this task on IPR since we have little to no “student-client” survey data. Despite these circumstances, almost 50% of QCC graduates transfer to a 4-year institution of higher learning (Transfer data, Dan Daly).

Nonetheless, an Associate’s degree in Business Administration will need to adapt its curriculum to address current competencies needed for the workforce. A solid base of knowledge in how businesses function, a commitment to communication skills and “soft skill” development, and enhancing technical skills for all graduates will further ensure that QCC graduates will be attractive and adaptable generalists with an acquired flexibility about them.

2. Programmatic Currency

A. Describe how the program maintains curricular currency.

Response.

Curricular currency is maintained only by the experiences of the individual instructors themselves, and their willingness to “update” the course. Only one area of Business Administration (Management/Marketing) has a program Coordinator, while numerous other options have no faculty advocate. Further, the Business Administration program has an inactive Advisory Board/Committee. No meetings have been held in several years. Otherwise, there are no mechanisms in place for the Business Administration degree programs to maintain curricular currency.

It is appropriate to note that QCC employs adjunct faculty with current positions in the various fields of business administration and offer its full-time faculty externship opportunities on which to enhance the faculty’s knowledge of current business practices and the desired skills needed to maintain a successful business venture in the new economy. These current practices are then incorporated into their courses from the externship experience. There is also an attempt being made by some faculty to incorporate more technology into the curriculum, while others are more sporadic in their technology requirements. This may be the case in which the course content is non-technical and better suited for lecture. Also, limited computer classroom availability is a contributing factor to this issue. The current economic and job predictions, as noted in I.1, require more access to technology in the learning process. As a result, QCC will need to continue funding these very important technical needs.

B. Explain the existing mechanisms that allow for regular input from local employers or other relevant sources

Response:

There are no existing mechanisms that allow for regular input from local employers at this time. This needs to be addressed.

C. Describe how this input affects the program. (Note: It is helpful with our accreditation process if you can include some specific examples of input that have led to recent changes in the program.)

Response:

The LACK of input may affect each program option’s curricular currency to one extent or another.

D. Describe ways that the College could support program faculty’s incorporating more area industry input.

Response:

The best way QCC could support more input from local businesses would be to provide a number of options, including an “open house” for area employers, for using college facilities to establish a direct line of communication between potential employers and faculty. Various QCC departments could pool information from their areas (such as Placement, Continuing Education, Public relations, etc.) for “information sharing” purposes to benefit the college as a whole. No mechanism currently exists to pool data into useful information about area business needs. Program Advisory Committees are a means to achieve some communication between industry and faculty; however, these committees have a mixed record across the institution as a whole, and a relatively dismal record of meeting within the Business Administration Division. QCC may want to consider a “faculty designate” within each division as a contact person to help organize data and arrange meetings. Per the faculty contract, this position would need to be negotiated and the faculty member, subsequently, compensated for such duties.

E. Summary and Analysis: Currency

Response:

There are currently no mechanisms in place for the Business Administration degree programs to maintain curricular currency outside of the experiences of the individual instructors themselves, and their willingness to “update” the course.

The QCC Business Administration degree programs (transfer and career options) have elements in common with other degree programs at community colleges across the Commonwealth. There are signs that program currency is an issue to discuss and act upon.

At QCC, there is no mechanism in place to effectively push through the required changes, other than this IPR process. Internal leadership is needed to maintain currency of each program; however, there is no Faculty Coordinator for Business Administration at this time. QCC needs to ensure that each degree program, or the entire Business program, has an effective Faculty Coordinator.

Program currency needs to be an annual review. The IPR is a newly implemented process at QCC, and our research has provided some evidence that program currency is key to future success. For example, in the Career programs, QCC continues to offer an option in TQM; however, TQM doesn’t even exist anymore. The evidence is not foolproof, however. For example, the Environmental Health and Safety (EHS) option has low enrollment, yet there is currency in the program with a focus on brown field reclamation. The Small Business Management option has proven reasonably popular with some students, yet only 1 course distinguishes the Small Business option from the Management/Marketing option. Therefore, it is highly recommended that an annual review process be the mechanism of choice to maintain currency in the curriculum.

3. The Pipeline: QCC Feeders

- A. **Identify all feeders, both actual and potential, to the program. Identify any potential “customized “ feeders the College might be able to develop.**

Response:

Response: QCC does not have actual data to support a comprehensive answer to this question. However, there are some potential feeders to the program, both internal and external to QCC, which can be readily identified through the research done to produce this IPR. The potential “internal” feeders to the Business Administration program include the General Studies program, Undeclared and Special Students, and contacts from the Center for Continuing Education. The external feeders could include area businesses including, but not limited to, the Greater Worcester Chamber of Commerce members and their employees, area high schools with business curriculum offerings, high school DECA membership, and community-based organizations including, but not limited to, job training programs.

- B. **List all articulation agreements currently in place in this program (i.e., agreements with local secondary schools, community-based organizations, proprietary schools. etc.).**

Response:

Meredith Weiss provided this IPR with a list of “older” articulation agreements with area high schools; however, some of the curriculum is outdated and needs a total review. With the data being so outdated, the author can report that the Business Administration program has no current articulation agreements in place to provide QCC with potential applicants to the program.

- C. **Do program faculty regularly collaborate with their peers in local high schools, four-year colleges and universities, business and industry, or community-based organizations on such activities as curriculum development, work-based learning, or professional development? Please cite examples from most recent three-year period. If no active collaboration at this time, please comment on how this type of collaboration might enhance the program. In what ways could the College provide faculty support in this area?**

Response:

There has been no known collaboration between faculty members and their counterparts at the local high schools. However, QCC faculty do attend meetings and conferences with their four-year college and university counterparts at various functions offered throughout the past 3 year period including, but not limited to, MAAP, Massachusetts Association of Accounting Professors. Also, some faculty members are active members of the Greater Worcester Chamber of Commerce and are communication with various professionals in the business community. The preferences of faculty members for more collaboration in this area have not been measured, but the college can provide incentives for such activities in a number of ways including reimbursement of membership dues, encouraging the use of professional days to attend various functions, and offering to provide a forum for a college-sponsored event to bring the community to QCC for a short series of “collaborative workshops” in curriculum development, professional development, and work-based learning.

- D. **Explain the mechanisms in place within the program to insure that students who have been granted credit through articulation agreements transition smoothly into the QCC program. In what ways could the College increase its support in this area?**

Response:

QCC does not have the data to support a sufficient answer to this question.

E. Explain the program's involvement with the Tech Prep consortia or other educational collaboratives, if relevant.

Response:

There is no data to support any involvement with area Tech Prep programs.

F. Summary and Analysis: The Pipeline: QCC Feeders

Response:

As noted, the institution lacks the data required to answer this section in a more comprehensive way. Nonetheless, the IPR process has provided an opportunity for brainstorming sessions on ways to address the issue of QCC feeders into the Business Administration programs. The potential feeders include internal and external sources of applicants into the program and shows that potential exists, with institutional support, to expand the pipeline and maximize the visibility of the QCC business administration programs of study in the area.

4. Role of the Program Advisory Committee

A. Is there an Active (meets at least once a year) advisory committee for this program?

Response:

No, there is an inactive advisory committee for this program.

B. If yes, what is the composition of the advisory committee? How are appointments made to the committee?

Response:

N/A

C. Explain the roles and responsibilities of this committee

Response:

No records found of any roles and responsibilities of this committee in the previous 3-5 year period.

D. If possible, cite examples of how committee input has had an impact on the program over the last 3-5 years.

Response:

N/A

E. Summary and Analysis: Role of the Program Advisory Committee

Response:

The role of a Program Advisory Committee (PAC) is one of great importance to numerous other programs at QCC. The history of the Business Administration PAC has not been fully uncovered by the author; thus, it is unknown how such inactivity has impacted the program over the past several years. The 2001-2002 QCC catalog indicated that a PAC existed for both the Accounting program and the Business Administration program; however, no records could be located on any meetings held by each PAC. The faculty realized, through meetings with local businesses for this IPR, that there is substantial interest from many in the community to contribute their ideas to improving our Business program. Therefore, it is fair to conclude that assembling a new PAC for the Business Administration programs would be among the top priorities for the 2002-2003 academic year.

5. Competition, Market, Strategies, and Enrollment Projections

A. Identify the program's primary competitors. Describe the process utilized and/or the rationale to determine the list of competitors.

Response:

On a strict 2-year program basis, our primary competitors, geographically, would be:

- Mount Wachusett Community College in Gardner and
- Becker College in Worcester.

On a broader scale, we have indirect competition with the lower priced 4-year colleges as well, most notably Worcester State College.

B. Identify QCC's program strengths and market niche with respect to these competitors. In other words, what makes QCC's program the first choice?

Response:

Cost and open-access are the main driving factors of the QCC market niche. According to the AACC, Business Administration remains among the top 5 fields of study (by percentage) at community colleges nationwide. Thus, at QCC, the popularity of the major is the main contributing strength.

C. Explain the specific marketing strategies the College has employed with respect to this program over the last three to five years. Please do NOT list general marketing strategies here. Identify marketing efforts relevant to your program specifically.

Response:

The primary marketing technique of the Business Administration programs over the years is not fully known. It appears that there has not been an effort on the part of Admissions to market the program individually; rather, the program is only one of some "80" programs offered by the college. In the most recent academic year, a multicolored brochure specific to Business Administration has been offered only to students who specifically ask about the Business program. In respect to "target marketing", no specific demographic data was made available by QCC. Thus, no specific target marketing strategies are known to the author.

D. Describe how program faculty work with the admissions officers to recruit students into the program. If unknown, outline a recruitment plan with specific activities.

Response:

The use of the QCC "Open House" strategy is a successful one for encouraging program faculty and admissions representatives to work cooperatively for the benefit of program recruitment. On occasion, program faculty may be asked to telephone students who have more specific questions about a particular program or course. Otherwise, no recruitment plan currently exists.

If faculty could create a recruitment plan, there would be great emphasis placed on the "Open House" as well as an All-College "Transfer Day". There would be "career-related" demonstrations to highlight each area of concentration available in the new Business Administration program proposed by this IPR.

Computer lab and classroom presentations by faculty would highlight the new Business curriculum. Guest speakers from the field of concentrations could offer panel discussions on job prospects and job preparedness. Samples of student work would be on display as well as an array of textbooks used in our new curriculum. Ending the event would be an hour of academic advising by the faculty and other well-trained staff to offer the prospective student a glimpse at his/her future here at QCC. All this and more, with refreshments served, of course!

E. Is the need for this program expected to grow or decline over the next five years? Please base your response on specific data.

Response:

According to the AACCC, Business Administration programs remain among the most popular programs at most U.S. colleges today. The need for more business-related education and training are also well known as businesses continue to plow millions of dollars into training and development. With heavy emphasis on techno-literate Business professions increasing, the program is expected to grow over the next five years.

F. Based on analysis of information presented in this section, prepare enrollment projections for the next five years. Please describe what you believe is the optimum program size.

Response:

Over the past 5 year period, enrollment in Business Administration programs has been relatively stable (see Appendix for detailed enrollment charts). It is difficult to forecast enrollment projections for the new Business Administration programs with a great degree of accuracy; however, enrollment is expected to keep pace with the general growth of Quinsigamond's total enrollment figures. The program size has some elasticity, as Business Administration students have access to a great number of course offerings with varying time schedules. The program size, however, can suffer from quality issues if the student/faculty ratio grows beyond its ability to effectively advise Business Administration students.

G. Summary and Analysis: Marketing Strategies, and Enrollment Projections

Response:

The cost of tuition and the popularity of majoring in Business Administration are important factors that drive the program at QCC. Although the Business Administration programs are not aggressively marketed, the enrollment in the program is relatively large when compared to other programs offered at QCC. Marketing, in general, is an important issue that has been a constant theme in a number of previous IPR reports as well as this one. Since the demand for Business Administration majors' remains relatively constant, the program is expected to grow with the economy and program enrollments are expected to keep pace with the general trends in enrollment growth at QCC. The program size has some elasticity to it, but student advising and student/faculty ratios would greatly impact its ability to grow at a rapid pace.

6. Opportunities for Program Expansion

A. Are there other directions this program might evolve in order to sustain currency and quality? Consider the following categories, but feel free to include other categories in your response:

- **New certificate options within the program**
- **New concentrations within the program**
- **Different career ladder options within the program**
- **New Associate degree program possibilities**
- **Development of modularized courses**
- **Continuing/professional education in the field (i.e., CEU's, prep for recertification, etc.)**
- **Distance education course development**
- **More proactive job placement/support post-graduation**
- **Other.....**

Response:

The Business Administration program needs to evolve in its breadth and depth to meet the economic demands placed on workers in today's organizations. It will do so by offering a "core" of business courses to all career and transfer students, while allowing needed flexibility for new concentrations within each program. Under this new proposal, all students would benefit by a new breadth of core business courses, which insure program currency and degree consistency. Each student would have the option to select a concentration area to gain further depth into a specific field of business, or to continue to take an array of business courses to continue building a broader knowledge of general business administration fields. We accomplish this by collapsing the current Business Administration program options (3 for transfers and 6 for career) into a Business Administration degree structure that ensures a breadth of business-related knowledge and offers the opportunity for more depth of business-related knowledge through the offering of concentrations.

The Business Administration certificate programs, which number six at the present time, would be collapsed into one. The new certificate provides a similar breadth of business-related knowledge to the new Career program, and allows a new certificate student to easily apply courses directly towards the new Career degree program.

It is highly recommended that modularized courses be explored through the Center for Continuing Education for transfer into the new Career degree or new Certificate program being proposed by this IPR. An agreement is needed that specifies how non-credit online courses or workplace education workshops/courses can be equivalent to our current format of 3-credit course offerings.

Online courses also need to be developed for this program and is strongly recommended. This would allow needed flexibility to our current students and offer the possibility of a Business Administration degree distance education program.

Lastly, it is highly recommended that a weekend degree format as well as an accelerated 8-week intensive course format be further studied since these programs may have tremendous potential in the Greater Worcester area.

B. Summary and Analysis: Opportunities for Program Expansion

Response:

The Business Administration program has enormous potential once its foundation has been reestablished. The current semester format has some limitations in its appeal to students interested in pursuing a business degree program. Thus, it is recommended that varying formats of study be examined in further administrative and academic detail to measure the viability of "modularizing" certain courses, expanding online offerings, expanding the weekend college offerings so a business degree can be obtained solely on the weekends, working more collaboratively with the Center for Continuing Education, and offering an

accelerated business degree format featuring 8-week intensive courses leading to the Associate degree in Business Administration.

Section II: Curriculum, Instruction, Assessment, Program Credentials and Faculty

1. Foundations of the Program

A. Describe the rationale for offering the degree with respect to environmental scan information (job outlook) and its unique niche in its particular Employment sector.

Response:

The rationale for offering a degree in Business Administration are based in our capitalist economic system, a consistent employment demand for Business majors from area employers, and the popularity of the major at U.S. colleges nationwide. The new degree program offers a broad base of business knowledge, enhances technological and communication skills, and offers a flexible array of concentrations that are uniquely suited to attract employment relationships in our area.

B. List degree or certificate objectives in measurable terms

Response:

DEGREE OBJECTIVES

The objectives of the Associate's degree in Business Administration are:

- **Associate of Science in Business Administration – Transfer** -- to prepare students to transfer to a 4-year institution of higher learning for additional study in a field of business. In addition, students will be provided with the opportunity to further develop their analytical skills through foundation courses in business and in general education, which will, in turn, allow them to enter another institution better prepared to achieve success.
- **Associate of Science in Business Administration – Career** -- to provide students with the knowledge, skills, and abilities needed to take advantage of a variety of employment opportunities that require a degree for placement or advancement purposes in various fields of business administration. In addition, students will be provided with a breadth of course offerings that enhance their ability to successfully enter the business world and thrive in the current economic environment.

C. Define expected graduation competencies or student outcomes. Your response should include reference to general education outcomes, employability or “umbrella competencies”, and career-related competencies or technical skills.

Response:

The graduate of any Business Administration program is expected to offer potential employers an array of business knowledge, technological skills in common business software, excellent verbal and written communication skills, and a strong background in mathematics and general education courses. In brief, a Business Administration student needs to be a well-rounded graduate with a cooperative learning attitude and employable business skills. Specific employable competencies were outlined in a QCC sponsored Employer Focus Group on Nov. 29, 2001. See attached.

D. Describe how the program supports the College's mission and purpose.

Response:

The mission of the college states the “QCC serves the diverse educational needs of Central Massachusetts by providing affordable, accessible, and high quality programming leading to transfer, career, and lifelong learning.” The Business Administration program is in line with the college mission statement in relationship to affordability and high quality. However, accessible programming hits a roadblock in its current usage of “options”, particularly the current Banking option for Transfer students. In order to elect the “Banking” option, you need to be a Transfer student currently employed by a financial institution. In other words, “Banking” is NOT an option for any other QCC Transfer students, employed elsewhere or unemployed. This fact led to the recommendation of the usefulness of “options” in the Business Administration degree programs, and how accessible they should be to any and all degree-seeking students.

E. Prepare a draft program mission statement

Response:

VISION

To be the College Department of choice for those who are committed to excellence in business education and life-long learning in the markets we serve.

MISSION

The mission of the Department of Business Management is to build futures. To achieve this mission, we will strive to:

- Provide an innovative, learner-focused education of superior quality and value that integrates theory and practice;
- Create and disseminate knowledge through excellent teaching; and
- Motivate students, faculty, and staff to achieve their potential, be principled professionals and positively impact the organizations and communities in which they work

CORE VALUES

Student Success

- Student success is paramount to our thinking, teaching, programs, and processes and is the key to our success.

Excellence, Integrity, and Professionalism

- We commit to creating quality and value as hallmarks of the College, to living our ideals, to treating others with respect, and to working collaboratively for the best interests of each student, the College and the Greater Worcester Community.

F. Summary and Analysis: Foundations of the Program

Response:

With a very good job outlook for Business Administration graduates, our program needs to balance the economic realities of technology skills and soft skills, with the appropriate riggers of a solid academic background in economics, business finance, mathematics, liberal arts and sciences. Our division goals need to bridge this duality of needs by closely adhering to the mission of QCC and the student's desired outcome. Incorporating professionalism, striving towards excellence, and placing a high value on lifelong learning will allow our division to successfully serve the community at large. To accomplish the true answers to the questions posed in this section, our division needs to be reflective, collaborative, and committed to our shared mission to better care for our program.

2. Curriculum Strengths and Areas Needing Enhancement

A. Based on the analysis of regional labor market needs, evaluate the current curriculum strengths and identify those areas that you believe require enhancement.

Response:

According to local area employers involved in this IPR process, QCC needed to examine how our curriculum matched up to “Employer desired Knowledge, Skills, & Abilities”.

Knowledge base requirements include:

- Strong knowledge of economics
- General business knowledge
- General finance knowledge
- General marketing knowledge
- General computer systems knowledge
- Diversity issues in business
- Professionalism and Ethics

Skills and Abilities requirements include:

- Communication skills (written and oral)
- Technical skills (business software, internet, email)
- Problem solving skills (from financial problems to customer service)
- Interpersonal/Soft skills (how to deal effectively with people)

Our program currently offers “options” in several areas that help create mini-specialists in certain Business fields of study. The review of the current programs needed to address if these current options were narrowing the field of potential “employer-desired knowledge, skills, and abilities” for our students. It is clear that employers would like business generalists who can learn to become more specialized, if the need arose.

B. Include the proposed curriculum for each of the current or proposed options in the program.

Response:

The proposed curriculum structure for the Associate degree – Transfer option is as follows:

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Cluster A						
Introductory Accounting I	ACC101	F, S, SU			3	ENG091, MAT090
Introduction to (or Advanced) Microcomputer Applications	CIS111 or CIS112	F, S, SU			3	None
English Composition & Literature I	ENG101	F, S, SU			3	ENG100
Macroeconomics	ECO215	F, S, SU			3	None
College Mathematics I: Precalculus	MAT123	F, S, SU			3	MAT099
Cluster B						
Introductory Accounting II	ACC102	F, S, SU			3	ACC101
English Composition & Literature II	ENG102	F, S, SU			3	ENG101
Microeconomics	ECO216	F, S, SU			3	ECO215
Statistics	MAT122	F, S, SU			3	MAT099
Humanities Elective	---				3	
Cluster C						
Managerial Accounting	ACC222	F, S			3	ACC102
Business OR Concentration Elective*	---				3	
Business OR Concentration Elective*	---				3	
Humanities Elective	---				3	
Lab Science Elective	---				4	
Cluster D						
Business OR Concentration Elective*	---				3	
Elective	---				3	
Humanities Elective	---				3	
Lab Science Elective	---				4	
Social Science Elective	---				3	

Students may select any Business elective or select courses from the various concentrations presented in the College catalog. Students are encouraged, **but not required, to identify a Concentration. Thus, any Business course will fulfill the degree requirement. Business courses are those designated by ACC, BNK, BSL, BSS, BUS, CIS, ECO, FIN, EHS, HRM, MGT, MNT, MRK, and QLC. Also, CSC 141 and IDS 113.*

The proposed curriculum structure for the Associate degree – Career option is shown below:

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Cluster A						
English Composition & Literature I	ENG101	F, S, SU			3	ENG100
Introduction to (or Advanced) Microcomputer Applications	CIS111 or CIS112	F, S, SU			3	None
Introduction to Business	MGT101	F, S, SU			3	None
Applied Economics	ECO201	F, S			3	None
Math Elective	MAT100 or higher	F, S, SU			3	MAT099
Cluster B						
Introductory Accounting I	ACC101	F, S, SU				ENG091, MAT090
English Composition & Literature II	ENG102	F, S, SU			3	ENG101
Business Law & Ethics or E-Business Law	BSL101 or BSL103	F, S, SU			3	None
Speech & Communications	SPH101	F, S, SU			3	ENG101
Social Science Elective	---				3	
Cluster C						
Integrated Communications for Business	BUS201	F, S, SU			3	CIS111, ENG101
Business OR Concentration Elective*	---				3	
Business OR Concentration Elective*	---				3	
Humanities Elective	---				3	
Social Science Elective	---				3	
Cluster D						
CAPSTONE (new)	BUS250	F, S			3	Over 42 credits completed in the degree program
Business OR Concentration Elective*	---				3	
Elective	---				3	
Humanities Elective	---				3	
Lab Science or Science Elective	---				3-4	

*Students may select any Business elective or select courses from the various concentrations presented in the College catalog. Students are encouraged, but not required, to identify a Concentration. Thus, any Business course will fulfill the degree requirement. Business courses are those designated by ACC, BNK, BSL, BSS, BUS, CIS, ECO, FIN, EHS, HRM, MGT, MNT, MRK, and QLC. Also, CSC 141 and IDS 113.

Lastly, the proposed curriculum structure for the Certificate in Business Administration is shown below:

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Cluster A						
English Composition & Literature I	ENG101	F, S, SU			3	ENG100
Introduction to (OR Advanced) Microcomputer Applications	CIS111 OR CIS112	F, S, SU F, S, SU			3 3	None CIS111
Introduction to Business	MGT101	F, S, SU			3	None
Self-Assessment & Career Planning I	PSY115	F, S			3	ENG090 and ENG095
Math Elective	MAT100 OR higher	F, S, SU			3	MAT099
Cluster B						
Introductory Accounting I	ACC101	F, S, SU			3	ENG091, MAT090
Integrated Communications for Business	BUS201	F, S, SU			3	CIS111, ENG101
Business Law & Ethics or E-Business Law & Ethics	BSL101 or BSL103	F, S, SU			3	None
Business Elective	---	F, S, SU			3	
TOTAL CREDITS					27	

C. For each course in the revised curriculum, provide a description, statement of goals, major topics covered, primary tests or materials, and instructional technology used.

Response:

See Appendix

D. Describe the rationale for the course sequence in the revised program. A rationale of course sequence should be provided for the specific program related courses, the general education courses, electives, etc.

Response:

For the A.S. degree – TRANSFER option, the rationale is based on the following reasons:

- The course sequencing has not changed through this IPR process. No major changes for the Transfer option, with the exception of more humanities specific courses to fulfill degree requirements rather than liberal arts electives.
- The Transfer Compact requires certain general education requirements be met in order to facilitate a successful transfer to a 4-year state college or university.
- The required Business Administration courses reflect similar courses offered at 4-year institutions.

For the A.S. degree – CAREER option, the rationale is based on the following reasons:

- All Career students have a planned course load for their first academic year to ensure that the background of each Business student is equivalent before moving into 200-level courses in Business.
- The addition of a Business Communications course will ensure more exposure to Business specific writing and computer use.
- The addition of a Business CAPSTONE course ensures that each Career student receives a proper review of interviewing skills, professionalism training, and employment guidance before graduating from the program.
- Similar emphasis was placed on the humanities electives instead of a broader selection of liberal arts electives to aid those Career students who decide to eventually transfer to a four-year institution later in their work life.
- The Greater Worcester business community represented at our IPR focus group advocates certain employable skills and broader knowledge in business be integrated into the program, such as communication skills, skills in the areas of business finance and technology, teamwork abilities, problem solving abilities, and social skills.
- Faculty concerns about the employability of graduates and their future as lifelong learners.

For the CERTIFICATE in Business Administration, the rationale is based upon the following reasons:

- Consensus at IPR meetings that certificate program mirror the basic curriculum of the CAREER option for Cluster A & B, with the exception of a “self” assessment course, or an Orientation course in Business, which allows further exploration of the viability of pursuing the Associate’s degree in Business Administration.
- Follow guidelines from the business community as specified in the IPR Business Focus Group.

E. Explain how the general education components are integrated with the department specific courses.

Response:

The general education courses are aligned closely with the business courses in as many ways as possible including a focus on oral and written communication skills, mathematical and problem solving abilities, and more courses in the humanities. For example, SPH101 (Speech & Communications) is being proposed as a required course for all CAREER option students in business administration. Also, heavy emphasis on written communication skills is also integrated into a new course called “Integrated Communications for Business”. This business course incorporates general education principles in English and Technology, and creates a business specific communications course to further enhance the student’s ability to connect

general education with business administration. Mathematical and problem solving skills are an integral part of our Economics and Accounting courses. Technology is integrated throughout the business curriculum by virtue of various projects.

F. Does the curriculum incorporate “writing across the curriculum”? Provide an illustration, if applicable.

Response:

There is no written policy within our division that states the curriculum needs to incorporate “writing across the curriculum”. However, in IPR meetings throughout the academic year, the faculty has voiced the widespread use of such a policy in their individual courses. The students are required to complete assignments and projects that illustrate their written (and oral, in some cases) communication skills as part of the grade evaluation. No future plans exist to address or change the current policy.

G. Describe how the program meets the QCC philosophy of “high tech, high touch, high quality”.

Response:

The proposed business administration programs are in line with the QCC philosophy of “high tech, high touch, high quality” in the following ways:

- The program proposal increases the technology requirement for all degree-seeking students.
- The program broadens the base of business knowledge required to achieve the degree.
- The program broadens the fields of business study through the use of “concentrations” which allow greater flexibility and meets area employment needs.
- The program encourages faculty to use instructional methods such as case studies and simulations, to allow students to “learn more by doing” and increase their commitment to lifelong learning.

H. Does the program structure provide students with at least one elective choice? Please explain your response:

Response:

A resounding YES! The use of Concentration electives will offer students a “buffet” of business fields in which each student can tailor their interests and needs.

I. Summary and Analysis: Description of Curriculum

Response:

The proposed curriculum is focused on upgrading its currency from both an academic and employment point of view. The curriculum has been simplified and inclusive by offering core courses and providing a wide variety of choice. Also, the use of “concentrations” will enhance currency for all Business students. The integration of Business Administration with Technology will further enhance student skill development and bring QCC closer to a one-college concept. The rationale for course sequencing in each degree program is based on providing a solid foundation by offering student a core of Business and other required courses, before offering a broader selection of electives through the use of concentrations.

3. Relevance of Instructional Methodologies, Assessment Strategies and Program Credentials

A. Summarize the INSTRUCTION METHODOLOGIES utilized in the program. What are the strengths and challenges of these methodologies?

Response:

The instructional methodologies utilized in the business administration program includes the following:

- **Lecture**- offers the instructor with an opportunity to present information efficiently, allows for academic freedom of expression, and allows an opportunity to effectively connect with student non-verbal feedback.
- **Handouts, Articles, Worksheets** – allows for “read and discuss” forums, can enhance student motivation to read more often and more thoroughly understand what they are reading, presents real-world examples of concepts under discussion, and creates an interactive student-to-student forum for a free exchange of ideas, commentary, and enhanced learning.
- **Audio/Visual** – appeals to a wider range of learning styles of students, easier to illustrate a concept to “visual” learners, enhances student motivation and attention, and often provides educational entertainment.
- **Small Group activities** – group work or “teamwork” is essential for business students. Students learn how groups work, how to create processes for effective outcomes, how to deal with the work habits of others, and feel more connected to classmates. Students also learn about interpersonal communication skills.
- **Speakers** – enables the student to observe professionals, expands their learning of the business field, and offers a forum for questions and interpersonal contact.
- **Computer software simulations** – software that allows students to set up a business, act as a financial manager, analyze a business, and offer solutions to problems affecting the business.
- **Self-guided research projects** – Business plans and other research projects enable students to use Internet and QCC library resources to enhance their learning and build self-confidence and lifelong learning abilities.

B. Provide recommendations for additional methodologies that would enhance students’ learning. More specifically, are there additional ways in which instructional technology could enhance students’ learning? Options for distance learning? Please explain your answer and include how the College might support these efforts.

Response:

IT can play a major role in enhancing student learning by offering:

- An interactive “anytime” tutor.
- An online “chat” or “bulletin board” connection to faculty and other students taking the same course at the college.
- More online offerings of business courses.

The college is limited by three major factors: (1) QCC website organizational limitations, (2) student access to technology at QCC and at home (or wherever they may study/do homework), and (3) faculty training regarding IT.

C. Provide a detailed assessment plan outlining the methodologies used for ongoing student assessment and final outcome assessment.

Response:

Currently, each instructor, on a course-by-course basis, performs student assessment. There is no agreed-upon departmental plan for STUDENT ASSESSMENT at this time. If the author attached such a plan to this IPR, it would be a reflection of his ideals only, not REPRESENTATIVE of the division faculty. Thus, it is highly recommended that a special meeting of the business faculty occur in the next academic year to draw up a detailed assessment plan for the business administration degree program courses as a guideline for individual faculty use.

D. Describe the strengths and challenges of each of the assessment methodologies listed above.

Response:

N/A

E. Provide recommendations for additional methodologies to evaluate student achievement.

Response:

This data needs to be collected, as earlier recommended, by a special meeting of the business faculty.

F. Has the program been evaluated by an EXTERNAL ACCREDITATION organization within the last five years?

Response:

No

G. If yes, please provide name of the organization and date of last accreditation review. Did the program meet all of the accreditation requirements? If no, please explain. Attach the summary of the accrediting team's recommendations.

Response:

N/A

H. If the program has not been evaluated externally, list any appropriate professional accreditation or licensure for the program that the College should pursue. (E.g., Industry certifications, professional associations, etc.)

Responses:

There are professional organizations that espouse specific curriculum for their accreditation, such as the American Management Association, the AICPA, and the National Business Education Association; however, the proposed QCC business programs are intentionally broad-based business programs designed to produce a more flexible, adaptable business generalist rather than produce business specialists in the areas of accounting or management or banking. Thus, no external accreditation is needed nor recommended.

I. What changes, if any, might need to be considered to foster enhanced program quality? Consider the following, but you need not limit your response.

- **Change in admission requirements**
- **Inclusion of an internship or other work-based learning experiences**
- **Introduction of 1 or 2 electives to allow students to self-select learning experiences**
- **Development of a capstone course to synthesize the learning experience**
- **Varied instructional methodologies**
- **Enhanced assessment of student competencies**
- **Better integration of technology application**
- **Specific instructional aides/software etc.**
- **More coordination of faculty efforts, including the possibility of more full-time faculty**
- **Attainment of program accreditation. Certification, or licensure**

Response:

The following changes are recommended:

- Changes in admission requirements for all business programs. Specifically, changing the course requirements for admission into the Transfer program by generalizing the math requirements to “at least one course in Algebra”.

- The development of a 2 tier “work experience” elective course, which would include a basic “cooperative work experience” course with current prerequisites, and a “business internship” course with higher levels of prerequisites. Keep these courses optional.
- Business elective or Concentration elective offerings to both Career & Transfer students for exploration or additional specialization.
- A Business Capstone course for all CAREER students.
- More integration of technology or technology-based assignments or projects in all business courses.
- Full-time faculty needs flexibility in advising business students, more coordination of all faculty efforts, and more integration with adjuncts, including possibility of adding more full-time faculty in the coming academic year.

J. Summary and Analysis:

Response:

Although current teaching methodologies are varied and adequate to provide quality instruction to students, additional instructional technologies (computers and data projectors, for example) and associated faculty training would offer much in reaching the diverse learning needs of all QCC students. Student assessment methods would remain an outstanding topic for further discussion from the division faculty. Program accreditation from a national business organization is not necessary at this time. Lastly, program quality would be enhanced by changing admission standards, inclusive elective choices for all students regardless of program, more technology based assignments, and greater faculty communications.

4. Program Growth Opportunities

- A. In your opinion, would it be beneficial to develop a common core curriculum along related career programs? E.g., computer education, business, administrative support, electronics, etc.) Please explain your answer.**

Response:

No. It is beneficial to align curriculum to a common core if the goals of the degree programs are exact. However, in business administration, this IPR is recommending two distinct options: one for TRANSFER students and one for CAREER students based upon the desired outcomes and program goals. Thus, all TRANSFER students take the same common core, but it differs from the CAREER student's common core. Furthermore, for just CAREER programs in the business division, this IPR proposes something vastly different than the BSS IPR for their CAREER program. This is due to the different goals each program hopes to meet.

- B. Describe, in detail, all potential areas for program growth. Include, but do not limit your response to the following:**

- **Career Ladder Potential**
- **New Degree or Certificate Options**
- **Professional/continuing Education Opportunities**
- **Professional Recertification Preparation/Test**
- **Flexible Delivery Options**
- **Enhanced Instructional Methodologies**
- **Improving Assessment for Student Competencies**
- **Distance Learning Course Development**

Response:

- The Career Ladder Potential that is structured in the proposed programs for business is as follows:
- A graduate of the proposed CERTIFICATE program in business could continue at QCC in the proposed CAREER option degree program as a "sophomore". Furthermore, the CAREER program has an enhanced general education requirement that helps students switch into the TRANSFER program more easily than in the past.
- Concentration offerings are proposed to offer a more flexible equivalent of "degree options" to all degree-seeking students.
- It is highly recommended that the Center for Continuing Education and the dean of the business division hammer out a "PDP module for credit" agreement, which would allow students to easily apply any and all CE courses toward the completion of a degree.
- It has been recommended that online course development be fully investigated for a possible "online degree program" in business. Also, the continued expansion of the "weekend" college and further study of an "8-week accelerated format" for all business courses.

- C. Summary and Analysis: Program Growth Opportunities**

Response:

Under the proper conditions, the Business programs are poised for strong growth due to the proposed changes in the curriculum. The recommendations for greater cooperation between the credit and non-credit side of QCC as well as exploration of an 8-week accelerated format would enhance the prospects for future growth.

5. Students and Program Assessment (Review relevant data over the last five year period.)

- A. What have been the incoming students' average scores on QCC placement tests each year for the last five years?**

Response:

Data for this question is unattainable at this time.

- B. What is the graduation students' average college GPAs over the last five years? GPAs in major courses? Please describe the additional measures of central tendencies: i.e. median, mode, etc.**

Response:

Data for this question is unattainable at this time.

- C. If relevant, how have students performed during their field placements or related work based learning experiences?**

Response:

Tony Nardella of the EBE office reports that all placements have received positive evaluations.

- D. Indicate the number of students who have transferred to four-year programs, if applicable.**

Response:

Specific numbers are not attainable at this time; however, about 49% of business students transfer to a 4-year college, most notably Worcester State College. (Dan Daly)

- E. Track the average earnings of program graduates each year for the three years immediately following graduation.**

Response:

QCC does not track this data at this time. Also, attempts for a student focus group by this IPR were unsuccessful.

- F. Provide a summary of the program's enrollment patterns over the last five years.**

Response:

As a whole, business administration enrollment is reasonably steady with Career degree enrollment at 200 to 250 each semester, and Transfer degree enrollment at 150 to 200 each semester over the past five years. However, individual programs, such as Environmental Health & Safety, Total Quality Management, and Banking have seen declines in enrollment counts during the same period. Accounting and Marketing/Management options remained relatively stable. This data was provided by Admissions.

- G. Indicate the program retention rate over the same period. Note: Consider two cohorts: fall to spring (same year); fall to Following Fall (one year).**

Response:

There is no retention management data (or program) available at QCC.

- H. Determine the average number of semesters it takes for students to complete the program.**

Response:

Between 40 to 50 students graduate the Business Administration programs each year over the last five-year period. It is difficult to determine, from the data provided to this IPR, how long it took each graduate to complete the program. Since degree-seeking students can be full or part-time students, the average number of semesters to complete the program may vary substantially. An Institutional Research Director would greatly benefit the IPR processes.

I. Define indicators of program quality. Describe strategies used to assess the success of the program in achieving its stated objects.

Response:

Indicators of program quality include the steady number of students enrolling in the Business program, the employment outlook for Business graduates, and feedback from the employer focus group and faculty members participating in the IPR process.

J. Summary and Analysis: Program Assessment

Response:

There is a steady enrollment of students in the Business Administration programs despite the lack of enrollment and retention management at QCC. It is clear that the need for an integrative enrollment and retention management team (administrators, faculty, staff, & students) is needed, along with an Institutional Research Director who can provide data and verify its accuracy.

6. Faculty

A. Is the current faculty able to adequately address the instructional needs of all courses, both general and specialty, in the program?

Response:

To some degree, the current full-time faculty members are able to meet the instructional needs of the current course offerings in the business area. However, the curriculum offerings have suffered over the past several years due to full-time faculty course loads and the lack of full-time faculty members hired to ensure a consistent level of course offerings to satisfy degree requirements. This addresses the need for additional full-time faculty members in the near future to manage the changes offered by this IPR with the introduction of “concentrations” as well as a “core” curriculum. The proposal of change would require adjustments in the number of full-time faculty upward. The growth rate in the program would dictate the question of “how many” as well as the desired student to full-time faculty ratio QCC would like to achieve in its comprehensive review of the academic programs at QCC as compared to other community colleges noted for “excellence” in academic program management.

B. Is institutional support for upgrading faculty credentials required? If yes, please explain the kind of upgrade required and approximate cost associated with the upgrade?

Response:

This is NOT an area of need at the present time. In the future, there may be a need for an “emphasis” on hiring a new instructor with experience in E-commerce and the technological aspects of business. The college should continue to offer “professional development” offerings and incentives to current faculty to consistently upgrade our knowledge base and applicable skill base.

C. Over the last five years, what has been the ration between full-time and part time faculty within this program?

Response:

The ratio of full to part time faculty has been slightly less than 50:50.

D. Describe how adjunct faculty are integrated into the existing program.

Response:

Adjunct faculty members teach a majority of the business course offerings at QCC. Thus, adjunct faculty have considerable influence and impact on students in our degree programs.

E. Should the College employ additional full or part-time faculty in this discipline? Provide a detailed rationale.

Response:

Yes, QCC needs to reverse trends and hire full-time faculty members to the business program, with a specific emphasis on the popular “concentration” offerings put forth in this IPR. It is anticipated that 3 faculty positions would need to be filled including Entrepreneurship/E-commerce, Management/Marketing, and Finance. Overall, we will need talented “specialists” in some of the new concentration offerings that are expected to be quite popular. Also, concentration offerings also will impact the need for more academic advising as well as developing and monitoring internships in the various fields of business.

F. Describe how all faculty members contribute to curriculum development and over all program cohesiveness. Do ALL faculty members, both full and part-time have an opportunity to contribute to curriculum development?

Response:

Outside of this IPR process, there has been no known curriculum development initiative in the division on a wide-scale basis. However, there have been individual efforts made by members of the faculty to add,

change, or delete a course offering in the division. The basic issue in the past has been lack of initiative and coordination on the administrative side to provide a forum or venue specifically designed to promote the “spirit of contribution” to curriculum development and overall program cohesiveness. To its credit, this IPR process, an initiative led by the Academic Affairs leadership, has been a wonderful initiative to promote these goals, and it has captured the faculty contributions in a more cohesive and meaningful way.

**G. Does the current level of support staff meet the needs of the program faculty?
Please explain your answer.**

Response:

Pat Webber is an administrative goddess!

H. Summary and Analysis: Faculty

Response:

The faculty is dedicated to the changing needs of the Business world and has done well in adapting to these changes by developing instructional methodologies that help students learn about the business world in more realistic ways. More instructional technology is highly recommended and would greatly benefit the enhancements set forth by many faculty members to continue to update and improve the various ways to reach our students. The large numbers of adjunct faculty in the Business programs have a strong influence on program quality and student learning. Although evaluations are positive, the Business programs will benefit by increasing communication between its full and part time faculty members to coordinate, collaborate, and communicate on myriad instructional issues. Thus, it is highly recommended that the Business Coordinator and Dean of Business Management and Human Services create opportunities to increase faculty communications. Lastly, with retirements at hand and the future at stake, more full-time faculty members will be needed. It is critical for the program that QCC fund these new hires.

SECTION III: Institutional Support and Other Program Resources

1. **Program Support (Please note: Use this section to reflect upon what institutional supports would useful and why).**

A. **List targeted program marketing and recruitment strategies employed over the last two years? In your opinion, are they appropriate to sustain strong enrollment?**

Response:

No specifically designed Business Administration program marketing and recruitment strategy has been uncovered by this IPR. It appears that the Business Administration program has been grouped in with all other programs in the literature and brochures that Admissions gives to prospective students. During the 2001-2002 academic year, a colorful brochure was created specifically for Business Administration offerings, which was cheered as a step in the right direction. Additional materials along this line would add greatly to recruitment efforts by tailoring recruitment literature by major interest. Overall, there would need to be an organized effort in the creation of these materials by Admissions and the Business Administration Division.

In sum, there is a need for a collaborative enrollment and retention management team (perhaps a committee of administrators, faculty, staff, students, and alumni to devise a plan of action) to maximize the efforts of this IPR.

B. **Provide recommendations for new or additional marketing or recruitment strategies.**

Response:

It would be highly recommended that a total refurbishing of the current literature and brochures be done as soon as possible. Emphasis needs to be placed on the two specific tracks of Business studies offered at QCC. Specifically the Career track is now a remodeled program that holds great promise for developing the professional and academic capacities of the student. The Transfer program is only one of the two transfer degree programs offered by QCC. The new marketing effort needs to emphasize the currency of the new degree programs and the "Commonwealth Compact" for Transfer students.

In addition, recruitment strategies are the key ingredient for optimal program growth. Emphasis could be placed on the following:

- Web Page for all Business Administration programs and concentration offerings.
- College Fairs with both Admissions and Business Faculty present (Faculty would be compensated accordingly)
- Links to educational collaboratives and consortiums, such as the Colleges of the Worcester Consortium.
- More web-based and traditional advertising, including e-Worcester and the Telegram & Gazette.

C. **Does the program have sufficient linkages with business, community-based organizations, other colleges and universities, or K-12 public schools? Please explain and cite specific examples. Present in chart form as explained in the guidelines for C & D, opposite page.**

Response:

There are no known linkages to the business community, or the Worcester community at large, at this time. There are, however, more internal program linkages through the efforts of this IPR with the Division of Technology and the Human Services program.

Linkages are a vital part of program growth and faculty learning. It is highly recommended that time & money be allocated for the purposes of encouraging faculty involvement in local organizations, organizing faculty related collaboratives with Worcester State College to encourage the sharing of resources and other work-related information.

Lastly, it is critical to fully update all Articulations Agreements with High Schools & Trade Schools to enhance our recruitment efforts and provide appropriate communication linkages.

D. Provide suggestions for improved program linkages. What, if any, assistance do the program faculty need in order to facilitate these linkages effectively?

Response:

It is highly recommended that more collaboration between programs be developed. This IPR has begun to show how different programs can “link” their strengths and increase the opportunities for specialized learning. This is certainly one of the accomplishments worth sharing with other divisions. The Business Administration degree now has concentrations in the areas of Technology (CIS applications and CIS programming), Human Services management, and Office Management (with BSS). Future program linkages will be explored in the area of Communications and Management, Advertising and Applied Arts, Health Care administration, among others. Successful program offerings in these areas will fully integrate all the academic divisions of QCC for Business Administration students.

E. Does the program have appropriate equipment to meet the instructional demands of the program? (e.g., medical equipment, laboratory supplies, computer hardware and/or peripherals)

Response:

No. The program would benefit greatly from the addition of specific equipment listed in section F.

F. If no, provide a list of required equipment purchases or upgrades. Please present this list in prioritized fashion and identify immediacy of the priority.

Response:

Immediate priority equipment would include:

- Data projectors for all Business classrooms (fixed or portable)
- Additional computer labs with appropriate desks & chairs (ergonomics is important)
- Teacher’s desk computer stations for enhanced pedagogy

A long term priority would be the creation of a Business Administration Center, hereby referred to as the Business Center, which would act as the primary Center for Business Administration students, including a dedicated computer LAB, case based learning, online tutorials, speakers series, an adjunct faculty office, and a conference room (business office setting with fax/copier/scanner). Open to all alumni, it could be place for Advisory Committee meetings, job related workshops, among many other events. It would be a perfect way for alumni and local area businesses to connect with the college. In addition, it can be used as a “showplace” for marketing the Business programs to prospective students on campus tours.

G. Summary and Analysis: Program Supports

Response:

With appropriate restructured marketing materials and more cooperative recruitment efforts, the Business Administration programs outlined by the IPR would see a much-desired growth in enrollment. The Business division and its faculty members would benefit from better ties to the community, local businesses, and college related faculty groups. Lastly, new equipment and more lab space would enhance the attractiveness of the program to potential students, as would the new Business Center.

2. Academic Supports

A. Are there sufficient instructional/research resources to support student learning in this program?

Response:

Although internet access seems to be sufficient, a complete overhaul of instructional and research resources needs to be completed by the division to match these resources to the new curriculum. The new Business coordinator and faculty will need to conduct this review.

B. Assess the overall currency of the current collection of books, periodicals, and audiovisual materials in the library. Recommend new acquisitions and/or periodical subscriptions. In addition, please work with the library staff to weed outdated materials from the library's current holdings.

Response:

There is currently no such oversight on the development of the collection. It is highly recommended that a meeting to assess the collection be done during the next academic year.

C. Are there sufficient technology resources, specifically software and hardware resources? Are these resources available and accessible to students? To faculty?

Response:

It is recommended that an annual update of accounting software be a regular event at the college. An accounting lab tutor is also a must. Also, business simulation software would be extremely beneficial to all Business Administration students. Specific titles of software would be developed by the faculty, under the leadership of the Business Coordinator, during the next academic year should resources be allocated to the division for this purpose.

D. Provide a list of recommended technology acquisitions (i.e., software, hardware, PC projection units, etc.) Please prioritize this list and identify the immediacy of the priority.

Response:

An immediate need would be to produce a list of "online tutorials" in various business subjects taught here at QCC. A coordinated effort of library research staff and faculty is needed to produce such a list. Faculty stipends are recommended.

E. Does the Individualized Learning Center provide ample academic support services for students in the program?

Response:

No. There is only 1 accounting tutor for an estimated 250 students in introductory accounting courses. This is not a sufficient ratio to meet the high demand for help in introductory accounting courses. There are hundreds more in advanced accounting classes, many of whom are night and weekend students. Also, there is only 1 economics tutor with insufficient hours. No tutors are on hand for all the other course offerings in business. It is recommended that more tutors be available for all business subjects.

F. Provide recommendations for improved academic support services.

Response:

We need to secure space in the new building for the Business Center as soon as possible. The Business Center is where all Business Administration students can come for additional academic resources, online tutorials, advise on business plans and other business projects, listen to business speakers, and develop an identity as a Business major.

G. Summary and Analysis: Academic Supports

Response:

It is clear that the current academic supports would not support the newly developed degree programs proposed by this IPR. Thus, an overhaul is needed for current resources, software, and academic support services. A new Business Center would house a dedicated computer lab, and a place for both current Business students and alumni can find a home at QCC.

3. Student Supports

A. How do your students explore career opportunities and prepare to access them?

Response:

The new CAPSTONE course in our proposed Career track degree program addresses this from a curriculum standpoint. The course is dedicated, in part; to prepare students for entering the workforce by addressing the soft skills which employers want their potential employees to possess. Faculty in business administration would like to work in cooperation with the QCC Placement Resource Center (PRC) to build more structure for business-related career information and preparedness. Although many of the following services currently exists in the PRC, the following is suggested to be driven specifically for Business majors,

- Job search workshops
- "Speakers bureau" to increase student exposure to human resources recruiters/ hiring managers
- Standard resume format
- "Coaching" of students prior to an employment interview

B. Provide recommendations for enhancing students' career exploration and planning.

Response:

It is highly recommended that a two-tiered course be developed to address the career exploration and planning part of a student's development. Currently, any student can elect a cooperative education study option. The faculty member is involved with the learning objective only. Seminars are arranged in school to work transitioning by the Placement Office. It is recommended that this option continue as is; however, a second option needs to be developed called an "internship". This new internship course would have certain prerequisites including a minimum G.P.A. of 3.3, two faculty recommendations, and at least one 200 level course completed in the field of internship. Internships would be administered by faculty members who conduct the Internship class, which would be counted as part of their full-time course load obligation under the MCCC contract. The faculty member would also be responsible for developing such internships in conjunction with the Business coordinator and other interested faculty members.

Lastly, the new CAPSTONE course is required for all degree-seeking Career students.

C. Are current student support services adequate to support the teaching and learning process?

Consider:

- **Counseling Services**
- **Disability Services**
- **Health/Wellness Center**
- **Transfer Information**
- **Other Services (as listed in QCC catalog)**

Response:

It is not clear as to the connection between these student support services and the Academic side of QCC. Many faculty members received notifications from the Disabilities Office regarding certain students on the roster. We also feel the impact of inconsistent academic advising, but the division is not totally aware of the impact of the other services listed above.

D. Provide recommendations for additional services that would be beneficial to your students.

Response:

The Business Center, as mentioned in more detail in III.1.F. and III.2.F. would provide the type of high quality, Business student-centered services that are the most beneficial.

E. Summary and Analysis: Student Supports

Response:

The new CAPSTONE course for Career track students best addresses the career exploration and planning needs for Business students from the perspective of the curriculum. While current career planning services are evident, the need for a more focused and better orchestrated Business Career Center is in need. It is also proposed that a two-tiered “cooperative education option” be introduced for highly focused Business students.

4. Physical Facilities

- A. Are the current physical facilities sufficient from an instructional perspective? If no, explain and provide recommendations.**

Response:

There is an immediate need for more computer lab space, which could be dedicated teaching space for business courses. In addition, the Business Center, as mentioned in III.1.F and III.2.F., would fulfill many needs for the Business division and its students.

- B. Are the current physical facilities sufficient from a competitive perspective? If no, explain and provide recommendations.**

Response:

It is estimated, by faculty and staff opinion, that the introduction of the Business Center would substantially increase the program's appeal; thus, it would provide QCC with a competitive advantage. Otherwise, the division is not clear if the current physical facilities have much impact on our current market share of Business students.

- C. Given enrollment projections, will additional classrooms or laboratories be required? If yes, please specify the requirements and identify immediacy of the need.**

Response:

With the new curriculum in place for the 2002-2003 academic year, the division anticipates an annual growth rate of approximately 10% per year over the next 3 – 5 year period. If the Business Center is dedicated during this time period, the projections for enrollment may increase substantially.

Given the current rate of facility usage, more space will be needed. Add to this our 3 – 5 year projections, and space issues will likely dominate the future agenda of the college.

D. Summary and Analysis: Physical Facilities

Response:

Without a doubt, the physical facilities are an increasingly important issue that QCC leadership will need to contend with. Topping our list of needs are the limitations posed upon us by the current number of computer labs, of which, none are dedicated to Business Administration. The current Business program is sizable, and we anticipate future growth of 10% per annum as we introduce our newly revised curriculum. Finally, a dedicated space on campus called the Business Center would satisfy a number of needs as mentioned throughout Section III of this IPR.

5. Program Financing

A. Has the program’s funding been sufficient over the last five years? Please explain your response.

Response:

The budget allocation to date has been sufficient; however, since this IPR calls for the creation of the Business Center among other priorities, a larger budget allocation would be needed. Most of the new monies are associated with the start-up costs of the new Business Center; though the Business division would need a larger allocation of funds for continuing operations associated with the anticipated growth of the program. Specifically, monies for new equipment, additional tutors, lab assistants, and academic resources would be needed on an ongoing basis in the new division budget.

B. Provide an analysis of the cost of this program. Be sure to include ALL costs. (For example, costs associated with instructional salaries, space, lost opportunity costs, equipment rentals and/or maintenance, etc.

Response:

The following projections in Part I were based on the high priority of securing space for the new Business Center, including start-up costs and continuing operations of the center. In Part II, new faculty are needed as well as a serious update in our academic resources. Part II reflects an “operational” budget, or the additional monies that need to be allocated to our division on a yearly basis.

PROJECTED BUDGET NEEDS

Business Administration Program

Part I The Business Center*

Number	Item	Cost	Total
2	"03" Lab Assistants	\$ 37,500	\$ 75,000
40	Computer stations	\$ 4,000	\$ 160,000
:	Software	\$ 10,000	\$ 10,000
:	Videos, Tutorials, etc	\$ 15,000	\$ 15,000
5	Data Projectors	\$ 3,000	\$ 15,000
:	Copier	\$ 1,500	\$ 1,500
:	Fax	\$ 500	\$ 500
3	Scanners	\$ 500	\$ 1,500
:	Shelving	\$ 10,000	\$ 10,000
:	Furnishings	\$ 20,000	\$ 20,000
:	Supplies	\$ 7,500	\$ 7,500
:	Misc.	\$ 15,000	\$ 15,000
			\$ 331,000

* Located in the new Kurtinitis Library (recommended)

Part II. Continuing Operations - budget needs

Number	Item	Cost	Total
5	Tutors	\$ 12,500	\$ 62,500
2	Faculty members (new)	\$ 50,000	\$ 100,000
:	Academic resources	\$ 30,000	\$ 30,000
:	Faculty/memberships	\$ 7,500	\$ 7,500
2	"03" Lab Assistants	\$ 37,500	\$ 75,000
:	Software updates	\$ 10,000	\$ 10,000

:	New Videos, Tutorials.	\$ 15,000	\$ 15,000
:	Misc.	\$ 10,000	\$ 10,000
			\$ 310,000

C. Based on your enrollment projections, are there projected increases or decreases in the budgetary requirements of this program over the next five years?

Response:

A substantial budget increase is projected to accommodate the growth of the Business programs.

D. Summary and Analysis: Program Financing

Response:

The new Business Center has start-up costs exceeding \$300,000; however, it is projected to attract hundreds of new students over the next several years, as well as become an alumni magnet to the Business program. It is anticipated that such a Business Center would increase market share for the newly developed Business Administration programs at QCC, thus increasing tuition revenues. Alumni also provide a potential donor base for the college. Otherwise, there will be an increased demand for funding for the program and the college should anticipate increasing the allocation of funds for the division in the near future to accommodate the anticipated growth of the program.

Section IV: Executive Summary of Findings

- A. **Briefly summarize the program highlights and recommendations for program improvement (2-4 pages). Provide a summary of action steps that prioritize what needs to be done with an estimated timeline for completion. Remember that this document will be presented to the QCC Board of Trustees and the President's staff as a tool for negotiating necessary program resources.**

Response:

Quinsigamond Community College

Business Management IPR

Executive Summary

July 15, 2002

Introduction

During the academic year 2001 – 2002, Business Management went through Internal Program Review (IPR). Professor Mike Araujo directed the process with assistance from Professor Carol Murphy. Within Business Management there were 2 degree programs, Business Administration – Transfer with 3 options (Accounting, Management/Marketing, and Banking) and Business Administration – Career with 5 options (Accounting, Environmental Health and Safety, Management/Marketing, Small Business Management, and Total Quality Management). There were 5 Certificate programs in Business Management as well.

The Business Management program had not been reviewed in recent memory. In the IPR, every effort was made to gather input from various stakeholders including students, alumnae, full and part-time faculty, transfer colleges, and a broad cross-section of the business community. The revised curriculum resulting from IPR was brought up to currency with business and industry standards and designed to meet the skills, competencies, and knowledge needed by the various student groups. It is also considerably less complex to understand and manage.

What follows is a summary of the curriculum challenges and a discussion of the recommendations and resources needed to obtain the highest quality of Business curriculum in the Central Massachusetts region.

Curriculum Challenges

The old curriculum posed many challenges to the IPR team:

- The large number of options within the programs was confusing to both students and advisors. Several of the specialty options (i.e., Environmental Health and Safety and Total Quality Management) had no clear purpose or identifiable market.
- A number of the options had extremely low enrollment and no Coordinator/advocate to oversee the management of the program.
- The options seemed to focus on creating student specialists when a more broadly based business education was more appropriate for the Worcester market.
- There were no common links, which connected the various degree and certificate options.
- The enrollment overall in Business Management was stagnant. There was no marketing or enrollment strategy designed to reach potential students and employers (for Cooperative education placement or employment). Target marketing was nonexistent.
- The advisory board was out-of-date and had not met for a number of years.
- Several of the programs were obsolete and trained students for jobs that no longer existed.
- Classrooms were not equipped with data projectors and computers to enhance faculty pedagogy.

Curriculum Recommendations

Simplifying the curriculum was a high priority in the IPR. The old curriculum was hard to understand, advise and manage. Business Administration – Transfer was reduced from 3 options to 1; Business Administration – Career was reduced from 5 options to 1; Business Administration – Certificate was reduced from 5 options to 1. To replace the options, students would be able to select concentrations, which would allow them to specialize in a particular area of interest. Concentrations consisted of a series of 3

related courses in such areas as Accounting, Business Legal Studies, Computer Applications, Computer Programming, E-Commerce, Entrepreneurship, Environmental Health and Safety, Finance, Human Services Management, Management, Marketing, and Office Management. As new areas of specialty are identified, rearranging existing courses or developing new ones can create new concentrations. This offers considerable flexibility over creating an option, which must be approved by BHE.

The curriculum was not only simplified but also revamped to meet the skills, competencies and knowledge required by our students as identified by the research findings. An important source of information was gathered through a series of focus group sessions, which included faculty, business, and industry representatives. While much of the Business Administration – Transfer curriculum is set by requirements of the transfer colleges, the Business Administration – Career curriculum is clearly driven by employer needs in the greater Worcester area. Thus, particular attention was given to designing a curriculum that met the skills and competencies as identified by the focus groups and other sources of research. For example, employers emphasized the importance of employees that had acquired “soft skills” such as communication, self-presentation, group interaction, and work discipline. Thus, such courses as Speech Communications, Integrated Communications for Business (new course) and Business Administration Capstone (new course) were added to the curriculum. Another need identified by the focus groups was the importance of technology development. To enhance our students’ skills in this area, technology will be expanded to all courses where appropriate.

In summary, the new curriculum is dynamic and flexible, easy to understand and administer, and clearly reflects the needs of our students, whether they transfer to a four-year college or enter the workforce.

Resources Needed

To implement the new curriculum and create the dynamic program that Business Administration has the potential to be, a variety of resources are needed:

- **Create a Business Center.** Located on campus, the Center would be available to students, faculty, and alumnae. Included in the Center would be a dedicated computer lab for accounting and e-commerce courses as well as for computer based training and business simulations. A conference room would be an ideal meeting space for a Business Alumni Board and the Program Advisory Committee, as well as workshops and faculty training. The lab would have a manager/tutor to oversee the operations. In short, the Center would become the focal point for the Business Administration program, sorely lacking in our current facilities. An ideal marketing tool, it is recommended that space be dedicated to this Center in the new library building currently under construction.
- **Develop and implement a marketing and enrollment strategy.** The current Business Administration program, the provider of a large portion of the greater Worcester workforce, has no identification in the community. Little is known about prospective Business Administration students and their conversion rate. More collaboration between admissions and Business faculty is highly recommended. The Internet has not been fully exploited for marketing purposes. Develop accelerated programming to meet the needs of the community.
- **Up-grade classroom facilities.** PowerPoint presentations are becoming an integral part of educational presentation. At the minimum, data projectors and computers need to be made available in far greater numbers than currently exists on campus.
- **Up-date library resources.** New and various periodicals and journals are needed.
- **Faculty training.** Skill development, technical training and pedagogy workshops are needed to ensure program quality. Develop faculty in accelerated training methodologies.
- **Develop a systematic way to gather internal research.** Many decisions for the IPR were made without College internal data.
- **Hire new full-time faculty.** Currently, there are only 4 full-time faculty resulting in more than 50% of the courses offered during the day being taught by adjunct faculty. To meet the changing demands of the business world, faculty are needed in several disciplines: Management/Marketing, Entrepreneurship/E-Commerce, and Finance.
- **Appoint a new, proactive Program Advisory Committee.** As noted earlier, several changes to our program curriculum were driven from the input from local employers. To keep curriculum

currency, a newly appointed advisory committee is needed. The Board of Trustees and college administrators, as well as faculty, could provide the division coordinator with potential interested contacts with a history of being proactive in the community.

Summary and Conclusions

The IPR of the Business Management program proved itself to be lesson in simplification and creative thinking, where less is more. As noted, the Business programs have been simplified to one Transfer degree program, one Career degree program, and one Certificate program. However, the introduction of concentrations will provide degree-seeking students with more choices to learn about a specific business field or remain a business generalist. The programs have much greater flexibility to update its currency by developing new concentrations in burgeoning fields or phasing out other concentrations with declining future job prospects. Our Career degree program now has a solid core business curriculum, which enhances communication skills, interpersonal skills, technical skills, and an understanding of how to “fit” into the culture of an organization. Our Transfer degree program is now in full compliance with the Commonwealth Transfer Compact, which allows our students a much easier transition from QCC to any public Massachusetts state college or university. Furthermore, our new concentration offerings are in line with majors at these four-year institutions.

Although our challenges were more clearly defined by this process, additional resources are needed to guarantee the greatest good occurs from the changes proposed in this IPR. These monies and efforts would be targeted for maximum effectiveness and optimal future potential for the Business Administration program and student success. A new Business Center would provide a focal point to Business studies and related activities for the program. Marketing strategy is another major lack in need of resources and leadership. New equipment in classrooms to enhance student learning is a must, as most publishers now provide instructors with PowerPoint slideshows to use in the presentation of course materials. Resources for hiring new Business faculty with technical skills are another need as well as more resources for faculty skills training.

In conclusion, this IPR proposal is a “jump start” on keeping the curriculum current with economic employment trends and student academic needs. More community input from local employers to college alumni is an absolute must! The fact that the program had been without a compass over such a long period of time explains many of the findings in this IPR. The Board of Trustees, President Kurtinitis and her administration, the Business division faculty, students, and alumni need to take, or have a mechanism to take part in, an active role in insuring the future success of the Business Administration program by keeping its curriculum currency and providing it with appropriate resources.