

Final Report – June 2017

Accreditation Council for Business Schools and Programs



Normandale Community College

9700 France Avenue South

Bloomington, MN 55431-4399

Business – AS

Business – Marketing and Management - AAS

Computers/Information Management – AAS

Hospitality Management - AAS

I - Business and Business Related Programs

Using the Table found under the Evidence File tab above and (shown below), list all business or business-related programs (including those with designations in the degree or major title such as “business,” “industrial,” “administration,” “management,” or “organizational”).

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

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

Indicate number of degrees conferred during self-study year.

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

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

Column C: Indicate with “yes” or “no” whether the program is to be accredited by ACBSP.

If no, provide justification explaining why the program should be excluded from the accreditation process and how you will communicate with the public what is and what is not accredited

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

Information for this section can be found in the Evidence File: [Business Programs](#).

Sources

- Business Programs

II - Overview and Organizational Profile for Accreditation

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

Institution Response:

- A. Self-Study Preparers: Identify those individuals who prepared the self-study.
- B. Self-Study Purpose: State your institution's purposes for the self-study.
- C. Self-Study Timeline: Include the timeline used for the self-study.
- D. Regional Accrediting Body: State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of the letter of affirmation or reaffirmation of regional accreditation.
- E. Profile of the Institution: Provide a profile of the institution, including the business unit, service area, and student composition.
- F. Organizational Chart: Include a copy of the institution's organizational chart and the business school or program organizational chart.
- G. Legal Authorization: Cite the legal authorization your institution has to operate and confer degrees.
- H. Governing Board: Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).
- I. Institution Mission: Provide the statement of mission for your institution and indicate whether it is listed in your institution's catalog of program offerings.
- J. Business Unit Mission: State the mission and objectives of the business program(s) for which you are seeking accreditation. Describe how the programs in business are compatible with the institution's mission and whether the business program is accomplishing its purpose.
- K. Business Programs: Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated for accreditation. Identify and provide justification for any business program(s) to be excluded.
- L. Academic Degrees: List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.
- M. Class Time: Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter. Describe how classes delivered with alternative methods of instruction are structured to ensure equivalent credit hour coverage.
- N. Course Delivery: List the delivery modality of business courses (i.e., hybrid, on-ground, online, web-enhanced, video conferencing, etc.)

- O. Credit Hours: The associate degree system requires a minimum of two academic years of full-time course work. State how your institution awards credit hours (e.g., semester or quarter hours) and how these credit hours are calculated.
- P. Student Communication: Identify how and where the business program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to students.

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Self-Study Preparers

The Business Department is composed of three separate but coordinated academic programs whose faculty meet together as a group. The Business Department includes [Business – Management and Marketing](#) (BUSN), [Computers/Information Management](#) (CIM) and [Hospitality Management](#) (HSMA).

Program Data Sheets for the three programs can be found below:

[Business](#)

[Computers/Information Management](#)

[Hospitality Management](#)

The self-study was prepared by Business Department faculty members Pierre Callies (BUSN), Mary Ann Johnson (BUSN), and Mark Nagel (BUSN).

B. Purpose of Self-Study

The Business Department views the self-study process as an opportunity to:

- identify program strengths and opportunities for improvement
- develop strategic plans to ensure a quality business education
- assess the unit's role compared to the college mission
- assess industry alignment with current curricular offerings
- continue our relationship with a national organization that is committed to academic excellence

C. Self-Study Timeline

This self-study covers academic year 2015-2016.

Date	Action
February 2016	Choose Team and acclimate to online tools
March-May, 2016	Research
June, 2016	Write and submit criterion pages to the online tool
July, 2016	Revise and submit

D. Regional Accrediting Body

[Normandale Community College](#) (NCC) is accredited by the North Central Association of Colleges and Schools, [Higher Learning Commission](#), 230 North LaSalle Avenue, Chicago, Illinois. The College participates in the [Academic Quality Improvement Pathway](#) (AQIP), one of the Commission's pathways for maintaining accreditation while focusing on continuous quality improvement. [Accreditation status](#) can be accessed through the Normandale Community College home website. A copy of Normandale's [affirmation letter](#) dated December 20, 2012 can be found in the evidence source files titled Section II Overview and Organizational Profile.

E. Profile of the Institution

Normandale Community College (NCC) is one of the 31 institutions that make up the recently rebranded [Minnesota State](#) system (formerly Minnesota State Colleges and Universities or MnSCU). The Minnesota State system is the fifth largest system of public colleges and universities in the United States consisting of 54 campuses and serving over 410,000 students across the state on a yearly basis. The law creating the system was passed by the Minnesota Legislature in 1991 and went into effect July 1, 1995. The law merged the state's community colleges, technical colleges, and state universities into one system with one governing board and one chancellor. Normandale Community College has served the southwest region of the metropolitan Twin Cities since 1968. Normandale highlights are as follows:

- Over 14,000 students from diverse backgrounds attend classes at the college each year, making it one of Minnesota's largest community colleges. By current enrollment, NCC is the fourth largest institution in Minnesota State and the largest community college in the system.
- The college prepares students for full participation in diverse communities, creates pathways to other college programs and builds community connections. Normandale is committed to quality, affordability, student access and success.
- Normandale is one of only two colleges in the State of Minnesota to be named to the President's Higher Education Community Service honor roll every year since 2006.
- The college offers accredited music, theater, art and business programs – rare among two-year colleges in Minnesota and elsewhere.
- Normandale is a top transfer institution to Minnesota State University-Mankato, Metropolitan State University, University of Minnesota, University of St. Thomas and many other colleges and universities.

- The Partnership Center (PC) provides access to bachelor's and master's degree programs through partnering institutions on the Normandale campus. Students can obtain an associate's degree at Normandale, and complete their bachelor's or master's degree in a variety of majors. The Partnership Center includes classroom space, engineering labs, a telepresence conference room, and student gathering spaces for community and academic programs. Business unit faculty offices are also located here.
- Support services are provided for second language and developmental education students as well as students with disabilities.
- The college is a "Beyond the Yellow Ribbon" military friendly organization. Normandale has one of the largest veteran populations in the Minnesota State system.

Normandale's student profile as of Fall 2015:

Student Profile	
Credit Students	9,928
Full-time Equivalent	6439
Female	54%
Male	45%
Student of Color	36%
Average Age	24
Under 25	72%
Full-time	42%
Part-time	58%

Enrollment Level	
Concurrent Enrollment and PSEO (High School)	1,385
International Students	79
New Freshman	2,010

Returning Freshman	1,973
New Sophomores	282
Returning Sophomores	3,130
Other (Previous Degree and Non-degree Seeking)	
New	568
Returning	580

The top ten Minnesota cities providing students to the college are Bloomington, Minneapolis, Burnsville, Eden Prairie, Shakopee, Lakeville, Richfield, Savage, Edina, and Eagan.

The top ten high schools providing students to the college are Burnsville, Eden Prairie, Shakopee, Thomas Jefferson, Lakeville South, John F. Kennedy, Minnetonka, Prior Lake, Edina, Chaska, and Hopkins.

Normandale's faculty and staff are dedicated to teaching and serving students and the community from which they come. Faculty in the Business Unit have professional business experience. Our outstanding, experienced faculty have chosen to teach at Normandale because of their passion for the business world, the students, and their academic discipline. The staff focuses on providing services and support to ensure student success. They take tremendous pride in facilitating student accomplishment.

Taken together, the Business Department offers the most varied curriculum on campus. Our programs and degrees lead to bachelor's degrees at four-year college and universities and prepare students for professional and technical careers. Normandale is recognized by transfer colleges and universities and employers throughout the Midwest for providing excellent preparation for upper division academic study and the workplace.

F. Organizational Charts

The institution's organizational chart can be found in the Evidence File. Please find a [Business Department](#) chart and a [Normandale Leadership](#) chart.

G. Legal Authorization

The legal authorization for Normandale Community College to operate and confer degrees comes from the Board of Trustees of the Minnesota State system. The legal basis for the Board of Trustees and the Minnesota State system is established under [Minnesota Statutes chapter 136F](#). The general authority of the board is set forth at Minnesota Statutes chapter 136F.06, subdivisions 1 and 2 which state:

Subdivision 1. General authority. The board shall possess all powers necessary to govern the state colleges and universities and all related property. Those powers shall include, but are not limited to, those enumerated in this section. The board shall prescribe conditions of admission, set tuition and fees, approve programs of study and requirements for completion of programs, approve the awarding of

appropriate certificates, diplomas, and degrees, enter into contracts and other agreements and adopt suitable policies for the institutions it governs. To the extent practicable in protecting statewide interests, the board shall provide autonomy to the campuses while holding them accountable for their decisions.

Subdivision. 2. Governance authority. The board shall have the authority needed to operate and govern the state colleges and universities unless otherwise directed or prohibited by law. The board is responsible for its operations and necessary decisions unless these are specifically delegated by law to a state department or agency.

H. Governing Board

Membership on the board is defined in Minnesota Statute. §136F.02, subdivision 1, as follows:

The Board consists of 15 members appointed by the governor, including three members who are students who have attended an institution for at least one year and are currently enrolled at least half time in a degree, diploma, or certificate program in an institution governed by the board. The student members shall include one member from a community college, one member from a state university, and one member from a technical college. One member representing labor must be appointed after considering the recommendations made under section 136F.045. The governor is not bound by the recommendations. Appointments to the board are with the advice and consent of the senate. At least one member of the board must be a resident of each congressional district. All other members must be appointed to represent the state at large. In selecting appointees, the governor must consider the needs of the board of trustees and the balance of the board membership with respect to labor and business representation and racial, gender, geographic, and ethnic composition.

A commissioner of a state agency may not serve as a member of the board.

The board shall have an annual meeting, regular meetings, and, if necessary, special meetings and emergency meetings. Notice of meetings shall be provided in accordance with [Minnesota Statutes chapter 13D, the Minnesota Open Meeting Law](#). The Board generally has at least one meeting a month, with many additional monthly meetings.

The members of the Minnesota State Board of Trustees include: Chancellor Steven Rosenstone, Chair Michael Vekich, Maleah Otterson, Alex Cirillo, Dawn Erlandson, Elise Ristau, Philip Krinkie, Louise Sundin, Duane Benson, Jay Cowles, Thomas Renier Robert Hoffman, Ann Anaya, Margaret Anderson Kelliher, Kelly Charpentier-Berg and Erma Vizenor

[Scheduled meetings and minutes](#) of the Board and other information regarding the Board are available at the Minnesota State website.

I. Institution Mission

The [mission, values of vision](#) of Normandale Community College is listed on page 4 of the institution's 2015-2016 catalog of program offerings and reads as follows:

Normandale Community College advances individuals' intellectual, career and personal development by providing outstanding teaching and support. To accomplish our mission we will:

- Ensure individuals complete certificates and/or degrees.

- Prepare individuals to transfer successfully to four-year institutions.
- Prepare individuals to perform successfully in the workforce through credit and noncredit career and technical programs.
- Ensure students meet their educational goals.
- Ensure students develop in the College's Core Learning Outcomes.
- Prepare students taking development coursework to succeed at the college level.
- Prepare individuals to participate in diverse local and global communities.
- Identify and meet workforce training needs.

J. Business Department Mission

The Business Department at Normandale Community College is composed of three programs: Business – Management and Marketing (BUSN), Computers/Information Management (CIM) and Hospitality Management (HSMA). In addition to a Department Chair who oversees Business related offerings as well as the unit as a whole, CIM and HSMA also have coordinators. The missions of the programs that make up the Business Department are aligned with the college mission to provide strategic direction and support synergistic institutional relationships. The missions for the Business, Computers/Information Management, and Hospitality Management programs are as follows:

Business

As a premiere community college business department, we prepare students of diverse backgrounds to perform successfully in managerial and/or professional roles in either private or public, large or small organizations and to successfully transfer to four-year institutions. We are committed to:

- teaching current business concepts, technologies, trends and practices
- delivering course offerings, programs of study of superior quality and value which respond to the changing needs of our students
- providing associate degree level curricula and certificates which meet or exceed college transfer or workforce standards
- educational experiences for students to develop skills in business, research, communications, teamwork, leadership, global perspective, critical and creative thinking, social responsibility, personal responsibility, and life skills
- initiatives and alliances with community organizations, employers, and other educational institutions

Computers/Information Management

The Computers/Information Management Department prepares students to develop the skills and knowledge of the technologies that facilitate the delivery and management of information and how they impact communication in our personal and professional lives.

To meet these goals, the Computers/Information Management Department will:

- offer courses whereby students can learn to access, manage, and disseminate information using current and relevant technology

- focus coursework on general technology skills for personal and professional use
- stimulate interest in career options in fields related to computers and information technology
- ensure coursework uses current and relevant hardware and software
- continuously upgrade the curriculum and pedagogy to meet the diverse needs of our students

Hospitality Management

The Hospitality Management Department will provide Normandale students and opportunity to learn the industry of hospitality and tourism through applied knowledge as well as practical experience through the internship program.

- Students will be introduced to the five sectors of the hospitality and tourism industry: Travel (Transportation), Lodging (Accommodations), Assembly and Event Management, Restaurants and Managed Services and Recreation and Attractions in HSMA 1103 – Introduction to Hospitality and Tourism Management.
- Students gain a further understanding of the five sectors of hospitality and tourism in Hotel/Lodging Management and Operations, Food/Beverage Management and Cost Control, Hospitality Sales and Marketing Management and Convention and Meeting Planning Management to ensure that they have an in-depth understanding of the aforementioned sectors of hospitality and tourism.
- Students gain a knowledge of the importance of financial solvency in Managerial Accounting and Revenue Management in Hospitality and Tourism.
- Students apply theory obtained from coursework to complete two internships (totaling 300 hours) in a sector/s of their choice.

K. Business Department Programs:

The programs to be evaluated for accreditation are as follows:

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

Our Accounting program is not currently accredited by the ASCBP. It is also not aligned with the Business Department. A Baccalaureate Pathways project instituted by the Minnesota State System Office will align Accounting programs in the near future. The alignment will ensure that Accounting degrees awarded at system colleges will transfer seamlessly to system universities. We expect that ASCBP Accreditation may become a requirement or preferred program status at that time.

L. Academic Degrees

The following indicates the degrees and the number of graduates for the self-study year 2015-2016.

Degree	Graduates
Business AS	43
Business-Marketing and Management AAS	15
Computers/Information Management AAS	3
Hospitality Management AAS	7

The college does not currently offer any Business Department classes at a satellite location. All of our Business Department degrees have been approved to be offered online.

M. Class Time

Course schedules for Fall Semester 2015 and Spring Semester 2016 will be available to the review team. The Business Department ensures adequate credit hour coverage in four ways:

- Adherence to campus [credit hour policy](#)
- Ensure cross-modality instruction for instructors: Business Department faculty teach courses in multiple modalities; face-to-face, hybrid, and on-line classes. This helps to ensure that on-line and hybrid courses adhere to the same expectations as face-to-face classes and that classes are “in sync” with one another.
- Adherence to [Common Course Outlines](#) (CCOs): All instructors are expected to meet Common Course Learning Outcomes defined for each course:
- Compliance through Formal Observation: The Dean regularly performs faculty observations and syllabus reviews to verify equivalent credit hour coverage.

N. Course Delivery

The Business Department offers courses via multiple delivery modes - face-to-face, hybrid, and on-line. In addition, most courses in the Business Department are web-enhanced (or make generous use of an on-line component). A few select online courses are offered in both a sixteen week and eight-week accelerated program.

O. Credit Hours

Normandale Community College's assignment of credit hours is consistent with the federal definition of the credit hour and conforms to commonly accepted practices in higher education, [Higher Learning Commission Policy 3.10, CREDITS, PROGRAM LENGTH AND TUITION](#) and [Minnesota State Board Policy 3.36.1.](#)

A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.

P. Student Communication

The Business Department's requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to the students via Normandale's catalog and the [College website](#).

Item	Catalog Page Numbers
Program requirements	59, 70, 71-72, 73-74
Course descriptions	88-90, 96-98, 118-119
Tuition and fees	15-19
Student policies	146-154
Academic credentials of faculty	157-162
Academic credentials of administration	155-156

A copy of the college catalog will be available for the site visit.

Please also see a list of [relevant abbreviations](#).

Sources

- Business Org Chart 2015 2016
- BUSN Program Data Sheet 2015
- Chair Position Description
- CIM Program Data Sheet 2015
- HLC Accreditation Affirmation Letter
- HSMA Program Data Sheet 2015

- Leadership Org Chart
- List of Abbreviations

1 - Standard 1: Leadership

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

Context

Standard 1 addresses leadership. It is useful to start by supplying some basic information about the Business Department. Again, the Business Department is composed of faculty from three affiliated academic programs that meet together: Business - Marketing and Management, Computers/Information Management, and Hospitality Management.

The Business Department is facilitated by a Faculty Department Chair. The purpose of the position is

- to provide nonsupervisory faculty leadership to the academic department and its academic programs
- to provide and focus representation in matters of curriculum, academic policy, course scheduling, budget, academic program development, faculty hiring, and advocacy of the academic disciplines(s) represented.

The Department Chair reports to the Dean of Business and Social Sciences. It is this person's responsibility to work in a collaborative manner with the department faculty in the areas of leadership, communication/liaison, scheduling/catalog, budget, hiring, and facilities equipment. The credit release for the Chair is based upon faculty FTE. Currently, the Business Department Chair receives 4 credits of release per semester (fall/spring) to provide department leadership. The [Department Chair Position Description](#) can be found in the Evidence File.

The affiliated programs, Computers/Information Management (CIM) and Hospitality Management (HSMA), are both assisted by a coordinator who receives 1 credit release per semester to oversee planning, scheduling, and budgeting for their respective program. These coordinators do not need to attend division or college chair meetings and generally choose to meet separately with discipline faculty after the larger unit meetings.

Business – Marketing and Management (BUSN)

In many ways the Business program is in a transitional phase. In AY 2016 there were five Unlimited Full-Time (UFT, “tenured”) faculty in the department. One long-time UFT, Craig Miller, retired without warning just before the start of the fall semester. Another, Erin Daly, who had been on full-time release to serve as the Student Learning Assessment Coordinator (SLAC) accepted the newly created position of Dean of Academic Services and Library in August 2015. Of the five remaining UFT, Lawrence Borgen is on phased retirement and another, Catalina Yang, will begin phased retirement in AY 2017. Dan Creed, who serves as the Department Chair, is also the long-time [Global Studies](#) Coordinator.

The program is also served by five long-term Temporary Part-Time (TPT) faculty members. Of these, Mary Ann Johnson serves as the Coordinator for Computers/Information Management, Kathy Bielmeier serves as the [Center for Teaching and Learning](#) (CTL) division liaison, and Dale Hommes serves as the Business Department Assessment Coordinator. All of these positions receive a credit release or stipend.

Computers/Information Management (CIM)

Computers/Information Management is also in a transitional phase. The program is led by Janice Hardin, the only UFT faculty member in the discipline. She also coordinates the Computer Training Practicum and serves as the Faculty Mentor for high school faculty who teach concurrent coursework in CIM. Three TPT also teach within the program. As software has become ubiquitous, the number of students majoring in CIM has dropped. The program serves CIM majors as well as Business Majors. CIM/BUSN 1201 Information Technology Concepts and Business Software 1 is a required course in both the Business AS and AAS degrees. This course is responsible for the majority of credits in the department.

Hospitality Management (HSMA)

Finally, Hospitality Management is led by a Probationary UFT Faculty Member, Brandon Supernault. AY 2016 was his second of three years of probation. In addition to serving as the Coordinator for Hospitality Management, Prof. Supernault also serves as the Hospitality Management Program Assessment Coordinator and leads the [Hospitality Pathways](#) grant project. As for the program, after a period of stagnation both before and after the departure of a long-serving department leader three years ago. Hospitality Management is once again growing. In AY 2016 the program was again able to hire adjunct faculty to teach courses.

As a quick overview, the Business Department fulfills its leadership role in a variety of ways.

Lead and Sustain Values

- Department members are student-focused. They spend time with students, readily serve as mentors to former students, and create engaging classroom experiences to give students an edge in transfer and/or employment.
- Almost all faculty members have long-tenures with the respective programs and the college. As such, they understand and are better able to communicate long-standing institutional values. They also create stability within the unit.
- Department members value real-life experiences which can be seen in the number of speakers they utilize in classes, and their ability to bring their own experience to the classroom.
- Department members value service, which can be seen in their connection with community organizations.

Business Department and Program Directions

- Department members embrace the challenges of online instruction. Most courses in each of the three programs may be taken online or in hybrid fashion to meet the needs of their students. They have always been at the forefront of online education at the college and were the first department to offer multiple online classes.
- The Business Department has developed or supported multiple partnerships to create pathways from high school attendance to university enrolment.
 - The Business Program offers [articulated credit](#), concurrent courses, and teaches students pursuing the Postsecondary Enrollment Option (PSEO).
 - The Business Program developed a 2+2 partnership with Metropolitan State University for which the [AS in Business](#) transfer to their BS in Business Administration with all courses for the degree offered on the Normandale campus or online.
 - The Business Program has a partnership with MSU-Moorhead for their [BS in Project Management](#). The Business AS, Business – Marketing and Management AAS, and the [AAS in Computers/Information Management](#) all transfer seamlessly to MSU-Moorhead in pursuit of this degree.
 - The college supports MSU-Mankato in their offering of the MBA and Master of Science in Accounting degree.
 - The Hospitality Management Program with its AAS degree is close to an articulation with Metropolitan State University and it's BAS in Organizational Administration..
 - In AY 2016 faculty members helped current efforts to create [baccalaureate transfer pathways](#) for colleges in Minnesota State. The baccalaureate pathway for the AS in Business (BUSN) will begin in Fall 2017 and will be passed this year (AY 2017) through the college's Academic Affairs and Standards Council.
- The Business Program's revised certificate offerings three years ago to better match student needs for emphasis areas

Performance Expectations

- The Business Program is the top transfer institution for students majoring in a business-related degree to the University of Minnesota and other schools. While this, in part, may be attributed to the student body from which Normandale pulls, it is also due to the reputation of department offerings and instruction, the long-standing community and educational connections of our faculty members, faculty advisement, and the rigor of our programs.
- Faculty members maintain expertise in their fields and workforce areas.

Student Focus

- The Business Program supports the Alpha Phi Chapter of Kappa Beta Delta, the International Honor Society for ACBSP Accredited Programs.
- Faculty members focus on teaching. Over time faculty members have received Golden Apples from members of Phi Theta Kappa and been nominated for teaching awards from the [National Institute for Staff and Organizational Development](#) (NISOD) and the Minnesota State Board of Trustees Excellence in Teaching Award.

Leadership System that Promotes Performance Excellence

- The Business Department meets every other week. All department chairs in the division meet approximately twice a month to discuss relevant college issues. In addition, there are three College Chair meetings each semester that serve both informational and professional development functions.

- The Business Department Chair is assisted by program coordinators for both Computers/information Management and Hospitality Management. These positions are assigned by the dean with input from discipline-area faculty. These positions are usually assigned to Unlimited Full-Time (tenured) faculty members.
- Programs are encouraged to innovate. The dean sets a small amount of money aside each year for new and innovative project funding. The Normandale Foundation an internal grant process awarding up to \$500 for student focused initiatives is also available.
- The Hospitality Management program received a grant for \$358,137 from Carlson and the Carlson Family Foundation to create [Hospitality Pathways](#), a program designed to fast-track unemployed and underemployed individuals into leadership positions within the hospitality industry.

The sections that follow will address specific leadership criterion.

Sources

- Articulated Classes - Business
- Carlson Pathways Summary_April 2016 MK
- CE contract Shakopee Appendix A - AY17
- Chair Position Description
- Copy of Associate_Degree_Table_Files_for_Self-study_reports_Updated_May_2016
- NCC to Metro Bus Admin
- Normandale CC Business AS - Proj Mgmt BS
- Normandale CC Comp Info Mgmt AAS - Proj Mgmt BS

1.1 - Criterion 1.1 Leadership Strategies

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

Criterion 1.1 addresses Leadership Strategies.

A. Business Department Leadership Strategies

Faculty from the three disciplines of Business (BUSN), Computers/Information Management (CIM), and Hospitality Management (HSMA) meet as the Business Department

The Normandale Business Department has a Department Chair. This position is allowed by the [Minnesota State College Faculty \(MSCF\) contract](#).

“The duties of the chair are as follows: Department and/or division coordinators/chairpersons shall coordinate the activities of the department and/or division through a regular consultation with all members of the department and/or division, the Shared Governance Council and the college president. Department and/or division coordinators/chairpersons may responsibly direct other members of the bargaining unit in their department and/or division only, but may not exercise other supervisory responsibilities as defined by [Minnesota Statute 179A.03, Subd. 17](#).”

The Business Department Chair organizes and facilitates department meetings (including class schedules, work plans, budget requests, hiring, and teaching assignments), serves as a liaison to the Dean of the Division of Business and Social Sciences; and acts as the Business Department representative to the coordinating committees that provide college-wide horizontal and vertical integration of programs. As a result, the Business Faculty is well-informed on college-wide initiatives.

By contract, the Chair provides nonsupervisory faculty leadership. All faculty report directly to the dean of the division. With the facilitation of the Chair, the Business Department handles leadership on a team basis; that is, each faculty member is involved in setting the vision and goals of the department through monthly Department meetings and in subcommittees, as necessary. Agendas are created and action items arising out of each meeting, are recorded and reported on within the meeting structure. This is also

true for work on [Assessment](#). Assessment work is facilitated by a Department Assessment Leader who helps the department to choose a project and then reports on department follow-through.

In addition to facilitating the work of the disciplines, Department meetings are the center of continuing education for all Business Department faculty. In the past year seminars on D2L, MindTap, and Outcome-Based Learning, to name a few, were offered in these meetings. Faculty are also able to meet the mission of the Department by taking advantage of excellent instructional programming to improve their courses provided by in-house trainers. Perhaps unique to the college is access to IT trainers for "one-on-one" assistance in improving online learning, as well as objective review of current online offerings by trainers. All continuing education is aimed at the improving the four Normandale Student Learning Outcomes:

1. Thinking critically and creatively
2. Communicating effectively
3. Developing personal responsibility and life skills; and
4. Demonstrating social responsibility.

B. Effective Communication

One major change since the last Accreditation report is new offices for the Business Department in the Partnership Center. Completed in 2013 with considerable input from faculty, the design of the space provides an open working environment that allows for more effective formal and informal communications between faculty and between faculty and students. All Business Department faculty are located in the second floor Business Suite. Within the suite there are small areas for informal meetings with students, as well as an enclosed conference room for more formal meetings. Business Department classrooms are located close to faculty offices, which enables students to more easily stop by before/after classes and ask questions. Most of all, having ALL Business Department Faculty in one place has helped communication and participation immensely. Having a work environment that is designed for high-performance work has increased the Business Department's ability to produce high quality work.

Faculty members are encouraged to form relationships with our external academic partners. Teachers from high schools with articulated credit meet with college faculty every year to ensure that course outcomes are being followed and to ensure technical competency. High school instructors teaching dual credit courses are assigned a faculty mentor to oversee course consistency and equivalency with college courses. In addition, Normandale Faculty have met with faculty from Metropolitan State University to discuss the 2+2 degree in Business Administration and faculty from Minnesota State University – Mankato to discuss their MBA and Master of Science in Accounting degrees, both offered on campus. Some of the instruction in these programs is through telepresence. The college also has an agreement with MSU-Moorhead for their BS in Project Management degree.

In addition, faculty members are encouraged to develop ongoing external relationships with the business community to bring "real life" problems that students may face on their jobs. In addition to speaking to classes, business leaders also act as mentors to these students. Many faculty members hold classes on site at area businesses to demonstrate concepts from instructional materials applied to those businesses. These field trips allow instructors to link learning to visible applications of business concepts. A Business Advisory Board solidifies this strong link to the area business community by taking the input of business leaders on Business Department courses and providing recommendations to make courses more relevant to what students may need on the job. The Business Department considers external relations and communications with area business leaders to be vital to ensuring that curriculum stays relevant to what is needed by students to perform well in their careers.

In a sense, each faculty member is a leader responsible for the effective, quality delivery of courses relevant to student careers. As a leader, each faculty member has access to the support and training necessary to meet the goals of the Business Department in a work environment that has consistent upward and downward communication. They also have access to advisory board members and other faculty members with solid relationships to the external business community. This high performance working environment gives each faculty member the opportunity to provide effective, relevant, quality instruction to a diverse community of students.

Sources

There are no sources.

1.2 - Criterion 1.2 Leadership Measures of Performance

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

The programs of the Business Department establish Course Learning Objectives (CLOs) for each Business, Computers/Information Management, and Hospitality Management course that is taught at Normandale. These CLOs are contained in the [Common Course Outline](#) (CCO) for each course and contained in every course syllabus.

The programs of the Business Department have conducted primary research regarding the most important competencies for the success of its students. The purpose of this research was to make sure that all CLOs remain in concert with industry needs.

Two examples of research conducted to insure that courses are relevant to industry needs: First, in 2015 Professor Brandon Supernault, Coordinator of and Faculty in the Hospitality Management Program, conducted primary research by interviewing area hotels/motels to determine key competencies for hospitality managers to be effective. These competencies may be found in various skill sets which include: interpersonal skills; leadership skills; conceptual-creative skills; technical skills; and administrative skills. Second, in 2014 Professor Mark Nagel interviewed 50 Human Resource Managers in the public, private and nonprofit sectors to determine what skills were needed by managers/supervisors to be successful in their profession. Reported competencies include: anticipates future needs; knows how to build effective teams; able to motivate employees; delegates properly; understands organizational politics; and manages time effectively. Both professors have shared their research with department members and incorporated competency work into their courses. Affected curriculum include most Hospitality courses, as well as Principles of Management, Supervision, and Human Resource Management.

One of the purposes of both the [Hospitality Advisory Board](#) and the [Business Advisory Board](#) is to review the core competencies of each course to make sure that they are “in line” with the skills needed by businesses. They also help ensure that these core competencies are implemented successfully across the curriculum.

In generating a revised Business Advisory Committee, faculty members Larry Borgen and Mark Nagle conducted one-on-one interviews with all members to assess how well the Business Department was doing. Sample responses from their interviews ([Sample 1](#) and [Sample 2](#)), as well as the [interview agenda](#), are attached.

The Business Department is also required to have an ongoing assessment project. This is facilitated by Department Assessment Leaders who receives a small stipend for their work. Assessment projects are decided and carried out by departments and then reported back to the college and the department to improve performance. The college also looks at how department assessment projects align with and help to assess the four Core Learning Outcomes. While all three programs have traditionally worked together, next year the Hospitality Management Department will have its own Assessment Leader.

The [Student Surveys of Instruction](#) are also used to ensure Course Learning Objectives and Program Outcomes remain relevant to industry demands. As a result of their student input, instructors have utilized more guest speakers; facilitated more scenario training; and assigned more team-based projects in their courses. Revised CLOs now include more application of knowledge to typical on-the-job problems. Programs also use internships to ensure that students gain practical experience in their chosen profession. The Business Department faculty takes suggested improvements by students very seriously and work to improve their courses each semester.

Continual evaluation of whether Course Learning Objectives are met in each program area takes place in the bi-monthly Department Meetings. Attended by all faculty, these meetings are used for learning new ways to deliver content that meets Course Objectives, as well as review progress in meeting College and Department-wide performance measures.

Like a 360-degree performance appraisal, Course Learning Objectives are measured by input on outcomes from the Administration, Professors, Business Community, and, most importantly, the students.

Sources

- BAC Member Interview Feedback
- BAC Questionnaire
- Business Advisory Committee
- BUSN, CIM, and HSMA Survey of Instruction Responses (Fall 2012 - Spring 2015)
- Hospitality Advisory Committee
- NCCBACMemberInterviewFeedback

1.3 - Criterion 1.3 Leadership and Community

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

Responsibilities to the Environment

The Normandale Business Department is actively engaged in the area business community in many ways. First, the Business Department relies on the expertise of advisory committee members to make sure that course offerings match community/employment needs. The [Business Advisory Committee](#) currently covers both Business and Computers/Information Management programs. In addition, [Hospitality Management](#) has its own advisory board. Membership for both committees include representatives from Normandale's "catchment area." Advisory committees generally meet two times per year to provide input on Department policies and course offerings and to provide information on industry trends. Many of our advisory committee members also serve as guest speakers for classes or host classes at their places of business. Some members have become mentors to our students as well as eventual employers.

As stated Hospitality Management has a separate Hospitality Management Advisory Board that works with faculty to ensure that curriculum and course outcomes remain industry-relevant. Many members host property tours; offer internships; and share their knowledge as guest speakers in the classroom. Each semester, many of the advisory board members dedicate their time to be on a Leadership Panel. The purpose of the leadership panel is to give both incoming and returning students an opportunity to ask career development questions in an informal venue.

In the past year, the Hospitality Management area has assisted in the development of a program with area high schools that will enable high school students to receive 10 academic credits from Normandale, while participating in project-based learning at several area hospitality venues: Canterbury Park (harness racing), Valley Fair (theme park), and Mystic Lake Casino (Native American owned and operated). The goal of this program is to integrate secondary and post-secondary education to create career pathways in hospitality for students. The program will also serve area businesses that are in need of employees.

Normandale Community College, along with many of the department faculty, belong to the local Bloomington Chamber of Commerce. This connection is reinforced by college-community connections. For example, in the past, students from Normandale's Small Business classes have done class projects to help individual store owners. Last year one student completed a website update and social media marketing campaign for a small retail chocolate shop. It should be noted that professors

also act as mentors to former students that graduate and start their own businesses – an average of 8 students per semester start their own business after completing entrepreneurship and small business courses. Many Business professors are business owners themselves. When professions can share their own professional experiences in the classroom, it creates an enriched learning environment.

Good Citizenship

In addition to belonging to the [Bloomington Chamber of Commerce](#) and attending its meetings, professors in the Business Department contribute their time to a diverse array of community boards and committees – from [Hospitality Minnesota's](#) Education Foundation to the [International City/County Management Association's](#) Advisory Board on Graduate Education. Faculty also serve in more informal ways, such as judging business projects at local high schools or participating in mock interviews for high school students.

Finally, it should be noted that the Business Department Administration and Staff give time and money to College activities. For example, faculty contribute to scholarship programs managed by the [Normandale Community College Foundation](#).

All of these activities suggest that Normandale faculty are engaged in making the Normandale “catchment area” a better place to live and work.

Sources

- Business Advisory Committee
- Hospitality Advisory Committee

1.S - Summary of Standard 1 - Leadership

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Summary

Strengths and Weaknesses

As with any of these standards, the Business Unit has various strengths and opportunities for improvement.

Strengths

The Business Department has a number of strengths listed below. Most underscore the idea that It takes a team-orientated approach to maximize student capabilities that successfully prepare them for the business world.

- As discussed in greater detail in Criterion 5.7 - Faculty and Professional Staff Development, the main strength of the Business Department is its seasoned, engaged faculty and their focus on developing students to meet the skill demands of businesses. Everyone shares in this mission. Most BUSN faculty (full-time, part-time, and adjunct) have been with the college over seven years. As part of their student focus, the Department also hosts the Alpha Phi Chapter of Kappa Beta Delta, the International Society for ACBSP Accredited programs.
- Business Department faculty have wide-ranging professional experiences and are able to bring these experiences to bear in their classrooms. They also make ample use of guest speakers to discuss and highlight necessary workforce directions and competencies.
- The new classrooms, student study areas, and office area have contributed to creating a positive, professional learning environment that encourages maximum interaction between program faculty and students.
- The programs of the Business Department have created, and continue to create, strong educational partnerships with K-12 and university partners.
- A supportive administration enables the faculty to concentrate on teaching. Instructors teach fifteen credits per semester while serving on department and college committees and pursuing professional development.
- The Business Department's leadership structure allows for work facilitation without micro-management. The Business Department practices shared governance.

- An excellent [Center for Teaching and Learning](#) (CTL) programs help to engage faculty in professional development and pedagogic and andragogic concerns.
- Business Department members are comfortable with technology and were, historically, the first department to answer the call for online courses. Currently, Faculty Development Center staff assist in creating opportunities to further develop faculty teaching skills both online and in the classroom. Underscore that It takes a team-orientated approach to maximize student capabilities that successfully prepare them for the business world.

Opportunities for Improvement

The Business Department has a number of opportunities for improvement

- There is room to increase the visibility of the Business Department (and individual academic disciplines) in Normandale Community College's "catchment area". Although the visibility of Hospitality Management, under the coordination of Brandon Supernault, has markedly increased through his active participation and leadership in area boards and community outreach, faculty in other disciplines need to do more to raise their visibility.
 - A comprehensive cataloguing of all Business faculty current outreach and other connections should be undertaken. Cataloging faculty connections is the first step in understanding how to best leverage these connections to increased visibility.
 - Department members should become more actively involved in local Chamber of Commerce Committees and Subcommittees.
- The Department should work to increase partnerships with local high schools on business curriculum. Although we work with several high schools on concurrent offerings and articulated credit, more can be done. For example, one of our Computers/Information Management faculty members is a high school instructor in a neighboring school district. She also teaches concurrent courses to high school students. This allows for maximum oversight and synchronization level of CLO achievement.
- The Department needs to increase outreach through the creation of a graduate database. This would allow the Department to more closely include graduates in efforts to understand and improve the relevancy of courses and to take advantage of their experience with "real world" problems faced by new graduates.
- The Department needs to take advantage of grant opportunities for new initiatives. The Normandale Foundation offers \$500 internal grants to be used for innovative practices that help students. This money could be applied to such ideas as a Business Speaker's series, an Entrepreneurship Award for the best new startup by a Normandale Business Department student; and/or an Annual Small Business Forum featuring past students from the college that have started successful businesses. The Department should also pursue larger grant opportunities. For example, in 2015 the Hospitality Program was awarded over \$358,000 from Carlson and the Carlson Family Foundation to create Hospitality Pathways in conjunction with [HIRED](#). [Hospitality Pathways](#) is a one semester program for un- and under-employed individuals to fast-track them into leadership positions in the hospitality industry.
- The Department needs to create a subcommittee to monitor ongoing compliance with ABSCP standards. Faculty also need to prioritize ACBSP opportunities in their plans for professional development.
- Assessment is important and the Department needs to continue and strengthen its work on course and program assessment.

Sources

There are no sources.

2 - Standard 2 Strategic Planning

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

Each program in the Business Department is also seen as a stand-alone entity and so each works on discipline related strategic planning. Each department separately produces its own program review, work plan, and if necessary, New Funding Request (NFR).

Strategic Planning accomplished by the Business Department programs tends to work in two cycles: a work plan produced annually and a program review produced every five years.

First, there is strategic planning that is accomplished through the Integrated Budgeting and Planning Cycle whereby programs create an annual work plan with action goals. The annual work plan also considers funding needs. Programs requiring additional funding may submit a NFR which is evaluated by the college through a committee structure that evaluates all college requests and makes recommendations to the Cabinet. The Integrated Budgeting and Funding Model ensures that funding requests are tied to program outcomes and the college's strategic plan.

Second, all programs are on a four-year [Program Review](#) cycle. Program reviews allow programs to respond to past initiatives and plans, program data and current issues, and to present plans for the future.

Both yearly work plans and program reviews create a strategic planning environment that is orderly but not overwhelming. The programs have excelled in this structure and presently have the finances, facilities and equipment to ensure excellent academic programming. Furthermore, through state-of-the-art facilities, the department lives in an environment that recognizes innovation and creativity.

Sources

- Program Review Guide 2014-2015

2.1 - Criterion 2.1 Strategic Planning Process

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

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

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

This criterion addresses strategic planning. Normandale Community College uses an Integrated Budgeting and Planning Model.

A. Strategic Planning Process

Business programs at Normandale generally operate at the level of yearly work plans, although there are usually strategic initiatives and goals that carry across years.

When developing work plans, programs are asked to respond to the components of the Strategic Plan. For AY 2016 [Strategic Plan](#) Goals focused around:

- Active Engagement
- Integrated Support
- Clear Pathways
- Supportive Educational Environment

A number of other plans are also referenced in the strategic planning process:

- [The Academic Master Plan](#) (based upon the [Strategic Plan](#))
- [Program Review Recommendations](#)

- Assessment Work
- Stakeholder Feedback
- Departmental Concerns and Initiatives
- Minnesota State Priorities ([Charting the Future](#))

The college plans (and particularly the strategic plan) are translated into action plans that help the program achieve its goals through the planning and budgeting process. This annual cycle begins in August when administrators review the strategic plan and set strategic priorities for the upcoming academic year. The Business Department programs then plan their work for the upcoming year based on these strategic priorities as well as results from program review, assessment work, and stakeholder feedback. The programs are required to state how its work plan(s) align with the college strategic plan and set measurable outcomes for evaluating the success of their proposed activities.

The creation of the program work plan generally occurs in the Business Department meetings and in the more informal program meetings between October and the middle of January. Before creating a work plan on the SharePoint portal, the Department Chair and coordinators will usually each discuss their plan with the dean in order to get his comments and suggestions. After the Department Chair or Coordinator formally enters the department work plan into the SharePoint template, it must be approved by the Dean of Business and Social Sciences and the Vice President for Academic Affairs. This usually happens in early February. At the same time the program is creating its work plan, the Dean may also be creating a plan for the division that may involve work by the programs.

During this process the programs also review their non-personnel budget which includes funding for such items as library acquisitions, accreditation, chair expenses, and guest speakers. When new funding under \$500 is required, the dean has the authority to increase the budget. When new funding desired is over this amount, programs are required to submit a NFR. This process requires the program to determine if the request aligns with program priorities, program review recommendations, an annual college goal, the college strategic plan and/or MnSCU system priorities. The program must explain how the request will benefit students, staff, and/or faculty, consider other options that could meet the need, and identify possible alternate means for funding the request (e.g. grants, savings through other efforts).

Each new funding request goes through a systematic review process. Final decisions on new funding are made by the cabinet based on perceived level of need and budget projections for the upcoming year. Program work plans are also reviewed at the administrative retreat in June to look for opportunities to leverage related activities across programs for greater efficiency and effectiveness.

The department also participates in a program review once every four years. A discussion of the Program Review may be found in 4.2 Program Evaluation.

B. Key Strategic Initiatives

The programs of the Business Department reflect upon the college's strategic plan and determine how their program goals fulfill strategic plan goals. Not all program initiatives may align with the college's strategic goals. Sometimes the program has discipline-specific goals that are not a good match for higher order college goals. Still, the more closely aligned program goals can be with college goals, the more likely they are to have approved funding if additional money is necessary for goal accomplishment.

Work plans goals for AY 2016 included the following:

- Active Engagement

- Integrated Support
- Clear Pathways
- Supportive Educational Environment

Business Department goals complement those of the college and are pertinent to the business unit programs.

- Prepare students to transfer successfully to four-year and other educational institutions.
- Prepare individuals to perform successfully in the workforce.
- Support individuals in developing and meeting their educational goals.
- Ensure students achieve the College's liberal education and student development outcomes.
- Support all types of learners in their pursuit of life-long career and personal development goals.
- Prepare students for college-level coursework.
- Prepare individuals to participate in diverse local and global communities.
- Identify and meet workforce training needs.

*The list of initiatives that have supported these goals is extensive. Among the most visible:

1. The Business Program has implemented and continues to nurture a partnership agreement with Metropolitan State University so that students can transfer to a four-year degree program without leaving campus. One stated purpose of the Partnership Building is to accommodate such programs. The initiative support business goals 1, 2, 3, and 5. Goals 1 and 3 are supported by the ease of transfer to a four-year university under the MnSCU transfer agreements. This partnership continues to be supported by the department.
2. Normandale Community College increasingly works with local high schools to provide college level education to outstanding high school students. Such contribution is achieved either by Normandale faculty through PSEO or High School faculty through articulated credit and dual credit courses. Normandale Community College Business Department faculty review the credentials of high school faculty teaching dual credit courses to ensure they meet the same requirements as faculty teaching at the college. The departments have worked steadily on increasing dual enrollment and in AY 2017, all three program areas will have dual enrollment classes.
3. Dan Creed, the Business Department Chair, advises the Alpha Phi Chapter of Kappa Beta Delta, the International Honor Society for Accredited ACBSP programs.
4. Coordination of the [Global Study Program](#) is currently through the Business Department Chair. The Business Program offers study abroad courses so that students are exposed to international business practices and cultural differences. These initiatives support goals 2, 3, 4, 5 and 7, as students are prepared better for the workforce and their personal development with goal 2, 3, 5 and 7.
5. Internships also support goal 8 as internships provides the Business Department, and its students, opportunities to learn about, reflect on and discuss workforce needs. Internships (or a practicum experience in CIM) are required in our AAS degrees. An internship is also one of the core experiences of our Hospitality Pathways program referenced earlier.
6. Internships are available fall, spring, and summer semesters. Students design the goals and objectives they hope to gain from their internship experience and submit a job description for review and comment. Ten to fifteen students enroll in Business Department internships every

semester. Students find their internship job on their own, or may use an existing job and convert it to an internship by designing new goals and objectives for that position. Normandale also had a data base of internship opportunities that have been sent in by potential employers

7. The two advisory committees employed by the Business Unit, one for Business and Computers/Information Management, and the other for Hospitality Management, provide a wonderful opportunity to network with local companies and assess business training needs.

C. Communicating and Deploying the Strategic Plan

The Business Department programs meet as a department on a regular basis so the creation and dissemination of the strategic plan is simple. For affiliated units, coordinators discuss the strategic plan with UFT and adjunct faculty who may not be able to attend department meetings. Otherwise, the Business Unit relies on an ongoing communication process. This process includes emails, SharePoint, and department meetings.

- Emails are sent by Dean Kirch, Dean's Assistant Samantha Cypress, the department chair, group leaders, and committee constituents. Ongoing conversation takes place to gather data, suggest and review proposals, and provide information and strategic options.
- SharePoint hosts all relevant documents to be used as a reference for future uses. This also serves as a holding place for all other College departments and administrative leadership to review plans.
- Department meetings provide opportunities to become familiar, outline, discuss, and refine key strategic decisions among faculty.

D. Evaluation of the Strategic Planning Process

The department programs evaluate their planning strategies in an ad-hoc fashion on a yearly basis. During the year, programs report on the status of their work plan goals. The assessment of the current goals (scope) and their achievement is one way to measure if the process is working. The work plan is a yearly action plan by the program. For a longer term strategic plan, the programs use the results from their Program Review, a process each of the three areas will be going through in AY 2017. And while the process is mandatory, the manner in which programs engage with the strategic plan (depth, completeness, etc.) is assessed after the plan is completed and reviewed. The dean in charge of program review also notes comments from program leaders to further refine the review process.

Sources

- BUSINESS 2012 Program Review
- Strat-Plan_pstr_090914b

2.2 - Criterion 2.2 Current Strategic Plan

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

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A - C. Key Strategic Objectives and Action Plans

Key Strategic Objectives: Business – Marketing and Management	Action Plan
Continue to Develop the Business Advisory Committee	Larry Borgen/Mark Nagel Communication will be ongoing. Next Advisory Committee Meeting to be set for Fall 2016. Create and disseminate materials to inform committee of official duties and responsibilities.
Complete actions to offer new baccalaureate pathway for Business starting Fall 2017.	Dan Creed w/assistance from the Dean Prepare AA&SC proposals to change the current AS degree to conform to the new pathways degree. This will also require changing some course numbering to conform with expectations for course levels in the new degree plan,

	<p>Materials to be submitted to the committee by November 1.</p>
<p>Evaluate all certificates</p>	<p>All Faculty will review all certificates and course mapping. They will also evaluate certificate completion and viability of maintaining all certificates.</p> <p>Evaluation to be completed by April 2017.</p>
<p>Assessment</p>	<p>Dale Hommes/All Faculty will continue to assess courses.</p> <p>Assessment project to be completed by April 2017.</p>
<p>Review the AAS degree and affiliated offerings</p>	<p>Sub-committee A sub-committee will be formed to review the AAS affiliated courses.</p> <p>Project to be completed with recommendations due April 2017.</p>
<p>Determine staffing needs for the department</p>	<p>All Staffing needs will be considered with the potential to recommend a new UFT hire.</p> <p>Recommendation due early September. If new hire recommended, faculty will find out in early November. At that point it will look for faculty to serve on a search committee under the direction of the dean.</p>
<p>Prepare for and complete Business Program Review</p>	<p>Dan Creed/All Under the facilitation of the chair the department will complete the program review by delegating sections to faculty members.</p> <p>All sections due by March for editing. Program review due May 2017.</p>

Key Strategic Objectives: Computers/Information Management	Action Plan
Review the AAS Degree	<p>Janice Hardin/All</p> <p>Review the structure of the AAS degree. During her sabbatical, Prof. Hardin will engage with the business community to assess skills necessary for employment in the area.</p> <p>Sabbatical to be completed May 2017. Results to be communicated to department faculty throughout the year.</p>
Create a Computers/Information Management Advisory Committee	<p>Janice Hardin/All</p> <p>As part of sabbatical, Janice Hardin will ask employers to serve on a CIM Advisory Committee to launch Fall 2018</p> <p>Advisory Committee in place by May 2017</p>
Maintain Technology Currency	<p>Janice Hardin/All</p> <p>Ensure upgrade of CIM 1201 courses to new release of Windows 10 and Microsoft Office 2016</p> <p>All updates must be in place for courses starting Fall 2017</p>
Assessment	<p>Dale Hommes/All</p> <p>Faculty will continue to assess courses.</p> <p>Assessment project to be completed by April 2017.</p>
Prepare for and complete Computers/Information Management Program Review	<p>Janice Hardin/All</p> <p>Under the facilitation of the UFT faculty member, the department will complete the program review by delegating sections to faculty members.</p> <p>All sections due by March for editing. Program review due May 2017.</p>

Key Strategic Objectives: Hospitality Management	Action Plan
Strengthen Hospitality Pathways	<p>Brandon Supernault/Crystal Svoboda</p> <p>Partnering with HIRED, the Hospitality Management Program will continue to promote our grant funded program by collaborating with local industry and workforce centers.</p> <p>Major activities to coincide with college registration periods to ensure enrollment in Hospitality Pathways student cohorts.</p>
Increase high school partnerships	<p>Brandon/Supernault/Robb Lowe (Perkins Coordinator)</p> <p>Increase awareness of industry on local high schools through offering concurrent programs and articulated credit.</p> <p>Partnerships begin Fall 2016. New partnerships to be assessed throughout the year. Any new programs for AY 2018 must be in place by April 2017.</p>
Increase program visibility in community	<p>Brandon Supernault/All</p> <p>Create a Hospitality Management student club and take on two service projects</p> <p>Complete service projects by May 2017</p>
Assessment	<p>Brandon Supernault/All</p> <p>Faculty will develop an assessment project to be completed in AY 2017. Program mapping.</p> <p>Assessment project to be completed by April 2017.</p>
Prepare for and complete Hospitality Management Program Review	<p>Brandon Supernault/All</p> <p>Under the facilitation of the coordinator, the department will complete the program review by delegating sections to faculty members.</p>

	All sections due by March for editing. Program review due May 2017.
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Sources

There are no sources.

2.3 - Criterion 2.3 Finances

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

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

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

1. The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.
2. The business unit budget and actual expenditures.
3. The business unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures.

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Linking Business Department Finances to Strategic Planning

Programs in the Business Department follow policies and procedures of the college related to budget. The Department coordinates finances and strategic planning through the completion of a department work plan and, if needed, NFR early each Spring semester.

The department budgets are adequate to cover the current needs of the programs. In addition, programs are sensitive to maintaining the financial position of the college. When funding has not been adequate, the dean has made small adjustments to the budget. The dean has the authority to increase budgets up to \$500 without submitting a NFR. The programs rely on Instructional Technology for computer updates. In addition, professional development usually comes from a contractually mandated faculty professional development fund. Every two years each faculty member can apply for up to \$1500 to pursue professional development opportunities related to instruction. They can also receive tuition reimbursement for classes. Finally, funding for basic program needs (such as printing and regular office

supplies) is not budgeted by the program but is budgeted at the college level. Printing is monitored, but paid for through the general fund.

When funding is needed, it is vitally important to align the funding request with one of the goals of the Strategic Plan. Even then, in these tight economic times, funding is limited and is never guaranteed.

Funding also relates to cost of instruction. Institutional research produces Instructional Cost Studies for each department. These cost studies compare program cost of instruction with the average for all Minnesota State similar programs. The most recent Instructional Cost Study sheets are attached ([Business](#), [Computers/Information Management](#), and [Hospitality Management](#))

B1. Student Credit Hours

For student credit information, please refer to the file [Total Student Credit Hours](#) in the Evidence File.

B2. Budgets and Expenditures

Please see the attached [Budget Spreadsheet](#) in the Evidence File

B3. Business Budget and Expenditures in Relation to the College's Budget and Expenditures

Please see the attached [Budget Spreadsheet](#) in the Evidence File.

C. Budget Adequacy.

The budget for the Business Department and affiliated cost centers is adequate. No new funding requests have been submitted for AY 2017. In fact, no funding requests have been submitted for several years as other costs centers tend to be responsible (and responsive) to request for technology upgrades, software acquisition, additional student learning support, and faculty development.

Sources

- Budget File New
- InstructionalCostStudy-BUSN-08.06.14
- InstructionalCostStudy-CIM-08.07.14
- InstructionalCostStudy-HSMA-08.06.14
- Total Student Credit Hours

2.4 - Criterion 2.4 Facilities

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

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Linking Facility Planning to Strategic Planning

The programs of the Business Department occupy the newest building on campus. In 2013, Normandale Community College officially opened the Partnership Center. Several Business Program faculty members were on the planning team that worked with the architects to design and realize this space. They helped to create the space the programs currently occupy.

The Partnership Center is home to the Business Department Programs, Metro Engineering, and Minnesota State University partners such as MSU-Mankato and Metropolitan State University. At a cost of 28.5 million dollars, the Partnership Center delivers an additional 83,750 square feet (gross) to campus, 45,320 of which are designated to 36 classrooms and computer classrooms. Classroom sizes range from 2,600 square foot with a capacity of 100 persons (rooms that can be divided into two rooms of 50) to 800 square foot with a capacity of 20 persons. Twenty-one classrooms have a surface area of 1,100 square feet with a capacity of 60 persons.

Students also enjoy shared areas such as the main lobby and informal gathering areas and seating in hallways. The ground level includes an area for vending.

Business Program classrooms are located on the second floor of the Partnership Center. The Dean and Business Department faculty enjoy a large office suite which includes private offices and cubicles, a small conference room, a worktable area, a workroom/kitchenette, and storage. All of the Business Department faculty are housed in the suite. The eight UFT faculty have private offices while the TPT and Adjunct

faculty have cubicle space. The suite also has offices used by the Program Liaison and the Assessment Leader. Finally, the suite contains the Dean's Office and a reception area/office used by the Dean's Assistant.

Two classrooms have been designated for Business Program use: P2840 and P2844. Both are located adjacent to the Business Department suite. Each has a capacity of 60 students. Most Business Program classes that are taught on campus are capped at 45 students so the rooms are larger than necessary. In addition, both classes are equipped with modular furniture so that instructional spaces can be easily altered to facilitate student interaction. In addition to the two Business Program classrooms, there is also one computer classroom (P1804) on the first floor with a capacity of 30 students. The computer classroom is used by CIM (and when enrollment allows, the course BUSN 2220 Statistics for Business and Economics). The computer classroom is attached to one of two large open lab spaces for students on campus.

Classes within the Business Department are scheduled into these three rooms first. When more than two courses are offered concurrently, the Business Department utilizes other available classrooms on campus. Hospitality Management tends to use a smaller classroom room on the second floor of the Partnership Center due to smaller class sizes. These classrooms have the same features as the dedicated Business Program classrooms. All classroom scheduling is coordinated through Academic Affairs. As a side note, in addition to designated classrooms, faculty can also request classrooms, conference rooms, and computer labs through the Normandale's online Room Reservation Request System.

The two reserved classrooms (P2840 and P2844) are equipped with an instructor computer, a video projector and a screen for presentation, a document projector, a sound system, internet access, various connection cables to accommodate laptops and other devices, and a control console to select the desired presentation source. The Business Department classrooms also include 72 feet of dry marker white boards on three of the four walls. Classrooms have movable chairs and tables to accommodate students.

The computer reserved classroom (P1804) for Computers/Information Management is equipped with an instructor computer, a video projector and a screen for presentation, a document projector, a sound system, internet access, various connection cables to accommodate laptops, and a control console to select the right source of presentation. The room also include 72 feet of dry marker white boards on three of the four walls. Classrooms have chairs, tables, and computers (1 per student) to accommodate students.

[Desire to Learn \(D2L\) Brightspace](#), Normandale Community College's Learning Management System (LMS), complements classroom teaching and provides opportunities for distance learning activity. The portal includes such online academic functions as announcements, assignment retrieval and posting, quiz and grade retrieval and postings, etc. D2L Brightspace is used for hybrid and online instruction as well as to supplement the traditional classroom instruction.

Finally, The Partnership Center, with its modern architectural features and informal student areas provides students, faculty and staff with an engaging, spacious, and comfortable environment.

B. Facilities that Meet Department Needs

In sum, facilities address the needs of students, faculty, and staff effectively.

- Dedicated department classrooms provide projection capacity that helps faculty support their lectures with video or audio clips.

- Generous dry white board length allows faculty to present multiple exercises for comparison, or for students to work in groups using different sections of the board.
- Dedicated classrooms provide physical space for students and faculty to maximize learning effectiveness in a comfortable environment.
- The computer classroom used primarily for Computers/information Management classes provides students and faculty with the opportunity to demonstrate and to practice new skills in a comfortable computer classroom environment
- Faculty office space, a conference room, and an informal work area allow places for students to receive effective support during office hours or meetings
- Normandale's open computer lab on the first floor of the Partnership Center allows students to work on classwork comfortably.
- WiFi internet access in all areas of the college allows students to communicate with their laptop, smartphone, and tablet while utilizing informal spaces within the Partnership Center.

In conclusion, Normandale Community College provides excellent physical facility to its constituents.

Sources

- BusinessClassroomP2840
- FacultyOfficeSuite
- RoomP1804

2.5 - Criterion 2.5 Equipment

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

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

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Linking Equipment Planning to Strategic Planning

As the Business Department aims to prepare students to operate in an increasingly competitive and global business environment, the business programs must provide adequate information technology environment in the classroom. Fortunately, the Business Department does not need to plan for equipment [Information Technology Services](#) (ITS) works hard to ensure an up-to-date technological environment on campus.

Designated Business classrooms (P-2840 and P-2844) are equipped with the following classroom technology:

- Crestron Touch Panel to activate functions between projectors and input devices
- A Document Camera to display any printed device to the projection screen
- A Computer connected to the internet and equipped with various ports (USB) to present any documents or procedure faculty and students.
- A DVD player included in the computer
- VGA, HDMI, and USB cables to connect laptops, smart phone, and tablet to the system
- Telephone

- Internet access
- Wireless access to the internet.

The department designated computer classroom (P-1804) is equipped with the following classroom technology:

- Crestron Touch Panel to activate functions between projectors and input devices
- A Document Camera to display any printed device to the projection screen
- A Computer connected to the internet and equipped with various ports (USB) to present any documents or procedure faculty and students.
- A DVD player included in the computer
- VGA, HDMI, and USB cables to connect laptops, smart phone, and tablet to the system
- Telephone
- Internet access
- Wireless access to the internet
- 30 individual computerized workstations for students
- A laser printer.

Students are provided various opportunities to learn and utilize various computer hardware environments such as Windows and Apple, and various software environments, such as Microsoft Office Suite 2016, Outlook, and other specialized software such as Minitab, Ultra Tax, and QuickBooks. In other words, this environment help students acquire the required skills to operate in most business units.

On the Internet, students have access to D2L Brightspace which is used in traditional, hybrid, and completely online classes.

B. Acquisition, Upgrade and Maintenance of Equipment

Virtually all equipment is replaced based on a defined life-cycle process unless replaced sooner by a NFR or grant. For desktop computers there has been a four-year replacement life-cycle in place, recently extended to five years due to budget concerns and the recognition that older computers are still quite useful in the web and cloud services paradigm.

Classrooms are selected for major upgrades using a data driven process that groups them based on general usage (division/department/course), location, and similarity of existing infrastructure. A room group contains 1 to 7 rooms and aids [ITS](#) in knowing which Deans and faculty to discuss upgrades with, helps to maintain consistency within a group of rooms having a common constituency, and grants the staff spatial optimization to maximize the number of upgrades completed during the limited room downtimes available.

The room groups are then ranked by the amount of obsolete or unsupported equipment they house. Equipment obsolescence is determined using vendor end of life declarations or the life cycle table below:

Equipment	Replacement Cycle**
Video projectors	3-5 years
Microphones	4-8 years
Computer	4 years
DVD players	4 years
Control system-software/programming updates	5-7 years
Control system-hardware	5-8 years
Flat-panel displays	5 years
Annotator displays	5 years
Loudspeaker systems	7-10 years
Infrastructure	7-10 years
Lecterns	8-10 years
Projection screens	8-10 years or as needed
Desktop monitors	As needed

**We use the longer end of each range when budgeting for room upgrades.

IT maintains a color coded spread sheet of all equipment deployed in the classrooms. Room groups with a large number of red cells indicates a high percentage of obsolete equipment. Yellow, green, and white cells are not end of life.

The first group (College Services) is to be completed by the start of summer classes and the second (Library) by the start of fall semester.

The room groups in the Partnership Center have the newest equipment and are currently at the bottom of the ranked list. Using this methodology, ITS can look out two or three years and predict which classrooms will need to have their instructional technology upgraded. Keep in mind that innovative initiatives funded by grants or NFRs may modify certain components of some rooms.

Infrastructure such as servers, wireless radios, cameras, network switches and routers, etc., are upgraded based both on a life-cycle methodology and a technical needs assessment. For example, backup batteries need to be replaced on a routine time schedule, typically with the identical thing, but wireless access points may need to be upgraded due to changes in protocols, standards, and expected service levels with a new type of device.

As organizations move more to cloud based services the pressure to upgrade certain infrastructure components is reduced.

C. Equipment That Meets Our Needs

In a business environment, most people heavily rely on spreadsheet, word processors, databases, slides presentation, statistical analysis, accounting and internet. Normandale Community College addresses these needs. By the time they graduate, students can analyze and present information in a professional way.

- Students benefit from software training in a computer classroom lab (P1804) and by taking BUSN/CIM 1201.
- Students can practice on their own using one of the 300 computers available all over campus in general computer lab, the library, and other open area. Students can also practice connecting their own laptop anywhere on campus.
- Students can access [D2L Brightspace](#) from internet access points located all over the world, and complete their course requirements.
- Students can communicate effectively among one another and with their faculty using email, or group communication discussion group implemented in D2L Brightspace.
- Faculty can prepare courses content and monitor students' progress from their home, their office, and in classroom. They can deliver their course using projector equipment and computer or other devices as described above.
- Faculty can remain in contact with administration and students at all time.
- If equipment fails, [ITS](#) is there to help resolve the issue.

In conclusion, the equipment environment at Normandale is sufficiently current and robust to help ensure quality instruction.

Sources

- RoomP1804

2.S - Summary of Standard 2 - Strategic Planning

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Summary

The Standard is about strategic planning.

The Department has several strengths and more opportunities for improvement related to strategic planning.

Strengths

- There is a clear Integrated Planning and Budgeting process that is reviewed annually as well as a clear process for program review.
- The Department Programs each create a work plan each year that is reviewed by the Dean, Vice President of Academic Affairs, and Institutional Research (IR). This process includes a review of program funding.
- The Department Programs receive adequate funding.
- The Department enjoys an excellent physical work environment, both in the case of offices and classrooms.
- Most equipment needs (both initial needs, regular maintenance, and replacement) are handled by Information Technology Services.

Opportunities for Improvement

- The Department can do more to publicize the results of its program review to students and other interested publics.
- The Department needs to institute a yearly review of Program Review Goals to ensure that progress is being made. In general, feedback loops for goals need to be created and/or strengthened.
- The Department should stay knowledgeable about new instructional space design and technology to help influence campus decisions.

Sources

There are no sources.

3 - Standard 3 Student, Stakeholder, and Market Focus

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

Status: Ready For Review | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Sources

There are no sources.

3.1 - Criterion 3.1 Stakeholders

A. List the business unit's key stakeholders.

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A.-B. Key Stakeholders and their Requirements and Expectations

The programs of the Business Department recognize that there are a variety of groups that serve as stakeholders. Stakeholder needs evolves and the department attempts to evolve with them.

Stakeholder Group	Expectations	Methods to Determine Needs
Business Community	Prepare individuals to succeed in the workplace and to meet business and industry's needs for current, rigorous education and training.	Advisory Board meetings, one-on-one meetings with employers, telephone surveys, feedback from employers serving as classroom guests.
Bloomington Community (and Metro Service area)	Maintain good neighbor relationships while promoting Normandale.	Membership on local boards (e.g., Bloomington Convention and Visitors Bureau, Bloomington Chamber of Commerce, etc.). Feedback from members. Attendance at and participation in community functions.
Currently Enrolled Students Pursuing Workforce Degrees	Prepare them to succeed in the workplace and to meet business and industry's needs for current, rigorous education and training.	Informal student mentoring and advising, student course evaluations, internship evaluations (from both students and employers).

Currently Enrolled Students Pursuing Transfer Degrees	Prepare students to meet the academic demands of university programs. Ensure a smooth pathway for transfer	Informal student mentoring and advising, student course evaluations, internship evaluations (from both students and employers).
K-12 Education Partners	Support their efforts to ensure student readiness through oversight and facilitation of articulated credit and dual credit programs.	Initiatives are usually introduced and coordinated through communication with our Perkins Coordinator and/or Dean of Academic Services. Individuals in these two positions provide periodic updates and communicate any concerns.
Four-year Institutions	Prepare all potential transfer students. Create smooth pathways for transfer to other Business programs through articulation agreements. Help to offer programs that allow students to finish their four-year business degree on Normandale's campus.	Formal partnerships are generally created through Academic Affairs. Communication also occurs through divisional dean or Dean of Academic Services and Library. Faculty meet with peers from partner institutions.
Alumni	Create opportunities for Alumni to engage with the Business program.	Graduate survey. Discussion with alumni serving on Advisory boards, ongoing outreach to former students.
Internal Support Services at Normandale (e.g., Advising, Student Affairs, IT, etc.)	Maintain smooth operations and clear communication of changes and issues.	Generally communicated through dean or by individuals in service area.
Minnesota State System	Participate in system initiatives	System communications/priorities set by Normandale

Sources

There are no sources.

3.2 - Criterion 3.2 Stakeholder Satisfaction

- A. Explain how the business unit builds relationships to attract and retain students.
- B. Explain how the business unit delivers services that satisfy students and stakeholders.
- C. Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.
- D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A Building Relationships to Attract and Retain Students

The programs of the Business Department build relationships to attract and retain students in a number of ways.

Attract

The three programs in the Business Department attract students through the following methods:

- Faculty give talks in high schools about their programs and make connections with high school instructors to market their programs
- Faculty advise high school instructors who teach courses that may be used for articulated credit. These faculty influence student choice.
- Faculty mentor high school instructors who teach dual credit courses.
- Faculty maintain connections with employers of potential students, including those on the Advisory Board.
- Faculty gain goodwill with local employers with non-degreed workers through community connections.
- Faculty serve as ad-hoc advisors to students in their classes and those interested in pursuing Business as a major.

- Faculty maintain rigorous standards that allow their students to transfer to other institutions of higher learning.
- Faculty maintain currency in their fields.
- The Program Advising Liaison delivers information to and advises prospective students.
- The Hospitality Management Program markets itself to businesses and students through its grant funded Hospitality Pathways program.

Retain

The three units in the Business Department retain students in the following ways:

- The Business Program play host to the Alpha Phi Chapter of Kappa Beta Delta
- Faculty provide extra help and tutoring in office hours. Some instructors utilize supplemental Instructors (student who assist with classes).
- Faculty serve as ad-hoc advisors to students in their classes and those interested in pursuing Business as a major.
- Faculty give presentations in classes.
- Faculty arrange trips to business and arrange for guest speakers to highlight real-world applications of a business education. In addition, guest speakers allow students to network and understand the professional obligations and standards of their chosen profession.
- The Program Advising Liaison reaches out to students who need additional advising and/or assistance.
- Faculty reach out to students in need and use the Early Alert System to provide additional assistance to struggling students.

B. Delivering Services to Satisfy Students and Stakeholders

The Business Department and its programs deliver services to satisfy students and stakeholders. This can be seen in several ways:

- Faculty retain close connections to those in the business community.
- Larry Borgen and Mark Nagel interviewed advisory group members on the Business Department programs. Their results suggest that the departments are doing an excellent job of producing skilled graduates. [Interview notes](#) are attached along with the [interview agenda](#).
- Faculty members mentor their students and alumni.
- Business Department faculty have few student complaints or requests for grade reviews.
- [Student Surveys of Instruction](#) are very positive.
- The Department and its programs offers most of its courses online.
- The Department offers [internship experiences](#) through the Center for Experiential Education. Satisfaction is high with many students finding employment.

C. Learning from Former and Current Students

The Business Department faculty members continue to learn from their former students. To learn from current students, faculty members build relationships with their students, engage in informal advisement, and listen to comments from the program liaison. Instructors also learn from informal mid-term student

elevations and active learning exercises like “muddiest point.” They also learn from the mandatory formal student evaluations conducted on every class each semester.

Alumni have a voice through the advisory committees on which they serve. Faculty relationships with students also help to give alumni a voice in the department.

D. Utilizing Stakeholder Feedback in Program Development and Enhancement

The department has continued to learn from and be responsive to stakeholder feedback. Some years ago that feedback helped to create the Accelerated Business Program. That program started to fail with the increase in online instruction but the department is now in the very initial stages of re-establishing a new program for adult learners.

The programs are all responsive to their environment and to skill sets needed in today’s workforce. They are also responsive to the needs of their students in scheduling. This is why so many classes in the Business Department are offered online or in a hybrid format.

Sources

- BAC Member Interview Feedback
- BAC Questionnaire
- BUSN, CIM, and HSMA Survey of Instruction Responses (Fall 2012 - Spring 2015)
- Internship info
- NCCBACMemberInterviewFeedback

3.3 - Criterion 3.3 Student Support

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Support Services

In addition to the support services available to Business Unit students outlined in Section 6.8, the following are also available:

Payments and Billing Office: This is where students set up and manage their student account and learn all they need to know about the business side of being a student at Normandale. Tuition, payments, deadlines and other critical information is located here. The Payments & Billing Office is an online resource to help students stay on top of their account.

Financial Aid: The financial aid office provides students with the information they will need to keep abreast of their rights and responsibilities as a financial aid recipient as well as deliver on-line processes and services. They also have information regarding the types of aids available to students.

Admissions: The Normandale Admissions Office assists new students by providing quality service in all phases of the admission process. These services include recruitment and outreach initiatives for the purpose of application generation; inquiry management; application development; placement testing and advising and registration.

Advising and Counseling: The Advising & Counseling Department includes academic advisors and counselors, each with a different focus. Academic advisors work with currently enrolled and returning students in the areas of academic planning, career development, and transfer concerns. Counselors work with students with academic, career, and personal concerns.

B. Policies Governing Student Relationships to Support and Complaints

Normandale Community College and the Business Department programs take student complaints and grievances seriously. We encourage students to discuss their concerns with the faculty member first. If the concern cannot be resolved, the next step is for the student to meet with the Dean. If a student prefers not to take this avenue, the student can utilize the Institution's Student Complaint and Grievance Process provided in Minnesota State Board Policy 3.8 and System Procedures 3.8.1 by completing and submitting the "Student Complaint/Grievance Report Form." These are also in [Normandale Policy](#).

Academic grade disputes such as grade appeals are handled by the student completing the "Request for Course Grade Review" form.

Both forms are attached.

[Student Complaint/Grievance Form](#)

[Request for Grade Review](#)

All Complaints/Grievances and Course Grade Reviews related to the Business Department programs are logged by Academic Affairs and sent to the Dean who conducts an investigation. Students received a written response within two weeks. Decisions may be appealed to the Vice President of Academic Affairs.

Student complaints regarding discrimination or harassment are subject to [Minnesota State Board Policy 1.B.1](#), and need to be filed with Normandale's Resources Office. These are then taken through a formal investigation per MnSCU policy.

Sources

- Fillable Course Grade Review 2016
- Fillable Student Complaint 2016

3.4 - Criterion 3.4 Stakeholder Results

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

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

- Course evaluations
- Student satisfaction surveys
- Alumni satisfaction surveys
- Employer satisfaction surveys
- Other student/stakeholder measures

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Measuring Student Utilization of Offerings and Services

The college tracks student utilization for offerings. There are fill rate reports that are available to all employees on the SharePoint college portal. Departments are very careful to track course enrollments. They examine time and day of offerings and make schedule adjustments as appropriate. The consequence of not carefully reviewing enrollments and schedules is to have classes cancelled. Overall, all three programs have done an excellent job in the last few years of reducing the number of cancelled classes.

The Business Department collects some information on utilization of services (Internships and tutoring). These can be found in the Table for Standard 3.

B. Satisfaction Results

Additional surveys collected by the institution are below. All of them show steady progress by the college in improving student satisfaction. In addition, the Student satisfaction with Services Survey identifies areas of the college for focused interventions and improvement.

[Student Satisfaction with Services](#)

[Student Survey of Instruction Results](#)

[Community College Survey of Student Engagement \(CCSSE\)](#)

Alumni Feedback ([Agenda](#), [Responses 1](#), [Responses 2](#))

Sources

- 2014 CCSSE Findings Overview
- 2015 Student Satisfaction with Services
- BAC Member Interview Feedback
- BAC Questionnaire
- BUSN, CIM, and HSMA Survey of Instruction Responses (Fall 2012 - Spring 2015)
- NCCBACMemberInterviewFeedback

3.5 - Criterion 3.5 Business/Industry Relations

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

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Business Unit Partnerships

The programs of the Normandale Business Department have worked to aggressively upgrade their linkages to the business community in their "catchment" area since the previous accreditation report. [The Business Advisory Committee](#) is made up of 11 business leaders, in addition to current students, who meet each year, provide advice on curriculum, mission, and future direction of the Program. Advisory Committee members also commit to serving as Guest Speakers and Student Mentors as part of their duties. In addition, Faculty often have students go "onsite" for tours and classes with members of the Business Advisory Committee. At present, the advisory committee represents both Business and Computers/Information Management, although the latter group will be creating a separate advisory committee this year.

The Hospitality Management program also has an [Advisory Committee](#) that works with faculty to ensure that curriculum and outcomes remain relevant to the industry. They also host students for tours of their properties, as well as provide Internships for many enrolled students. These tours allow students a behind-the-scenes experience and give students the opportunity to network with industry professionals in an informal setting. The Advisory Committee is also engaged in mentoring incoming students - each semester, they are involved in a Leadership Panel that enables new students to ask questions about being in the Hospitality business. The Hospitality Management program plans to build the mentoring program in the upcoming year by strengthening the bond with industry through the Advisory Committee with clear pathways to employment and career advancement.

Many faculty members also nurture their linkages to the business community by attending Bloomington Chamber of Commerce meetings and events. Many faculty members also serve on organizational boards. Please refer to the Standard 5 to review faculty outreach.

[Grant opportunities](#) have also allowed programs to create strong alliances with external organizations. For example, the [Hospitality Pathways](#) program was done in partnership with HIRED, a nonprofit workforce organization. It also spurred a new partnership with The International Institute of Minnesota. The Institute's programming includes job training, refugee resettlement and assistance with immigration and citizenship. The Institute suggested sharing an AmeriCorps volunteer to help provide additional educational assistance for its students who enroll in Hospitality Pathways.

As discussed earlier, faculty members also conduct strong outreach to high schools, colleges and universities. They talk in classes, serve as mentors, and meet with their peers.

Other partnerships are created through internships which are used in the Business and Hospitality Management Departments. In addition, there are many practical projects provided for students to work on during the semester - one example was a student, who developed a Social Media marketing program for a small chocolate shop business. Many Small Business Management students, who write a Business Plan as a requirement for the course, start their own businesses after completing the class - Faculty provide ongoing assistance to these startups even after students graduate. In short, faculty emphasize these types of projects to link classwork to practical experience in their Syllabi.

B. Impact and Results

The linkages with the business community have had a number of impacts:

- Individuals in the business community serve on our advisory boards.
- We have a strong relationship with [HIRED](#) through the Hospitality pathways program.
- Our faculty have been invited to serve on community and state Boards (e.g., Bloomington Conference and Visitor's Bureau ; [Hospitality Minnesota](#), etc.)
- We have numerous internship sites for our students.
- Hospitality Management will be implementing a mentoring program in 2016. This program will match students seeking extra professional mentoring with an industry professional in their desired sector of the hospitality and tourism industry.
- Hospitality Management will be implementing Hospitality and Tourism Lecture Series. These lectures will invite industry professionals to the college to discuss cutting-edge issues and trends. These lecture will be open to the entire college and local hospitality and tourism communities.

Sources

- Business Advisory Committee
- Hospitality Advisory Committee

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

Complete Table I Student and Stakeholder-Focused Results for Standard 3 (See Excel table found in the Evidence file tab).

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Summary

Student and Stakeholder Focused Results

Student and Stakeholder-Focused Results for [Standard 3](#) may be found in the Evidence File. Additional results may be found for [internships](#) (including qualitative feedback), [tutoring](#) (including specific classes) and [course evaluations](#). Please also see [Advisory Committee](#) feedback.

Strengths and Opportunities for Improvement

This standard addresses students and stakeholders. The department has several areas of strength and significant opportunities for improvement.

Strengths

- The programs in the Business Department recognize that they must address a variety of stakeholders and their interests.
- The Business Department programs have a number of useful partnerships.
- Many of the Department initiated partnerships are long-standing and rely upon a network of mature faculty members with ties to local businesses.
- The programs (and especially the Hospitality Management program) have done an excellent job of identifying and building new partnerships.

Opportunities for Improvement

- The Business Department programs need to develop formalized processes to track and synthesize stakeholder feedback. The necessity of developing a clear feedback loop needs to be addressed.
- The Business Department needs to do a much better job of tracking utilization of college services by Business Department students beyond ad-hoc and anecdotal reports.
- Some of the Business Department partnerships should be leveraged to increase department capacity.

Sources

- BAC Member Interview Feedback
- BUSN, CIM, and HSMA Survey of Instruction Responses (Fall 2012 - Spring 2015)
- Internship info
- Standard 3 File
- Tutoring

4 - Standard 4 Measurement, Analysis, and Knowledge Management

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

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Sources

There are no sources.

4.1 - Criterion 4.1 Student Learning Outcomes Assessment

Institution Response:

A. Describe the current student learning outcomes assessment plan.

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

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

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

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

- Results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared tests, portfolios, and other assessments

- Three to five data points of trend data including the self-study year
(Candidates with less than three data points are eligible for accreditation with conditions.)

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Student Learning Outcomes Assessment Plan

Normandale has a set of common, college-wide learning outcomes called the Core Learning Outcomes (CLOs), as well as a set that are established by the state legislature, called the [Minnesota Transfer Curriculum](#) (MnTC). Our common learning outcomes are designed for every Normandale student, regardless of their academic goals.

Normandale Core Learning Outcomes: Our students will...

- Think critically and creatively
- Communicate effectively
- Develop personal responsibility and life skills
- Demonstrate social responsibility

B. Student Learning Outcomes Assessment Process

Our mission and our Core Learning Outcomes provide the foundational skills and knowledge that will benefit students in their academic, personal, and career lives.

All academic (and some student affairs) departments are expected to continually investigate a question about student learning that is connected to one or more of the Core Learning Outcomes. The department selects which Core Learning Outcome it wants to assess, how to assess it, and a timeline that reflects the complexity of the work required. Departments determine what constitutes evidence of the CLO within their disciplines as part of this process. Departments need to assess one Core Learning Outcome at all times, but may assess more than one simultaneously if they choose. Department assessment leaders (described below) submit status reports on their departments' work in November and April, providing updates to the following:

- The question(s) about student learning they will investigate
- The related Core Learning Outcome(s)
- Their plan for collecting student learning data
- Collection of the data
- Analysis of the data
- Decisions about how to proceed based on their analysis of the data

Central to Core Learning Outcomes assessment are the assessment leaders. Each academic program or department (dependent upon how they are constituted) has an assessment leader, as do many of the Student Affairs departments. Additionally, we have five division assessment leaders (one for each academic division and one for the Student Affairs division).

The question that the Business Department is focusing on is: *Are Students confident they can complete the Student Learning Outcomes for the course?* The Business, Computers/ Information Management, and Hospitality Management programs each assess the question relative to their program students.

The Business Department has elected to focus the student learning outcomes for three courses that emphasize critical thinking and effective communication. Data is collected by having students complete a self-assessment based on the Student Learning Outcomes for the course. Currently, we are evaluating BUSN 1100 Principles of Marketing, BUSN 1105 Introduction to Business, and BUSN 1140 Principles of

Management. The goal is to have 70% or more of the students taking these courses indicate they are Confident or Reasonably Confident they can complete the Student Learning Outcomes for the course. The business unit revised their assessment questions in the spring of 2015 after analyzing the data on the previous set of questions. The goal was consistently being met and faculty determined that the questions were not providing them with the information they were looking for. The department plans on continuing to assess key Student Learning Outcomes and are considering adding an assessment that evaluates key capstone assignments. Preliminary conversations with faculty have revolved around creating a common rubric to assess critical thinking.

The Computers/Information Management Program uses the Student Assessment Manager (SAM Path) an online publisher's assessment environment to assess students' ability to create databases that show information in a variety of formats. A pre- and posttest is given with the goal of seeing student success rate increase 50% from the beginning to the end of the semester. Analysis of the data has shown there has been an increase in the results overall due to assigning more practice problems. The department will be selecting a different set of questions within SAM for the 2016-2017 academic year.

The current Student Learning Outcome assessment plan for the Hospitality Management department is to measure the success of student learning at the course level each semester. If needed, changes are made to assignments, lectures, faculty member assignments, etc. to ensure that students are achieving course outcomes. In addition, the Hospitality Management Program produced assessment related to its Hospitality Pathways grant.

All assessments correspond to course, program and untimely, institutional outcomes.

C. Student Learning Outcomes

Student Learning Outcomes for each program are as follows:

AS Degree in Business

Upon successful completion of this degree, the student will be able to:

- Recognize the legal environment in which business is conducted
- Identify the challenges managing diversity in a global workforce
- Evaluate the characteristics of the marketing environment
- Integrate software applications into the business process
- Interpret statistical and accounting data within the business framework

AAS Degree in Business – Marketing and Management

Upon successful completion of this degree, the student will be able to:

- Appraise the legal and ethical obligations and responsibilities of business.
- Relate statistical and accounting data to the business environment.
- Communicate effectively.

- Organize key marketing concepts in an integrated manner.
- Manage people, processes and resources within a diverse organization.

AAS Degree Computers/Information Management

Upon successful completion of this degree, the student will be able to:

- Create business documents free of typo errors at a minimum average keyboarding speed of 30 words a minute.
- Generate electronic, business documents for effective use in the workforce to include use of email, sharing files, navigating the internet, and using word processing, spread sheets, and databases.
- Produce spread sheets for effective use in the workforce that meet the Microsoft Office Specialist (MOS) on Microsoft Office 2010 Certification Standards.
- Apply problem-solving computer application skills to troubleshoot word processing, spreadsheets, and databases files.

AAS Degree Hospitality Management

Upon successful completion of this degree, the student will be able to:

- Demonstrate an understanding of the complexity of the hospitality industry a whole.
- Explain general management theory as it applies to hospitality management.
- Be sensitive to the importance of diversity in the hospitality industry.
- Demonstrate an ability to provide exemplary customer service.
- Apply marketing and sales principles in the hospitality industry.
- Analyze hospitality industry functions, their operation requirements and revenue impacts.
- Demonstrate effective college level communication skills in both written and verbal form.

D. Student Learning Results

Table 2 Student Learning Results located in the evidence file titled [Standard 4.1 Student Learning Outcomes Assessment Business](#) reflects the key questions that were being assessed.

Table 2 Student Learning Results located in the evidence file titled Standard 4.1 [Student Learning Outcomes Assessment CIM](#) reflects data collected from Fall 2014 to Spring 2016. It also includes [certification results](#) from Spring 2013 through Spring 2015.

Table 2 Student Learning Results located in the evidence file titled [Standard 4.1 Student Learning Outcomes Assessment](#). An additional link for Hospitality reflects data collected [Spring 2016 for the Hospitality Pathways Program](#). Assessment will become a key focus of this program in AY 17 now that the program tackled a number of pressing concerns (course additions, grant program requirements, etc.). The change in leadership has been exceedingly positive but it has meant restarting the assessment

project. Finally, examples of assessment from AY 2016 are attached ([Fall 1](#), [Fall 2](#), [Spring 1](#), [Spring 2](#), [Spring 3](#)).

E. Comparison of Achievement: Traditional versus Alternate Modes of Course Delivery

Please see [Traditional Versus Alternative Modes of Course Delivery](#) in the Evidence File.

Sources

- Carlson Pathways Summary_April 2016 MK
- HSMA 1103_01_SLO_SP16
- HSMA 1103_10_SLO_FA15
- HSMA 1103_10_SLO_SP16
- HSMA 1103_90_SLO_SP16
- HSMA 1103_SLO_01_FA15
- HSMA 2096-10
- Hybrid Online Traditional
- Normandale MS Cert Testing Results ALL SEMESTERS
- Table 2 Standard 4.1 Assessment Hospitality Outcomes
- Table 2 Standard 4.1 Business Learning Outcomes
- Table 2 Standard 4.1 Student Learning Outcomes CIM

4.2 - Criterion 4.2 Program Evaluation

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

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

B. Describe faculty involvement in the program evaluation process.

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

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Program Review

Normandale's program review process conforms to the definitions, policies, and procedures for academic program review as established by [Minnesota State Policy and Procedure 3.36](#). The purpose of the academic review is to stimulate planning and improvement and to demonstrate high quality. The Business Department uses the [Academic Program Review guide](#). Normandale's policy is to do a program review on a four-year cycle with the intent that the department will integrate knowledge gained and assessment goals to make improvements, assess whether the improvements have made a difference, use what is learned to adjust strategies or plan additional improvements, and then plan and prioritize improvements. The Academic Program review process is initiated each year by the office of the Vice President for Academic and Student Affairs. At the beginning of each academic year, letters are sent to the appropriate deans notifying them of the programs scheduled for review. Faculty then meet with the dean to identify strategic priorities.

The [last Department Program Review](#) occurred in 2012.

B. Faculty involvement in Program Review

All business unit faculty are encouraged to be involved in some way so the review can benefit from the broad array of experience and buy in. Department/program meetings are used to develop a work plan, and identify what needs to be done, who will do it, and when it is due. Progress is also reviewed at department meetings. Progress on goals is discussed and adjustments made as required.

C. What Data is Collected?

All program reviews need to include a discussion of the following specific questions:

1. What opportunities or areas of concern are key to the future health and effectiveness of the program?
2. What are the intended, overarching outcomes of the program in terms of what students should know, understand, be able to do, or care about? What assessments of student learning and development have you done since the last program review? How have you used the results to make improvements?
3. How do your program mission and outcomes, including your student learning and development outcomes, align with the College mission and outcomes? How have your priorities in the last three years aligned with the College priorities?
4. Effectiveness measures.
5. What internal and external feedback have you collected since the last program review? How have you used that feedback to make changes in the program?
6. Do your courses comply with the requirements of the Minnesota Transfer Curriculum (MnTC) Policy and Procedure 3.37.
7. What evidence can you provide since the last Program Review that demonstrates the program's commitment to academic excellence and meaningful student learning and development?
8. What evidence can you provide since the last Program Review that demonstrates the program's commitment to relevance in the curriculum services provided to students?
9. What evidence can you provide since the last Program Review that demonstrates the faculty's commitment to being engaging educators, members of their disciplines and citizens of the college?

Data to respond to these questions is obtained from student course of instruction evaluations, program advisory boards, student success rates, enrollment data, articulation agreements, student assessment results, and other statistics that the department feels relevant to the advancement of the quality and rigor of the program being reviewed.

D. Disseminating Program Reviews

Program evaluations are sent to the Dean and the Vice-President for Academic Affairs. They are then posted on the Normandale Community College employee portal.

E. Improvements Implemented

The [Business Department program review](#) was completed in 2012. Several key initiatives have been completed. Business department faculty worked with Normandale's Instructional Designer to create a template for online courses that is used by faculty in Business, Hospitality and Management, and Computer Information/Management. A comprehensive review of all our certificates and degrees was conducted to ensure they are relevant and valuable to the student and perspective employers. In addition, student learning outcomes and key assessments specific to each degree and certificate were developed. Curriculum mapping was completed for the business department degrees. The Computers/Information Management degree curriculum mapping has been started and will be completed during the 2016-2017 academic year. Mapping for the Hospitality Management program was delayed owing to turnover and new initiatives and will be completed in AY 17.

The Business Department completed their move into the new Partnership Center. This strategic move has assisted in the business department establishing a 2+2 agreements with Metropolitan State University and Moorhead State University. We continue to develop our relationships with high schools for concurrent and dual enrollment credit. A tremendous benefit for the entire business unit was the addition of the intrusive Program Advising Liaison who is embedded within the Division of Business and Social Sciences.

Program Reviews for all Business Department programs are due in Spring 2017.

Sources

- BUSN 2012
- Program Review Guide 2014-2015

4.3 - Criterion 4.3 Student Assessment

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

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

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

- A. Explain the process for identifying student needs for developmental assistance.
- B. Explain the process for determining and awarding advanced placement, if applicable.
- C. Explain the student advisement process, including the use of remedial assessment information.
- D. Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Identifying Student Developmental Needs

Degree seeking students need to satisfy placement testing. The results of those tests will indicate if the student has placed into developmental courses for reading, English or mathematics.

B. Determining Advanced Placement

Students request an official transcript be sent from the College Board to the Office of Admissions at Normandale. If the results of the exam are a score of 3 or higher, the student will receive college credits for the equivalent Normandale course. Equivalent coursework can be viewed in Transferology.com.

C. Student Advisement Process

Placement and Testing (Admissions): Testing is used to determine initial course placements in reading, writing and mathematics. College-level courses at Normandale are numbered 1000 and above. Developmental courses or below college-level courses, are numbered below 1000. Some students may receive placement into developmental courses. While these courses do not count towards a college degree they do count towards eligibility for financial aid, insurance and academic progress.

An Adult Basic Education (ABE) score (PDF) indicates a student's skill level in an area will need improvement before registering for courses. Students whose placement results are at the ABE level in either reading or composition will receive deferred admission to College until retaking the tests and scoring above the ABE level. Students with ABE results in either reading or writing should see and Admissions Representative.

Normandale offers an excellent program through the Department of English called English for Academic Purposes (EAP) to help students prepare for the many English language demands of their future academic careers. Lack of English skills will not be a barrier to admission or participation. Students whose first language is not English may begin with the Accuplacer ESL test. It includes sections on Reading Comprehension, Language Usage, Sentence Meaning. The placement tests will place students into the correct level of our program, the level where they will be most successful.

Advising and Registration: Normandale Community College's Advising and Registration program provides an opportunity for new entering students to become better acquainted with the Normandale campus, its policies, activities, student life, academic programs and counseling services.

In addition, students meet with advisors and counselors during the Advising and Registration program to plan their educational program and register for classes. Included in the advisement sessions, is the review of placement.

These sessions are held prior to the beginning of fall and spring semesters. Online orientation and on-campus Advising and Registration are required of all incoming students, as they prepare students for a successful start to their Normandale education. Students must complete all three placement test sections or present transfer coursework that satisfies placement requirements prior to attending the Advising and Registration session.

Students who place into any developmental courses are placed into our Normandale Community College 1000 (NCC 100) course. NCC 1000: Paths to College Success is a one-credit course that assists students in transitioning from high school to college, focusing on skills and strategies needed for a successful start to college. Students can be unsuccessful simply because they have not been able to make the transition, and not because they do not have what it takes to be successful college students. Students often give up on college without even knowing that they could have been successful. NCC 1000 will teach students strategies for creating greater academic, professional, and personal success.

D. Correlating Assessment Scores to Retention and Improved Academic Skills

Success Rates

The College takes the placement of students very seriously and understands that placement into developmental education can significantly impacts students' retention, persistence, completion and success rates. In 2013, as part of a small group of colleges, the College commissioned a study on the [Effects of Developmental Education on Student Success](#) at Normandale. This report detailed the success of Normandale's developmental students and provided the foundation for a number of interventions aimed at helping developmental students move into credit courses (e.g., STATWAY, Accelerated Learning Program (or ALP), FastTrack, developmental Learning Communities, etc.).

Below are three-year average success rates (defined as passing with a grade of "C" or better) from Fall 2011-2013. Notice that the success rates for students who went through the developmental English sequence are higher than those students who did not go through the sequence fro Freshman Composition. This shows that the interventions employed by the College are having an effect. Additional success and retention data ([Fall 2014-Spring 2015](#)) is linked.

Course Type	Average Success Rate Fall 2011-Spring 2013
Normandale overall (every student, every course)	72%
Developmental Reading	67%
Developmental English	64%
Freshman Composition (all students)	67%
Freshman Composition (developmental English students only)	70%
Freshman Composition (excluding developmental English students)	67%

Attrition Rate

The [course attrition](#) rate is made up of students who earn the grades of FN (never attended), FW (attended a partial semester, then stopped coming), or W (officially withdrew from the class). These grades can affect students' academic standing and place them at an even greater disadvantage for persisting and completing a program. Continual improvement in our developmental education program, including the recent redesign work, is having a significant impact on reducing our attrition rates.

Sources

- Course Attrition Rates
- Normandale Faculty Session 2013
- success and Retention 2014

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Summary

This Standard addresses measurement, analysis, and knowledge management. The Department's work has several strengths and opportunities for Improvement.

Strengths

- The programs of the department undergo regular program review and are all scheduled to complete a program review in AY 2017. The College is moving to a system whereby departments review and update this review every year.
- The College has strong and evolving infrastructure for both Program Review and Assessment.
- The programs have all accomplished some assessment.

Opportunities for Improvement

- The Business Department should produce a study which correlates assessment scores to retention and improved academic skills as a result of developmental offerings.
- Computers/Information Management faculty should examine success rates in courses offered in the traditional classroom.
- The program should work to strengthen their assessment questions/practices.
- The program must get more serious about data collection and set up the necessary infrastructure to capture required data.

Sources

There are no sources.

5 - Standard 5 Faculty and Staff Focus

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

Status: Ready For Review | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Sources

There are no sources.

5.1 - Criterion 5.1 Human Resource Planning

- A. Describe the business unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.
- B. Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.
- C. Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.
- D. Report evidence of business unit faculty and staff well-being and satisfaction.

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

It should be mentioned at the outset that the Business Department, in general, has not had to do much hiring in the last three years.

Business: Employment in BUSN has remained relatively stable with no new instructors hired in the last three years.

Computers/Information Management: There have been two hires in the last three years. One is a high school instructor who also teaches courses as dual credit in the high school. The other is a retired instructor from one of our sister colleges who was looking to teach a small number of classes.

Hospitality Management: The most change has occurred in the program. Our one UFT faculty member/program coordinator was hired two years ago. Of the adjunct faculty that taught last year, one is a graduate of the program and first taught four years ago. The other adjunct started teaching here three years ago and interviewed for the UFT position.

A. Recruiting and Selecting Business Faculty

Recruitment of excellent instructional faculty for the Business Department, as it is for Normandale, is a top priority. The hiring process uses a Faculty Search Committee (on which the Dean serves as Chair) to reduce the candidate pool to three unranked choices. Minimum requirements are based on the discipline while preferred qualifications are decided by the search committee. The process and training for search committee members are overseen by Human Resources which reviews all candidates to ensure they

meet minimum qualifications. HR also reviews all pools to ensure that they are sufficient (e.g., number of candidates) and sufficiently diverse (e.g., members of minority and underrepresented populations). Committee choices are then presented to the Vice-President of Academic Affairs who goes to the President for approval.

B. Academic Credentials

For the Business Department, recruitment of Unlimited Full-Time faculty begins with the creation of a position description or a review of instructional needs to understand what content expertise is required.

Minnesota State and Minnesota State College Faculty (MSCF) bargaining unit provides external oversight to our faculty credentialing practices. The Joint Committee on Credential Fields is an ongoing committee established under the MSCF contract to make recommendations regarding credential fields and minimum qualifications.

Minnesota State Procedure 3.32.1 extends the minimum qualifications requirement for faculty to anyone assigned to do faculty work, which includes instructors of Normandale dual credit programs.

Business Program faculty, as with most Normandale faculty positions, require a master's degree in the credential field or a master's degree in any field with a minimum of 16 graduate semester credits (24 graduate quarter credits) in the credential field per [Minnesota State Procedure 3.32.1](#). A planned improvement will be to align requirements with the recently revised HLC requirement of 18 graduate semester credits in the credential field. Minimum qualifications for faculty in Computer Information Management and Hospitality Management are specific to their field and determined by the Joint Committee. Both require bachelor's degrees and occupational experience.

In addition to minimum qualifications, the Department may set preferred qualifications for candidates. These may include areas of content expertise, prior teaching experience, proficiency in or desire to train in online instruction, etc. The department is careful not to craft preferred qualifications that might unfairly limit the diversity of the candidate pool.

After resumes are received but before the selection committees receive resumes for review, Human Resources checks applicant resumes and curriculum vitae to confirm they meet minimum qualifications.

After a position has been offered and accepted, all new UFT faculty members must complete the qualification evaluation process in order to be credentialed. HR reviews information including official transcripts to ensure faculty meet the requirements of their field. Once approved, HR notifies instructors that they have passed the qualification evaluation and meet the minimum qualifications requirement to be granted as credentialed.

New UFT Faculty are also required to demonstrate teaching and learning competencies to ensure they have a foundation in community college teaching, course construction, instructional methods, and student outcomes assessment and evaluation ([Minnesota State Policy 3.32.1 Part 5 Subpart B](#)). To demonstrate achievement of the teaching and learning competencies, faculty may either apply for an exemption based on previous experience or complete Minnesota State's required online courses related to the competencies, which must be completed during the three-year probationary period for a faculty member to be granted unlimited status. All instructors of Normandale courses that we do not hire as Normandale faculty (i.e. dual credit instructors) must meet the same credentialing qualifications outlined above.

Minimum qualifications for faculty positions are listed below.

Business, General (revised 12/11/12)

Education Requirement:

Master's degree in business administration or business management; or
Master's degree with a minimum of 24 graduate quarter/16 semester credits in business administration and/or business management.

Although the formal credential for General Business does not include an Occupational Experience Requirement, we value applicants that have paid work experience/relevant experience in the course content area (e.g., Marketing, Small Business Management, Human Resource Management, etc.)

Computer Information Management (Business Office Systems, revised 12/11/12)

Education Requirement:

Bachelor's degree in business, management, business education or marketing.

Occupational Experience Requirement:

Two full-time years (or equivalent) of verified related paid work experience in business office applications and operations.

Recency Requirement:

One year of this work experience shall be within the five years immediately preceding the date of application for the credential field. The recency requirement shall be waived if the individual has two years of successful full-time (or equivalent) postsecondary teaching experience in the credential field within the last five years.

Hospitality Management (revised 2/05/09)

Education Requirement :

Bachelor's degree in hospitality or hotel-motel management or
Bachelor's degree in business with 15 semester credits in hospitality or hotel-motel management.

Occupational Experience Requirement:

Three full-time years (or equivalent) of verified related paid work experience in hotel or hospitality management field.

Recency Requirement:

One year of this work experience shall be within the five years immediately preceding the date of application for the credential field. The recency requirement shall be waived if the individual has two years of successful full-time (or equivalent) postsecondary teaching experience in the credential field within the last five years.

Temporary Faculty (Temporary Part-Time and Adjunct)

Temporary faculty are hired as needed after a limited interview process. Candidates are usually found in one of four ways. They are:

- Contacted after they were unsuccessful in a UFT search and offered part-time employment
- Contacted after sending their information to the dean, HR, or a department member
- Known individuals or friends of the program with a specific skill sets or background
- Recruited from other colleges where they may have additional part-time work.
- Temporary faculty are hired after a limited interview process, usually involving the dean and the Department Chair. Temporary part-time faculty complete the same credentialing and salary placement process as unlimited faculty members. Temporary faculty may teach up to 15 credits at any college in the MnSCU system or up to 18 credits if instruction occurs at more than one institution.

Workforce Diversity

The hiring process for UFT Faculty is closely monitored. In order to promote workforce diversity, Human Resources:

- reviews the composition of search committees for diversity
- includes information on hiring diverse employees in their training materials
- requires that every set of interview questions include at least one question to assess applicants' diversity competency
- completes an Affirmation Action review of selected finalists and informs the hiring committee of any additions to their selected list of finalists.

The process for hiring temporary faculty is less formally regulated, although departments are still asked to consider diversity in the hires and to explicitly assess the diversity competency of their hires. And although other departments within the Division of Business and Social Sciences have used temporary hires to increase the diversity of their workforce, the Business Department has not, mostly due to the stability and excellence of their instructional staff. This will change as the Department actively considers requesting new UFT hires during the next hiring process.

B. Recruitment of High-Performance Faculty

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

The Business Department at Normandale supports the recruitment of high performance faculty members.

Work Environment

As discussed in Standard 2, the physical work environment for the Business Department is exceptional. The Department is located on the second floor of the Partnership Center. All faculty are in close proximity to one another and their classrooms. UFT faculty members have their own offices. Other

faculty are in cubicles. In AY 2016 all TPT faculty had their own cubicle although this will change when other partnership programs move into the suite.

Compensation

Faculty salaries range from \$35,540 to \$78,240 for a regular fall/spring academic year based upon the Minnesota State College Faculty Master Contract. Summer employment is not guaranteed but pays at the same credit hour rates as regular semester employment. All Unlimited Full-Time (UFT) in the Business Department who desire summer employment generally receive at least two summer classes. In all, faculty may teach up to 42 credits per year. Benefits generally add about 31% to faculty salary. There are no faculty ranks, though there is a 3-year probationary period for new UFT faculty.

Temporary Part Time (TPT) faculty with at least five credits are placed on the salary schedule. This aids in the retention of high quality temporary faculty.

Adjunct faculty in the department are those teaching less than five credits; usually one class. Adjunct faculty are paid \$1200 per credit hour.

Career Progression

Faculty may choose to apply for another credential field. Faculty may also move into administration. If they decide administration is not for them, they have three years in which they may return to their position.

Workload

Faculty teach 15 credits per semester (traditional, hybrid, and/or online classes) and may teach up to 60% of their classes online dependent upon need. Faculty in the Business Department may have release for department chair or coordinator duties.

C. Faculty and Staff Well-Being and Satisfaction

The Business Department work environment is both friendly and collegial. The physical work environment is excellent. The Department occupies the newest building on campus with easy access to university partners and the cafeteria. They are also grouped together which encourages regular conversation about instructional and personal issues.

The climate is very positive. Most faculty have been in the department for a long time and several are at retirement age or close to retirement age. In Department meetings, all faculty are invited to discuss issues and concerns. Due to the long tenure of most faculty there is no real line between UFT and TPT faculty members. This also means that TPT faculty often take on significant college service work. Finally, due to the nature of classes within the department, faculty members have embraced online instruction and continue to hone their skills in online course delivery. As 60% of UFT teaching may be done online, this allows them the freedom to better set their own work hours.

D. Evidence

The Department does not disaggregate College Employee Satisfaction measures. Evidence of employee satisfaction can be found in the last (2014) [Noel Levitz Employee Satisfaction Survey](#). Here are some

items from the executive summary provided to campus comparing scores from the 2010 administration to results from the 2014 administration.

- "Overall employment satisfaction increased from 3.85 to 4.01.
- By far the greatest improvement since 2010 measured by this survey was satisfaction with a consistent new employee on-boarding and orientation process. This item was the lowest area of satisfaction and relatively high importance in 2010
- Although most items regarding communication have made significant improvements since 2010, these are still the areas with the largest gap between satisfaction and importance.
- In the section on involving employees in planning, staff involvement increased to be closer to "just the right amount of involvement" from "too little involvement" in 2010. Based on the 2014 results, Normandale is now significantly better at involving staff in planning than 2-year institutions.
- In the work environment section consisting of 21 items, increased satisfaction since 2010 was reported for each item.
- The greatest improvements in work environment satisfaction were employees reporting the type of work they do is personally rewarding and having the information they need to do their job well.
- The areas of lowest work environment satisfaction are having opportunities for advancement, having the staff needed to do their department's job well, and being fairly paid for the work they do."

Please note the great strides the College has made in comparison to its 2010 results.

Employees are also generally happy with [services on campus](#) as can be seen from the linked survey results. this survey provides direction to the campus on departments that need to be monitored.

Sources

- 2015 Employee Satisfaction Survey
- Noel Levitz Employee Satisfaction Survey

5.2 - Criterion 5.2 Faculty Qualifications

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

DEFINITIONS:

Master's or Doctorate Degree Qualified

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

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

Professionally Qualified

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

1. Professional certification (national, regional, or state)—The institution must provide documentation.
2. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
3. Teaching excellence—The institution must provide documentation.
4. In-field research and publication—The institution must provide documentation.

5. Relevant additional coursework beyond the bachelor's degree equivalent to 18 semester/27 quarter credit hours or equivalent subject matter coursework, CEU's, military training, vendor training, etc.—The institution must provide documentation.

Exceptions

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

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

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

Complete and attach **Table 4 – Faculty Qualifications** (found under the Evidence File tab above) for the self-study year to provide clear evidence that characteristics of full-time and part-time faculty match program objectives.

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

Credentials

All Business Department faculty have been credentialed according to the Minnesota State Board Policy 3.32 and 3.32.1. College faculty credentialing means the process for evaluating an individual's education and experience in accordance with system-established minimum qualifications for individuals teaching credit-based courses. All faculty regardless of whether or not they are full time or part must be credentialed in their field. [Procedure 3.32.1](#) Part 5 Guidelines for Establishment of Credential Fields and Minimum Qualifications Subpart D states:

b. For credential fields aligned with programs that offer an Associate in Science (AS) degree (transfer degree), the minimum educational requirement for faculty shall be a master's degree.

c. For credential fields aligned with programs that offer an Associate in Applied Science (AAS) degree or a diploma as the predominant highest academic award in the system's colleges, the minimum educational requirement for faculty who teach the technical content in the AAS or diploma program shall be an associate degree (e.g. AA, AS, or AAS), with the preferred standard being an appropriate baccalaureate degree and/or additional career or technical training in an appropriately related content area."

All of Normandale's full time and part time faculty except for two individuals in Hospitality Management, Mr. Prince and Mr. Godbe hold master's degrees. Mr. Prince is currently enrolled in a Masters of Hospitality Management Program. Mr. Godbe holds a graduate certificate as well as a baccalaureate degree. A baccalaureate degree satisfies the credentialing criteria for his field and thus all faculty meet the standards set forth by the ACSBP.

The faculty qualifications table can be found in the Evidence File Standard 5 Faculty Qualifications. They have been split up due to their large size.

File 1: [Alicea to Callies](#)

File 2: [Creed to Hommes](#)

File 3: [Johnson to Prince](#)

File 4: [Supernault to Yang](#)

Faculty documentation validating qualifications will be available to the review team during the site visit.

Sources

- Standard 5 Faculty Qualifications Alicea to Callies
- Standard 5 Faculty Qualifications Creed to Hommes
- Standard 5 Faculty Qualifications Johnson to Prince
- Standard 5 Faculty Qualifications Supernault to Yang

5.3 - Criterion 5.3 Faculty Composition

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

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

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

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

B. Complete and attach Table 5 – FTE and Faculty Composition, found under the Evidence File tab above. List all full-time and part-time faculty members for the self-study year in alphabetic order.

C. Report the following:

_____ % Masters/Doctorate qualified

_____ % Professionally Qualified

_____ % Exceptions

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Calculating FTE Teaching Load

The business unit calculates teaching loads for full-time and part-time faculty using the semester system. One full-time faculty member teaching 30 semester credit hours in the academic year equals 1.00 FTE faculty. Part time faculty member hours are prorating by dividing the number of credit hours taught by 30.

B. FTE and Faculty Composition

Table 5.2 Faculty Composition can be found in the evidence file under [Standard 5.3 Faculty Composition](#).

C. Qualification Report

_98.0___ % Masters/Doctorate qualified

2.0_____ % Professionally Qualified

_0_____ % Exceptions

D. Exceptions

There are no exceptions for the business unit.

Sources

- Table 5 Standard 5.3 Faculty Composition

5.4 - Criterion 5.4 Faculty Deployment

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

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Deploying Faculty Resources

The programs submit class schedules to the dean who reviews them. The dean reviews course coverage to ensure that there is adequate full-time faculty coverage across areas and time periods. The dean has final schedule approval.

Each college in the system, by contract, must maintain an institutional 60% Unlimited Full Time (UFT) coverage (70% statewide). This helps to ensure full-time faculty coverage across disciplines. Last year the Business Department had UFT coverage of approximately 55.8% (due to a faculty member retiring two weeks before the beginning of the semester). Computers/Information Management (CIM) had UFT coverage of 52.6%. CIM is a smaller area that cannot support two full-time faculty members and maintain flexibility. Hospitality maintained 83% UFT coverage.

Finally, once a faculty member teaches more than 5 credits in a semester, they are placed on the faculty salary schedule. The ability to pay temporary faculty on schedule means that staying at an institution with less than a full workload is more viable. All of our current Temporary Part Time faculty in Business have been here for more than five years.

B. Exceptions

There are no exceptions noted for this criterion

Sources

There are no sources.

5.5 - Criterion 5.5 Faculty Load

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

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

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Faculty Load Management Policy

Normandale places a high emphasis on teaching. Research and advising are not required of faculty. Advising is the responsibility of academic counselors (who are considered to be faculty by the contract but do not have teaching loads). Committee work is encouraged but not at the expense of teaching.

The faculty contract addresses the policies related to teaching load, released time, class size, number of preparations, etc. The only part not contractual is that we, at Normandale, cap online course delivery for Unlimited Full Time faculty at 60% of their semester load.

All Unlimited Full Time faculty in the Minnesota State system are capped at 42 credits for the year (140% of load) by [MSCF contract](#). The only circumstance for a faculty member exceeding load would be if the instructor taught for multiple MSCF contract governed institutions and institutions did not check for courses taught at other campuses. The dean monitors MSCF workload for all faculty members in the division. Recent reporting tools have made this easier for both HR and the deans.

Unlimited Full Time faculty generally teach 15 credits a semester but may go over this load based upon internship credits, independent study credits, stipends, etc. However, they are still kept at the 42 overall credit load. Temporary Part Time faculty may teach 18 credits in colleges under the MSCF contract but no more than 15 credits at any one institution. Finally, faculty on layoff from other colleges may teach up to 21 credits a semester (fall/Spring) for a five-year period. Again, the 42 credit workload cap is enforced for the academic year.

The contract stipulates credit release for coordination of departments and programs. It states that "The administration at each college shall establish, through the Shared Governance Council, the tasks and responsibilities that will be assigned to each department and/or division coordinator/chairperson. After these tasks and responsibilities have been established, a credit equivalence shall be assigned to department, and/or division coordinators/chairpersons for their coordination/chairperson responsibilities. If there are ten (10) or fewer Full Time Equivalent (FTE) faculty positions in the department and/or division, the credit equivalence shall be no less than three (3) per semester unless the chapter president, coordinator and college president agree in writing to a lesser amount. If there are more than ten (10) FTE faculty positions in the department and/or division, at least one (1) additional equated credit per semester shall be assigned for each additional ten (10) FTE faculty positions or fraction thereof." In the case of the Business Department, the credit release for the department chair is currently 8 per year. For the Computers/Information Management and Hospitality Management program coordinators the credit release is 2 credits per year.

Conditions for overload are also stipulated in the contract. According to Article 13. section 19, "Overload assignments must be mutually agreed upon between the faculty member and college president or designee. The total payment for non-credit teaching, summer school teaching, overload and extra days shall not exceed 40% of the faculty member's scheduled pay."

According to the contract, "a maximum of three (3) separate class preparations may be assigned. A faculty member normally will not be assigned more than six (6) class preparations for classes of three (3) or more credits in an academic year. More than six (6) class preparations may be assigned with the approval of the individual instructor." Class preparations are taken into consideration when class schedules are developed.

Class size is determined through the Shared Governance Council. The enrollment cap for traditional and hybrid classes is 45 students. Classes taught online are capped at 30 students (35 for AY 17).

Faculty are required to hold 1 office hour for each 3 credits taught per week regardless of the mode of delivery.

B. Circumstances for Exceeding Maximum Load

The maximum annual teaching load for faculty members is 42 credits or 1.4 of their regular 30 credit load. No faculty member exceeded the maximum teaching load.

Sources

There are no sources.

5.6 - Criterion 5.6 Faculty Evaluation

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

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

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Formal System of Faculty Evaluation

Faculty are required to conduct [Student Surveys of Instruction](#) for every class every semester. These are reviewed by the dean. All faculty are observed by the dean in their first year of teaching and then on a three-year rotation. The dean uses an [observation form](#) developed through Shared Governance. Unlimited Full Time faculty must have a current [Professional Development Plan](#) (PDP) which can be for 1-3 years. On years Unlimited Full Time faculty are not observed, they are required to submit a [Critical Reflection](#) (CR).

Adjunct and Temporary Part Time faculty are on the same observation timeline as Unlimited Full Time faculty. They are encouraged to submit a Professional Development Plan and a Critical Reflection along the same schedule as their Unlimited Full Time counterparts.

B. Sharing Results with Faculty Members

After being observed, faculty schedule a meeting with the dean to discuss all facets of their service and performance, reviewing Professional Development Plan's and the teaching observation. The dean responds in writing to the Professional Development Plan and Critical Reflection. The dean also responds to student evaluations at least once annually, scheduling meetings with faculty members when there are concerns regarding their performance.

C. Making Decisions Based on Evaluations

For probationary faculty, observations are used to guide their performance and eventually make a decision about post-probationary status. For Unlimited Full Time faculty members, observations are used to help determine areas where coaching might be suggested (teaching). For adjunct/Temporary Part Time faculty, evaluations are used to determine when coaching might be necessary and to determine if the faculty member will be retained.

There are no special criteria for faculty regarding alternate means of instruction. All faculty are evaluated by the system described above. In addition to traditional classes, faculty may choose to have their online class evaluated. For completely online classes, the dean will ask for access to an online class and review the course for best practices in online instruction.

Sources

- 07-15 Professional Development Form 09-06 FINAL
- BUSN, CIM, and HSMA Survey of Instruction Responses (Fall 2012 - Spring 2015)
- Critical Self-Reflection
- Face to Face observation form Nov. 14

5.7 - Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

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

- Graduate courses
- Special awards and recognition
- Conferences, workshops, in-service (attendance, etc.)
- Community (service activities, presentations, committee work, etc.)
- Presentations
- Committees (college-related)
- Business and Industry (guest speakers, internships, partnerships, etc.)
- Instructional (develop or update curriculum, learn new skill/technique, accreditation, etc.)
- Multicultural and Diversity Initiatives (note on-campus or off-campus)
- Memberships (boards, commissions, etc.)
- Research and Publication
- Grants (list the awarding agency and funded allocations)
- Continuing Education (classes, seminars, certification, etc.)
- Other

A. Describe the business unit's faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff.

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Faculty and Staff Development Policies and Processes

The Minnesota State College Faculty contract clearly addresses the eligibility and process for the following activities:

[Sabbaticals](#): Article 17, Section 4 pages 64-67

Leaves of Absence with pay: Article 14, pages 50-53. This article covers sick leaves, bereavement, personal leaves, advanced degree or certification leave, jury leave, and military leave.

Leaves of Absence without pay: Article 15, pages 53-56. This article includes general leaves and extended leaves.

Travel: Article 18 page 68

B. Professional Development and Scholarly Activities

Victor Alicea

- 2014-2015 Business Department Chair
- 2014 Hospitality Management faculty search committee member

Michelle Anderson

- 2015 Applied for and received \$8,000 Perkins Grant to enable students to take the Microsoft Office Specialist practice tests and certification tests on campus
- 2016 Partner of Promise with Youth First Award

Kathleen Bielmeier

- 2013-2014 Academic Technology Advisory Council member
- 2013 Articulation Agreement work with St. Louis Park High School
- 2013 Volunteer - Success Day
- 2013 Golden Apple
- 2014 D2L Training
- 2014-2016 Center for Teaching and Learning member
- 2014 Business Department Curriculum Mapping
- 2014 Volunteer Success Day
- 2014 CCSSE Survey Administrator
- 2015 Volunteer Success Day
- 2015 AQIP Classroom Technology Project

- 2015 The ABC's of the MNTC training
- 2015 Golden Apple Award
- 2015-2016 Team Learning member
- 2015-2016 AQIP Steering Committee member
- 2015-2016 College Student Learning Assessment Coordinator
- 2016 Volunteer Success Day

Larry Borgen

- 2015 Online learning training Fusion Conference
- 2015 to present Business Advisory Board - Co-chair

Pierre Callies

- 2013 to present Member Association of American Geographers
- 2013 to present Member Minnesota G.IS./L.I.S. Consortium
- 2014 to present Gamma Theta Upsilon Honor Society
- 2014 Minnesota GIS Consortium - speaker
- 2015 53rd Winter Economic Institute speaker
- 2015 Minnesota GIS Consortium - speaker
- 2015 ESRI International Conference, Chicago - speaker
- 2015 M.G.I.S. degree completed
- 2015 Member American Marketing Association

Dan Creed

- 2013 to present Global Studies Coordinator
- 2013 to present Community College International Development - President/Board
- 2013-2014 Academic Affairs & Standards Committee - Chair/Chair Elect
- 2013-2015 Faculty Union President/President Elect
- 2014-2015 Personnel Committee
- 2014 Community College International Development Conference - presenter
- 2015 Community College International Development Conference - presenter
- 2015 Attended Teaching Professor Conference
- 2015 Excellence in Teaching Award
- 2015- 2016 Business Department Chair
- 2016 Attended Teaching Professor Conference

Cindy Drahos

- 2013 to present Computer Science Teachers Association (National and State Level Officer-Secretary Minnesota Board)
- 2013 to present Minnesota Business Educator's Association
- 2013 Department of Education and Consortium Rigorous Program of Study Design Framework
- 2013 CollegeBoard Advanced Placement Conference on Computer Science A
- 2014 Mobile Computer Science Principles
- 2014 Active Learning Conversations Workshop
- 2015 Positive Behavior Interventions
- 2015 Learning Targets - Accommodations, modifications
- 2015 Growth Mindset - Positive Behavior Interventions
- 2015 Critical Reading Strategies
- 2015 CollegeBoard Computer Science A
- 2015 Minnesota Marketing Business Information Technology Educators Conference
- 2016 Powering STEM Learning with Computational Thinking

William Godbe

- 2015 Winner of TPI's most prestigious award for demonstrating Core Values
- 2016 Circle of Excellence Award Winner by Hilton Hotels
- 2016 Hospitality Minnesota Education Foundation Board member

Kevin Halvorson

- 2014 Midwest Instruction and Computing Symposium steering committee member

Janice Hardin

- 2014 D2L Training day
- 2014 D2L Training Day
- 2014 Cengage Course Technology Conference
- 2014 Applied for and received \$8,000 Perkins Grant to enable students to take the Microsoft Office Specialist practice tests and certification tests on campus
- 2015 Applied for and received \$8,000 Perkins Grant to enable students to take the Microsoft Office Specialist practice tests and certification tests on campus

Dale Hommes

- 2013 to present Business Department Assessment Leader

Mary Ann Johnson

- 2013 - 2014 Business Department Chair
- 2013 Applying the QM Rubric

- 2013 Vets Accelerated Transfer Credit Project
- 2013 Volunteer Ask Me
- 2014 Volunteer Ask Me
- 2014 Success Day Presenter
- 2014 Active Learning Conversation Workshop
- 2014 Just Enough Change Facilitation training
- 2014 Department Curriculum Mapping
- 2014 Program and Course Learning Outcomes Redesign
- 2014 to present Computers/Information Management Coordinator
- 2014 Teaching and Learning Workshop
- 2015 Intelligent Agent Training
- 2015 Effective On Line Practices presenter
- 2015 Volunteer Ask Me
- 2015-2016 Project Manager AQIP Persistence, Retention, and Completion
- 2016 Turnit In Workshop

Lisa Miller

- 2013 to present University of Michigan Deans Advisory Council board member
- 2016 University of Michigan Barger Leadership Institute board member

Mark Nagel

- 2013 to present Business Advisory Board Co-Coordinator
- 2013 Success Day Presenter
- 2013 to present Advisory Board on Graduate Education, International City/County Management Association member
- 2013 to present Knowledge Network Advisory Board, International City/County Management Association member
- 2013 to present Educational Initiatives Committee, Minnesota City/County Managers Association member
- 2013 to present National Schools of Public Administration Association) Accreditation Team
- 2014 Success Day Presenter
- 2014 Golden Apple Award
- 2016 Golden Apple Award
- 2016 35 Year International City/County Managers Association Award

Brandon Supernault

- 2014 Hospitality Management Coordinator
- 2014 New York State Hospitality & Tourism Association Interviewing and Hiring 101 conference

- 2014 Council of Independent Colleges, Workshop for Department and Division Chairs
- 2015 AQIP Adult Enrollment work group
- 2015 Hospitality Management Coordinator
- 2015 Golden Apple Award
- 2015 What is an A?
- 2015 Class Discussions Leading and Getting Student Participation
- 2015 Exploring the Active Learning Classroom of the Future
- 2016 Food Service Committee member
- 2016 Director of Student Life Hiring Committee
- 2016 Established Hospitality Pathways Optimizing Talent and Opportunities. Received \$358,137 grant from the Carlson Family Foundation

C. Using Professional Development to Advance the Mission

Faculty use professional development (both [system](#) and [college](#) sponsored) to advance the teaching mission of the college. Faculty development funds are [administered by a faculty group](#). The faculty group ensures that professional development funds go to activities that support classroom instructional practices and student learning, when faculty return from professional development, they also submit a form detailing what they learned from the experience.

Faculty also use sabbaticals to advance the mission of the college. For example, Business faculty have used sabbaticals for externships, service to the community through mentoring, course and program addition or revision, and program review.

Sources

- Faculty Development Philosophy_Mission
- Sabbatical Packet 2016-17 - Form 1

5.8 - Criterion 5.8 Faculty Instructional Development

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

A. Describe the instructional developmental opportunities for business unit faculty to:

1. Improve teaching skills that may include mentoring, orientations, in-service programs, and other activities.
2. Acquire skills in the use of alternative methods of instructional delivery.

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Instructional Development Opportunities

1.-2. Improving Teaching Skills in Traditional and Alternate Methods of Instructional Delivery

The College provides a multitude of faculty development activities for business unit faculty. Some of the activities include the following:

- New Faculty Orientation. A one day orientation that includes institutional information, assessment training, and online teaching.
- [Minnesota State's Center for Teaching and Learning](#) (CTL) offers an extensive selection of resources for faculty. All new college faculty are required to complete the Philosophy of Community and Technical College Education course. This non-credit course is developed by the MbSCU System Office Faculty Development staff with input from Minnesota State Colleges and Universities faculty members. It is delivered online through MnSite, the System Office D2L site. Additional courses required for credentialing include:
 - Curriculum Planning and Design for Community and Technical Colleges
 - Instructional Strategies for Community and Technical Colleges
 - Assessment and Evaluation of Student Learning for Community and Technical Colleges

- The System Office offers two additional, self-paced courses for all faculty: Quality Online Teaching is the result of a collaborative development effort among faculty at several of the Minnesota State Colleges and Universities, along with faculty and administrators in the System Office and Minnesota Online. The course is for both college and university faculty. It has been designed to serve the needs of faculty who are new to online teaching, but can also be used to refresh or enhance the skills of those with some experience.
- University and College Teaching is the result of a collaborative development effort among faculty and educational developers in the United States and United Kingdom. Minnesota State Colleges and Universities was one of 15 institutional sponsors of the course. The course is designed to provide full- and part-time college and university instructors with the key skills they need to plan and deliver engaging and innovative courses for their students. University and College Teaching pools the experience and knowledge of leading educators with combined decades of experience of training college teachers.
- The System Office also offers several short tutorials and other online resources for faculty who teach online (whether your courses are partly face-to-face or fully online). Tutorials and additional resources are limited to Planning & Building Your Course, Getting Started Online, and Active Learning Online. A large webinar and tutorial archive are also available to faculty.
- The [Center for Teaching and Learning](#) (CTL) at Normandale is made up of six faculty members from across the college dedicated to advancing student learning by helping colleagues refine their teaching. In addition to providing faculty with monthly blogs, open sessions are held bi-monthly for one hour to cover such topics as assessment, teaching materials, best practices in curriculum design, online technology, and any other topic faculty are interested in.
- The [Professional Development Center](#) (PDC) provides Normandale employees with services to help learn new technology skills, discover new ideas for creating engaging content, and use tools to be more efficient in their job. Both small group and individual training are offered. IT trainers assist in improving online design by objectively reviewing current online offerings by trainers and providing feedback. A online course template was developed by the trainers for faculty use.
- Each full time employee can request a maximum of \$1,500 every two years to be used for professional development. Part-time employees can request a maximum of \$200.
- Sabbaticals are available to faculty every 6 years for a semester or a year leave. The faculty member can determine which option is best for them..
- Duty Days are held 3 times a year. During this time, various workshops are offered covering technology, curriculum ideas, methods of instruction, etc.
- Normandale Success Day is held annually in February. A variety of workshops led by faculty are offered for both faculty and students to assist in their success at Normandale.

B. Opportunities to Improve Curricular Development

In addition to the aforementioned areas available for curriculum development, department meetings are used to share pedagogy and curriculum designs.

Sources

There are no sources.

5.9 - Criterion 5.9 Faculty Operational Policies, Procedures, and Practices

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

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

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A Accessing Operational Policies and Procedures

The Business Department faculty access the [Minnesota State College Faculty contract](#) at the website.

They can also access [Minnesota State Policies and Procedures](#) through the Minnesota State system website.

[Normandale specific policies and procedures](#) information can be accessed through the webpage.

B. Minnesota State College Faculty Master Contract

A copy of the contract will be provided to the peer review evaluation team in the resource room. The site for all system labor contracts is [here](#).

Sources

There are no sources.

5.S - Summary of Standard 5 – Faculty and Staff Focus

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Summary

Standard 5 is concerned with faculty. There are strengths and opportunities for improvement with respect to faculty and staff.

Strengths

- Retention in the department is high. Most faculty have been with the department over five years. The Dean has also been at the college for more than five years,
- Faculty are all appropriately credentialed.
- Faculty appreciate the work environment that Normandale provides.

Opportunities for Improvement

- Hiring a new faculty member in the Business Program would potentially allow it to pursue new content areas.
- As of AY 2017, two of the Business program faculty will be on phased retirement with potential for others to follow soon after. Plans need to be made to capture organizational history as long-term faculty members retire.

Sources

There are no sources.

6 - Standard 6 Process Management

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

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

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

Status: Not Started | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Sources

There are no sources.

6.1 - Criterion 6.1 Curriculum

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Key Processes for Design and Delivery of Programs

The main process for the design and delivery of educational programs and offerings is through the Academic Affairs & Standards Council (AA&SC). The primary responsibility for determining degree programs, program offerings, and curriculum development are the business programs themselves. Curriculum recommendations come from faculty members, business advisory board members, or student feedback based on areas of expertise, experience, and industry changes.

The curriculum proposal process requires that the appropriate curriculum proposal form be used for all course and academic program additions and changes. The form is used to track the progress of the proposal through the various recommendation levels. Once a proposal is approved by the Dean and the Business Department Chair or Program Coordinator, it goes through the following process:

- The Department Chair/Program Coordinator submits the form electronically to Academic Affairs.
- The proposal is dated and given an index number.
- The indexed proposal is emailed to all faculty, administrators and other interested staff. It is specifically reviewed by members of the AA&SC which is composed of faculty members designed by the union and members of administration (currently the Vice President for Academic Affairs and three deans).
- The proposal is discussed within all departments.
- The proposal is reviewed at divisional department chair meetings.
- When necessary, the Dean discusses the proposal with members of the Dean's Council.
- Discussions above may suggest changes. These are shared with the proposer. This person may choose to submit a revised proposal.
- The Academic Affairs and Standards Council takes up the proposal at their monthly meeting.

- The proposer is required to attend this meeting to answer any questions.
If approved, this is communicated to the Normandale community and Minnesota State.

B. Ensuring Course Quality and Consistency

The department ensures that courses are of comparable quality and consistency through various methods. Faculty conversations are held at department meetings where course alignment is discussed. The Minnesota State system credentialing process ensures that all faculty are qualified to teach in their respective area(s). Faculty must follow a [Common Course Outline](#) (CCO) for each course. This helps to ensure that students meet a set of consistent and foundational outcomes for each course section. The department assessment leader guides assessment work within the department and results are shared during department meetings. A system of faculty observations and evaluations by the Dean described in section 5.6 is also in place.

Sources

There are no sources.

6.2 - Criterion 6.2 Professional Component

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

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

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

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

A. Complete and attach the Professional Component portion of Table 6 Curriculum Summary, found under the Evidence File tab above, for each program.

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Curriculum Summary

Table 6 Curriculum Summary Professional Component has been uploaded to the evidence files for the following degree programs:

[AS Business](#)

[AAS Business-Marketing and Management](#)

[AAS Hospitality Management](#)

[AAS Computers/Information Management](#)

B. Meeting the Standard

Each of the programs meets the 25 percent standard as well as four of the areas of study listed.

Sources

- Table 6 Curriculum Professional Component AAS Business-MKTG MGMT
- Table 6 Curriculum Professional Component AAS Computers Information Mgmt
- Table 6 Curriculum Professional Component AAS Hospitality Management
- Table 6 Curriculum Professional Component AS Business

6.3 - Criterion 6.3 General Education Component

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

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

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

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

A. Complete the General Education Component portion of Table 6 Curriculum Summary for each program. List courses numbers, course titles, educational goal, and credit hours. A template for Table 6 is provided under the Evidence File tab above.

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Curriculum Summary General Education

Table 6 Curriculum Summary General Education Component has been uploaded to the evidence files for the following degree programs:

[AS Business](#)

[AAS Business-Marketing and Management](#)

[AAS Hospitality Management](#)

[AAS Computers/Information Management](#)

B. Meeting the Standard

Each of the programs meets the 25 percent standard.

Sources

- Table 6 Curriculum General Education Component AAS Business MKTG MGMT
- Table 6 Curriculum General Education Component AAS Computers Information Mgmt
- Table 6 Curriculum General Education Component AAS Hospitality Management
- Table 6 Curriculum General Education Component AS Business

6.4 - Criterion 6.4 Business Major Component

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

Programs that lead to an associate degree in business should be able to demonstrate that the programs include appropriate courses to prepare students for transfer or employment.

Institutions offering degrees in business should have content-specific courses that build upon the professional component, have appropriate prerequisite courses, and offer students opportunities to expand knowledge in the major area of study. The curricular goals of each program/option should be reflected in the sequential arrangement of courses and the learning experiences provided to develop the competencies essential to practice in the areas of study.

A specialized business major should provide the following:

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

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

A. Complete and attach the Business Major Component portion of Table 6 Curriculum Summary, found under the Evidence File tab above, for each program.

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Curriculum Summary Business Component

Table 6 Curriculum Summary Business Major Component has been uploaded to the evidence files for the following degree programs:

[AS Business](#)

[AAS Business-Marketing and Management](#)

[AAS Hospitality Management](#)

[AAS Computers/Information Management](#)

B. Meeting the Standard

Each of the programs meets the 25 percent standard as well as four of the areas of study listed.

Sources

- Table 6 Curriculum Business Major Component AAS Business MKTG MGMT
- Table 6 Curriculum Business Major Component AAS Computers Information Mgmt
- Table 6 Curriculum Business Major Component AAS Hospitality Management
- Table 6 Curriculum Business Major Component AS Business

6.5 - Criterion 6.5 Off-Campus Operations and Unique Items

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

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

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Business Student Credit Hours

Apart from dual credit programs and articulated courses, the Normandale Business Programs do not have any branch campuses or other campus locations whereby business credit or a Business degree can be earned. Normandale does offer both articulated and concurrent enrollment programs with local high schools.

The articulated "High School to College" Agreement allows eligible high school students to take college classes in their high school taught by a high school instructor. The high school's curriculum is used but aligned with the college course outcomes. Each class has an assigned faculty reviewer from the business department. If the student successfully passes the class a "P" for pass is given (no letter grade is assigned). When the student attends Normandale, he or she can make a request for the articulated credit and the class will appear as a transfer credit on the college transcript. The student has to attend Normandale in order to receive credit for this class. The following business classes are articulated: BUSN 1105 Introduction to Business, BUSN 1120 Small Business Management, BUSN 1210 Exceptional Customer Services, BUSN 2120 Entrepreneurship, and BUSN 2252 Professional Selling. A copy of the articulation agreements will be available to the site review team. Information can also be found at www.CTEcreditMn.com.

The concurrent enrollment program also allows students to take college courses in their high school taught by a qualified high school instructor (holds a master's degree in the field or holds a master's

degree and 18 graduate credits in area). Each class has an assigned faculty collaborator from the business unit. Normandale's curriculum is used. A letter grade is assigned for the class and it appears as credit on the teaching college's transcript. The business department will have two concurrent classes beginning Fall 2016. While this is outside of the self-study period, the unit felt it was worth mentioning. BUSN 1105 Introduction to Business, BUSN 1157 Introduction to Hospitality and Tourism Management and BUSN 2096 Coordinated Internship Experience have been contracted with Shakopee High School in conjunction with their Center for Advanced Professional Study (CAPS) program. The Collaborator Guide and contract will be available to the site review team.

B. Branch Campuses

There are no branch campuses on which a Normandale degree may be completed.

C. Unique Situations

There are no unique circumstances.

Sources

There are no sources.

6.6 - Criterion 6.6 Minimum Grade Requirement

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

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Minimum Grade Standards

According to page 58 of Normandale's 2015-2016 catalog, "Students seeking an Associate of Science (AS) degree from Normandale Community College must successfully complete the degree requirements determined by the specific program, which include 30 credits from at least six MnTC goals and earn a cumulative grade point average (GPA) of 2.00 or higher for college-level coursework complete at Normandale."

According to page 70 of Normandale's 2015-2016 catalog, "Students seeking an Associate of Applied Science (AAS) degree from Normandale Community College must successfully complete the degree requirements determined by the specific program, which include a minimum of 15 credits from at least three MnTC goal areas and earn a cumulative grade point average (GPA) of 2.00 or higher for college-level coursework complete at Normandale."

B. Ensuring Compliance

Graduation Applications for Associate Degrees and Certificate Programs are submitted to the Business Office with payment. Once applications are received, they are put into the Graduation Application Workflow in ImageNow. The Director of Degree Services evaluates all applications for degree course requirements, credit totals, and GPAs. Any evaluation data is entered into the ISRS system and ImageNow. Emails are sent to candidates throughout the evaluation process: preliminary, final, reapplication etc. The Director of Degree Services contacts students who are missing requirements letting

them know their options (petitioning, taking courses elsewhere or later. Once grades are in, The Director reviews DARS reports for all applications on file. The degree award process is completed in ISRS for those who have completed all degree requirements. This is the part of the process where the degree is "posted" to the students transcript. Communication is sent to all applicants with their "final" evaluation" and then the diploma is ordered.

Sources

There are no sources.

6.7 - Criterion 6.7 Learning and Academic Resources

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

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

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Library Acquisitions and Learning Resources

Normandale has a well-designed, up-to-date [library](#) that provides a pleasant learning environment. The acquisition librarian actively works with faculty in the acquisition, maintenance and culling of business resources. Each department has an allocation for library items including books, audiovisual, journals, media rentals, and specialized databases not already funded from general library fund.

The amounts designated for additional library acquisitions for FY 2016 were:

Area	Library Budget	Notes
------	----------------	-------

Business	\$350.00 (Books/CDs, DVDs, etc.)	
Computers/Information Management	0	This area has an annual budget of 200.00 for extra books and computer manuals in the operational budget.
Hospitality Management	\$650	Our new faculty member is rebuilding the hospitality area.

Library personnel periodically provide printouts of business library books, videos, etc. for faculty review. The printouts are used by the faculty to weed and cull the department's library collection. Faculty members can also make recommendations for purchase. Recommendations for purchase are made as a department.

B. Off-Campus Access to Resources

Off-campus students can access library databases on a 24/7 basis from their home computers via the college website at www.normandale.edu/library. Currently enrolled students use their Normandale ID card to access the library information. If specific reference databases are created per faculty request, the link to these databases can be embedded into the course information located on D2L Brightspace, the college's online learning platform. Normandale students have access to a multitude of databases. Examples of databases geared to business students and faculty include: Annual Reports, Business Insights Essentials, Business Source Premier, Business Collection, Business Profiles (LexisNexus), Gale Virtual Reference Library, Academic Search Premier, and Regional Business News. Inter-library loans are available.

C. Availability and Utilization of Other Learning and Academic Resources

Librarians are available for student and faculty consultation via email, by phone during library hours, in person during library hours, and via a 24/7 CHAT service. The library also offers students and faculty video-databases through Kanopy streaming. Computers, printers, copiers, and audio equipment are also available. Finally, faculty librarians offer customized library instruction and customized class sites to supplement classroom instruction.

Other academic services include a variety of tutorial services.

The Tutoring Center offers all Normandale students free, walk-in tutoring provided by faculty, staff and peers in core academic courses including mathematics, writing, science, logic, reading and EAP

Supplemental Instructions (SI) review instructions are offered in historically difficult Normandale courses by trained tutors who attend the course.

Normandale students are eligible to receive online tutoring through Smarthinking. This service provides tutoring support in mathematics, writing, science, accounting, world languages, and more. Tutoring is available 24/7 and includes online interaction with tutors, an online writing lab and the ability to submit questions and receive responses from a tutor. The Smarthinking link can be accessed through D2L Brightspace.

The Writing Center offers students peer tutoring on college writing assignments. Normandale Information Technology Services contains groups of diverse and knowledgeable individuals that are constantly and passionately working on various projects and tasks to make different forms of technology easy, reliable, and accessible for staff, faculties, and our students

The Normandale Information Technology Services contains groups of diverse and knowledgeable individuals that are constantly and passionately working on various projects and tasks to make different forms of technology easy, reliable, and accessible for staff, faculties, and our students. The goal of the Educational Technology unit is to collaborate with the teaching and learning community to proactively identify, develop, implement and support an ever-increasing array of technologies that enrich the educational experience, both in the classroom and beyond. They oversee audiovisual services, classroom technology, D2L Brightspace Online Learning, and multimedia productions. The Professional Development Center (PDC) provides Normandale faculty with resources to help develop their technical skills, discover ways to improve efficiency, and utilize new tools for creating engaging content. The User Services unit supports both faculty and students through desktop training, computer lab support, computer software applications procurement, packaging and deployment as well as help desk support. ITS support is available 24/7. Two open computer labs are available for student use.

Sources

There are no sources.

6.8 - Criterion 6.8 Support Services

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

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Institutional Support Services

The Dean of Business and Social Sciences provides administrative support to the faculty. The Dean is responsible for hiring, evaluating and supervising faculty. The Dean is also responsible for budgeting, purchasing approval, managing grants, approving schedules, and monitoring program curriculum. In addition, the Dean works closely with Advisory Committees.

There is one secretary to support the faculty at Normandale. The secretary assists with typing, copying, and other services as requested by faculty. Most faculty do their own word processing and printing.

The Dean's Assistant is responsible for maintaining and ordering supplies, building class schedules in the system, entering purchase orders, taking notes at advisory meetings, and keeping the Dean's schedule.

College Support Services also provides typing and duplicating support services as well as mail distribution.

Other support services are as follows:

Academic Advising: The Advising & Counseling Department includes academic advisors and counselors. Academic advisors work with currently enrolled and returning students in the areas of academic planning, career development, and transfer concerns. Counselors work with students with academic, career, and personal concerns.

Student Affairs and Academic Program Liaison: The Academic Program Liaison primarily assists Business programs, working with prospective and currently enrolled students. The liaison assists with academic planning, career development, and transfer assistance.

Center for Experiential Education: Experiential Education builds knowledge, develops skills and clarifies values by engaging learners in direct experience, community engagement and focused reflection. The center for Experiential Education includes: Service-Learning, Internships, Volunteering, leadership through Service Program, America Reads and Counts, and The Campus Cupboard

Child Care Center: Learning Tree Development Center is licensed through the State of Minnesota to provide care for children ages 6 weeks to 12 years. The center provides full time, full day and hourly care to students, faculty and staff.

Student Clubs: Normandale offers over 30 different clubs and is always encouraging more. Student Organizations are key student groups at Normandale Community College that provide valuable services and benefits to the entire student body.

Dining: Various food locations are open Monday through Friday during fall and spring semesters.

Diversity Center: The Center strives to support students from under-represented populations and first generation college students and encourage overall student success. The Center sponsors cultural programming and that enriches the student experience and encourages cross-cultural **dialogue and education.**

Foundation: The Normandale Community College Foundation supports the college for the following purposes: Scholarships, Instructional equipment, Services for students with disabilities, Program advancement, Faculty and staff development, College priority needs, Diversity efforts, Student leadership, Long-term investment for the college (i.e., Normandale Endowment), Japanese Garden

Library: The Normandale Library provides a wide range of information resources and quality professional services to students in their intellectual, career, and personal development. The library faculty assist students as they seek research and supplemental materials for their courses. The library also serves as a resource for faculty, staff, and the community.

Personal Counseling: Confidential individual appointments, crisis intervention and referral, and information about life issues are provided free of charge.

Prior Learning Assessment: Students who have achieved the specific learning outcomes of Normandale coursework by virtue of work experience, job training, volunteer service, or other sources may request that credit be granted for learning as demonstrated in a supporting portfolio. Students participate in a self-paced course that guides them through the process of compiling a portfolio demonstrating achievement of specific Normandale course-related learning outcomes. This process will use campus evaluators starting Spring 2017.

Recreation and Fitness: Recreational Sports and Outdoor Recreation provide opportunities for Normandale students to meet new friends and stay active. A number of leisure time activities offer reasonably competitive programs in which students can perform the sports skills they have acquired and develop new skills in an activity they enjoy.

Student Center: The Kopp features expansive lounging space with an inviting fireplace, seven public conference rooms, multi-purpose event space, bookstore, a tiered performance area, flat screen TVs, restaurant-style dining... even a tea house with an extraordinary view. The Kopp is the hub of community life at Normandale and is home to so many services and programs; the Student Senate, Normandale Program Board, Phi Theta Kappa, Club Central. Student Life and Student Center offices are also located there. Kopp services also include: Normandale ID Card, Lost and Found, posting approval, and purchase stamps, bus and movie passes.

Student with Disabilities: The Office for Students with Disabilities (OSD) is Normandale's program to provide accommodations for students with disabilities. The goal of the program is to offer students with documented disabilities equal access to Normandale courses, programs and events through appropriate and reasonable accommodations.

Technology Services: Information Technology Services (ITS) provide a large number of services to both students and faculty. The major services include: classroom computer support, multimedia classroom support, help desks and on-call support, computing and network services, digital media services, digital resource center, telecommunications, and e-learning.

Testing Center: Provides a place for faculty to send students to take missed tests.

Textbook: The Textbook Depot offers all materials required for class, including new and used textbooks and textbook rentals.

Tutoring Center: The Tutoring Center offers students free, walk-in tutoring provided by faculty, staff and peers in core academic courses including mathematics, writing, science, logic, reading, and EAP.

Veterans' Resource Center: Trained personnel, many who are veterans, assist service members and their families in the transition back to school and the community.

B. Management of Support Services to Advance Student Success

Faculty use the support services in various ways to promote student success. For example, most faculty have invited the Business Department Academic Program Liaison to their classrooms so students know who they can go to with questions regarding program planning, and career and personal goals. At the beginning of each semester, the Office of Student Disabilities provides faculty with a list of students needing accommodations as well as what the accommodation should entail. Faculty refer struggling students to either the Office of Student Disabilities, tutoring center, or Veteran's Resource Center. This is done informally or through Normandale's early-alert system. Faculty have invited librarians to their classrooms to instruct students on how to conduct in-depth searches for various assignments. In addition, librarians have also developed course specific databases per faculty request for both online on traditional classes. All of the support services are available to both faculty and students.

Sources

There are no sources.

6.9 - Criterion 6.9 Educational Innovation

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

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

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Encouraging and Recognizing Faculty and Staff Innovation

Creativity and innovation are encouraged during department meetings as well as during various learning opportunities and workshops held throughout the year. The Center for Teaching and Learning offers various topics on a bimonthly basis. Opening semester workshops cover technological capabilities as well as faculty roundtables to share ideas and best practices. Project-based learning is integrated into coursework. Since a majority of faculty have held professional positions, they bring in real world experiences into the classroom.

B. Innovation and Creativity Implemented by the Business Unit

- The Computers/Information Management faculty received a Perkins Grant to assist students in paying the fee for the Microsoft Certification Tests.
- Problem-based learning has been implemented into The Food/Beverage Management and Cost Controls. Students worked with the General Manager of Clarion Hotel South Saint Paul to develop restaurant concept ideas for the hotel's renovation. Students assisted with menu development, pricing, etc.
- The Hospitality Management Program was awarded a three year grant for a total of \$358,137 from the Carlson Family Foundation for the Hospitality Pathways: Optimizing Talent and Opportunities program. Hospitality Pathways combines credit-bearing coursework, industry-recognized credentials, and contextualized instruction in basic skills to prepare individuals for employment in the hospitality industry to create a pathway to additional education and career advancement.
- Prof. Supernault, Coordinator and Faculty of Hospitality and Management assisted in the development of the CAPS program in Business and Hospitality Management at Shakopee High School. The partnership between Normandale Community College, Shakopee high School,

Valley Fair, Canterbury Park, Renaissance Festival and Mystic Lake Casino, allows high school students the opportunity to receive 10 academic credits from Normandale Community College in Business, while participating in project-based learning.

- Each semester, a Hospitality and Tourism leadership panel is held with the hospitality and tourism community to allow students to ask questions in regards to professional development, the balance between work/life balance, etc.
- The Business Program partners with the Economics Department and Phi Theta Kappa, the International Honor Society for two-year college students, to hold a yearly Economic Outlook workshop
- Business Department faculty conducted several sessions for the college's "Success Day." This is a development day held in early February of each year to provide additional programs to increase student and faculty success.
- The Business Program partnered with faculty from St. Thomas University to conduct a workshop on the "Future of Business Education in the 21st Century Global Economy."
- To meet the needs of the changing marketplace, BUSN 1102 Social Media Marketing, was developed.
- To meet the needs of the Hospitality Industry, HSMA 2150 Revenue Management in Hospitality and Tourism was developed.

Sources

There are no sources.

6.10 - Criterion 6.10 Articulation and Transfer Relationships

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

For the purpose of satisfying Criterion 6.10, use a table such as Figure 6.10.1 found under the Evidence File tab above to explain or describe any articulation and/or course transfer arrangements you have with other institutions, as well as report in the following areas as appropriate for your institution:

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

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

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

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

- E. Persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions.

- F. Total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits applied toward general education and/or business concentration requirements at receiving institution.

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Response

A. Principle Transfer Institutions

The principal transfer institutions include: The Minnesota State Colleges and Universities including Metropolitan State University and Minnesota State University-Mankato. The University of Minnesota institutions include both the Twin Cities and Duluth campuses. University of Wisconsin system institutions include the University of Wisconsin-River Falls and the University of Wisconsin-Stout. Private, in state transfer institutions include the University of St. Thomas, Augsburg College, and Hamline University.

B. Articulation Agreements

A copy of all articulation and course transfer agreements will be provided to the review team. This year the Department will be submitting paperwork to offer the new Minnesota State Business AS, based on the work of the [Baccalaureate Business Transfer Pathway Team](#), that will transfer to all Minnesota State Universities. The Articulation Agreements can also be found in [Transferology](#) and [MnTransfer](#) websites.

C. Mechanisms to Avoid Duplicate Coursework

Normandale has several mechanisms in place to avoid requiring students to duplicate coursework completed in another institution. First of all, the Minnesota Transfer Curriculum is included in the AAS and AS degrees in Business, Hospitality Management, and Computers/Information Management. Transfer guides and plans for business programs at 4-year transfer schools (ie St. Thomas, Augsburg, University of Minnesota, etc.) have been developed and used by the advising and counseling department when students have questions. There is a great deal of open communication and building relationships with transfer representatives at 4-year institutions to stay current on requirements.

Normandale College encourages and educates students to read reports produced by the Degree Audit Reporting System (DARS) on e-services so they may track their academic progress. DARS produces an interactive report designed to help students identify and understand their academic requirements by :a. Identifying all requirements needed to complete a specific program; b. Indicating courses already completed and how they pertain to the requirements; and c. specifying what is still needed to complete the degree or program and the courses from which students may select to satisfy each requirement. Students are encouraged to review their DARS information with an advisor or counselor. Presentations introducing the use of the "Transferology" website and e-services equivalents search are conducted during orientations

Lastly, in accordance with the Laws of Minnesota 2015, Chapter 5, Article 3, Section 21, all Minnesota State Colleges and Universities agree to the principles governing the transfer pathways for baccalaureate degrees. This transfer pathway specifically ensures that students who successfully complete an Associate of Science degree in Business can transfer the full degree into a parallel baccalaureate degree program at a Minnesota State College and University. Common competencies and specific coursework for the transfer pathway have been defined. The transfer pathway degree program will go into effect fall 2017.

D. Student Advisement on Transferability

Information about the transferability of coursework is delivered from multiple avenues. Students first receive a general overview during Information Sessions delivered by Admission Representatives and Program Liaisons. Once admitted to Normandale Community College, students partake in an Advising and Registration session (Orientation), where transferability of coursework and partnership institutions are discussed. Finally, students are encouraged to continue to meet with Advisors, Counselors, or Program Liaisons throughout their time at Normandale to assist with course selection and career and educational planning. During these one on one appointments, staff assist students with exploring transfer schools and assist with course selection.

Students are encouraged to utilize transferology.com. Transferology is a multi-state, web-based transfer information system that provides you with fast and accurate course and transfer equivalency information. You can obtain program information, course descriptions and equivalencies, and access student services websites (admissions, financial aid). By creating a plan, you can see how your courses transfer to other participating colleges and universities. Minnesota Transferology is a collaborative effort by Minnesota State Colleges and Universities and the University of Minnesota. One great feature in Transferology is the ability to import the courses you have taken at MnSCU institutions to monitor your progress toward a selected degree, certificate or MnTC program at other MnSCU institutions

E. Persistence Rates of Transfer Students

The college does not keep persistence rates for students from other ACBSP institutions.

F. Transfer Credits at Previous ACBSP Institutions

The college does not specifically record transfer credits from other ACBSP institutions.

Sources

There are no sources.

6.11 and 6.S - Business Program Performance Including Student Achievement and Summary of Standard 6 – Process Management

Criterion 6.11 Business Program Performance Including Student Achievement

All business schools and programs should provide business unit performance results. Report results tracked by the business unit such as enrollment patterns, student retention, graduation rates, student placement, academic success, and/or other characteristics.

A. Complete the table for standard 4, criterion 4.2 in the evidence file—reflecting student performance and degree satisfaction (items suggested herein are intended to be suggestive, not prescriptive, although the business unit should document student performance and degree satisfaction using several key indicators). Results should be illustrated by graphs, tables, or figures. Provide three to five years of trend data—two to four years plus the self-study year. (Candidates with less than three years of data are eligible for accreditation with conditions.)

B. Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Program Results: Such as what you report in Item A. above, graduation rates, retention rates, job placement, etc. How do you make the results public? If you provide a link to aggregate business student results please ensure the link goes directly to the results such as this link:

https://go.dmacc.edu/student_services/Documents/gradereport.pdf.

Summary of Standard 6 - Process Management

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

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Summary

A. Table

Table for Standard 4 is in the Evidence File.

[Business](#)

[Computers/information Management](#)

Hospitality

B. Presenting Information to the Public

Program reviews are presented on the College SharePoint site. [Public disclosures](#) are presented through the Normandale website. They include:

General Institutional Information

- Academic Programs (Educational Programs, Instructional Facilities and Faculty)
- Accreditation, Approval, and Licensure of Institution and Programs
- Complaint Process
- Copyright Infringement- Policies and Sanctions, including Computer Use and File Sharing
- Cost of Attendance
- Diversity of Student Body
- Family Educational Rights and Privacy Act (FERPA) - Privacy of Student Records
- Net Price Calculator
- Notice Regarding the Availability of Consumer Information
- Refund Policy, Requirements for Withdrawal and Return of Title IV Requirements
- Services and Facilities for Students with Disabilities
- Textbook Pricing Information including Course Schedule Information
- Transfer of Credit Policies and Articulation Agreements

Student Financial Aid Information

- Available Assistance From Federal, State, Local, and Institutional Programs
- Contact Information for Assistance in Obtaining Institutional or Financial Aid Information
- Penalties for Drug Law Violations
- Rights and Responsibilities of Aid Recipients
- Student Loan Information
 - Code of Conduct (Institutional) for Education Loans
 - Direct Loan Disclosure Form
 - Entrance Counseling for Student Borrowers
 - Exit Counseling for Student Borrowers

- Private Education Loan Disclosures
- Verification Requirements

Health & Safety

- Campus Security Report, Crime Statistics, Crime Log, Timely Warning, Emergency
- Response and Evacuation Information
- Drug and Alcohol Abuse Prevention Program
- Drug-free Workplace
- Information for Crime Victims about Disciplinary Proceedings
- Vaccination Policies

Student Outcomes

- Completion/Graduation and Transfer-Out Rates (Student Right-to-Know Act)
- Gainful Employment
- Job Placement Rates
- Placement in Employment for Graduates
- Retention Rate

Voter Registration

- Voter Registration

Summary of Standard 6 - Process Management

This standard addresses process management. The department has several areas of strength and opportunities for improvement.

Strengths

- The programs in the Business Department consistently review curriculum for workplace relevancy.
- Strong transfer and articulation relationships with 4 year institutions.
- Excellent support services for both faculty and students.
- Innovation and creativity by the department.
- Numerous articulation agreements with local high schools.

Opportunities for Improvement

- The Business Department programs need to continue to develop articulation/concurrent agreements with local high schools.
- The Business Department programs need to continue to develop relationships with 4 year institutions.

- The Business Department programs need to continue to utilize student achievement results and program results to ensure curriculum is meeting the demands of the workplace.
- The Business Department programs need to continue to look for innovative and creative additions to curriculum.

Sources

- Table 2 Standard 4.1 Business Learning Outcomes
- Table 2 Standard 4.1 Student Learning Outcomes CIM

S - SELF-STUDY SUMMARY

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

2. Explain how student achievement will be made public. Provide a direct link on your website to the required public information such as graduation rates, retention rates, etc for your business programs.

Status: Completed | **Due Date:** 7/27/2016

Self-Study

Assigned To

Not Assigned

Institution Summary

A. Circumstances that Prevent Compliance

There are no circumstances that prevent compliance with any applicable standard.

B. Student Achievement Made Public

Required information on Student Outcomes include the following:

- Completion and Transfer-Out Rates
- Gainful Employment
- Job Placement Rates
- Placement in Employment for Graduates
- Retention Rate

The site may be accessed [here](#).

Sources

There are no sources.