THE COLLEGE OF ST. SCHOLASTICA
Faculty Assembly Meeting Agenda
Thursday, December 13th, 2018
3:50 p.m.
Sommers Hall

Join Zoom Meeting
https://zoom.us/j/888751866
One tap mobile
+16468769923,,888751866# US (New York)
+16699006833,,888751866# US (San Jose)
Dial by your location
+1 646 876 9923 US (New York)
+1 669 900 6833 US (San Jose)
Meeting ID: 888 751 866

Remote voting will occur via polls within ZOOM, this is confidential, even if you have logged into ZOOM with your username or name

3:50 p.m.  Call to Order
Kelly Durick Eder, Chair, Faculty Assembly

Invocation
Sherese Richards, School of Science

Presentation of the Agenda
Kelly Durick Eder, Chair, Faculty Assembly

Approval of October 2018 Minutes
Kelly Durick Eder, Chair, Faculty Assembly

Remarks

- Update for the Faculty Assembly
  Kelly Durick Eder, Chair, Faculty Assembly

- Update on the October 2018 Board of Trustee’s Meeting
  Karen Rosenflanz, Faculty Representative to the Board of Trustees

Action Items

- Motion to update language in the Faculty Handbook regarding B-16 Evaluation Process for Faculty, 3. End of Course Evaluation of Student Satisfaction, pg. 40, 2nd bullet, to remove the sentence in red
below: the change to the Faculty Handbook from the Faculty Welfare Committee.
  - Jennifer Rosato, Chair, FWC
  - Motion to remove to remove the sentence in red below:
    Students are guaranteed a confidential environment when filling out the form. Note: Written comments from students will not be included on the form in order to avoid biased sampling effects, but such comments may be solicited as explained in the Teaching Improvement Activities section below.

- Motion to include language in the Faculty Handbook regarding B-18 Grievance Procedures to include the addition of a Grievance Procedure for Denial of Promotion from the Faculty Welfare Committee.
  - Jennifer Rosato, Chair, FWC
  - Motion to approve the addition of a Grievance Procedure for Denial of Promotion in Section B-18 Grievance Procedures, as outlined in the attached document.

- Motion to change the Faculty Handbook regarding Section H-13 Undergraduate College Learning Outcome Committee Operating Code to College Learning Outcome Committee.
  - Sarah Ludwig, Chair UCLO and Jennifer Rosato, Chair, FWC
  - Motion to approve changes to Faculty Handbook, section H-13: UCLO Committee Operating Code which are driven by the Higher Learning Accreditation monitoring process. The college is required by Fall 2020 to have a comprehensive assessment plan for all undergraduate, graduate, online, and extended programs. As a component of this comprehensive assessment plan, the current UCLO committee only addresses undergraduate programs. Changes to the operating code include renaming it to reflect inclusion of all levels of programs, adding new committee members to represent graduate programs & college wide-assessment, and the inclusion of staff assemblies to share the annual report on the status of student achievement, as outlined in the attached document.

- Motion to approve the Minor in Data Analytics from the Undergraduate Curriculum Committee.
  - Robert Hoffman, Chair, UGCC
  - Motion to approve the Minor in Data Analytics.

- Motion to approve the December 2018 graduates which is located in the R drive: R:\COURSES\2018 Fall Commencement List.xlsx.
  - Kelly Eder, Chair, Faculty Assembly
Motion RESOLVED, that the Faculty Assembly authorize the granting of the Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Business Administration, Master of Education, Master of Science, Doctor of Physical Therapy, and Doctor of Nursing Practice Degrees to December graduates, pending approval by appropriate advisors, department chairs or program directors.

Adjournment
Kelly Durick Eder, Chair, Faculty Assembly

**Next Faculty Assembly Meeting: Thursday, February 7th, 2019 at 3:50 p.m. Sommers Lounge**
THE COLLEGE OF ST. SCHOLASTICA
Faculty Assembly Meeting Agenda
Thursday, October 11th, 2018
3:50 p.m.
Sommers Hall

Join from PC, Mac, Linux, iOS or Android: https://zoom.us/j/955235175 Or iPhone one-tap:
US: +16699006833,,955235175# or +16468769923,,955235175#
Or Telephone: Dial (for higher quality, dial a number based on your current location): US: +1 669 900 6833 or +1 646 876 9923 Meeting ID: 955 235 175
International numbers available: https://zoom.us/u/adK4MrjQLE
Remote voting will occur via polls within ZOOM, this is confidential, even if you have logged into ZOOM with your username or name

3:52 p.m. Call to Order
Kelly Durick Eder, Chair, Faculty Assembly

Invocation
Matt Ridenour, School of Education

Presentation of the Agenda
Kelly Durick Eder, Chair, Faculty Assembly
- Amendment to the October 2018 Agenda
  - Cassandra Bechtell was added to a later part of the Assembly schedule. Approved viva voce.

Approval of August 2018 Minutes
Kelly Durick Eder, Chair Faculty Assembly
- August 2018 minutes carried viva voce.

Remarks

- Report on Campus Budget Committee
  Kelly Durick Eder, Chair Faculty Assembly reported on the progress of the Campus Budget Committee.

- Faculty Compensation Committee Update
  Cassandra Bachtell, Specialist, Faculty Contracts & Evaluations and Diane Vertin, Interim Vice President of Academic Affairs reported on the current compensation policy committee progress.

Action Items
- Motion regarding the change to the TRS requirement in Veritas from the General Education Committee.
Motion to remove the stipulation that undergraduate students must take a conceptions-level course to satisfy their TRS Veritas pathway requirement. Students may take either a conceptions-level or integrations-level course in the TRS pathway to fulfill the requirement, effective immediately. *Motion Carried Viva Voce*

**Motion regarding a change to a Test-Optional policy from the Undergraduate Admissions Committee**

- A proposal to make an amendment to the proposed Test Optional policy included in the October Faculty Assembly Agenda. *Amendment carried viva voce.*

- Motion to a more holistic admission process which includes an updated weighting of admission criteria and providing students the option to decide whether or not they want their standardized test score included in their admission review. *Motion carried via paper ballot*

**Adjournment – 4:56pm**

**Next Faculty Assembly Meeting: December 13, 3:50 pm in Somers Lounge**

Look for the Agenda and Supporting Materials at: [http://libguides.css.edu/FacGov](http://libguides.css.edu/FacGov)

***Future Faculty Assembly Meetings***

- February 7, 2018 3:50 p.m.
- April 11, 2019 3:50 p.m.
- May 16, 2019 1:30 p.m.
Faculty Compensation - Current

- **Cost of Living Allowance**
  - COLA is based on the Cost of Living Index (CPI)
  - All faculty receive COLA

- **Equity**
  - Equity is applied when:
    - Salary adjustment after COLA doesn’t meet the appropriate quartile on the wage grid
    - Time in rank causes results in advancement to the next quartile and salary is less than that quartile
      - Four years in rank moves to median
      - Two to three years in rank moves to bottom of second quartile
      - One year in rank increased to minimum

- **Equity, con’t.**
  - If salary benchmark decreases due to a market change or a change in rank, salary is not decreased

- **Promotions**
  - Increase in base pay to minimum in new rank or promotion specific amount ($1k, $2k, $3k) whichever is higher
Grievance Procedures for Denial of Promotion

**Background:**
Currently, the Faculty Handbook does not include a grievance procedure for denial of promotion. However, according to the promotion procedures in D-4: Promotion and Tenure, faculty are allowed to appeal denial of promotion. In general, grievances can be based on whether or not policy and procedures are being adhered to or if there is a claimed infringement of professional conduct, academic freedom, discrimination, or harassment. (See B-18 introduction below.) Therefore, the proposed grievance procedure for denial of promotion does not focus on whether or not the faculty member met criteria for promotion, but on these other circumstances.

The suggested procedure is peer-based, mirroring the promotion process itself. Promotion is recommended by peers, through school and college promotion and tenure committees and the Vice President of Academic Affairs (VPAA), with the decision made by the President.

The new procedure is designed to respect the confidentiality of the promotion process and limit access to documents from those proceedings. (For example, the P&T Committee operating code specifies that minutes should be anonymous.)

The Faculty Welfare Committee reviewed other grievance procedures (dismissal, tenure, and other) along with recommendations from professional faculty associations to create this procedure.

For context and reference, this is the introduction to B-18 Grievance Procedures, which applies to all grievances:

**A. Introduction**

**Intent**
The College of St. Scholastica recognizes and endorses the importance of academic due process and of adjusting grievances properly without fear of prejudice or reprisal. Accordingly, the College encourages the informal and prompt settlement of grievances as defined, through the orderly processes designed to protect academic due process, academic freedom and to respect professional conduct.

**Definition**
A grievance is defined as an allegation by a faculty member, a group of faculty or administrators with faculty status that there has been:
B. Grievance Procedures Associated with Sexual & Gender-Based Misconduct

All complaints of sexual misconduct as that term is defined in the College of St. Scholastica Sexual & Gender Based Misconduct Policy will be processed under the Sexual & Gender Based Misconduct Policy. The applicable procedure for faculty dismissal decisions and any other sanction imposed based on a finding of responsibility for a violation of the Sexual & Gender Based Misconduct Policy will be the procedures set forth in the Sexual & Gender Based Misconduct Policy. The “Grievance Procedures Associated with Dismissal Decisions” and other faculty grievance procedures set forth in the Faculty Handbook shall not be applicable to outcomes of sexual misconduct complaints.

Proposed Procedure:
To be added after the Grievance Procedure for Denial of Tenure and before Grievance Procedure for Matters Other Than Dismissal or Salary (pg. 48). Note that only the steps listed below will be included in the handbook, and not the notes, which provide additional context.

D. Grievance Procedure for Denial of Promotion

<table>
<thead>
<tr>
<th>Steps</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1. A faculty member has the right to initiate a grievance with the Faculty Welfare Committee (FWC) to challenge the denial of promotion within a month after notification of the decision. The grievance shall be sent to the committee in writing, setting forth the basis for the grievance.</td>
<td>Indicated by Step 9 of the Procedure for Promotion (pg. 72-3)</td>
</tr>
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<td>2. The basis for the grievance must be one or more of the grounds set forth in section A 1 &amp; 2 of the grievance procedures (claimed infringement of professional conduct or academic freedom and integrity, charge of</td>
<td>Indicated by section A 1 &amp; 2 on pg. 42-43 of the Grievance Procedures and adapted from Grievance Procedure for Denial of Tenure</td>
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professional harassment or of discrimination, claimed violation of College policy or procedures). The faculty member submitting the grievance ("grievant") shall have the burden of proving the ground(s). Disagreement with the substance of the decision is not a sufficient basis for a grievance.

3. A subcommittee of the Faculty Welfare Committee will handle the grievance procedure for denial of promotion. If there is any member of FWC who is also a member of the school or college-level P&T committees that reviewed the promotion, that member will be excused. A member of the FWC will remove themself from the case, if they deem themselves disqualified for bias or conflict of interest. The FWC could also determine any other conflicts of interest.

Unlike tenure, where the decision is made by the Board of Trustees, promotion is decided by the President based on recommendations from the VPAA and college-wide Promotion and Tenure Committee. Therefore, this grievance procedure follows a similar progression of decision-making.

FWC members who have seen the portfolio previously as part of school and college P&T committees will be recused from the process.

4. The grievant may request from the President a written composite summary of the rationale for the denial of promotion. A written request for the confidential composite summary must be submitted within seven (7) days of notification of the promotion denial. The confidential summary shall be provided to the requesting faculty member within fourteen (14) days of the written request. The grievant will not be allowed access to any School or College P&T committee minutes in the interest of the confidentiality of the promotion process.

Based on language in the Procedure for Promotion on pg. 73.

5. The FWC should acknowledge the grievance in writing within seven (7) days of receipt of the grievance.

6. The grievant will have one month from acknowledgement of the grievance to submit written documentation of their case to the FWC subcommittee. Written documentation should only pertain to the basis of the grievance on one or
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<tr>
<td><strong>more of the grounds set forth in section A 1 &amp; 2 of the Grievance Procedures, and not to the substance of the decision.</strong></td>
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<tr>
<td><strong>7.</strong></td>
<td><strong>The FWC subcommittee will review the written materials from the grievant as well as relevant portions (those related to the grievant and the basis of the grievance) of the School and College P&amp;T committee minutes.</strong></td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td><strong>A meeting between the FWC subcommittee and the grievant will take place within fourteen (14) days of submission of the written documentation. The subcommittee meeting with the grievant will afford the subcommittee an opportunity to clarify and ask for additional information as needed in order to make a recommendation. The grievant can ask questions related to process and timeline but neither party shall introduce new evidence during the meeting. The meeting will only consider information related to the basis of the grievance, not the substance of the decision. The grievant shall be permitted to have present an advisor or counsel; such person is restricted to the role of advisor and observer, may not speak publicly at the meeting, and must maintain the confidentiality of the meeting and any documents referenced.</strong></td>
</tr>
<tr>
<td><strong>9.</strong></td>
<td><strong>The FWC subcommittee will make a recommendation to the Vice President of Academic Affairs and the President within fourteen (14) days after the face to face meeting. The VPAA and President will inform the grievant in writing of the decision within fourteen (14) days after receiving the recommendation from Faculty Welfare.</strong></td>
</tr>
<tr>
<td><strong>10.</strong></td>
<td><strong>As was true for the entire promotion process, the grievance process will be conducted in an atmosphere of strict confidentiality.</strong></td>
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**Based on Denial of Tenure, pg. 47 #4 steps 3 and 4**

**Based on language in the Denial of Tenure procedure on pg. 48 (#12)**
H-13 **Undergraduate** College Learning Outcome Assessment Committee

**Operating Code**

**Name**

The name of this committee shall be the **Undergraduate** College Learning Outcomes Assessment Committee of The College of St. Scholastica, Duluth, Minnesota.

**Purpose**

The purpose of this committee is to establish, modify and assess the **Undergraduate** College Learning Outcomes (UCLO) at The College of St. Scholastica.

**Functions**

- Develop, implement, and maintain the learning assessment processes at the institutional level.
- Provide a focal point for the College's accountability and communication regarding institutional assessment of student learning.
- Review and modify the UCLOs as needed.
- Create a culture of assessment that is maintained between regional accreditation review cycles.
- Review institutional assessment reports for consistency with goals, objectives, and recommends improvements.
- Recommend changes and modifications in institutional outcome mapping and assessment processes as indicated.
- Coordinate rubric and outcome training to faculty and staff.
- Produce an annual report (due at the end of each fiscal year, June 30) to the Vice President of Academic Affairs, and the Faculty Assembly, and the Staff Assembly on the status of student achievement of the UCLOs at The College of St. Scholastica.

**Membership**

Voting members

- One representative from each of the six schools, to be elected by the school—School of Arts and Letters, School of Sciences, School of Education, School of Nursing, School of Health Sciences, and the School of Business and Technology. *Faculty members with a particular expertise in assessment are encouraged to apply.*
- Director of General Education
- Undergraduate Curriculum Committee Chair
- Graduate Curriculum Committee Chair
- Academic Program Review Committee Chair
- Dean of Students or student affairs designee

Approved by Faculty Assembly on April 23, 2015
The chair will be chosen from the voting members.

Non-voting, ex-officio members

- Vice President for Academic Affairs
- Director of Institutional Research and Assessment
- Graduate Council Chair or Graduate Council designee
- Director of Assessment
- Director of the Center for Teaching and Learning

Outcome Advisors

- Rubric subcommittees comprised of a voting member liaison with non-member content experts by U CLO.
- Invited representatives to consult with the committee when necessary.

Elected school representatives will serve three-year renewable terms. The committee will be tasked with ensuring at least a 40% overlap in the committee composition over consecutive terms and quorum consists of a majority of the voting membership.

Chair has the following duties:

- Provide strong leadership and direction in assessing the U CLOs.
- Coordinate the writing of annual and other reports.
- Coordinate rubric and outcome training for faculty and staff.
- Liaise with the Faculty Assembly, administration, and the College community.
- Ensure the Vice-Chair will perform the duties of the chair in the event that s/he is unable to serve.
- Develop an agenda for each meeting.
- Preside at all meetings and ensure that minutes are taken.
- Appoint subcommittees as necessary.
Program Prospectus
Minor in Data Analytics

School of Business and Technology
School of Health Sciences

Prepared by: Brandon Olson
Kris Glesener
David Marc
Tom Gibbons

Version 1.2
October 2018
Statement of Request

The School of Business and Technology and the School of Health Sciences propose a new interdisciplinary Data Analytics minor to be offered beginning Fall 2019. This proposal is used to articulate the details behind the proposed minor, the minor’s fit to the institutional mission, and the current market for graduates with knowledge and skills in analytics.

Analytics as a Profession

Graduates possessing knowledge and skills in data analytics are prepared to apply these skills and knowledge across many industries. Analytics represent an ability rather than a specific profession or job title. Analytics is the science of analysis (Turban, Sharda, Delen & King, 2011) applying technologies, quantitative evaluation, and evaluative and predictive models to data in support of decision making (Sabherwal & Becerra-Fernandez, 2011). Additionally, analytics is applied to a domain rather than serving as a domain in of itself. As a result, an individual with a specialized education in data analytics is prepared for work in a variety of fields requiring analytical skills.

Since data analytics is a relatively new field, job titles in this field range from newer titles like “data analyst” and “data scientist” to more traditional titles like “statistician”. There exists a wide range of median salaries for individuals with applied analytics. The US Bureau of Labor Statistics (USBLS, 2016) associated median salaries for analytics-related jobs with ranges from $54,470 for a Survey Researcher, to $79,200 for an Operations Research Analyst, to $127,560 for a Marketing Manager. While these positions are somewhat dissimilar, each requires the ability to perform data analysis and create applied knowledge from the results.

The popular press has been describing data related jobs as being in high demand. Forbes had an article entitled “Data Scientist Is the Best Job In America According Glassdoor’s 2018 Rankings” in January 2018 while CBS News ranks Data Scientist #1 in the “9 best jobs in America for 2018." As organizations across all economic sectors look for efficiency and cost savings, the need for operations research analysts should accelerate along with demand for analysts in the field of data analytics as businesses look to improve their planning and decision making. The MinnesotaWorks.net website lists 108 jobs with “Data Analyst” in the description and 78 jobs with “Data Scientist” in the description in October 2018. Similarly, Indeed.com lists 270 “Data Scientist” jobs in Minnesota.

Mission Fit

The proposed minor in Data Analytics seeks to prepare students to possess highly marketable skills and knowledge for applied analytics. This preparation in analytics, combined with a major and general education requirements, provides the moral and intellectual preparation for to responsible living and meaningful work. Additionally, the proficiencies required to develop this academic program can be leveraged in future curricular opportunities such as a Bachelor’s or Master’s in Data Science or an MBA in Data Analytics.
Market Demand

A recent environmental scan of the college conducted by Hanover Research (Hanover, 2017a) suggested the "medical Informatics programs have attracted positive student demand and are associated with growing occupations, suggesting that CSS could expand its Health Information Management program or health informatics concentration within the CIS program". Additionally, the report suggested that "CSS could also consider developing a graduate statistics program, as student demand is strong for math programs and employment projections are good for statisticians. Student demand is above-average for general mathematics programs with a distance option at the master's level." Additionally, a separate Hanover report (2017b) encouraged the college to invest in a data science program noting the student demand and increasing availability of similar programs.

Curriculum Design and Delivery

A interdisciplinary Data Analytics minor would be housed in the Computer Information Systems department within the School of Business and Technology. This minor consists of 24 credits from six required courses offered through multiple departments. The courses are listed below:

<table>
<thead>
<tr>
<th>Core Computing Concepts (8 credits)</th>
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<tbody>
<tr>
<td>CIS 1001 Computer Science Principles</td>
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<tr>
<td>CIS 3107 Database Modeling</td>
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<tr>
<th>Data Visualization (4 credits)</th>
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<tbody>
<tr>
<td>CIS/SAL 3xxx Data Visualization - To be developed</td>
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<tr>
<th>Statistics (4 credits, 1 of the following)</th>
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<tbody>
<tr>
<td>PSY 3331 Statistics</td>
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<tr>
<td>MTH 4411 Probability and Statistics I</td>
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<tr>
<td>MGT 2331 Applied Business Statistics</td>
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<table>
<thead>
<tr>
<th>Advanced data analysis (4 credits, 1 of the following)</th>
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<tbody>
<tr>
<td>CIS 4115 Artificial Intelligence - Being replaced by CIS 3115</td>
</tr>
<tr>
<td>CIS 3115 Machine Learning - Revised version of CIS4115</td>
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<tr>
<th>Domain Specific data analysis (4 credits, 1 of the following)</th>
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<tbody>
<tr>
<td>HIM 4415 Healthcare Data Analytics</td>
</tr>
<tr>
<td>MGT 3130 - Quantitative Business Analysis</td>
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</table>
The Data Analytics minor consists primarily of existing courses with the exception of the Data Visualization course; this course must be
designed and then approved by the Undergraduate Curriculum Committee. Also, CIS 4115 AI is being revised and will be replaced by CIS 3115
Machine Learning.

There is not a standard curriculum in data science developed by any of our professional organizations such as the ACM or AHIMA. Instead,
we have done a survey of peer data science minors

<table>
<thead>
<tr>
<th>Minors</th>
<th>Color Key</th>
<th>Required Course</th>
<th>Elective Course</th>
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<tbody>
<tr>
<td>School</td>
<td>Winona Stata</td>
<td>UW Whitewater</td>
<td>Macalester</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>22 credits: 16 Required, 6 Electives</td>
<td>27 credits: 6 CS, 6 Data, 6 Math/Stats, 6 Gen Ed, 3 Domain</td>
<td>28 credits: 8 CS, 8 Stats, 8 Domain, 4 Writing</td>
</tr>
<tr>
<td><strong>Intro to CS or Programming</strong></td>
<td>CS 234 - Algorithms and Problem-Solving I</td>
<td>COMPSCI 170 INTRODUCTION TO PYTHON</td>
<td>COMP 123: Core Concepts in Computer Science</td>
</tr>
<tr>
<td><strong>Intro to Data Science</strong></td>
<td>DSCI 210 - Data Science</td>
<td>COMPSCI 180 DATA SCIENCE FOR EVERYONE</td>
<td></td>
</tr>
<tr>
<td><strong>Databases</strong></td>
<td>CS 385 - Applied Database Management Systems</td>
<td>COMPSCI 181 INTRODUCTION TO DATABASE AND THE WEB</td>
<td>COMP 302: Intro to Databases</td>
</tr>
<tr>
<td><strong>Advanced CS</strong></td>
<td>CS 250 - Algorithms and Problem-Solving II</td>
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<td>COMP 124: Object Oriented Programming</td>
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<tr>
<td></td>
<td>CS 341 - Data Structures</td>
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<tr>
<td><strong>AI and Machine Learning</strong></td>
<td></td>
<td>- COMP 440: Collective Intelligence</td>
<td>DS 301 Applied Data Modeling and Predictive Analysis</td>
</tr>
</tbody>
</table>
The Data Analytics minor will be offered to both traditional students on the Duluth campus as well students in extended and online programs. All the required courses are currently taught in both venues.

### Learning Outcomes

The purpose of this minor is to provide students with the analytical skills needed to succeed in their chosen profession. Students completing this minor will be able to:

- Design and interact with relational databases
- Select and apply statistical methods in the analysis of data
- Use data analysis tools and algorithms to extract and analyze data from multiple sources
- Identify and communicate contextualized meaning from the analysis of structured and unstructured data

### Impact on Other Programs

The proposed academic offering is designed as a minor and is intended to supplement existing majors. In particular, the minor will likely be sought after from students from a wide range of majors including Health Information Management, Computer Information Systems, Management,
Marketing, Accounting, Finance, Math and Biology. The minor will not directly compete with existing majors but may compete with other minors and elective courses offered by departments across the college. Additionally, as a result of this new minor, enrollment levels will increase in all courses required for this minor. The Hanover reports (2017a; 2017b) provide additional detail on the enrollment impact.

Resource Requirements

The resources required to develop and offer the new minor in Data Analytics were approved as a new initiative last year. During the 2018-2019 academic year, course revisions in CIS 1001, CIS 3107, CIS 4115, and HIM 4415 are already budgeted to support the minor. Additionally, the new Data Visualization course will be developed and analysis software installed in the laboratories. Also, during this development year, the new minor is marketed and the library collection expanded to include resources to support the curriculum.

After the year of preparation, the minor will be available to the Duluth and online campuses beginning in the Fall 2019 semester. The resources required for the ongoing support of the minor include adjunct faculty to teach a subset of the online the courses, the virtual lab services supporting online students, and the ongoing marketing and library investments. No additional hardware or software costs are required to support the proposed minor; existing hardware and software infrastructure and access to no-cost software may be used to support this program. However, service fees for the virtual lab are incurred to support all online students enrolled in this minor.

Strengths of Proposed Program

- The Analytics minor can be developed and offered with minimal investment.
- The proposed minor addresses the current industry needs and an existing analytical skills gap in the school’s curriculum.
- The offering may be added to several existing majors and is not limited to only majors within the schools of Business and Technology and Health Sciences.
- Application of the minor to existing major programs creates new differentiation and promotional opportunities for the college.
- The new courses offered in the minor will be available to be incorporated as electives or requirements in other majors.
- The minor can be offered to students in any program at both the Duluth and online campuses.

Challenges of Proposed Program

- Although investments are minor, further utilization of the college’s resources may be difficult to justify in the current economic climate.
- Sufficient promotion of the new minor across the college must take place in order to achieve sufficient enrollment to make the new courses cost effective.
- Students in majors with a large number of credit requirements may be challenged in adding a minor.
References


Hanover Research (2017a). Market analysis: Online Bachelor’s in Health Informatics. Author.

