

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
For
Associate Degree Business Programs
Current as of February 2011

Overview (O)1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 27th or September 30th.

O2. This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O3. Institution Name: Normandale Community College Date September 15, 2012

Address: 9700 France Ave. South, Bloomington, MN 55431-4399

O4. Year Accredited/Reaffirmed: 2006,2008 This Report Covers Years: 2008-2011

O5. List All Accredited Programs (as they appear in your catalog):

Associate in Applied Science Degree in Business: Marketing and Management-AAS
Associate in Science Degree in Business: Marketing Management-AS
Associate in Applied Science Degree in Hospitality Management-AAS
Associate in Applied Science Degree in Computers/Information Management-AAS

O6. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

All programs in the business unit are accredited by ACBSP.

O7. List all campuses that a student can earn a business degree from your institution:
A student can only earn their Normandale business degree from the Normandale campus.

O8. Person completing report Name: Mary Ann Johnson

Phone: 952-358-8396

E-mail address: maryann.johnson@normandale.edu

ACBSP Champion name: Michael Kirch, Ph. D., Dean of Business, Social Science and Library

ACBSP Co-Champion name: Mary Ann Johnson, Business Department Chair

O9. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed

Please explain and provide the necessary documentation/evidence for addressing each condition/note/OFI since your last report.

There were no notes, conditions, or OFI's to which we were asked to respond.

10. The business unit must routinely provide reliable information to the public on their performance, including student achievement.

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

Note: This requirement can be addressed from the Standards and Criteria book in Standard 4: Measurement, Analysis, and Knowledge Management, Criterion 4.3 Student Assessment, Item F. Organizational Performance Results.

This information is posted on the business department website.

Standard #1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.

No organizational changes have occurred since the last report.

Administrative Personnel Changes: In October 2010, Dr. Teri Wichman, Dean of Business, Social Science and Library retired from her position. Dr. Rex Gaskill was selected as interim dean. A search committee consisting of business faculty and administration conducted a national search for a permanent Dean. Dr. Michael Kirch was selected and began his duties on June 15, 2011.

- b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report.

Approval was received by the Higher Learning Commission to offer students an online Associate in Science Degree in Business Marketing and Management-AS.

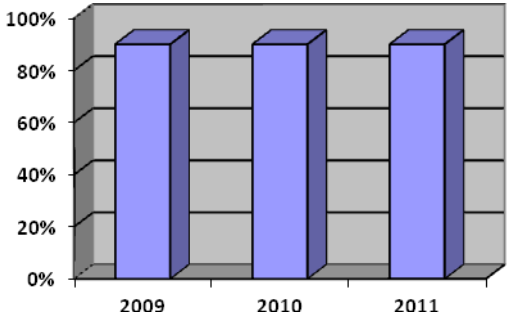
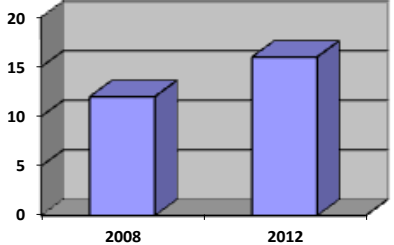
Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

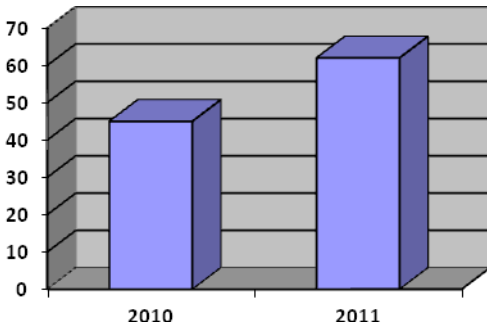
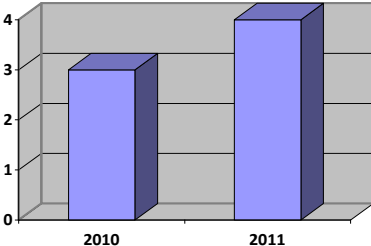
Standard #3 Student and Stakeholder Focus

Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results		<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. <i>Key indicators may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.</p>			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success (results)	Analysis and Action Taken (improvement)	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
(Example)					
Document your Competencies in this column	Document your assessment instruments in this column	Document your results in this column	Document your improvement actions in this column	Document the results after your improvement is implemented	Place your graph or tables in this column
The Business Advisory Committee members suggested learning goal of "Ethical Problem Solving" be integrated into program learning goals.	Descriptive comments written by Advisory Committee members.	A business ethics course was developed.	Request was completed	Advisory Board will be consulted to ensure this item can be closed.	Trend data not available

Redesigned the composition of the Business Advisory Board	After further examination of the number of members, the determination was made to redesign the composition of the board.	A new organizational structure was developed in February 2012	A meeting is in the process of being set up with the mayor to review the new structure.	Group effectiveness will be monitored once final approval is received and meetings started.	Trend data not available								
30% Increase in the number of Hospitality Advisory Committee members.	A physical count of the Hospitality Advisory Committee roster which lists all of the committee members.	There has been a 30% increase in the Hospitality Advisory Committee membership. The membership now includes the Mayor of Bloomington Minnesota	Faculty determined that the size and composition of the Hospitality Committee did not accurately reflect the Hospitality industry in the area served by NCC. So additional members have been recruited	Faculty actively recruited additional Hospitality Advisory Committee members. 2008 - 21 members 2012 – 22 members	Trend data not available								
90% of the NCC Hospitality Advisory Committee members actively participate in program and course development and review.	Survey was sent out to Advisory Committee members Fall 2010	Over 90% of the advisory committee members participated in program and course development review.	As a result of Advisory Committee input, there is now a yield management module in Lodging class.	2009 - 90% participation 2010 - 90% participation 2011 – 90% participation	 <table border="1"> <caption>Participation Data (2009-2011)</caption> <thead> <tr> <th>Year</th> <th>Participation (%)</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>90%</td> </tr> <tr> <td>2010</td> <td>90%</td> </tr> <tr> <td>2011</td> <td>90%</td> </tr> </tbody> </table>	Year	Participation (%)	2009	90%	2010	90%	2011	90%
Year	Participation (%)												
2009	90%												
2010	90%												
2011	90%												
Hospitality Mgmt. Club enrollments to exceed 10 members.	A physical count of the Hospitality Mgt members who are associated with NCC's Hospitality Program	There has been a 50% increase in membership in this professional organization (2011-2012)	Students are able to network with industry leaders and speak with employers about potential employment	2008 - 12 members 2012 - 16 members	 <table border="1"> <caption>Membership Data (2008-2012)</caption> <thead> <tr> <th>Year</th> <th>Members</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>12</td> </tr> <tr> <td>2012</td> <td>16</td> </tr> </tbody> </table>	Year	Members	2008	12	2012	16		
Year	Members												
2008	12												
2012	16												

<p>A 10% increase in student participation on NCC hospitality events</p>	<p>A physical count of the number of students participating in NCC hospitality events</p>	<p>There has been a 100% increase each semester of students participating in NCC hospitality events</p>	<p>Students gain experience, recognition and confidence through this participation</p>	<p>2010 – 45 student participants 2011- 62 student participants</p>	 <table border="1"> <thead> <tr> <th>Year</th> <th>Participants</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>45</td> </tr> <tr> <td>2011</td> <td>62</td> </tr> </tbody> </table>	Year	Participants	2010	45	2011	62
Year	Participants										
2010	45										
2011	62										
<p>A 20% increase in participation in the Hospitality Scholarship event.</p>	<p>A physical count of the number of students receiving Hospitality Scholarships from the MN Hospitality Association.</p>	<p>There was a 30% increase in scholarship applicants for this event. (Hospitality MGT. students receive scholarships).</p>	<p>Focus will be to increase the number of Normandale applicants in future years.</p>	<p>The Hospitality Association was able to offer three scholarships in 2010 and four scholarships in 2011.</p>	 <table border="1"> <thead> <tr> <th>Year</th> <th>Scholarships</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>3</td> </tr> <tr> <td>2011</td> <td>4</td> </tr> </tbody> </table>	Year	Scholarships	2010	3	2011	4
Year	Scholarships										
2010	3										
2011	4										

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program - Program outcomes should be used as part of a student learning assessment plan and be measurable.

The Normandale Community College business department is committed to instilling and assessing the following core student learning outcomes as part of our student learning assessment plan. These outcomes are an integral part of our course and program outcomes.

Our students will:

1. Think critically and creatively,
2. Communicate effectively,
3. Develop personal responsibility and life skills,
4. Demonstrate social responsibility.

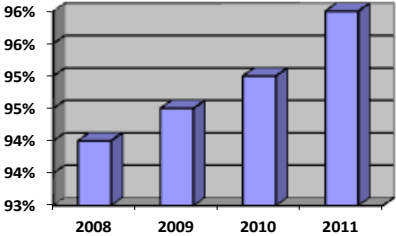
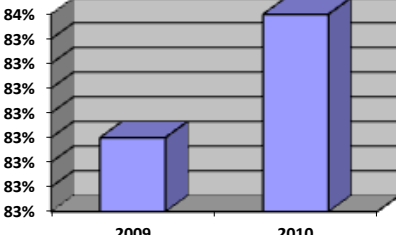
Each department has reviewed and reinforced course learning outcomes within each of the four categories. Normandale is committed to continuously assess our student learning. Most recently, assessment tests for core classes in business, hospitality and accounting were reviewed and enhanced. Use of these tests will begin Spring 2012. Data will be analyzed to ensure core learning outcomes are being achieved. We are also in the process of completing a full program review for the business department. Appropriate changes will be made to ensure alignment with the above stated outcomes.

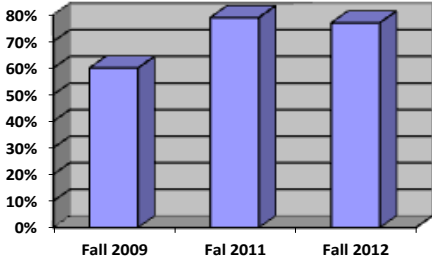
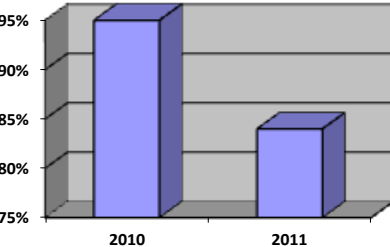
Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

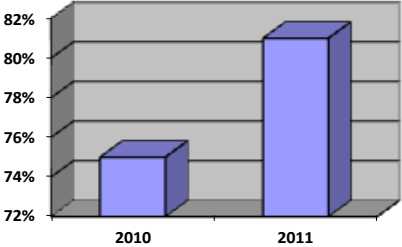
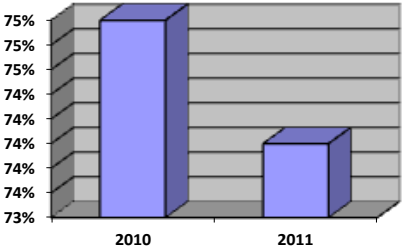
Standard 4 Student Learning Results (Required for each accredited program)

Performance Indicator		Definition			
1. Student Learning Results (Required for each accredited program)		<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work. Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument to include Formative, summative, internal, external, or comparative.	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Keyboarding: 2008-09. It is expected students will be able to type error free business documents (memo, letter, report). The	Summative, internal	The scores do not meet the expectation set	It is felt that the criteria is not appropriate for the objectives and is under review. Faculty attended assessment	2008-09 26%	Trend data not available

scores are based on 3 documents each keyed in a 40 minute period			seminar focusing efforts on Keyboarding.										
2009-10. Revised. It is expected 75% of the students will be able to type business documents (memo, letter, report) with <=3 errors. The scores are based on 3 documents each keyed in a 40 minute period	Summative, Internal	Beat expectation	It is felt that the criteria are appropriate for the objectives. Faculty pleased with assessment and results.	2009-10 82%	Trend data not available								
Beginning Computer Applications: Program being revised. Course will be obsoleted.	Internal	Being revised	Being revised	Being revised	Trend data not available								
Intermediate Computer Applications: Program being revised. Course will be obsoleted..	Internal	Being revised	Being revised	Being revised	Trend data not available								
Principles of Accounting I It is expected that the class average for correct responses will be 70% on an objective test covering course learning objectives.	Accounting course, summative, internal, comparative The assessment instrument is a multiple choice test that includes questions covering the course learning objectives. The test is administered by the instructor at the end of the semester.	The assessment test was rewritten in the Fall of 2011 with additional emphasis being placed upon including application questions that require a significant degree of analysis and critical reasoning. The decline in the aggregate average is explained by the introduction of this additional rigor	We are reviewing the test results in terms of the course learning objectives and intend to place additional emphasis on the areas were students scored below 70%.	Fall 2011 68% Fall 2010 70% Fall 2009 68%	<table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>68%</td> </tr> <tr> <td>2010</td> <td>70%</td> </tr> <tr> <td>2011</td> <td>68%</td> </tr> </tbody> </table>	Year	Score	2009	68%	2010	70%	2011	68%
Year	Score												
2009	68%												
2010	70%												
2011	68%												
Principles of Accounting II It is expected that the class average for correct responses will be 70% on an objective test covering course learning objectives.	Accounting course, summative, internal, comparative The assessment instrument is a multiple choice test that includes questions covering the course learning objectives. The test is administered by the instructor at the end of the semester.	The assessment test was rewritten in the Fall of 2011 with additional emphasis being placed upon application questions that require a significant degree of analysis and critical reasoning. The class average of 59% is somewhat weaker than the results of previous period. Overall, the low scores may reflect a need to do a better job	We are reviewing the test results in terms of the course learning objectives and intend to place additional emphasis on the areas were students scored below 70%. We are in the process of redesigning both 2251 and 2252 and will revisit the content in both courses	Fall 2011 59% Spring 2011 63% Spring 2010 67%	<table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>67%</td> </tr> <tr> <td>S2011</td> <td>63%</td> </tr> <tr> <td>F2011</td> <td>59%</td> </tr> </tbody> </table>	Year	Score	2010	67%	S2011	63%	F2011	59%
Year	Score												
2010	67%												
S2011	63%												
F2011	59%												

		of balancing the material covered in the two courses													
<p>Business/Hospitality Internship It is expected that on completion of the internship 80% of the students will earn at least 80 points demonstrating::</p> <ul style="list-style-type: none"> the marketable skills and functional information required in hospitality management The knowledge of specific business & hospitality occupations the pride, self-confidence and practice superior workmanship and professionalism the ability to work without close supervision a code of ethics governing all their business activities <p>Outstanding professional skills in the business and hospitality industries</p>	<p>Management course, formative, summative, comparative At the end of the program, students are assigned to an internship opportunity with an external employer. At the end of the internship, students are evaluated by their instructor and employer on the following items:</p> <ol style="list-style-type: none"> Orientation Goals Resume Job Update (1) 10 year plan Job Update (2) Book Review Employer Evaluation Intern Report Presentation <p><u>Expected Results:</u> 80% of the students who complete the project will score 80 or more points out of 105 points on their internship evaluations</p>	<p>The average class score for fall 2010-2011 is 95%</p>	<p>Given that the actual results exceed the expected results, there are no major changes planned for the internship program.</p> <p>One minor change is that all intern sites will be approved for a period of up to 5 years.</p>	<p>2008- 94% 2009-94.5% 2010-95% 2011-96%</p>	 <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>94%</td> </tr> <tr> <td>2009</td> <td>94.5%</td> </tr> <tr> <td>2010</td> <td>95%</td> </tr> <tr> <td>2011</td> <td>96%</td> </tr> </tbody> </table>	Year	Score	2008	94%	2009	94.5%	2010	95%	2011	96%
Year	Score														
2008	94%														
2009	94.5%														
2010	95%														
2011	96%														
<p>Lodging Management: It is expected that at least 80% of the students will be able to:</p> <ul style="list-style-type: none"> Discuss front office structure and operations, and gain an appreciation of these relationships to the total hotel or motel operations. Define and discuss the different operational aspects of any front office. Demonstrate knowledge of the relationship of each department of the front office. Analyze the skills of the front office personnel and all staffing requirements. 	<p>Lodging Management, internal, formative A pre and post test developed by the faculty is administered to the students. The test questions cover a wide variety of topics related to the course learning objectives</p> <p>The test is administered by the instructor at the end of the semester.</p> <p>At least 80% of the students will correctly answer 70% of the questions with the post-test.</p>	<p>Scores exceed expectations</p>	<p>80% of the students correctly answered at least 70% of the questions on the post test.</p> <p>Given that the actual results exceed the expected results, there are no major changes planned for the Lodging Management course.</p>	<p>Fall 2009 – 83% Fall 2010 -83.5%</p>	 <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>83%</td> </tr> <tr> <td>2010</td> <td>83.5%</td> </tr> </tbody> </table>	Year	Score	2009	83%	2010	83.5%				
Year	Score														
2009	83%														
2010	83.5%														

<p>* Define selling and handling guest techniques in the field. * Know the importance of developing a customer/guest oriented approach in front office operations.</p>													
<p>Intro to Hospitality& Tourism Mgmt: It is expected that 70% of the students will be able to: * Demonstrate awareness of their personality and potential success in the Hospitality Industry in light of what the industry requires of its people. * Demonstrate an awareness of the part played by the Hospitality Industry in relation to guest services. * Discuss the various types of hotels and motels, the history of lodging and food service, and the different ways in which they serve.</p>	<p>Hospitality Management, internal, formative A pre and post test developed by the faculty is administered to the students. The test questions cover a wide variety of topics related to the course learning objectives The test is administered by the instructor at the end of the semester. At least 80% of the students will correctly answer 70% of the questions with the post-test.</p>	<p>Scores are consistently increasing.</p>	<p>Given that the actual results of the post tests are consistently increasing and exceeding the expected results of 70%, the current course structure, materials and approach will remain the same.</p>	<p>Fall 2009 – 60% Fall 2012 – 77% Fall 2011 – 79%</p>	 <table border="1"> <caption>Score Data for Hospitality Management</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2009</td> <td>60%</td> </tr> <tr> <td>Fal 2011</td> <td>79%</td> </tr> <tr> <td>Fall 2012</td> <td>77%</td> </tr> </tbody> </table>	Year	Score (%)	Fall 2009	60%	Fal 2011	79%	Fall 2012	77%
Year	Score (%)												
Fall 2009	60%												
Fal 2011	79%												
Fall 2012	77%												
<p>Principles of Management: It is expected that the class average for correct responses will be 70% on an objective test covering course learning objectives</p>	<p>Management course, formative, internal, comparative The assessment instrument is a multiple choice test that includes questions covering the course learning objectives. The test is administered by the instructor at the end of the semester</p>	<p>Scores are consistently above the threshold.</p>	<p>In the fall of 2011 business department faculty reviewed the test instrument to ensure alignment with our core student learning outcomes. As a result of this review, the multiple choice test has been enhanced. The revised tests will be administered beginning Spring 2012.</p>	<p>Spring 2010 – 95% Spring 2011 – 84%</p>	 <table border="1"> <caption>Score Data for Principles of Management</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>95%</td> </tr> <tr> <td>2011</td> <td>84%</td> </tr> </tbody> </table>	Year	Score (%)	2010	95%	2011	84%		
Year	Score (%)												
2010	95%												
2011	84%												

<p>Principles of Marketing It is expected that the class average for correct responses will be 70% on an objective test covering course learning objectives</p>	<p>Marketing course, formative, internal, comparative The assessment instrument is a multiple choice test that includes questions covering the course learning</p>	<p>Scores are consistently above the threshold</p>	<p>In the fall of 2011 business department faculty reviewed the test instrument to ensure alignment with our core student learning outcomes. As a result of this review, the multiple choice test has been enhanced. The revised tests will be administered beginning Spring 2012.</p>	<p>Spring 2010 – 75% Spring 2011 – 81%</p>	 <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>75%</td> </tr> <tr> <td>2011</td> <td>81%</td> </tr> </tbody> </table>	Year	Score	2010	75%	2011	81%
Year	Score										
2010	75%										
2011	81%										
<p>Introduction to Business It is expected that the class average for correct responses will be 70% on an objective test covering course learning objectives</p>	<p>Business course, formative, internal, comparative The assessment instrument is a multiple choice test that includes questions covering the course learning</p>	<p>Scores were above the threshold but lower than desired</p>	<p>In the fall of 2011 business department faculty reviewed the test instrument to ensure alignment with our core student learning outcomes. As a result of this review, the multiple choice test has been enhanced. The revised tests will be administered beginning Spring 2012.</p>	<p>Spring 2010 – 75% Spring 2011 – 74%</p>	 <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>75%</td> </tr> <tr> <td>2011</td> <td>74%</td> </tr> </tbody> </table>	Year	Score	2010	75%	2011	74%
Year	Score										
2010	75%										
2011	74%										

Standard #5 Faculty and Staff Focus

Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 5 - Faculty- and Staff-Focused Results

Faculty and Staff Focused Results		Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. <i>Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i>			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
90% participation of faculty in new faculty orientation	Attendance taken at the orientation	New faculty orientation for Fall 2010 was 100%	Attendance at new faculty orientation has been over 90% for the last five years.	No action needed at this time.	Trend data not available
90% retention of full time permanent faculty for the Business, CIM, Accounting and Hospitality Departments	Faculty turn over information taken from personnel records	Faculty retention has been greater than 90% for the past four years.	Retirement is the only reason for loss of full time permanent faculty over the last four years	No action needed at this time.	Trend data not available
One approved sabbatical per year	Completed sabbatical reports	During this reporting period 4 faculty members were able to take sabbaticals.	Sabbatical reports were submitted and approved. Some initiatives as a result of the sabbaticals were the implementation of a new course in hospitality, the introduction of a Global Studies Certificate,	Global Studies Certificate approved and will be offered beginning Fall 2012	Trend data not available

			and the rewriting of the Global Studies manual. In addition, five business simulation games were developed and will be published by McGraw Hill.		
The 2011 Employee Satisfaction with Services Survey was deployed in April of 2011. Due to the length of the survey, it was divided into 3 surveys and randomly distributed to all Normandale employees so that each employee only completed 1 of the 3 sections. We had a total response of 229 employees.	The web survey was sent out to employee via e-mail	The gap between importance and satisfaction with learning services, duplicating, and Office for Students With Disabilities was very narrow. The gap between importance and satisfaction with the bookstore was quite large.	Gaps are being reviewed by the appropriate departments and corrective action plans will be developed.	Appropriate action plans will be implemented.	Trend data not available.

Faculty Qualifications

Complete the next two tables for **new** full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA <ul style="list-style-type: none"> • Five Years Work Experience • Teaching Excellence • Professional Certifications 	ACBSP QUALIFICATION <ol style="list-style-type: none"> 1. Master's 2. Doctorate 3. Professional 4. Exception
New Adjunct					
Bielmeier, Kathleen	Business	Introduction to Business Principles of Management Principles of Marketing Entrepreneurship Effective Human Relations Small Business Mgmt	BA English, History- St. Norbert College MBA Human Resource Management-Franklin University		1. Masters

Standard #6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach an updated Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

Associate in Applied Science Degree in Hospitality Management-AAS
Associate in Applied Science Degree in Computers/Information Management-AAS

2. List any **new** degree programs that have been developed since your last report and attach a Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

No new degree programs have been developed since the last report.

3. List any accredited programs that have been terminated since your last report.

Associate in Applied Science Degree in Accounting Technology-AAS
Associate in Arts Degree with an emphasis in Accounting-AA

**TABLE VII
CURRICULUM SUMMARY**

Name of Major/Program: Associate in Applied Science Degree in Business: Marketing and Management

Total Number of Hours for Degree: 60

List courses appropriate for each area:

A) Professional Component:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>	
College Accounting I	a	4	
Principles of Marketing	f	3	
Principles of Management	i	3	
Intermediate Computer Applications	b	3	
Internship	e,g	4	
Legal Environment of Business	e,g	3	
	Area total credit hours		20
	<u>33%</u> of total program hours		

B) General Education:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>	
Interpersonal Communication	a	3	
Freshman Composition	a	4	
Business Writing	a	3	
Principles of Macroeconomics	e,b,j	3	
Principles of Microeconomics	e,b,j,o	3	
General Psychology	c,e,h	4	
	Area total credit hours		20*
	<u>33%</u> of total program hours		

*Students must select sufficient credits from the MnTC to meet the 20 credit minimum if the general education coursework selected from above does not total 20 credits.

C) Business Major:

<u>Course Title</u>	<u>Credits</u>	
Introduction to Small Business Management	3	
Introduction to International Business	3	
Supervision	3	
Human Relations and Effective Teams	3	
Introduction to International Marketing	3	
Business Practices in the Global Market	3	
Introduction to Business	3	
	Area total credit hours	21
	<u>34%</u> of total program hours	

**TABLE VII
CURRICULUM SUMMARY**

Name of Major/Program: Associate in Science Degree in Business: Marketing and Management

Total Number of Hours for Degree: 60

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 Accounting II	a	4	
Introduction to Business	e,i	3	
Statistics for Business & Econ	c	4	
	Area total credit hours		15
	<u>25%</u> of total program hours		

B) General Education:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>	
Interpersonal Communication	a	3	
Environmental Biology	f	3	
Freshman Composition	a	4	
Business Writing	a	3	
College Algebra & Probability	h	4	
Principles of Macroeconomics	e,b,j	3	
Principles of Microeconomics	e,b,j,o	3	
General Psychology	c,e,h	4	
Introduction to Sociology	c,e,h	3	
	Area total credit hours		30*
	<u>50%</u> of total program hours		

*Students must select sufficient credits from the MnTC to meet the 30 credit minimum if the general education coursework selected from above does not total 30 credits.

C) Business Major:

<u>Course Title</u>	<u>Credits</u>	
Introduction to Small Business Management	3	
Introduction to International Business	3	
Principles of Management	3	
Human Relations and Effective Teams	3	
Principles of Marketing	3	
	Area total credit hours	15
	<u>25%</u> of total program hours	

34% of total program hours

**TABLE VII
CURRICULUM SUMMARY
Hospitality Management**

Name of Major/Program:

Total Number of Hours for Degree: 60

List courses appropriate for each area:

A) Professional Component:

<u>Course Title</u>	<u>Areas of Study</u>		
Principles of Accounting	a	4	
Intro to Hospitality Mgmt	i	4	
Hotel Lodging Mgmt.	i	4	
Principles of Food Production and Sanitation		4	
Hotel Sales, Mkt & Conv. Mgmt	f	4	
Food & Beverage Mgmt	i	4	
Hosp Mgmt Internship		4	
Hosp ManagementSr. Internship		4	
		Area total credit hours	32
		% of total program hours	53%

B) General Education:

<u>Course Title</u>	<u>Educational Goal Area</u>		
Fund of Public Speaking	a	3	
Freshman Composition	a	4	
Business Writing	a	3	
Microeconomics	e,b,j	3	
General Psychology	e,c	3	
Intro to Sociology	e,c	3	
20 credit requirement may vary based on student's choice			
		Area total credit hours	19
		% of total program hours	32%

C) Business Major:

<u>Course Title</u>		
Intro to Small Business Mgmt	3	
Principles of Mgmt	3	
Human Relations and Effective Teams	3	
Intro to International Busn	3	
Principles of Marketing	3	
Exceptional Customer Svc	2	
Additional credits may vary based on student's choice		
Area total credit hours		17
% of total program hours		28%

**TABLE VII
CURRICULUM SUMMARY**

Name of Major/Program: Associate in Applied Science Degree in Computers/Information Management
Total Number of Hours for Degree: 60

List courses appropriate for each area:

A) Professional Component:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>	
Computer Keyboarding	b	3	
Information Technology & Software	b	3	
Business Problem Solving-Excel	b	3	
Computer Training Practicum	b,c,l,e	3	
Information Management-Access	b	3	
Business Word Processing-Word	b	3	
Intro Project Management	b	3	
	Area total credit hours		21
	<u>35%</u> of total program hours		

B) General Education:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>	
Interpersonal Communication	a	3	
Small Group Communication	a	3	
Freshman Composition	a	4	
Business Writing	a	3	
Mathematics for Liberal Arts	g	3	
Introduction to Sociology	b	3	
Introduction to Philosophy	c	3	
	Area total credit hours		20*
	<u>33%</u> of total program hours		

*Students must select sufficient credits from the MnTC to meet the 20 credit minimum if the general education coursework selected from above does not total 20 credits.

C) Other Program Requirements: This program requires a focus in another area. To meet this requirement, take four additional courses numbered above 1000 from one of the following departments

	<u>Credits</u>	
Accounting		
Business (except BUSN 1200 or BUSN 2424)		
Computer Science (Except CSCI1100)		
Computer Technology		
Students must select sufficient credits from the MnTC to meet the 20 credit minimum if the coursework selected from above does not total 20 credits.		
	Area total credit hours	19**
	<u>32%</u> of total program hours	

Legend for Table VII

“EXHIBIT L” *PROFESSIONAL COMPONENT* Standard III – Curriculum

Standard: 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

“EXHIBIT M” *GENERAL EDUCATION REQUIREMENT* Standard III – Curriculum

Standard: Excellence in business education requires a foundation in general education. For accreditation, therefore, general education must include no fewer than 25 percent of the credits required for the associate degree and must consist of courses which contribute to the following educational goals:

- a. Written, interpretive, and oral facility with the English language.
- b. An historical perspective.
- c. An understanding of the role of the humanities in human experience.
- d. A personal ethical foundation.
- e. An understanding of social institutions and the obligations of citizenship.
- f. Knowledge of science and its applications.
- g. An understanding of contemporary technology.
- h. An understanding of the principles as well as the investigative strategies of the social sciences.
- i. An appreciation of the fine and performing arts.
- j. A global perspective.

Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

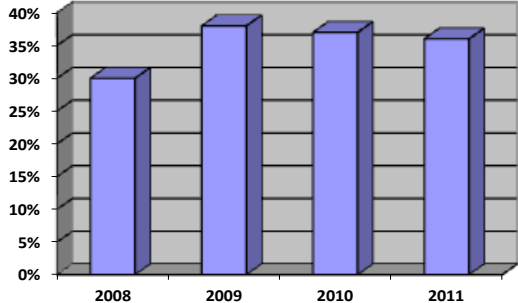
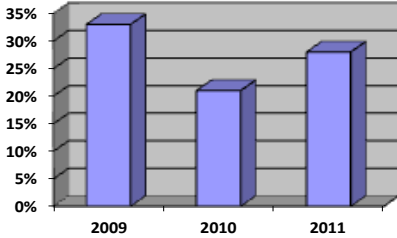
Standard 6 - Budgetary, Financial, and Market Results

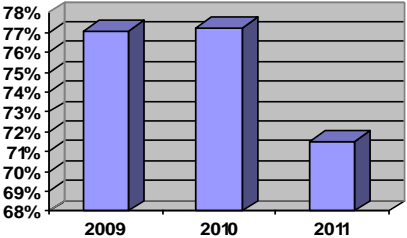
Budgetary, Financial, and Market Performance Results		<p>Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities.</p> <p>Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments.</p> <p><i>Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.</i></p>											
		Analysis of Results											
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)								
The Accounting program courses will be within or lower than the MnSCU range (90-110% of statewide average) of cost per student in the program.	MnSCU Cost Study	NCC cost per Accounting student is consistently lower than the MnSCU range and is economical for the college. The college receives funds back in the State allocation formula.	Given that the NCC cost per student is lower than the MnSCU range, which is beneficial for the program and NCC, no action is taken	2008 cost/student \$1,778 2009 cost/student \$1,535 2010 cost/student \$1,165	<table border="1"> <caption>Cost per Student Data</caption> <thead> <tr> <th>Year</th> <th>Cost per Student</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>\$1,778</td> </tr> <tr> <td>2009</td> <td>\$1,535</td> </tr> <tr> <td>2010</td> <td>\$1,165</td> </tr> </tbody> </table>	Year	Cost per Student	2008	\$1,778	2009	\$1,535	2010	\$1,165
Year	Cost per Student												
2008	\$1,778												
2009	\$1,535												
2010	\$1,165												

<p>The Business program marketing courses will be within or lower than the MnSCU range (90-110% of statewide average) of cost per student in the program</p>	<p>MnSCU Cost Study</p>	<p>NCC cost per business student is consistently lower than the MnSCU range and is economical for the college. The college receives funds back in the State allocation formula.</p>	<p>Given that the NCC cost per student is lower than the MnSCU range, which is beneficial for the program and NCC, no action is taken</p>	<p>2008 cost/student \$2,156 2009 cost/student \$1,889 2010 cost/student \$1,421</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Cost/Student</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>\$2,156</td> </tr> <tr> <td>2009</td> <td>\$1,889</td> </tr> <tr> <td>2010</td> <td>\$1,421</td> </tr> </tbody> </table>	Year	Cost/Student	2008	\$2,156	2009	\$1,889	2010	\$1,421
Year	Cost/Student												
2008	\$2,156												
2009	\$1,889												
2010	\$1,421												
<p>The Computer Application (CAPL) program courses will be within or lower than the MnSCU range (90-110% of statewide average) of cost per student in the program.</p>	<p>MnSCU Cost Study</p>	<p>NCC cost per CAPL student is consistently lower than the MnSCU range and is economical for the college. The college receives funds back in the State allocation formula.</p>	<p>Given that the NCC cost per student is lower than the MnSCU range, which is beneficial for the program and NCC, no action is taken</p>	<p>2008 cost/student \$2,158 2009 cost/student \$1,840 2010 cost/student \$1,424</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Cost/Student</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>\$2,158</td> </tr> <tr> <td>2009</td> <td>\$1,840</td> </tr> <tr> <td>2010</td> <td>\$1,424</td> </tr> </tbody> </table>	Year	Cost/Student	2008	\$2,158	2009	\$1,840	2010	\$1,424
Year	Cost/Student												
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2010	\$1,424												
<p>The Hospitality Management program courses will be within or lower than the MnSCU range (90-110% of statewide average) of cost per student in the program.</p>	<p>MnSCU Cost Study</p>	<p>NCC cost per Hospitality Management student is consistently lower than the MnSCU range and is economical for the college. The college receives funds back in the State allocation formula.</p>	<p>Given that the NCC cost per student is lower than the MnSCU range, which is beneficial for the program and NCC, no action is taken</p>	<p>2008 cost/student \$2,619 2009 cost/student \$2,658 2010 cost/student \$2,412</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Cost/Student</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>\$2,619</td> </tr> <tr> <td>2009</td> <td>\$2,658</td> </tr> <tr> <td>2010</td> <td>\$2,412</td> </tr> </tbody> </table>	Year	Cost/Student	2008	\$2,619	2009	\$2,658	2010	\$2,412
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2009	\$2,658												
2010	\$2,412												

Standard 6 - Organizational Performance Results

5. Organizational Effectiveness Results		<p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.</p> <p><i>Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.</i></p>			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years))
Develop articulation agreements with local high schools	A physical count of articulation agreements	During the past three years articulation agreements have been developed with 20 different high schools.	Faculty will be reviewing agreements that are set to expire this year and make appropriate adjustments.	Faculty will look for opportunities to increase the actual number of agreements.	Trend data is not available.

Meet or exceed the MNSCU goal of 25% of the total courses be delivered online.	Information from ISRS System	The percentage of online business courses to total courses has exceeded the MNSCU goal.	Faculty will continue to look for opportunities for online course delivery.	2008-30% 2009-38% 2010-37% 2011-36%	 <table border="1"> <caption>Online Business Courses to Total Courses</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>30%</td> </tr> <tr> <td>2009</td> <td>38%</td> </tr> <tr> <td>2010</td> <td>37%</td> </tr> <tr> <td>2011</td> <td>36%</td> </tr> </tbody> </table>	Year	Percentage	2008	30%	2009	38%	2010	37%	2011	36%
Year	Percentage														
2008	30%														
2009	38%														
2010	37%														
2011	36%														
Increase web enhanced class offerings by 5%	Information from ISRS System	The 5% increase was exceeded from 2010 to 2011.	Faculty will continue to look for opportunities to offer web enhanced classes.	2009-33% 2010-21% 2011-28%	 <table border="1"> <caption>Web Enhanced Classes</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>33%</td> </tr> <tr> <td>2010</td> <td>21%</td> </tr> <tr> <td>2011</td> <td>28%</td> </tr> </tbody> </table>	Year	Percentage	2009	33%	2010	21%	2011	28%		
Year	Percentage														
2009	33%														
2010	21%														
2011	28%														
Implement an online Associate in Science Degree in Business: Marketing and Management-AS.	Successful approval by the Higher Learning Commission	The Higher Learning Commission approved the offering of an Associate in Science Degree in Business: Marketing and Management AS.			Trend data is not applicable.										
A 5% increase in the Accelerated Business program to meet the needs of students.	A physical count of the number of students in the Accelerated Business Cohort each semester.		Faculty is in the process of reviewing the accelerated business program to determine if the program meets the needs of our students.	A determination needs to be made to either revamp the program or discontinue the offering.	Trend data not available.										

Achieve a 70% course completion rate for business courses	Information taken from the ISRS system	Results show that the success rate was increasing until Fall 2010.	Business faculty will perform an analysis of success rate by course. This will include online versus other modes of classroom delivery in order to determine what caused the decline.	Fall 2009 77.1% Fall 2010 77.2% Fall 2011 71.5%	 <table border="1" data-bbox="1444 186 1848 422"> <thead> <tr> <th>Year</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>77.1%</td> </tr> <tr> <td>2010</td> <td>77.2%</td> </tr> <tr> <td>2011</td> <td>71.5%</td> </tr> </tbody> </table>	Year	Success Rate	2009	77.1%	2010	77.2%	2011	71.5%
Year	Success Rate												
2009	77.1%												
2010	77.2%												
2011	71.5%												
Increase the number of total certificates awarded by 10%	Information taken from the ISRS system	Results show that there has been a steady decrease in the number of certificates awarded..	Business faculty will be conducting an analysis to determine what action can be taken to increase the number of certificates awarded by 10%	Spring 2008 20 Spring 2009 10 Spring 2010 14 Spring 2011 17									
Increase the number of total degrees awarded by 10%	Information taken from the ISRS system	Results show that there has been a steady increase in the number of degrees awarded.	Business faculty will be conducting an analysis to determine what action can be taken to increase the number of degrees awarded by 10%	Spring 2008 29 Spring 2009 43 Spring 2010 56 Spring 2011 73									