

Quinsigamond Community College
Internal Program Review
Academic Year 2004-2005

Business Office Support Specialist
Program

Flo Lucci
Coordinator

2004-2005
IPR Completion Date

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SECTION I: Competitive Analysis and Regional Labor Market Demand

A state can no longer pursue an effective strategy of economic development unless it also pursues, via education and training, an effective strategy of workforce development.

-Opportunity Knocks, Massachusetts Institute for a New Commonwealth, 2000

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.

The Business Office Support Specialist Program is a sector of the overall business programs here at Quinsigamond Community College. The BOSS program seeks to serve students interested in becoming administrative professionals specializing in administrative office management skills able to serve the diverse industries available in Central Massachusetts.

Significant Points

Increasing office automation and organizational restructuring will lead to slow growth in overall employment of secretaries and administrative assistants.

Numerous job openings will result from the need to replace workers who leave this very large occupation each year.

Opportunities should be best for applicants with extensive knowledge of software applications.

Nature of the Work

As the reliance on technology continues to expand in offices across the nation, the role of the office professional has greatly evolved. Office automation and organizational restructuring have led secretaries and administrative assistants to assume a wider range of new responsibilities once reserved for managerial and professional staff. Many secretaries and administrative assistants now provide training and orientation for new staff, conduct research on the Internet, and operate and troubleshoot new office technologies. In the midst of these changes, however, their core responsibilities have remained much the same—performing and coordinating an office’s administrative activities, and storing, retrieving, and integrating information for dissemination to staff and clients.

Secretaries and administrative assistants are responsible for a variety of administrative and clerical duties necessary to run an organization efficiently. They serve as an information manager for an office, plan and schedule meetings and appointments, organize and maintain paper and electronic files, manage projects, conduct research, and provide information by using the telephone, postal mail, and e-mail. They also may handle travel arrangements.

Secretaries and administrative assistants are aided in these tasks by a variety of office equipment, such as facsimile machines, photocopiers, and telephone systems. In addition, secretaries and administrative assistants use personal computers to create spreadsheets, compose correspondence, manage databases, and create presentations, reports, and documents by using desktop publishing software and digital graphics—all tasks previously handled by managers and professionals. At the same time, these other office workers have assumed many tasks traditionally assigned to secretaries and administrative assistants, such as word processing and answering the telephone. Because secretaries and administrative assistants often are not responsible for dictation and typing, they have time to support more members of the executive staff. In a number of organizations, secretaries and administrative assistants



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Section I: Competitive Analysis and Regional Labor Market Demand

In a number of organizations, secretaries and administrative assistants work in teams in order to work flexibly and share their expertise. Specific job duties vary with experience and titles. *Executive secretaries and administrative assistants*, for example, perform fewer clerical tasks than do other secretaries. In addition to arranging conference calls and scheduling meetings, they may handle more complex responsibilities such as conducting research, preparing statistical reports, training employees, and supervising other clerical staff.

Some secretaries and administrative assistants, such as legal and medical secretaries, perform highly specialized work requiring knowledge of technical terminology and procedures. For instance, *legal secretaries* prepare correspondence and legal papers such as summonses, complaints, motions, responses, and subpoenas under the supervision of an attorney or paralegal. They also may review legal journals and assist in other ways with legal research, as by verifying quotes and citations in legal briefs. *Medical secretaries* transcribe dictation, prepare correspondence, and assist physicians or medical scientists with reports, speeches, articles, and conference proceedings. They also record simple medical histories, arrange for patients to be hospitalized, and order supplies. Most medical secretaries need to be familiar with insurance rules, billing practices, and hospital or laboratory procedures. Other technical secretaries who assist engineers or scientists may prepare correspondence, maintain the technical library, and gather and edit materials for scientific papers.

Training, Other Qualifications, and Advancement

High school graduates who have basic office skills may qualify for entry-level secretarial positions. However, employers increasingly require extensive knowledge of software applications, such as word processing, spreadsheets, and database management. Secretaries and administrative assistants should be proficient in keyboarding and good at spelling, punctuation, grammar, and oral communication. Because secretaries and administrative assistants must be tactful in their dealings with people, employers also look for good customer service and interpersonal skills. Discretion, good judgment, organizational or management ability, initiative, and the ability to work independently are especially important for higher -level administrative positions. As office automation continues to evolve, retraining and continuing education will remain an integral part of secretarial jobs. Changes in the office environment have increased the demand for secretaries and administrative assistants who are adaptable and versatile. Secretaries and administrative assistants may have to attend classes or participate in online education in order to learn how to operate new office technologies, such as information storage systems, scanners, the Internet, or new updated software packages. They may also get involved in selecting and maintaining equipment. Secretaries and administrative assistants acquire skills in various ways. Training ranges from high school vocational education programs that teach office skills and keyboarding to 1- and 2-year programs in office administration offered by business schools, vocational-technical

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institutes, and community colleges. Many temporary placement agencies also provide formal training in computer and office skills. However, many skills tend to be acquired through on-the-job instruction by other employees or by equipment and software vendors. Specialized training programs are available for students planning to become medical or legal secretaries or administrative technology specialists. Bachelor's degrees and professional certifications are becoming increasingly important as business continues to become more global.

Testing and certification for proficiency in entry-level office skills is available through organizations such as the International Association of Administrative Professionals; NALS, Inc.; and Legal Secretaries International, Inc. As secretaries and administrative assistants gain experience, they can earn several different designations. Prominent designations include the Certified Professional Secretary (CPS) or the Certified Administrative Professional (CAP) designations, which can be earned by meeting certain experience and/or educational requirements and passing an examination. The program coordinator does recommend that the college support this testing as a program exit goal. Students would pay the fee themselves and take the test at the closest testing site but Q.C.C. can promote the certifications. Please see attached documents outlining the process of these certifications.

To gain insight into what skills are required in today's offices, the National Organization of Colleges and Employers' (NACE) annual Job Outlook Survey (**Source: International Association of Administrative Professionals, 10502 NW Ambassador Dr., P.O. Box 20404, Kansas City, MO 64195-0404. Internet: <http://www.iaap-hq.org>**) conducted a survey of current IAAP members in early 2003. The results found that the top ten skills ranked in order of importance identified were:

- Communication skills (both verbal and written)
- Honesty/integrity
- Teamwork skills (works well with others)
- Interpersonal skills
- Motivation/initiative
- Strong work ethic
- Analytical skills
- Flexibility/adaptability
- Computer skills
- Organizational skills

Sources:

National Organization of Colleges and Employers (NACE)

International Association of Administrative Professionals, 10502 NW Ambassador Dr., P.O. Box 20404, Kansas City, MO 64195-0404. Internet: <http://www.iaap-hq.org>

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2004-05 Edition*, Secretaries / **Last Modified Date:** March 21, 2004

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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.

SIGNIFICANT POINTS

Increasing office automation and organizational restructuring will lead to slow growth in overall employment of secretaries and administrative assistants.

- Numerous job openings will result from the need to replace workers who leave this very large occupation each year.
- Opportunities should be best for applicants with extensive knowledge of software applications.

In Massachusetts, employment of **office managers** is expected to **grow about as fast as the average** for all occupations through the year 2008. Approximately, **1,410 job openings** are expected each year statewide.

In Massachusetts, employment of **secretaries (except legal and medical)** is expected to **decline** through the year 2008. Approximately **1,170 job openings** are expected. These openings will be to replace people who leave the job or who retire.

In Massachusetts, employment of **legal secretaries** is expected to **grow about as fast as the average** for all occupations through the year 2008. Approximately **270 job openings** are expected each year.

In Massachusetts, employment of **billing clerks** is expected to **decline** through the year 2008. Approximately **40 job openings** are expected each year. These openings will be to replace people who leave the job or who retire.

In Massachusetts, employment of **medical secretaries** is expected to **grow more than the average** for all occupations through the year 2008. Approximately **220 job openings** are expected each year. These openings will be to replace people who leave the job or who retire.

Source: Massachusetts Career Information System based on Bureau of Labor Statistics data.

January 27, 2005

JOB OUTLOOK

SOURCE: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2004-05 Edition*, Secretaries / **Last Modified Date:** March 21, 2004

Overall employment of secretaries and administrative assistants is expected to [grow more slowly than the average](#) for all occupations over the 2002-12 period. In addition to those resulting from growth, numerous job openings will result from the need to replace workers who transfer to other occupations or leave this very large occupation for other reasons each year. **Opportunities should be best for applicants, particularly experienced secretaries, with extensive knowledge of software applications.**

Projected employment of secretaries will vary by occupational specialty. Employment growth in the health care and social assistance and legal services industries should lead to average growth for medical and legal secretaries. Employment of executive secretaries and administrative assistants is projected to [grow more slowly than the average](#) for all occupations. **Rapidly growing industries—such as administrative and support services, health care and social assistance, educational services (private), and professional,**

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scientific, and technical services—will continue to generate most new job opportunities. A decline in employment is expected for all other secretaries, except legal, medical, or executive. They account for almost half of all secretaries and administrative assistants.

Increasing office automation and organizational restructuring will continue to make secretaries and administrative assistants more productive in coming years. Personal computers, e-mail, scanners, and voice message systems will allow secretaries to accomplish more in the same amount of time. The use of automated equipment is also changing the distribution of work in many offices. In some cases, such traditional secretarial duties as keyboarding, filing, photocopying, and bookkeeping are being assigned to workers in other units or departments. Professionals and managers increasingly do their own word processing and data entry, and handle much of their own correspondence rather than submit the work to secretaries and other support staff. **Also, in some law and medical offices, paralegals and medical assistants are assuming some tasks formerly done by secretaries. As other workers assume more of these duties, there is a trend in many offices for professionals and managers to “share” secretaries and administrative assistants.** The traditional arrangement of one secretary per manager is becoming less prevalent; instead, secretaries and administrative assistants increasingly support systems, departments, or units. **This approach often means that secretaries and administrative assistants assume added responsibilities and are seen as valuable members of a team, but it also contributes to the projected decline in the overall number of secretaries and administrative assistants.**

Developments in office technology are certain to continue, and they will bring about further changes in the work of secretaries and administrative assistants. However, many secretarial and administrative duties are of a personal, interactive nature and, therefore, not easily automated. Responsibilities such as planning conferences, working with clients, and instructing staff require tact and communication skills. **Because technology cannot substitute for these personal skills, secretaries and administrative assistants will continue to play a key role in most organizations.**

Over 4.1 million secretaries/administrative assistants are employed in the United States

Source: IAAP-hq.org – The 21st Central Administrative Professional

Salary Data (National)

According to the U.S. Bureau of Labor, median annual earnings of executive secretaries and administrative assistants were \$33,410 in 2002. The middle 50 percent earned between \$27,540 and \$44,720 in 2002. The lowest 10 percent earned less than \$21,990, and the highest 10 percent earned more than \$54,810. Median annual earnings in the industries employing the largest numbers of executive secretaries and administrative assistants in 2002 were:

management of companies and enterprises \$36,770
local government #34,600
colleges, universities, and professional schools \$32,210
state government \$31,220
employment services \$29,700

Source: IAAP-hq.org – The 21st Central Administrative Professional

Salary Data (Regional)

Office Manager	\$45,134 - \$61,270
Receptionist	\$24,202 - \$29,985
Executive Assistant	\$38,756 - \$48,117
Secretary to CEO	\$51,638 - \$69,011
Medical Billing Clerk	\$26,630 - \$32,328
Adm. Services Supervisor	\$45,526 - \$63,157
Administrative Asst. I	\$27,815 - \$34,397
Administrative Asst. II	\$31,076 - \$38,458

Source: Salary.com query for salary data for Worcester, MA

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Salary Data (State)

The Massachusetts Career Information System which is a function of the State Department of Employment and Training lists the following wage data on their website – <http://masscis.intocareers.org>

Administrative Service Managers	\$26.80 per hour
Office Managers	\$21.00 per hour
Secretaries	\$13.70 per hour
Legal Secretaries	\$15.00 per hour
Billing Clerks	\$13.20 per hour
Medical Secretaries	\$14.90 per hour

Sources

International Association of Administrative Professionals, 10502 NW Ambassador Dr., P.O. Box 20404, Kansas City, MO 64195-0404. Internet: <http://www.iaap-hq.org>
Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2004-05 Edition*, Secretaries / **Last Modified Date:** March 21, 2004
<http://masscis.intocareers.org>

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 a related four-year program in their field within one year of graduation

• **What percentage of graduates found employment in their field?**

The college does not regularly track this information, so comprehensive program data is unavailable.

Waiting for 1999 – 2004 Graduate Survey Data to be able to respond to this question

The college does not have official data on job placement statistics after graduation. Hopefully, the graduate survey data will assist with this question.

BOSS CO-OP Placements (provided by the Q.C.C. Placement Office 02-17-05)

<i>Sem</i>	<i>Course #</i>	<i>Major</i>	<i>Work Name</i>	<i>Job Title</i>
FA01	BSS299	Adm. Office	Worcester State Hospital - DMH	Typist II
FA01	BSS299	Legal Office	Hometown Bank	Clerk
FA01	BSS299	BOSS degree	Forward Financial Company	Data Entry
FA01	BSS299	BOSS degree	Accurate Staffing	Medical Claims Processor
FA01	BSS301	BOSS degree	Protocol USA	Customer Service Rep
FA01	BSS299	BOSS degree	Forward Financial Company	Office Assistant
FA02	BSS299	Medical Office	Quinsigamond C. C.	Staff Assistant
FA02	BSS301	BOSS degree	Quinsigamond C. C.	Clerk IV
SP01	BSS299	Adm. Office	Psychiatry & Counseling Ass.	Secretary
SP01	BSS299	BOSS degree	Primary Care Physicians	Administrative Assistant
SP01	BSS299	BOSS degree	Town of Paxton Public Works	Secretary
SP01	BSS299	BOSS degree	Rob Roy Companies	Payroll/Benefits
SP02	BSS299	General Office	Stop and Shop Company	Clerk
SP02	BSS299	Medical Office	T.J. Max Distribution Center	Quality Control Clerk
SP02	BSS299	BOSS degree	Tattan, Leonard, & Murray	Legal Secretary
SP02	BSS299	BOSS degree	The Lutheran Home	Receptionist
SP02	BSS299	BOSS degree	Rotman's	Front Desk
SP02	BSS299	Medical Office	Quinsigamond C. C.	Receptionist
SP03	BSS299	Customer Service	Accurate Staffing	Recruiting Specialist
SP03	BSS299	Exec. Sec.	Walt Disney World	Recreation Hostess
SP03	BSS299	Exec. Sec.	CVS Pharmacy	Cashier, Stock Person,
SP04	BSS299	BOSS degree	UMass Medical Center	
SU102	BSS299	Customer Service	Worcester Medical Center	Vascular Lab Assistant

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SU102	BSS299 BOSS degree	Quinsigamond C.C.	Clerk IV
SU102	BSS299 BOSS degree	Worcester Com. Housing Resources, Inc.	Homebuyer Coord.
SU103	BSS299 BOSS degree	Bagel Time	Cashier
SU103	BSS299 BOSS degree	Glavin Regional Center	Medical/Filing Clerk
SU103	BSS299 BOSS degree	Fallon Clinic	Medical Record Clerk

• **What percentage of graduates transferred to a related four-year program in their field?**

Dan Daly, Transfer Coordinator provided the following information. He does not have percentages available.

2002-2003 Academic Year

3 BOSS interests 2 Worcester State College 1 Framingham State College

2003-2004 Academic Year

No students accessing transfer counseling identified as BOSS students

2004-2005 Academic Year

So far this fiscal year one student self identified as a BOSS student, 2 identified as "business certificate" students (probably BOSS)

The BSS student was interested in transfer to Worcester State.

The Bus certificates were interested in UMASS Boston and Northeastern.

Dan Daly stated that he doesn't have data on what these students eventually did. He suggested that IR may have the capacity to track them thru a database inquiry system we subscribe to. The program coordinator checked with her dean and although the college does subscribe to a system, we do not have the capacity to get any further data.

Source: Dan Daly, Transfer Coordinator, Q.C.C.

• **What percentage of graduates transferred *and* found employment in their field?**

Waiting for Graduate Survey Data results

• **Did your students complete an exit questionnaire as part of their graduation process?**

No

• **Can you determine if some students started the program and transferred to another college before graduation? If so, please state how many students did this over the last 3 years?**

Although the college subscribes to a service that provides this data, the dean has informed the program coordinator that the data is currently unavailable.

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

Job Titles

Administrative Assistant
Sr. Administrative Assistant
Executive Assistant
H.R. Assistant
Sales Assistant
Marketing Assistant
Office Manager
Office Coordinator

Medical Office Assistant
Word Processor
Switchboard Operator
Receptionist
Office Clerk/Assistant
Front Desk Coordinator
Data Entry Specialist
Customer Service Representative

Source: Office Team Survey Data through IAAP website

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A variety of local industries have hired applicants from our program. Flo Lucci, Program Coordinator has assisted students in gaining jobs in the following industry areas:

- Medical (hospitals, non-profits, clinics, small medical practices as well as placement agencies)
- Temporary to Permanent Placement Agencies
- Manufacturing
- Service Related Companies
- Insurance
- Corporate Level Retail Organizations
- Human Service Organizations
- State and City Government
- Small Legal Firms

Q.C.C. Placement Office provided this data supporting the placement activity they have on file regarding the BOSS Program (February, 2005).

BOSS Direct Placements – these are not necessarily jobs after graduation. The Placement Office has record that they assisted students during their time here at Q.C.C. find employment.

<i>Date of Hire</i>	<i>Company</i>	<i>Position Title</i>	<i>Program</i>	
2/5/2000	Fidelity Investments		Customer Service	
4/17/2000	Fidelity Investments		BOSS degree	
10/15/2001	Job Coach		BOSS degree	
11/30/2001	Family Health Center		Medical Receptionist	Medical Office
12/15/2001	Tattan, Leonard, and Murray		Legal Assistant	Legal Office
9/23/2002	QCC - Business Department		Office Support	BOSS degree
3/3/2003	YMCA		Office Assistant	General Office

BOSS CO-OP Placements

<i>Sem</i>	<i>Course #</i>	<i>Major</i>	<i>Work Name</i>	<i>Job Title</i>
FA01	BSS299	Adm. Office	Worcester State Hospital - DMH	Typist II
FA01	BSS299	Legal Office	Hometown Bank	Clerk
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FA01	BSS299	BOSS degree	Accurate Staffing	Medical Claims Processor
FA01	BSS301	BOSS degree	Protocol USA	Customer Service Rep
FA01	BSS299	BOSS degree	Forward Financial Company	Office Assistant
FA02	BSS299	Medical Office	Quinsigamond Community Col.	Staff Assistant
FA02	BSS301	BOSS degree	Quinsigamond Community Col.	Clerk IV
SP01	BSS299	Adm. Office	Psychiatry & Counseling Ass.	Secretary
SP01	BSS299	BOSS degree	Primary Care Physicians	Administrative Assistant
SP01	BSS299	BOSS degree	Town of Paxton Public Works	Secretary
SP01	BSS299	BOSS degree	Rob Roy Companies	Payroll/Benefits
SP02	BSS299	General Office	Stop and Shop Company	Clerk
SP02	BSS299	Medical Office	T.J. Max Distribution Center	Quality Control Clerk
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SP02	BSS299	BOSS degree	The Lutheran Home	Receptionist
SP02	BSS299	BOSS degree	Rotmans	Front Desk
SP02	BSS299	Medical Office	Quinsigamond Community Col.	Receptionist
SP03	BSS299	Customer Service	Accurate Staffing	Recruiting Specialist
SP03	BSS299	Exec. Sec.	Walt Disney World	Recreation Hostess
SP03	BSS299	Exec. Sec.	CVS Pharmacy	Cashier, Stock Person,
SP04	BSS299	BOSS degree	UMass Medical Center	
SU102	BSS299	Customer Service	Worcester Medical Center	Vascular Lab Assistant
SU102	BSS299	BOSS degree	Quinsigamond Community Col.	Clerk IV
SU102	BSS299	BOSS degree	Worcester Community Housing	Homebuyer Coord.

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SU103	BSS299 BOSS degree	Bagel Time	Cashier
SU103	BSS299 BOSS degree	Glavin Regional Center	Medical/Filing Clerk
SU103	BSS299 BOSS degree	Fallon Clinic	Medical Record Clerk

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

Data from the Graduate Survey should help with this question.

Dan Daly, Transfer Coordinator for Q.C.C., provided us with the information related to his providing services to students seeking transfer counseling. He **does not have data** as to whether or not the students indeed transferred to the schools they considered. He referred me to our I.R. department for that information. After inquiring with the Financial Aid Office, the following schools have been identified as a school of potential interest to Q.C.C. students. We are unable to confirm whether or not the student actually ended up attending these schools but they did indicate that they applied:

- Becker College
- Clark University
- Fitchburg State College
- Framingham State College
- Mass Bay Community College
- Mount Wachusett Community College
- New Hampshire College
- Nichols College
- Rhodes College
- Salem State College
- Salter School
- UMASS Lowell
- University of Phoenix
- Westfield State College
- Worcester State College

F. Summary and Analysis: Market Influences

Companies continue to expect administrative staff to take on a wider range of responsibilities and are paying a premium for candidates who can multitask. Technical abilities are highly sought after in every administrative role, particularly with Microsoft Office (word processing, spreadsheet and presentation software). Assistants are relied upon for their expertise in using a variety of applications as well as for trouble-shooting problems and providing feedback to information technology staff. Proficiency with database, project management, scheduling, and desktop publishing software has become critical. Internet research abilities are also frequently requested. Effective business writing skills are essential for assistants who use e-mail throughout their workday. Finally, bilingual candidates are highly valued by companies, particularly in reception or customer service related roles.

The program coordinator feels that the way Q.C.C. can stay competitive with our programming is by offering a broader program that will serve to train students in a more generalist capacity vs. industry specific separate programs. The proposed new curriculum is more general and not industry specific but trains office professionals for a variety of settings vs. specific settings such as legal office, etc.

Source: IAAP Website Research Trends/Job Descriptions section

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2. Programmatic Currency

A. Describe how the program maintains curricular currency.

The BOSS program has an active advisory board that meets regularly. Advisory board input is encouraged by the BOSS Program Coordinator. The growth of the BOSS program has been negatively impacted by the fact that there is only one full time faculty member who functions as the faculty member/coordinator for the program. There has been no collaboration concerning curriculum among adjunct faculty and the program coordinator. The program coordinator has attempted to enlist the part time faculty in this collaboration but there has been no interest on the part of the part time faculty. Examples of this include the program coordinator promoting staff development opportunities available to them through the staff development office as well as Perkins grant opportunities such as externships, etc. This has hindered the development and currency of the program because there are 15 different courses that the BOSS program has to oversee and it has been just impossible for the one Program Coordinator to keep up with the entire curriculum. The program coordinator has done several externships out in the community which has contributed positively to the curriculum but the size of the program is just too large for one person to manage.

B. Explain the existing mechanisms that allow for regular input from local employers, the local career center, and/or other relevant sources and describe how this input affects the program

The BOSS Program Coordinator works on a continual basis to stay in connection with the employer community as well as related employment and training vendors. The Program Coordinator has established relationships with Workforce Central and has provided group presentations to staff there to better understand our programming. The program coordinator makes sure that Workforce Central has current marketing materials related to all programming at Q.C.C. The Workforce Central career counseling staff refers prospective students directly to the BOSS Program Coordinator for initial program information and referral to the appropriate Section 30 representative on campus.

The following activities have been a direct result of advisory board input which has been extremely positive within the BOSS Program:

- Direct hiring opportunities for students (full and part time)
- Information related to competitor schools (Are they sourcing for employment from them)?
- Assistance with curriculum and references materials
- Information concerning national organizations
- Referral to national placement agencies specializing in related job search to programming
- Regional wage data
- Recruitment of hosting employers to QCC Adjunct Faculty
- Hosting employers for classroom guest speaking
- Recruitment of hosting employers to BOSS Advisory Board

C. What professional conferences have faculty attended and what have been the major benefits to your program?

- The Recovery of Community in Higher Education, NEFDC Conference 11/14/03
- In Our Hands: Solutions to Workforce Issues, 11/20/03
- University and College Roundtable Seminar Series – Traps for the Unschooled in Recruiting and Hiring, 11/07/03
- University and College Roundtable Seminar Series – Kid Gloves: Institutional and Individual Liability, 12/05/03
- Massachusetts Tech Prep Statewide Conference, 10/03/03
- Annual Massachusetts Community College Conference, C.C.C.C., 04/11/03
- Simmons School of Management Leadership Conference, Boston, 04/26/03

All of the above conferences were local, directly connected with Q.C.C. programming and initiatives except the Simmons conference, which was on leadership for women in general. That was a fabulous experience with world-renowned speakers, etc. All of the above training was done by the Program

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Coordinator. To her knowledge the part time faculty did not access any staff development initiatives through the campus. The program coordinator has promoted opportunities available but faculty did not express interest outside of Pam Haynes who is interested in auditing our Medical Coding and 3rd party billing course next year. Also, another faculty member, Ellen Kroll, audited the BSS 112 Computerized Recordkeeping for Medical and Dental course during the 2004-2005 academic year.

D. Identify additional professional conferences that could benefit your program and include information on why they would be beneficial.

Q.C.C. has had travel and funding restrictions on national conferences since the BOSS Program Coordinator's employment here. It is her hope to be able to attend a national conference (perhaps the National Business Education Association) in the near future. The BOSS Program Coordinator would like to meet colleagues on the national level and compare/share programming.

The program coordinator would like to propose that the cost of becoming a Certified Project Management Professional (PMP) through the Project Management Institute be supported by the college. This IPR research indicates that there is great demand and focus in the field of administrative office management within the area of project management. Cost and additional information can be found at their website www.pmi.org.

E. To what professional organizations/associations does faculty belong to and how do those memberships benefit your program?

The following memberships are either free to educational partners or the college has one general membership that the Program Coordinator has accessed:

- **Human Resource Management Association** – educational member allowed to bring students to monthly chapter meeting for direct, current H.R. trends and legal updates, can also network with members to hire students, network with members for potential BOSS advisory members, etc.
- **Sponsor of Center for Women and Enterprise** – follow entrepreneurial activities and new business growth – potential employers for our students and or advisory members
- **Central Massachusetts Employers Association** – access to training updates, etc.
- **Board Member for Community Development Board for the City of Worcester** – creates networking opportunities with city government representatives and many nonprofit organizations that access funding through our HUD grant process. Program Coordinator has recruited fellow board members to the BOSS Advisory Board, etc.

F. Identify additional professional organizations/associations that you feel could help your program become more successful and state why you believe they would be helpful.

Through this process, the BOSS Program Coordinator has become familiar with the **International Association of Administrative Professionals** organization. They have a local presence through Fidelity Investments, Inc. in Marlboro.

The program coordinator does suggest that they BOSS program join the local association of IAAP but is concerned that their meetings will run during teaching time. Even so, it would be helpful for Q.C.C. to join and gain any potential benefits of membership.

G. Have you participated in a College Externship? If so, how did it benefit your program?

Bulbs.com and The Davis Companies – customer service, e-commerce growth and H.R.I.S
Intersession, 2004

Allmerica, Fallon Clinic and Tattan, Leonard and Murray Law Firm – call center exposure, medical transcription and small law office competencies
Intersession, 2002

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Masterman's and Fallon Community Health Plan – customer service and organizational development
Summer, 2001

The benefits of these externships are explained in Section H (below).

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

The BOSS Program Coordinator was hired immediately following the last IPR process for the program. Most of the courses had to be developed and the above externships helped immensely in providing directions on key skills and competencies needed for students.

Each experience was extremely rewarding on many fronts. The following activities were a direct result of these faculty externship opportunities:

- Direct hiring opportunities for students (full and part time)
- Information related to competitor schools (Are they sourcing for employment from them)?
- Assistance with curriculum and references materials
- Information concerning national organizations
- Referral to national placement agencies specializing in related job search to programming
- Regional wage data
- Recruitment of hosting employers to QCC Adjunct Faculty
- Hosting employers for classroom guest speaking
- Recruitment of hosting employers to BOSS Advisory Board

And so on and so on.... It's been great! This has probably been the most enjoyable and effective tool for faculty to use for multi-purpose solutions on campus.

Another more recent example of utilizing feedback from the employer community comes from a written skills survey that was distributed to the BOSS Advisory Committee back in August of 2004. We asked that members return the survey during the fall or at latest during our Advisory meeting held in February of 2005. Attached please find a copy of this skills survey.

The recommendations of that survey are the following:

- Accurate keyboarding and data entry skills (minimum of 35 WPM with less than 3 errors)
- Proficiency with current Microsoft Office Suite programs
- A solid understanding of the capacity to integrate these programs for greater quality of reports
- Superior communication skills both oral and written (college level)
- Reading comprehension
- Solid editing and proofreading skills
- Medical terminology, medical reimbursement, and Medicare/Medicaid knowledge base
- Basic Knowledge of medical billing ICD-9 coding and overview of HIPPA regulations
- Knowledge base of law and ethics in the medical field
- Interpersonal Abilities
- Reception and Telephone Etiquette
- Multitask and time management abilities
- Commitment to accuracy and attention to detail
- Organizational skills
- Appreciation for diversity and ability to work with diverse populations
- Analytical ability
- Basic math skills
- Internal and External customer focus

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RESULTS FROM THIS SURVEY WERE DIRECTLY USED IN THIS INTERNAL REVIEW PROGRAM AND CONSIDERED WHEN CREATING THE PROPOSED CURRICULUM.

The following overview is a snapshot of the current curriculum and some ways in which external employers have assisted in advising us to redesign the program.

The BOSS program is currently comprised of five career certificates and one career degree. Some of the certificates have never achieved a healthy enrollment in the last four years. The intention is to re-focus the program with the one general office certificate and one medical office certificate both feeding into the business administration career degree. Then, collaboration with Continuing Education can replace the training under the certificates that retire and existing courses in other divisions can help to support our programming as well as enhance the potential for more transfer credit, etc. For example:

The Legal Office Specialist Certificate – The recommendation is to retire this certificate program. This program has never enrolled more than 5 students in the last 4 years. BSS 202 Legal Transcription has never run (except tutorials) in the last five years. There does not appear to be an outpouring of need in the community. BOSS Advisory members from the legal community feel that a paralegal certificate through continuing education may produce more interest in the program. They are clear that general office skills are what they are seeking in an entry level legal office opportunity in a small firm. In Worcester, the firms that are offering job opportunities at the point of entry for students are the smaller firms. They want solid general office skills and will train candidates on industry specific software, etc. The larger firms are more apt to want someone from a legal office certificate but usually they are seeking candidates with years of experience. It looks like the point of entry to legal office candidates is within smaller firms. These smaller firms would love to see a paralegal certificate (they claim that accreditation isn't mandatory) and feel that continuing education may be able to respond to their needs more efficiently vs. the credit side of the college.

The Customer Service Specialist Certificate – The recommendation would be to retire this certificate program. To the Program Coordinator's knowledge this certificate has never enrolled more than 5 students. The BOSS Advisory Board has spent the last couple of years requesting that the program coordinator refocus the program to core skills. They believe that customer service skills should be an integral part of all of the BOSS programming and not a stand alone certificate program. It is our recommendation that BSS 204 Concepts of Customer Service be refocused as a Business elective for any business students and be called "Internal and External Customer Relations" to better represent advisory board suggested competencies.

The Office Information Specialist Certificate – The recommendation is to retire this certificate program. This program has never had a healthy enrollment and although it has solid required courses, most all of the general office certificate students move from that certificate to the degree. The program coordinator can't really justify to students that the route of an advanced certificate is any more advantageous job market wise than just completing the degree at that point. Most available jobs in the Worcester region fall under the qualifications of general office certificate to get one's foot in the door or at the associate level. The only advanced certificate that seems to have a defined job potential at the end is the medical office certificate. The A.S. in Business Administration degree has a fairly healthy enrollment, but it could be better. It appears to be properly training students for entry into the workforce. Many of the BOSS students continue on to the bachelor level and for this reason, the Program Coordinator would like to attempt to make more of the degree portable to four year institutions. This can be done by using existing courses here at Q.C.C. that have a better record of successful transfer. We hope to accomplish this goal to assist our students in their advanced educational goals.

The **General Office Clerical Certificate** is working out very well. Students are either leaving for an entry-level job or advancing to our degree and beyond. This certificate achieves skills required for many office clerical jobs in the Worcester area as well as feeds into the degree program.

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The **Medical Office Specialist Certificate** has also worked out very well. The goal would be to remove the advanced status and offer as a stand alone certificate program that would continue to feed into the degree program.

I. Describe ways that the College could support program faculty's incorporating more input from area industry and other relevant sources.

Financial support for online programming that could lead to effective feeder enrollment from targeted companies through Continuing Education

A commitment from administration to put the goal of focusing on making a solid connection between non-credit and credit for positive feeder purposes and to also allow ESOL students a form of career ladder opportunities. The BOSS Program Coordinator believes that this particular population has a great deal to offer our BOSS program in terms of bilingual skills, work ethic and strong levels of motivation. But we need to create pathways, advising services and access to financial aid in order to ensure their success. For example, more outreach can be done for students ending ESOL credit coursework to identify students who may be interested in career programming under the business programs in general. This should be a goal of the Admission area to identify and better serve these populations with quality customer or student services.

J. Summary and Analysis: Currency

The program coordinator has taken advantage of utilizing external indicators such as the advisory board input to reshape current programming and promote proposed curriculum. The program coordinator does not feel that the college utilizes internal sources to the best of their abilities to better understand our programming needs. It is almost impossible for the program to project and plan when the institutional research office remains un-staffed more than staffed. Although we realize these positions are a difficult area to recruit for in most academic settings, the program coordinator hopes that the college will find the financial resources to recruit and retain a consistent IR staff in order to support academic affairs goals.

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3. The Pipeline: OCC Feeders

A. Identify all feeders, both actual and potential, (i.e. sources of applicants) to the program.

• Who are the current feeders to your program?

The Admission Department provided a spreadsheet that confirmed the following high schools as feeders of traditional aged students to the BOSS program:

Acton Boxboro Regional	Millbury High
Algonquin Regional	Montachusett Regional
Amesbury High	Nashoba Regional
Assabet Valley Regional Vocational Technical High	Newton North
Auburn High	Nipmuc Regional
Ayer Sr. High School	North Brookfield High
Bartlett High	North High
Bay Path Regional Vocational Technical High	Northbridge High
Blackstone Valley Regional High	Oxford High
Burncoat High	Quaboag Regional High
Clinton High	Ralph C. Mahar Regional High
David Prouty	Salem High
Doherty Memorial High	Sheppard Hill Regional
Douglas Memorial High	Shrewsbury High
East Catholic High School	South High Community School
Fordham Prep School	Southbridge High
Foxborough High	St. John's High School
Franklin High	St. Peter-Marian High
GED Fulfillment Center	Stoughton High
Grafton High	Sutton High
Holy Name High	Sweet Home High
Holyoke High	Tahanto Regional
Hudson High	Tantasqua Regional
Leicester High	Tiverton High
Leominster High	Uxbridge High
Littleton High	West Boylston High
Lunenburg High	Wachusett Regional High
Marlboro High	Ware High
Metro Secondary School	Westborough High
Miami Jackson High	Worcester Public Federal Programs
Milford High	Worcester Academy
	Worcester Vocational Technical High School

The Program Coordinator also sees more nontraditional individuals joining the program via the following community based or government referral organizations:

- Worcester Public Schools
- K-12 Surrounding Districts
- Workforce Central
- Department of Employment and Training Re-Employment Centers
- Dislocated Workers Career Centers
- Mass Rehabilitation Services
- Mass Job Training
- Grafton Job Corp.
- Mass Commission for the Blind
- Center for Living and Working
- Department of Public Welfare

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• **Who is currently the primary feeder to your program?**

No institutional data supports this response, but anecdotal evidence indicates that it is split between traditional students coming from W.P.S. and surrounding school districts as well as returning adults coming from Workforce Central, D.E.T. or related referrals. A report from the Advising office supports the idea that approximately 20% of total program enrollment comes from Section 30, ITA retraining funding, etc. We need to make sure to take care of these students with seamless accessibility to our programs.

The BOSS Demographic Survey done for the purpose of this report suggested that 26 respondents or current students indicated they were referred to Q.C.C. by the following sources:

• Family	3	• Unemployment Office	2
• Friends	8	• Teacher	3
• Self	2	• Mass Rehab	2
• H.S. Counselor	4	• Work	1
• No Answer	1		

(Survey results located as an attachment at the back of this report).

Note: Two years ago, staff at Workforce Central told the program coordinator they would no longer refer candidates to QCC. The lack of customer service from our Admission area was not worth the effort. They are referring their clients to UMASS/Lowell because this schools admission office is doing a great job handling referrals in a quality fashion. Someone should take a look at UMASS Lowell's best practices with regard to admission recruitment activities.....

The only way we can truly service Workforce Central in an efficient manner is to offer programming that is more like rolling admission through Continuing Education programming, etc. The program coordinator feels that this is potential new programming, but research would need to be done by the Cont. Ed. Staff to determine whether or not Workforce Central can refer a healthy number of students on an ongoing basis in order to support healthy course and program enrollments in certificate type training. The program coordinator feels that the credit side of the house can't respond to dislocated workers as quickly as is needed based on federal retraining regulations.

• **Who should admissions be targeting to enhance enrollment to your program?**

- Private Industry – career laddering and degree work for current employees
- Non-profit organizations accessing federal re-employment and training dollars
- A continuous relationship needs to be stroked with Workforce Central – they would like to see more involvement from our Admission area with their office. Lots of re-training money goes through their doors....

• **What potential “customized” feeders might the College be able to develop?**

Continuing Ed. programming non-credit to credit

• **How do feeders contribute to enrollment?**

Without program feeders, I am not sure career programming in a community college can survive? This is why the program coordinator advocates so strongly for quality services out of the Admission and Advising areas. Please see the results of the student demographic survey which identifies program feeders for students attached to the back of this report.

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B. What is the profile of current student demographics? This information may be helpful in determining new feeders into the program.

Please see attached BOSS Demographic Survey Overview Results

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

HIGH SCHOOL	SPONSOR COURSE	QCC Course
Assabet Valley Regional Technical High	Keyboarding/MS Word (Business Technology 10-12)	BSS 101
Bay Path Regional Tech High	Keyboarding Applications I and II (Office Occupations 3 and 4)	BSS 101
Clinton High	Information Processing I and II	BSS 101
Joseph Keefe Technical High	Business Technology (10-12)	BSS 101
Milford High	Intermediate Keyboarding (612) Advanced Keyboarding (613)	BSS 101
Worcester Public (Burncoat, Doherty, North, South)	Business 501 and 502 Business Information System (512)	BSS 101 BSS 201
Worcester Vocational High	Keyboarding I Word Processing I and II	BSS 101 BSS 201

The program coordinator has asked the Tech Prep Coordinator for the specific number of BOSS students yielded but hasn't received the information back as of yet.

D. 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? If yes, please list what programs faculty have participated in with K-12, as well as each of the other categories, and then cite examples of how this participation has benefited your program. Examples should be from the most recent three-year period. If there has been no recent collaboration, please comment on how this type of collaboration might enhance the program. In what ways could the College provide faculty support in this area?

The collaboration done involves Career Fair Days and Tech Prep. The Program Coordinator loves to spend time with high school level students, but many of those activities are scheduled during the morning hours. Because this faculty member is a one person department, she must limit how often she is away from campus during the day. Her QCC classes must be canceled each time she goes into the community to the detriment of her students. Any collaboration done on campus has been great to be involved with (ex. Job Shadow Days with middle school students, Junior Achievement job shadowing, etc.) but realistically this area isn't as feasible as it may sound because Q.C.C. courses are held during most of their scheduled events.

E. Explain the mechanisms in place within the program to insure that students who have been granted credit through articulation agreement transition smoothly into the QCC program. In what ways could the College increase its support in these areas?

I have asked Marci Skillings, Coordinator of the Tech Prep Program at QCC to respond to this question. Below is her response:

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The process that has been developed at the college for articulation agreements is clear (EBE office has a copy of this process). We are able to award credit to student's who meet the guidelines of the agreement for the tech prep program. In June each high school program coordinator submits a list of students who have 'earned credit' based on the agreement that school has with QCC. Each student then receives a letter from the Tech Prep office telling them they are eligible for credit and the steps needed to take to enroll and receive that credit (this happens in June as well). A report is generated at the end of August to determine which students have applied and been accepted to the college. A letter of intent to award credit is then sent to those students. The credit is awarded once the student is officially enrolled (usually after add/drop period) for that semester. A letter is sent to each high school program coordinator informing them of who has received credit via the articulation agreement.

F. Explain the program's involvement with the area Tech Prep consortia or other educational collaborative, if relevant.

I have participated in all activities including their state wide conference. Four years ago, we began updating the articulation agreements which are now current and up for renewal in the next year or so.

G. Summary and Analysis: The Pipeline: QCC Feeders

We need an effective **enrollment management system** and **TEAM** in order to produce quality in the classroom. Four years ago the program coordinator took over the BOSS program with 11 students enrolled. **A current Spring Valid Enrolled report was just done indicating program enrollment at 83 students.** She is involved with everything that is asked of her but we need an effective admission and advising area to properly facilitate students into the program.

The program coordinator feels that they strengths of the current pipeline include relationships built with the traditional student in mind as far as recruitment strategy is concerned. Areas of weakness or potential concentration continue to be outreaching to the nontraditional students which make up a much larger percentage of overall student population. The program coordinator wishes that she could respond to the guidelines under section G. of this question but actual sources of BOSS applicants is unknown to the college outside of sender high schools. Potential institutional support continues to be a solid relationship and effective communication process linking enrollment services and the academic affairs staff and programming.

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4. Role of the Program Advisory Committee

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

The purpose of the BOSS Advisory Committee is to ensure that the programming is more than meeting the needs of the local labor market to which the program serves.

The committee was nonexistent four years ago and it has taken time to pull the group together as a cohesive group. Four years later, the program coordinator believes that the program has an effective advisory committee. She is charged with making sure that the committee stays active and on target with goals, etc.

The committee met on the following dates:

November 7, 2002

October 17, 2003

August 19, 2004

February 8, 2005

Attached to this report please find a copy of the minutes to each of the above meetings.

The program coordinator also feels that the BOSS Program Advisory Committee should be combined with the Business Administration Advisory Committee. Each program runs an A.S. in Business Administration program. By combining and blending the committees, all of the members would be able to contribute positively to the business programs in general not separately. It would be wise to share the resources and function in a more team like structure.

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

Currently we have 19 members representing diverse fields in for-profit, non-profit as well as government organizations. We have a representative from the Regional Employment Board of Central Massachusetts, 5 members of the QCC faculty as well as the Dean of Continuing Education. The committee includes current student representatives and an alumni representative. The program coordinator actively recruited individuals that would make up a diverse group representing each industry we serve. The group is balanced and we strive to add new members and find new growth industries for representation on the committee. The program coordinator utilizes various methods to recruit members but primarily find success through personal networking relationships.

The program coordinator has never received any training or directives concerning the advisory committee except for being told to hold 1-2 meetings per year and to encourage members to chair the committee. The BOSS Advisory committee was non-existent and inactive in 2001. It has taken several years to rebuild and make movement. The committee is active and participatory. Attached please find a current listing of the members.

C. Explain the roles and responsibilities of this committee

The BOSS Advisory Committee does not currently have any formal committee membership agreements, contracts, or position descriptions. The program coordinator succeeds in getting very busy professionals to participate in this group by not weighting them down with examples of the above. She hopes that we never use agreements because she feels that that would discourage participation, etc. Keep it simple and they will continue to be involved. She encouraged members to serve as long as possible as long as the participating organization continues to be a viable contributor to the local labor economy. There is no succession plan for recruiting for new members. Recruitment is done on a continual basis in order to keep the membership growing and active.

The BOSS Advisory Committee used to meet once a year but decided during the August 2004 meeting to meet twice a year instead of once. That was implemented during the 2004-2005 academic year. The

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program coordinator facilitates the meetings and has encouraged members to volunteer as chair but no one has been interested as of yet. The program coordinator develops the agenda based on what is perceived as the most critical needs for that year. She encourages involvement from the committee throughout their interactions. Minutes to the meetings are now being sent out to members immediately following the meetings.

D. Provide a summary of the key issues around which your Advisory Board has had input on the program over the last 3-5 years.

The following are examples of how the committee has contributed to overall programming:

- Writing of Course Descriptions
- Analysis of Curriculum
- Help with Course Materials Research, etc.
- Identification of Key Skills
- Hiring Students
- Hiring and Supervising COOP
- Classroom Guest Speaking
- Hosting Faculty Externships
- Recruitment of new BOSS Advisory members

Another more recent example of utilizing feedback from the employer community comes from a written skills survey that was distributed to the BOSS Advisory Committee back in August of 2004. We asked that members return the survey during the fall or at latest during our Advisory meeting held in February of 2005. **See attachment copy of the skills survey.**

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

The BOSS Advisory Committee is a key support for the Program Coordinator because she doesn't have any other full time faculty to support her efforts. Things are going well with the advisory board. They have clear expectations of how they would like to see the program reshaped. According to them, cut down (too big) and focus on core office skills and the degree.

The commitment of a consistent institutional research function would assist the program in being able to meet the needs of the advisory committee. It is embarrassing to not be able to answer member questions concerning programming here on campus.

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5. Competition, Marketing 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:

The Financial Aid Office was able to identify the following schools as a potential interest to Q.C.C. students. We are unable to confirm whether or not the student actually attended these schools, but they did indicate that they applied:

- Becker College
- Clark University
- Fitchburg State College
- Framingham State College
- Mass Bay Community College
- Mount Wachusett Community College
- New Hampshire College
- Nichols College
- Rhodes College
- Salem State College
- Salter School
- UMASS Lowell
- University of Phoenix
- Westfield State College
- Worcester State College

The process to identify these competitors was to do a thorough search on the State Department of Employment and Training CIS which identifies the major training programs for Central Massachusetts. The program coordinator queried the system to identify all training programs related to administrative and office management post graduate programs. Based on the information found, most of the available programs are not credit bearing, are true rolling admissions structure but cost more than QCC. Most of these programs are eligible to participate in Section 30 and ITA programming and therefore cost is not the primary decision factor. Accessibility to quick training would be the key factor for dislocated workers on a 30 – 48 week deadline to complete training and become re-employed.

The program coordinator also feels that distance learning opportunities will impact QCC's competitive edge. The college should be actively supporting and participating in this new method of delivery not only to properly serve our population but also to stay competitive.

Commonwealth Corporation (Entrepreneurial Centers) - Fitchburg
Commonwealth Corporation (Entrepreneurial Training Program) - Worcester
ConnecTotal Computer Training - Westborough
ConnecTotal Staffing, Inc.
Easter Seals Massachusetts, Inc.
French River Education Center, Inc.
New England Technology Center, Inc.
New Horizons Computer Training Centers - Westborough
PC - Plus Learning Centers, Inc.
People Forever Computer Training - Worcester
People Forever Computer Training / ConnectTotal Staffing, Inc.
Pinnacle Training Corporation - Westborough / Main Office
Salter School / New England School of Accounting (Main Campus), The
Twin Cities Community Development Corp. - d/b/a Twin Cities CDC

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?

Program Strengths

- Credit bearing training
- Access to resources on community college campus that wouldn't be available at the typical training vendor site (tutoring, library resources, etc.)

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- Exposure or access to general education discipline courses. (Humanities, Social Sciences, etc.)
- Affordable in comparison to competitor cost
- Career ladder structure of training - can move right into degree program with potential to transfer to 4-year public institutions at 33% tuition discount through the transfer compact with Business transfer program option.
- COOP experience
- Career Placement Services
- Q.C.C. is well regarded in the Worcester employer community – name recognition vs. Sullivan and Cogliano placement agency hangs a shingle to sell technical training, etc.....
- Academic Support Services such as free tutoring services, our library facilities, etc.

C. Do you feel that there are particular issues that create a challenge to QCC's courses with respect to those of your competitors? If so, what remedies do you suggest remedying these challenges?

Many competitor training programs are on a truly rolling admission basis. They are able to accept students each day of the year. In a perfect world, QCC could claim that we have rolling admissions 5 times per year (Fall, Intersession, Spring, Summer I and Summer II). But total course enrollment really impacts whether or not we can really sell ourselves as rolling 5 times per year. If Intersession or summer classes are cancelled then this negatively impacts students coming in on Section 30 training vouchers, etc. The program coordinator would prefer to see us reshape the programming into a more focused streamlined program as indicated by the proposed curriculum. She feels that with proper recruitment and marketing supports from enrollment services, the program could be marketing to nontraditional students more effectively, therefore driving enrollment back up to more healthy levels. With Admissions continuously focusing on the traditional aged students who although the percentage is growing represent under 30% of our student population, we are losing market share to competitors moving into the Central Massachusetts area and serving non traditional learners seeking training..

D. Does your program take part in Section 30 Training Agreements or Individual Training Accounts (ITAs) with the local Division of Unemployment Assistance Office (Workforce Central)? If yes, how many students have participated in your program through Workforce Central agreements in the last three years?

Yes, the BOSS Program is involved and approved to train under Section 30 and ITA's. The Program Coordinator has requested further data from the Advising Office to support this question. We are waiting on their response.

E. 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 targeted marketing efforts relevant to your program specifically.

None provided that the Program Coordinator has been made aware of.

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

The program coordinator has attempted to work with the Admission Director to develop a strategy to address the lack of a focused concentration on recruiting strategy for the BOSS Program since the first IPR. The Admission department needs to embrace the new programming and sporadic changes to existing programming in a timely fashion. There seems to be a concentrated effort of outreach to area high schools but the following would really enhance enrollment:

- Outreach to community based organizations (Worcester Youth Center, YWCA Parent Programming, etc.)
- Outreach to nontraditional educational settings (Mass. Job Training, Catholic Charities, the 5 community development centers in Worcester, etc.)

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- Consistent communication and relationship building with Workforce Central and related feeders (Welfare re-training counselors, etc.)
- Outreach and relationship building with Mass. Rehabilitation Commission's Worcester office
- Outreach to related professional associations in the Worcester areas for Vocational Rehabilitation Counselors and the insurance companies that are referring candidates for re-training.
- Admission outreach staff should be regulars at employer sponsored activities in the Worcester area. (CMEA, Chamber, Rotary, HRMA, ASTD, Mass. Manufacturing Partnership and so on.....)

The Program Coordinator's primary role is faculty and program management. Teaching is of the highest priority in order to sustain the quality in the programming. She is more than happy to advise, share resources and assist the enrollment staff with any information – but she can't own the recruitment process alone.

G. Is the need for this program expected to grow or decline over the next five years? How many program graduates do we need to provide each year in order to satisfy local employers' needs? Please base your response on specific data.

Below are the statewide projections indicating the number of available positions within the state. If this number was divided by 6, representing regional areas, then the following program graduate approximations could be made:

Note – the program coordinator feels that these are approximations not backed by any type of concrete data.

General Office Certificate – Regional Potential of 195 jobs (20%) – 39 graduates

Medical Office Certificate – Regional Potential of 36 jobs (20%) – 7 graduates

BOSS (A.S. in Business Administration) Regional Potential of 235 Jobs (20%) – 47 graduates

In Massachusetts, employment of **office managers** is expected to **grow about as fast as the average** for all occupations through the year 2008. Approximately, **1,410 job openings** are expected each year statewide.

In Massachusetts, employment of **secretaries (except legal and medical)** is expected to **decline** through the year 2008. Approximately **1,170 job openings** are expected. These openings will be to replace people who leave the job or who retire.

In Massachusetts, employment of **legal secretaries** is expected to **grow about as fast as the average** for all occupations through the year 2008. Approximately **270 job openings** are expected each year.

In Massachusetts, employment of **billing clerks** is expected to **decline** through the year 2008. Approximately **40 job openings** are expected each year. These openings will be to replace people who leave the job or who retire.

In Massachusetts, employment of **medical secretaries** is **expected to grow more than the average** for all occupations through the year 2008. Approximately **220 job openings** are expected each year. These openings will be to replace people who leave the job or who retire.

Source: Massachusetts Career Information System based on Bureau of Labor Statistics data.
January 27, 2005

H. 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.

In order for the certificate programs to thrive and show healthy enrollments, total specific enrollment for each certificate needs to be 25 students or higher. The BOSS degree program would require an enrollment of at least 50 students or more simultaneously enrolled in the program to be considered healthy. A combined enrollment of certificate and degree programs at 80 to 100 students usually provides a healthy

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course by course enrollment status. Our goal would be to see the total program numbers increase to the above specifics with 80-100 total program enrollments.

I. Summary and Analysis: Competition, Marketing Strategies, and Enrollment Projections

The re-training environment in Central Massachusetts with regard to office management skills training has changed becoming far more competitive in recent years and certainly since the last internal program review was done. The program coordinator believes that by sizing down the program from 5 certificates to 2 certificates and continuing our solid degree program will allow more focus and attention to the program moving forward. Our strengths still allow for continued programming to be viable with a committed effort from our Enrollment and Student Services area. The academics are solid and current coupled with proper marketing, the program should continue in a positive position within the Central Massachusetts marketplace.

The career training and undergraduate education market has become much more competitive in Central Massachusetts recently. Organizations that have moved into our area have seen areas of potential markets based on our weaknesses as a community college system. The program coordinator believes that overall lack of support toward our state college system is finally showing erosion in these ways as indicated by the past several years of deficient budgets. Competitors are banking on our ability to not be able to sufficiently market our programs. The last IPR done for the BOSS program recommended an additional full time faculty member to be hired within the second year of implementation. The program coordinator feels strongly that had that person been hired with a possible specialization in the medical or legal office field that our enrollment numbers would not have been impacted so negatively. It is essential for academic programs to have full time faculty with specializations able to promote programming in order to succeed. If programs do not have solid full time faculty, then they need extensive marketing budgets in order to meet successful enrollment goals. Q.C.C. has had neither supports in the last four years.

The guidelines for this question ask faculty to respond new or alternative strategies for program marketing. As stated previously in this report, all indications point to student population data stating that over 70% of our students are non-traditional students but the college continuously ignores recruitment strategies that would serve these populations. It is the recommendation of this program coordinator that the college focus on a recruitment plan that would benefit and serve these populations. It is not up to the faculty to determine this recruitment plan. That should be the goal and responsibility of the Enrollment Services area. The faculty is responsible to output quality academic programming. As indicated by the NEASC study, academic affairs have done their job effectively during the most challenging fiscal times. We are teachers and this should be our primary focus. This program coordinator is starting to feel her teaching eroding because she is being asked to be involved with too many college functions that take away from her teaching time.

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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 responses:

- 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...

The Program Coordinator believes that the most important goal for the BOSS Program is to partner with Continuing Education to develop non-credit programming that would feed and support the ladder steps that exist in the credit certificate programming. These programs could then feed into the degree options.

Another important goal would be to consolidate some program courses (retire existing courses on campus in multiple divisions) that could share enrollment therefore creating viable paths for students to complete these programs in a timely fashion. There are specific skills and competencies that are needed in the program:

Examples are: Internet Communications
 Web Page Development
 Database Management

All of these skills requirements can be taken care of with existing courses on campus.

 CIS 134 Web Page Development
 HUM 142 Internet Communication (also provide an online offering for BOSS students)
 CIS 243 Advanced Database Management

Also, the program coordinator would like the program to become more transferable for a couple of reasons. Unofficial, straw polling suggests that many BOSS students continue on for their bachelor's degree and would appreciate the opportunity to transfer more credits. Secondly, the program coordinator seeks to have the students take coursework from various disciplines for a richer experience.

B. Summary and Analysis: Opportunities for Program Expansion

Redesigning the course selection offers more diversity of faculty exposure and other disciplines as well as promotes added transferability options for students. This is a win-win concept. The above goals can greatly enhance the program and provide further opportunities for our students

SECTION II: Curriculum, Instruction, Assessment, Program Credentials & Faculty

The complexity, variety, and importance of postsecondary credentials have grown substantially, especially since the 1980s, because the ties between postsecondary institutions and the world of work have grown in the knowledge economy. Access to postsecondary education has become the ante for individual career success and the modal requirement for a globally competitive national workforce. As a result, it is not surprising that the economic functions of postsecondary institutions are becoming more comprehensive. These forces are giving rise to the comprehensive university and the comprehensive community college: As higher education evolves, it increasingly emphasizes the utilitarian economic value of credentialed and non-credentialed knowledge and skill.

-Excerpted from *Help Wanted... Credentials Required*, Anthony P. Carnevale and Donna M. Desrochers, 2001.

Section II: Curriculum, Assessment, Instruction, Program Credentials, Faculty and Five-Year “Assessment Plan”

This section should lay the groundwork for how the program will be measured. The goal is to examine instructional effectiveness within the program and to recommend ways to improve that effectiveness.

1. Foundations of the Program

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

Although job growth trends are slowing both on a national level as well as regional level, the local labor market still has plenty of opportunity for individuals seeking careers in the administrative office support area. Over 4.1 million secretaries/administrative assistants are employed in the United States. The healthcare industry in Central Massachusetts is producing an increase in job opportunity in medical offices. Replacement needs are available for a variety of industries based on steady retirements and the need of employers to replace those experienced workers. National data (Bureau of Labor Statistics) show that there is an increasing need for students within this major to pursue associate level degrees as well as the bachelor level to be able to remain competitive within the job market. Our office clerical and medical certificates allow students the ability to gain an entry level position and the BOSS degree program allow them the opportunity to continue and advance their education as the projection indicates will be necessary in order to stay competitive in the job market. Secretaries and administrative assistants are employed in organizations of every type. Around 9 out of 10 secretaries and administrative assistants are employed in service-providing industries, ranging from education and health to government and retail trade. The remainder work for firms engaged in manufacturing or construction. All of the above sectors are representative of the local business economy in Central Massachusetts. For that reason, we need to continue to provide local residents with an affordable method to train for these opportunities.

Source: Bureau of Labor Statistics (www.bls.gov/oco/ocos151.htm)

Although there is an increasing level of competitors moving into the area as indicated by the competitor analysis in Section I of this report, the program coordinator feels that the college is still able to offer an advantage to students that many of its competitors can not provide. Students have the ability to obtain career training while simultaneously acquiring college credit, therefore, allowing them to advanced in a career laddering structure and continue their goals of continuous professional development and obtainment of a college degree. All labor market research from Section I indicates that it is increasing advantageous for administrative assistants to gain a bachelor’s degree in order to stay competitive. Q.C.C. provides the foundation for students to meet that increasing challenge in the labor market.

B. Define the program’s expected student “learning outcomes”. Your response should include reference to general education outcomes, employability or “umbrella competencies”, career-related competencies or technical skills, and/or competencies required for successful transfer. (What will the graduate know and be able to do?)

**Section II: Curriculum, Assessment, Instruction, Program Credentials, Faculty and
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Learning Outcomes
Knowledge of medical terminology and reimbursement of Medicare/Medicaid common terms and principles
Applies effective research skills both traditional and online
Displays appropriate sensitivity to population served such as medical patients or internal/external customers
Performs accurate (management) storing and retrieval of information on all formats (hard and electronic)
Displays a level of professionalism and tact necessary for employability in field
Demonstrates proficient level of skill in all software applications as indicated by industry standards
Demonstrates superior communication skills both oral and written to effectively represent their prospective employer
Displays superior organizational and time management abilities
Integrates learning from different areas to apply software application features from multiple programs to produce high quality documents.
Formulates timetables, tasks, and potential office tools to meet project management goals.

C. Describe how the program supports the College’s mission as well as the current Strategic Plan.

As expressed in the QCC catalog, the mission of QCC is to serve “the diverse educational needs of Central Massachusetts by providing affordable, accessible, and high quality programming leading to transfer, career, and lifelong learning”.

The BOSS Program was the first to go through program review in 2001 and the restructuring of the program led to the model of initial certificate training which supports the goals of career programming. The degree option then becomes an advanced goal that students are able to achieve. The nature of this program contributes to the whole concept of lifelong learning. Technology is moving way too fast for individuals to assume that they can stay current forever. The expectations in these career tracks force students to embrace continuous training if they want to stay marketable.

Strategic Plan Connections

Priority 1 – collaboration with non-credit menus will contribute to the goal of strengthening credit to non credit offerings and overall student success

Priority 2 – proposed program will contribute to effective enrollment and will respond to workforce needs and support non traditional students we serve.

Priority 3 – proposed program gives students more credit toward advanced goals with higher rate of transferable courses.

Priority 4 – proposed program would reduce the complex organizational structure of the current program allowing the faculty member to focus on quality not quantity of BSS designated courses.....Also, the program coordinator believes that the proposed program is more

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understandable to staff in student services areas therefore more manageable to recruit for and service.

Priority 5 – allows for the proposed program to work smarter not harder. We have the resources here on campus across disciplines to make the BOSS program stronger. No need to reinvent the wheel by having repetition in courses that are already available on campus and especially when we do not have the BOSS faculty to properly do it.

D. Prepare a draft program mission statement.

To raise BOSS students’ capacity through increasing technical currency and exposure to employability skills enabling them to thrive not just survive as they gain self sufficient employment and continue to advance their educational goals through our laddering opportunities.

E. Summary and Analysis: Foundations of the Program

The Future of the Profession

With businesses operating in a global economy, administrative professionals will have opportunities to interact via email, audio-and video-conferencing, and even fact-to-face with customers and associates from around the world. The winners will be those professionals who master technology, effectively use their interpersonal and communication skills, who have the ability to track and organize and be creative in solving problems, and most importantly, who have the willingness to learn and grow, and accept challenges. For these administrative professionals, there is a world of opportunity waiting for them.

The program coordinator would like to propose that the BOSS program be streamlined into a more focused program offering **two separate stand alone** certificate options: **Clerical Office Certificate** and a **Medical Office certificate**. The **BOSS Associate of Science in Business Administration degree** is working very well but the coordinator would like to see program enhancement and redesign that would incorporate new competency requirements as well as bring the program to a greater level of transferability to four year institutions.

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2. Curriculum

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

Strengths include the clerical office certificate program, the medical office certificate program and the preparation under the A.S. in Business Administration Career (BOSS) degree. Areas that need further enhancement include the area of **communications training through stronger emphasis of English requirements**. There are also technological skills that are necessary in the workplace but not included in our present curriculum. **Database management, desktop publishing and web page development** are all needed in the program. **Communication skills, internet research and internal/external customer relations** skills need to be further defined in the course outcomes to make sure we are properly addressing these skills set requirements.

B. Include an overview of the proposed curriculum (using the layout provided in the current catalog) for each of the current or proposed options in the program.

Current

BUSINESS ADMINISTRATION/CAREER-Business Office Support Specialist-Medical Office Specialist Certificate (Advanced)

Course Title	Course #	Offered	<u>Plan to Take</u>	<u>Grade</u>	Credits	Prerequisites
Cluster A						
Financial Accounting I	ACC 101	F/S/SU			3	ENG 100 or approp. place score, MAT 090
Keyboarding Applications II ⁴	BSS 102	F/S/SU			3	BSS 101 or equiv., ENG 091
Business Office Procedures or Medical Office Procedures*	BSS 104	F/S/SU				BSS 101, CIS 111, ENG 091
Business Office Support Specialist Cooperative Work Experience ⁶	BSS 113	F/S/SU			3	BSS 101, CIS 111, ENG 091
English Elective**	BSS 299	F/S/SU			3	Coreq-BSS 104 or BSS 113
	---				3	
Cluster B						
Introduction to Medical Terminology	ALH 102				2	
Medical Coding/Third Party Billing	BSS 111	F			3	ENG 091
Computerized Recordkeeping for Medical & Dental Offices ⁴	BSS 112	F			3	ENG 091
Law and Ethics in the Medical Office	BSS 211	S			3	ENG 096
Medical Machine Transcription ⁴	BSS 212	S			3	BSS 102 and ENG 091 Coreq- ALH 102
Total credits required					29	

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Proposed – stand alone program – NO LONGER LEVEL II certificate

BUSINESS ADMINISTRATION/CAREER--Medical Office Certificate

Proposed

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Cluster A						
Introduction to Medical Terminology	ALH 102	F/S/SU			2	
Medical Office Administration*	ALH 151	F/S/SU			3	BSS 101, CIS 111, ENG 091
Keyboarding Applications	BSS 101	F/S/SU			3	ENG 091
Business Office Procedures or Law and Ethics in the Medical Office	BSS 104 BSS 211	F/S/SU F/S			3	BSS 101, CIS 111, ENG 095 ENG 096
Introduction to English Composition**	ENG 100	F/S/SU			3	ENG 091 and ENG 096 with a grade of "C" or higher on the departmental writing final exam essay or approp place score
Cluster B						
Medical Law and Ethics	ALH 106	S			3	ENG 096
Medical Coding and Billing	ALH 107	F/S			3	ENG 091
Medical/ Dental Billing and Insurance ⁴	BSS 112	F/S			3	ENG 091,CIS 111
Medical Machine Transcription ⁴	BSS 212	S			3	ENG 091 Coreq- ALH 102
Business Office Support Specialist Cooperative Work Experience	BSS 299	F/S/SU			3	Coreq BSS 104 or BSS 113
Total credits required					29	

*A course in one of the following areas: ACC, BSL, CIS, ECO, HRM, MRK, BUS, or BSS

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Current

**BUSINESS ADMINISTRATION/CAREER-Business Office Support Specialist-Clerical
Office Certificate**

Course Title	Course #	Offered	<u>Plan to Take</u>	<u>Grade</u>	Credits	Prerequisites
Cluster A						
Keyboarding Applications I ⁴	BSS 101	F/ S/SU			3	ENG 091
Business Communications ¹	BSS 103	F/S/SU			3	ENG 096 or approp place score
Introduction to Microcomputer Applications	CIS 111	F/S/SU			3	
Math Elective*	MAT ---				3	
Cluster B						
Financial Accounting I	ACC 101	F/S/SU			3	ENG 100 or approp place score, MAT 090
Keyboarding Applications II	BSS 102	F/S/SU			3	BSS 101 or equiv., ENG 091
Business Office Procedures or Medical Office Administration	BSS 104	F/S/SU			3	BSS 101, CIS 111, ENG 091
Business Office Support Specialist	ALH 151	F/S/SU			3	BSS 101, CIS 111, ENG 091
Business Office Support Specialist Cooperative Work Experience ⁶	BSS 299	F/S/SU			3	Coreq-BSS 104 or BSS 113
English Elective***	---				3	
Total credits required					27	

Proposed – Clerical Office Certificate – no longer called Introductory for Level II, etc.

BUSINESS ADMINISTRATION/CAREER--Clerical Office Certificate

Course Title	Course #	Offered	<u>Plan to Take</u>	<u>Grade</u>	Credits	Prerequisites
Cluster A						
Financial Accounting I	ACC 101	F/S/SU			3	ENG 100 or approp place score, MAT 090
Keyboarding Applications ⁴	BSS 101	F/ S/SU			3	ENG 091
Introduction to Microcomputer Applications	CIS 111	F/S/SU			3	
Introduction to English Composition**	ENG 100	F/S/SU			3	ENG 091 and ENG 096 with a grade of "C" or higher on the departmental writing final exam. Or approp place score
Math Elective*	MAT ---				3	
Cluster B						
Medical Office Administration or Business Office Procedures	ALH 151	F/S/SU			3	BSS 101, CIS 111, ENG 095
Business Office Support Specialist	BSS 104	F/S/SU			3	BSS 101, CIS 111, ENG 095
Business Office Support Specialist Cooperative Work Experience ⁶	BSS 299	F/S/SU			3	Coreq-BSS 104 or BSS 113
Web Page Development I	CIS 134	F/S/SU			3	CIS 111
Internet Communications	HUM 142	F/S/SU			3	ENG 100 and computer literacy
Total credits required					27	

*MAT 090 Basic Mathematics Skills or higher. Note: Only MAT 100 or higher applies to the Associate degree.

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Current

**BUSINESS ADMINISTRATION/CAREER-Associate in Science-Business Office Support
Specialist Option**

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Cluster A						
E-Business Law & Ethics or Introduction to Law & Paralegal Practice or Law and Ethics in the Medical Office**	BSL 103	F/S				Coreq-CIS 111 ENG 096 ENG 091 ENG 096 or approp place score
	BSL 112	F				
	BSS 211	S			3	
Keyboarding Applications I ⁴	BSS 101	F/S/SU			3	
Business Communications ¹	BSS 103	F/S/SU			3	
Introduction to Microcomputer Applications	CIS 111	F/S/SU			3	
Math Elective*	---				3	
Cluster B						
Financial Accounting I						
	ACC 101	F/S/SU			3	ENG 100 or approp place score, MAT 090
Keyboarding Applications II ⁴	BSS 102	F/S/SU			3	BSS 101 or equiv., ENG 091
Business Office Procedures or Medical Office Procedures**	BSS 104	F/S/SU				BSS 101, CIS 111, ENG 091
	BSS 113	F/S/SU			3	BSS 101, CIS 111, ENG 091
Advanced Microcomputer Applications	CIS 112	F/S			3	CIS 111
English Composition & Literature I	ENG 101	F/S/SU			3	ENG 100
Cluster C						
Computerized Accounting ⁴ or Computerized Recordkeeping for Medical & Dental Offices **	ACC 231	F/S				ACC 101
	BSS 112	F			3	ENG 091
Introduction to the Human Body** or Science Elective	BIO 140	F/S/SU				
	---				3-4	
Advanced Word Processing ⁴	BSS 201	F/S			3	BSS 102 or equiv., CIS 111
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
Liberal Arts Elective	---				3	
Cluster D						
Technologies in Business Communications	BSS 203	F/S			3	BSS 103, BSS 104, CIS 111
Business Office Support Specialist Cooperative Work Experience ⁵	BSS 299	F/S/SU			3	Coreq-BSS 104 or BSS 113
BSS Elective	---				3	
Principles of Macroeconomics	ECO 215	F/S/SU			3	ENG 100 or approp place score
Management/Marketing Elective	---				3	
Human Relations in Organizations	PSY 158	F/S			3	ENG 100 or approp place score
Total credits required					63-64	

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

**BUSINESS ADMINISTRATION/CAREER-Associate in Science-Administrative
Professional Option**

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Cluster A						
Medical Law and Ethics <u>or</u> E-Business Law & Ethics <u>or</u> Introduction to Law & Paralegal Practice	ALH 106 BSL 103 BSL 112	S F/S F			3	ENG 096 Coreq-CIS 111
Keyboarding Applications ⁴ Introduction to Microcomputer Applications	BSS 101 CIS 111	F/S/SU F/S/SU			3 3	ENG 091
Introduction to English Composition***	ENG 100	F/S/SU			3	ENG 091 & ENG 096 with a grade of "C" or higher on the departmental writing final examination essay or approp place score
Math Elective*	MAT ---				3	Mat 099 or approp place score
Cluster B						
Financial Accounting I	ACC 101	F/S/SU			3	ENG 100 or approp place score, MAT 090
Medical Office Administration <u>or</u> Business Office Procedures	ALH 151 BSS 104	F/S/SU F/S/SU			3 3	BSS 101, CIS 111, ENG 095
Advanced Microcomputer Applications	CIS 112	F/S			3	CIS 111
Web Page Development I	CIS 134	F/S/SU			3	CIC 111
English Composition & Literature I	ENG 101	F/S/SU			3	ENG 100
Cluster C						
Science Elective	---				3-4	
Medical/ Dental Billing and Insurance**	BSS 112	F/S			3	ENG 091
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
Internet Communications	HUM 142	F/SU			3	ENG 100 and computer literacy
Elective	---				3	
Cluster D						
Business Office Support Specialist Cooperative Work Experience ⁵	BSS 299	F/S/SU			3	Coreq-BSS 104 or BSS 113
Advanced Database Management	CIS 243	F/S			3	CIS 105 or CIS 111
Principles of Macroeconomics	ECO 215	F/S/SU			3	ENG 100 or approp place score
Technical and Workplace Writing	ENG 205	F/S/SU			3	ENG 102
Human Relations in Organizations	PSY 158	F/S			3	ENG 100 or approp place score
Total credits required					63-64	

*MAT 090 Basic Mathematics Skills or higher. Note: Only MAT 100 or higher applies to the Associate degree.

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The following are the changes that would need to go through governance:

Retire the following certificate programs:

- Legal Office Specialist (Advanced) Certificate
- Office Information Specialist (Advanced) Certificate
- Customer Service Specialist (Advanced) Certificate

Increase prerequisite requirement on BSS 104 Business Office Procedures from ENG 091 to ENG 095

Clerical Office Certificate - remove introductory terminology and market as a stand alone program

Medical Office Certificate - remove Advanced terminology and market as a stand alone program

Note: Please see appropriate governance documents supporting recommended changes.

- C. Re-evaluate the learning outcomes that you identified in Section II, Question 1-B. If appropriate, modify your list to reflect the revised curriculum and restate your learning outcomes.**

BOSS MEASURABLE LEARNING OUTCOMES ARE AS FOLLOWS:

Knowledge of medical terminology and reimbursement of Medicare/Medicaid common terms and principles
Applies effective research skills both traditional and online
Displays appropriate sensitivity to population served such as medical patients or internal/external customers
Performs accurate (management) storing and retrieval of information on all formats (hard and electronic)
Displays a level of professionalism and tact necessary for employability in field
Demonstrates proficient level of skill in all software applications as indicated by industry standards
Demonstrates superior communication skills both oral and written to effectively represent their prospective employer
Displays superior organizational and time management abilities
Integrates learning from different areas to apply software application features from multiple programs to produce high quality documents.
Formulates timetables, tasks, and potential office tools to meet project management goals.

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D. Take your current list of learning outcomes and next to each one list all the primary courses that support that specific learning outcome.

Program Learning Outcomes	Curricular Strategies
Knowledge of medical terminology and reimbursement of Medicare/Medicaid common terms and principles	ALH 102, ALH 151, ALH 106, ALH 107
Applies effective research skills both traditional and online	BSL 103, BSL 112, ALH 106, ENG 100, ENG 101, ENG 102, ENG 205, BSS 104, BIO 140, ECO 215, and PSY 158
Displays appropriate sensitivity to population served such as medical patients or internal/external customers	ALH 102, ALH 151, ALH 106, ALH 107, PSY 158, HUM 142
Performs accurate (management) storing and retrieval of information on all formats (hard and electronic)	ALH 151, BSS 104, BSS 101, CIS 134, CIS 111, CIS 112, CIS 243, BSS 112, HUM 142, ENG 205
Displays a level of professionalism and tact necessary for employability in field	ALH 151, BSS 104, BSS 299, BSS 112, PSY 158
Demonstrates proficient level of skill in all software applications as indicated by industry standards	ALH 151, BSS 104, BSS 101, CIS 134, CIS 111, CIS 112, CIS 243, BSS 112, HUM 142, ENG 205
Demonstrates superior communication skills both oral and written to effectively represent their prospective employer	ALH 151, BSS 104, BSS 299, BSS 112, PSY 158
Displays superior organizational and time management abilities	ALH 151, BSS 104, BSS 299, BSS 112, PSY 158, ALH 151, BSS 104, BSS 101, CIS 134, CIS 111, CIS 112, CIS 243, BSS 112, HUM 142, ENG 205
Integrates learning from different areas to apply software application features from multiple programs to produce high quality documents.	BSS 101, CIS 134, CIS 111, CIS 112, CIS 243, BSS 112, HUM 142, ENG 205
Formulates timetables, tasks, and potential office tools to meet project management goals.	BSS 101, CIS 134, CIS 111, CIS 112, CIS 243, BSS 112, HUM 142, ENG 205

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- E. Describe the rationale for the course selection and 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.**

Good thought was put into attempting to provide students with a combination of technical exposure balanced with general education requirements. Some consideration had to be given to the order of courses based on prerequisite requirements, etc. Each proposed curriculum grid allows for a balance of BSS courses in combination with other disciplines for a rewarding experience for the students. It is always the goal of the BOSS programs to provide a balance of coursework that allows for students to gain technical competencies in order to enter the workforce immediately and continue advancement through our ladder option of certificate to degree programming. The selection of course ordering in the clusters uses that rationale as a priority but must also allow students to meet the prerequisite needs of the academic environment.

- F. Explain how the general education components are integrated within the department specific courses. For example, does the curriculum incorporate “writing across the curriculum”? Provide an illustration, if applicable.**

A goal of the BOSS Program Coordinator is to incorporate coursework across divisions to enrich the program through exposure to various disciplines in the curriculum. The program coordinator feels that based on the quality of what is being offered through the Business and Technology in combination with accessing English and writing courses through the Humanities division will strengthen the experience for the student. This structure will also enable these credits to be more portable to four year institutions.

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

Almost half of the courses in the proposed BOSS degree program are either focusing on technology skills or they are structured in a lab setting with technical competencies expected. The program coordinator believes the proposed program truly “embraces the QCC philosophy of high tech, high touch and high quality”. One request of the program coordinator would be that she has submitted several proposals (3 to be exact) for funding to offer a BSS designated course through an online format whether entire online or hybrid format. The funding has never been approved. She feels strongly that office management students should have exposure to online learning as this will be a primary format of their training when once in the field. She hopes that this IPR process will allow her to redesign BSS 101 Keyboarding Applications into a hybrid online course format.

Cathy L. made a notation wondering why the program coordinator wouldn’t access the Ed-to-Go online offering of Keyboarding Applications offered through the consortium of community colleges. The program coordinator did research this option back when M.L Rieley was Dean but here are the following reasons why the program coordinator would like to offer Keyboarding through the college as an online offering:

- Most often the courses offered is not credit bearing.
- The credit course that is offered is not offered each semester. Keyboarding is the springboard course for the certificate program and it needs to be offered all year long so that our students coming in through public programming (D.E.T. and Mass Rehab.) can access it to start their programs.
- How would the students know the course is available unless it was marketed through our course listing booklet each semester. That was attempted with no luck.
- Why would the college want to give away potential business to the consortium when students could take the course directly through Q.C.C. and we could profit.
- This is an excellent offering to market through continuing education as a potential first step in completing one of the credit programs.

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H. Does the program structure provide students with at least one elective choice? If no, is it possible to revise the curriculum so that there is at least one elective? Please explain your response.

The Medical Office Specialist Certificate provides for a business elective and the degree program provides an elective of the student's choice. The Clerical Office certificate is designed to train students efficiently to enter the job market and therefore there is no room in that program for an elective. Most students who start with the clerical office certificate end up completing the degree. At that point they would have an opportunity to choose an elective.

I. Complete the Charter Course information for each of the courses within your major.

Will be done during Summer I – 2005

J. Summary and Analysis: Description of Curriculum

The BOSS program is currently comprised of five career certificates and one career degree. Some of the certificates have never achieved healthy enrollments in the last four years. The intention is to re-focus the program with one general office certificate and one medical office certificate both feeding into the business administration career degree. Then, collaboration with Continuing Education can replace the training under the certificates that retire and existing courses in other divisions can help to support our programming as well as enhance the potential for more transfer credit, etc. For example:

The Legal Office Specialist Certificate – The recommendation is to retire this certificate program. This program has never enrolled more than 5 students in the last 4 years. BSS 202 Legal Transcription has never run (except tutorials) in the last five years. There does not appear to be an outpouring of need in the community. BOSS Advisory members from the legal community feel that a paralegal certificate through continuing education may produce more interest in the program. They are clear that general office skills are what they are seeking in an entry level legal office opportunity in a small firm. In Worcester, the firms that are offering job opportunities at the point of entry for students are the smaller firms. They want solid general office skills and will train candidates on industry specific software, etc. The larger firms are more apt to want someone from a legal office certificate but usually they are seeking candidates with years of experience. It looks like the point of entry to legal office candidates is within smaller firms. These smaller firms would love to see a paralegal certificate (they claim that accreditation isn't mandatory) and feel that continuing education may be able to respond to their needs more efficiently vs. the credit side of the college.

The Customer Service Specialist Certificate – The recommendation would be to retire this certificate program. To the Program Coordinator's knowledge this certificate has never enrolled more than 5 students. The BOSS Advisory Board has spent the last couple of years requesting that the program coordinator refocus the program to core skills. They believe that customer service skills should be an integral part of all of the BOSS programming and not a stand alone certificate program. It is our recommendation that BSS 204 Concepts of Customer Service be refocused as a Business elective for any business students and be called "Internal and External Customer Relations" to better represent advisory board suggested competencies.

The Office Information Specialist Certificate – The recommendation is to retire this certificate program. This program has never had a healthy enrollment and although it has quality required courses, most of the general office certificate students move from that certificate to the degree. The program coordinator can't really justify to students that the route of an advanced certificate is any more advantageous in the job market than just completing the degree at that point. Most available jobs in the Worcester region fall under the qualifications of general office certificate to get one's foot in the door or at the associate level. The only advanced certificate that seems to have a defined job potential at the end is the medical office certificate.

The A.S. in Business Administration degree has a healthy enrollment but it could be better. It appears to be properly training students for entry into the workforce. Many of the BOSS students continue on to the bachelor level and for this reason, the Program Coordinator would like to attempt to make more of the degree portable to four year institutions. This can be done by using

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existing courses here at Q.C.C. that have a better record of successful transfer. We hope to accomplish this goal to assist our students in their advanced educational goals.

The **General Office Clerical Certificate** is working out very well. Students are either leaving for an entry-level job or advancing to our degree and beyond. This certificate achieves skills required for many office clerical jobs in the Worcester area as well as feeds into the degree program.

The **Medical Office Specialist Certificate** has also worked out very well. The goal would be to remove the advanced status and offer as a stand alone certificate program that would continue to feed into the degree program.

**Section II: Curriculum, Assessment, Instruction, Program Credentials, Faculty and
Five-Year “Assessment Plan”**

3. Student and Program Assessment (Review relevant data over last three year period.)

Student Statistical Data

A. What have been the incoming students’ average scores on QCC placement tests for each of the last three years?

Requested data from the Registrar’s office data unavailable

B. Please provide detailed tables showing the following measures of student success for each of the last three years.

· **Students’ pass rates in all program specific courses**

Data unavailable

· **Information on graduating students**

- **Average cumulative GPAs** – data unavailable
- **Average GPAs in major courses** - data unavailable
- **Additional measures of central tendencies; i.e. median, mode, etc.**

· **Students’ pass rates on professional exams if required to obtain certification or licensure**

Not applicable to BOSS Program

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

The BSS 299 COOP course and field experience is one of the strongest assets of the BOSS certificate and degree programs. This allows students a recent work experience, on the job training, exposure to job search activities prior to graduation and a realistic view of the intended field. The program coordinator provides a course component with reflective analysis on a weekly basis along with the required 150 hours of placement in the field.

The process for assessing student performance is two-fold:

1. A **learning agreement** is developed by the instructor and the student based on 3 major learning outcomes, activities and evaluation of those outcomes. See attached master form.
2. The participating employer agrees to supervise and assess student performance with an **Employment Supervisor’s Evaluation –Cooperative Education** form which is filled out at the end of the COOP work experience. See attached master form.

D. Indicate the number of students who have transferred to a four-year program, if applicable. (Please refer back to your previous response to Question 1-C in Section I and import your answer)

Data unavailable per Dan Daly – Coordinator of the Transfer Office

Dan provided us with speculations on what schools students have inquired about through his office but he had no hard data proving that the students indeed transferred. The BOSS Program Coordinator does a hefty amount of advising related to transfer and has done many letters of recommendation for her student’s acceptance to the following local schools:

Worcester State College
Fitchburg State College
Framingham State College
Becker College

Lesley University
Anna Maria College
Assumption College

**Section II: Curriculum, Assessment, Instruction, Program Credentials, Faculty and
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E. What have been the job placement rates for program graduates for each of the last three years, if applicable? (Please refer back to your previous response to Question 1-C in Section I and import your answer)

Data unavailable. The Placement Office provided some job placement information but the report did not include pay rates.

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

Data unavailable.

Program Statistical Data

G. Provide a summary of the program’s enrollment patterns over the last three years.

Have requested this information from the Registrar – no response to the email request

H. Indicate the program retention rate over the last three years.

(Note: Consider two cohorts: Fall to Spring (same year); Fall to the following Fall (one year.)

Data unavailable

I. Determine the number of semesters it takes for students to complete the program. What methods are used to evaluate the quality of the program?

Moving through the certificate programs has been an issue with certain populations who access our programs under state re-training grants with time limits. This population accounts for approximately 20% of total program students. It has been a catch 22. Four years ago, the program had to be entirely revamped and there wasn't a presence of full time faculty for at least two years prior to the roll out of the new program. Without full time faculty, there was no sense of ownership and program enrollment suffered going from close to 200 students in the mid 1990's to just 11 students when the current program coordinator joined the college in 2001. Time was needed to market the new program and bring program enrollment as well as individual course enrollment into healthy standing. The state budget crisis hit simultaneously and the college was faced with an inability to run courses that were enrolled enough for the college to break even. The program has over 12 courses simultaneously being managed by one program coordinator. Too many courses and too many specialist certificate programs decreased the ability for the program to enjoy healthy enrollments. So, a student entering on Section 30 retraining benefits may have looked at the course grid sheets and felt that they could get their training done in two semesters (30-45 weeks as dictated by D.E.T.) but realistically it took 3-4 semesters (up to 2 years). This is the reason that the Program Coordinator would like to streamline the coursework, drawing off existing courses and enrollments from other disciplines. She would like to get the program more focused under two certificates and a degree so that total enrollment will be healthy. By utilizing this approach of working smart we can keep up with the technological advancements in the program. With just one member of the BOSS program – this is really the only way that the program can survive. Don't get me wrong – the program could really be enhanced with another full time faculty member with expertise in medical office training.

**Section II: Curriculum, Assessment, Instruction, Program Credentials, Faculty and
Five-Year “Assessment Plan”**

J. Define indicators of program quality. Describe specific strategies used to assess the success of the program in achieving its stated objectives.

The last four years represent a huge effort to try and get 15 different courses up and running so that newly enrolled BOSS students could access them and move through the program. As a one person department, there is no way that the program coordinator could teach 4 classes, respond to all of the coordinator responsibilities as well as campus wide initiatives, manage the curriculum of these 15 classes and be able to think about assessment. It has been very frustrating and she hopes that the revised program will be consolidated and streamlined so that we can get to a level of quality curriculum development and assessment methods.

K. Summary and Analysis: Program Assessment

Since the program coordinator’s arrival on campus, she has not been able to access institutional research assistance whenever required to provide numbers when asked. She knows that the college knows this but the environment continues to create a culture of working in a vacuum. This consistent absence of the role of institutional research doesn’t allow her as a program coordinator to really be able to assess the effectiveness of her program. She feels that the college should do whatever they need to recruit and retain a quality candidate.

Section II: Curriculum, Assessment, Instruction, Program Credentials, Faculty and Five-Year “Assessment Plan”

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

A. Summarize the current INSTRUCTIONAL METHODOLOGIES utilized in the program. What are the strengths and challenges of these methodologies? Include pertinent data with an analysis regarding student success as measured by graduation rates and successful course completion rates (Refer to statistical data measured in Questions 3-A and 3-B in Section II).

Current Methodology	Strengths	Challenges
Lecture	Course content addressed	Challenge for visual learners
Videotape, PowerPoint presentations, computer simulation activities	Good for visual learners	Challenge for non-visual learners
Role Play	Student immediately apply learning	Difficult for shy students
Guest Speakers	Students offered the most current industry information	Speakers do not know the students
Group Projects	Students practice team based project management skills	Sometimes division of tasks does not end up fairly distributed.
Individual Assignments	Instructor gets to see the individual work of the student	Students can access strengths of other classmate’s skills
Student presentations	Students sharpen oral communication skills and practice poise and tactful behavior – exercises organizational abilities – confidence building	Difficult for shy students
Written assignments	Enhances student writing abilities	Difficult for students who don’t like to write
COOP Work Experience	Students get exposure to industry and have potential for job offers	Challenging for students who haven’t worked in a longtime – but most beneficial experience for those students.
Videotaped Mock Interviews	Students can observe themselves and self critique. All students learn from each other.	Can be painful for students but in the end they accept it as a learning experience.

B. If relevant, how can the program best address courses that keep students from succeeding in the program?

Most students move through the BSS designated courses without too many issues. Some BOSS students test into developmental Math and English levels therefore having to do more coursework than the certificate and degree requirement mandate. The program coordinator feels that the college has addressed supporting the Math and English developmental courses as best as possible. These skills are so important in outputting skilled workers into the community. It is always disappointing that students don’t test into the college level but isn’t part of our mission here at the community college to assist students in getting their competencies up to that level?

C. 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? Computer-based instruction? Experiential learning? Please explain your answer, and include how the College might support these efforts.

Section II: Curriculum, Assessment, Instruction, Program Credentials, Faculty and Five-Year “Assessment Plan”

Simulation

A simulation is an instructional strategy that allows for learning through problem solving in a realistic environment (Christopher, 2002). In many ways, simulations are like case studies. However, not only do students have to read, gather information, evaluate options and make decisions, but they also have to implement the solution. Simulations are usually effective because they are highly motivating.

Discovery Learning/Constructivism

Discovery learning involves individual or group projects such as conducting library or Internet-based research; developing experiential, written or media-based projects; or conducting experiments.

Learning is assessed through ongoing activities such as performance based projects or portfolios, instead of traditional objective tests or written responses.

In constructive learning environments the teacher is a facilitator who focuses on guiding the student through the learning processes – making connections between facts and fostering new understanding. The constructivist approach encourages thinking, analysis, and synthesis that lead to good problem solving and decision making (Brooks and Brooks, 1993). The teacher is a co-learner who is considered to be the virtual “guide on the side”, instead of the “sage on the stage.”

Cooperative Learning

Cooperative learning is defined as the instructional use of small groups, so that the students work together to maximize learning (Johnson, & Smith 1991). Cooperative learning encourages students to work together to accomplish shared learning goals.

Here are three models of cooperative learning:

Jigsaw – students are divided into basic work groups and given the assignment. Each member of each work group is also assigned to a research team to learn about a specific aspect of the project. The goal of each research team is to become an expert on the part of the project that it was assigned. The teacher may provide “expert sheets” that outline readings and questions to help each research group get started and focus on the topic being studied. Upon completion of the research, members of the search teams return to their work groups, where members share the information gathered in their research teams, essentially teaching the other members of their groups. A class discussion, role play, or question and answer can follow to share information with the entire class (Aronson & Patone, 1997).

Group Investigation – this model is more student-directed in its approach. The teacher presents an introduction of the topic or unit; students discuss what they have learned and outline topics for further examination. Each work group chooses a topic from the list and determines any needed subtopics. Each group member is responsible for specific part of the research and prepares a brief report for his or her own group. The work group then designs a presentation for the class. Peer evaluation of each presentation can be an effective way of providing additional feedback to the work groups (Sharan & Shachar, 1988).

Think-Pair-Share – In this model, students pair with a partner to share responses to a question or mini-case. Students are asked to share their responses with the entire class. One way to facilitate the sharing with the class is to have the entire class stand up, and as each student responds, he or she sits down. The teacher may also ask anyone with a similar response to sit down. This process continues until everyone is seated. For questions that require very short answers, the teacher may move quickly around the room, while allowing each student to give an answer (Andrini, 1991).

Source: Effective Methods of Teaching Business Education in the 21st Century

In addition to the above suggestions, the program coordinator would like to propose offering a hybrid format of online offering for the Keyboarding Applications as previously suggested in this report.

Section II: Curriculum, Assessment, Instruction, Program Credentials, Faculty and Five-Year “Assessment Plan”

D. Please provide a detailed ASSESSMENT plan (must be in chart form) outlining the methodologies used for on-going student assessment and final outcome assessment.

Program Learning Outcomes	Methods Used to Assess
Knowledge of medical terminology and reimbursement of Medicare/Medicaid common terms and principles	
Applies effective research skills both traditional and online	Group projects
Displays appropriate sensitivity to population served such as medical patients or internal/external customers	
Performs accurate (management) storing and retrieval of information on all formats (hard and electronic)	Successful completion of software applications assignments in all computer application related courses
Displays a level of professionalism and tact necessary for employability in field	Group projects Student Presentations Written Assignments
Demonstrates proficient level of skill in all software applications as indicated by industry standards	Successful completion of software applications assignments in all computer application related courses
Demonstrates superior communication skills both oral and written to effectively represent their prospective employer	Successful completion of COOP work experience
Displays superior organizational and time management abilities	Meet course outcomes for ALH 151 and BSS 104
Integrates learning from different areas to apply software application features from multiple programs to produce high quality documents.	Internet Communications course includes outcomes that assess the integration of all of the software programs
Formulates timetables, tasks, and potential office tools to meet project management goals.	Assessment activities in BSS 104, ALH 151, and BSS 299

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

The program coordinator does not teach all of the above courses and therefore can not elaborate on specific assessment strengths and challenges for all courses.

She can comment on the courses she teaches that will be brought forth in the new curriculum.

BSS 101 Keyboarding Applications – assessment is achieved through a portfolio review of all assigned materials. The strength is that students are not graded on traditional testing rather completion of quality of work assignments. The weaknesses are that students need to be able to work independently and some do well and other struggle and need to access assistance from the instructor.

BSS 104 Business Office Procedures – students are assessed on individual assignments, computer simulated activities as well as oral presentations related to project work. Strengths are that assessment methods are varied –weaknesses are that students don’t like presentations and quite often have never been videotaped. These activities are stressful for the students but it forces them to stretch out of their comfort zone into new territory.

**Section II: Curriculum, Assessment, Instruction, Program Credentials, Faculty and
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F. Provide recommendations for additional methodologies to evaluate student achievement. Please consider, but do not feel limited to, the following strategies.

- **Student work samples – already in use**
- **Student portfolios – already in use**
- **Capstone projects – already in use (BSS 299)**
- **Laboratory activities – already in use**
- **Presentations – already in use**
- **Panel discussions**
- **Seminars or interdisciplinary projects**
- **Juried review of students projects**
- **Performance on case study / problem – already in use**

Panel Discussions - can be utilized more by working with the Development Director to develop additional relationships between industry contacts and the business programs in general (not just office administration option).

Interdisciplinary Projects - can be developed with faculties that teach other required courses in the program such as the ENG 205 and HUM 142.

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

N/A

H. If yes, please provide name of 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.

N/A

I. If the program has not been evaluated externally, list any appropriate professional accreditation or licensure for this program that the College should pursue. (e.g., industry certifications, professional associations, etc.) Please note that federal and state funding agencies are strongly encouraging program accreditation as a measure of performance accountability.

The program should explore certification testing provided through the International Association of Professional Administrators. There are two potential certifications as stated in stated in Section I.

J. 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 – none requested**
- **Inclusion of an internship or other work-based learning experience – already in existence.**
- **introduction of 1 or 2 electives to allow students to self-select learning opportunities – proposed in new curriculum**
- **Development of a capstone course to synthesize the learning experience – BSS 104 Business Office Procedures is structured to accomplish this goal in the Office Clerical Certificate as well as the BSS 299 COOP – both placed in cluster B for this reason. The Medical Office Certificate has BSS 299 COOP as well ALH 151 Medical Office Administration in Cluster B. The degree program has BSS 299 COOP as well to round off the student’s learning objectives with some practical exposure.**

Section II: Curriculum, Assessment, Instruction, Program Credentials, Faculty and Five-Year “Assessment Plan”

- **varied instructional methodologies** – program has diverse methodologies
- **Enhanced assessment of student competencies** – proposed national certification designations would naturally accomplish this goal.
- **Better integration of technology applications** – the proposed curriculum offers a much more rich experience for the student to be able to have exposure to the variety of uses of computer technology in today’s workplace.
- **Specific instructional aides/software etc.** – This program is comprised of a balance of technical career training and general education courses. The students will be exposed to the most current software applications including Microsoft Office Suite Package, FrontPage, Medisoft, The Medical Manager, as well as some basic programming exposure of HTML in the webpage design course.
- **More coordination of faculty efforts, including the possibility of more full-time faculty** – The BOSS Program relies solely on the efforts of the full time program coordinator and an entire staff of adjunct faculty. The program coordinator works hard to build good relationships as well as make an effort to include adjunct faculty in program involvement and ownership. It is very difficult to do this under the current structure. This is one of the downfalls of the BOSS program structure. With just two full time faculty, the program would be rewarded with a greater sense of diversity and involvement.
- **Attainment of program accreditation, certification, or licensure** – the program coordinator does not advise this. The field of office technology moves far too quickly. She believes that the college is better able to respond to the needs by not having this structure. She is also unaware of any accreditation structure for office technology programs. She doesn’t think it is applicable vs. healthcare programs, etc.

K. Summary and Analysis: Relevance

The strengths of the new curriculum will be that office administration competencies will be addressed in an interdisciplinary format allowing students exposure to a wider variety of coursework offered by faculty coming from diverse perspectives. Specific strengths to the new programs include the addition of the following new courses:

- Internet Communication
- Web Page Development
- Advanced Database Management
- Technical Writing

An exciting aspect of in instructional delivery is that all students will be exposed to taking an online class as HUM 142 Internet Communication is offered as an online course. Strategies for improvement include the collaboration between the Continuing Education division and the academic department to better assist students in access this training, whether credit or non-credit, through organized articulations. Another strategy will be to try and develop interdisciplinary projects for students in courses through the Humanities division.

The proposed curriculum offers prospective students a state of the art experience here at Q.C.C. One additional external validation that we can offer is to have students achieve IAPP certifications as an exiting option. Attached please find detailed information regarding these certifications.

**Section II: Curriculum, Assessment, Instruction, Program Credentials, Faculty and
Five-Year “Assessment Plan”**

5. Program Growth Opportunities

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

The program coordinator feels strongly that there should be a common core curriculum among related business administration programming. But to realistically accomplish this goal other faculty has to recognize the shared goals of the different programs. The program coordinator isn't sure that this particular level of understanding exists on our campus. One proposal that could be a starting point to move us in this direction would be to implement the suggestion of a shared business designation course designed in Project Management Skills and shared among programs in the Business and Technology division.

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

- **Career Ladder Potential** – already exists in the present and proposed programming
- **New Degree or Certificate Options** – not applicable – labor market analysis doesn't warrant it
- **Professional/Continuing Education Opportunities – articulation opportunities**
- **Professional Recertification Preparation/Testing**
- **Flexible Delivery Options** – adding online
- **Enhanced Instructional Methodologies**
- **Improved Assessment of Student Competencies** – hope that the college provides some room for program coordinators to be able to accomplish this task through full embracement of course charters and technological support
- **Distance Learning Course Development** – The Program Coordinator has applied on three different occasions to develop BSS 101 Keyboarding Applications I as a distance education course as well as a hybrid structure. She hopes that the college will support her goal in achieving this offering for program students

C. Summary and Analysis: Program Growth Opportunities

With the support of the enrollment management team as well as the Continuing Education staff, the BOSS Program should expand their offerings to currently employed populations through their existing employers. If these populations are properly targeted the BOSS program could assist these corporations in a multitude of ways. But the primary concern of the BOSS Program Coordinator is to get the credited program back within strong enrollment focusing on streamlined and more defined programming, solid academic offering and solid support services for students. Once these goals are accomplished and stabilized, the program coordinator would be very excited to get involved in further new programming.

Section II: Curriculum, Assessment, Instruction, Program Credentials, Faculty and Five-Year "Assessment Plan"

6. Faculty

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

The BOSS Coordinator/Faculty is the only full time person in the program. She has taught in all areas of the program with credentials and sometimes not (example: Legal Office area) but has not taught in the medical area. She has no expertise in this area and no interest in pursuing any medical related credentials. The medical related courses require very specific skills levels and it can be very difficult to find adjunct faculty to support these needs. For this reason, it has been decided that two of the medical office courses would be better housed in the Health division. These two courses: BSS 111 and BSS 211 will be moving to the Health division under an ALH designation by the end of this academic year (2004-2005).

Adjunct Faculty Members	Credentials
Pam Haynes	M. Ed
Ellen Kroll	M. Ed.
Pam Fleming	R.N., M.P.A., Certified Med. Coder
Jack Sampson	M. Ed.
Sandra Plourde	M. Ed.
Maryann Wedgewood	Paralegal, Bach. In Legal Studies
Kathy Ives	Doctorate in Management
Antoinette Raymond	M. Ed.
Arlene DeWitt	M.B.A.

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?

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

15 courses in the BOSS Program
 Program Coordinator teaches four courses. After discussion at an IPR meeting, it is approximately **three to one (part time to full time)**.

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

The only suggestion the program coordinator can make is that the division find ways to welcome adjunct professors to the related division meetings and to **pay them more to entice them into wanting to be involved in activities.**

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

Yes, the program could really grow with additional faculty. The collaboration with Continuing Education will take a great deal of effort and an additional faculty member could really allow these potential programming avenues to advance. A current Valid Enrolled Spring 05 report showed 83 students taking courses and registered in the program. Total enrollment is probably higher than the figure of 83 based on a few students taking the semester off, etc.

**Section II: Curriculum, Assessment, Instruction, Program Credentials, Faculty and
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F. Describe how all faculty members contribute to curriculum development and overall program cohesiveness. Do ALL faculty members, both full and part-time have an opportunity to contribute to curriculum development?

Adjunct Professor Dr. Kathy Ives designed BSS 203 Technologies in Business Communications a couple of years ago.

Full and part time faculty members have been offered opportunities to contribute to curriculum development. Except for the above example, none have taken advantage of these opportunities. The program coordinator has had the full responsibility. With 15 courses in the program it has been challenging to keep up for one faculty member. The proposed program will be much more manageable to stay current with, etc.

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

I am not aware of any support staff that is available to our program.

H. Summary and Analysis: Faculty

With regard to the issue of faculty, the program coordinator can only hope that with no additional full time support, the college will allow her to move the program in the direction she is requesting. This strategy is the best way to continue to allow for growth while working smart to utilize current resources here on campus. The program coordinator enjoys her job here but has struggled specifically in the last three years with work/life balance issues. She has tracked her hours during the entire year and averages over 60 hours a week including most summer weeks. Although some of that is attributable to extra teaching (she wouldn't have to do extra teaching had she received her annual increases in the last three years) most of the hours are based on coordinator work as a one person department. It can be very frustrating and lonely. One person career programs need a higher level of college wide support.

Section II: Curriculum, Assessment, Instruction, Program Credentials, Faculty and Five-Year “Assessment Plan”

7. Program Assessment Plan

A. Develop a five-year “Assessment Plan” to measure the degree or certificate student learning outcomes you have set forth for your program. (Refer back to the list created in Question 1-B and updated in Question 2-C of Section II).

Your Assessment Plan must include:

- **Six to eight measurable learning outcomes**
- **Methods used to assess these program learning outcomes**
- **Timeline indicating which learning outcomes will be assessed in each of the next five years**

<i>BOSS Assessment Plan</i>		
<i>5-YEAR ASSESSMENT PLAN</i>		
Program Learning Outcomes	Methods Used to Assess	Report Year
Knowledge of medical terminology and reimbursement of Medicare/Medicaid common terms and principles		
Applies effective research skills both traditional and online		
Displays appropriate sensitivity to population served such as medical patients or internal/external customers		
Performs accurate (management) storing and retrieval of information on all formats (hard and electronic)		
Displays a level of professionalism and tact necessary for employability in field		
Demonstrates proficient level of skill in all software applications as indicated by industry standards		
Demonstrates superior communication skills both oral and written to effectively represent their prospective employer		
Displays superior organizational and time management abilities		
Integrates learning from different areas to apply software application features from multiple programs to produce high quality documents.		
Formulates timetables, tasks, and potential office tools to meet project management goals.		

In addition, each year you must submit a year-end report that addresses that year’s assessment of specified learning outcomes. Show the steps that were taken to meet these program outcomes, and share your reflections on the assessment results and how this information will impact the program’s current instructional methodologies. You will be required each year to post your completed Assessment Plan report on the QCC Electronic Portfolio website.

Response:

NOTE: When completed and approved, all Internal Program Review reports will be posted on the College’s internal IPR website.

SECTION III: Institutional Support and Other Program Resources

The combination of academics, vocational instruction, ties to local employers, and flexibility in designing programs is the unique strength of the community colleges.
-Excerpted from *Closing the Gap*, Massachusetts Institute for a New Commonwealth, 1997.

Section III: Institutional Support and Other Program Resources

1. Program Supports

(Please note: Use this section to reflect upon what institutional supports would be 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?

The program coordinator is not aware of any targeted program marketing and recruitment strategies employed by the college in the last four years since her employment here.

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

The program coordinator has already discussed in this report the need for the Enrollment team to focus recruitment strategies on outreaching non-traditional and returning adult population students. Although the college doesn't have a lot of data, we do know that over 70% of our current student demographics are comprised by these nontraditional, older students. The program coordinator has suggested and continues to suggest that the enrollment and recruitment focus should be focused on these populations.

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.

Once again, the college receives referrals from many community based organizations but the college doesn't have any staff tracking this data. The data is unavailable. The program coordinator who is writing this report is a faculty member with teaching as her number one priority. Although she responds to every call made to her office, she does not have the time or resources available to track and report back in chart form this data.

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

The program coordinator does not believe that this is an effective use of faculty time. Although the information is critical to have and to manage properly – the role needs to be housed in Enrollment and Student Services. The faculty produces and manages quality academic programming and is more than happy to interact and support the initiatives that Enrollment and Student Service promote. But anything that takes away from academic programming will eventually erode the quality of our programs.

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)

Yes, upkeep for computer labs is adequate for software application needs. Deb Downen has been a tremendous help to the program coordinator in the last four years. A true team player!!!

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.

None needed at this time.

Section III: Institutional Support and Other Program Resources

G. Summary and Analysis: Program Supports

This program coordinator hopes that the current focus on Enrollment and Student Services will produce a more open and responsive enrollment function in order to better serve our diverse population. This program coordinator has done everything in her physical and mental power to grow both the enrollment and quality of the program. The enrollment was at 11 students in 2001 and is now (SP05) at 83 students. The lack of additional full time faculty and other related supports (3 academic years with 0 budget – received \$5,231.00 in 2004) have caused the growth to be stifled. It is her hope that this IPR will be used as an effective tool to advance supports for the program in the future.

Specific supports that were identified and are being requested are:

- **Commitment from the college to support the program with an additional full time faculty member.**
- **The funding for BSS 101 Keyboarding Applications to be redesigned online (approximately \$3,000 - \$4,000).**
- **The cost of professional development for the Program Coordinator to become a Certified Project Manager through the Project Management Institute (\$500.00)**
- **A continuation of a stable (even level) budget being given toward the office administration area so as to never return to a 0 budget.**

Section III: Institutional Support and Other Program Resources

2. Academic Supports

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

The library resources were very much in need of updating as recently as two years ago. Since the completion of the new library, strides have been made but there is always room for improvement.

- 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.

The program coordinator and the collection librarian have met to begin research to purchase materials that will support the new program learning outcomes. The program coordinator has provided the reference librarian with all of the necessary tools. He is currently working on gathering the information and looking at realistic ability to purchase materials this year and next fiscal year as well. The program coordinator feels extremely supported by this area of the college. They are **wonderful – helpful staff** that love what they do!!!

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

There is always a shortage of computer lab space on the college campus but in general the program is able to operate and offer students the required technology resources. Software upgrades happen quite often in this area. The related staff and the program coordinator work very well to ensure appropriate and timely downloads of new software. The program coordinator does feel that part time faculty need to be advised on how to get software upgrades orchestrated on campus. A suggestion would be to make sure that all new incoming part time faculty get something in writing giving them instruction and related contact information (best practices guide, etc.)

- 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.

This is done on an ongoing basis. Software upgrades are dictated by the publishers and currently there is only one class that will have an upgrade for FA05. Deb Downen has already received the site license from the program coordinator and it will be installed over the summer.

We work well together!

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

Yes, and these tutoring sessions are extremely helpful to the students. Many BOSS program students have been out of school for some time. They really need the assistance. Also, a good number of them are non-English native speakers and the Writing lab is critical. Many of the BOSS students access math tutoring and computer related tutoring if needed. BOSS students have all indicated that they love the new library and that their study habits, amount of time spent studying as well as their library research skills have all increased a great deal since the TLC has opened.

All great services for our students!

Section III: Institutional Support and Other Program Resources

F. Provide recommendations for improved academic support services.

A continued effort from the library to provide the latest materials such as electronic, print, audiovisual as well as software simulations would be great. The program coordinator will continue to work with the reference librarian in order to provide students with as many resources as can be reasonable expected within our fiscal climate.

G. Summary and Analysis: Academic Supports

The academic support areas all do a good job at serving the needs of BOSS students that access their services. The program coordinator tries hard to promote these services. The only suggestion she would have is that promotion of these fine services has to happen on a continuous basis. Faculty do their best to encourage TLC activities such as library research workshops for specific courses but the promotion has to happen on a regular basis. It is the hope of the program coordinator that the enrollment and student services area becomes a support system similar to the academic support areas of the college. Her struggles are with the admission functions not academic support areas.

Section III: Institutional Support and Other Program Resources

3. Student Supports

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

The program coordinator refers students immediately to the career placement services in the beginning of the program. Quite often, students realistically access the help of Career Placement Services the semester prior to their last semester in which they are responsible to meet their BSS 299 COOP work experience. The relationship between the BOSS program and the staff in Career Placement Services is a positive one. The CPS staff work hard to try and place our students in appropriate COOP, part time work during their program, or a final job placement at the end of their program.

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

The only suggestion that the program coordinator has is that while this office does a good job of working with students, they have not been supported in their effort to compile data to support job placements after graduation. The data that they do have is related to COOP placement and does not include pay rate information critical for assessing outcome success for our student population.

C. Are current student support services adequate to support the teaching and learning process? Describe specific activities in which you may have been engaged relative to student support services.

Consider:

- **Counseling Services** – has been a critical need for several students in the BOSS program. The program coordinator has done direct referrals for students in need not only for Counseling Services but campus ministry as well.
- **Disability Services** – does a very effective job with learners needing these services. The only issue that the program coordinator has is that at times they are willing to pay for a note-taker to support a student in a technical competency based class. A note-taker is not necessary but a person (of a note taker's skill set) could be very effective in helping the student work on the computer. When a classroom lab is full at 20 students and a student with learning disabilities is struggling with the manual and the hardware, this could really help. This program coordinator sees no difference in a note-taker helping in a lecture based classroom vs. a note-taker type of helper assisting the student with organizing themselves and following the written instructions.
- **Health/Wellness Center** – BOSS students access services at the athletic center and enjoy these benefits
- **Transfer Information** – BOSS students who seek out services from this department are given advice as to what their options are and how transferable the BOSS program is to receiving schools. It was an important goal of the Program Coordinator to get the degree option to an 80% transferability level based on the research that suggests that administrative assistants are increasingly being expected to complete a bachelor's degree. **It is the hope that the Transfer Office will get Worcester State College to work with our campus and articulate our BOSS program into 80% of their business administration degree program.** The Transfer Coordinator has offered to do classroom presentations to students and does a very nice presentation on the benefits of our transfer compact program and other related transfer options. The program coordinator tries to have him do a presentation to her students every semester.

Section III: Institutional Support and Other Program Resources

- **Other Services (as listed in QCC catalog)**

BOSS students enjoy being involved with activities under the Student Life Office. Many BOSS students have gotten involved with the Student Senate and the BOSS Club (which last year changed its bylaws to include all business administration students).

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

A goal of the Program Coordinator would be to see the Transfer Office work in conjunction with her to increase articulations to local colleges that we feed into such as Worcester State College, Becker College and Anna Maria College. She can't do this alone and really feels that an increase in articulations could really enhance our position with regard to enrollment. For example, if we could articulate the program with Worcester State College with an 80% articulation acceptance agreement, that could give us an edge to market our programs with, etc.

E. Summary and Analysis: Student Supports

Once again, nothing being perfect – the relationship and student benefits with all of these related offices is a positive one. The program coordinator has seen great camaraderie between these offices and the program since she joined the college and began building those relationships. The one area she can't really get a handle on to effectively communicate vital program information is the Enrollment Services area. She hopes that the new focus on that area will produce better customer service for her existing students as well as potential ones.

Section III: Institutional Support and Other Program Resources

4. Physical Facilities

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

CLASSROOM PROJECTORS AND COMPUTERS CONTINUE TO BE A SCARCE RESOURCE ON CAMPUS!!

There is a reason that other colleges have mandated students to have laptops. Current learning methods drive this need. When the program coordinator came to the college she had advanced certifications in all of the Microsoft programs, etc. Because of the lack of equipment in classrooms (even though she teaches in computer labs often), she has seen her skills decrease due to lack of use. This worries her. (Note: All of the technology training that is offered through the consortium is always scheduled in the morning. She has read every email invitation hoping one day to be able to attend training. So far, no luck. She has attended QCC technology trainings held in the afternoon but this a concern to her.

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

The TLC has been a tremendous help to boosting our offerings to students. After joining a college faculty, the Program Coordinator has often joked that a college campus is nothing more than a “space war”. I think that Q.C.C. could always benefit from more classroom space thereby being able to offer students more sections during the most popular scheduling times (not Sunday, but M-F 9am-noon). The majority of our students want to come here during those times. I do believe that the expansion of the weekend college has been helpful to meeting the needs of a particular demographic target we serve but let’s not treat them differently than the day school. The program coordinator taught on Sundays this past fall. If the printers were out of paper – the print shop was closed. There was no heat in the building that she was the only faculty teaching in. Finally she moved the class to another building that had other classes going on. Due to that move, we had to have the college download the software into that lab and the students lost time. None of this was necessary. If the college is open for classes it should either be fully open and heated or administration should make sure that Academic Affairs schedules in just one building. My students froze for weeks.

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

Due to the fact that this proposed curriculum is being streamlined down from an unmanageable level, no additional classrooms or labs are required. Part of the reasoning behind reshaping this program to a more manageable level had to do with not having the computer lab resources to run 15 separate BSS related courses often enough to be effective in allowing students to orchestrate through the program. The program coordinator has found duplication of effort here on campus and attempted to successfully streamline the curriculum while increasing the level of quality to the program.

- D. **Summary and Analysis: Physical Facilities**

In summary, the program coordinator feels that the direction that the program will take in the next couple of years (based on the recommendations from this IPR) will improve the ability for Q.C.C. to stand behind what we sell. The program coordinator felt uncomfortable out in the community marketing a program to Section 30 candidates who couldn’t get through the coursework in the mandated timelines that the state dictates. Now the program has been restructured with coursework that can be accessed more frequently and with two semester certificates vs. three, etc. In conclusion, we can always use more space but the concept of mandating laptops will probably appear more prominently in the next IPR for this program.

Section III: Institutional Support and Other Program Resources

5. Program Financing

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

The first year the program coordinator was here she asked about a budget specific to BOSS. She was told that she did not have a budget for three years by three different deans. During her 4th year, she was finally given a budget (which was split between the Business Administration main program and the BOSS – approx. \$5,200). It was extremely difficult to operate in those first years without access to any budget money. Very unfair..... You wonder why I felt like the lost orphan...

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.

- Instructional salaries – is not something the coordinator is responsible for during the academic year.
- Space – classroom space is always at a premium during the most popular teaching times
- **Lost Opportunity Costs** – once again, lack of ability to serve potential customers does cost the institution in enrollment gains. I firmly believe that by offering BSS 101 Keyboarding Applications online we could start to tap the current employees of industry. For example, Allmerica had a specific department last year that really needed this training. We could have offered this course to them to meet that need. Even if 25% of those employees chose to stay in the program to finish the degree credential that would have increased our program numbers by 10 students. That is just one example of how Cont. Ed. and the BOSS program can work together to generate income on the Cont. Ed. side while assisting the credit side with future enrollment growth. Let's do it!!!!
- Equipment Rentals, Maintenance – not applicable at this time

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

The following is a list of needs that should be supported in the near future in order to build the new programming:

<u>Description of Need</u>	<u>Projected Cost</u>
• 1 additional FT Faculty member	salary for an FTE (specifics through H.R.)
• BSS 101 Keyboarding Application Online	\$3,000 - \$4,000
• Cost of Project Management Institute/ Certification for Program Coordinator	\$500
• Commitment of at least level budget funding, hopefully an increase each year	\$5,200 - \$7,000 each year until the IPR

I hope that the hard work and effort in compiling this IPR report while simultaneously running a one person academic program will see these supports given to the new Office Administration programming.

Section III: Institutional Support and Other Program Resources

D. Summary and Analysis: Program Financing

The Program Coordinator is thrilled that for the first time she feels she has an Academic Dean that **truly respects and understands the importance of the role of administrative assistants and the relationship of those individual's contributions to the success of thriving organizations.** Because this dean has that respect for the field, she has given me the tools so necessary to properly manage and grow this program. **Without** that support I took the program from **11 students in 2001 to 83 students in 2005. With her support** and creative collaboration, we can take this program to even greater levels and generate income while producing healthy enrollments for the campus. I am excited..... But we need the **tools** and a **level of openness to embrace change** and **true commitment** from **Enrollment and Student Services..**

SECTION IV: Executive Summary of Findings

“In times of change, it is the learners who will inherit the earth, while the learned will find themselves beautifully equipped for a world that no longer exists.” Eric Hoffer

- Excerpted from the website of the American Association of Community Colleges

Section IV: Executive Summary of Findings

- **Based on this review, briefly highlight the significant external forces that will guide program design and revision in the next three to five years.**

Role of the Office Professional

According to the Occupational Outlook Handbook, 2004-2005 Edition,

“As the reliance on technology continues to expand in offices across the nation, the role of the office professional has greatly evolved. Office automation and organizational restructuring have led secretaries and administrative assistants to assume a wider range of new responsibilities once reserved for managerial and professional staff. Many secretaries and administrative assistants now provide training and orientation for new staff, conduct research on the Internet, and operate and troubleshoot new office technologies. In the midst of these changes, however, their core responsibilities have remained much the same—performing and coordinating an office’s administrative activities, and storing, retrieving, and integrating information for dissemination to staff and clients.”

“Some secretaries and administrative assistants, such as legal and medical secretaries, perform highly specialized work requiring knowledge of technical terminology and procedures. ... Medical secretaries transcribe dictation, prepare correspondence, and assist physicians or medical scientists with reports, speeches, articles, and conference proceedings. They also record simple medical histories, arrange for patients to be hospitalized, and order supplies. Most medical secretaries need to be familiar with insurance rules, billing practices, and hospital or laboratory procedures.”

External Forces Guiding Program Design and Revision

Employers will continue to require administrative staff members to take on a wider range of responsibilities and will pay a premium for candidates who can multitask. Technical abilities are highly sought after in every administrative role, particularly with the Microsoft Office Suite (word processing, spreadsheet, database, and presentation software). Assistants are relied upon for their expertise in using a variety of applications as well as for troubleshooting problems and providing feedback to information technology staff. Proficiency with database management, project management, and scheduling and desktop publishing software is essential. Internet research abilities are increasingly sought after. Effective business writing skills are essential for assistants who utilize e-mail throughout their workday. Finally, bilingual candidates are highly valued by companies, particularly in reception or customer service related roles.

QCC’s ongoing review of emerging industry trends and technologies through organizations such as the International Association of Administrative Professionals and its close connection to the local employer community through its advisory board will insure frequent program and curricular revision as technological innovations advance workflow and office automation. With the recommended programmatic and curricular revisions herein, QCC’s program is competitively positioned by offering a broad-based curriculum that prepares graduates to serve in a generalist capacity (vs. industry specific training programs).

Salary Data (State)

Market research conducted for this IPR shows that administrative professionals can command a decent and competitive salary ranging from approximately \$13.00 to nearly \$27.00 per hour. In spring 2005, the Massachusetts Career Information System, a function of the Massachusetts Department of Employment and Training, listed the following wage data on their website – <http://masscis.intocareers.org>

Section IV: Executive Summary of Findings

- Administrative Service Managers \$26.80 per hour
- Office Managers \$21.00 per hour
- Secretaries \$13.70 per hour
- Legal Secretaries \$15.00 per hour
- Billing Clerks \$13.20 per hour
- Medical Secretaries \$14.90 per hour

- **Recap the strengths or unique features of the proposed curriculum. Briefly describe the program’s instructional approaches and assessment methodologies.**

Strengths or Unique Features of Program

- Interdisciplinary curriculum fosters development of employability skills as well as needed technical skills, such as web page development, internet communication skills, technical/workplace writing, and database management;
- Career ladder structure of curriculum allows students to move directly into Associate degree program with potential to transfer to 4-year colleges and universities in Business Administration or related fields;

- Students gain valuable job experience through cooperative education or internships;
- Students may access academic support services (such as tutoring, library/research resources, academic computing laboratories, career counseling/placement) that might not be readily available through a training vendor or proprietary school;
- QCC tuition is affordable in comparison to the majority of its competitors in the region;
- Q.C.C. is well-regarded by the employer community for its academic quality and its strong preparation of prospective employees for this field.

Instructional Approaches and Assessment Methodologies	Strengths
Lecture	Course content addressed
Videotape, PowerPoint Presentations, Computer Simulation Activities	Good for visual learners
Role Play	Students immediately apply concepts
Guest Speakers	Students offered the most current industry information
Group Projects	Students practice team-based project management skills
Individual Assignments	Instructors can assess the individual progress of each student
Student Presentations	Students sharpen oral communication skills and practice poise and tactful behavior – exercises organizational abilities – confidence building
Written assignments	Enhances student writing abilities
COOP Work Experience	Students gain industry experience and have potential for job offers
Videotaped Mock Interviews	Students can observe themselves and self-critique. Students learn from each other.

Section IV: Executive Summary of Findings

- **Emphasize the specific areas targeted for improvement and discuss the anticipated changes recommended to address the concerns.**

The program design and curriculum has been strengthened and streamlined as follows:

- Program option name was changed from *Business Office Support Specialist* to *Administrative Professional*, thus more accurately reflecting professional roles and responsibilities in the workplace; **Approved, May 2005**
- Interdisciplinary nature of redesigned curriculum provides students with opportunity to take courses across divisions and disciplines and with a variety of faculty members; **Curriculum Redesign Completed, May 2005**
- Enhanced liberal arts course distribution responds well to increasing industry demand for employees with effective written and verbal communication skills as well as strong critical thinking skills; **Curriculum Redesign Completed, May 2005**
- Reduction in the number of specified Business Office Support (BSS) courses should mitigate day and evening course enrollment challenges, allowing students to complete program requirements in a timely fashion; **Curriculum Redesign Completed, May 2005**
- Certificate program curricula may now be completed in 2 semesters thus better serving nontraditional students which comprise close to 70% of students enrolled in the program; **Curriculum Redesign Completed, May 2005**
- Revised curriculum will better serve unemployed workers accessing training and education benefits through state and federally funded programs such as the Workforce Investment Act Individual Training Accounts (ITA), Section 30, Trade, and Mass Rehabilitation. **Curriculum Redesign Completed, May 2005**

Section IV: Executive Summary of Findings

- **Identify the supports and resources that are needed and are critical to supporting the program’s goals.**
- IP Immediate Priority (needs immediate attention)
- HP High Priority High Priority (needs attention as soon as possible)
- EP Essential Priority (needs to happen for program to be successful)

Critical Supports & Resources	Priority	Rationale
Develop the <i>QCC Business Center</i>.	IP	The <i>QCC Business Center</i> would serve as the primary center of activity for Business Administration students. It would include a dedicated computer laboratory, located next to a lecture room. The lab and lecture rooms would eventually be equipped with business office equipment that would complement current and new course offerings that highlight advanced technology, case-based learning, online tutorials, and other business development needs. This Center would also house a conference room that would be utilized for Advisory Committee meetings, job related workshops, a professional speaker series, faculty training, adjunct faculty use, and other related events. Finally, the Center would be a “showplace” for marketing QCC’s Business related programs to prospective students during on campus tours, and would provide a convenient location for faculty to meet with local businesses.
Increase funding for the development of on-line and hybrid courses in Business-related disciplines.	IP	This action supports the <i>QCC Promise</i> of providing Flexible Learning Options for students.
Increase the number and availability of wired classrooms for all disciplines.	IP	This action supports the <i>QCC Promise</i> of Quality Education by supporting faculty and students in utilizing the vast array of on-line learning resources available to all professions/disciplines.
Develop the <i>QCC Center for Academic Excellence</i>.	IP	This action supports the <i>QCC Promise</i> of Quality Education by providing all faculty with a focal point and actual location for joint program, curriculum, and professional development activities. It would foster the development of a collaborative and reflective learning community among faculty and serve to enhance teaching/learning across the College.
Develop a targeted enrollment plan for the Administrative professional option within Business Administration	IP	Research conducted for this IPR indicates that there will be employment opportunities for highly skilled administrative professionals, particularly within medical offices. A targeted enrollment plan would seat the optimal number of students each year to meet this employment need.
Support ongoing implementation of the Developmental Advising model.	IP	This action supports recruitment, retention, and student success by providing personalized support for students.
Establish an Institutional Research Office	IP	This action would support the institution’s quest to assess its own effectiveness at multiple levels, allowing for data driven decision-making across the institution.
Provide faculty members with access to a bank of laptop computers equipped with DVD capabilities/ portable projectors.	HP	This action would allow faculty members to integrate available media resources into instruction in a typical unwired lecture classroom.
Increase funding for faculty stipends to advise clubs and activities.	EP	This action would support the development and implementation of additional co-curricular activities and support the QCC Promise.