

Supplemental Responses to EAB Wisconsin Institutional Planning Form

Supplement to Part II.B. MARKET

The New England College of Business and Finance (NECB), founded in 1909, is a unique academic institution in that it has historically served the highly specialized educational needs of the banking and financial services industries. Since 1909, these industries recognized that even with the advent of business programs, traditional liberal arts institutions did not provide sufficiently detailed curricula to address the skills, training, and knowledge requirements of entry-level employees and middle managers in these industries. To further enhance the highly focused educational needs of banking and financial services, the college operated as a membership organization where its curricula were directly guided by its industry members.

NECB has evolved into a student-centered graduate degree granting college with an excellent reputation for delivering high-quality, online, programs in business, finance, forensic accounting, business ethics and compliance. Many of NECB's esteemed faculty are industry experts who have taught at NECB for over two decades. All of NECB's degree programs are offered in a robust and interactive online format.

The College has a long-standing history of responsive and personable student services based on an informed understanding of the distinct student population it serves. NECB has demonstrated success in serving an adult learner population as it recognizes the professional maturity and more complex life circumstances that they can bring to their studies. Student services and resources are designed to respond to these distinct characteristics, such as accelerated enrollment options, access to a dynamic online learning platform, affordability matched by quality, and readily available advising services.

During the transition phase from a professional training institute to a college, the composition of the student body also evolved. NECB maintains an awareness of the characteristics of members of its working adult student body, many of whom are older, have families, have significant professional commitments, are single heads of households and are first time "college goers". The percentage of students seeking a baccalaureate degree has now outpaced those enrolled at the associate level. In response, the College has continually evaluated and increased its level of student services, such as adding an entire advising department, as well as increasing registration and financial aid staffing.

While the current majority of students study at the bachelor level, the number of graduate students is also steadily increasing. The College is cognizant of this growth and has further deepened its understanding of graduate students not only through curriculum with higher-order and more rigorous requirements, but also through the recruitment of Program Chairs who serve as both academic and professional mentors to graduate-level students. The pattern of program

enrollment distribution is reflected in the Degree Candidate Student Headcount Distribution Table below.

Degree Candidate Student Headcount Distribution

Headcount – Degree Candidates Only									
	2009	2010	2011	2012	2013	2014	2015	2016	2017
Associate	318	477	533	425	398	401	348	329	323
Bachelor	211	421	723	711	763	797	736	804	830
Masters	83	157	422	392	370	376	394	391	355
Total	612	1055	1678	1528	1531	1574	1478	1524	1508

NECB enrolls students from diverse backgrounds and continually assesses its ability to attract and enroll a population commensurate with its mission, academic programming and instructional delivery. Although the online delivery model extends the geographic recruitment reach, students primarily originate from the region with approximately 60% living in New England and approximately 40% enrolling from other states. This trend can partly be attributed to regional name recognition and positive reputation as well as the current scope of marketing that has been primarily targeted to the local market. This local student market is also reflective of the continually strong relationships that NECB holds with regional corporate partners.

The Admissions department is responsible for the recruitment and enrollment of new students. The Director of Admissions leads a team of eight Enrollment Specialists. Each person specializes in either graduate or undergraduate degree programs and inquiries are directed accordingly.

NECB generates prospective student inquiries from a number of sources that include radio, print, billboards, and other traditional advertising venues. The College also enlists the efforts of a ten-person Corporate Partnership field team. Each Director of Corporate Partnerships is assigned a geographical territory in which they maintain relationships with partners or develop new partnerships. The partnership model is one in which NECB provides a discounted tuition rate to those partner companies who open access, either directly or indirectly, to advertise NECB programs to employees. In addition to forming corporate partners, each Director also attends events in their regions, including trade shows and college fairs where they meet prospective students.

Competitors that have been identified in past Substantive Change Proposals submitted to NECB's regional accrediting body – the New England Association of Schools and Colleges (NEASC) – include national and local colleges and universities with a large online presence. National colleges and universities with a large online presence include American Intercontinental University, Argosy University Online, Capella University, Franklin University, Globe University, Grand Canyon University, Herzing University, Potomac College, Rasmussen College, Regent University, and Strayer University. Local colleges and universities with a large online presence include Southern New Hampshire University, University of Massachusetts, Boston University, and Northeastern University.

Supplement to Part II.C. Management

The College's Leadership and Management Team

The College's senior leadership consists of the President, Howard Horton, the Provost, the Chief Marketing Officer, the Senior Vice President of Finance and Enrollment Management, the Senior Vice President of the Center for eLearning Excellence and the Senior Vice President of Corporate Partnerships. In addition, these officers, along with the College's Dean of Student Services, Associate Provost, Dean of Undergraduate Studies and Dean of Enrollment Management (including advisement and admissions), constitute the College's Executive Committee which meets together at least once each month to review and make decisions on the range of issues and initiatives at the College.

Each of the senior leaders, reporting to the President, heads one of the four organizational units at the College. The Provost leads the academic affairs division, which is responsible for the areas of curriculum, instruction, faculty and assessment. The Chief Marketing Officer leads marketing efforts, The Senior Vice President of the Center for eLearning Excellence leads the instructional design team responsible for developing and updating course content and manages the College's eLibrary. The Senior Vice President of Finance and Enrollment Management leads the operations division which is responsible for inward facing operations such as finance, facilities and human resources, as well as outward facing services to students including admissions, registration, bursar and financial aid functions, and student services division, which primarily support students in their academic or career pursuits, including undergraduate advising, career services, alumni, information technology and tutorial services. The Senior Vice President of Corporate Partnerships leads the College's business development team, which is responsible for generating and maintaining corporate partner relationships and conducting a variety of corporate-approved student recruitment activities to promote NECB's academic programs to partner employees.

The Provost and the Organization of Academic Affairs

The institution's chief academic officer is the Provost who reports directly to the President. In the Provost position, NECB appointed Ms. Debra Leahy. Ms. Leahy previously served as Dean of Graduate Studies at Emmanuel College in Boston. Prior to joining Emmanuel, Ms. Leahy worked over a fifteen year period at the New England Institute of Art in Brookline, starting as Registrar, then Chair of General Education, and concluding as Dean of Academic Affairs. She has been the primary author of a number of accreditation Self-Studies and has participated on several NEASC visiting teams over the past decade.

The Provost and the Associate Provost-Dean of Undergraduate Studies, constitute the College's Academic Leadership Team. Reporting to the Provost are the Graduate Program Chairs, and reporting to the Program Chairs are full-time and adjunct faculty. Reporting to the Associate Provost-Dean of Undergraduate Studies are the Undergraduate Program Chairs, and reporting to these Program Chairs are full-time and adjunct faculty. Faculty are involved in governance through participation in monthly meetings, quarterly faculty development workshops, undergraduate and graduate councils, and a variety of committees.

There are two faculty committees which have a central role in the governance of academic affairs - the Undergraduate Council, to provide oversight of undergraduate programs; and the Graduate Council, to provide oversight of graduate programs. Among other responsibilities, these Councils, in their respective domains, will review and adopt policies and procedures related to faculty qualifications and ranking; will oversee rigor and relevance of curriculum; and provide formalized input to the administration on strategic plans.

Organization of Administrative and Student Services

As the College has grown in the past few years, there has been the need for greater administrative coordination and, where possible, automation of administrative services. In the past, the functions of admissions, financial aid, registration, and student accounts have all utilized the College's student information system, CampusVue, but processes around the sharing of applicable data have not been effectuated. For example, financial aid awarding is impacted by the Registrar's maintenance of records around satisfactory academic progress. The administration of student accounts is impacted by the admissions area and whether a student is admitted from a company participating in a direct billing benefit arrangement. These kind of ongoing intersections have required coordinated manual review when, with proper processes and protocols, they could be automated to allow for better internal functioning and better service to students.

To assist with the internal coordination and improvement of these kinds of operations, the President established the position of Senior Vice President of Finance and Enrollment Management. The Senior Vice President of Finance and Enrollment Management, Dennis Madigan, oversees the student administrative services of admissions, financial aid, student accounts, and the registration function. Mr. Madigan also oversees student academic services, which include the student advising center, career services, and the alumni association. Finally, Mr. Madigan also supervises the areas of finance, facilities and human resources.

The Center for eLearning Excellence (CEE) is led by Senior Vice President, Paula Bramante, who has been with NECB for over fifteen years. The CEE, which comprises a team of four instructional

technologists, is responsible for the creation, assessment, maintenance of online courses for undergraduate and graduate programs; research and development of emerging trends in online learning; eLearning term setup; student/faculty troubleshooting and problem resolution; licensing and vendor management; and assessment/implementation of eLearning tools and emerging technologies. Ms. Bramante is responsible for managing the online student experience by overseeing the creation of online courseware, the NECB eLibrary, and online tools which enhance the students' learning experience. She also manages the eLibrary, vendor database relationships, online librarian support, and library budget. Finally, Ms. Bramante oversees online tutorial services, and a variety of online tools/services for students and faculty.

NECB recruits students primarily through a corporate education partnership model. In exchange for lower tuition rates, NECB's more than 250 corporate partners, assist the College with marketing degree and certificate programs to their employees through a variety of corporate-approved methods. The Senior Vice President of Corporate Partnerships, John Hope, leads the College's business development team, who seek and maintain corporate partner relationships and conduct a variety of recruitment activities to attract employees to the College and generate enrollment.

Supplement to Part II.D. SWOT Analysis

Please find responses below based on the results of our SWOT analysis for NECB.

SWOT ANALYSIS

APPRAISAL

Planning

A strength of NECB is easily demonstrated through its responsiveness to student needs and, at the same time, equally evidenced through the culture of planning that has supported action steps needed to fulfill this guiding educational philosophy. The evolution of NECB over the past ten years is apparent to any observer; however, an equally meaningful story is imbued in the processes that the College has used to guide these changes. While there will always be the need to make tactical adjustments to changing, external market conditions, our experience has borne out the critical importance of identifying longer term objectives and the incremental actions needed to be taken, over time, to achieve them.

As well, our experience has also demonstrated that planning processes which are most inclusive of a broad spectrum of College constituencies are the most effective – particularly, those that incorporate the input of staff and faculty - who will be asked to carry out the various initiatives that are delineated in planning documents. This approach is consistent with business research that demonstrates that organizations are more effective when their employees are also stakeholders and have a voice in shaping how the work is undertaken and how the mission is carried out. For NECB, a seminal planning document, such as an Institutional Strategic Plan, is ultimately reviewed, debated and carefully considered by its Board of Trustees, prior to final adoption.

2007 – 2012 Strategic Plan

The leadership of NECB has always been inspired by a vision to position the College to be responsive to the changing societal higher education landscape. As more adult learners enrolled in college, and as a minimum of a baccalaureate degree became the standard for sustainable employability, the leadership of NECB saw an impetus to design high quality academic programs delivered through accessible, state-of-the-art technology. The identity of the College in 2007 met distinct needs of the past, and it became clear that NECB was positioned to equally meet the distinct needs of the future; yet a change in operations and programming would be needed. The NECB leadership was committed to this change, but was equally determined to embark on responsible growth through clear and comprehensive planning.

NECB's 2007-2012 Strategic Plan exemplified an effective living document that guided large-scale institutional change and refinement of mission. This plan moved the College forward in advanced level degree offerings, as well as toward creation of niche programming, such as its innovative Master of Business Ethics and Compliance degree, and transition to a new Learning Management System to support expansion of online programs. At the same time, the plans wisely adhered to the heritage on which the College was built. The continued allegiance to corporate partnerships and the more focused attention on personable student services represent the awareness that growth is not only transformative but often represents a renewed commitment to institutional foundations.

2012 – 2015 Strategic Plan

While the forward-moving direction was apparent, the NECB leadership wished to ensure that planning was mindful and naturally built off of its past accomplishments. The subsequent multi-year strategic plan, known as "Deepening and Expanding Commitments: 2012-2015" ("DECOM"), was centered on continuation of key established attributes of the College, such as affordability, online delivery and business-to-business recruitment of students. DECOM did not begin until there was full evaluation of the 2007–2012 plan to make certain that progressive movement was not premature. Many of the goals from the former plan were carried over to DECOM, with a deepened focus, thereby ensuring consistency throughout this evolutionary process.

To serve the educational needs and create broader appeal to corporate partners and prospective students, in a variety of service industries, NECB obtained approval by the New England Association of Schools and Colleges (NEASC) to expand its mission into Healthcare, Information Technology and Public Administration. NECB also introduced four new degree programs: Bachelor of Science in International Business, Bachelor of Science in Digital Marketing, Master of Healthcare Management and Master of Human Resource Management. NECB created the infrastructure and increased the academic team to provide the support necessary for these new programs. Initial student cohort goals were achieved and enrollment is growing in all four programs.

In April 2015, NEASC granted NECB general authorization to develop and launch undergraduate and graduate degree programs in business and finance. This was a critical step for NECB to fulfill its expanded mission as it permits NECB to introduce new programs in response to market demand without the necessity of undergoing a lengthy and formal NEASC review process. Rather, NECB will continue to use NEASC accreditation evaluative protocols in organic ways, as part of its internal strategic operations, as it further develops academic programs.

During the four years covered by DECOM, considerable investment was made in increasing staffing in response to growth and enhanced strategic direction. As NECB expanded its enrollment base to include students from the wider public, an entire Advising Department was built to ensure support services for a more diverse student body. Increases in registration and financial aid staffing were made to maintain personalized service that could otherwise be compromised with growth. In conjunction with program expansion, new faculty were added, with plans for further increase, to support the teaching responsibilities and curriculum management in new disciplines. To remain ahead of growth, the College adopted ratio planning models in student support areas, such as financial aid and advising whereby staff additions correlate to student additions.

To position NECB as a leader in online education, an initiative called Best-in-Class was implemented with the result that 70% of all courses now utilize one or more best-in-class elements (i.e., high quality lectures, applied learning assignments, badges, gamification, adaptive learning). NECB competed with large universities such as Stanford and Boston University, and corporate organizations such as Microsoft and Dell, to win 3 international awards: US Distance Learning Association (gold), Association for Continuing Higher Education (gold), and the Brandon Hall Excellence award (silver).

Over the past four years, NECB refocused its marketing efforts to increase student enrollment from existing corporate relationships as well as extend the partnership model into new industry verticals and geographic markets. The college hired a Vice President of Corporate Partnerships, a newly created position, to provide leadership and management of the B2B team and to implement formalized processes and tracking mechanisms for partner prospecting and student recruitment activities. The B2B team was also increased from 2 to 9 directors to provide greater coverage of the New England territory as well as penetrate new markets in New York, New Jersey and Pennsylvania. During this span, NECB added more than 100 new corporate partnerships.

2016 – 2019 Strategic Plan

The current Strategic Plan, “New Horizons,” is more cognizant of the need to adapt to a changing competitive higher education environment, where, increasingly, colleges and universities are adopting these very attributes for themselves. NECB is grateful that it was an early adopter of affordable, yet high-quality education and is pleased that there is now significant emulation of its model. Yet, as a small, tuition driven institution, with a very affordable price point, increased saturation of our historic model in the higher education market necessitates that the College continues to differentiate by leading with innovation in programs, in delivery, in partnerships, and in educational philosophy. Thus, while NECB plans to retain its essential institutional

characteristics and commitments, including its focus on working, professional adult students, the central theme of the “New Horizons” plan is not doing only more of the same, but it is centered on reaching out to new markets with new and different types of programs and with a new overall educational philosophy that frames all of our curriculums with an eye toward the continued success of our graduates in a rapidly changing workplace.

Evaluation

NECB has demonstrated commitment to evaluation by creating a system that informs future planning with diverse internal and external perspectives. In particular, the College benefits from long-standing evaluative feedback from its corporate partners. This group has provided both consistency and, as the group has expanded, a broader set of ideas on how NECB can enhance the ways in which it responds to the community at large. While corporate partners have provided feedback on curriculum, they are more focused on how the College interacts with their human resource departments on issues of reporting student progress and on elements of administration of tuition reimbursement.

To augment external perspective on curriculum, NECB has taken an additional step by piloting a review of student learning and achievement through assessment of ePortfolios by external faculty. For example, in August 2012, the Assessment Committee hosted external faculty from eight institutions who assessed samples of student work and provided feedback through surveys and a facilitated discussion. These external faculty members were focused on the efficacy of the BSBA Capstone course and ePortfolio in its ability to assess student mastery of program outcomes. The College will need to consider other curricular areas where external review may add value going forward.

NECB has also made strides in expanding qualitative feedback to add value to quantitative surveys. As described above, the College recently hosted a series of student focus groups segmented by associate, bachelor and graduate level students. Members of NECB were able to hear first-hand about the strengths and weaknesses of the student experience. These insights will be gathered into a comprehensive, summative report. The College plans to conduct additional focus groups on select aspects of the student experience and these evaluative sessions will expand and enhance institutional assessment.

The College’s Strategic Plans have been well-evaluated during the course of their progression by appropriate bodies. Within each plan, a tracking matrix was incorporated so that progress could be measured on a quarterly basis. But, while the Strategic Plans have been strongly evaluated, subsidiary plans, shorter term plans, and departmental operations would benefit from more formal processes of evaluation. Data is currently collected from a wide variety of sources but has

not been consistently documented or organized in a way conducive to consistent and longitudinal evaluation. Also, plans are under way to increase and diversify methods of evaluation to assure valid and reliable measurements.

GOALS

Planning

Continue to develop mechanisms and opportunities to increase the effectiveness and inclusiveness of planning activities at all levels of the College:

- 2.1 Identify effective methods to involve faculty and staff at all organizational levels in meaningful discussion about the Strategic Plan and other institutional decision making.
- 2.2 Evaluate effectiveness of formulaic staffing models for different areas of the College to prevent over-taxing individual departments.
- 2.3 Include departmental-level managers in budget formation and re-adjustment processes.
- 2.4 Convene an Innovative Program Team to systemically study and plan for new programming in emerging or untapped markets using evidence-based models.
- 2.5 Re-engage the Institutional Effectiveness Committee under the leadership of the Chief Operations Officer to set operational plans and conduct periodic efficiency and effectiveness evaluations.

Evaluation

Create processes to more systemically collect and analyze evaluation data to reliably inform institutional planning and continual improvement:

- 2.6 Charge the Assessment Committee to act as an advisor and leader for college-wide assessment initiatives and to monitor the objectives within the Institutional Assessment Plan.
- 2.7 In time, expand the Assessment Committee to include college-wide representation and broaden the committee's scope to encompass broader institutional evaluative methods beyond its current academic focus.
- 2.8 Create an Assessment Library for all evaluation methods and their results and initiate College-wide opportunities to present and discuss assessment results to inform future planning.

Expand the types of evaluative tools to ensure diverse valid and reliable measurement of NECB's mission and the degree and nature of student learning:

- 2.9 Convene additional focus groups with students, faculty and alumni to better identify themes emerging from the various forms of evaluation data.
- 2.10 Increase the use of direct assessment within courses to better understand student learning.
- 2.11 Formalize systems for program-level assessment to complement current work conducted at the course level.
- 2.12 Expand the use of ePortfolio into Capstone courses at the Graduate level and hold periodic review sessions with external faculty.
- 2.13 Develop and implement an Alumni Survey to be disseminated six months to a year after graduation to gather and analyze longitudinal program outcome assessment.

Supplement to Part II.E. Future Think

The College envisions that it will continue to be a strong and robust institution that provides a top-notch education five years from now. In reflecting on where the College will be five years now, the following themes emerged:

- ❖ Demonstrating success in implementing degrees at the higher level
- ❖ Enhanced focus on assessment
- ❖ Continued focus on general education competencies and sequencing
- ❖ Faculty support and development
- ❖ Educating students to contribute to current and long-term careers
- ❖ Commitment to technical resources in support of exemplary online education

Demonstrating Success in Implementing Degrees at the Higher Level

From 2009 to the present, NECB has steadily increased its portfolio of graduate degrees. With each new program, the College has filed a comprehensive Substantive Change Proposal with the NEASC Commission on Institutions of Higher Education (CIHE) where, among other factors, NECB has articulated: data-driven plans for enrollment growth; mechanisms for ongoing assessment to ensure quality; rigorous curriculum; and, projected increases in staff and faculty to support the addition of new programs at the graduate level. In letters dated on April 4, 2010; December 21, 2010; and, May 2, 2012, the Commission requested that NECB demonstrate its success in implementing its graduate programs. This success can be clearly demonstrated through its many successfully implemented graduate programs.

The College understands that the strength of its academic programs depends upon an equally strong faculty with sufficient numbers and credentials. The College has increased both the number and credentials of faculty for all of its graduate programs through hiring practices that take into consideration terminal degrees along with relevant industry experience; and it has implemented support in the form of stable faculty development funding and opportunities. Looking toward the future, the College has a faculty hiring plan in place that is correlated to enrollment growth to continually ensure capacity to support any future enrollment increases.

In addition to the focus on faculty, the College has consistently measured the learning outcomes of its undergraduate programs against those of its graduate programs using Bloom's Taxonomy to ensure sequential and coherent higher-order learning as the level of degree progresses. For the MBA Program, for example, the College has measured the gradual increase and complexity

of learning outcomes from the ASBA to the BSBA to the MBA. The table below demonstrates the sequential elevation of the outcomes of the respective program levels:

Sequential Elevation of Program Outcomes

ASBA Program Outcomes	BSBA Program Outcomes	MBA Program Outcomes
Discuss basic business plans in the context of global, political, social and technological environments.	Analyze the effectiveness of business and strategic plans in the context of global, political, social and technological environments.	Form and implement effective strategic plans in the context of global, political, social and technological environments.
Recognize key ethical and legal concepts in diverse, changing work environments.	Examine key ethical and legal concepts, policies, and principles in diverse, changing work environments.	Collaboratively lead diverse teams in changing work environments.
Identify and research major business issues.	Apply qualitative and quantitative research to critically evaluate major business issues.	Effectively use research and analyze data to solve unstructured business problems.
Describe the operational principles of business, particularly in the industry-specific disciplines of accounting, finance, marketing and management.	Analyze the operational and theoretical principles of business, particularly in the industry-specific disciplines of accounting, finance, marketing and management.	Integrate theoretical perspectives and apply a conceptual understanding of relevant business disciplines to new, existing, and unforeseen situations.
Understand the importance of clearly and effectively communicating and presenting basic data, ideas and concepts in business administration.	Communicate and present data, ideas and concepts in business administration in a clear and effective fashion.	Use technology to effectively communicate and present data, ideas and concepts.

NECB also uses a course design process that strongly emphasizes Bloom’s Taxonomy to create assignments, discussion boards, research requirement, rubrics, and other assessments appropriate to the higher degree level. Higher order skills are integrated into these activities for all graduate programs.

To further support its graduate degrees, the College has substantially built the academic infrastructure, through the appointment of a highly experienced Provost and Assistant Provost-Dean of Undergraduate Studies. These positions, along with the Program Chair, full-time and adjunct faculty, and a Program Advisory Board, offer strong leadership in strategic academic planning and assessment to support the MBA program. Furthermore, support systems for students have been augmented and enhanced through strong, well-qualified advising, financial and registration staff. The College envisions continuing this growth of its academic infrastructure over the next five years.

In planning for each of these measures, the College has considered the differing motivations that graduate students bring to their studies; the need for advanced rigor in course requirements, especially in research; and, the increased level of expertise and credentials of faculty who can mentor and guide graduate students. While the emphasis outlined above has been focused on the implementation of the MBA program, the same measures are taken for all graduate programs, as demonstrated by the comprehensive, program evaluations that were undertaken for the Master of Science in Finance and Master of Business Ethics and Compliance in 2013-14 and 2014-15, respectively, along with the thorough and data-driven planning that the College undertook for its most recently approved graduate programs, the Master of Healthcare Management and the Master of Science in Human Resource Management.

Enhanced Focus on Assessment

In many ways, the NECB online learning platform offers opportunity whereby assessment instruments, such as detailed rubrics and pre- and post-assessments, can be embedded into the learning management system with clarity and ease of use by faculty and students. NECB capitalizes fully on these opportunities and its 2013 transition to a new learning management system, Canvas, offered much refined potential as well. The College has since realized that the wealth of information that can be gathered through these and other means calls for central leadership and a formal agenda and timeframe for analysis.

The College has committed to this formal agenda through the appointment of a Manager of Assessment and Curriculum who works with an Assessment Committee and an Assessment Plan to advance these objectives. This committee has already embarked on work in critical areas related to direct assessment, including experimentation with relatively novel methods of assessment, such as an ePortfolio review of student work by panels of external faculty. Additionally, the Assessment Committee has developed program-level assessment templates for the holistic program reviews of the Master of Science in Finance and Master of Business Ethics and Compliance programs that took place in 2013-14 and 2014-15, respectively, and the Bachelor's and the Master's of Business Administration programs 2016-2017. Further plans for

this Committee are woven throughout the document, such as added measurement of information literacy; formal documentation, and longitudinal tracking, of End of Course Surveys; comprehensive analysis and college-wide presentation of Noel Levitz data; and overall advisement of the NECB community on assessment plans.

Continued Focus on General Education Competencies and Sequencing

The college envisions that it will continue to focus on general education five years from now. While there has been added focus to NECB's graduate programs, the long-standing commitment to undergraduate education has not waned. Since the 2009 addition of a Bachelor of Science in Business Administration, the College has focused added attention on its general education curriculum. Initial work has been done to map all general education courses to the overarching general education outcomes and link general education outcomes to those for the Bachelor of Science in Business Administration. Additionally, critical courses, such as Information Literacy for College Success and Research Methods, have been developed and enhanced to allow for a sequential design that advances student research and critical reasoning abilities.

The College has imbued further support for general education with the promotion of the Coordinator of General Education to the position of General Education Program Chair in September 2014. While assessment of general education has been ongoing, with essential adjustments made toward more sequential learning, plans are underway for a comprehensive assessment of the general education curriculum, with attention paid to developmental and entry-level courses that set the critical foundation for subsequent learning and the sequential design of the curriculum. The College will afford focused attention to the addition and diversification of the general education curriculum to support the relevancy of curriculum and the need for added disciplines to support continued degree program expansion.

Faculty Support and Development

The college envisions that it will remain dedicated to faculty. The College has undertaken to attract, develop and retain a strong faculty. There will be continued emphasis on the following: growth in faculty development funding; a careful examination and revision to faculty workloads; and, a steady increase in the number of faculty to support current and new programs. In addition, while NECB has increased the level of faculty credentials, it has continued to honor its legacy of employing industry professionals able to impart a master/apprentice style of education to students who are seeking ways to contribute to, and advance within, their careers. NECB has also fostered a faculty community beyond the classroom through quarterly faculty development workshops; bi-monthly faculty meetings; and, especially through the partnership model of curriculum design and assessment that occurs between instructional designers, Program Chairs

and faculty. These efforts are poised not only for continuation but enhancement as more full-time faculty members join the NECB community.

Educating Students to Contribute to Current and Long-Term Careers

The college will continue its evolution of the student body coupled with the historical emphasis on preparing working adults to contribute to their immediate and long-term careers, during their enrollment, and beyond graduation. The college already has diverse means of assessment that have demonstrated the College's success in this goal, such as an Exit Survey that concluded that 95% of students responded indicating that their NECB education contributed to their employment while 40% attributed promotion at work, in part, to their NECB education. The College envisions the continued addition of resources to support students, based on evolving student need, in helping them become successful professionals.

Commitment to Technical Resources in Support of Exemplary Online Education

In considering the high quality online curriculum, embedding of assessment tools, easy access to readings, texts and academic support resources; effectiveness of instructional tools, the commitment of NECB to be an exemplar in online education and, adoption of state-of-the art technology, it is not surprising that the College plans on remaining committed to the continual enhancement of its technical resources. While change is imperative with technology, NECB works with thoughtful planning as evidenced by the Learning Management System (LMS) Product Comparison model that was used to select a new LMS, Canvas, which launched in 2013 and has proven to be a great LMS for students. This careful evaluative model allowed the College to select a new LMS that would advance its ability to deliver high quality education, through additional resources embedded into the LMS and a more dynamic instructional interface. The college believes that, five years from now, it will continue to make use of cutting-edge technological resources.