

An Innovative Three-Year Degree in Business Administration: A Decade of Success

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Abstract: The ability to control escalating tuition costs while still delivering a high-quality educational experience is the key to the continued success of post-secondary education in the US. Unlike many industries, where growth in customers and overall expansion often translates to lower costs, this has not been true for labor intensive business models like American higher education. The delivery model has changed little over the last 200 years. The challenge for today's university leader is to create a learning environment that insures the intellectual potential of students is maximized while controlling costs and protecting academic integrity. At Southern New Hampshire University the traditional four year business administration curriculum model was redesigned into three uncompressed years, cutting tuition costs by 25% without sacrificing learning outcomes. The results are compelling. Students save time and tuition costs and the university experiences a savings in instructional delivery costs. The academic achievement of these students, as measured by scores on the Educational Testing Service Major Field tests, is at, or above, the national median. The model described in this paper represents just one illustration of curriculum changes required to address two major challenges now facing American higher education – that of cost

control and reduction, and a curriculum more responsive to the need of business and industry. Failure to act decisively on these two fronts puts at risk the pursuit of an undergraduate degree as a rite of passage for many and opens the door for more significant competition from corporate universities and for-profit educational institutions.

Introduction: For over two centuries the delivery model for American higher education has gone largely untouched. The social contract, if you will, was for families to send their sons and daughters to the University for several years of study during which time the family would find ways to pay for the cost of the educational experience. At the end of the college experience the University would declare the student educated and prepared to contribute to society in a variety of meaningful ways.

The college investment, particularly through the 20th century, yielded great opportunities for the college graduate. As the economy grew a need for more and more educated and sound thinkers was required to ensure that current businesses prospered. This same intellectual capital became a requisite for economic expansion of the 20th century, and fueled tremendous growth in postsecondary education. Yet as the business of higher education grew so did the unique challenges that this industry faced. Specifically, the model of American higher education remains monolithic and labor-intensive. So, as more and more individuals sought access to postsecondary, education leaders looked for ways to run their universities as cost effective organizations. These challenges exist today as tuition continues to spiral out of control, threatening access to the

middle class; the same middle class which fueled the unprecedented expansion of the 20th century.

The ability to control escalating tuition costs, while at the same time delivering a high-quality educational experience, is the key to the continued success of post-secondary education in the US. Students are being asked to make enormous financial investments as they prepare for life and work in the 21st century. It has long been recognized that education is a primary vehicle to improved prosperity for the individual. In particular, the attainment of a bachelor's degree during the second half of the 20th century in the U.S. grew significantly in popularity with colleges and universities enjoying long periods of growth that resulted in a continuously increasing percentage of the U.S. population attaining college degrees (Carnevale, 2008). Yet, Zemsky, Wegner, and Massy (2005) note that higher education remains one of the few industries where marketing demand and competition has had only a marginal effect on price controls.

Unlike many industries, where growth in customers and overall expansion often translates to lower costs, this has not been true for labor intensive business models like American higher education. The delivery model has changed little over the last 200 years. The model is highly labor-intensive in an industry that is widely recognized as slow to embrace change (Noble, 2002). So challenging are the problems of cost containment and quality that the Chronicle of Higher Education reported that nationally recognized higher education leader Gordon Gee, president of Ohio State University, called for "radical reformation" in the way U.S. colleges and universities are organized and operate with

the choice for college leaders being either "reinvention or extinction". Gee goes on to echo what has become a growing chorus of leaders expressing deep concern over the mounting difficulties of access to and quality of the educational system (Fain, 2009).

The challenge and opportunity for today's university leaders is to consider new ways to create the learning environment that embrace the best practices from other countries and industries insuring that the intellectual potential of students can be maximized while controlling costs and protecting academic integrity (Twigg, 2008). New models and constructs are needed in order to conceive different pathways for learning and degree attainment. What also seems apparent is that the changes occurring across the Academy will not be limited to just the traditional 18-22 year old undergraduate population. Indeed, the opportunities of degree attainment for adult learners will also undergo changes in the years ahead with some of these changes facilitated by technological advancements and others due to increased and intense competition among institutions for enrollments across delivery systems (Dolence & Norris, 1995).

The expansion of the Internet coupled with heavy investments by colleges and universities into technology infrastructure positioned many campuses to become sophisticated content distributors, offering courses and degrees anytime and anywhere around the world. This shift in delivery strategy is in the process of shattering the traditional face-to-face delivery model that has influenced and changed generations of graduates. It is this shift that is forcing institutional leaders (of particularly small colleges) to find new

models that will allow institutions to maintain financial viability while at the same time controlling costs so that access for students remains readily available. While online education has dominated the landscape in recent years, and shows no signs of slowing down, there are other programmatic ideas that have been in play for years, and/or are now just being implemented. Indeed, Senator Lamar Alexander speaking at the American Council on Education's annual meeting in February 2009 suggested that it was time that colleges and universities find ways to cut costs by thinking in new ways such as offering three year degree programs (Inside Higher Ed, 2009).

The authors of this paper embrace the three year alternative model as one way to facilitate affordability and access to qualified individuals. Each is a seasoned veteran of the traditional classroom experience and both participated in the creation and delivery of the first in the nation, three-year, six semester bachelor's of science degree that offers a traditional student experience with the tuition reduction of 25%. Other attributes of this curriculum include:

- reduction of institutional delivery costs so that tuition savings can be passed on to the students
- the curriculum experience has increased first to second year retention on average to 77%
- the curriculum as created promotes a student centered learning environment where over 70% of the students graduate in three years (on time)
- the curriculum, facilitates the building of community among student and the teaching faculty, thus a true learning community

- the reputation of the program has attracted new students to the institution, who historically might not have attended the University

Background: Southern New Hampshire University (SNHU), a small private university in the northeast, was one of two institutions out of over 2,000 applicants to receive a Fund for the Improvement of Postsecondary Education (FIPSE) grant in 1995 to develop a three year undergraduate degree program to reduce the cost of earning a college degree. A team of faculty and professional staff members was established to create an environment in which the traditional four year business administration degree curriculum could be delivered in three uncompressed years, essentially cutting the cost of college tuition by 25% without sacrificing learning outcomes. This was accomplished through the use of a variety of organizational and curriculum design methods that, as an example, resulted in eliminating unnecessary redundancies in the established curriculum and in streamlining the learning process (Seidman & Bradley, 2002).

The design team first conducted a detailed course by course audit of the existing curriculum to identify all of the key concepts and content. The team also needed to know where these concepts were sequenced and under what general competence-knowledge categories they fell. The new curriculum was built and the results maintained 120 total credits of coursework delivered through a set of highly interrelated educational experiences (i.e., modules). Further, the curricular effort was placed on demonstration of student acquisition of knowledge and skills, with primary emphasis placed on outcomes rather than seat time. For

example, instead of a separate three credit course in public speaking, this aspect of the communication competency was infused throughout the curriculum in multiple courses (Bradley & Painchaud, 2009).

In order to address the concerns being expressed by business leaders about the preparedness of college graduates to enter the workforce, the team next began efforts to confirm what knowledge and skills these leaders maintained college graduates needed to possess in order to be successful at their companies. The members gathered numerous professional societies curricular recommendations, studied related research, surveyed existing competency-based programs, and sought ideas from faculty colleagues. This information was analyzed and synthesized, resulting in a set of ten competencies (see Appendix A) that students must acquire in order to attain their undergraduate degree in business administration (Bradley & Painchaud, 2009).

Discussion: Concepts central to the design, delivery, and success of this program are that students are seen at the center of the learning experience with their faculty acting as facilitators; that both faculty and students engage each other as members of a learning community; that learning occurs best when it is integrated and reinforced; and that the academic and behavioral objectives are clearly defined, measurable, and attainable. Success is determined by both formative and summative measures, including the use of the ETS Major Field Test results, student retention and graduation rates, and stakeholder surveys.

Competency Development: The model emphasizes competency development,

reinforcement, and achievement. The ten program competencies developed in response to concerns of industry leaders help define and shape the three year business administration curriculum. They serve as drivers of all decisions about academic content as well as the sequencing of the academic experiences. The competencies are grouped together into a set of mutually reinforced, highly interrelated, and coordinated academic experiences (i.e., modules) and they are sequenced so that foundations for the competencies are acquired in a timely manner (Seidman & Bradley, 2002). Competency is described as:

... a system of behavior that can be applied in a wide range of situations. To become competent in any skill or knowledge area [competency] a person needs to understand the content both conceptually and behaviorally; have opportunities to practice it; get feedback on how well he or she is performing the skill or applying the knowledge; and use the competency often enough so that it is integrated into his or her behavioral repertoire. (Johnson & Johnson, 1975, pp. 8-10)

Further:

Competency proficiency refers to the ability of an individual to demonstrate the mastery of a skill and/or the application of a theory that leads to the successful attainment of a performance-based outcome. (Southern New Hampshire University Three Year Degree Program, 1999, adapted from Boyatzis, 1982, p. 33).

The use of a competency model also assists in focusing efforts on the ability of students to demonstrate the knowledge and

skills they acquire as a result of their academic experiences and in rethinking the definition of a course or instructional unit. According to Rowley, et. al., (1998) a course is “a unit of academic measurement” (p. 170) and that completion of a course suggests achievement of “a certain level of competency in that subject” (p.170). However, these authors also state that a course is “primarily an economic unit rather than a competency measure” (p.171). This concept is reinforced by Tagg, (2003) when he states that “offering courses had become the end, if not the definition, of higher education” (p.16).

In the three year program at SNHU the traditional notion of a college course was reframed and the primary means of delivering academic content was through a set of mutually reinforced, highly interrelated, and coordinated academic experiences referred to as modules. The emphasis was placed on student demonstration of the acquisition of knowledge and skills, i.e., demonstrating competency in the academic content.

Further, the use of a competency approach supports efforts to demonstrate to our accreditation bodies how and where the curriculum meets the Common Professional Component (CPC) requirements as articulated by the Association of Collegiate Business Schools and Programs accreditation standards (ACBSP, 2008, p. 41).

Academic Plans and Model Syllabi: As noted, the competencies serve as guideposts for the content of all the academic experiences (modules) within the curriculum. But because competency development occurs at varying levels of intensity throughout the three years, a key

strategy employed by the design team is the use of master planning documents, i.e., academic plans and model syllabi, for each academic experience.

For each of the modules a written academic plan detailing the overarching strategy for addressing the competencies that are included within the experience has been developed, along with specific implementing activities that the faculty will employ. These academic plans are regularly reviewed and updated as part of the ongoing assessment of the program. The academic plans serve as the basis for the development of model syllabi which demonstrate the relationship between the academic requirements and assignments and the competencies.

The planning documents directing each academic experience serve to ensure that all sections of a particular experience are delivered with consistent outcomes and that there is alignment to one or more of the ten competencies occurring at the course level. The academic plans, model syllabi, and competencies also provide the formative structure for the achievement of the desired program outcomes (Gardiner, 1994).

End of Semester Integrating

Experiences: Another important strategy used to demonstrate the competency development of the students in the program is the end of semester integrating experiences where students engage in a week long, team intensive activity using their newly acquired knowledge and skills to address real-world business challenges. Teams consisting of four-five students work together to research and creatively craft solutions to questions and problems posed by their faculty. Each experience focuses on those competencies stressed

throughout the semester. Common threads throughout each of these experiences include communication/presentation skills, team membership, and research skills.

Integrating experiences culminate with a formal presentation to the faculty, as well as to invited members from the internal and external community. A team grade is assigned by the teaching faculty and students receive a detailed written explanation of the rationale for the grade. In keeping with the strategy of developing team membership skills, students' also complete performance based peer assessments on each of their team members. This information is available to the faculty when assigning individual grades.

Experiential Learning Projects: During the third year of the program students participate in year-long senior experiential learning projects. Students work as members of intact project teams under the supervision of a faculty facilitator and are matched with agencies, organizations, or business enterprises that have specific needs/projects related to the content of a particular course. Students gain practical experience in project management, integrating academics and business practices as well as knowledge and insight in the interrelationships of human assets, decision-making, and management techniques and functions.

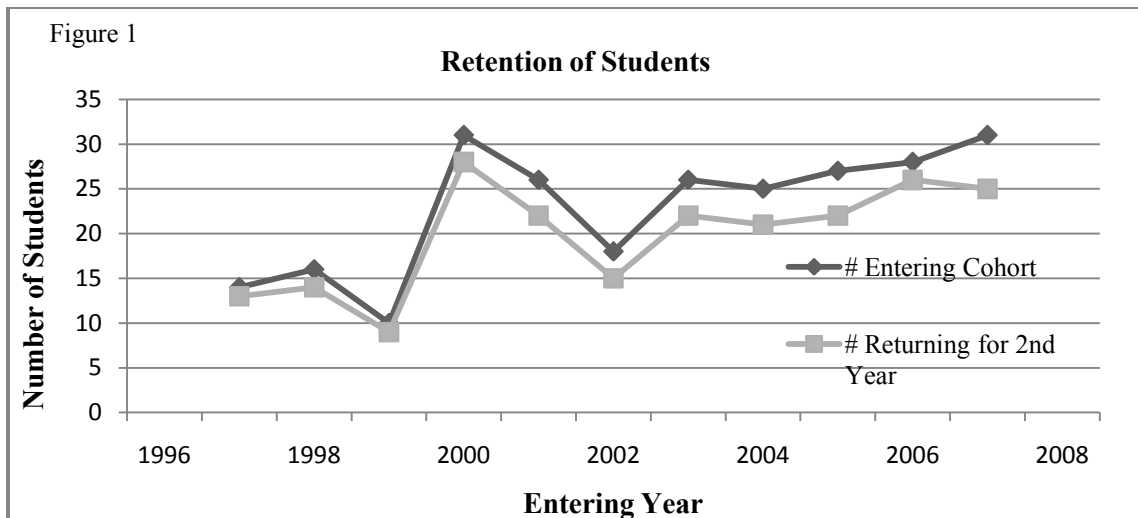
The fall semester is devoted to background work including current issue analysis (history and overview) of the organization,

research on the issue, and development of an action plan. During the spring semester, teams work on the deliverables and prepare a formal presentation of their year's work to their clients and members of the university community at a public showcase at the end of the semester. Examples of past projects include: development of a web-site, a marketing plan, and an organizational needs assessment; conducting a feasibility study for a new business; and creating a database and establishing a query system.

Assessing Program Impact

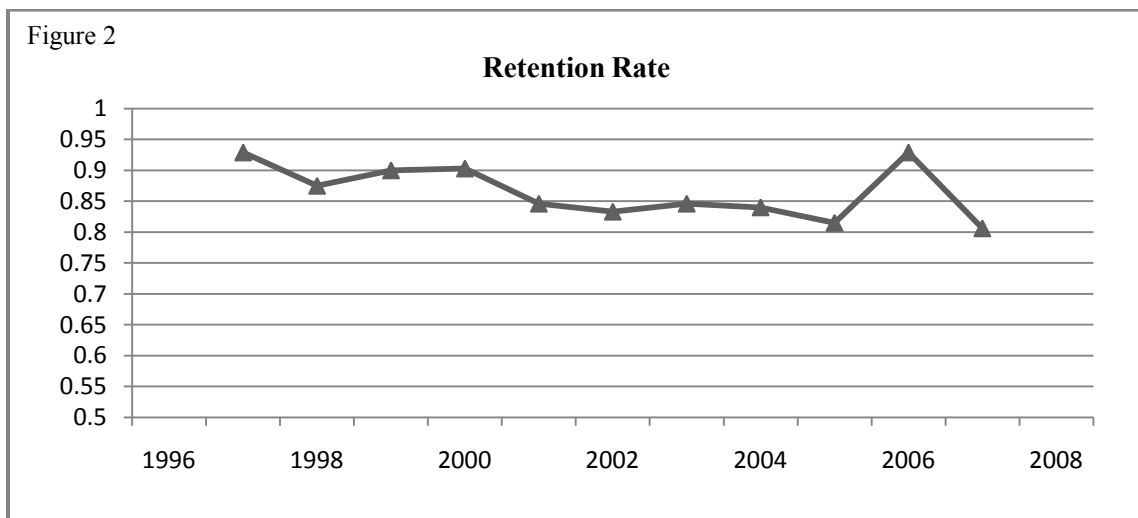
Retention of Students: An important measure of student satisfaction used by higher educational institutions and their accreditation organizations is the retention of students once they initially enroll as freshmen. In 2008, the U.S. national retention average for four year degree students returning for their second year of higher education at the same institution as their first was 73.1%. In the same comparison year, the first to second year retention rate for students in the three year program at Southern New Hampshire University was 80.6% (Bradley & Painchaud, 2009).

The number of students returning in the second year has kept pace with the number of entering students. As the number of entering students has increased gradually over the last ten years, the number of students retained in the program has also increased (see Figure 1).



The retention rate, measured as the ratio of number returning in 2nd year to the number entering in cohort, has

experienced a small and gradual decline over the years but has remained above 80% (see Figure 2).



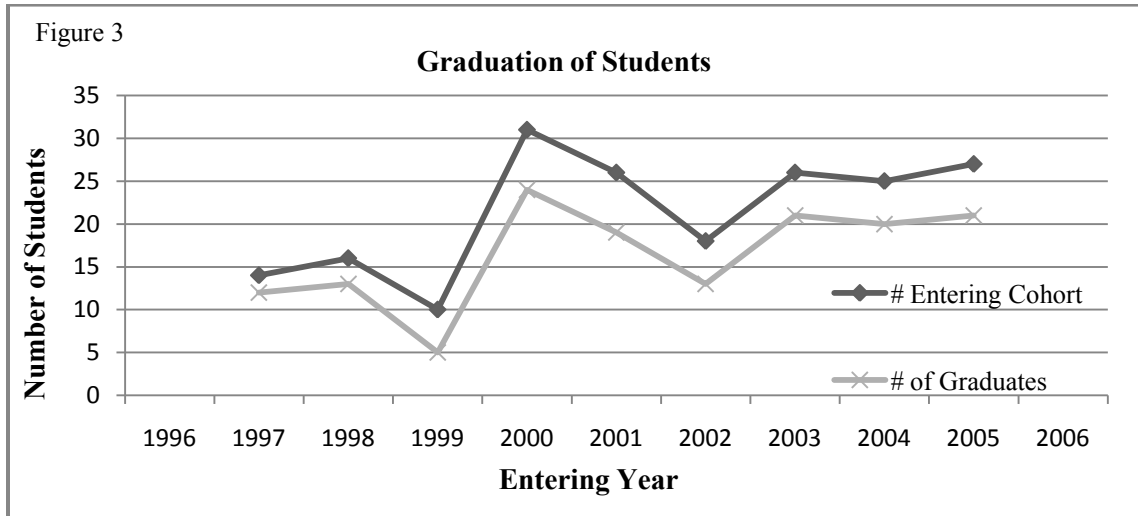
Graduation of Students: Another key measure of student success and institutional effectiveness at post-secondary institutions in the United States and one that has attracted attention at the national level is the rate of graduation. Basken and Field (2008) report in a *Chronicle of Higher Education* article that student loans are now being tied to, among

other factors, an institution's graduation rate. For students in the three year program at Southern New Hampshire University the graduation rate was 77.08%. This is well above the national average of 50.3% as reported by the National Center for Educational Statistics for students earning their degrees at

private, not-for-profit institutions within four years of their initial enrollment.

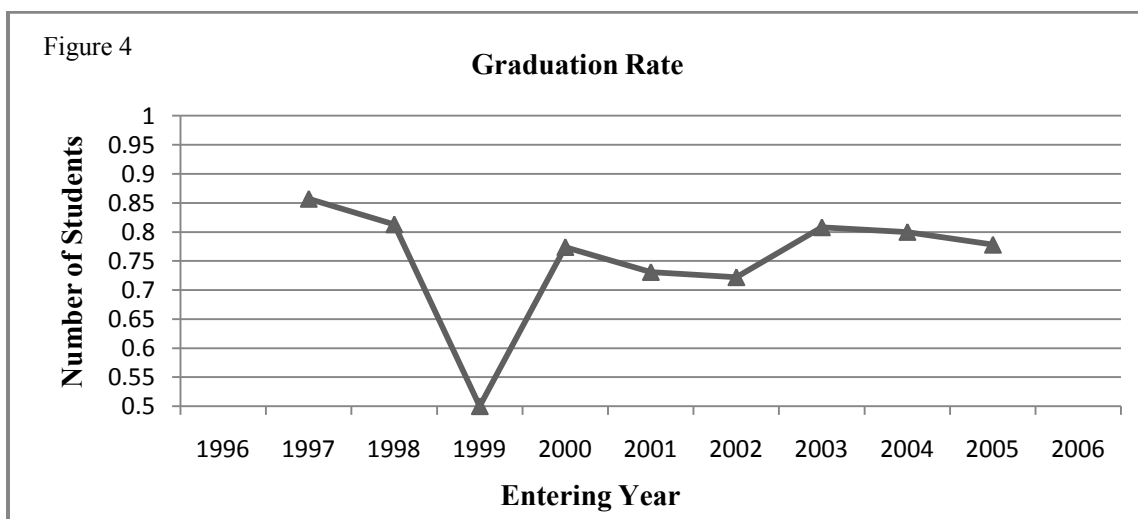
The number of students graduating from each cohort has kept pace with the number of students entering the cohort. As the

number of entering students has increased gradually over the years, the number of students graduating from each cohort has also increased. Figure 3 below shows the trend until the entering class of 2005, which graduated in 2008.



The graduation rate, measured as the ratio of number of graduates to the number entering the cohort, has fluctuated between 70% and 85% except for 1999. The graduation rate for the entering class of 1999 was only 50%. Since this ratio is

based on an entering class size of only ten students, the smallest since 1997, it can be considered an outlier (see Figure 4). Retention and graduation rates are also shown in table format in Appendix B.



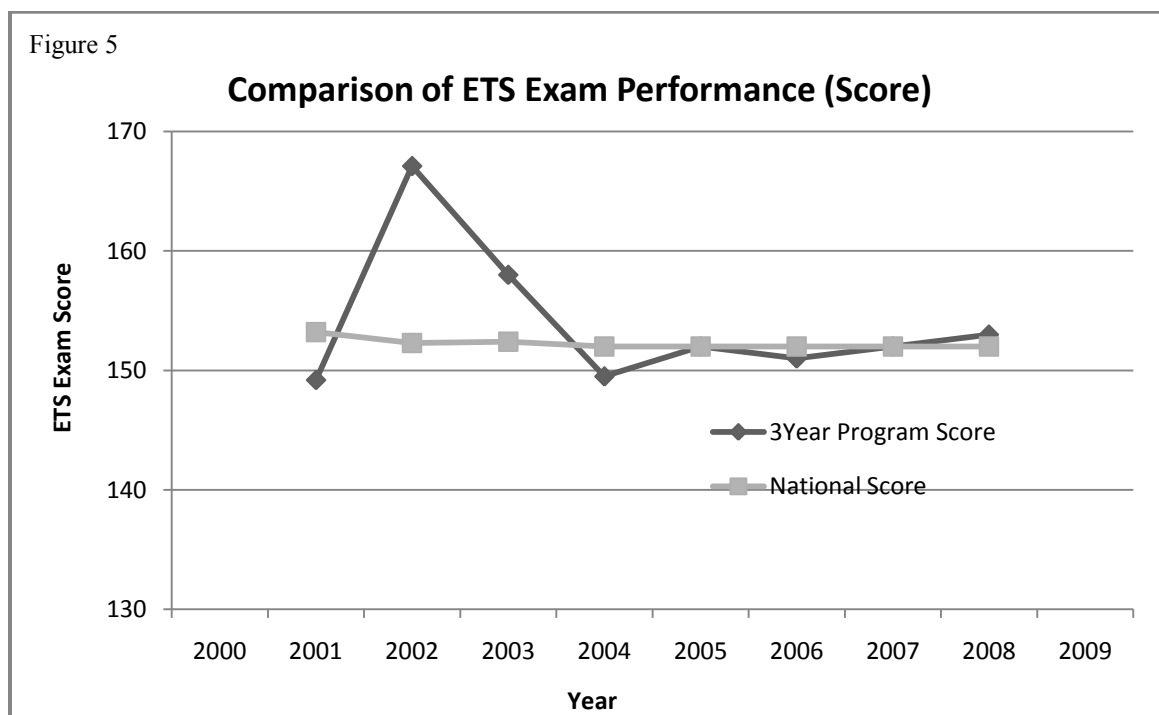
Comparison of Three Year Scores with National Scores on ETS Exam: The Major Field Tests are used by colleges and universities to measure student academic achievement and growth, and to assess the educational outcomes of their programs. In addition, the field tests are used by departments evaluating their curriculum and considering curriculum changes, and by faculty measuring the progress of their students. These tests also provide students with an assessment of their own level of achievement within the business field of study.

The content for the major field tests reflects the basic knowledge and understanding gained in the undergraduate curriculum. The tests have been designed to assess student mastery of concepts, principles and knowledge students are expected to demonstrate at the conclusion of the study in the major content area. The business field test (Educational Testing Service, 2000) contains eight sub-areas of

focus: accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, and international issues.

In addition to the factual knowledge, the major field-test validates the ability of the student to analyze and solve problems, understand relationships, and interpret material. The test may contain questions that require interpretation of graphs, diagrams, and charts based on material related to the field (Seidman & Bradley, 2002). The ETS exam has been administered since 2001.

The average scores on the ETS exam for SNHU three year students were slightly above the national scores for the second and the third cohorts but have fluctuated right around the national scores during the rest of the years (see Figure 5 and Appendix C).

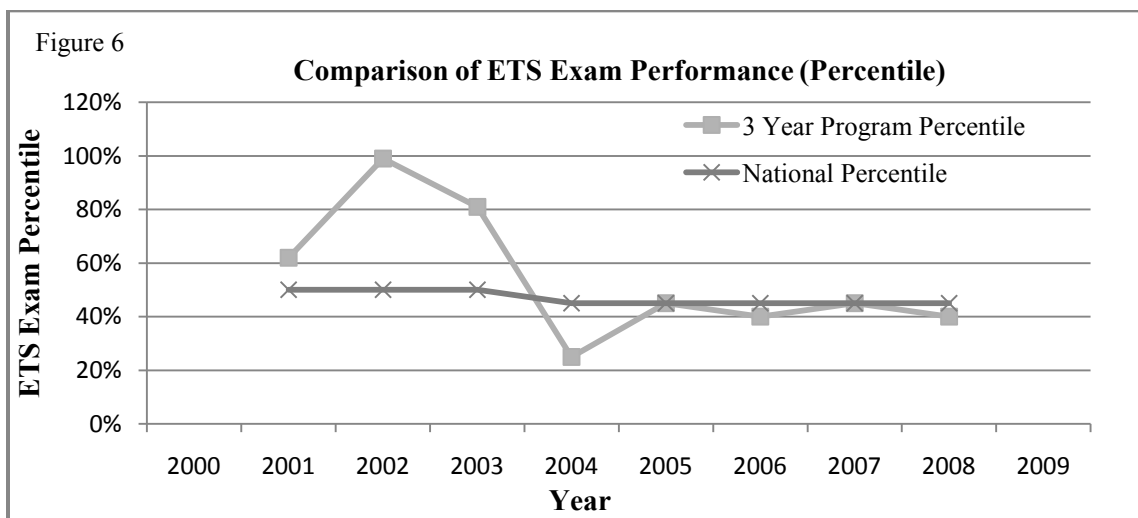


Before testing statistically to determine if there was a difference in the average scores of SNHU three year students and the national scores on the ETS exam, we tested the equal variance assumption for the two sets of scores. The assumption was rejected very strongly at a $p\text{-value} < 0.01$. In other words, there was much greater variability in the average scores of the three year students as compared to the national scores (see Appendix D).

Hence, a two-sample t-test assuming unequal variances was conducted. The results show no significant difference between the average scores of SNHU 3-

year students and the national scores on the ETS exam (see in Appendix E).

Comparison of Three Year Percentile Scores with National Percentile Scores on ETS Exam: The average percentile scores of SNHU three-year students on ETS exam were slightly above the national scores for the first three cohorts but have fluctuated right around the national percentile scores since then (except for 2004). In the year 2004, the average percentile score of SNHU three year students experienced a dip down to 25 percentile (see Figure 6).



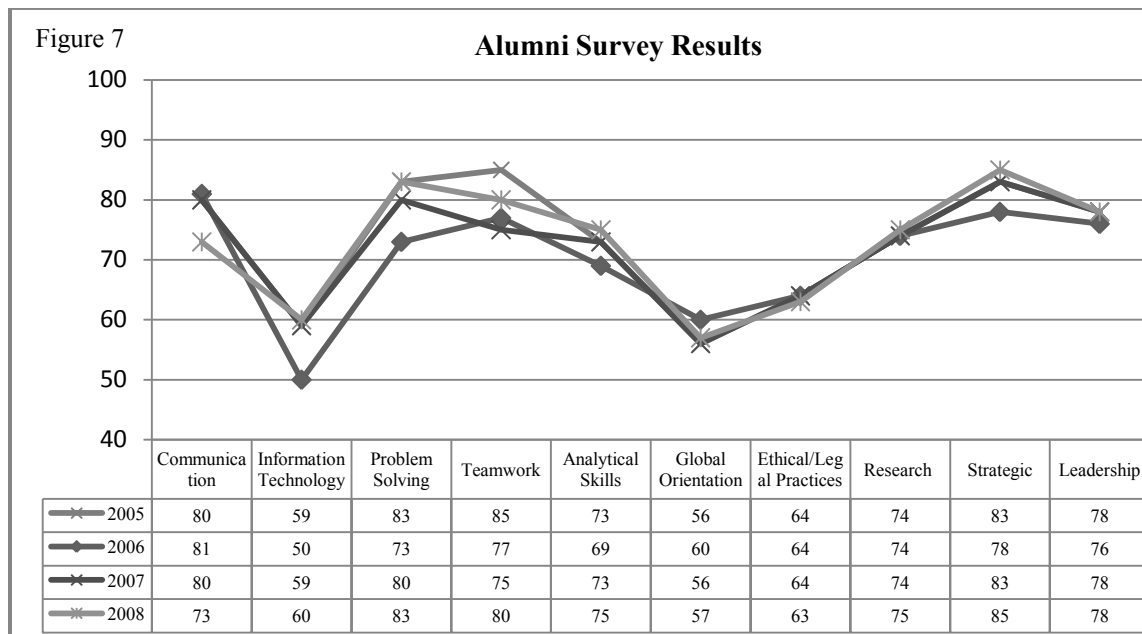
Before testing statistically if there was a difference in the average percentile scores of SNHU three year students and the national scores, we tested the equal variance assumption for the two sets of scores. The equal variance assumption was rejected very strongly at a $p\text{-value} < 0.01$ (see Appendix F). In other words, there was much greater variability in the average percentile scores for SNHU three year students compared to the national percentile scores.

Hence, a two-sample t-test assuming unequal variances was conducted. The results show no significant difference in the average percentile scores of SNHU three year students and the national percentile scores on the ETS exam (see Appendix G).

Alumni Results Regarding Program Competencies: At the end of each academic year alumni are contacted and

asked to complete a detailed survey that measures the level of importance that each of the ten program competencies has contributed to their careers. While this data includes business school graduates from both three year and four programs at SNHU, what is striking is the consistency in responses (see Figure 7). Additionally, the responses by alumni validate the decision to build a curriculum that included teamwork, problem solving, strategy and communication. Also noted in the results were the comparatively low ranking of the Information Technology

and Global Orientation competencies. Through further investigation with alumni, more recent graduates indicated a high degree of competence with technology as a result of daily life experiences, i.e. the integration and use of technology in all aspects of their lives. As for the global competency, many respondents indicated that they work for more locally and regionally based companies that did not have a significant international presence, thus the competency, while critically important, had less day-to-day work importance.

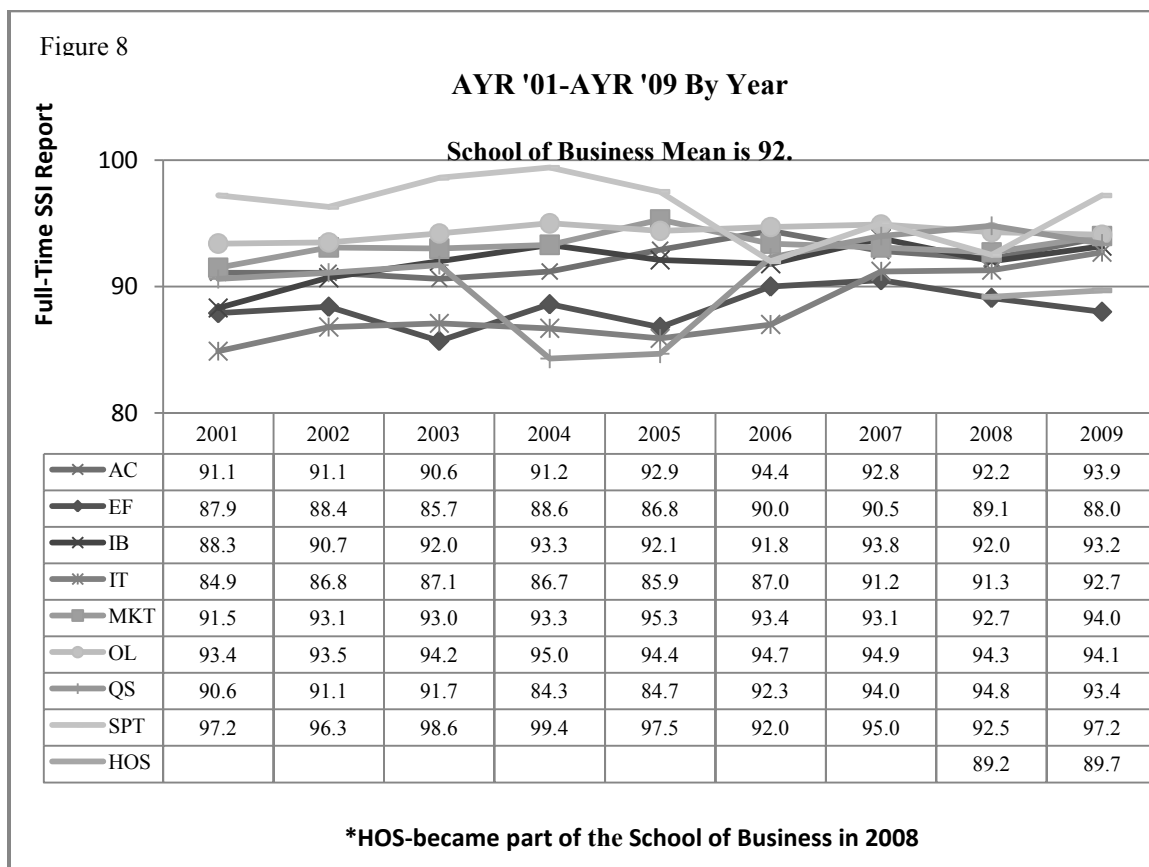


2001-2008 Student Satisfaction Index (SSI) of Teaching Faculty: The student satisfaction index (SSI) has been compiled since 2001 and was designed as a collaborative effort among the administration and faculty within the school of business. As both the school and the University looked for new ways to document assessment measures, it was deemed by the faculty that an indirect measure relying on student evaluations of courses should be used as one of the many assessment measures at the institution. The

database is designed to compile the scanned data, adding the “Agree” and “Strongly Agree” responses for each question, and recording the score as a percentile (100%) for each faculty member. This score became known as the faculty member’s Student Satisfaction Index (SSI) for that course. The SSI can be reported by course, by instructor, by department, or by undergraduate or graduate overall totals. For analysis purposes, the overall mean and standard deviation are also calculated each time the

index is reported. The Dean, departments, and the individual faculty members use this SSI data as another way of tracking student satisfaction and their perception of teaching effectiveness. As mentioned previously, the SSI is a part of the comprehensive course evaluations of all faculty at all locations in all programs. The SSI and the comprehensive evaluations are reviewed by department chairs, continuing education center directors, and the Dean's Office, and then are placed in the teaching file of the faculty member. These evaluations are used as a developmental tool helping faculty (both full-time and adjunct) to improve their teaching skills (Bradley & Painchaud, 2009).

Figure 8 on the following page depicts the cumulative SSI results for our full-time faculty, sorted by department, for years 2001-2009. The contrast among the departments is unsurprising and reinforces that the experience students report pertaining to full-time faculty is highly valued and very consistent from year to year. Even in years 2004 and 2005 where the greatest variance across the six academic departments (55 full-time faculty members) was observed, it is important to note that the full-time student satisfaction level at its lowest was still above 83% with the cumulative faculty goal being the 90th percentile.



Financial Benefits to Students and Institution: The most obvious financial benefit from the three year program of

study at SNHU is to the students and their sponsors who save one year of tuition expenses. These students also are able to

enter the workforce one year sooner than their four year counterparts, providing them with an additional financial advantage. From an institutional perspective, the redesign of the curriculum with the focus on integration saves approximately 25% in delivery costs. Further, because retention and graduation rates exceed national averages an additional institutional savings in recruitment costs is realized. And finally, students enrolling in the three year program at SNHU have consistently reported that the program was the reason for their decision to enroll, allowing the institution to increase its enrollments by attracting a new market segment.

Conclusions: Curriculum innovation has never been an easy or fast process. But it is clear that if college and university leaders expect to compete in the years ahead, then they must challenge their trustees and faculty to consider new ways to organize and deliver content that best meets the needs of today's college student and addresses both the cost and quality concerns of a growing number of stakeholders. Moreover, the need for higher educational institutions to confront the deeply entrenched administrative model of scheduling courses, assigning faculty, and recording credits will continue to be a challenge in the years ahead.

It is interesting to note that while the three year program at Southern New Hampshire University discussed in this paper is regarded as both innovative and successful, it has not grown in the number of enrollments beyond what it experienced in its early years. Nor, more importantly has it become fully part of the fabric of the institution (Thompson & Purdy, 2009). University leaders have been slow to recognize the potential of the three year

concept, often citing worry over the loss of the fourth year tuition, or questioning how others might perceive the quality of the three year experience, or stating that it is too difficult of a program to explain to potential students and their parents.

Yet, after ten years of experience and collecting feedback and data through both direct and indirect measures, participants and graduates of the SNHU three year program continue to excel both in and out of the classroom. On nationally standardized major business field exams developed by the Educational Testing Service Inc. graduates of the three year degree program have, overall, scored as well as students completing the same exam nationally at some of the most recognized business schools. This direct measure coupled with multiple indirect measures such as surveys of employers, alumni, and current students, and accreditation reviews all support the success of this curriculum model; a model that is both outcomes focused and addresses the accelerating costs of American higher education, which if not dealt with will result in the traditional undergraduate college experience being affordable to an ever decreasing pool of students.

The three year degree program highlighted here represents just one illustration of the kind of curriculum changes required to address two major challenges now facing American higher education – that of cost control and cost reduction, and a curriculum more responsive to the need of business and industry. Failure to act decisively on these two fronts puts at risk the pursuit of an undergraduate degree as a rite of passage for many, and opens the door for more significant competition from corporate universities and for-profit

educational institutions. The authors recommend that college and university leaders consider the following:

- Adopt new curriculum models that promote affordable and quality learning for students.
 - The three year model discussed in this paper is one such model. It is both viable and sustainable and can significantly reduce the financial costs to students earning a bachelor's degree in business administration.
 - Three-year degree programs in other business majors, as well as in majors outside of the business discipline are needed in order insure that access and opportunities remain for students while at the same time better managing institutional delivery costs.
- Create a sense of urgency that fosters creativity and innovation.
 - College and university leaders, particularly presidents, must champion focused, determined efforts to fully integrate new models of teaching and learning into the institutional culture.
 - Additionally, campus leaders must undertake a reexamination of the key academic support services, e.g., academic advising, registrar, learning centers, etc., to help insure that systems are in alignment with the goals of the new models being implemented.
- Rethink the process of teaching and learning at colleges and universities.
 - Leaders must challenge traditional assumptions about the role of faculty and students, with faculty acting as members of teaching teams who create greater integration among their academic

disciplines and students taking greater responsibility for managing their education. This rethinking must also include an emphasis on student acquisition of knowledge and skills, with primary emphasis placed on outcomes rather than seat time.

- Engage in ongoing internal and external assessment efforts.
- Colleges and universities must develop and implement a comprehensive set of evaluation measures that demonstrate students are achieving the intended outcome(s) and that the curriculum content of the new models remains both relevant and responsive to the needs of society. Establishing strategic partnerships with business organizations, educational organizations, and community groups is an important part of external validation of the curriculum.

Recommendations for future research:

The authors of this paper suggest that future research be conducted focusing on the types and approaches being used in the delivery of three year degree programs at higher educational institutions in the United States. Additionally, research describing the advantages and disadvantages for institutions and their students of each of the major models and approaches would assist University administrators in making more informed decisions as to the type of the three year degree program that would provide the most appropriate institutional fit given the organizations' vision, mission, culture and historical context.

Further, we recognize the need for more research to be conducted on the financial resiliency of other approaches to implementing and delivering three year

degree programs that are not integrated as the one discussed in this paper.

Finally, we suggest that as the demand grows nationally for three year degree programs so will the need for a national clearinghouse for three year degree programs. This clearing house could serve as a vehicle organizing the research around program success, student persistence, and student achievement while promoting collaborative research partnerships that advance the scholarship and publications on this topic.

Dr. Martin J. Bradley is a Professor of Organizational Leadership and former Dean of the School of Business at Southern New Hampshire University. He was the Principle Investigator of the US Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) grant awarded in 1995 to Southern New Hampshire University to develop a three year program in business administration and he served as the first Director of the program. In 2001 Bradley was the recipient of the University's Excellence in teaching award and in 2002 he was recognized among all colleges and universities in the state of NH as the outstanding University professor. Dr. Bradley received his doctorate from Vanderbilt University in 1994.

Dr. Steven R. Painchaud is a Professor of Organizational Leadership at Southern New Hampshire University, where he also served as Associate Dean of the Graduate School of Business. He has taught in the three year program since its inception and has played a key role in the first year end-of-semester integrating experience. In 2008 Painchaud was the recipient of the Association of Collegiate Business School and Programs international teaching

excellence award. Dr. Painchaud received his doctorate from Boston College in 1993.

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Appendices

Appendix A

Three-Year Degree Program Competencies

1. **Communication:** Students will demonstrate an ability to communicate effectively through written, oral, and other forms of communication.
2. **Information Technology:** Students will master information technology principles and contemporary information technology applications and will be able to apply information technology to the greatest advantage in the many aspects of an organization's operations.

3. **Problem Solving:** Students will develop the skills to identify problems quickly, analyze them reasonably, and find solutions creatively.
4. **Teamwork:** Students will develop a broad range of interpersonal skills in order to function effectively as a participant in team and group situations.
5. **Analytical Skills:** Students will appropriately use and apply quantitative and qualitative methods of analysis, use data, applied mathematical and statistical techniques, and decision sciences whenever possible to attain organizational objectives.
6. **Global Orientation:** Students will attain a multidisciplinary global perspective order to understand others and make more effective international business decisions.
7. **Legal and Ethical Practices:** Student will realize the legal and ethical considerations and implications of personal, social, business and international business behavior and activities.
8. **Research:** Students will be able to conduct primary and secondary research and apply the results for informed decision-making.
9. **Strategic Approach:** Students will be able to think and plan strategically in making business decisions.
10. **Leadership:** Students will be able to function effectively as a team and organizational leader.

Appendix B

Retention and Graduation Rates					
Entering Year	# In Entering Cohort	# Returning For 2 nd Year	Percent	# of Graduates	Percent
1997	14	13	92.9%	12	85.7%
1998	16	14	87.5%	13	81.3%
1999	10	9	90.0%	5	50.0%
2000	31	28	90.3%	24	77.4%
2001	26	22	84.6%	19	73.1%
2002	18	15	83.3%	13	72.2%
2003	25	22	84.6%	21	84.0%
2004	25	21	84.0%	20	80.0%
2005	27	22	81.5%	21	77.8%
2006	28	26	92.9%	-	-
2007	31	25	80.6%	-	-
2008	29	-	-	-	-

Appendix C

ETS Exam Results				
Year	3Year Score	3Year Percentile	National Score	National Percentile

2001	149.2	62%	153.2	48%
2002	167.1	99%	152.3	48%
2003	158.0	81%	152.4	45%
2004	149.5	25%	152.0	45%
2005	152.0	45%	152.0	45%
2006	151.0	40%	152.0	45%
2007	152.0	45%	152.0	45%
2008	153.0	50%	152.0	45%

Appendix D

F-Test Two-Sample for Variances		
	<i>Three Year Program Score</i>	<i>National Score</i>
Mean	153.9625	152.2375
Variance	35.6941071	0.176964286
Observations	8	8
Df	7	7
F	201.702321	
P(F<=f) one-tail	1.5557E-07	
F Critical one-tail	3.78704354	

Appendix E

t-Test: Two-Sample Assuming Unequal Variances		
	<i>Three Year Program Score</i>	<i>National Score</i>
Mean	153.9625	152.2375
Variance	35.6941071	0.176964286
Observations	8	8
Hypothesized Mean Difference	0	
Df	7	
t Stat	0.81463285	
P(T<=t) one-tail	0.22105563	
t Critical one-tail	1.8945786	
P(T<=t) two-tail	0.44211126	
t Critical two-tail	2.36462425	

Appendix F

F-Test Two-Sample for Variances		
	<i>Three Year Program Percentile</i>	<i>National Percentile</i>
Mean	0.55875	0.4575
Variance	0.0572125	0.000192857
Observations	8	8
Df	7	7
F	296.6574074	
P(F<=f) one-tail	4.0669E-08	
F Critical one-tail	3.78704354	

Appendix G

t-Test: Two-Sample Assuming Unequal Variances		
	<i>Three Year Program Percentile</i>	<i>National Percentile</i>
Mean	0.55875	0.4575
Variance	0.0572125	0.000192857
Observations	8	8
Hypothesized Mean Difference	0	
Df	7	
t Stat	1.19526393	
P(T<=t) one-tail	0.135451058	
t Critical one-tail	1.894578604	
P(T<=t) two-tail	0.270902115	
t Critical two-tail	2.364624251	