



ANNUAL ASSESSMENT REPORT

2016-2017

NORTHLAND

Annual Assessment Report 2016-2017

Introduction

The Annual Assessment Report reviews and highlights the various areas of assessment at Northland Community and Technical College. A primary of assessment includes Academic Assessment. This report also includes other areas of ongoing assessment that occur at NCTC, including regular student surveys and student service assessment. Included within the review are analyses and observations of overall trends and patterns at NCTC. This is the first year of compiling this information into a single report.

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Institutional Learner Outcome (ILO) Assessment

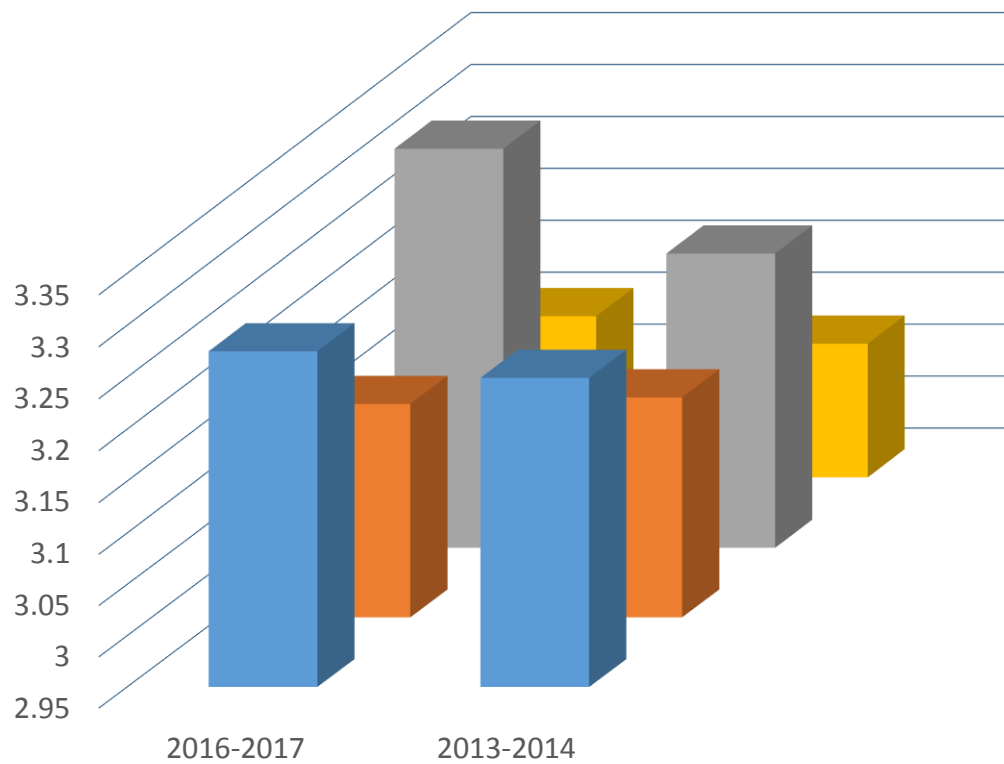
NCTCs Institutional Learner Outcomes can be found from <http://www.northlandcollege.edu/about/>. Institutional Learner Outcomes are learner outcomes that all graduates of NCTC Degree programs should demonstrate. The five ILOs are: (1) Communications Skills, (2) Critical Thinking Skills, (3) Global and Civic Responsibility, (4) Information and Applied Technology, and (5) Personal Development.

Our assessment of these five outcomes occurs on a rotation, with two of the five outcomes assessed each academic year. The rubrics for assessing these outcomes are available in the Brightspace “Assessment and Program Review” course. At this point, we have at least two years of data for each ILO as it gets assessed. This provides us with a baseline for these five ILOs at NCTC.

Each of the five rubrics assess four cognate areas. For Communications Skills, for example, these four are: ‘Main idea is appropriate, clear and well-formulated,’ ‘Organization is clear, logical, and suitable for the assignment,’ ‘Recognize the situational aspects of communicating,’ ‘Understand and apply the conventions of discipline-specific language.’ These are identified in the graph below for this ILO. Each of these cognate areas are assessed on a four point scale: (1) Deficient; (2) Minimally Competent; (3) Competent; (4) Highly Competent. An average score of 3.0 or higher on a given cognate area reflects that graduates are attaining competency for that area within the ILO. For example, on the graph below for Communication Skills, our students averaged between 3.05 and 3.30 for all four cognate areas over two different assessment years (2013-2014 and 2016-2017).

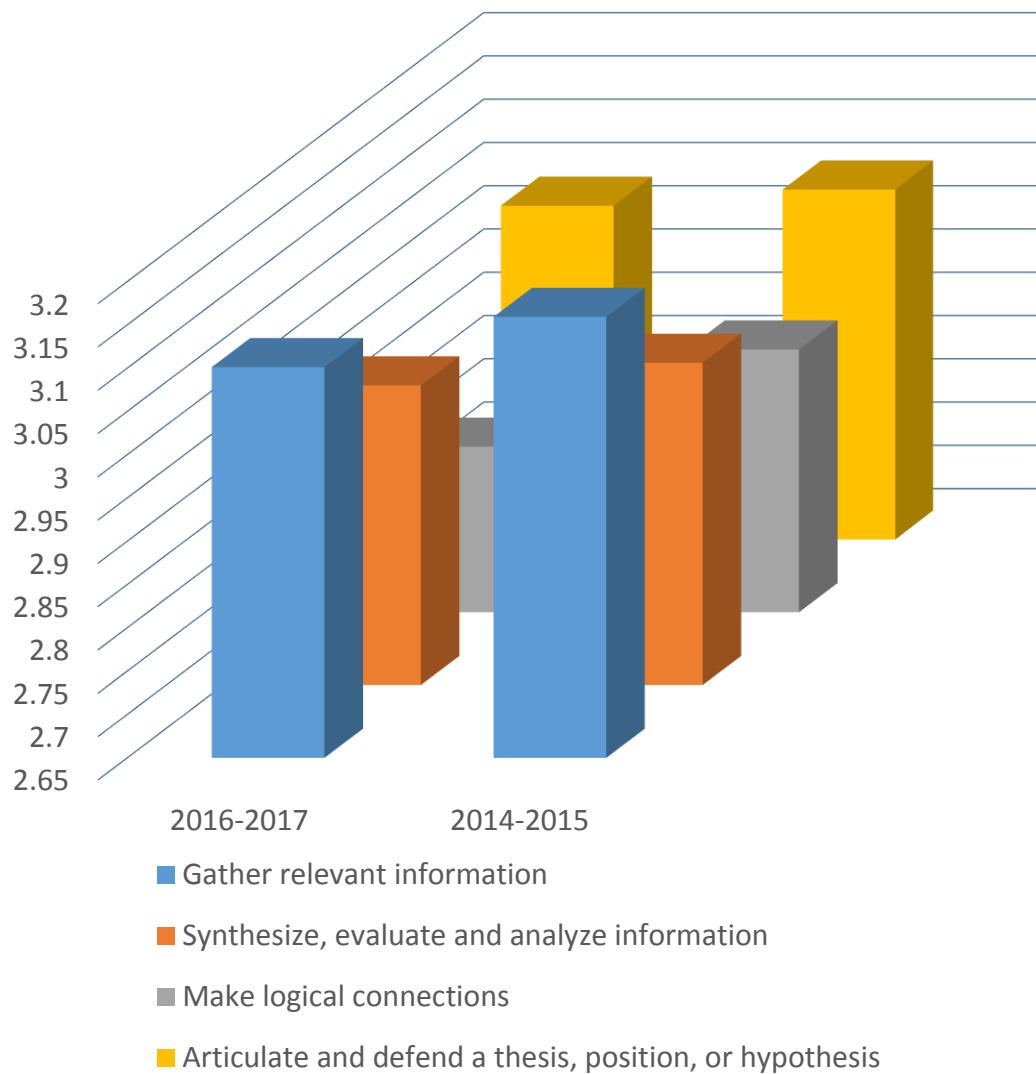
In 2016-2017 we assessed ILO 1: Communication Skills, and ILO 2: Critical Thinking Skills. The graphs below provide a visual summary of the outcomes of assessment for these ILOs. Note that the scale is “expanded” in order to that one can visually see the variation within the graph – the scale does not include the full 1.0 - 4.0 scale. The pair of graphs below show the results for this academic year, and compare these to our prior assessment of each of these outcomes

Communication Skills ILO



- Main idea appropriate, clear, and well-formulated
- Organization clear, logical, and suitable
- Recognize situational aspects of communicating
- Understand and comply conventions of discipline-specific language

Critical Thinking ILO



ILO Course Assessment Summary

The 2016-2017 data for Communication Skills is based on assessments performed on the work of 388 students in 11 different courses and 21 different classes (or sections). Multiple sections of Composition I, Interpersonal Communications, and Public speaking were assessed. Of the 11 courses, three were within general education, and the remaining eight were from technical programs. The chart reflects either consistent or improved performance of students in the four primary cognate areas of the ILO rubric for Communication Skills, with the greatest improvement in the area of recognizing the situational aspects of communication.

The 2016-2017 data for Critical Thinking Skills is based on assessments performed on the work of 504 students in over 17 different courses and over 21 different classes (or sections). Multiple sections of Anatomy and Physiology, Intro to Psychology, and Intro to Psychology were assessed. Of the 17 courses, eight were within general education and nine were from technical programs. The chart reflects consistent performance of students in the four primary cognate areas of the ILO rubric, with the exception of making logical connections, where a decrease is reflected. This one area also reflects a score lower than 3.0 consistently.

Analysis of Results

Overall the results reflect strong participation for designated general education courses. Even though, for example, just three general education courses were identified for assessment of critical thinking skills, the overall participation was high (as reflected by the total number of students assessed in 2016-2017). Both years reflect fairly active participation of technical programs in assessment of the ILOs. With the structure of ILO assessment at NCTC, technical programs may have certain of the institutional outcomes assessed within the general education courses. For example, a technical program whose students must take SPCH 1103: Interpersonal Communication, may forego assessment of this outcome within the program knowing the students are assessed for this outcome in the general education class.

Actions Identified

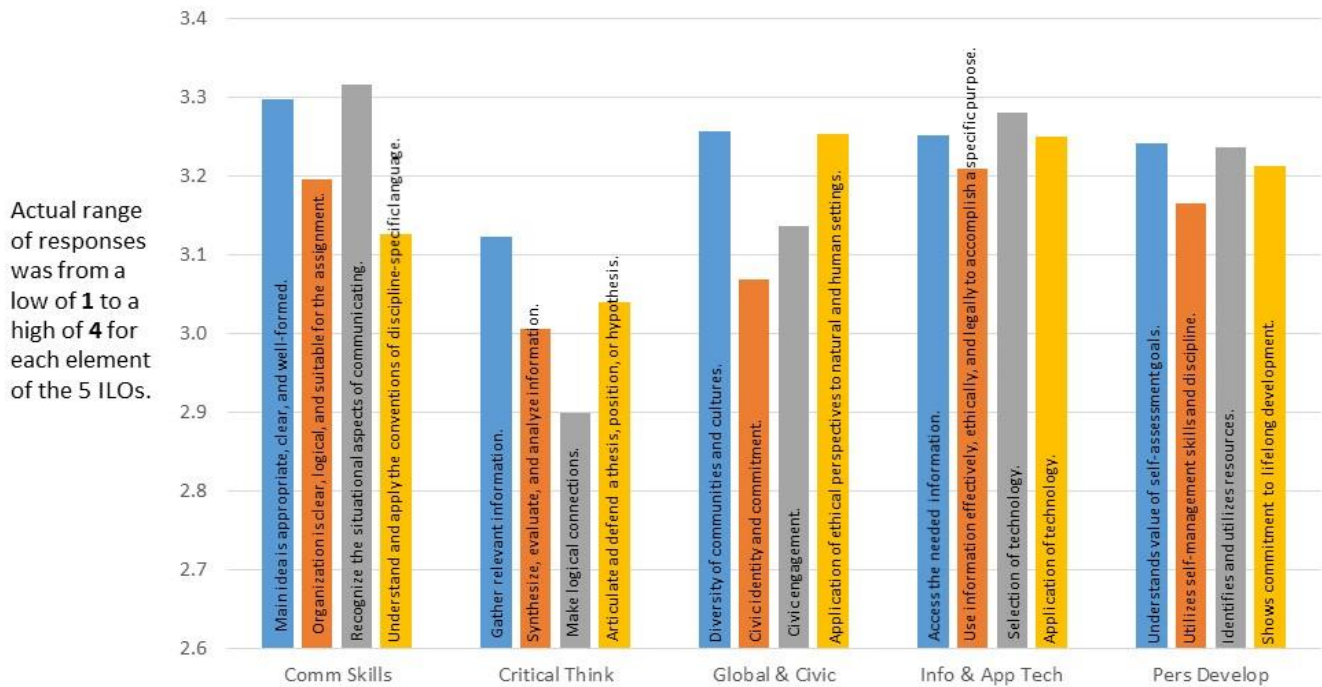
Overall, instructors need to consider how to best teach students critical thinking – and in particular, making logical connections, as this cognate area in particular has been low.

Within communication skills, the teaching of discipline specific language appears the most challenging. While this may be expected at the freshman and sophomore levels within general education, the strong participation of technical programs in the assessment of communication skills reflects that this area is still one for improvement.

Overall ILO Assessment for NCTC

In addition to tracking the pair of ILOs assessed in each academic year, we track in this report the overall outcomes of ILO assessment. Beginning in the 2012-2013 academic year, to the current, the chart below reflects the average rating for each of the four cognate areas assessed by our rubrics for each of the five ILOs.

Average ILO Ratings—All data from FY13-FY17



We can see here, consistent with the assessment of Critical Thinking for 2016-2017, that making logical connections is the lowest performance area. Review of this outcome and the expectations for students at the course and program level by all NCTC should help improve this area for NCTC. Leading this review needs to be an action item for the Assessment and Program Review Committee.

Annual Program Assessment Summary

Assessment Summary with highlights from 2016-2017

Career and Technical Programs at NCTC conduct annual program assessments, including direct and indirect measures of student learning outcome attainment. This report summarizes the participation level and provides highlights of actions taken as a result of program assessment results.

Annual CTE Program Assessment	12-13	13-14	14-15	15-16	16-17
Number of Program Areas Reporting	17	25	26	28	28
Number of Program Areas Reporting Actions	5	6	11	11	8

The completed annual program assessments from 2016-2017 are available on the college share drive: N:\APR Archive\Annual Program Assessment Plans.

Highlights of actions by programs 2016-2017:

- CVOP: Focus on teaching web and computer skills to improve overall student participation and success.
- Plumbing: Actions to improve student completion rate of exit surveys. Hit 100% participation.
- Early Childhood: Aligned portfolio assignment with MN Board of Teaching and other standards.
- Farm Operations and Management: Reviewed curriculum tied to low performance area on comprehensive post-exam areas.
- HVAC: Modified instruction to improve success rates on national EPA Refrigerant Licensure exam. Hit a 90% pass rate this year.
- RN: Integrated ATI into curriculum of courses.
- PTAS: Raised admission score requirement (TEAS V).
- Respiratory: Initiated mandatory entrance exam requirement (TEAS V).

General Education/Liberal Arts and Sciences Annual Assessment

NOTE: 2016-2017 saw annual program assessment re-integration for this area. This area had been doing annual assessment prior to 2012, but with introduction of ILO assessment, these areas were given a hiatus to build and develop ILO processes as much of the burden of this work was thought to fall on the general education requirements for the institution. With ILO processes in place, the call for these areas to conduct annual program assessment is back out, beginning in 2016-2017.

Annual General Ed Program Assessment	10-11	11-16	16-17	17-18	18-20
Number of Disciplines Reporting	4*	NA**	6		
Number of Disciplines Reporting Actions	2*	NA**	5		

*Only four on file. Original data was lost for this timeframe, and not all of those reporting are accounted for.

**Though, as noted above, reporting was not required for 2011-2016, the following discipline areas did report: Chemistry: 13-14; 14-15; 15-16; English: 12-13; Math: 15-16; Psychology: 12-13.

In 2016-2017, six discipline areas reported, including Biology, Chemistry, English, Math, Psychology, and Music. These areas include our three largest areas, Biology, Math, and English.

Highlights of actions by disciplines in 2016-2017:

- Biology: Emphasized more problem based learning to improve performance on critical thinking learning outcome in program.
- Chemistry: Emphasize correct lab reporting to correct shift that resulted in lower outcome attainment in area of natural science program outcome.
- English: Need to address low performance on proper use of conventions – introducing more focus in instruction on this area for the communication learner outcome.
- Math: Adding additional qualitative and quantitative measurements in the next cycle to assess outcome of mathematical knowledge.
- Psychology: Adjust book list for project on Eriksonian Developmental Stages. Adjust instructions/guides on project to better direct students in attainment of outcomes.

Five Year Program Review

Academic programs do a full program review on a five year cycle. Programs completing their Five Year Reviews in the 2016-2017 academic year included:

- Computer & Network Technology
- Criminal Justice
- Fire Technology
- Paramedic
- Radiologic Technology
- Welding (EGF Campus)

Programs slated to complete their review in 2016-2017 that did not complete the review:

- Carpentry: This program had transition to a new faculty member 2016-2107 and this task did not get completed. There is additional turn-over, with new faculty member again in 2017-2018. This means three different faculty in as many years; the turn-over has prevented a comprehensive review from occurring.
- Imagery Analysis:
- Liberal Arts: Began annual program assessment re-integration. Program had been doing annual assessment, but with introduction of ILO assessment, these areas were given a hiatus to build and develop ILO processes. With ILO processes in place, the call for these areas to conduct annual program assessment is back out.

Highlights from completed program reviews:

The completed reviews are archived and available on the college share drive: N:\APR Archive\Program Review (Every 5 Years). Some key highlights from those reviews completed include:

1. Computer & Network Technology identified that demand for graduates is growing with employers and advisory board members identifying students as 'high-quality.' The program identified an action plan to include increasing student success by growing a program community and better engagement of at risk students, as well as increasing enrollment through better faculty engagement with prospective students and exposure to high school students through offerings in the Online College in the High School program.
2. Criminal Justice implemented the Minnesota State transfer pathway curriculum. Program was able to gain dispatching equipment through leveraged equipment program. Program has gained remodeled space that provides more realistic learning environments. Program was recertified in 2016 for five years by the MN POST Board. Program looks forward to implementing service learning to meet college graduation requirement. Program identifies needs in marketing and recruitment.
3. Fire Technology implemented several program changes in Fall 2016 as a result of work with the advisory board. In addition to continuing to assess market needs and adjust to meet these, the program plans to secure additional equipment funding to build training props that add to the realism of training in a safe environment. The program is also working their academic dean to address gaps within the curriculum mapping that occurred during the program review.
4. The Paramedic program also applied for and received re-accreditation in 2016-2017. Their program review report notes challenges in success rates and plans to continue to look for teaching techniques and learning strategies. The report also reflects the fact that the program has not yet gone to an admission requirement or screen (like the TEAS V). In addition, the program review reflects further involvement in student recruitment both in high schools but also among current providers.
5. Radiologic Technology is preparing for a reaccreditation site visit in the Fall of 2017. The program is working to review admissions to maintain strong academic preparedness within its students. The program is also reassessing clinical education sites to assure adequate procedures and staffing for student placement.
6. The EGF Welding program reports reflects solid support from the advisory board as well as involvement in the community – for example with a project building a metal staircase for a fire training facility used in the region. The program intends to continue to work to recruit students and to be sure current students are aware of the opportunities available in this career field. The program is also planning to increase training materials including replica and test kits for training purposes.

Certification and Licensure Exam Scores

Students in many Career and Technical Programs at NCTC take state, national, or industry certification and licensure exams. This section tracks the pass rates on these types of exams.

Certification and Licensure Exam Pass Rates*	12-13	13-14	14-15	15-16	16-17
Automotive Service Technology – 8 ASE Areas	96%	99%	92%	94%	94%
Commercial Vehicle Operation – Class A CDL		85%	85%		87.5%
Criminal Justice – Minnesota POST Exam		100%	92%	100%	
Fire Technology – MN Fire Cert Board: FFII	100%	92%	No Data	100%	90%
HVAC – EPA Refrigeration License Exam		20%	30%		90%
Nursing – NCLEX-PN (1 st attempt)	79.7%**	88.7%	86.4%	86.1%	88.2%
Nursing – NCLEX-RN (1 st attempt)	85.2%	80%	86.3%	84.4%	
Occupational Therapy Assisting - NBCOT	93%	91%	90%	100%	
Pharmacy – PTCB Certification	100%	92%	91%	92%	
Phlebotomy – NHA Exam	100%	100%	100%	100%	88% (1 st)
Physical Therapist Assist - NPTE (1 st attempt)	92.3%	100%	100%	86.7%	
Radiologic Technology – ARRT (1 st attempt)	87%	79%	77%	91%	
Respiratory Therapy – CRT (3 year median)	96%	92%	90%	90%	
Surgical Technician – National Certification			100%	100%	83%

*NOTE: Certain programs are tracked and published within the Minnesota State system on the Minnesota State Dashboard: <http://mnscu.edu/board/accountability/index.html>. These include LPN, RN, Police Officer, and Radiography. These specific program Licensure Exams Pass Rates may vary from those reported here as they are tracked by calendar year, and not by student cohort as is NCTC program practice.

**Final year that scores are reported separately for TRF and EGF cohorts. This score is an average of these two. EGF: 78.5%. TRF: 80.95. Averaging these two scores does not fully weight for the students in each cohort, however, the difference between the two cohorts is not large.

Analysis of Certification and Licensure Exam Scores

Many of these lag one year in reporting on the Annual Program Assessment Reports. Hence, not all areas are reported for the 16-17 academic year. In some instances the 16-17 year reflects first attempt only in programs that typically report overall pass rate. Program areas that only report the first attempt pass rates indicate this by the program name.

A couple of areas are worth emphasizing. The significant improvement in the HVAC EPA Refrigeration License Exam pass rate is the result of adjustments in instruction with the classroom and lab within the program to address the low pass rates.

Practical Nursing experienced a significant increase on the 1st attempt NCLEX-PN pass rate from 12-13 to 13-14. This is likely attributable to the implementation of ATI for students in preparing for the NCLEX.

Within the Physical Therapist Assistant program the TEAS V scores for admissions have been adjusted. This is in part in response to performance on the NPTE, and should help address the drop in 15-16 scores (see 16-17 report).

Radiologic Technology began administering a mock test in the 2nd Fall term between 14-15 and 15-16. This appears to have resulted in a significant improvement in the pass rate on first attempt for these students.

Graduate Placement Data

The following table tracks graduate placement in work related to their degree, over a five year period. For the more detailed report, including total graduates, full-time and part-time related work, seeking work, and unrelated work, see: <http://www.northlandcollege.edu/services/placement/stats/>.

Summary of Results

Program	2011		2012		2013		2014		2015	
Available for related work/ Related Employment Rate	Avail	Rate	Avail	Rate	Avail	Rate	Avail	Rate	Avail	Rate
Accounting, EGF	1	100.0%	1	100.0%	7	85.7%	5	80.0%	5	80.0%
Accounting Clerk Micro	1	0.0%	1	0.0%	2	100.0%	2	50.0%	1	100.0%
Admin Assist, EGF	2	100.0%	4	100.0%	9	77.8%	6	83.3%	3	100.0%
Admin Assist, TRF	2	50.0%	1	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
Admin Support	3	100.0%	3	100.0%	6	83.3%	10	100.0%	4	100.0%
Admin Support Software Specialist, AAS	1	100.0%	1	100.0%	3	100.0%	1	100.0%	N/A	N/A
Admin Support Micro- computer Specialist, Diploma	N/A	N/A	N/A	N/A	N/A	N/A	1	100.0%	N/A	N/A
Advanced Agricultural Commodity Marketing (Certificate)	N/A	N/A	15	100.0%	1	100.0%	0	0.0%	N/A	N/A
Advanced Farm Business Management – Advanced T.C., TRF	21	100.0%	12	100.0%	N/A	N/A	1	100.0%		
Advanced Farm Business Management – A.T. Certificate, Online					6	100.0%	0	0.0%		
Advanced Rescue					5	100.0%	5	100.0%	7	71.4%
Agricultural Commodities Marketing – O.C.	2	100.0%	8	100.0%	N/A	N/A	1	100.0%		
Agricultural Commodities Marketing, <u>Certificate</u>					16	100.0%	2	100.0%		
Applications in Farm Business Management									0	0.0%

Architectural Technology and Design, AAS, EGF	4	100.0%	3	100.0%	2	0.0%	3	100.0%	9*	100.0%*
Architectural Technology and Design, Certificate, EGF	4	100.0%	4	100.0%	7	42.9%	2	100.0%		
Architectural Technology and Design, Diploma, EGF	4	100.0%	4	100.0%	4	25.0%	3	100.0%	3	100.0%
Auto Body Collision Tech, AAS	N/A	N/A	2	100.0%	0	0.0%	1	100.0%	0	0.0%
Auto Body Collision Tech, Diploma	5	80.0%	4	100.0%	2	100.0%	3	33.3%	2	100.0%
Auto Electronics and Drivability	0	0.0%	5	100.0%	5	100.0%	2	0.0%	3	100.0%
Auto Engine Repair, Suspension, and Brakes	0	0.0%	1	100.0%	4	100.0%	0	0.0%	4	100.0%
Auto Service Tech, AAS, EGF	3	66.7%	5	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
Auto Service Tech, AAS, TRF	N/A	N/A	3	100.0%	4	100.0%	1	100.0%	2	100.0%
Auto Service Tech, Diploma, EGF	5	100.0%	2	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
Auto Service Tech, Diploma, TRF	3	33.3%	1	100.0%	5	80.0%	5	40.0%	2	100.0%
Aviation Maintenance Tech, AAS	3	100.0%	2	100.0%	5	100.0%	4	75.0%	4	100.0%
Aviation Maintenance Tech, Diploma	9	55.6%	5	100.0%	11	90.9%	5	60.0%	8	87.5%
Business	4	50.0%	2	100.0%	5	100.0%	10	90.0%	5	100.0%
Cardio Tech—Invasive	3	100.0%	2	100.0%	3	100.0%	1	100.0%	3	100.0%
Carpentry—Residential	7	71.4%	5	80.0%	6	83.3%	9	77.8%	7	71.4%
Cisco Networking	3	33.3%	8	75.0%	2	100.0%	7	85.7%	7	85.7%
Collision and Refinishing Tech	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	100.0%
CVOP	7	85.7%	10	90.0%	6	100.0%	7	100.0%	8	87.5%
Computer and Network Tech	3	33.3%	8	75%	3	100.0%	7	85.7%	6	100.0%
Construction Electricity, EGF	5	80.0%	9	100.0%	8	87.5%	14	100.0%	10	90.0%
Construction Electricity, TRF	4	100.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Construction Plumbing	5	80.0%	4	100.0%	2	100.0%	6	66.7%	6	83.3%
Cosmetology	2	100.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Criminal Justice, AS	10	80.0%	17	70.6%	13	84.6%	9	88.9%	3	33.3%
Criminal Justice, Certificate	0	0.0%	0	0.0%	0	0.0%	1	100.0%	N/A	N/A
Criminal Justice, Diploma	0	0.0%	N/A	N/A	2	100.0%	3	66.7%	1	100.0%
Current Issues in Farm Business Management, Certificate	99	94.9%	109	100.0%	132	100.0%	30	100.0%		
Customer Service, EGF	N/A	N/A	2	50.0%	2	100.0%	0	0.0%	4*	100.0%*
Customer Service, TRF	1	100.0%	N/A	N/A						
Digital Media Production, AAS	N/A	N/A	1	0.0%	2	50.0%	1	100.0%		

Digital Media Production, Certificate					1	100.0%	0	0.00%		
Digital Media Production, Diploma	0	0.0%	1	100.0%						
Early Childhood, EGF	5	80.0%	9	75.0%					8*	75.0%*
Early Childhood, Online					0	0.0%	4	100.0%		
Early Childhood, TRF	1	100.0%	1	100.0%						
Electronics Technology, Diploma	1	100.0%	2	100.0%						
Electronic Tech Marketing, AS,	3	100.0%	1	100.0%	6	100.0%	N/A	0.0%		
Electronic Tech Marketing I, Certificate	16	93.8%	14	100.0%					4	75.0%
Electronic Tech Marketing II, Certificate, TRF	8	100.0%	8	100.0%	15	93.3%	1	100.0%	3	100.0%
Electronic Tech Marketing II, Certificate, Online					6	100.0%	7	100.0%		
Electronic Tech Marketing, Diploma, Online					4	100.0%	1	100.0%		
Electronics Technology /Automated Systems	0	0.0%	5	100.0%	10	100.0%	3	100.0%	9	88.9%
Entrepreneurship	2	100.0%	N/A	N/A						
Essentials of Farm Business Management	22	90.9%	44	100.0%	39	100.0%	24	100.0%	0	0.0%
Farm Ops and Management	7	100.0%	8	87.5%	13	100.0%	11	90.9%	10	100.0%
Fire Pro Diploma	1	0.0%	5	100.0%						
Fire Service Prep	2	50.0%	3	100.0%	6	66.7%	4	100.0%	3	66.7%
Fire Sup Tech	1	0.0%	3	100.0%						
Fire Technology	1	0.0%	5	100.0%	4	75.0%	7	85.7%	9	66.7%
Firefighter/Paramedic					2	100.0%	2	100.0%	3	66.7%
GIA									9	77.8%
Health and Fitness Specialist	N/A	N/A	N/A	N/A	0	0.0%	0	0.0%	2	100.0%
HVAC, AAS	N/A	N/A	1	100.0%	0	0.0%	0	0.0%	N/A	N/A
HVAC, Diploma	3	100.0%	1	100.0%	20	85.0%	7	85.7%	6	100.0%
Imagery Analysis					N/A	N/A	5	40.0%	1	100.0%
Intro to Arch Tech and Design									10	100.0%
Lean Manufacturing / Continuous Improvement	3	100.0%	1	100.0%	N/A	N/A	1	100.0%		
Liberal Arts and Sciences, EGF	17	58.8%	16	87.5%	22	90.9%	25	72.0%	60	85.0%*
Liberal Arts and Sciences, Online					0	0.0%	1	100.0%		
Liberal Arts and Sciences, TRF	11	56	15	80.0%	13	84.6%	15	60.0%		
Manufacturing Tech, AS					1	100.0%	0	0.0%		
Massage Therapist	2	100.0%	8	62.5%	4	75.0%	3	100.0%	4	25.0%
Medical Admin Assistant	7	71.4%	7	100.0%	3	66.7%	5	100.0%	5	100.0%

Medical Admin Assistant, Online	1	0.0%	1	100.0%						
Medical Coding Specialist	13	69.2%	19	68.4%	9	66.7%	3	66.7%	12	66.7%
Medical Office Specialist	8	37.5%	8	100.0%	5	60.0%	5	100.0%	7	85.7%
Medical Transcription, Certificate	4	75.0%	3	66.7%						
Medical Transcriptions/ Editor, Diploma	N/A	N/A	8	87.5%	4	50.0%	0	0.0%	2	50.0%
Nursing, AS, EGF	38	92.1%	34	100.0%	35	91.4%	31	100.0%	63	93.7%*
Nursing, AS, TRF	20	90.0%	22	100.0%	18	94.4%	24	95.8%		
Nursing Assistant, EGF	3	66.7%	3	33.3%	2	100.0%	5	60.0%	3*	66.7%*
Nursing Assistant, TRF	7	85.7%	6	50.0%	8	87.5%	6	66.7%		
OTA	9	88.9%	8	62.5%	7	71.4%	9	88.9%	8	100.0%
Paramedic	6	83.3%	9	100.0%	4	100.0%	5	100.0%	2	100.0%
Pharmacy Tech, AAS	6	83.3%	9	66.7%	8	87.5%	7	85.7%	4	75.0%
Pharmacy Tech, Diploma	1	100.0%	N/A	N/A	3	66.7%	1	0.0%		
Phlebotomy	1	100.0%	0	0.0%	1	0.0%	1	100.0%	0	0.0%
PTA	5	100.0%	8	100.0%	10	70.0%	9	100.0%	10	100.0%
Practical Nursing, AAS, EGF	19	78.9%	28	96.4%	26	88.5%	19	89.5%	30	93.3%*
Practical Nursing, AAS, TRF	2	100.0%	3	100.0%	4	100.0%	4	75.0%		
Practical Nursing, Diploma	15	86.7%	13	84.6%	6	100.0%	3	100.0%	3	100.0%
Production Inventory Management, Certificate	1	100.0%	N/A	N/A						
Radio Business, Diploma	N/A	N/A	1	100.0%	1	100.0%	1	100.0%		
Radiologic Technician	8	100.0%	14	100.0%	8	100.0%	8	100.0%	8	87.5%
Respiratory Therapist	10	70.0%	20	95.0%	10	100.0%	7	85.7%	5	80.0%
Robotics/Auto Sys, AAS	0	0.0%	N/A	N/A						
Sales, Marketing, & Management	11	90.9%	12	83.2%	15	100.0%	13	84.6%	19	68.4%
Sheet Metal Technician									4	100.0%
Specialty Crops Management, Diploma	N/A	N/A	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A
Supervisory Leadership	2	100.0%	0	0.0%	2	100.0%	0	0.0%	3	100.0%
Surgical Technology	6	100.0%	19	94.7%	16	93.6%	7	85.7%	11	72.7%
Unmanned Aerial Systems Maintenance Technician	N/A	N/A	1	100.0%	9	77.8%	2	50.0%	3	100.0%
Welding Process Technology, Certificate	2	50.0%	0	0.0%	9	100.0%	1	0.0%	1	100.0%
Welding Process Technology, Diploma	2	100.0%	1	100.0%	4	100.0%	7	42.9%	0	0.0%
Welding Technology	0	0.0%	3	100.0%	9	100.0%	8	87.5%	4	75.0%

Student Surveys

Survey of Entering Student Engagement (SENSE) (administered Odd Falls)

Summary of Results

SENSE weights the scores for these results such that the overall cohort score in each year is exactly 50.0. Hence, a score above 50.0 indicates that NCTC has performed above the cohort; lower than 50.0 indicates NCTC performing poorer than the cohort.

Benchmark (FY)	2010	2012	2014	2016
Early Connections	55.9	58.3	53.1	56.9
High Expectations and Aspirations	41.9	47.3	49.3	46.0
Clear Academic Plan and Pathway	53.6	58.1	59.1	58.7
Effective Track to College Readiness	49.6	51.2	50.5	49.0
Engaged Learning	50.6	45.8	47.9	48.6
Academic and Social Support Network	49.5	49.2	47.4	48.9

Over four administrations of the SENSE tool, we can see that NCTC has performed fairly consistently in each of the six main areas of assessment. There is some up and down in each area, with no clear pattern of consistent increase or decline in a single area.

SENSE 2016 Highest Aspects

18d Able to meet with an advisor at times convenient for me. (CAP&P)	
Northland: 79.2%	SENSE Cohort: 65.2%
18e An advisor helped me to select a course of study, program, or major (CAP&P)	
Northland: 80.5%	SENSE Cohort: 63.5%
18g An advisor helped me to identify the courses I needed to take during my first semester (CAP&P)	
Northland: 88.7%	SENSE Cohort: 73.6%
18j A college staff member helped me determine whether I qualified for financial assistance (EC)	
Northland: 51.0%	SENSE Cohort: 37.5%
19h Frequency: Worked with classmates outside of class on class projects or assignments (EL)	
Northland: 42.0%	SENSE Cohort: 36.7%

These five areas are where NCTC compares favorably with the overall 2016 SENSE cohort. Three of the five reflect a high level of contact and assistance from our academic advisors. The fourth area reflects strong student support in the financial aid office. The fifth area demonstrates a favorable use of collaborate projects and assignments the require students to work together outside the classroom setting.

SENSE 2016 Lowest Aspects

19f Frequency: Came to class without completing readings or assignments (HEA)	
Northland: 46.5%	SENSE Cohort: 56.7
19k Frequency: Used an electronic tool to communicate with another student about coursework (EL)	
Northland: 56.8%	SENSE Cohort: 60.2%
19l Frequency: Used an electronic tool to communicate with an instructor about coursework (EL)	
Northland: 60.3%	SENSE Cohort: 68.9%
19s Frequency: Skipped class (HEA) – response is reversed	
Northland: 66.6%	SENSE Cohort: 75.3%
20f2 Frequency: Used writing, math, or other skill lab (EL)	
Northland: 15.0%	SENSE Cohort: 35.0%

These five areas are where NCTC compares least favorably with the overall 2016 SENSE cohort. These are areas for improvement. The first four of these deal with student engagement – whether through communication with peers or instructors, or attending to homework and class. Additionally, NCTC students are less likely to use skill labs than their peers at other institutions.

The above summaries are reviewed through open meetings within the college, where faculty and staff are invited. The following actions were identified:

- Pilot an in person on campus orientation
- Update the Online Orientation through Virtual tour format
- Continue Program Specific Advising model and provide opportunities for professional development in advising.
- Faculty leader discussion and identification of professional development opportunities

Community College Survey of Student Engagement (CCSSE) (administered Even Springs) Summary of Results

Benchmark (FY)	2008	2010	2012	2014	2016
Active and Collaborative Learning	51.4	49.5	45.0	51.0	48.6
Student Effort	46.6	46.1	42.8	43.8	44.0
Academic Challenge	52.4	48.8	42.6	47.9	48.1
Student-Faculty Interaction	55.2	50.3	46.7	49.3	50.4
Support for Learners	50.4	49.6	48.4	47.3	48.9

Over five administrations of the CCSSE tool, we can see that NCTC has again performed fairly consistently in each of the five main areas of assessment. While there is some up and down in each area, no clear pattern of consistent increase or decline in a single area is present.

CCSSE: Aspects of Highest Student Engagement

Worked with other students on projects during class (ACCOLABL)	
Northland: 56.4%	Cohort: 50.8%
Worked with classmates outside of class to prepare class assignments (ACCOLABL)	
Northland: 29.1%	Cohort: 24.4%
Using information you have read or heard to perform a new skill (ACCHAL)	
Northland: 71.9%	Cohort: 65.6%
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at the college (ACCHAL)	
Northland: 71.2%	Cohort: 66.0%
Providing the support you need to help you succeed at this college (SFL)	
Northland: 81.7%	Cohort: 74.9%

These five areas are where NCTC compares favorably with the overall 2016 CCSSE cohort. The first two areas both echo a strength found in the SENSE results: NCTC students work with classmates outside of the classroom on collaborate projects to a high degree compared with the overall cohort. Additionally, the third area reflects that NCTC students have a comparably high level of application in their educational experience. The fourth area shows NCTC students are challenged to do their best through exams. Finally, NCTC students favorably report that they receive the support they need to be successful.

CCSSE: Aspects of lowest Student Engagement

Prepared two or more drafts of a paper or assignment before turning it in (STUDEF)	
Northland: 38.2%	Cohort: 51.1%
Participated in a community-based project as a part of a regular course (ACCOLABL)	
Northland: 4.8%	Cohort: 8.0%
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment 5 or more (STUDEF)	
Northland: 15.5%	Cohort: 21.8%
Number of written papers or reports of any length (ACCHAL)	
Northland: 46.0%	Cohort: 59.7%
Frequency: Career counseling (SFL)	
Northland: 24.6%	Cohort: 29.9%

These five areas are where NCTC compares least favorably with the 2016 CCSSE cohort. Two of these areas (the first and fourth) relate to writing, and reflect a lower number of papers and drafting of papers. NCTC students are also less likely to read on their own than the overall cohort. NCTC has a lower level of participation in community based projects within their regular classes as well. Finally, career counseling is an area where NCTC does not perform as well as the overall cohort.

These areas were again reviewed through open meetings within the college, including staff and faculty. The following action items were identified:

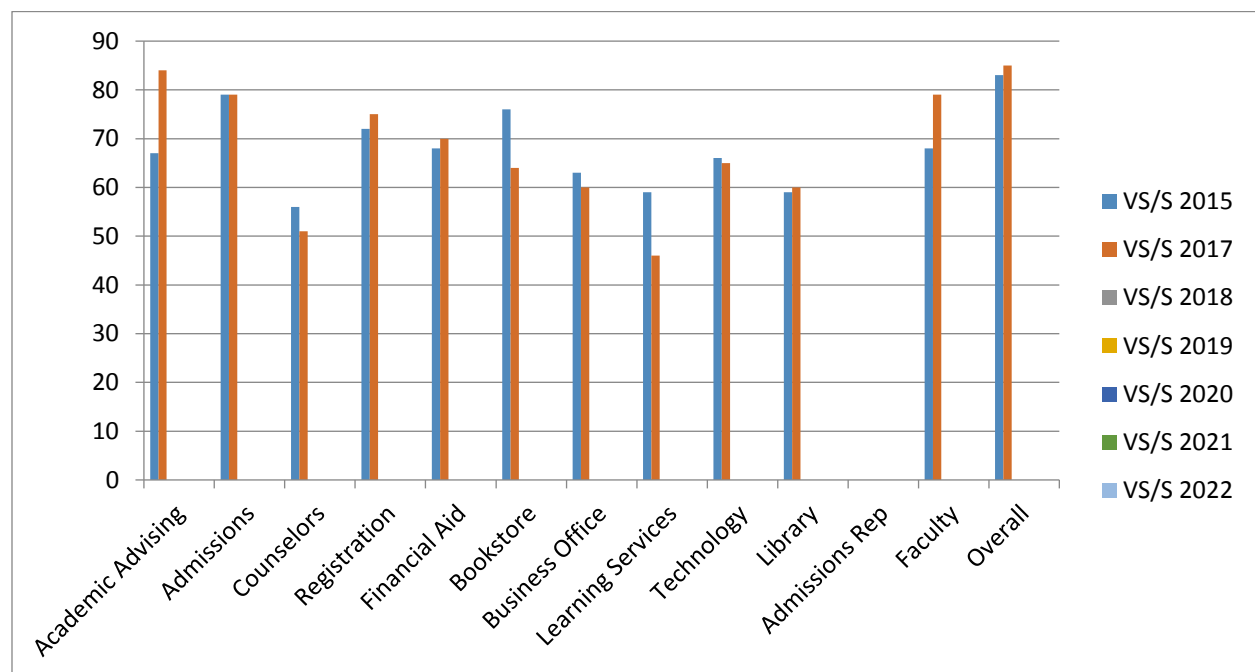
- Faculty leader discussion and identification of themes

- Professional Development – Faculty would like to continue to receive training on how to work with diverse audiences
- Use of multiple measures for course placement (other than Accuplacer, a team from NCTC is going to the college readiness summit in April, 2017)
- Explore collaborative efforts with area High Schools for college readiness
- Developmental education pilots
- How to enhance student effort (how do you make them care?): Brainstorming session: incorporate info into orientation, identify student success day, welcome Wednesday, workshops for just in time needs, Pathways to Success (who is assigned to teach course). Further brainstorming would be beneficial to see if there are other ideas to enhance student effort.
- Continue Program Specific Advising model and provide opportunities for professional development in advising.

Survey of Enrollment Experiences (SEE -annually)

Summary of Results: This is a NCTC survey conducted [annually]. It is taken by both new and returning students. Full data from this survey, including results from years prior to 2015, can be found at: N:\IR Workspace\SEE. The results here do not reflect all areas surveyed, and in particular to not reflect areas related to frequency of departments, and why students chose NCTC. The chart below reflects satisfaction, over time, of specific services.

Survey of Enrollment Experiences (SEE) Satisfaction of Services Over Time (2015-2017)



The survey results are reviewed by Student Affairs after each survey is administered. [Develop/analyze]

Graduate Exit Survey (collected each term)

Summary of Results

The table below shows the number of responses and the overall average of those responses for each of the years being reported. These surveys are program specific, and consist of several questions specific to mastery of the program learner outcomes. The archived survey results can be found here: N:\Academic Affairs (shared)\Shannon Nelson Files\Program Exit Surveys.

Program	2013		2014		2015		2016		2017	
#Responses/Overall Average	#	OE	#	OE	#	OE	#	OE	#	OE
Accounting	12	3.30	9	3.13	6	3.25	5	3.48	2	3.20
Accounting Clerk Micro	1	3.00	2	3.08	1	3.33	1	3.67	0	N/A
Admin Assist	11	3.51	6	3.93	3	3.94	5	3.98	8	3.71
Admin Support	1	3.13	4	3.64	3	3.45	2	3.59	2	3.82
Advanced Rescue	0	N/A	0	N/A	10	3.50	0	N/A	5	3.75
Architectural AAS	5	3.48	8	3.82	4	3.39	6	3.40	6	3.81
Architectural Certificate	7	3.60	8	3.88	0	N/A	0	N/A	0	N/A
Architectural Diploma	10	3.56	8	3.74	2	3.09	8	3.52	8	3.44
Auto Body AAS	5*	3.78*	2	3.67	6*	3.45*	6*	3.60*	0*	N/A*
Auto Body Diploma			5	3.69						
Automotive AAS	7*	3.63*	2	3.88	5*	3.75*	6*	3.81*	4*	3.25*
Automotive Diploma			6	3.69						
Aviation AAS	27*	3.53*	14	3.59	11*	3.31*	5*	3.48*	1*	3.00*
Aviation Diploma			7	3.43						
Aviation Plus	0	N/A	0	N/A	0	N/A	0	N/A	1	3.25
Business	7	3.53	4	3.68	3	3.90	4	3.43	3	3.29
Cardio Tech	6	3.83	1	4.00	2	3.88	0	N/A	0	N/A
Carpentry – Residential	12	2.93	6	3.13	12	3.48	6	3.70	0	N/A
Cisco	4	3.16	7	3.43	0	N/A	0	N/A	5	3.48
Collision Tech	0	N/A	0	N/A	0	N/A	0	N/A	5	3.00
Computer Tech	4	3.22	7	3.48	6	3.25	5	3.13	6	3.69
Construction Electricity	0	N/A	0	N/A	2	3.14	1	4.00	2	3.36
Criminal Justice	14	3.63	9	3.46	7	3.71	9	3.54	8	3.41
CVOP	8	3.61	0	N/A	7	3.19	9	3.11	5	3.43
Early Childhood	2	4.00	4	3.86	4	3.89	4	3.57	12	3.82
Electronics	0	N/A	4	3.20	10	3.45	11	3.34	7	3.56
Farm Ops	15	3.58	16	3.51	12	3.36	14	3.52	12	3.41
Fire Prep	13	3.17	3	3.60	7	3.51	0	N/A	2	3.90
Fire Tech	11	3.25	8	3.60	9	3.35	1	3.00	4	3.78
Firefighter – Paramedic	4	3.44	3	3.67	4	3.28	3	3.83	0	N/A
GIA	0	N/A	0	N/A	0	N/A	9	3.43	1	4.00
Hlth and Fitness Specialist	1	3.84	1	3.00	0	N/A	0	N/A	0	N/A
HVAC	0	N/A	12	3.35	7	3.47	9	3.62	8	3.61
HVAC - Plumbing	0	N/A	0	N/A	0	N/A	2	3.86	0	N/A

Imagery Analysis	0	N/A	14	3.48	12	3.43	2	3.80	0	N/A
Intro Arch Tech	0	N/A	0	N/A	0	N/A	0	N/A	6	3.81
Massage Therapist	4	3.64	5	3.66	4	4.00	0	N/A	0	N/A
Medical Admin	7	3.69	6	3.75	2	2.94	1	3.80	1	3.80
Medical Coding	13	3.66	1	3.55	5	3.15	3	3.70	3	3.48
Medical Office	7	3.72	5	3.82	4	3.13	2	3.70	3	3.83
Medical Trans	7	3.81	2	3.67	2	3.44	0	N/A	0	N/A
New Media Production	1	3.50	2	3.67	0	N/A	0	N/A	0	N/A
OTA	9	3.33	10	3.18	17	3.35	13	3.49	14	3.43
Paramedic	11	3.47	5	3.55	2	3.75	5	3.80	7	3.29
Patient Access	0	N/A	0	N/A	0	N/A	2	4.00	4	3.75
Pharmacy AAS	?		7*	3.79*	6	3.89	10*	3.75*	8	3.79
Pharmacy Diploma	?				1	3.50			6	3.69
Plumbing	0	N/A	15	3.63	7	3.93	9	3.70	11	3.47
PN All Campuses	0	N/A	0	N/A	45	3.29	0	N/A	0	N/A
Practical Nursing Distance	0	N/A	14	3.64	11	3.70	15	3.70	0	N/A
Practical Nursing EGF	72	3.79	24	3.79	27	3.72	31	3.25	0	N/A
Practical Nursing TRF, AAS	7	3.65	11*	3.58*	6	3.39	8	3.35	0	N/A
PN TRF, Diploma	16	3.45			1	3.00	8	3.71	0	N/A
Rad Tech	15	3.85	14	3.94	13	3.51	7	3.60	15	3.91
Respiratory Therapist	0	N/A	14	3.58	5	3.83	0	N/A	10	3.73
Sheet Metal	0	N/A	0	N/A	0	N/A	0	N/A	3	3.86
SMM (Sales, Marketing, & Management)	5	3.63	5	3.76	8	3.59	2	3.50	3	3.85
Supervisory Leadership	0	N/A	0	N/A	1	3.80	1	3.40	0	N/A
Surg Tech	14	3.81	11	3.57	13	3.80	12	3.39	15	3.66
UAS	15	3.05	3	3.50	4	3.06	0	N/A	0	N/A
Welding Manufacturing	0	N/A	0	N/A	0	N/A	0	N/A	2	3.62
Welding Process Certificate	8	3.39	4*	3.32*	6*	3.67*	0*	N/A*	2*	3.79*
Welding Process Diploma	9	3.37								
Welding Tech	0	N/A	1	3.90	3	4.00	7	3.21	0	N/A

*Data for certificate, diploma, or associate degrees combined in reporting year.

Graduate exit surveys consist of questions tied to program learner outcomes. Responses are on a four point Likert scale (1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree). Included on many program exit surveys are questions that closely map to institutional learner outcomes (for example, critical thinking and problem solving, professional workplace habits, communication skills, etc.) In this regard, overall survey results reflect to some degree on student attainment of Institutional Learner Outcomes. All results are self-reported. While a detailed analysis mapping specific questions within these surveys to specific ILOs would serve to provide some insight to ILO attainment by our graduates at the program level, results would be an indirect measure as the results are student self-reported. With this in mind, the above results do, in general reflect a high level of self-reporting on strong attainment of outcomes.

For the 2017 Graduate Exit surveys, all programs reported scores of 3.0 or higher – with students completing the survey having an overall positive view of the program. In the two specific programs which had reported lower than 3.0 within the five years of data reflected on the chart, both programs show good results in 2017. In particular, Carpentry, which reported a 2.93 in 2013, has shown a steady strengthening with a 3.70 in 2016. There is no survey data for 2017, which was a transition year for instructors in the program (the instructor for this program in 2017 was just here for the 2016-2017 academic year). Second, Medical Administrative Support had a 2.80 in 2015, but has had 3.80 in both 2016 and 2017.

Overall, for the college, the results here are strong with no concerning patterns when a low result on occasion does occur. A bigger concern here may be the overall response rates, and NCTC should review how the surveys are administered to see if adjustments in practices may gain a higher response rate.

Employer Survey (collected annually)

Summary of Results (data lags one year on employer surveys).

Program	2012		2013*		2014		2015		2016	
#Responses/Overall Average	#	OE	#	OE	#	OE	#	OE	#	OE
Accounting	0	N/A	0	N/A	3	2.95	1	3.50	0	N/A
Admin Assist	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Admin Support	3	3.63	1	4.00	5	3.34	0	N/A	2	3.78
Advanced Rescue	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Architectural AAS	3	2.72	1	3.31	3	3.89	4	3.23	0	N/A
Auto Body	0	N/A	0	N/A	1	2.47	2	2.23	0	N/A
Automotive	5	3.50	1	2.81	3	3.81	1	3.38	2	3.16
Aviation	2	3.59	4	4.00	2	3.47	1	2.83	1	2.28
Business	2	3.33	0	N/A	5	3.29	0	N/A	2	2.89
Carpentry - Residential	2	3.88	1	3.90	2	3.54	0	N/A	0	N/A
Computer Tech	3	3.00	1	3.40	1	3.06	1	3.70	2	3.38
Construction Electricity	5	3.45	4	2.37	8	2.78	3	2.85	0	N/A
Criminal Justice	4	3.70	6	2.87	7	3.35	1	3.47	0	N/A
CVOP	4	3.59	2	3.50	1	3.50	2	3.79	0	N/A
Early Childhood	4	3.87	0	N/A	1	4.00	3	2.76	1	3.60
Electronics	2	3.57	9	3.37	1	4.00	4	3.08	2	2.42
Farm Ops	0	N/A	3	3.60	1	3.73	2	3.23	2	3.86
Fire Tech	4	3.57	1	3.94	1	3.40	2	3.12	1	3.00
GIA	0	N/A	0	N/A	0	N/A	1	3.80	0	N/A
HVAC	1	3.77	9	3.37	1	2.93	1	2.91	2	3.13
Imagery	0	N/A	0	N/A	1	4.00	1	3.75	0	N/A
Medical Admin	1	3.94	0	N/A	2	3.61	0	N/A	0	N/A
Medical Coding	4	3.39	1	3.07	0	N/A	2	3.47	0	N/A
Medical Office	0	N/A	0	N/A	0	N/A	1	3.56	0	N/A
New Media Production	0	N/A	1	3.25	0	N/A	0	N/A	0	N/A
Pharmacy Tech	2	3.57	6	3.43	1	3.36	1	2.79	1	3.07

Plumbing	3	2.10	1	3.07	1	3.75	1	1.62	1	3.18
Practical Nursing - Distance	3	2.67	2	2.94	0	N/A	3	2.92	2	3.03
Practical Nursing - EGF	14	2.93	5	3.16	8	3.31	9	3.58	16	3.63
Practical Nursing - TRF	4	3.67	3	3.33	2	3.08	2	3.13	4	3.31
Sales, Marketing, & Manage	4	3.32	4	3.68	3	3.47	1	4.0	2	3.89
Welding Process Technology	0	N/A	5	3.03	2	3.87	0	N/A	0	N/A
Welding Technology	1	3.18	2	2.82	2	3.08	1	3.35	0	N/A

*Survey Data for this year not compiled at this time. Working on having this data compiled to report.

Employer surveys request employers to rate NCTC graduates in several areas, including those related to quality of work, efficiency, adaptability, and initiative. Employers also rate graduates in areas pertaining to program specific knowledge and practice, and ask employers whether they would hire graduates of the program again. Responses are on a four point scale (1=Poor; 2=Adequate; 3=Proficient; 4=Excellent). Note: This scale is not the standard Strongly Disagree through Strongly Agree.

Three program areas in 2016 had a score below 3.0 (proficient) overall result reported. Of these program areas – aviation, business, and electronics – aviation and electronics show a pattern of three to four year declining satisfaction of employers, with aviation being of greater concern as the past two consecutive reporting years have shown overall score of “adequate,” but below “proficient” (a lower than 3.0 result).

In contrast, Practical Nursing – Distance reflects an improvement over time.

Overall, however, the return rate on employer surveys prevents these results from carrying as much weight or significance as one would like. Specifically, when considering the aviation or electronics results, for example, there is often just one or two employers responding. In contrast, if one looks at the results for Practical Nursing – EGF, the response rate is higher and one can have more confidence that the overall results reflect the program.

NCTC clearly needs to review the practices used to gain employer responses to surveys, and improved the response rates to better gauge our programs.

College – Other Regular Surveying

Campus Climate – Employee

- Last Conducted: 2012.
- Survey is held in the office of the Chief Human Resource Officer. See Summary below.
- Goal is to conduct one of these every three years.
- A system wide request for participating in FY17 was made, but the system proposal was not made until after budgets were set for FY17, and budget was not available.
- CHRO Kristi Lane is investigating participating with a system survey in FY18.

Summary of most recent survey (2012):

In April 2012, the Personal Assessment of the College Environment (PACE) survey was administered to 284 employees at Northland Community and Technical College (NCTC). Of those 284 employees, 134 (47.2%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist NCTC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of NCTC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

At NCTC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.65 mean score or high Consultative system. The Student Focus category received the highest mean score (4.02), whereas the Institutional Structure category received the lowest mean score (3.33). When respondents were classified according to Personnel Classification at NCTC, the composite ratings were as follows: Faculty (3.67), Administrator/Supervisor (3.66), and Staff (3.66).

See full report for details on specific strong and weak areas.

Campus Climate – Students

CCSSE and possibly SENSE may have a few climate questions for students.

Campus Diversity Climate from Minnesota State Accountability Dashboard (based on CCSSE)

Our FY2016 CCSSE results for Campus Diversity Climate was a 13.5, compared to a 13 in FY2014, 13.2 in FY2012, and 13.3 in FY2010 and FY 2008. This score remains fairly flat, though is within 0.2 of the Minnesota State target of 13.7 for FY2016.

Technology – Employee (Annually)

Summary needed from ITS.

Technology – Student (Annually)

Fall 2016: ECAR Survey administered by Minnesota State was substituted for the college's Technology student survey.

The overall results were reviewed carefully, and areas where Northland Community and Technical College results differed significantly from either Minnesota State colleges and/or all Associate of Arts colleges were identified. These specific areas were then discussed in more depth with the eLearning committee. The results summary here focuses on just these areas.

Results Summary:

3.5 Notification usefulness: Guidance about courses you might consider taking

- Moderately Useful 30.1%, S 23.9%, All AA 23.6%

3.6 Notification usefulness: Instructor Use Questions

- Northland faculty by and large more strongly encourage technology use for academic purposes in the class than either the system or national AA institutions. See survey for specific details (in six prompts)

3.7 Wish Instructors used: questions

- There is some indication that a portion of our students wished that our instructors used more technology in the areas of: OER, simulations/educational games, recorded lectures, and social media.

4.4 I am more likely to skip classes when streamed or recorded lectures are available online.

- Northland students are indicating that they are more likely to skip classes when lectures are streamed or available online than all AA and System colleges. (CCSSE and SENSE may have data to support this on skipping classes.)

5.2a. Institution awareness of needed accessible or adaptive technologies.

- Northland students indicate that institutional awareness of adaptive technologies is a strength.

5.2b. Institution support of needed accessible or adaptive technologies.

- Northland students indicate the institution is on par or better at providing adaptive technology

6.1 Technology helped me...discuss course topics with my instructors.

- Northland students indicated that technology helped them discuss course topics with their instructors more than System and all AA colleges. This is also reflected through positive responses in peer to peer use of technology used to address questions in course material.

6.4 I get distracted during classes because I...use social media, text, read e-mail, play games, read websites not relevant to my class, and generally surf the web.

- Northland students are more prone to distraction on class because they are using social media, texting, reading e-mail, playing games, reading websites not relevant to the class, and generally surfing the web more than All AA institutions surveyed and system colleges.

7.3 Gender.

- Northland had a greater number of females who took the survey than males as compared to All AA institutions and system colleges.

7.6 Part-time or full-time.

- Northland had a greater number of fulltime students take the survey than part-time as compared to the system colleges and All AA colleges. Northland may not have had a representative sample of survey participants as we have a significant number of part-time students (60%) and the demographic question on PT-FT status do not reflect that.

How do we use the technology differently to engage or engage differently?

Results Sharing: The eLearning group discussed these points (eLearning Minutes, March 15, 2017), and engagement items in particular are part of the strategic agenda of this committee.

Response/next steps: Theme of Professional Development activities for 2017-2018 is primarily focused on classroom engagement, including three in-service days. These included a full day session (Tyrell

Strayhorn), a session on gamification, and a session on classroom engagement activities in the August in-service, and a half-day session on classroom engagement strategies in the January 2018 in-service, as well as the option to participate in a QM Improving Your Online Class (IYOC) workshop for the January in-service. Many of these may help address concerns raised by results in area 4.4 and 6.4.

Additional activities led by the NCTC Faculty Development Coordinators related to above points include: (2016-2017): XXXXXXXXXX.

With respect to 5.2a and 5.2b, Northland is strengthening this area even more by filling a new position for an Access Specialist (October 2017). This position will hopefully help faculty adapt technology beyond just accessibility matters for all students (e.g., 4.4 and 6.4).

Student Affairs Key Performance Indicators

In development.

- Student Affairs and other functions – e.g. business office, bookstore, etc.

Advisory Board Meeting Summary

Advisory Board Meeting minutes are posted:

http://www.northlandcollege.edu/employees/committees/advisory_boards/

Each Fall semester both the EGF and TRF campuses host an advisory board dinner with meetings. EGF hosts an additional advisory board dinner with meetings in the Spring term. Many of the programs on each campus attend these, but are responsible to hold two meetings a year (one each term) regardless of their participation in the college organized dinner event. The East Grand Forks Fall Advisory Board dinner and meetings were held on October 25, 2016. Spring meetings were held on March 21, 2017. In TRF the Fall dinner and meetings were held October 14, 2016.

Highlights of meetings or actions taken as a result of meetings (16-17):

- PN/RN Nursing Advisory Board invited to review and comment on CNEA pre-accreditation narrative.
- Medical Administrative Assistant group reviewed industry trends related to transcription.
- Emergency Medical Services reviewed outcomes from recent accreditation site visit including points related to program learner outcomes.
- Dietetic Technician Board reviewed new accreditation standards and consulted on curriculum map and syllabi.
- Computer and Network Technology discussed new major/degree options in network security and desktop and server administration.
- Autobody Board discussed recruiting strategies for high school students, including use of Sim Spray trainer in job fair and recruitment settings in the Fall, and reviewed this application of the technology in the Spring.

Summary of HLC Quality Initiative activities for year

2016-2017 is the last year of data collection for Commit to Complete, NCTC's HLC Quality Initiative. The report is being finalized during the 2017-2018 academic year for submission to the HLC.

NCTC Highlights for Year

Bulleted list of institutional highlights (e.g., major grant awards, national or regional awards or recognition, etc.).

- Approved Service Learning Program for implementation in Fall, 2017.
- Received a Minnesota State Grant for development of OER expertise at NCTC.