

Self-Study Template

For Demonstrating Excellence in
Associate Degree
Schools and Programs

Three Rivers Community College

TABLE OF CONTENTS

Self-Study Title Page.....	1
Listing of all business and business related programs	2
Overview and Organizational Profile for Accreditation.....	3
STANDARD 1 – Leadership	11
STANDARD 2 – Strategic Planning	15
STANDARD 3 – Student, Stakeholder, and Market Focus	25
STANDARD 4 – Measurement, Analysis, and Knowledge Management.....	34
STANDARD 5 – Faculty and Staff Focus.....	55
STANDARD 6 – Process Management	71
SELF-STUDY SUMMARY	94

TABLES

Table 1 - Student and Stakeholder-Focused Results.....	32
Table 2 - Student Learning Results (Required for each accredited program).....	40
Table 3 - Organizational Performance Results.....	52
Table 4 - Faculty Qualifications	58
Table 5 - FTE and Faculty Composition	61
Table 6 - Curriculum Summary Sheet (one per program).....	76
Appendix A – Supplemental Tables and Graphs.....	96

**Accreditation Council for Business Schools and Programs
(ACBSP)
Self-Study Title Page**

SELF-STUDY YEAR 2011/2012

NAME OF INSTITUTION: Three Rivers Community College

PRESIDENT OR CHANCELLOR'S NAME: Dr. Grace Jones

CHIEF ACADEMIC OFFICER'S NAME: Dr. Ann Branchini

DEAN OR HEAD OF BUSINESS SCHOOL OR PROGRAM: Richard Bennett

PRIMARY INSTITUTIONAL CONTACT DURING THE ACCREDITATION PROCESS:

Name: Edwin R. Muenzner

Title: Accounting Program Coordinator

Address: 574 New London Turnpike

City: Norwich **State:** CT **Zip:** 06360

Phone: School 860.823.2822, 860.892.1040

E-Mail Address: emuenzner@trcc.commnet.edu

DATE OF SUBMISSION OF THE SELF-STUDY: January 15, 2013

Listing of all business and business related programs

Column A: List all business or business-related programs (including those with designations in the degree or major title such as “business,” “industrial,” “administration,” “management,” or “organizational.”)

Column B: Indicate with “yes” or “no” whether the program is administered by the business unit.

Column C: Indicate with “yes” or “no” whether the program is to be accredited by ACBSP. If no, provide justification explaining why the program should be excluded from the accreditation process.

Column D: Indicate number of degrees conferred during self-study year

Business or Business Related Programs	Program in Business Unit	<i>To be Accredited by ACBSP</i>	Number of Degrees Conferred During Self-Study Year
Finance & Banking	Yes	Yes	3
Bus. Administration Management	Yes	Yes	6
Business Information Systems	Yes	Yes	2
Accounting Career	Yes	Yes	11
Accounting Transfer	Yes	Yes	12
Bus. Administration Transfer	Yes	Yes	8
Hospitality Management Casino	Yes	Yes	0
Hospitality Management Hotel	Yes	Yes	1
Hospitality Management Restaurant	Yes	Yes	2
Marketing Career	Yes	Yes	3
Marketing Transfer	Yes	Yes	5
Small Business and Entrepreneurial Studies	Yes	Yes	2

COMMENT: _____

OVERVIEW AND ORGANIZATIONAL PROFILE FOR ACCREDITATION

This section of the self-study document is used to provide general information about the institution and its business program.

Institution Response:

A. Self-Study Preparers: Identify those individuals who prepared the self-study.

The individuals involved in the self-study are the full-time faculty in the Business Department: Richard Bennett, Edwin Muenzner, Arthur Braza, Larry Flick, Peter Edmonson, Irene Clampet, Betti Gladue, G. Kent Harding

B. Self-Study Purpose: State your institution's purposes for the self-study.

The purpose of the self-study is reaffirm and maintain Three Rivers Community College's (TRCC) accreditation with ACBSP. TRCC has been accredited by ACBSP since 2003.

C. Self-Study Timeline: Include the timeline used for the self-study.

The timeline for the self-study is the 2011/2012 Academic Year.

D. Regional Accrediting Body: State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of the letter of affirmation or reaffirmation of regional accreditation.

Three Rivers Community College is accredited by the New England Association of Schools and Colleges. Our regional self-study has been prepared and the accrediting team will visit the college Fall 2012. The reaffirmation letter is not expected until Spring 2013 and will be available once received.

E. Profile of the Institution: Provide a profile of the institution, including the business unit, service area, and student composition.

Three Rivers Community College is a commuter college that serves Southeastern Connecticut and eastern regions of the state with a variety of credit and non-credit degree and certificate programs designed to meet the dynamic needs of our learning community. The college's core hours of operation are Monday through Friday, 8:30 - 5:00 PM.

Three Rivers was formed in 1992 as a result of a mandate enacted by the Connecticut General Assembly which merged community and technical colleges in five geographic areas around Connecticut. Named in recognition of the region's three primary rivers– the Shetucket, the Yantic and the Thames, Three Rivers Community College, now at a single location, was formed from the merger of Mohegan Community College and Thames Valley State Technical College.

Our student population consisting of more than 5,000 enrolled students each semester and 2,500 Continuing Education students each year continues to grow. Through the integration of technical, career, and liberal arts programs within the college, Three Rivers' students are able to move with greater ease from one program to another.

In 2003, the Connecticut State Legislature formally announced and approved \$75 million for the renovation and consolidation of Three Rivers Community College at the Thames Valley campus. The college subsequently took up residence in its new, consolidated campus. The college has undergone major changes over the past few years which allow it to fulfill better its mission of providing affordable and accessible educational opportunities that meet the diverse educational needs of our community. Below is the hyperlink:

[About Our Learning Community](#)

Profile of the business unit:

The profile of the business unit consists of professionals in their field of expertise with advanced degrees teaching in their areas of specialty. Please find the TRCC Business Department Program Brochures Faculty Vitae and hyperlink below to the TRCC website:

[Business Department](#)

Student profile:

Student demographics information:

<http://trweb.trcc.commnet.edu/IR/index.htm>

F. Organizational Chart: Include a copy of the institution's organizational chart and the business school or program organizational chart.

THREE RIVERS COMMUNITY COLLEGE
ORGANIZATIONAL CHART
COLLEGE

President	Dr. Grace Sawyer Jones
____ Dean of Student Services and Development	Dr. Karin Edwards
____ Dean of Academics	Dr. Ann Z. Branchini
____ Associate Dean of Continuing Education	Marjorie Valentin
____ Dean of Administration	Michael Lopez
____ Dean of Information Technology	Stephen Goetchius
____ Director of Institutional Research	Dr. George Rezendes
____ Director of Institutional Advancement	Betty Baillageon

THREE RIVERS COMMUNITY COLLEGE
ORGANIZATIONAL CHART
ACADEMIC DIVISION

Academic Dean	Dr. Ann Z. Branchini
____ Associate Dean of Continuing Education	Marjorie Valentin
____ Academic Division Assistant	Kacey McCarthy-Zaremba
____ Administrative Assistant	Carole Lee
____ Education Assistant	Tia D'Alessandro
____ Director of Nursing and Allied Health	Ellen Freeman
____ Director of Technology	G. Kent Harding (Acting D.C.)
____ Department Chair – English	Marcel Burch
____ Department Chair – Business	Dr. Richard J. Bennett
____ Department Chair – Social Sciences	Dr. Jeffrey Crouch
____ Department Chair – Humanities	Peter Patsouris
____ Department Chair – Mathematics	Larisa Alikhanova
____ Department Chair – Sciences	James Copeland
____ Director of Learning Initiatives	Dave Ferriera

THREE RIVERS COMMUNITY COLLEGE
ORGANIZATIONAL CHART
DEPARTMENT

Department Chair – Business	Dr. Richard J. Bennett
_____ Program Co-ordinator – Accounting, Finance and Banking	Edwin Muenzner
_____ Professor	Arthur Braza
_____ Adjuncts	Various
_____ Program Co-ordinator – Business Admin. & Entrepreneurial Studies	Larry Flick
_____ Professor	G. Kent Harding
_____ Adjuncts	Various
_____ Program Co-ordinator – B.I.S. and E-Commerce	Betti Gladue
_____ Adjuncts	Various
_____ Program Co-ordinator – Marketing	Irene Clampet
_____ Adjuncts	Various
_____ Program Co-ordinator – Hospitality Management	Peter Edmondson
_____ Adjuncts	Various

G. Legal Authorization: Cite the legal authorization your institution has to operate and confer degrees.

In 1965 Connecticut lawmakers created a State board of Trustees for Regional Community Colleges and empowered such Board to confer degrees (Public Act 330). In 1989 lawmakers merged the Board of Trustees of Technical Colleges to form the Board of Trustees of Community-Technical Colleges (Public Act 89-260). Thereafter, in 1992 the five Technical Colleges were merged with the nearest community college and made them and the remaining community colleges “community-technical colleges”(Public Act 92-126). In 1999 the Board approved a resolution changing the names of the colleges from “community-technical colleges” to “community colleges”. Most recently, in 2011 lawmakers merged the boards governing community colleges and state universities into a single Board of Regents (Public Act 11-61). With the merger, the Board of Regents acquired the authority to confer degrees and certificates formerly held by the Board of Trustees for the Regional Community Colleges.

H. Governing Board: Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).

In 2011 the governing board legally responsible for the institutions’ activities and how it represents the public interest was vested in a new Board of Regents. The hyperlink below contains all of the requirements regarding the Board of Regents.

[Board of Regents](#)

- I. Institution Mission: Provide the statement of mission for your institution and indicate whether it is listed in your institution's catalog of program offerings.**

Institutional Mission Statement

Three Rivers is an accessible, affordable, and culturally diverse community college that meets varied educational needs by creating an environment that stimulates learning.

To accomplish its mission, Three Rivers Community College:

- Offers post-secondary educational opportunities;
- Encourages life long learning;
- Provides a well-rounded and rewarding educational experience with an emphasis on critical thinking, effective communication, and the College's institutional values;
- Fosters an appreciation of the natural and social sciences, humanities, technology and the arts;
- Helps students achieve their goals;
- Serves as a community resource for people and institutions within its service area;
- Delivers its services efficiently and measurably; and
- Contributes to economic development of this region and the state.

The mission statement is extracted from the online college catalog per the hyperlink below:

[**Institutional Mission Statement**](#)

- J. Business Unit Mission: State the mission and objectives of the business program(s) for which you are seeking accreditation. Describe how the programs in business are compatible with the institution's mission and whether the business program is accomplishing its purpose.**

Business Department Mission Statement

To provide a quality business education that helps prepare students for success in their career and educational goals by means of:

1. Affordable, quality education
2. Small classes, individual attention and a friendly environment.
3. Convenience, accessibility and flexible scheduling.
4. A faculty of knowledgeable professionals with real world business experience.
5. State-of-the-art technology, distance learning, active learning and diversity.

The mission statement is extracted from the online college catalog per the hyperlink below:

[**Business Department Mission Statement**](#)

K. Business Programs: Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated for accreditation. Identify and provide justification for any business program(s) to be excluded.

Accounting Career
 Accounting Transfer
 Finance and Banking
 Business Administration Career
 Business Administration Transfer
 Hospitality Management Casino
 Hospitality Management Restaurant
 Hospitality Management Hotel
 Business Information Systems
 Marketing Career
 Marketing Transfer
 Small Business and Entrepreneurial Studies

L. Academic Degrees: List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.

Three Rivers confers an associate degree in science for each discipline with in the business unit. The institution does not confer nontraditional business degrees.

Three Rivers offers a variety of Business courses and programs. Many of the degree offerings allow a student to select either a transfer option or career option. The Associate Degree programs to be evaluated are:

Major Description	2011-2012 graduates
Accounting	
<i>Career</i>	11
<i>Transfer</i>	12
<i>Finance & Banking</i>	3
Business Administration	
<i>Public Administration Option</i>	
<i>Management</i>	6
<i>Transfer</i>	8
<i>Small Business & Entrepreneurial Studies</i>	2
Marketing	
<i>Career</i>	3
<i>Transfer</i>	5
Business Office Technology	3
Business Information Systems	2
Hospitality Management	

<i>Casino Management Option</i>	
<i>Hotel Management Option</i>	1
<i>Restaurant Management Option</i>	2
<i>Tourism Management Option</i>	

- M. Class Time: Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter. Describe how classes delivered with alternative methods of instruction are structured to ensure equivalent credit hour coverage.**

Three Rivers associate degrees require a minimum of two academic years of full-time course work or equivalent part-time course work. The associate degree requirements vary from 61 - 64 credit hours calculated on a semester basis. Each credit hour is based on 750 minutes plus 40 minutes for final assessment. Please see the Academic Calendar and published class schedules, both of which are accessible via the college's website.

The college offers online classes that go through an approval process and have to be resubmitted every 2 years for review. Below are the hyperlinks explaining the process:

[First-Run Online & Hybrid Class Proposal Process](#)

[Effective Teaching Practices for Web-Enhanced, Hybrid and Online Classes](#)

[Online Course Design](#)

[Review Checklist](#)

[Review Process of Existing Courses](#)

[First-Run, Online, OLCR, & Hybrid Course Proposal Form – Appendix A](#)

- N. Course Delivery: List the delivery modality of business courses (i.e., hybrid, on-ground, online, web-enhanced, video conferencing, etc.)**

The delivery modality of the business courses are on-ground, online, hybrid and internship/practicum.

- O. Credit Hours: The associate degree system requires a minimum of two academic years of full-time course work. State how your institution awards credit hours (e.g., semester or quarter hours) and how these credit hours are calculated.**

Three Rivers associate degrees require a minimum of two academic years of full-time course work or equivalent part-time course work. The associate degree requirements vary from 61 - 64 credit hours calculated on a semester basis. Each credit hour is based on 750 minutes plus 40 minutes for final assessment.

P. Student Communication: Identify how and where the business program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to students.

The College catalog is in PDF form and on the TRCC website. The website clearly delineates the programs of study, tuition and fees, student policies and academic credentials.

Additionally, students are assigned an academic advisor and must obtain a signed program of study prior to second semester registration. A full-time Business Department faculty member meets with the student to approve and sign the students' program of study. Prior to graduation, the program of study is audited by the student and the advisor. A comprehensive student handbook is available to the student online.

Student Programs

The college communicates directly with students through telephone/email/text message alert system (Commnet), Blackboard and digital signage.

STANDARD 1: LEADERSHIP

Business Unit administrators and faculty should lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. Values and expectations should be integrated into the business unit's leadership system to enable the business unit to continuously learn, improve, and address its societal responsibilities and community involvement.

Criterion 1.1 - Leadership Strategies

A. Explain the business unit leadership strategies or systems to foster a high-performance work environment that results in meeting the mission of the business unit.

Institution Response

1. The leadership strategy at the business unit, institution or system level is focused on developing or maintaining a high-performance work environment focused on meeting the mission statement. There are numerous activities at the individual, department, institution and system levels that lead to maintaining and improving an environment targeted on the business unit's mission:
2. Individual - the primary avenue to fostering high performance is through personal development:
 - a. Self-evaluation of techniques that prove effective in improving the functioning and performance of the student in response to student and managerial evaluations as well as self-evaluation;
 - b. Peer exchanges (informal) on the topics of classroom conduct and student learning;
 - c. Peer exchanges (structured) such as "best practice" and "student learning modes" and "effective pedagogy" seminars and programs offered by the system's Center for Teaching and individual professional development through various professional society and organizations; and
 - d. Continuing education through formal degree granting institutions and professional societies;
3. Department –meetings plus informal gatherings foster group identity, communication and classroom technique exchanges reflecting cultural and age changes in student enrollment, changes in communication technologies and opportunities and growing or declining changes in employment opportunities:
 - a. Monthly department wide meetings provide a formal venue for:
 - i. Formal communications regarding policy, scheduling and events;
 - ii. Discussion, integration and concurrence with curriculum changes;
 - iii. New course and degree proposals; and
 - iv. Course and degree terminations.
 - b. Program and department advisory panels which meets a minimum of once per year provide business community insight, evaluation and recommendations on:
 - i. New course development;
 - ii. New course offerings;
 - iii. Content changes to current course: and
 - iv. Topics of interest to the regional employment base.
 - c. Institution – various venues are periodically offered or conducted that afford faculty and staff the opportunity to learn about and share with their peers policy, practice, event

and technique information relevant to maintaining currency in instructional activities in higher education:

- i. monthly academic division meetings provide for the interdepartmental and staff interchanges of calendar, event, departmental and student activities;
- ii. beginning of semester institution wide professional day;
- iii. Booker DeVaughn lecture series annually brings a person of prominence to the campus to speak to an issue of current interest;
- d. System – the Connecticut Community College System was recently merged with the Connecticut State University System and the integration is ongoing. The expectation is that a seamless transfer between the community college and the university will evolve facilitating the Connecticut resident's objective of obtaining a four year degree. The effect on the terminal two year degree programs has yet to be determined. Several activities at the system level do help foster a high-performance work environment:
 - i. System wide professional days (one per semester) foster the exchange of pedagogical techniques, informational sources and professional development opportunities;
 - ii. The Center for Teaching offers varied programs targeted to improving teaching at the higher education level; and
 - iii. Occasional system wide seminars of pedagogical techniques.
 - iv. College professional days (one per semester) similar to those described in i. above.

B. Explain how the business unit maintains effective communications and develops participation throughout the business unit.

Institution Response

1. The primary means of communication is system-wide and system maintained email supplemented with the individual's personal email. This affords the exchange of not only communication but also documents and other attachments. A secondary method is through formal and informal meetings:
2. Monthly departmental meetings – formal meetings with documentation required by various accreditation agencies;
3. Program meetings – informal meetings of two or more business unit members intended to address issues such as:
 - a. Integrating curriculum content;
 - b. Integrating course schedules;
 - c. Coordinating business unit projects and programs;
 - d. Selecting text books and other course content; and
 - e. Fulfilling business unit obligations to other institution entities and organizations.

Criterion 1.2 – Leadership Measures of Performance

Explain how the business unit leadership ensures the establishment, deployment, and evaluation of performance measures and ensures that the results are used to improve performance.

Institution Response

1. The institution has developed a list of performance measures that it has tracked over many years and uses in retention and promotion decisions. There are several methods of evaluation used:
 - a. Student evaluations – students in each course offered by the business unit are provided an on-line valuation mechanism that is available from the first Monday of the last complete month of each semester until the last Friday of that same month. The results are reviewed by the instructor's immediate supervisor and by the academic dean, are entered into the instructor's professional file and contribute to retention and promotion decisions;
 - b. Peer evaluations (informal) – many instructors have an open class policy inviting peer instructors in to offer insights in the quality of their instruction and other pedagogical components.
2. Additionally the business unit conducts an academic assessment each semester of students completing their degree or certificate. This comprises 200 multiple choice questions divided between their general education, business core and business specialization courses' content. This is used to assess student retention of information deemed fundamental to the degree and to evaluate the presentation of that information. Course content, program sequence and course offerings have been modified based upon the results of this assessment. It is also a basis for the business unit's continued improvement measurement required for various accreditations (a copy of the latest assessment document is available).

Criterion 1.3 – Leadership and Community

Explain how the business unit addresses its responsibilities to the environment and practices good citizenship.

Institution Response

The primary mechanism by which the business unit addresses its responsibilities to the environment is through the subject matter included in its course offerings (see course catalogue). Most every course includes components that address environmental and ethical considerations and issues. Most of the current business texts include environmental or ethics related topics.

Again issues of corporate or business citizenship are prevalent in most business texts and are emphasized in the business unit's course offerings (see course catalogue). In addition, most faculty have current or recent relationships with regional business and participate in numerous community activities (see personal CVs for examples). The unit maintains a small business advising center and has several faculty active in SCORE and other business organizations.

Summary of Standard 1 - Leadership

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 1 - Leadership.

Institution Response

The institution is actively pursuing the addition of an auditorium and extended arts facilities to its physical plant that would be made available to community interests as well as for the institution's functions and courses. Concurrently, as noted previously the system of community colleges and state universities is undergoing a complete restructuring including a single Board of Regents and central administrative structure. Current programs suggest that one of several goals is the seamless integration of community college to university transfer by which a student could take any of a core general education course load at any institution and have is apply at any other institution. Additional goals and programs have not been formally articulated and therefore make any strategic planning problematic. Subsequent to the completion of the merger and integration, the business unit expects to align its course offerings with those of the university. It will also redefine and align its terminal degree offerings to better match the needs and opportunities of its regional businesses.

The business unit expects to maintain, improve and strengthen its contacts with area chambers of commerce, government business development agencies and business networking entities by actively recruiting members for both the program and business unit advisory committees and increasing the contributions of area business owners and managers to actual course content through classroom visitations and student group presentations.

STANDARD 2: STRATEGIC PLANNING

The business unit has a process for setting strategic directions to address key student and program performance requirements. The strategic development process leads to an action plan for deploying and aligning key plan performance requirements. The strategic planning process should ensure that there are adequate resources in the area of finance, facilities, and equipment. This should create an environment that encourages and recognizes innovation and creativity.

Criterion 2.1: Strategic Planning Process

- A. Describe the business unit's strategic planning process to address key student and program performance requirements; include the key steps and participants.**

Institution Response

The business unit's strategic planning process begins with the College Mission Statement, College Strategic Plan and Business Department Mission Statement. Within the parameters set forth by these documents input is then sought from a variety of sources.

Sources of input include, in part, department faculty, administrators, faculty in other departments, students, advisors from area businesses, current students, and graduates. The information received is wide-ranging, with few limits put on content or source.

With the available input the department then engages in a collaborative effort of collegial discourse to move toward a consensus on the strategic direction for the department in the coming years. Once a general consensus is reached the Department Chair drafts a proposed plan. The draft plan is then subject to further discussion within the department before being adopted. The adopted plan is then distributed to all full-time faculty within the department as well as College administrators.

Once the plan is adopted it has an expected lifespan of five years. Reports are produced annually by the Department Chair. Each annual report is provided to all department faculty and College administrators. Each report is drafted in over the summer between academic years for the previous year. The report is then presented early in the fall semester of each academic year.

The department reviews each annual report as both a report on the prior year's efforts and as a starting point for refinement in the coming year. Based upon discussion particular areas within the plan are identified as needing greater attention and preliminary plans are made on how to address the identified needs.

During the academic year progress reports are made at the monthly departmental meetings. Further refinements are made as warranted.

The overall process is dynamic with only a few defined moments; including the adoption of the five-year plan and the annual reports. In place of numerous "steps" the goal is to integrate the "process" of strategic thinking in the day-to-day operations of the department.

B. Identify the key strategic initiatives included in the business unit's strategic plan and describe how the business unit decides upon these initiatives.

Institution Response

Four key strategic initiatives were included in the current strategic plan. Each initiative was arrived at using the process described in response to Standard 2.1A above. The four key initiatives are:

1. Comprehensive realignment of curriculum and program outcomes.
2. Development of a comprehensive department-wide learning outcomes assessment program.
3. Creation of new programs (some in conjunction with other departments and disciplines).
4. Creation of new courses (some in conjunction with other departments and disciplines).

These initiatives are discussed in greater detail in responses to Standards 3 and 4.

C. Describe how the business unit communicates and deploys the strategic plan throughout the business unit.

Institution Response

Utilizing the process described in response to Standard 2.1A above, a new strategic plan is developed every five years. The plan is published to all department faculty and College administrators. Thereafter, annual reports are created which chart the history of progress and serve as a guide for focused efforts at refinement for the coming year. The annual reports are published to all department faculty and College administrators. Those efforts are reviewed monthly at the regular department meetings.

In year five of the five year cycle, efforts are undertaken to develop information and draft a new five-year plan for review, discussion and adoption the following academic year. Once the new five-year plan is approved, the entire process repeats itself.

D. Describe how the business unit evaluates and improves the strategic planning process.

Institution Response

Utilizing the dynamic process described above in response to Standard 2.1A, the strategic planning process is subject to continuous improvement. Use of the College Mission Statement and Strategic Map in conjunction with the Department Mission Statement set the general parameters for strategic planning. Within those parameters a five-year plan is developed in order to provide for longer-range thinking. The five-year plan is then supplemented with annual reports. The annual reports focus on mid-term thinking. Annual efforts at pursuit of strategic goals are then subject to monthly scrutiny at the regular monthly department meetings. In other words, the strategic process is subjected to constant review every five year and every year.

Criterion 2.2: Current Strategic Plan

A. Describe the business unit's key strategic objectives.

Institution Response

The business unit's current strategic plan includes the following key strategic objectives:

- A. Provide a comprehensive and quality business education.
- B. Provide a well-rounded general education.
- C. Provide an affordable education.
- D. Provide students with faculty experienced in both teaching and real-world business.
- E. Provide easy access to educational opportunities.
- F. Provide students with sufficient education to obtain employment in their field of study or successfully transfer to a four-year college or university to continue their studies.

B. Describe the business unit's action plans that address key objectives, including who, what, when, where and how.

Institution Response

The business unit's current strategic plan includes the following actions plans for each of the key objectives:

- A. Provide a comprehensive and quality business education.
 - 1. Students will demonstrate knowledge of general business vocabulary and vocabulary specific to their field of study.
 - 2. Students will demonstrate knowledge of those principles and skills applicable to general business and those specific to their field of study.
 - 3. Students will demonstrate the ability to apply learned principles and skills to unique factual settings using correct vocabulary.
 - 4. Course content will be delivered using best teaching practices.
- B. Provide a well-rounded education.
 - 1. All programs of study will include non-business coursework in the fields of mathematics, communications, social sciences, the fine arts and physical sciences.
 - 2. Students will demonstrate knowledge of general principles and skills in the field of mathematics, communications, social sciences, the fine arts and physical sciences, and more specifically, the institutionally identified categories of general education.
- C. Provide an affordable education.
 - 1. The ability to reduce educational costs through the availability of scholarships.
- D. Provide students with faculty experienced in both teaching and real-world business.
 - 1. All full-time faculty will have the equivalent of i) at least two (2) years of post-secondary education teaching experience and ii) five (5) years of real-world business experience before joining the TRCC full-time faculty. Equivalency may include relevant transferable skills and/or experience.
 - 2. The majority of full-time faculty will participate in professional development activities each academic year.
- E. Provide easy access to educational opportunities.
 - 1. Students will enjoy easy access to faculty: i) all full-time faculty will publish, post and maintain regular office hours: ii) the department will maintain a department

- website; and iii) the average on-ground business class size will not exceed 30 students.
- 2. Students will enjoy easy access to instruction: i) on-ground classes will be offered at locations away from the main campus; and ii) classes will be offered at a variety of times, and during both day and evenings.
- F. Provide students with sufficient education to obtain employment in their field of study or successfully transfer to a four-year college or university to continue their studies.
 - 1. Students graduating from Career programs will obtain employment within their field of study after graduating.
 - 2. Students graduating from Transfer programs will successfully transfer to a four-year college or university after graduating.

C. Describe the performance measure used to assess the business unit's action plans.

Institution Response

The current strategic plan includes the following measurement tools to assess the business unit's action plans:

- A. Provide a comprehensive and quality business education.
 - 1. Students will demonstrate knowledge of general business vocabulary and vocabulary specific to their field of study.
 - i. MEASUREMENT: At least 70% of students completing the Overall Assessment of Student Learning Survey will score at least 70% on Section 2 (Business Core) and 3 (Business Specialization).
 - 2. Students will demonstrate knowledge of those principles and skills applicable to general business and those specific to their field of study.
 - i. MEASUREMENT: At least 70% of students completing the Overall Assessment of Student Learning Survey will score at least 70% on Section 2 (Business Core) and 3 (Business Specialization).
 - 3. Students will demonstrate the ability to apply learned principles and skills to unique factual settings using correct vocabulary.
 - i. MEASUREMENT: At least 70% of students completing the Overall Assessment of Student Learning Survey will score at least 70% on Section 2 (Business Core) and 3 (Business Specialization).
 - 4. Course content will be delivered using best teaching practices.
 - i. MEASUREMENT: Approximately 25% of all courses will be taught using course delivery methods other than the traditional classroom approach.
- B. Provide a well-rounded education.
 - 1. All programs of study will include non-business coursework in the fields of mathematics, communications, social sciences, the fine arts and physical sciences.
 - i. MEASUREMENT: Every approved Program of Study will include at least three credit hours in each area and approximately one-third of each degree program will be devoted to general education.
 - 2. Students will demonstrate knowledge of general principles and skills in the field of mathematics, communications, social sciences, the fine arts and physical sciences, and more specifically, the institutionally identified categories of general education.
 - i. MEASUREMENT: At least 70% of students completing the Overall Assessment of Student Learning Survey will score 70% or better on Section 1 (General Education).

- C. Provide an affordable education.
 - 1. The ability to reduce educational costs through the availability of scholarships.
 - i. MEASUREMENT: At least 50% of all scholarships offered at TRCC will be available to business majors and at least 10% of all scholarships will be aimed specifically at business majors.
- D. Provide students with faculty experienced in both teaching and real-world business.
 - 1. All full-time faculty will have the equivalent of i) at least two (2) years of post-secondary education teaching experience and ii) five (5) years of real-world business experience before joining the TRCC full-time faculty. Equivalency may include relevant transferable skills and/or experience.
 - i. MEASUREMENT: Curriculum vitae of all full-time faculty will meet or exceed the minimum experience requirements.
 - 2. The majority of full-time faculty will participate in professional development activities each academic year.
 - i. MEASUREMENT: The majority of all full-time department faculty will attend at least one (1) professional development activity annually.
- E. Provide easy access to educational opportunities.
 - 1. Students will enjoy easy access to faculty: i) all full-time faculty will publish, post and maintain regular office hours; ii) the department will maintain a department website; and iii) the average on-ground business class size will not exceed 30 students.
 - i. MEASUREMENT: Confirmation of posted office hours, phone number and e-mail address for all full-time faculty.
 - ii. MEASUREMENT: Confirmation of an existing and reasonably up-to-date departmental website.
 - iii. MEASUREMENT: Confirmation of class size using published figures.
 - 2. Students will enjoy easy access to instruction: i) on-ground classes will be offered at locations away from the main campus; and ii) classes will be offered at a variety of times, and during both day and evenings.
 - i. MEASUREMENT: Published class schedules will show at least 5% of traditional classes offered off-campus during the academic year; and 33% of on-ground classes will be offered both day and evening.
- F. Provide students with sufficient education to obtain employment in their field of study or successfully transfer to a four-year college or university to continue their studies.
 - 1. Students graduating from Career programs will obtain employment within their field of study after graduating.
 - i. MEASUREMENT: 75% of graduating students will be employed within their field of study within six months after graduating.
 - 2. Students graduating from Transfer programs will successfully transfer to a four-year college or university after graduating.
 - i. MEASUREMENT: 75% of graduating students will successfully transfer to a four-year college or university to continue their studies within twelve months after graduating.

Criterion 2.3 Finances

Adequate financial resources should be budgeted and allocated to the business school or program to support a high-quality teaching faculty and create an environment consistent with its mission and objectives. This includes the necessary technology, program support, and professional development of faculty.

A. Describe how the business unit links finances to strategic planning.

Institution Response

Three Rivers Community College does not allocate finances to each department but rather has a budget for the Academic Division as a whole. The College and particularly the Academic Division allocates funds on a need basis. To date, classroom facilities and other financial requests have been provided as requested.

B. Report and graph the following financial information for the past three years (two years plus the self-study year):

- 1. The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.**

Institution Response

<i>Department</i>	<i>FALL09</i>	<i>FALL10</i>	<i>FALL11</i>	<i>SPRG10</i>	<i>SPRG11</i>	<i>SPRG12</i>
<i>Business</i>	215	198.1	199.6	189.8	197.7	220.4
<i>College Total</i>	2565.1	2958.1	2946.6	2544.3	2728	2693

<i>Department</i>	<i>FALL09</i>	<i>FALL10</i>	<i>FALL11</i>	<i>SPRG10</i>	<i>SPRG11</i>	<i>SPRG12</i>
<i>Business dept. FTE</i>						
<i>as a % of College</i>	8.40%	6.70%	6.80%	7.50%	7.20%	8.20%
<i>Total FTE</i>						

The business Department programs covered under the Self Study are listed below:

<u>Business Dept. Programs:</u>	<u>2011 Enrollment</u>	<u>Percent</u>
<i>Accounting – Career</i>	81	17.7
<i>Accounting – Transfer</i>	74	16.2
<i>Business Information Systems</i>	15	3.3
<i>Business Administration Transfer</i>	77	17
<i>Business Administration: Management</i>	119	26
<i>Marketing Career</i>	19	4.1
<i>Marketing - Transfer</i>	28	6.1
<i>Finance & Banking</i>	9	1.9
<i>Hospitality Management</i>	36	7.8
Total	458	100

2. The business unit budget and actual expenditures.

	2009	2010	2011	2012
<i>All Academic Programs</i>	\$10,280,401	\$10,119,426	\$12,130,171	\$10,150,014
<i>Business Dept. Programs</i>		\$895,377	\$858,622	\$1,067,594
<i>Percentage</i>		9%	7%	11%

3. The business unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures.

Institution Response

These figures are given above. Please note the Business Department percentage of the total, both for the FTE and dollars budgeted are relatively the same. However, in 2012 the percentages go up for the Business Department.

C. Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.

Institution Response

- A. The budget has been adequate to support the needs of the Business Department. The technology in the classrooms, as detailed later, is exceptional and well provides for any program improvement we anticipate in the near future.
- B. We have adequate support from our Library. Actually 3.8% of the Library resources are devoted to Business subjects.
- C. Our copy centers for both students and faculty are excellent.
- D. We have adequate support from our Student Services Division in terms of handling student issues, retention, and other programs.
- E. We also have a Small Business Center on campus supported by SCORE and we have an SBDC presence on campus as well.

Criterion 2.4 Facilities

The physical facilities must be adequate to support business programs. Classrooms must be adequate in number and size to accommodate all classes, and classroom functionality must relate to the program. Limiting class size promotes learning and classrooms should be assigned to implement this philosophy. Appropriate space must be available to faculty to create a professional atmosphere in which to work. Laboratory space must be adequate to support both day and evening programs with state-of-the-art equipment, including computer hardware and software, to meet student needs.

- A. Describe how the business unit links facility planning to strategic planning.**

Institution Response

As mentioned, part of our strategic plan involves a two-year, class-scheduling plan that incorporates student growth, projected student and curriculum demands, and facilities and scheduling.

- B. Describe how the business unit classrooms, laboratories, and office space meet the needs of students and faculty.**

Institution Response

- A. Since our accreditation in 2003 a brand new campus has been built to meet community needs.
- B. Planning and design of our new consolidated Three Rivers Community College campus began in early 2004 and actual construction began in the spring of 2007. The new facility was occupied in 2009 and the \$95 million construction project was fully completed in 2010, with two campuses fully consolidated on the new site. The residents of southeastern Connecticut now enjoy more than 100,000 square feet of newly renovated space and 200,000 square feet of newly constructed state-of-the-art classrooms and support facilities.

Criterion 2.5 Equipment

Equipment adequate to the mission of the business unit must be provided, including adequate computers and software to support the integration of computer applications into the curriculum. The institution must have procured and must maintain state-of-the-art instructional equipment, including computer equipment and software, to support the business unit.

Institution Response

A. Describe how the business unit links equipment planning to strategic planning.

Institution Response

As mentioned above our strategic plan involves three elements:

- a. A two-year, class-scheduling plan that incorporates student growth, projected student and curriculum demands, and facilities and scheduling.
- b. Development and maintenance of a core set of business courses that are in common to all Business Department Programs.
- c. Implement and refine a Business Department Overall Assessment of Students Learning program to be conducted each year and analyzed with an eye on improvement.

Our two-year, class-scheduling plan allows the college to do equipment planning to match our strategic plan for classes.

B. Explain the business unit's plan for acquisition, upgrade, and maintenance of equipment, which reflects current technology.

Institution Response

With our new facility we do not anticipate any needed changes in the short-term.

C. Describe how well current equipment meets the instructional needs of the business unit, including students, staff, and faculty.

Institution Response

Our current equipment in the classroom more than adequately meets our business unit, student, staff, and faculty instructional needs. All classrooms are equipped with LCD projectors hung from the ceiling as well as instructors consoles equipped with desktop computers, sound amplifiers, and CD & DVD players. Special software is provided upon request and all classrooms have Smart Board capabilities.

Summary of Standard 2 - Strategic Planning

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 2 - Strategic Planning.

Institution Response

The College is currently involved in a process designed to lead to a new 5-year strategic plan. A consultant has been hired to assist in the efforts. To date, focus groups are underway to obtain input from faculty and staff for consideration by the consultant in conjunction with College management.

At the department level, it too is similarly in the fifth year of its five-year cycle for its strategic plan. As the academic year progresses, efforts will be undertaken to reach a consensus within the department about the strategic direction of the department in the coming five years. It is expected that this self-study will be instrumental as a starting point to help shape the strategic future of the department. In addition, data is being developed regarding retention, success and graduation rates for consideration. This information, in conjunction with the massive changes in post-secondary education in Connecticut will all be considered by the department with the aim of accurately identifying future trends and drafting a strategic plan to meet the coming challenges.

STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS

The business unit examines how it determines requirements, expectations, and preferences of its students and stakeholders. Also examined is how the business unit builds relationships with students and stakeholders and determines their satisfaction. Additionally, practitioners serve as role models and counselors for students regarding business careers. They also provide faculty with information to update professional skills, make curriculum changes, and serve as classroom speakers.

Criterion 3.1 Stakeholders

A. List the business unit's key stakeholders.

Institution Response

- A. Students
- B. Community High Schools
- C. Area colleges and universities.
- D. Area employers

B. Explain how the business unit determines key stakeholder requirements and expectations.

Institution Response

1. Students: The business unit maintains an on-going conversation with students by a variety of means including the Community College Survey of Student Engagement (CCSSE) survey; one-on-one student advising; course evaluations; the Business Club; and anecdotal feedback received while teaching courses.
2. Community High Schools: The College maintains a staff of full-time professionals devoted, in part, to working with local area high schools on curriculum and student recruitment. The business unit participates in activities hosted by the College including, for example, the annual College Career Night where area high schools seniors are invited to attend a dinner and setting with representatives from all of the College's programs – including all business programs.
3. Area Colleges and Universities: The business unit of the College as a whole maintains on-going relationships with area colleges and universities principally aimed at facilitating the transfer of credits earned at the College to the four-year institution. To that end, the business unit maintains numerous articulation agreements and understandings providing for the seamless transfer of graduates from the business unit to junior status at the four-year institution with little or no loss of credit hours already earned. Such arrangements require constant attention because of the ever-changing requirements at the various four-year institutions. The business unit is also constantly working to add more colleges and universities to its list of transferring institutions. For example, in the last year there have been on-going negotiations with both UCONN and Albertus Magnus College aimed at articulation. However, these efforts have been delayed because of a much larger effort involving all of Connecticut's twelve community colleges and five

universities to develop a single, comprehensive, statewide articulation agreement. The goal is to complete the agreement by Fall, 2012; and, if successful, this will make it far easier for all involved – students, community colleges and universities – to ensure seamless transfer among all institutions a reality. The business unit is at the forefront of pursuing this result.

4. **Area Employers:** The College maintains a staff of full-time professionals to assist students in job placement (both while enrolled and graduating) and therefore develop on-going relations with a wide range of area employers. In addition, as business unit faculty are often contacted regarding employment opportunities, these leads are forwarded on to the placement professionals. The business unit maintains a Business Advisory Board. It is comprised of local business leaders and meets not less often than annually. At meetings there is discussion of how we can refine our curriculum to meet the emerging needs of modern business. The business unit uses this opportunity to develop closer relations with Board members that attempt to extend beyond the scheduled meetings. Finally, individual members of the College faculty and staff participate in numerous community activities closely tied to local businesses including by way of example, the local Chambers of Commerce, as well as serving on a variety of local boards which are often populated with local business leaders.

Criterion 3.2 Stakeholder Satisfaction

A. Explain how the business unit builds relationships to attract and retain students.

Institution Response

The business unit participates in events and maintains ongoing relationships with those full-time professionals tasked with recruiting for the College as described above. In addition the business unit uses “certificates” as a means of enabling students to obtain a credential short of a full degree thereby affording them the opportunity to explore business as a career option. For example, the offering of certificates was recently expanded to include “core” certificates aimed at displaced workers and a “Basic Business Skills” certificate allowing Liberal Arts/General Studies students to utilize their elective credits to obtain the certificate while simultaneously pursuing a LAS/GS degree. However, the real crux of the business unit’s efforts focus on a combination of one-on-one student advising linked to a curriculum that integrates with all business programs of study. Each and every student pursuing a business degree and/or certificate is assigned a full-time business faculty advisor. The advisor generally meets each semester (or more often as needed) with the student to discuss course selection for the coming semester. These conversations then lead to tailoring the needs of the student with the curriculum requirements.

Several years ago the entire business unit curriculum was completely revamped. Up until then each business program of study was unique with its own particular requirements. Because of a lack of commonality among the degree programs it was difficult for students to change direction while pursuing a degree without losing college credits already earned. The curriculum was completely redesigned so that all programs include the same business core courses and transfer/career programs share the same general education courses. The significant differences occur in the specialization courses which allow each program to remain unique – but such courses are taken toward the end of student’s studies. This approach affords greater flexibility to meet changing student needs and desires. For example, an entering student may start out wanting to pursue an accounting degree, only to discover their interests have shifted. The same student may find themselves drawn to marketing after taking the core business course on marketing. In consultation with their advisor the student can now easily switch to a marketing program of study without loss of credit. In short, one-on-one advising and an accessible faculty in combination with a flexible

curriculum permits the business unit to develop individualized relationships with students by helping them design a plan of study that meets the students changing needs and desires while simultaneously providing a quality education.

B. Explain how the business unit delivers services that satisfy students and stakeholders.

Institution Response

The business unit utilizes personalized advising within the context of a flexible curriculum to provide educational opportunities designed to meet the individual needs of students without sacrificing academic quality. The curriculum is built from and constantly refined using input from other college curricula; the expertise of faculty and staff; student input; and input from local employers and colleges. This curriculum is then provided to students throughout the academic year by means of a wide variety of course offerings taught in traditional classroom settings; online; and, via “hands-on” internships. Day courses are offered in a variety of schedules – M/W; T/Th; and M/W/F – five days a week. Evening courses are taught one evening per week with courses offered Monday through Friday. Combining day and evening courses and classes are available from approximately 8:00AM until approximately 10:00PM Monday through Friday. Efforts are currently underway to possibly establish a weekend slate of courses as well; which, in conjunction with an articulation agreement with a regional university allow students to complete a business Bachelor’s degree on-site. The College adopts a policy requiring that at least 25% of all day course offerings be on a M/W/F schedule and the business unit has also adopted a goal of 20% of all classes being offered online every semester. The College constantly reevaluates course offerings by use of a College Scheduling Committee. In addition, individual faculty oftentimes survey students by class in order to obtain feedback on scheduling.

C. Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.

Institution Response

The business unit relies on constant feedback from a variety of sources to anticipate changing needs and expectations. These sources include personalized one-on-one advising described earlier; the College-wide CCCSE survey results; the Business Club; and anecdotal feedback received from students and graduates.

D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

Institution Response

The business unit holds monthly meetings where all-encompassing feedback is received, weighed, discussed and considered. Any full-time faculty member is free to bring in feedback from any credible source. Information so provided is then considered and evaluated by the department as a whole. After thorough discussion any member may make a motion articulating a proposed change. If the motion is seconded additional discussion ensues and the matter is

put to a vote. While the business unit strives for compromise resulting in consensus when making decisions, a simple majority vote is sufficient for a motion to carry. If it is within the authority of the department to act alone, steps are taken to implement the change. However, the business unit is only one of many units at the College; and, the College is only one of many campuses within the State system. Oftentimes higher level approvals are required. At the College level these may include the Curriculum Committee; Academic Dean; and/or College President. Some changes require State approval which is likely to include the Council of Deans and/or Board of Regents. While the business unit may be able to influence decisions and policy-making at the College and State level, it lacks any authority to make decisions reserved to the authority of the College and/or State.

Criterion 3.3 Student Support

A. Describe the support services available to business students, including admissions, financial aid, and advising.

Institution Response

Business students at the College enjoy access to a full spectrum of support services. The College employs a host of full-time professionals under the direction of the Dean of Student Services. Services include in part admissions counseling and assistance; placement testing; and financial aid counselors. Services available to students are publicized on the College website and all offices are open and available to students seeking assistance.

B. Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.

Institution Response

Business students are governed by the same policies that govern all students at the College. These policies are detailed in the College Catalog and Student Handbook both of which are available online at the College website.

The general policies regarding student academic concerns usually require the student to try to resolve any concerns directly with the involved faculty member. Failing resolution at this level the student may take the matter up with the appropriate Program Coordinator and/or Department Chair. The next step is an appeal to the Academic Dean who serves as final arbiter.

Criterion 3.4 Stakeholder Results

A. Describe how the business unit measures student utilization of offerings and services.

Institution Response

Utilization analysis is largely within the purview of the office of the Academic Dean and the Institutional Research Department. However, working in conjunction with them, the business unit has produced a two-year plan which serves as a template for expected class scheduling needs. The office of the Academic Dean is currently working with the Institutional Research Department to develop a database which will allow a thorough analysis of actual schedules versus planned schedules to more precisely identify differences, their possible causes; and generate alternative solutions for better utilization. In the meantime, Institutional Research prepares utilization report indicating which classes are running close to capacity; or, alternatively, those that have low enrollment which may indicate a need to run the course less often. These reports are used by the Academic Dean's office working in cooperation with the various departments (including the business unit) to facilitate more efficient utilization of resources to meet student demand and needs.

B. Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):

- A. Course evaluations**
- B. Student satisfaction surveys**
- C. Alumni satisfaction surveys**
- D. Employer satisfaction surveys**
- E. Other student/stakeholder measures**

Institution Response

- A. Course Evaluations. Historically this was a rich source of information. However, in recent years the College shifted from an in-class pencil-and-paper survey to an online format as a cost-saving measure. Apparently because students are no longer a "captive audience" in the classroom, the number of completed surveys has dropped dramatically. Consideration is being given on a College-wide basis to a variety of alternatives to increase student participation in the future. However, regardless of what data capture method is used, the data is used only anecdotally and is not compiled on a larger scale because of collective bargaining limitations.
- B. Student Satisfaction Survey. The College relies on the system-wide CCSSE survey results. See attached graphs and tables.
- C. Alumni Satisfaction Survey. The College relies on a periodic Graduate Survey. See attached graphs and tables.
- D. Employer Satisfaction Survey. The business unit relies on employer feedback from those sponsoring internships. There is no mechanism at the College that effectively follows students into employment after graduating and obtain information from those employers. Based on feedback from the 24 employer evaluations of interns available for this report, employers were satisfied; ranking interns 4.7/5.0 in Cognition; 4.7/5.0 in Communications Skills; and, 4.9/5.0 in Demeanor.

Criterion 3.5 BUSINESS/INDUSTRY RELATIONS

Each academic unit must demonstrate linkages to business practitioners and identify organizations which are current and significant, including advisory boards. Examples of linkages include, but are not limited to, executives in residence; guest speakers; partnerships and cooperative agreements with organizations; student organizations (societies) in various business disciplines related to major fields of study; internship programs; cooperative education programs; and student organizations with business leaders as members.

A. Describe the business unit's partnerships and processes that link the business unit's business programs to business and industry.

Institution Response

The business unit relies largely on feedback from its Business Advisory Board. Other sources include individual faculty interactions with local business leaders and feedback from employers sponsoring business student interns.

B. Describe the impact or results of business and industry linkages.

Institution Response

Feedback from business, program reviews, student assessment of learning, the advisory board and other sources contributed significantly toward the following changes:

- A. Creation of the Business Software Applications course and requiring it for all business students. This ensures that all students are computer literate and competent in the use of the Microsoft Office software suite, which is the predominant software used in business settings.
- B. Realigning the general education English requirements replacing Literature and Composition with Public Speaking in all career programs. This assures that all business students will be competent in being able to make presentations before a group.
- C. Creating the Business Communications course to expand and enhance students' abilities to communicate effectively in writing in a business environment and be able to fully utilize available technologies to enhance the quality of those communications.
- D. As part of a College-wide effort, the business unit chose to include a First Year Experience course (which includes a fiscal responsibility component) to better prepare students to succeed in an adult, post-secondary education environment; and, upon graduation, in the adult business world.
- E. Reducing the number of required accounting courses reflecting the increase in using technology in accounting and thereby reducing the need for all business students to have a detailed knowledge of ledger entries.
- F. Revamping of the entire math sequence for career students. This included, in part, the creation of a new course entitled Principles of Statistics to replace Intermediate Algebra. This change is in part a result of feedback received from both students and employers that while quantitative reasoning needs are real, math theory is not. Therefore, the entire sequence has been redesigned with a focus on developing quantitative reasoning skills through application rather than theory. At the higher course levels this included the creation of a new course entitled Quantitative Business Analysis.
- G. Developing a new course in Organizational Behavior to better equip students to understand and cope positively with interpersonal relations and communications.

- H. Creation of an E-Commerce Program of Study (currently pending State approval) to address the ever-increasing online business environment and to produce graduates competent to function effectively in the unique virtual marketplace.
- I. Working in co-operation with the Science Department to develop an Exercise Management Program of Study (currently pending State approval) recognizing the burgeoning market in the leisure industry and the need for participants to possess competent business skills.
- J. Working in conjunction with the Criminal Justice program to create a Forensic Accounting course available to both CJS and business students. This course recognizes the need for law enforcement and business auditors to be better equipped to detect financial fraud and irregularities in an ever-more-complex financial environment.
- K. Changing from Peachtree to Quick Books accounting software to address local business needs and enhance employability of students.

Summary of Standard 3 - Student, Stakeholder, and Market Focus

Table 1 – Student and Stakeholder Focused Results

ANALYSIS OF RESULTS

Performance Measure (Competency)	Description Of Measurement	Areas of Success	Analysis And Action Taken	Results of Actions Taken	Insert Graph or Chart of Resulting Trends		
The majority of respondents will rate Academic Advising services as “somewhat satisfied” or better.	CCSSE System Survey	Goal met.	No action required	N/A	Year	Full-Time	Part-time
					2004	80%	71%
					2006	80%	78%
					2008	70%	63%
					2011	76%	71%
The majority of respondents will rate Financial Aid Advising services as “somewhat satisfied” or better.	CCSSE System Survey	Goal partially met.	The College is constantly seeking ways to improve both access to and the quality of financial aid advising.	Scores have improved to the point of meeting the goal but more progress is needed.	Year	Full-Time	Part-time
					2004	47%	38%
					2006	51%	45%
					2008	46%	41%
					2011	57%	54%
The majority of respondents will rate Transfer Credit Assistance as “somewhat satisfied” or better.	CCSSE System Survey	Goal met.	No action required	N/A	Year	Full-Time	Part-time
					2004	77%	77%
					2006	80%	80%
					2008	80%	80%
					2011	81%	81%
The majority of respondents will rate Tutoring services as “somewhat satisfied” or better.	CCSSE System Survey	Goal met.	No action required	N/A	Year	Full-Time	Part-time
					2004	70%	59%
					2006	73%	65%
					2008	73%	65%
					2011	78%	75%
The majority of respondents will rate Computer Lab services as “somewhat satisfied” or better.	CCSSE System Survey	Goal met.	No action required	N/A	Year	Full-Time	Part-time
					2004	79%	51%
					2006	82%	57%
					2008	68%	55%
					2011	79%	62%
Employers will rank interns at 3.5/5.0 or better in the area of Cognition	Employer Evaluations of Interns	Goal met.	No action required	N/A	Average Score: 4.7/5.0 (Sample size: 24)		

Please provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 3 – Student, Stakeholder, and Market Focus.

Institution Response

Strengths:

1. Active individualized student advising.
2. An active Advisory Board.
3. A willingness to explore and adjust new and existing curricula to address rapidly emerging needs.
4. Relationships with area colleges and universities.

Opportunities:

1. Expand relationships with local employers.
2. Expand relationships with local high schools.
3. Refine the Two-year Scheduling Model to assure student access to all courses.
4. Explore ways to improve student retention, course success and graduation.

STANDARD 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

The business unit must have an outcomes assessment process for each program, correlated with initial assessment, measuring student achievement of stated learning goals in general education and in program areas. The process must be developed, deployed, and document how the business unit collects, analyzes, and uses performance data and information to enhance and improve academic programs and student learning.

Criterion 4.1 Student Learning Outcomes Assessment

A. Describe the current student learning outcomes assessment plan.

Institution Response

In the Fall of 2008 the business unit undertook a systematic overhaul of its outcomes assessment process. This undertaking was aimed at taking advantage of the recently integrated curriculum adopted for use by the entire department.

Prior to this undertaking each business program of study pursued assessment in separate and differing ways. This made it difficult to obtain usable data for use among programs which, in turn, made it difficult to engage in assessment as a department. The goal, then, was to create an assessment system uniform enough to gather sufficient common data to draw conclusions while still leaving sufficient room for each program to explore assessment by varying means.

What was decided upon was to create a new tool – an “Overall Assessment of Student Learning” survey. This tool is a comprehensive survey of 200 questions designed to measure various outcomes. The questions are arranged into three categories: 1) General Education; 2) Business Core; and, 3) Business Specialization.

The General Education section of the survey addresses the eight standards adopted by the College. Questions are drawn from a variety of sources including tools from other colleges and universities; the GRE; the GMAT; Department of State FSO exam; and, the INS Citizenship Exam. Questions are subdivided to address each of the eight College standards.

The Business Core questions total 50 with 10 each from each of the following courses: ACC 111 Principles of Accounting I; BBG 115 Business Software Applications; BBG 231 Business Law I; BMG 202 Principles of Management; and, BMK 201 Principles of Marketing. Instructors from each course created the survey questions. Most were drawn from existing exam questions in order to keep open the possibility of additional analysis at the course level in the future.

Much like the Business Core questions, the Business Specialization questions were developed by department instructors. A total of 50 questions were developed for each program of study with many of the questions drawn from existing course exams.

Concurrent with the creation of the Overall Assessment survey, efforts were made to align department and program outcomes; and to develop a complete set of department standards and goals. Once this was done, the information was formatted into a Business Department Assessment

Report. The Report is produced annually with the first having been published in Spring 2009 (but with only one semester's worth of data). The Report serves as the focal point for evaluating goal attainment and continuous improvement.

B. Describe the student learning outcomes assessment process and include information about the following:

- **What student learning data is collected and why**
- **How the business unit uses student-learning data to improve the business program and enhance student learning**
- **How comparative or benchmark data is used to enhance and improve of student learning**
- **How the business unit improves, refines, or enhances the student outcomes assessment process**

Institution Response

- A. The principal tool used by the business unit is the Overall Assessment of Student Learning survey. This survey is given to students who are close to completing their studies. The survey consists of 200 questions divided into three categories; 1) General Education; 2) Business Core; and, 3) Business Specialization. The General Education questions are designed to measure to what extent the student has met each of the eight general education standards adopted by the College. The Business Core questions are designed to measure to what extent the student has met the goals of understanding and applying general business concepts using general business vocabulary. The Business Specialization questions are designed to measure to what extent the student has met the goals of understanding and applying business concepts in their specialized field of study using correct specialized vocabulary.
- B. The business unit relies largely on the compilation of data in the annual Business Department Assessment Report. Analysis of this data working in conjunction with other sources such as Advisory Board feedback has, in part, led to the following changes:
1. Creation of BBG 115 Business Software Applications to reinforce graduates' computer literacy.
 2. Reducing the number of accounting courses required of non-accounting majors in order to free up time for instruction in specialized areas and to reinforce instruction in areas identified as needing attention.
 3. Revamping the entire mathematics course sequence to produce a curriculum more inviting to student interest and thereby increase student success.
 4. Revising the communications course requirements by adding COM 173 Public Speaking and creating BBG 210 Business Communications course to produce a curriculum more aligned with real-world needs and therefore more inviting to student interest and success.
 5. Adoption of a First Year Experience course requirement to increase the likelihood of student success. Efforts are currently underway to seek to build a business-themed FYE equivalent.
- C. The business unit adopted six goals on a department-wide basis and established benchmarks for each. Two of those goals address student academic success as measured largely by means of the Overall Assessment of Student Learning Survey. Benchmarks have been set for each goal. Those goals are benchmarks are as follows:

1. Provide a comprehensive and quality business education.
 - i. Specific Outcome: Students will demonstrate knowledge of general business vocabulary and vocabulary specific to their field of study.
Goal: At least 70% of students completing the assessment survey will score at least 70% on Section 2 (Business Core) and Section 3 (Business Specialization).
 - ii. Specific Outcome: Students will demonstrate knowledge of those principles and skills applicable to general business and those specific to their field of study.
Goal: At least 70% of students completing the assessment survey will score at least 70% on Section 2 (Business Core) and Section 3 (Business Specialization).
 - iii. Specific Outcome: Students will demonstrate the ability to apply learned principles and skills to unique factual settings using correct vocabulary.
Goal: At least 70% of students completing the assessment survey will score at least 70% on Section 2 (Business Core) and Section 3 (Business Specialization).
2. Provide a well-rounded general education.
 - i. Specific Outcome: All programs of study will include non-business coursework in the fields of mathematics, communications, social sciences, the fine arts and physical sciences.
Goal: Every degree program of study will include at least three credit hours in each area and approximately one-third of all degree programs will be devoted to general education.
 - ii. Specific Outcome: Students will demonstrate knowledge of general principles and skills in the fields of mathematics, communication, social sciences, the fine arts and physical sciences, and, more specifically, the institutionally identified categories of general education.
Goal: At least 70% of students completing the survey will score at least 70% on Section 1 (General Education).

Information is compiled annually and analyzed by the business unit. This analysis may lead to further investigation and/or changes in the curriculum as part of the department's process of continuous improvement. Improvements include those as are detailed above in Sections 3.5 B and 4.1 B (b) above.

D. At the same time the business unit analyzes data gathered, it also analyzes the assessment process itself to identify opportunities for improvement. The greatest challenge in this regard has been the sheer logistics of administering the Overall Assessment of Student Learning survey and obtaining data of sufficient quantity and quality to be useful. The original collection points did not prove to be as effective as hoped. Thus the collection process was altered such that data was being collected from only a single course; BFN 201 Principles of Finance. However, this too presented unforeseen difficulties and so it was decided that the each program would conduct the survey at least once per year in an upper-level course of the Program Coordinator's choice that would have the most likely success of producing useful data that semester/year. This process was first instituted this 2011-2012 Academic Year. In addition, efforts are underway to build an online Blackboard shell for the survey for use in the future as an online data capture method.

In addition, the survey itself undergoes continuous re-examination. When it was discovered that students were scoring poorly in several of the specialized areas, it led to a review of the questions being asked in the survey. Although it was ultimately determined that the

questions used were largely acceptable, the investigation uncovered other opportunities for improvement. For example, the low specialization assessment survey scores corresponded closely to graduation rates. Since the overall graduation rate for the department was approximately 10% this led to the College giving the department a goal of improvement to 15%.

In pursuing this goal one of the key impediments to graduation was viewed as being students' inability to get past the GenEd requirements to make it into the business core and specialized needs. It takes them so long to complete portions of the GenEd requirements (that often serve as prerequisites for business courses) that they either become discouraged and drop out, or their skills are so old that they have forgotten lessons learned in the earlier classes that are now needed to succeed in later classes. It was decided to address this issue beginning with the math requirement for career programs which was changed to MAT 127 Principles of Statistics. This course was chosen and created because it appeared to address consistent student complaints by focusing more on the application of mathematics in place of theory. If we can increase the number of students working their way into higher level courses, we will have a better population to work with to identify improvements in the business specialization portions of each respective program of study.

Another avenue being explored is that of improving learning retention. The hypothesis is that students are not retaining learning from earlier courses which is negatively impacting their ability to excel in the higher level specialized courses. Therefore, the first steps are being taken to begin to integrate the learning in one course into subsequent courses. For example, the Business Software Applications course now incorporates skills that will be specifically needed and used in the subsequent Operations Management course. We expect to expand these efforts in the future.

C. List the student learning outcomes for each program seeking accreditation or re-affirmation.

Accounting Career: Upon completion of all program requirements, graduates will be able to:

1. Demonstrate knowledge of general business vocabulary and vocabulary specific to the field of Accounting.
2. Demonstrate knowledge of the principles and skills applicable to general business and those specific to the field of Accounting.
3. Demonstrate the ability to apply learned principles and skills to unique factual settings using correct vocabulary.
4. Have obtained a well-rounded general education.
5. Successfully find a job in the Accounting field.

Accounting Transfer: Upon completion of all program requirements, graduates will be able to:

1. Demonstrate knowledge of general business vocabulary and vocabulary specific to the field of Accounting.
2. Demonstrate knowledge of the principles and skills applicable to general business and those specific to the field of Accounting.
3. Demonstrate the ability to apply learned principles and skills to unique factual settings using correct vocabulary.
4. Have obtained a well-rounded general education.
5. Successfully transfer to a 4-year college/university.

Business Administration Career: Upon completion of all program requirements, graduates will be able to:

1. Demonstrate knowledge of general business vocabulary and vocabulary specific to the field of Business Administration.
2. Demonstrate knowledge of the principles and skills applicable to general business and those specific to the field of Business Administration.
3. Demonstrate the ability to apply learned principles and skills to unique factual settings using correct vocabulary.
4. Have obtained a well-rounded general education.
5. Be prepared for employment in Business Administration.

Business Administration Transfer: Upon completion of all program requirements, graduates will be able to:

1. Demonstrate knowledge of general business vocabulary and vocabulary specific to the field of Business Administration.
2. Demonstrate knowledge of the principles and skills applicable to general business and those specific to the field of Business Administration.
3. Demonstrate the ability to apply learned principles and skills to unique factual settings using correct vocabulary.
4. Have obtained a well-rounded general education.
5. Successfully transfer to a 4-year college/university.

Business Information Systems: Upon completion of all program requirements, graduates will be able to:

1. Demonstrate knowledge of general business vocabulary and vocabulary specific to the field of Business Administration.
2. Demonstrate knowledge of the principles and skills applicable to general business and those specific to the field of Business Administration.
3. Demonstrate the ability to apply learned principles and skills to unique factual settings using correct vocabulary.
4. Have obtained a well-rounded general education.
5. Successfully transfer to a 4-year college/university.

Finance and Banking: Upon completion of all program requirements, graduates will be able to:

1. Demonstrate knowledge of general business vocabulary and vocabulary specific to the field of Finance and Banking.
2. Demonstrate knowledge of the principles and skills applicable to general business and those specific to the field of Finance and Banking.
3. Demonstrate the ability to apply learned principles and skills to unique factual settings using correct vocabulary.
4. Have obtained a well-rounded general education.
5. Be prepared for employment in Finance and Banking.

Hospitality Management (Casino, Hotel and Restaurant Options): Upon completion of all program requirements, graduates will be able to:

1. Demonstrate knowledge of general business vocabulary and vocabulary specific to the field of Hospitality Management.
2. Demonstrate knowledge of the principles and skills applicable to general business and those specific to the field of Hospitality Management.
3. Demonstrate the ability to apply learned principles and skills to unique factual settings using correct vocabulary.
4. Have obtained a well-rounded general education.
5. Be prepared for employment in Hospitality Management.

Marketing Career: Upon completion of all program requirements, graduates will be able to:

1. Demonstrate knowledge of general business vocabulary and vocabulary specific to the field of Marketing.
2. Demonstrate knowledge of the principles and skills applicable to general business and those specific to the field of Marketing.
3. Demonstrate the ability to apply learned principles and skills to unique factual settings using correct vocabulary.
4. Have obtained a well-rounded general education.
5. Be prepared for employment in Marketing.

Marketing Transfer: Upon completion of all program requirements, graduates will be able to:

1. Demonstrate knowledge of general business vocabulary and vocabulary specific to the field of Marketing.
2. Demonstrate knowledge of the principles and skills applicable to general business and those specific to the field of Marketing.
3. Demonstrate the ability to apply learned principles and skills to unique factual settings using correct vocabulary.
4. Have obtained a well-rounded general education.
5. Successfully transfer to a 4-year college/university.

Small Business and Entrepreneurial Studies: Upon completion of all program requirements, graduates will be able to:

1. Demonstrate knowledge of general business vocabulary and vocabulary specific to the field of Entrepreneurship.
2. Demonstrate knowledge of the principles and skills applicable to general business and those specific to the field of Entrepreneurship.
3. Demonstrate the ability to apply learned principles and skills to unique factual settings using correct vocabulary.
4. Have obtained a well-rounded general education.
5. Be prepared for employment in Entrepreneurship.

D. Complete Table 2 – Student Learning Results, at the end of this section, for each program seeking initial accreditation or re-affirmation.

- **Results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared tests, portfolios, and other assessments**
- **Three to five years of trend data—two to four years plus the self-study year**
(Candidates with less than three years of data are eligible for accreditation with conditions.)

Institution Response

Table 2 – Student Learning Results

ACCOUNTING (Transfer and Career Programs)

Performance Measure (Competency)	Description Of Measurement	Areas of Success	Analysis And Action Taken	Results of Actions Taken	Insert Graph or Chart of Resulting Trends
70% of students will score 70% or better on Section 1.	Overall Assessment of Student Learning Survey*	Goals met.	No action required	N/A	2008-2009 78% 2009-2010 90% 2010-2011 100% 2011-2012 85%
70% of students will score 70% or better on Sections 2 & 3.	Overall Assessment of Student Learning Survey*	Goals met.	No action required.	N/A	2008-2009 71% 2009-2010 70% 2010-2011 67% 2011-2012 69%

*The Survey is internal, singular and intended to be summative.

See also Appendix A.

Table 2 – Student Learning Results

BUSINESS ADMINISTRATION (Transfer and Career Programs)

Performance Measure (Competency)	Description Of Measurement	Areas of Success	Analysis And Action Taken	Results of Actions Taken	Insert Graph or Chart of Resulting Trends
70% of students will score 70% or better on Section 1.	Overall Assessment of Student Learning Survey*	Goal met.	No action required	N/A	2008-2009 44% 2009-2010 60% 2010-2011 75% 2011-2012 78%
70% of students will score 70% or better on Sections 2 & 3.	Overall Assessment of Student Learning Survey*	Goal not met.	Curriculum changes have been and continue to be made with a focus on the business specialization.	The scores are improving but more progress is needed.	2008-2009 33% 2009-2010 50% 2010-2011 50% 2011-2012 56%

*The Survey is internal, singular and intended to be summative.
See also Appendix A.

Table 2 – Student Learning Results

MARKETING (Transfer and Career Programs)

Performance Measure (Competency)	Description Of Measurement	Areas of Success	Analysis And Action Taken	Results of Actions Taken	Insert Graph or Chart of Resulting Trends
70% of students will score 70% or better on Section 1.	Overall Assessment of Student Learning Survey*	Goal partially met.	Insufficient data has been generated to make any conclusions.	Efforts are underway to improve data collection.	2008-2009 100% 2009-2010 67% 2010-2011 NoData 2011-2012 64%
70% of students will score 70% or better on Sections 2 & 3.	Overall Assessment of Student Learning Survey*	Goal not met.	Insufficient data has been generated to make any conclusions.	Efforts are underway to improve data collection.	2008-2009 33% 2009-2010 50% 2010-2011 50% 2011-2012 54%

*The Survey is internal, singular and intended to be summative.
See also Appendix A

Table 2 – Student Learning Results

OTHER (Banking and Finance; Business Information Systems; Hospitality Management; and, Entrepreneurship & Small Business studies)

Performance Measure (Competency)	Description Of Measurement	Areas of Success	Analysis And Action Taken	Results of Actions Taken	Insert Graph or Chart of Resulting Trends
70% of students will score 70% or better on Section 1.	Overall Assessment of Student Learning Survey*	Unknown.	Insufficient data has been generated to make any conclusions.	Efforts are underway to improve data collection.	2008-2009 Insufficient Data 2009-2010 Insufficient Data 2010-2011 Insufficient Data 2011-2012 Insufficient Data
70% of students will score 70% or better on Sections 2 & 3.	Overall Assessment of Student Learning Survey*	Unknown.	Insufficient data has been generated to make any conclusions.	Efforts are underway to improve data collection.	2008-2009 Insufficient Data 2009-2010 Insufficient Data 2010-2011 Insufficient Data 2011-2012 Insufficient Data

*The Survey is internal, singular and intended to be summative.
See also Appendix A.

E. Provide a comparison of the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.

Institution Response

The business unit has not detected any significant difference between student achievement in a traditional classroom setting compared to online. Internships have proved to be successful.

Based on feedback from the 24 employer evaluations of interns available for this report, employers were satisfied; ranking interns 4.7/5.0 in Cognition; 4.7/5.0 in Communications Skills; and, 4.9/5.0 in Demeanor.

Comparing online course student success with on-ground course student success yields no significant difference in success rates:

Course Type	Fall 2009 Success Rate	Spr. 2010 Success Rate	Fall 2010 Success Rate	Spr. 2011 Success Rate	Fall 2011 Success Rate
BUSINESS COURSES					
On-ground	69.6%	72.0%	71.5%	75.0%	69.5%
Online	74.9%	68.9%	76.1%	73.7%	77.0%
TOTAL COLLEGE					
On-ground	57.5%	59.8%	56.6%	58.9%	58.0%
Online	59.3%	58.0%	62.0%	58.3%	59.6%

Criterion 4.2 Program Evaluation

A systematic program evaluation (including evaluation of courses from the supporting disciplines) is required to maintain academic excellence and meet changing needs.

A. Describe how the business unit conducts each program evaluation (i.e, DACCUM, program review, etc.)

Institution Response

The following information is taken directly from publications of the CONNECTICUT COMMUNITY-TECHNICAL COLLEGE SYSTEM.

PROGRAM REVIEW PROCESS

Program review/program assessment is a systematic and introspective process designed to ensure a program's continuous improvement at the Connecticut Community-Technical Colleges. Under the leadership of the program coordinator and/or department chair, the process is completed in collaboration with program faculty. In addition to faculty collaboration, the review process may include input from current and former students, program graduates' employers, advisory committee members, business representatives, and other appropriate personnel as needed.

PURPOSE

Program review's purpose is to examine, through both internal and external perspectives, a program curriculum's effectiveness. The review assesses and evaluates a program's stated outcomes and its supporting resources in order to determine if a program fulfills its purposes. The process necessitates documenting successful efforts, identifying needs, and ensuring compliance with the New England Association of Schools and Colleges (NEASC) criteria. The results of the review process will serve as a tool for continuous program improvement and will impact the planning and budgeting activities at both the institution and program level.

PLAN

Program personnel conduct the program review. The process is an opportunity to support department chairs, program coordinators and faculty in determining and documenting their program's effectiveness. The process addresses the curriculum, graduates' competencies, linkages to business and industry, etc. to determine if its stated mission, goals and objectives are being met.

Program personnel will answer questions included in the Review Instrument and collect supporting documents to attach to the self-study. The responses to the instrument's questions and its supporting attachments must document the effectiveness, currency, and community need for the program's stated outcomes.

CRITICAL SUCCESS INDICATORS, MEASURES AND STANDARDS

The critical success indicators, measures and standards for successful program operation have been developed to support NDEASC requirements, the system's goals, and each college's goals and objectives.

Identified Critical Success Indicators include:

- I. Program Mission
- II. Program Design
- III. Program Outcomes
- IV. Program Resources
- V. Program Support Services

The review instrument is structured so that these five indicators become the major sections of the self-study; each section contains particular measures and standards critical to the success of the program.

PROCEDURES: IMPLEMENTING PROGRAM REVIEWS

The procedure for implementing Program Review includes: 1) selecting programs (annually); 2) orienting program coordinators/department chairs; 3) writing the self-study; 4) gathering and documenting evidence; 5) completing documents; 6) reviewing with the department chair and dean; and 7) developing the action plan.

1. *Selecting the Programs* – Presidents, in conjunction with the deans and program coordinators and/or department chairs, will identify programs to be reviewed during each academic year. Programs will conduct reviews during the fall semester, beginning in September, in order to complete the self-study by mid-January, prior to beginning of the planning/budgeting processes. After the first five-year cycle, programs are placed on an automatic schedule for subsequent program reviews.
2. *Program Orientation for the Review Process* – Program coordinators/department chairs and faculty will attend an orientation session to review the process and the instructions needed to complete the program review. The Office of Institutional Effectiveness will conduct the training.
3. *Writing and Self-study* – Writing the self-study necessitates using the Program Review Instrument. Each question should be answered as it pertains to the program. If a question does not pertain to a specific program, the response would be "non applicable."

All sections of the review instrument must be completed; answers should be concise.

Appropriate supporting documents should be attached. Large documents such as all program syllabi and course outlines should be retained in the program coordinator's office. To facilitate writing the self-study, forms are provided for checklisting attached items and items provided as evidence.

The Office of Institutional Research will provide statistical data for those standards requiring responses that include enrollment numbers, graduates, contact hours, etc. However, the program is responsible for reviewing the data for accuracy and for contacting Institutional Research concerning any discrepancies.

Program coordinators and faculty are expected to interact directly with representatives from business and industry, graduate employers, advisory committee members, current students and

former graduates. These interactions should address the ongoing need for the program and its graduates in the community as well as the graduates' levels of competency.

Once the Review Instrument is completed, the program coordinator/department chair will summarize the program strengths and weaknesses and then list and prioritize the recommendations made as a result of the self-evaluation. The program's recommendations are extremely important and will be considered by the Review Team in making their final recommendations for program improvement or change.

Program coordinators must complete the self-study's documentation in electronic format. Each program will be provided with a disk containing files for the review instrument, all forms, checklists, summary sheets for strengths, weaknesses and recommendations, and cover page. In addition, the disk will include the following files:

- The review process (this document)
 - A checklist for completing the process
 - The college's mission and goals
 - The critical success indicators, measures and standards.
4. *Providing Attachments and Evidence* -- Attachments or evidence may be required for each of the critical success indicators. Instructions to attach documents or provide evidence are printed in **bold** in the Review Instrument when such documentation is required.
 5. *Assembling and Submitting the Document* – Once the self-study is complete with attachments, hard copies are made for the program coordinators, department chair, and the dean. (the original disk and hard copy will remain with the program coordinator/department chair.). Hard copies should be organized in three-ring binders with tabs identifying the major sections of the self-study.

Once the department chair and dean (as verified by their signatures) review the self-study, copies of the completed signature page should be inserted as the cover page in each of the binders. After the required signatures are obtained, one hard copy and one disk copy of the self-study is to be submitted to the Institutional Effectiveness (IE) Office.

6. *Reviewing the Documents* – The dean, department chair and the Institutional Effectiveness Office review the program's self-study.
7. *Planning Action* -- the program coordinator will work with his/her department chair and dean to prepare an action plan that addresses program weaknesses (if any), and prepare a list of priorities for improving the program. A copy of the action plan is submitted to the Office of Institutional Effectiveness. The action plan must become part of the program's planning and budgeting processes.

In the fifth year, the process begins again.

RESPONSIBILITY AND ACCOUNTABILITY

Both the College and System assume responsibility and accountability for the Program Review Process.

College

Presidents and Deans: Determines, in conjunction with program coordinators, department chairs and the deans, the specific programs to be reviewed each year; reviews and signed off on

completed self-studies; dean collaborates with PC/DCs on action plan; reviews and signs off on action plan.

Program Coordinators: Determine, as stated above, the year for completing the program review; researches, writes, and documents the self-study; selects, in conjunction with the dean, the visiting review team members; signs off on the completed, documented self-study; analyzes the program's strengths and weaknesses as identified in the self-study; submits the self-study and its supporting documentation to the appropriate parties; and writes the action plan for the next planning and budgeting cycle. Finally, the program coordinator should maintain accurate records associated with Program Review in his/her office.

Office of Institutional Research: Distributes appropriate disks for the review; conducts training for reviewers; maintains records of Program Review, including a copy of the original document submitted by the program coordinator.

Office of Institutional Research: Provides and interprets institutional data.

System

Chief Academic Officer: Maintains consistency for implementing the program review; in addition, that office is responsible for periodically convening a program review task force to update and/or revise the process and review instruments as needed.

B. Describe faculty involvement in the program evaluation process.

Institution Response

See response to 4.2A above.

C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).

Institution Response

See response to 4.2A above.

D. Describe how program evaluation data and information is shared with internal and external stakeholders.

Institution Response

See response to 4.2A above

E. Describe the improvements that have been implemented as a result of the program evaluation.

Institution Response

See response to 3.5B above.

Criterion 4.3 Student Assessment

Each institution must have a validated means of assessing student needs for developmental assistance, providing courses or systems that assist students to improve identified deficiencies, and demonstrating the development of assessed deficiencies.

Each institution must explain the means of assessing student ability for advanced placement, if applicable.

Each institution must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting student performance and degree satisfaction.

A. Explain the process for identifying student needs for developmental assistance.

Institution Response

All new first-time students are required to complete an assessment of basic skills in mathematics, reading and writing. These untimed computerized Accuplacer placement tests are designed to help students gain information about their readiness for college-level work. With the assistance of an academic advisor, students are able to use this information to make decisions about course selections and long-term educational plans.

Under some circumstances students may obtain a waiver from the Accuplacer requirement. Students may request an English placement test waiver by submitting evidence of an SAT Critical Reading Score of 450 or higher; SAT Writing Score of 450 or higher; ACT English test score of 21 or higher; ACT English and ACT Reading combined score of 47 or higher; or, College-level credits in English with a grade of "C" or higher. Students may request a Math placement test waiver by submitting the following evidence to the Admissions Office: SAT Math Score of 500 or higher; ACT Math Score of 18 or higher; or, College-level credits in math with a grade of "C" or better.

MATH

Those taking the Accuplacer placement tests are placed using the following standards for math:

1. MAT 210 or 254: A score of 103 or higher on the College Level Math ("CLM") portion of the Accuplacer placement test.
2. MAT 143, 146, 163 or 186: A score of 40.0 or higher on the CLM portion of the Accuplacer test.
3. MAT 123, 135 or 137: A score of 39.9 or less on the CLM portion and 66.0 or higher on the Algebra portion of the Accuplacer test; or, if only the CLM score exists a score of 39.9 or less.
4. MAT 095 (Developmental): A score of 40.0-69.9 on the Algebra portion of the Accuplacer test. If a CLM score exists, it must be 39.9 or less.
5. MAT 075 (Developmental): A score of 33.1-75 on the Arithmetic portion of the Accuplacer test and if an Algebra score exists it must be less than 40.0

READING AND WRITING

Those taking the Accuplacer test are placed using the following standards for reading and writing:

1. ENG 101: A score of 83.0-120 in both reading and sentence skills.
2. ENG 100 (Developmental): A score of 66.0-82.9 on the reading portion of the Accuplacer test and a score of 71.0-87.9 on the sentence skills portion of the Accuplacer test; or a score of 5.0-8.0 using the Write Placer test.
3. ENG 002 (Developmental): A score of 40.1-65.9 on the reading portion of the Accuplacer test.
4. ENG 012 (Developmental): A score of 70.9 or less on the sentence skills portion of the Accuplacer test.
5. COU 024 (Developmental): A score of 40.0 or less on the reading portion of the Accuplacer test.

ENGLISH AS A SECOND LANGUAGE

Those students taking the Accuplacer placement test with English as a second language are placed as follows:

1. ESL 061 (English as a second language): Reading or sentence skills scores of 40.0 or less; or 85.0 or higher on the LOEP Reading portion of the LOEP test.
2. ESL 060 (English as a second language): LOEP scores of 54.0-84.9 on the reading skills portion and above 50.0 on the sentence meaning portion and above 50.0 on the language usage portion of the LOEP exam.

Once a student's developmental needs are identified upon entering the College, the following course selections are available:

MATH:	MAT 075 MAT 095	Pre-algebra: Number sense and geometry Elementary Algebra Foundations
READING & WRITING:	COU 024 ENG 002 ENG 012 ENG 100	The College Journey Foundations of Reading Foundations of Writing Reading-Writing Connection
ENGLISH AS A SECOND LANG.:	ESL 060 ESL 061	English for Speakers of Other Languages I English for Speakers of Other Languages II

Once a student is placed and begins classes – even if the need arises for a class outside of those labeled as “developmental” – the College maintains a full-time Tutoring Center; and instructors will often provide one-on-one tutoring to students on an as-needed basis.

SPECIAL NOTE: Connecticut lawmakers recently passed legislation that will severely restrict the College's ability to provide on-going developmental education. The exact parameters of the impact of the new law are as yet unknown, but whatever the effects may be they are certain to be significant.

B. Explain the process for determining and awarding advanced placement, if applicable.

Institution Response

Students may undertake a “challenge exam” for any course. This requires the student to successfully pass an exam specifically tailored to test the student’s knowledge of the course’s subject matter. Challenge exams are initiated by the student and are provided only as needed.

Students may utilize their ACT/SAT scores and/or Accuplacer test results to place directly into higher level math courses (meaning higher than MAT 137) as set forth in detail above.

Students may self-identify for participation in the College Honors Program. The program has not been well attended in recent years but efforts are underway in other quarters within the College to revitalize the program.

Qualified students may participate in any of the various honor societies on campus. Of particular note for the business unit are the Phi Theta Kappa (community college equivalent for Phi Beta Kappa) and Kappa Beta Delta (business major honorary).

Students may also petition for credit for previous experience by means of the College’s Assessment of Prior Learning program. Students complete a portfolio which is assessed using criteria from each of the classes for which the student is seeking data. If the criteria are fulfilled the student obtains up to thirty (30) college credit based on their prior experience.

C. Explain the student advisement process, including the use of remedial assessment information.

Institution Response

Staffed with dedicated professionals, the College Counseling Center offers a full range of academic and personal support services. Counselors and staff work in conjunction with faculty to foster student growth and success. Services in the Center help students clarify and establish meaningful academic, career or personal goals and help them build and implement action plans to fulfill their goals. One-on-one support, workshops, assessments, and special groups support students as they sort through competing interests and needs to achieve these goals. Services of the Center focus on:

- Academic advising and counseling
- Career counseling and information
- College transfer
- Employment counseling and resources for full and part-time jobs and internships
- Personal counseling and development
- Referral to community agencies and resources
- Physical, psychological and special learning needs

The Counseling Center is a major resource for new students adjusting to and navigating through college. The Center focuses on academic success and developing the necessary skills and understanding for students to navigate the system effectively. Freshmen Advising Seminars introduce students to the wide array of services provided by the college. The seminar includes interpretation of initial math and verbal placement scores and selection of appropriate courses.

Students are prepared for their first semester at the college and equipped with the knowledge of important tools and tips to be successful.

Further into their tenure, students are supported with ongoing advising regarding the choice of courses or the selection and change of major. Student learning styles are also assessed to understand strengths and needs, and help students improve needed skills. Graduation audits are completed by assigned counselors as students prepare to complete their studies or transfer to another institution. Services of the Center focus on:

- Selecting Courses
- Selecting Advisors
- College transfer
- Changing Majors
- Review of Program of Study (Major)
- Academic Success

Every student pursuing a business program of study – just like every other student at the College – is assigned a full-time faculty advisor. The business unit relies heavily on building relationships with students by means of one-on-one advising not only to assist the student in fulfilling their educational goals, but also as a prime source of feedback on the department's programs and processes as detailed in response to Standard 3 above.

D. Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

Institution Response

Students completing developmental courses have success rates similar to those placing directly into college-level classes:

Course Level	Spr 2009 Success Rate	Fall 2009 Success Rate	Spr 2010 Success Rate	Fall 2010 Success Rate	Spr 2011 Success Rate	Fall 2011 Success Rate
<i>Coll. Math*</i>	52.3%	57.2%	40.4%	50.2%	47.5%	50.3%
<i>Dev. Math#</i>	52.2%	49.3%	53.8%	50.5%	50.6%	45.0%
<i>Coll. English@</i>	50.2%	60.0%	58.7%	59.3%	57.3%	58.2%
<i>Dev. English+</i>	58.6%	65.2%	56.6%	52.2%	47.6%	59.6%

**Defined as students placing directly into MAT 137 upon entry to the college.*

#Defined as students completing MAT 095 before taking MAT 137

@Defined as students placing directly into ENG 101 upon entry to the college.

+Defined as students completing ENG 100 before taking ENG 101

- E. Complete Table 3 – Organizational Performance Results. For each business program report results tracked by the business unit such as enrollment patterns, student retention, graduation rates, student placement, academic success, and/or other characteristics reflecting student performance and degree satisfaction (items suggested herein are intended to be suggestive, not prescriptive, although the business unit should document student performance and degree satisfaction using several key indicators). Results should be illustrated by graphs, tables, or figures. Provide three to five years of trend data —two to four years plus the self-study year. (Candidates with less than three years of data are eligible for accreditation with conditions.)**

InstitutionResponse

Table 3 – Organizational Performance Results

BUSINESS DEPARTMENT

Performance Measure (Competency)	Description Of Measureme nt	Areas of Success	Analysis And Action Taken	Results of Actions Taken	Insert Graph or Chart of Resulting Trends																				
DEPT. GOAL NO. 1: Business Knowledge																									
70% of students will score 70% or better on Sections 2 & 3.	Overall Assessment of Student Learning Survey*	Goal not met	Curriculum is constantly being re-evaluated, updated and revised.	Curriculum changes continue to be made to address this deficiency.	2008-2009 67% 2009-2010 56% 2010-2011 69% 2011-2012 58%																				
Course content will be delivered using best teaching practices. At least 20% of all business courses will be taught online. Approximately 75% of classes will be taught on-ground. Approximately 5% of classes will be taught via internship.	Published Class Schedules	Goal met	No action required.	At least 20% of all business courses are now being taught online. Approximately 75% of all business courses have been taught on-ground. Approximately 5% of classes were taught using internships.	<table><tr><td>Year</td><td>Online</td><td>Grnd.</td><td>Intern.</td></tr><tr><td>08-09</td><td>15%</td><td>75%</td><td>10%</td></tr><tr><td>09-10</td><td>19%</td><td>74%</td><td>7%</td></tr><tr><td>10-11</td><td>20%</td><td>76%</td><td>4%</td></tr><tr><td>11-12</td><td>22%</td><td>70%</td><td>8%</td></tr></table>	Year	Online	Grnd.	Intern.	08-09	15%	75%	10%	09-10	19%	74%	7%	10-11	20%	76%	4%	11-12	22%	70%	8%
Year	Online	Grnd.	Intern.																						
08-09	15%	75%	10%																						
09-10	19%	74%	7%																						
10-11	20%	76%	4%																						
11-12	22%	70%	8%																						
DEPT. GOAL NO. 2 General Education																									
70% of students will score 70% or better on Section 1.	Overall Assessment of Student Learning Survey*	Goals met	No action required.	N/A	2008-2009 75% 2009-2010 75% 2010-2011 92% 2011-2012 72%																				
Approximately one-third of all credit hours in each program of study will cover topics of general education.	Approved Programs of Study	Goal met	No action required.	N/A	2008-2009 100% 2009-2010 100% 2010-2011 100% 2011-2012 100%																				
DEPT. GOAL NO. 3 Affordable Education																									

Reduce educational costs through the availability of scholarships. Business students will be eligible for at least 50% of all available scholarships.	Available scholarships.	Goal met	No action required	N/A	2008-2009 76% 2009-2010 76% 2010-2011 79% 2011-2012 79%
DEPT. GOAL NO. 4 Experienced Faculty					
All full-time faculty will have the at least 2 years teaching and 5 years business experience.	Curriculum Vitae of all full-time faculty	Goal met	No action required	N/A	2008-2009 100% 2009-2010 100% 2010-2011 100% 2011-2012 100%
The majority of full-time faculty will participate in professional development activities.	Activities reported.	Goal met.	No action required.	N/A	2008-2009 >50% 2009-2010 >50% 2010-2011 >50% 2011-2012 >50%
DEPT. GOAL NO. 5 Easy Access					
Students will enjoy easy access to faculty.	*Published office hours, phone and e-mail. *Dept. website. *Avg. class size <30	Goals met	No action required	N/A	Year Pub. Web. Avg. 08-09 100% Yes 16 09-10 100% Yes 23 10-11 100% Yes 18 11-12 100% Yes 20
Students will enjoy easy access to instruction.	*Off-campus class offerings. *Variety of on-campus class offerings.	Goals partially met.	Off-campus offerings have been limited in recent years as the College concentrates on maximizing use of its new campus facilities.	Off-campus offerings are not likely to be offered in the foreseeable future.	Year Day Eve Off 08-09 59% 41% 4% 09-10 58% 42% 0% 10-11 57 % 43 % 0% 11-12 64% 35% 0%
DEPT. GOAL NO. 6 Successful Employment or Transfer					
Successful employment/transfer	Employ/transfer rates *75% employed/ transferred within 6 mos.	Goals not met.	Reliable employment data is not available.	Efforts will continue to identify sources of reliable post-graduation employment data.	Year Transfer Employ. 07-08 n/a 82.4% 08-09 52% N/A% 09-10 42% 71.4% 10-11 61% n/a% 11-12 n/a% n/a%

F. Describe how you routinely provide reliable information to the public on your performance, including student achievement.

Institution Response

Business unit results are routinely made available and reported to college management. In turn, college management reports information to the public and to higher authorities within the Connecticut college and university system. This information is then made available and reported to appropriate appointed and elected governmental officials.

Summary of Standard 4 - Measurement, Analysis, and Knowledge Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 4 - Measurement, Analysis, and Knowledge Management.

Institution Response

Strengths:

- A strong integrated curriculum.
- Strong student relationships.
- A strong and flexible assessment of learning process.
- Strong relationships with area colleges and universities.

Opportunities for Improvement:

- The need to refine data acquisition regarding overall assessment of student learning.
- The need for better post-graduation data regarding transfer and especially employment.
- The need to develop better data-drive decision-making.
- The need to develop more relationships with the local business community.

Table 2 Student Learning Results (Required for each accredited program)

See the tables in response to Section 4.1D above and Appendix A.

STANDARD 5: FACULTY AND STAFF FOCUS

The ability of a business unit to effectively fulfill its mission and meet its objectives is dependent upon the quality, number, and deployment of the faculty and staff. Each business unit: (1) develops and implements policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives, (2) evaluates the faculty based on defined criteria and objectives, (3) provides opportunities for faculty development and ensures scholarly productivity to support department and individual faculty development plans and program objectives; and (4) fosters an atmosphere conducive to teaching and learning.

Criterion 5.1 Human Resource Planning

- A. **Describe the business unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.**

Institution Response

As openings exist in the college, postings of existing openings are listed on the college website, State of CT website and in the local newspapers. Below is the hyperlink to the TRCC jobs postings:

[Jobs at Three Rivers](#)

Minimum State of Connecticut qualifications require a masters degree and three years of teaching experience or its equivalent. The equivalency allows for significant experience in the field or professional certification to replace the education requirement

- B. **Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.**

Institution Response

The process for promotion is prescribed in the union contract

[Collective Bargaining Agreement](#) (See pages 24-27)

Faculty compensation and career progression is determined through state wide negotiations by union and management. See pay grids:

[Salary Grids](#)

Workload assignments are described in the contract

[Collective Bargaining Agreement](#) (See pages 16 – 22)

The interaction between business unit members is both formal and informal. The formal interaction takes place in departmental meetings in a team environment. Interaction of the different disciplines helps guide workload distribution. When a position is open in the business department the College forms a search committee to assist in finding the most highly qualified individual. When a new

faculty is hired all necessary components of salary, compensation, workload and career progression are described and explained by representatives from the Human Resources Department. The Business Department works as a team to mentor new faculty members.

- C. **Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.**

Institution Response

As mentioned above, the cooperative environment in the Business Department fosters teamwork and development in assisting each other professionally. For example, there have been instances over the past few years where faculty have needed to take medical leaves. The Business Department members stepped forward to assist where needed.

- D. **Report evidence of business unit faculty and staff well-being and satisfaction.**

Institution Response

The turnover of faculty in the Business Department has been nonexistent for years. Since the last ACBSP self-study, any turnover of faculty has been the result of retirement (A. Gruber replaced by R. Bennett) or death (M. Hightower whose position remains unfilled).

Criterion 5.2 Faculty Qualifications

Employee qualifications and credentials are a critical foundation for business success. Qualified faculty must teach all class sections taught within the business unit. Faculty qualifications in the business unit are defined as Master's or Doctorate Degree Qualified, Professionally Qualified, or as Exceptions.

Master's or Doctorate Degree Qualified

A Master's or Doctorate Degree Qualified faculty member meets at least one of the following criteria:

1. Doctorate in teaching field— The institution must provide documentation.
2. Juris Doctorate— Qualified to teach law courses. The institution must provide documentation.
3. MBA—The institution must provide documentation. Qualified to teach any introductory or principle level business courses.
4. Master's degree in teaching field— The institution must provide documentation.
5. Related or out-of-field master's or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level – The institution must provide documentation.
6. Related or out-of-field master's or doctorate degree with documentation in two or more of the following areas:
 - a. In-field professional certification (national, regional, or state)—The institution must provide documentation.
 - b. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
 - c. Teaching excellence—The institution must provide documentation.
 - d. In-field research and publication—The institution must provide documentation.
 - e. Relevant additional training equivalent to 18 semester/27 quarter credit hours of CEU's, military training, vendor training, etc.—The institution must provide documentation.

Professionally Qualified

A Professionally Qualified faculty member possesses a bachelor's degree in the teaching field with documentation in two or more of the following areas:

- a. Professional certification (national, regional, or state)—The institution must provide documentation.
- b. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
- c. Teaching excellence—The institution must provide documentation.
- d. In-field research and publication—The institution must provide documentation.
- e. Relevant additional coursework beyond the bachelor's degree equivalent to 18 semester/27 quarter credit hours or equivalent subject matter coursework, CEU's, military training, vendor training, etc.—The institution must provide documentation.

Exceptions

The institution should provide an explanation of qualifications for faculty who do not meet the criteria for Master's or Doctorate Degree Qualified or Professionally Qualified.

Note: Criterion 5.3 provides that at least 90 percent of the faculty FTE should be Master's or Doctorate Degree Qualified or Professionally Qualified, allowing a maximum of 10 percent exceptions.

NOTE: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation which clearly states the qualification.

Complete Table 4 – Faculty Qualifications for the self-study year to provide clear evidence that characteristics of full-time and part-time faculty match program objectives.

- **Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order.**
- **List the major teaching field for each faculty member.**
- **List courses taught during self-study year; do not duplicate if taught both fall and spring semesters.**
- **List the highest qualifying degree earned—state the degree as documented on the transcript, including the major field.**
- **For Professionally Qualified faculty, Exception faculty, and faculty with related or out-of-field master's or doctorate degrees, list ALL professional certifications and supporting areas of documentation beyond the academic credential as defined in Criterion 5.2.**
- **List the ACBSP qualification of each faculty member – Master's/Doctorate Degree, Professional, or Exception.**

Institution
Response

Criterion 5.2 Table 4 Faculty Qualifications

Analysis of Results					
Name	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Braza, Arthur	Accounting	Prin of Accountng I Managerial Accounting Acct Computer Applications I Prin of Cost Accounting	MBA-Accounting		Master's
Bennett, Richard	Business Management	Business Law I Business Law II	J.D.		Doctorate
Clampet, Irene	Marketing	Prin of Marketing Principles of Selling Public Relations Principles of Advertising	MBA-Marketing Mgt.		Master's
Edmondson, Peter	Hospitality Management	Intro to Business Departmental Practicum/Internships Intro to the Hospitality Indus Beverage Management Hosp Customer Relations Hospitality Sales and Mrktng Sanitation & Safety	MA- Hospitality Management		Master's
Flick, Larry	Business Management	Entrepreneurship Intro to Business Prin of Management Human Resources Management	MBA- Operations Research		Master's
Forando, Christopher	Business Management	Organizational Behavior	MS-Org. Mgt Ph.D.-Industrial/Org Psyc		Doctorate
Giroux, Armand	Marketing	Prin of Marketing	MBA-Management		Master's
Gladue, Betti Jo	Business Management	Business Software Applications Business Communication	MS-Org. Mgt		Master's
Harding, Gary Kent	Business Management	Prin of Management Operations Management Quantitative Business Analysis	MBA-Manufacturing/Finance		Master's
Lamb, Theresa	Business Management	Business Communication	MBA		Master's
Miguel, David	Hospitality Management	Basic Food Preparation Advanced Food Preparation	AOS	See Attached Exceptions	Exception

Criterion 5.2 Table 4 Faculty Qualifications

Analysis of Results					
Name	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Muenzner, Edwin	Accounting	Prin of Accountng I Prin of Accountng II Interm Accounting I	MSAT-Accounting/Tax	CPA	Master's
Pascal, Richard	Accounting	Prin of Accountng I Prin of Cost Accounting	J.D.	CPA	Doctorate
Patrick, Walter	Business Management	Intro to Business Small Business Management	M.S. Industrial Relations		Master's
Pelliccio, Joseph	Accounting	Federal Taxes I	J.D.		Doctorate
Ross, Camilla	Accounting	Personal Finance Basic Accounting Prin of Finance	MBA-Finance		Master's
Simpson, Brian	Accounting	Personal Finance	MA-Economics	CFP/CLU/CPCU	Professionally Qualified
Summa, Louise	Business Management	Organizational Behavior	M.B.A.-Business Admin.		Master's
Tobias, Gary	Marketing	Prin of Customer Service	A.S.	See Attached Exceptions	Exception
Toner, James	Business Management	Prin of Management	Master's out of field	See Attached Exceptions	Exception

Criterion 5.2 Table 4 Faculty Qualifications Exceptions

Name	Teaching Field	Justification for Exception
Miguel, David	Hospitality Management/ Restaurant Option	<p>This program is of such a specialized nature that faculty meeting Standard 6, Faculty Qualifications, are not readily available. David's extensive work related experience is an acceptable substitute for adjunct faculty in this specialized field.</p> <p>Minimum State of Connecticut qualifications require a Masters Degree and three years of teaching experience or its equivalent. The equivalency allows for significant experience in the field or professional certification to replace the education requirement.</p>
Tobias, Gary	Marketing Program Customer Service	<p>This course is of such a specialized nature that faculty meeting Standard 6, Faculty Qualifications, are not readily available. Gary's extensive work related experience in this field, is an acceptable substitute for adjunct faculty in this specialized field. He has prior teaching experience and a Marketing degree at the Associate's level.</p> <p>Minimum State of Connecticut qualifications require a Masters Degree and three years of teaching experience or its equivalent. The equivalency allows for significant experience in the field or professional certification to replace the education requirement.</p>
Toner, James	Business Management	<p>Professor Tiner was hired ass an adjunct for his years of experience in the field and his business relationships with S.C.O.R.E</p> <p>James' extensive work experience in the field, is an acceptable substitute for adjunct faculty.</p> <p>Minimum State of Connecticut qualifications require a Masters Degree and three years of teaching experience or its equivalent. The equivalency allows for significant experience in the field or professional certification to replace the education requirement.</p>

Criterion 5.3 Faculty Composition

In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master's or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master's or Doctorate Degree Qualified or be Professionally Qualified.

Full-time equivalent (FTE) faculty members are typically measured by dividing workload during the academic year by the definition of full-time load in credit and/or contact hours. Calculation considerations:

- Semester system: one full-time faculty member teaching 30 semester credit hours in the academic year typically equals 1.00 FTE faculty. (A part-time faculty member teaching 6 semester hours equals .20 FTE faculty).
- Quarter system: one full-time faculty member teaching 45 quarter credit hours in the academic year typically equals 1.00 FTE faculty. (One part-time faculty member teaching 18 quarter credit hours equals .40 FTE faculty).

- A. Explain the business unit's method of calculating FTE teaching loads for full-time and part-time instructors.

Institution Response

Semester system: one full-time faculty member teaching 24 semester credit hours in the academic year typically equals 1.00 FTE faculty. (A part-time faculty member teaching 6 semester hours equals .25 FTE faculty). FTE faculty are required 6 credit hours of additional responsibilities.

- B. Complete Table 5 – FTE and Faculty Composition. List all full-time and part-time faculty members for the self-study year in alphabetic order.

Institution Response

See Table 5 below.

- C. Report the following:

Institution Response

94 % Masters/Doctorate qualified
1 % Professionally Qualified
5 % Exceptions

- D. If exceptions exceed 10%, provide a detailed plan to improve and meet Criterion 5.A.2.

Institution Response

Exceptions do not exceed 10%.

Table 5 - FTE and Faculty Composition

Analysis of Results					
Name	ACBSP Qualification	Credit Hours Taught	Masters/Doctorate FTE	Professional FTE	Exceptions FTE
Braza, Arthur	Master's	38	1.58		
Bennett, Richard	Doctorate	24	1.00		
Clampet, Irene	Master's	27	1.13		
Edmondson, Peter	Master's	25	1.04		
Flick, Larry	Master's	24	1.00		
Forando, Christopher	Doctorate	6	0.25		
Giroux, Armand	Master's	3	0.13		
Gladue, Betti Jo	Master's	27	1.13		
Harding, Gary Kent	Master's	15	0.63		
Lamb, Theresa	Master's	3	0.13		
Miguel, David	Exception	8			0.33
Muenzner, Edwin	Master's	38	1.58		
Pascal, Richard	Doctorate	8	0.33		
Patrick, Walter	Master's	6	0.25		
Pelliccio, Joseph	Doctorate	3	0.13		
Ross, Camilla	Master's	12	0.50		
Simpson, Brian	Professionally Qualified	3		0.13	
Summa, Louise	Master's	3	0.13		
Tobias, Gary	Exception	3			0.13
Toner, James	Exception	3			0.13
Totals		279	10.92	0.13	0.58

Qualification	Total Hours Taught During Self-Study Year	FTE Teaching Load (Based on 24 cr. Hrs.)	Percent of Total Hours Taught		
Master's/Doctorate	262.00	10.92	94%		
Professional	3.00	0.13	1%		
Exception	14.00	0.58	5%		
Totals	279.00	11.63	100%		

Criterion 5.4 Faculty Deployment

Each school or program must have a minimum of one (1) full-time, professionally-qualified faculty member in each program in which a business degree is offered.

- A. For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in such a way that every student attending classes regardless of delivery method (on- or off-campus, day or night, online, etc.) has an opportunity to receive instruction from full-time faculty.**

Institution Response

Students have the opportunity to receive instruction from at least one full-time business faculty member across all disciplines and delivery methods. See the chart below.

Criterion 5.4 Deployment Full-Time

Name	Major Teaching Discipline	Course Number	Course Title	Number of Sections	On Campus Day	Evening	Off Campus Day	Evening	Distance Learning
Braza, Arthur	Accounting	ACC111	Prin of Accountng I	4	2				2
		ACC118	Managerial Accounting	3	2				1
		ACC125	Acct Computer Applications I	2					2
		ACC233	Prin of Cost Accounting	1					1
Bennett, Richard	Business Administration	BBG231	Business Law I	5	4	1			
		BBG232	Business Law II	3	2	1			
Clampet, Irene	Marketing	BMK201	Prin of Marketing	6	4				2
		BMK106	Principles of Selling	1	1				
		BMK235	Public Relations	1					1
		BMK241	Principles of Advertising	1	1				
Edmondson, Peter	Hospitality	***	Departmental Practicum	2	2				
		BBG101	Intro to Business	1		1			
		HSP100	Intro to the Hospitality Indus	1	1				
		HSP108	Sanitation & Safety	1	1				
		HSP117	Beverage Management	1	1				
		HSP134	Hosp Customer Relations	1		1			
		HSP245	Hospitality Sales and Mrktng	1	1				
Flick, Larry	Business Administration	BBG101	Intro to Business	2	1				1
		BMG202	Prin of Management	3	1				2
		BMG220	Human Resources Management	2	1				1
		BES218	Entrepreneurship	1					1
Gladue, Betti Jo	Business Administration	BBG115	Business Software Applications	7	5	2			
		BBG220	Business Communication	2		2			
Harding, Gary Kent	Business Administration	BMG202	Prin of Management	2	2				
		BMG205	Quantitative Business Analysis	2	2				
		BMG218	Operations Management	1		1			
Muenzner, Edwin	Accounting	ACC111	Prin of Accountng I	4	1	2			1
		ACC112	Prin of Accountng II	4	1	1			2
		ACC271	Intermediate Accounting I	2		2			

Deployment Part-Time

Name	Major Teaching Discipline	Course Number	Course Title	Number of Sections	On Campus Day	Evening	Off Campus Day	Evening	Distance Learning
Forando, Christopher	Business Administration	BMG210	Organizational Behavior	2		2			
Giroux, Armand	Marketing	BMK201	Prin of Marketing	1		1			
Lamb, Theresa	Business Administration	BBG210	Business Communication	1	1				
Miguel, David	Hospitality	HSP111	Basic Food Preparation	1	1				
		HSP112	Advanced Food Preparation	1	1				
Pascal, Richard	Accounting	ACC111	Prin of Accountng I	1		1			
		ACC118	Prin of Cost Accounting	1		1			
Patrick, Walter	Business Administration	BBG101	Intro to Business	1	1				
		BES118	Small Business Management	1	1				
Pelliccio, Joseph	Accounting	ACC241	Federal Taxes I	1		1			
Ross, Camilla	Accounting	BFN110	Personal Finance	1					1
		BFN201	Prin of Finance	2					2
		ACC100	Basic Accounting	1	1				
Scrivano, Nancy	Business Office Technology	BOT180	Medical Terminology	1		1			
Simpson, Brian	Accounting	BFN110	Personal Finance	1		1			
Snayd, Judith	Business Office Technology	BOT180	Medical Terminology	1	1				
Summa, Louise	Business Administration	BMG210	Organizational Behavior	1	1				
Tobias, Gary	Marketing	BMK123	Prin of Customer Service	1	1				
Toner, James	Business Administration	BMG202	Prin of Management	1		1			

B. For any program not meeting this criterion, provide a detailed plan to improve and meet the criterion.

Institution Response

All programs meet the criterion.

Criterion 5.5 Faculty Load

Excellent teaching requires that a full-time faculty member should not be expected to have teaching, committee, advising, or other assignments which exceed a normal workweek as defined by the institution. Faculty workloads tend to vary among institutions according to actions of state legislatures, trustees, and administrative policies. However, an appropriate faculty workload is critical to an institution's ability to provide an effective and positive education. Limits of normal teaching responsibilities should be considered with respect to:

- The number of course preparations
- Administrative or coordination assignments
- Student advising and/or counseling activities
- Institutional and community program service activities
- Business and industry interaction
- Scholarly activities
- Curriculum development activities
- Instructional technology efforts

A. Describe the business unit's faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors.

Institution Response

The program coordinators of each discipline discuss the schedule and workload with each constituent. The program coordinators submit the schedule to the department chair. The department chair coordinates the schedules with the academic deans office. The program coordinators are responsible for reviewing the schedule for course conflicts and for any other revisions. The contract describes the workload for full and part-time faculty.

[Collective Bargaining Agreement](#) (See pages 16 – 22)

FTE Faculty Load Full-Time		
Name	Total Hours (Credit/Contact) Taught Per Academic Year	FTE Teaching Load Per Academic Year
Braza, Arthur	38	1.58
Bennett, Richard	24	1.00
Clampet, Irene	27	1.13
Edmondson, Peter	25	1.04
Flick, Larry	24	1.00
Gladue, Betti Jo	27	1.13
Harding, Gary Kent	15	0.63
Muenzner, Edwin	38	1.58
FTE Faculty Load Part-Time		
Name	Total Hours (Credit/Contact) Taught Per Academic Year	FTE Teaching Load Per Academic Year
Forando, Christopher	6	0.25
Giroux, Armand	3	0.13
Lamb, Theresa	3	0.13
Miguel, David	8	0.33
Pascal, Richard	6	0.25
Patrick, Walter	6	0.25
Pelliccio, Joseph	3	0.13
Ross, Camilla	12	0.50
Scrivano, Nancy	3	0.13
Simpson, Brian	3	0.13
Snayd, Judith	3	0.13
Summa, Louise	3	0.13
Tobias, Gary	3	0.13
Toner, James	3	0.13

- B. For the self-study year, explain the circumstances for any faculty member exceeding the institution's maximum teaching load.**

Institution Response

For the self-study year, faculty members exceeding the institution's maximum teaching load did so as paid overload.

Criterion 5.6 Faculty Evaluation

Each institution must have a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion. Any special criteria for the evaluation of faculty who utilize alternative methods of instructional delivery must be included and described in detail.

- A. Describe the formal system of faculty evaluation used by the business unit for full-time and part-time faculty.**

Institution Response

See the [Collective Bargaining Agreement](#) (See pages 23 and 24)

- B. Describe how the results of the evaluation are shared with the faculty member.**

Institution Response

In the case of every evaluation of a professional staff member, there shall be provided the opportunity to meet and discuss the evaluation with the evaluator, prior to its submission elsewhere.

- C. Describe how the faculty evaluation is used in making decisions.**

Institution Response

The information is used in promotion, tenure and in years 1 – 5 reappointment.

[Collective Bargaining Agreement](#) (See pages 12 – 16, 24 – 31)

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

The business unit provides opportunity for faculty and staff development consistent with faculty, staff, and institutional expectations. All faculty members should be involved in activities that enhance the depth, scope, and currency of their knowledge related to their discipline and instructional effectiveness. The business unit should demonstrate balanced participation of scholarly and professional activities by all faculty. Scholarly and professional development activities may include:

- Graduate courses
 - Special awards and recognition
 - Conferences, workshops, in-service (attendance, etc.)
 - Community (service activities, presentations, committee work, etc.)
 - Presentations
 - Committees (college-related)
 - Business and Industry (guest speakers, internships, partnerships, etc.)
 - Instructional (develop or update curriculum, learn new skill/technique, accreditation, etc.)
 - Multicultural and Diversity Initiatives (note on-campus or off-campus)
 - Memberships (boards, commissions, etc.)
 - Research and Publication
 - Grants (list the awarding agency and funded allocations)
 - Continuing Education (classes, seminars, certification, etc.)
 - Other
- A. Describe the business unit's faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff.

Institution Response

See the [Collective Bargaining Agreement](#) (See Pages 34 – 42)

- B. Report the participation of business unit faculty and staff in professional development and scholarly activities. Provide three years of data —two years plus self-study year.

Institution Response

A tleast once each semester, the school provides mandatory professional days as an opportunity for professional development for each instructor. Through additional responsibilities, faculty have the opportunity to join committees and assist with various scholarly projects. Also, as provided in the vitae, faculty participate in professional development outside the school as professionals in the field.

- C. Provide examples of how the professional development and scholarly activities of the business unit have supported the achievement of the business unit's mission, including building faculty and staff knowledge, skills, and capabilities that contribute to high performance.**

Institution Response

The goals and mission of the business unit are congruent with the those of the college, but with a focus on business. Business unit would like to viewed as a "partner" with the business community. As a result, we have formed partnerships with various small business organizations such as SCORE, CAAS, and the Community Economic Development Fund. Our faculty provide teaching assistance and counseling for small business owners through these organizations. Through our involvement with small businesses in the local community, we are able to cascade the needs of the business owners to our students "real time."

Criterion 5.8 Faculty Instructional Development

The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.

- A. Describe the instructional developmental opportunities for business unit faculty to:**
- 1. Improve teaching skills which may include mentoring, orientations, in-service programs, and other activities.**

Institution Response

Developmental opportunities are handled largely at the College level. All college faculty are required to attend a Professional Day at the start of each of the two semesters each academic year. In addition, there is often a statewide Professional Day faculty may attend. In addition, there are numerous in-house seminars and other development opportunities available throughout the College during the academic year. Such opportunities run the spectrum from brown-bag lunch seminars to formalized presentations by hired outside experts. In addition, as faculty become aware of opportunities outside the College, they are encouraged to attend with the cost of attendance and related expenses borne by the College as warranted.

- 2. Acquire skills in the use of alternative methods of instructional delivery.**

Institution Response

There has been growth of classes available online. The college provides and requires Blackboard training for those faculty who teach online.

- B. Describe the instructional development opportunities for business unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the business unit have supported the achievement of the business unit's mission, including building faculty knowledge, skills, and capabilities that contribute to high performance.**

Institution Response

Instructional development is obtained inside and outside the institution. Many faculty are effectively connected to the business world as professionals in the field or through teaching and counseling business owners. The faculty have to be trained in their area of specialty in order to successfully, on a regular basis, provide assistance and problem solving to the business world. The examples of the problems and solutions are shared in the classroom and integrated with the curriculum.

Criterion 5.9 Faculty Operational Policies, Procedures, and Practices

Each institution should develop and use a written system of procedures, policies, and practices for the management and professional growth of faculty members. Written information should be available to faculty members concerning the system. These procedures, policies, and practices normally include:

- Faculty development
- Tenure and promotion policies
- Evaluation procedures and criteria
- Workload policies
- Service policies
- Professional expectations
- Scholarly expectations
- Termination policies

- A. Explain how the business unit faculty and staff access the operational policies and procedures manual.**

Institution Response

Operational policies and procedures are explained in the faculty manual and union contract.

http://www.trcc.commnet.edu/div_academics/admin/handbook/full%20faculty%20handbook.pdf

[4Cs Contract](#)

- B. Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room. (Do not include in the self-study.)**

Institution Response

http://www.trcc.commnet.edu/div_academics/admin/handbook/full%20faculty%20handbook.pdf

Summary of Standard 5 – Faculty and Staff Focus

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 5 - Faculty and Staff Focus.

Institution Response

Strengths and Opportunities

The business unit is a group of highly talented individuals with many years of experience. The relationship and communication between the full and part-time faculty is strong. There is a high level of respect between the faculty and between the students and faculty. The business unit works together as a team.

Opportunities

The business unit has been operating without a full-time tenured track position in Accounting for approximately two years. The position has been filled by a temporary assignment and has been renewed on a year to year basis. Due to budget constraints, the institution has not yet filled the position as a full-time tenure track position.

STANDARD 6: PROCESS MANAGEMENT

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of a global society. The institution must also provide adequate support services and resources to facilitate student success. All business graduates are expected to be competent in the following:

- Knowledge of essential elements and operations of a business
- Knowledge of business ethics
- Computer literacy
- Global business awareness
- Critical thinking and research skills

Business programs require at least the following: 25 percent professional component, 25 percent general education component, and 25 percent business major component (courses for the associate degree beyond the professional component devoted appropriately to the student's area of concentration). For transfer degree programs with documented justification, the business major component and/or the professional component may be satisfied by non-business courses.

Criterion 6. 1 Curriculum

- A. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.**

Institution Response

The process begins with a needs assessment conducted by a department faculty member. The proposal is then presented to the department at a department meeting and subsequently voted on. All academic programs offered by the College and courses must be approved by the College's Curriculum Committee, which is chaired by the Academic Dean and includes representation from each academic department, the Department of Continuing Education, the Library, Tutoring and Academic Success Center, and Student Services. The Curriculum Committee ensures that every course or program proposal is consistent with the academic mission of the College, includes program outcomes, and is congruent with College policies, resources, and student needs.

Proposals for new academic programs or substantive changes in existing academic programs must also be approved by the Business Department, Curriculum Committee, Academic Dean and President. The proposal is then reviewed by the Community College Board of Trustees (recently changed to the Board of Regents), and, in some cases, the Connecticut Department of Higher Education. Requirements established by both external units are available in print or via website.

- B. Describe how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.**

Institution Response

The Business department ratio of full-time to part-time sections averages 85.4% of the business sections being taught by full-time professors. This exceeds all applicable requirements and serves to ensure consistency.

Regarding comparable quality and consistency, course outlines, textbook selection, outcomes and objectives are shared by classes taught by adjuncts as well as full-time faculty. Both full-time faculty and adjuncts are required to submit their syllabi to the Academic Dean at the beginning of each semester and they are posted on the TRCC Intranet. These processes serve to help keep Program Coordinators informed and assist them in keeping a watchful eye on adjunct faculty to maintain quality and consistency. In addition, efforts are made whereby Program Co-ordinators periodically review the performance of adjunct faculty performance. These efforts include, in part, actual classroom observation as well as in-depth discussion with the adjunct faculty member.

[Three Rivers Intranet Shared Folders \(College Intranet Link\)](#)

Criterion 6.2 Professional Component

At least 25 percent of the business curriculum must consist of a professional component including four of the following areas of study:

- A. Accounting
- B. Computer information applications
- C. Quantitative methods of analysis
- D. Principles of economics
- E. Business in society - the international environment, legal/political environment, and ethical business behavior
- F. Marketing
- G. Entrepreneurship/free enterprise
- H. Finance
- I. Management

Specific courses are not mandated and equal time is not expected to be allocated to each area. Courses taught outside of the business unit may be used to fulfill the professional component. It is the responsibility of the business faculty to monitor such courses to ensure that they provide the competencies implicit in the professional component.

Courses that satisfy the professional component cannot be used to satisfy the general education component or the business major component.

- A. Complete the Professional Component portion of Table 6 Curriculum Summary for each program.

Institution Response

See the completed Table 6 below.

- B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

Institution Response

The 25% standard is being uniformly met.

Criterion 6.3 - General Education Component

The general education component must include at least 25 percent of the credits required for the associate degree and must consist of courses which contribute to the following educational goals: (Note: All ten areas do not have to be included.)

- 1. Written, interpretive, and oral facility with the English language
- 2. An historical perspective
- 3. An understanding of the role of the humanities in human experience
- 4. A personal ethical foundation
- 5. An understanding of social institutions and the obligations of citizenship
- 6. Knowledge of science or mathematics and its applications
- 7. An understanding of contemporary technology
- 8. An understanding of the principles as well as the investigative strategies of the social sciences
- 9. An appreciation of the fine and performing arts
- 10. A global perspective

The content of general education courses may include more than one of the foundation objectives listed above. Some business courses, if conceived and taught in relation to the institution's definition of general education, may be used to satisfy the general education component.

Courses that satisfy the general education component cannot be used to satisfy the professional component or the business major component.

- A. Complete the General Education Component portion of Table 6 Curriculum Summary for each program.

Institution Response

See the completed Table 6 below.

- B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

Institutional Response

The 25% standard is being uniformly met.

Criterion 6.4 - Business Major Component

At least 25 percent of the associate degree or associate of applied science degree must be devoted to courses appropriate to the student's business major beyond the professional component.

Programs that lead to an associate degree in business should be able to demonstrate that the programs include appropriate courses to prepare students for transfer or employment. Institutions offering degrees in business should have content-specific courses that build upon the professional component, have appropriate prerequisite courses, and offer students opportunities to expand knowledge in the major area of study. The curricular goals of each program/option should be reflected in the sequential arrangement of courses and the learning experiences provided to develop the competencies essential to practice in the areas of study.

A specialized business major should provide the following:

- Areas of specialization that build and/or organize knowledge dealing with specific aspects of business and its environment with interactions between these elements
- The ability to increase knowledge, understanding, and skills in prerequisite and concurrent courses and to integrate and apply these gains to subsequent business courses in the major
- The depth and breadth of knowledge, understanding, and skills in the content area of specialization beyond that which is in the professional component
- Application of knowledge that is utilized by internships, field experiences and cooperative education, simulations, and/or similar activities which enhance the professional education experience

Courses that satisfy the business major component cannot be used to satisfy the professional component or the general education component.

- A. Complete the Business Major Component portion of Table 6 Curriculum Summary for each program.**

Institution Response

See the completed Table 6 below.

- B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.**

Institutional Response

The 25% standard is being uniformly met.

Table 6 Curriculum Summary

Name of Major/Program: **Accounting Career**

Total Number of Hours for Degree: 63-64

List courses appropriate for each area:

A) Professional Component:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>
Principles of Accounting I	A.	4
Principles of Finance or Personal Finance	H.	3
Microeconomics	D.	3
Principles of Management	I.	3
Principles of Marketing	F.	3
Math Electives	C.	3
Area total credit hours		19
<u>30.2%</u> of total program hours		

B) General Education:

<u>Course Title</u>	<u>Educational Goal Area</u>	<u>Credits</u>
Composition	1	3
Public Speaking	1	3
Fine Arts Elective	9	3
Natural Science Elective (if with Lab 4 cr)	6	3
Business Software Applications	7	3
First Year Experience or Social Science Elective	8	3
Area total credit hours		18
<u>28.6%</u> of total program hours		

C) Business Major:

<u>Course Title</u>	<u>Credits</u>
Principles of Accounting II	4
Principles of Cost Accounting	4
Intermediate Accounting I	3
Accounting Computer Applications	3
Federal Taxes	3
Business Law I	3
Business Law II	3
Practicum or Business Elective (ACC,BBG,BFN,BMG,BMK,HSP)	3
Area total credit hours	<u>26</u>
<u>41.3%</u> of total program hours	
Total Program Hours	<u>63 or 64</u>

Table 6 Curriculum Summary

Name of Major/Program: **Accounting Transfer**

Total Number of Hours for Degree: 64

List courses appropriate for each area:

A) Professional Component:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>
Principles of Accounting I	A.	4
Macroeconomics	D.	3
Principles of Management	I.	3
Principles of Marketing	F.	3
Quantative Business Analysis	C.	3
Math Electives	C.	3
Area total credit hours		19
		<u>29.7%</u> of total program hours

B) General Education:

<u>Course Title</u>	<u>Educational Goal Area</u>	<u>Credits</u>
Composition	1	3
Literature & Composition	1	3
Fine Arts Elective	9	3
Natural Science with Lab	6	4
Business Software Applications	7	3
First Year Experience or Social Science Elective	8	3
Area total credit hours		19
		<u>29.7%</u> of total program hours

C) Business Major:

<u>Course Title</u>	<u>Credits</u>
Principles of Accounting II	4
Principles of Cost Accounting	4
Intermediate Accounting I	3
Business Communication	3
Business Law I	3
Business Law II	3
Principles of Finance	3
Organizational Behavior	3
Area total credit hours	<u>26</u>
<u>40.6%</u> of total program hours	
Total Program Hours	<u>64</u>

Table 6 Curriculum Summary

Name of Major/Program: **Business Administration Management/Career**

Total Number of Hours for Degree: 62-63

List courses appropriate for each area:

A) Professional Component:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>
Principles of Accounting I	A.	4
Macroeconomics	D.	3
Principles of Management	I.	3
Principles of Marketing	F.	3
Business Software Applications	B.	3
Math Electives	C.	3
Area total credit hours		19
		<u>30.6%</u> of total program hours

B) General Education:

<u>Course Title</u>	<u>Educational Goal Area</u>	<u>Credits</u>
Composition	1	3
Public Speaking	1	3
Business Communication	1	3
First Year Experience or Social Science Elective	8	3
Fine Arts Elective	9	3
Natural Science Elective (with Lab 4 cr)	6	3 or 4
Area total credit hours		18
		<u>29.0%</u> of total program hours

C) Business Major:

<u>Course Title</u>	<u>Credits</u>
Managerial Accounting	4
Business Law I	3
Business Law II	3
Practicum or Business Elective (ACC,BBG,BFN,BMG,BMK,HSP)	3
Quantative Business Analysis	3
Operations Management	3
Human Resources Management	3
Organizational Behavior	3
Area total credit hours	<u>25</u>
<u>40.3%</u> of total program hours	
Total Program Hours	<u>62 or 63</u>

Table 6 Curriculum Summary

Name of Major/Program: **Business Administration/Transfer**

Total Number of Hours for Degree: 63

List courses appropriate for each area:

A) Professional Component:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>	
Principles of Accounting I	A.	4	
Microeconomics	D.	3	
Principles of Management	I.	3	
Principles of Marketing	F.	3	
Business Software Applications	B.	3	
Math Electives	C.	3	
	Area total credit hours	19	
	<u>30.2%</u> of total program hours		

B) General Education:

<u>Course Title</u>	<u>Educational Goal Area</u>	<u>Credits</u>	
Composition	1	3	
Literature and Composition	1	3	
Business Communication	1	3	
First Year Experience or Social Science Elective	8	3	
Fine Arts Elective	9	3	
Natural Science Elective with Lab	6	4	
	Area total credit hours	19	
	<u>30.2%</u> of total program hours		

C) Business Major:

<u>Course Title</u>	<u>Credits</u>	
Managerial Accounting	4	
Business Law I	3	
Business Law II	3	
Principles of Finance	3	
Quantative Business Analysis	3	
Operations Management	3	
Human Resources Management	3	
Organizational Behavior	3	
	Area total credit hours	25
	<u>39.7%</u> of total program hours	
	Total Program Hours	<u>63</u>

Table 6 Curriculum Summary

Name of Major/Program: **Business Information Systems**

Total Number of Hours for Degree: 61

List courses appropriate for each area:

A) Professional Component:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>	
Principles of Accounting I	A.	4	
Macroeconomics	D.	3	
Introduction to Programming	B.	4	
Introduction to Visual Basic	B.	4	
Advanced Applications	B.	3	
Principles of Management	I.	3	
Math Electives	C.	3	
	Area total credit hours	24	
	<u>39.3%</u> of total program hours		

B) General Education:

<u>Course Title</u>	<u>Educational Goal Area</u>	<u>Credits</u>	
Composition	1	3	
Literature and Composition	1	3	
Business Communication	1	3	
First Year Experience or Social Science Elective	8	3	
Fine Arts Elective	9	3	
Natural Science Elective with Lab	6	4	
	Area total credit hours	19	
	<u>31.1%</u> of total program hours		

C) Business Major:

<u>Course Title</u>	<u>Credits</u>	
Business Law I	3	
Principles of Finance	3	
Principles of Marketing	3	
Business Software Applications	3	
Quantative Business Analysis	3	
Organizational Behavior	3	
	Area total credit hours	18
	<u>29.5%</u> of total program hours	
	Total Program Hours	<u>61</u>

Table 6 Curriculum Summary

Name of Major/Program: **Finance and Banking**

Total Number of Hours for Degree: 62-63

List courses appropriate for each area:

A) Professional Component:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>
Principles of Accounting I	A.	4
Microeconomics	D.	3
Macroeconomics	D.	3
Principles of Management	I.	3
Principles of Marketing	F.	3
Business Software Applications	B.	3
Math Electives	C.	3
Area total credit hours		22
<u>35.5%</u> of total program hours		

B) General Education:

<u>Course Title</u>	<u>Educational Goal Area</u>	<u>Credits</u>
Composition	1	3
Public Speaking	1	3
Business Communication	1	3
First Year Experience or Social Science Elective	8	3
Fine Arts Elective	9	3
Natural Science Elective (with Lab 4 cr)	6	3 or 4
Area total credit hours		18
<u>29.0%</u> of total program hours		

C) Business Major:

<u>Course Title</u>	<u>Credits</u>
Managerial Accounting	4
Business Law I	3
Business Law II	3
Practicum or Business Elective (ACC,BBG,BFN,BMG,BMK,HSP)	3
Personal Finance	3
Principles of Finance	3
Money & Banking	3
Area total credit hours	<u>22</u>
<u>35.5%</u> of total program hours	
Total Program Hours	<u>62 or 63</u>

Table 6 Curriculum Summary

Name of Major/Program: **Hospitality Management Casino Management Option**

Total Number of Hours for Degree: 63-64

List courses appropriate for each area:

A) Professional Component:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>
Principles of Accounting I	A.	4
Macroeconomics	D.	3
Principles of Management	I.	3
Principles of Marketing	F.	3
Business Software Applications	B.	3
Math Electives	C.	3
Area total credit hours		19
<u>30.2%</u> of total program hours		

B) General Education:

<u>Course Title</u>	<u>Educational Goal Area</u>	<u>Credits</u>
Composition	1	3
Business Communication	1	3
Public Speaking	1	3
First Year Experience or Social Science Elective	8	3
Fine Arts Elective	9	3
Natural Science Elective (with Lab 4 credits)	6	3 or 4
Area total credit hours		18
<u>28.6%</u> of total program hours		

C) Business Major:

<u>Course Title</u>	<u>Credits</u>
Business Law I	3
Introduction to the Hospitality Industry	3
Sanitation & Safety	3
Basic Food Preparation	4
Beverage Management	3
Hospitality Customer Relations	3
Introduction to Casino Management	4
Business Capstone or Cooperative Education	3
Area total credit hours	<u>26</u>
<u>41.3%</u> of total program hours	
Total Program Hours	<u>63 or 64</u>

Table 6 Curriculum Summary

Name of Major/Program: **Hospitality Management Hotel Management Option**

Total Number of Hours for Degree: 63-64

List courses appropriate for each area:

A) Professional Component:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>
Principles of Accounting I	A.	4
Macroeconomics	D.	3
Principles of Management	I.	3
Principles of Marketing	F.	3
Business Software Applications	B.	3
Math Electives	C.	3
Area total credit hours		19
<u>30.2%</u> of total program hours		

B) General Education:

<u>Course Title</u>	<u>Educational Goal Area</u>	<u>Credits</u>
Composition	1	3
Business Communication	1	3
Public Speaking	1	3
First Year Experience or Social Science Elective	8	3
Fine Arts Elective	9	3
Natural Science Elective (with Lab 4 credits)	6	3 or 4
Area total credit hours		18
<u>28.6%</u> of total program hours		

C) Business Major:

<u>Course Title</u>	<u>Credits</u>
Business Law I	3
Introduction to the Hospitality Industry	3
Sanitation & Safety	3
Basic Food Preparation	4
Beverage Management	3
Hospitality Customer Relations	3
Hospitality Sales and Marketing	4
Business Capstone or Cooperative Education	3
Area total credit hours	<u>26</u>
<u>41.3%</u> of total program hours	
Total Program Hours	<u>63 or 64</u>

Table 6 Curriculum Summary

Name of Major/Program: **Hospitality Management Restaurant Management Option**

Total Number of Hours for Degree: 63-64

List courses appropriate for each area:

A) Professional Component:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>
Principles of Accounting I	A.	4
Macroeconomics	D.	3
Principles of Management	I.	3
Principles of Marketing	F.	3
Business Software Applications	B.	3
Math Electives	C.	3
Area total credit hours		19
<u>30.2%</u> of total program hours		

B) General Education:

<u>Course Title</u>	<u>Educational Goal Area</u>	<u>Credits</u>
Composition	1	3
Business Communication	1	3
Public Speaking	1	3
First Year Experience or Social Science Elective	8	3
Fine Arts Elective	9	3
Natural Science Elective (with Lab 4 credits)	6	3 or 4
Area total credit hours		18
<u>28.6%</u> of total program hours		

C) Business Major:

<u>Course Title</u>	<u>Credits</u>
Business Law I	3
Introduction to the Hospitality Industry	3
Sanitation & Safety	3
Basic Food Preparation	4
Beverage Management	3
Hospitality Customer Relations	3
Advanced Food Preparation	4
Business Capstone or Cooperative Education	3
Area total credit hours	<u>26</u>
<u>41.3%</u> of total program hours	
Total Program Hours	<u>63 or 64</u>

Table 6 Curriculum Summary

Name of Major/Program: **Marketing Career**

Total Number of Hours for Degree: 62-63

List courses appropriate for each area:

A) Professional Component:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>
Principles of Accounting I	A.	4
Macroeconomics	D.	3
Principles of Management	I.	3
Principles of Marketing	F.	3
Business Software Applications	B.	3
Math Electives	C.	3
Area total credit hours		19
		<u>30.6%</u> of total program hours

B) General Education:

<u>Course Title</u>	<u>Educational Goal Area</u>	<u>Credits</u>
Composition	1	3
Business Communication	1	3
Public Speaking	1	3
First Year Experience or Social Science Elective	8	3
Fine Arts Elective	9	3
Natural Science Elective (with Lab 4 credits)	6	3
Area total credit hours		18
		<u>29.0%</u> of total program hours

C) Business Major:

<u>Course Title</u>	<u>Credits</u>
Managerial Accounting	4
Business Law I	3
Business Law II	3
Marketing Elective	9
Publication Design	3
Practicum or Business Elective (ACC,BBG,BFN,BMG,BMK,HSP)	3
Area total credit hours	<u>25</u>
<u>40.3%</u> of total program hours	
Total Program Hours	62 or 63

Table 6 Curriculum Summary

Name of Major/Program: **Marketing Transfer**

Total Number of Hours for Degree: 63

List courses appropriate for each area:

A) Professional Component:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>
Principles of Accounting I	A.	4
Macroeconomics	D.	3
Principles of Management	I.	3
Principles of Marketing	F.	3
Business Software Applications	B.	3
Math Electives	C.	3
Area total credit hours		19
<u>30.2%</u> of total program hours		

B) General Education:

<u>Course Title</u>	<u>Educational Goal Area</u>	<u>Credits</u>
Composition	1	3
Literature and Composition	1	3
Business Communication	1	3
Social Science Elective	8	3
First Year Experience or Social Science Elective	8	3
Fine Arts Elective	9	3
Natural Science Elective with Lab	6	4
Area total credit hours		22
<u>34.9%</u> of total program hours		

C) Business Major:

<u>Course Title</u>	<u>Credits</u>
Managerial Accounting	4
Business Law I	3
Principles of Finance	3
Principles of Selling	3
Principles of Advertising	3
Quantatative Business Anaylsis	3
Organizational Behavior	3
Area total credit hours	<u>22</u>
<u>34.9%</u> of total program hours	
Total Program Hours	<u>63</u>

Table 6 Curriculum Summary

Name of Major/Program: **Small Business and Entrepreneurial Studies**

Total Number of Hours for Degree: 62-63

List courses appropriate for each area:

A) Professional Component:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>
Principles of Accounting I	A.	4
Macroeconomics	D.	3
Principles of Management	I.	3
Principles of Marketing	F.	3
Business Software Applications	B.	3
Elementary Statistics	C.	3
Area total credit hours		19
		<u>30.6%</u> of total program hours

B) General Education:

<u>Course Title</u>	<u>Educational Goal Area</u>	<u>Credits</u>
Composition	1	3
Public Speaking	1	3
Business Communication	1	3
First Year Experience or Social Science Elective	8	3
Fine Arts Elective	9	3
Natural Science Elective (with Lab 4 cr)	6	3 or 4
Area total credit hours		18
		<u>29.0%</u> of total program hours

C) Business Major:

<u>Course Title</u>	<u>Credits</u>
Managerial Accounting	4
Business Law I	3
Business Law II	3
Business Elective (ACC,BBG,BFN,BMG,BMK,HSP)	3
Small Business Management	3
Entrepreneurship	3
Human Resources Management	3
Business Plan Development	3
Area total credit hours	<u>25</u>
<u>40.3%</u> of total program hours	
Total Program Hours	<u>62 or 63</u>

Criterion 6.5 Off-Campus Operations and Unique Items

The accreditation process includes a review of all business program academic activities at all levels. If an institution has a branch campus or campuses where an entire degree can be earned, then the accreditation process will include all locations and alternative instructional deliveries at one time unless otherwise agreed upon prior to conducting the self-study.

- A. Provide the number of business student credit hours produced along with the total number of student credit hours generated for each campus.**

Institution Response

This standard does not apply.

- B. Identify any branch campus at which it is possible for students to complete a degree program.**

Institution Response

This standard does not apply.

- C. Explain other unique situations, if any, present at the institution requiring special understanding during the accreditation process (i.e., grading, credit hours of courses, etc).**

Institution Response

This standard does not apply.

Criterion 6.6 Minimum Grade Requirement

Business students must achieve a minimum grade average of “C” for graduation in business. This standard is intended to assure the quality of effective learning and minimum competency in the view of the faculty who assess student performances. The quality of effective learning is reflected in grade consistency and student learning performance outcomes. The business unit should continually monitor grade distribution and student learning outcomes and demonstrate that faculty are informed and involved in improving the evaluation process.

- A. Provide evidence that business students from an associate degree program have a minimum grade average of “C”, such as a letter of certification from the registrar or a catalog statement.**

Institution Response

Please refer to the College Catalog via the following hyperlink:

[General Academic Information](#)

Graduation Requirements:

1. Official enrollment in a Three Rivers Community College certificate or degree program.
2. Satisfactory completion of all courses required in the certificate or degree program with a cumulative grade point average of at least 2.0 and no more than 12 credits carrying a grade of P.
3. A minimum of 25% (15 credits for career programs and 17 credits for technology programs) of the graduation credit requirements must be granted by Three Rivers.
4. Completion of a basic computer literacy requirement, if required in the specific degree program.
5. Successful completion of at least 50% of all courses attempted at Three Rivers.
6. Prompt and timely completion of the Application and Plan of Study.
7. Fulfillment of all financial obligations to the College.

B. Describe how the institution ensures compliance regarding minimum grade requirements.

Institution Response

The Office of the Registrar is responsible for certifying that all graduates have met the above Associate Degree requirements.

Minimum grade compliance is ensured in a number of ways both during a student's coursework and prior to graduation. Each semester, student grades are entered into the Banner software. In order to maintain financial aid and register each semester, a student must finish courses with a passing grade of D or higher and a 2.0 minimum GPA. Students who do not maintain passing grades are reported to the Financial Aid Office and to Advising. Both offices follow-up with students. When applying for graduation, students' transcripts are reviewed by the Records Office to ensure successful completion of the required and elective courses for their program of study. Any deficiencies are communicated to the student. It should be noted that students receive communications from the registrar's office regarding any academic difficulties.

Criterion 6.7 Learning and Academic Resources

Comprehensive and current learning resources should be available to students and faculty which includes library services, tutorial support, open labs, media services, instructional technology support, etc. Students receiving instruction at remote sites should have access to learning and academic resources. Library holdings should be sufficient in size and scope to complement the total instructional program of the business unit, to provide incentive for individual learning, and to support research appropriate for the faculty.

A. Describe the business unit faculty's participation in the library's acquisitions program to ensure the availability of current business learning resources.

Institution Response

As referenced in response to Standard 2.3.C, approximately 3.8% of all offerings in the library are directly business related. All faculty are free to add materials to the library collection by simply making a request through the appropriate Department Chair, which is forwarded on to the Library. Requests are then considered within the parameters of budget and space requirements.

B. Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.

Institution Response

This does not apply

C. Describe the availability and utilization of other learning and academic resources (tutorial services, instructional technology support, open labs, etc.)

Institution Response

The College maintains a fully staffed tutoring center for students. In addition, each faculty usually makes him/herself available to students for added one-on-one instruction as needed. The College also maintains open computer labs; online instruction; and self-paced courses to help students of all learning styles succeed.

Criterion 6.8 Support Services

The business unit should have adequate institutional support services such as administrative, clerical, technical, laboratory, and advising support to meet the needs of its programs.

A. Describe the level of institutional support services available to the business unit.

Institution Response

Administrative and Clerical Support - The business unit has a shared administrative assistant who provides administrative and clerical support on an as needed basis. Student workers also provide assistance with copying and assembling of information.

Technical Support – TRCC has a full-time onsite IT department coupled with a help desk. There is also a 24/7 help desk for on Blackboard. In addition, there is a full-time director of distance learning. On a regular basis, the “college system office” provides various software trainings. It should be noted that there is a comprehensive bi-annual review of online classes to ensure quality instruction.

Faculty receive a list of advisee’s each semester and placement information to assist with advising

B. Describe how the business unit manages support services to promote student success and achieve the mission of the business unit.

Institution Response

The College is strongly committed to supporting students academically, which is demonstrated through the many services that are provided; and the business unit makes full use of these services. In the TASC (Tutoring and Academic Success Centers) space, the campus maintains this commitment by offering one-on-one tutoring across the curriculum, an electronic paper review service, SI (Supplementary Instruction) groups, and skill workshops.

Software applications have been installed for our students to support their advancement. For three years, our College has used Key Train, a module-based, self-paced application to strengthen skills in English and mathematics that can be used as preparatory to taking the Accuplacer placement exam. Many students take advantage of College Source, a database that allows students to find appropriate transfer colleges. College Central is a resume writing and e-portfolio database that our College and other community colleges contribute to that provides statewide access to employment opportunities. For two years prior to using College Central, the College funded Optimal Resume which was similar to College Central. To further support students in career assessment, our College administers the Strong inventory and the Myers-Briggs Type Inventory. Personal, career, and academic workshops are run by Student Services Division throughout the academic year.

The College has focused many services on improving opportunities for the success of new students, many of whom are considered to be at risk. New Student Workshops, intended to provide an overview of college, reaches 60% of new applicants. Freshman Advising Seminar, intended to familiarize students with the myCommNet portal and registration, reaches 36% of new students.

To support an average military and veteran enrollment of 500 students, the Veterans' OASIS (Operations Academic Support for Incoming Service members) Center was established to provide a dedicated place on campus for veterans and service members studying at the College to gather, support each other, and get information to help them success. The 42 square foot space is a combined resource room, lounge, and study room.

Criterion 6.9 Educational Innovation

All business schools and programs should provide an environment that encourages and recognizes innovation and creativity in the education of business students.

A. Describe how the business unit encourages and recognizes faculty and staff innovation and creativity.

Institution Response

Faculty members practice a continuous innovation and improvement in their classroom. Evidence of innovations and creativity include the following:

- Business Club use of Cash Flow Game
- Field trip to New York to tour Federal Reserve
- Field trip to Boston for a behind the scenes tour of transit authority operations
- Adoption of QuickBooks in ACC125 as online class
- Nomination of faculty member for ACBSP teaching excellence award
- Guest speakers in classroom
- Assist in bringing speakers to Business Club meetings
- College-wide professional days
- Center for Teaching – “Lunch and Learn”
- Nomination of faculty member to Hall of Fame for ACBSP Region 1

See also the detailed responses to Standards 3 and 4.

B. Provide evidence of innovations and creativity that have been implemented by the business unit.

Institution Response

See the detailed responses to Standards 3 and 4.

Criterion 6.10 Articulation and Transfer Relationships

For the purpose of defining roles, relationships, and procedures which promote the interests of transfer students, the business school or program must provide evidence of articulation and/or course transfer arrangement. On-going communication is the key to effective articulation. A product of this communication process should be a course equivalency document that specifies the type and amount of credit that an institution accepts in transfer. Institutions are encouraged to implement articulation agreements whereby associate degree graduates can obtain junior status and the equivalent of two years' credit toward specified baccalaureate degrees.

List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.

Institutional Response

Eastern Conncticut State University
Central Connecticut State University
University of Connecticut
Albertus Magnus College
University of Bridgeport

A. Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)

Institution Response

Articulation Agreements are maintained at the College level. Copies are available for review at the College Registrar's office. Copies are not included with this report because they are too voluminous.

B. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.

Institution Response

In January of 2012 the State of CT reorganized higher education into a Board of Regents. Prior to the reorganization there were separate boards of trustees for the State Universities and the Community Colleges. The purpose of the reorganization was to reduce redundancies and reallocate the savings to directly benefit delivery of services.

The board has acted on a common core of courses acceptable in both the community colleges and the state universities eliminating the student need to take the same class at both institutions.

Common Courses

This project is a work-in-progres, and is expected to be completed not later than Fall 2014.

As for now, the business unit works with schools with which we have articulation agreements and maintain "transfer" programs of study specifically designed to allow graduates to move on to a four-year college or university without any, or minimal loss of credits earned. These programs are monitored in an on-going fashion and revised and refined as needed to address the ever-changing needs and requirements of the four-year institutions.

C. Describe the student advisement process that counsels students as to the transferability of course work.

Institution Response

The advising system insures each student receives individual help with educational and vocational problems, provides each student with advice from a professional with expertise in a particular subject, and enables the professional staff to interact with individual students in matters not directly related to classroom performance. All students admitted to a degree or certificate program are assigned to an

academic advisor early in their first semester. Students must meet with their advisor before registration and at other intervals prior to their final semester. In the student's next to last semester, the academic advisor will complete a degree or certificate audit in order to verify that degree requirements have been met for graduation.

Advisors are members of the professional staff, usually full-time faculty members, whose backgrounds make them especially suitable to help students make academic and vocational choices. During the school year, the advisor helps the student select appropriate courses, based on the student's preference, previous records, and standardized test scores. The advisor also provides information and assistance regarding program requirements, course content, academic policies, college transfer, and career planning. The advisor also discusses with the student the course of action to be taken when the student is ready to leave Three Rivers Community College. Students may change their advisor using the Program/Advisor Change form located on the Intranet at

[Program/Advisor Change Form \(College Intranet Link\)](#)

Summary of Standard 6 – Process Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 6 - Process Management.

SELF-STUDY SUMMARY

- 1. Provide a brief summary of the self-study that includes an overview of the strengths and opportunities for improvement identified at the end of each standard.**

Institution Response

Standard 1: Leadership

Strengths: There are ample tools available at the individual, unit, college and state level for each member of the department to gain leadership development.

Opportunities: There is a need to further develop and improve relationships with area employers and high schools.

Standard 2: Strategic Planning

Strengths: The unit maintains a solid strategic planning process and has adequate financial resources, facilities and equipment.

Opportunities: The on-going challenges associated with the enormous changes taking place in post-secondary education including much higher levels of scrutiny and accountability. This is complicated by radical changes statewide as well as an expected wave of retirements within the unit beginning five years hence.

Standard 3: Student, Stakeholder and Market Focus

Strengths: The unit is clear on who its stakeholders are and has been particularly successful in maintaining a student focus.

Opportunities: There is a need to better develop relationships with local businesses and high schools.

Standard 4: Measurement, Analysis and Knowledge Management

Strengths: Assessment is central to the strategic focus of the department and a comprehensive program for data acquisition and analysis continues to evolve.

Opportunities: Assessment results have identified areas within the curriculum that need further exploration and analysis; and, has also identified a critical need for developing methods for obtaining post-graduation data.

Standard 5: Faculty and Staff Focus

Strengths: All faculty are well qualified and experienced.

Opportunities: There is a need to develop a pool of available adjunct faculty and to prepare for the wave of retirements expected in the unit beginning in approximately five years.

Standard 6: Process Management

Strengths: Existing processes allow for timely refinement of current curricula and development of new curricula as stakeholder needs change.

Opportunities: The proposed statewide uniform transfer pact with all state universities may serve as an effective tool to assist students in pursuing additional educational instruction.

2. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.

Institution Response

It does not appear that there are any circumstances that prevent compliance with any standard. Although a wide variety of state and local laws as well as collective bargaining agreements apply, none of them appear to contain mandates that preclude compliance with the standards contained in this self-study.

In the last year there have been substantial changes by lawmakers to the makeup of post-secondary education in Connecticut. The exact impact of these changes cannot yet be determined, but whatever they may be they are certain to be significant.

3. Explain how student achievement will be made public.

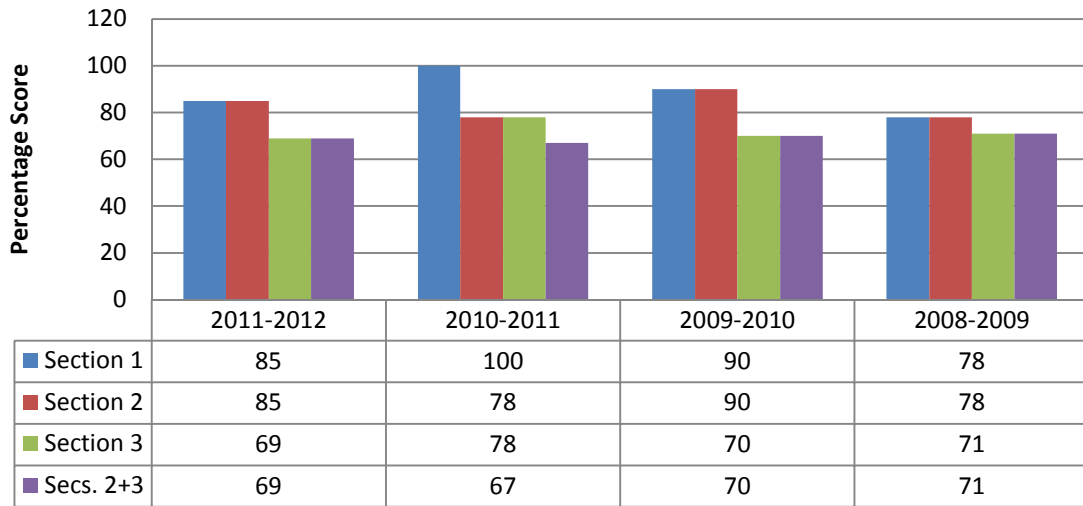
Institution Response

The business unit makes no particular efforts to make student success public. Instead, such matters are left to the College level. At that level the College maintains an in-house public relations staff dedicated to the public advancement of the institution as a whole; and as a part of those efforts includes publication of student achievement from time-to-time as warranted. By way of example, the College routinely reports to local newspapers – and they print – the entire list of graduates each academic year.

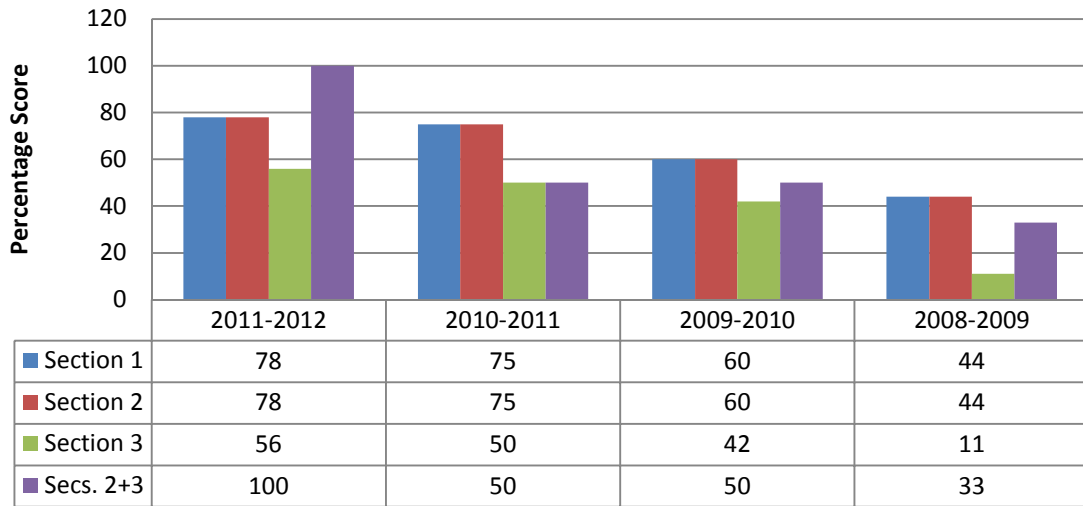
APPENDIX A

SUPPLEMENTAL TABLES AND GRAPHS

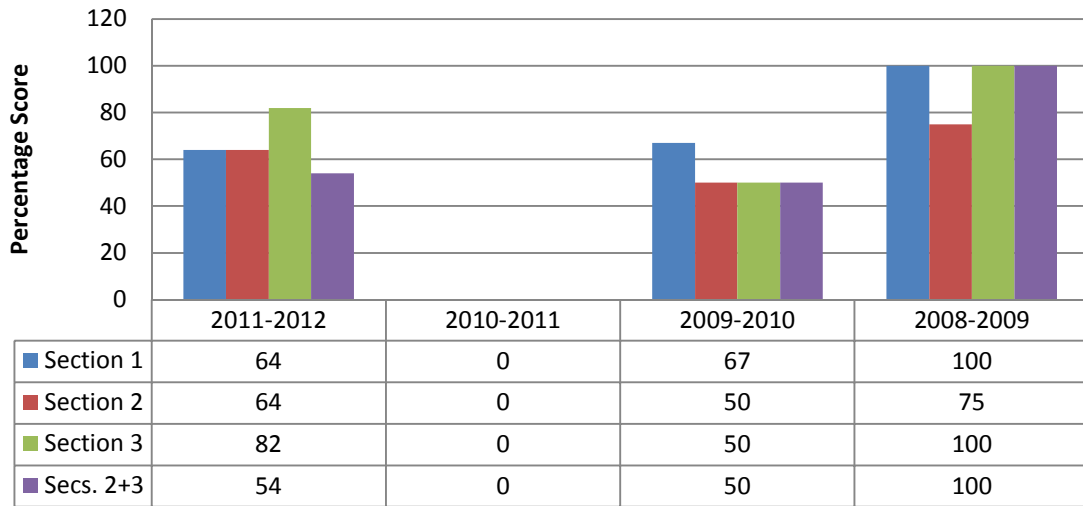
Student Assessment of Learning ACCOUNTING



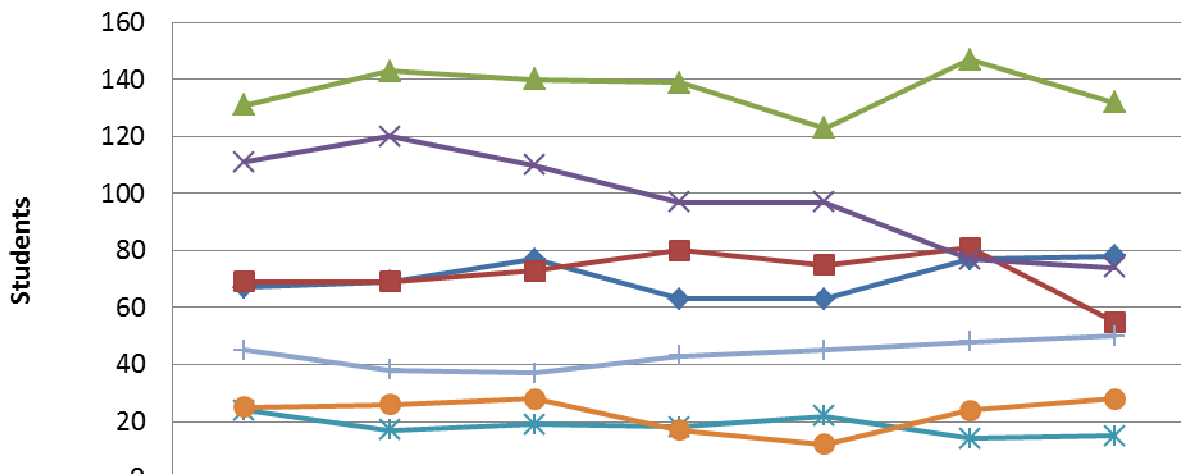
Student Assessment of Learning BUSINESS ADMINISTRATION



Student Assessment of Learning MARKETING

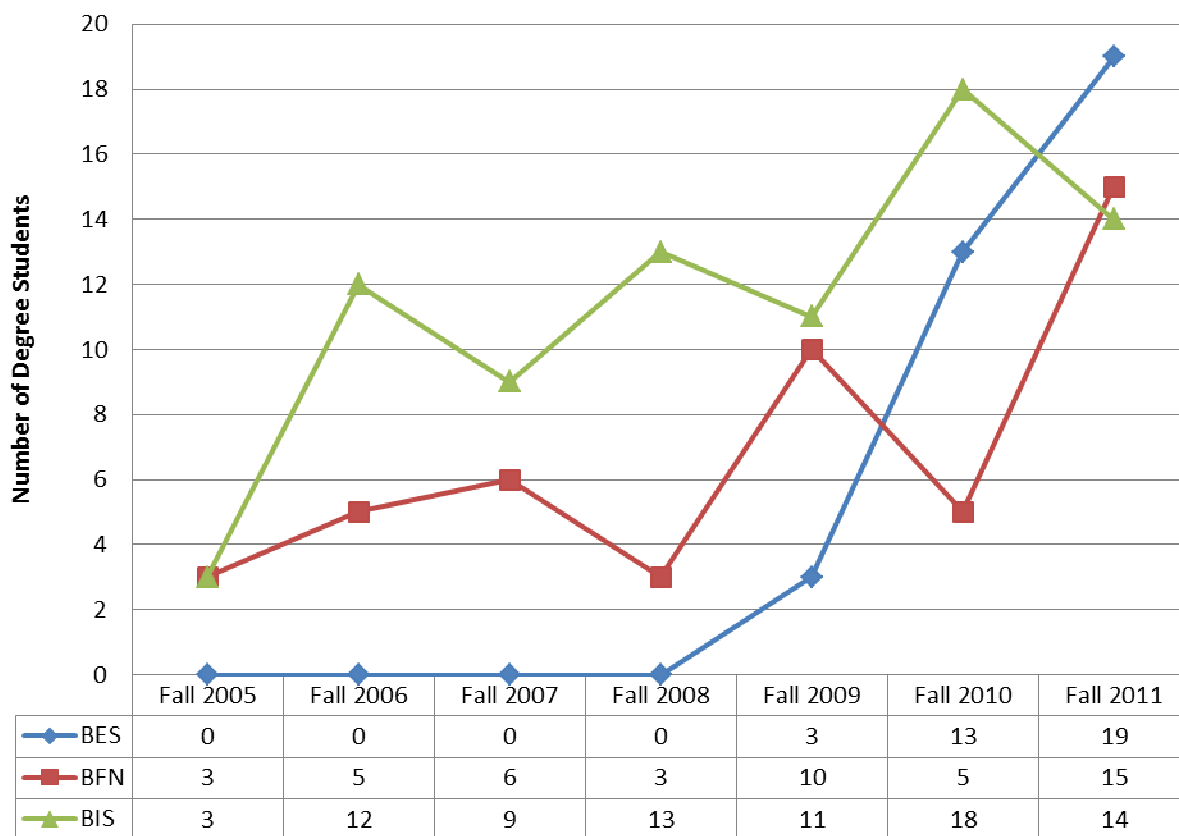


Enrollment
(for programs with 20+ students as of Fall '11)



Enrollment

(for programs with less than 20 students as of Fall '11)



GRADUATION RATES

PROG. | AVG | YEAR – 1 | YEAR – 2 | YEAR – 3 | YEAR – 4 |

Program	AVG GRAD	ENR F'10	DEG S'12	GRAD RATE	ENR F'09	DEG S'11	GRAD RATE	ENR F'08	DEG S'10	GRAD RATE	ENR F'07	DEG S'09	GRAD RATE
Accounting Career	9.1	77	11	14.3	63	5	7.9	63	4	6.3	77	6	7.8
Accounting Transfer	16.4	81	12	14.8	75	18	24	80	15	18.8	73	6	8.2
Bus. Admin. – Mgmt.	4.6	147	6	4.1	123	5	4.1	139	6	4.3	140	8	5.7
Bus. Admin. – Transfer	13	77	8	10.4	97	12	12.4	97	14	14.4	110	8	7.3
Business Info. Systems	12.5	18	2	11.1	11	1	9.1	13	1	7.7	9	2	22.2
Finance & Banking	18.3	10	3	30	10	1	10	3	1	33.3	6	0	0
Hospitality Mgmt- Casino	0	9	0	0	2	0	0	3	0	0	6	0	0
Hospitality Mgmt- Hotel	5.7	14	1	7.1	19	1	5.3	22	1	4.5	17	1	5.9
Hospitality Mgmt- Rest.	10.1	25	2	8.0	24	1	4.2	19	4	21	14	1	7.1
Marketing -- Career	10.6	14	3	21.4	22	0	0	18	0	0	19	4	21
Marketing – Transfer	20	24	5	20.8	12	2	16.7	17	3	17.6	28	7	25
Small Bus. & Entrep.	NA	0	2	???	0	0	0	0	0	NA	0	0	NA
TOTALS	10.0	496	55	11.1	458	46	10.0	474	49	10.3	499	42	8.4
Total College Avg.	12.0												