

Annual Assessment Report 2019-2020

Introduction

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

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Institutional Learner Outcome (ILO) Assessment

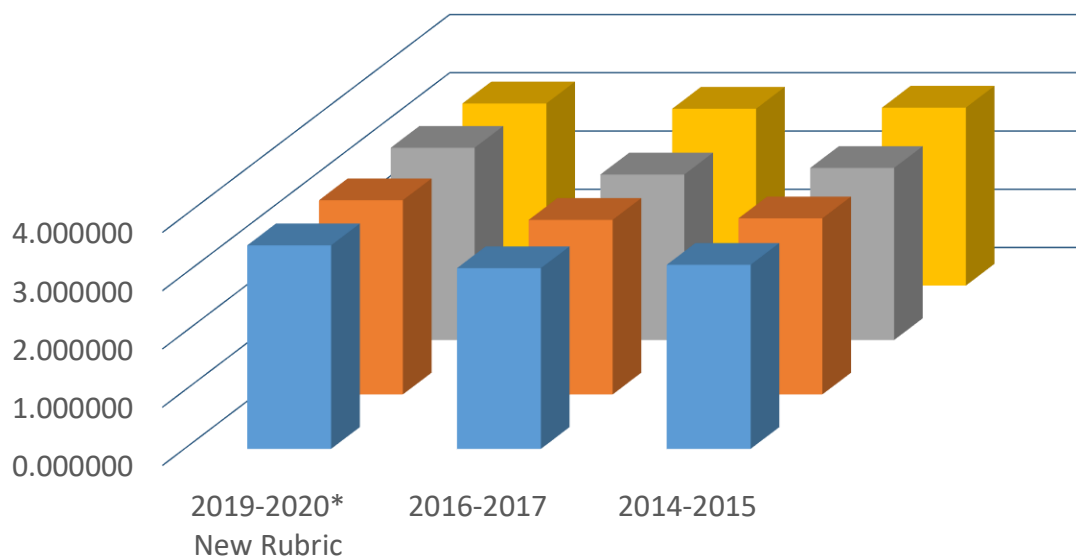
Northland's Institutional Learner Outcomes can be found from <http://www.northlandcollege.edu/about/>. Institutional Learner Outcomes are learner outcomes that all graduates of Northland Degree programs should demonstrate. The five ILOs are: (1) Communications Skills, (2) Critical Thinking Skills, (3) Social Engagement, (4) Application of Resources, and (5) Personal Development.

Our ILOs were revised significantly, along with the rubrics for assessment, as part of Northland's involvement in the HLC Assessment Academy. This report reflects the use of two newly revised ILOs and associated rubrics – Critical Thinking and Social Engagement (formally, Global and Civic Responsibility). These changes are noted on the charts.

Each of the five rubrics assess four cognate areas. These are identified in the graph below for each 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 graduates are attaining competency for that area within the ILO.

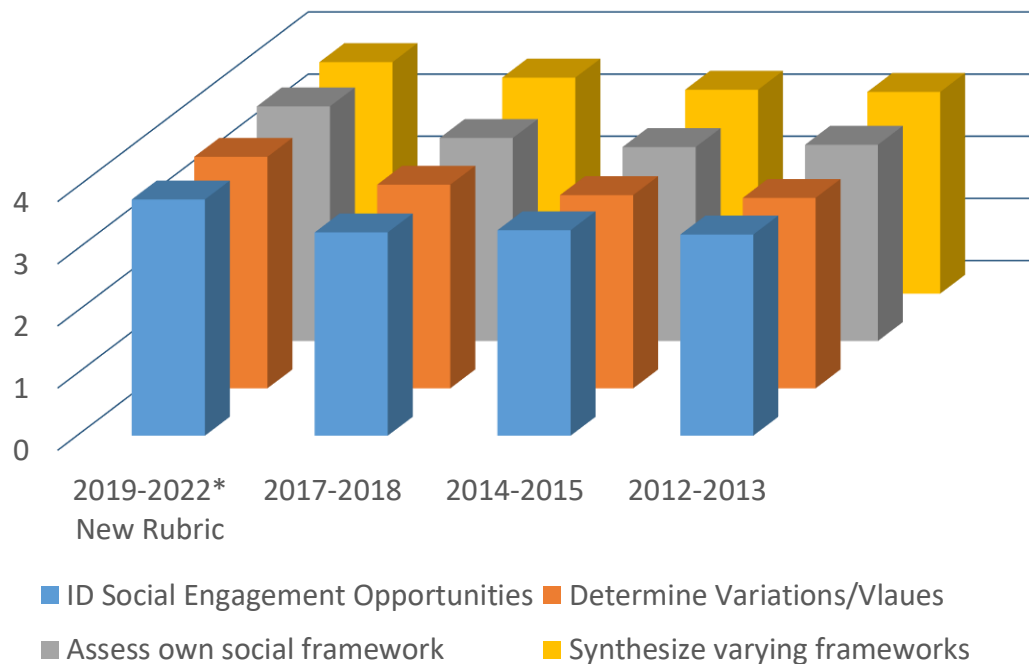
In 2019-2020 we assessed ILO 2: Critical Thinking and ILO 3: Social Engagement. The graphs below provide a visual summary of the outcomes of assessment for these ILOs. Note that the scale is "expanded" in order that one can visually see the variation within the graph – the scale does not include the 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 the associated outcomes. It is important to note, however, that this comparison is of the newly revised ILO and associated rubric. So the comparisons made here are not directly related.

Critical Thinking ILO



■ Identify Problem or Issue ■ Determine/gather evidence ■ Develop Solutions ■ Assess/Evaluate

Social Engagement ILO



ILO Course Assessment Summary

ILO Assessment in 2019-2020 was hindered by the COVID pandemic. While we had several faculty submit, the overall submissions were down significantly from prior years (by approximately 60%). This is due to the drastic change in delivery that took place in the last half of Spring semester, 2020. While some faculty assess the ILO earlier in the year, the end of Spring term is the primary time for this task. Given the changes in delivery and associated work, reporting ILO data was made optional for Spring 2020.

With the above COVID caveat in mind, we have here established a baseline for the newly revised ILOs 2 and 3. With other changes in the works for ILO and program assessment, this institutional baseline will serve as a reference point going forward. In order to make ILO assessment more meaningful for faculty, as well as to have the work clearly result in instructional improvement, the assessment rubrics are in the process of being moved into D2L Brightspace. Here faculty will have class level results at their fingertips. Additionally, annual assessment forms for both Liberal Arts and Career programs are being revised to have faculty reflect on the ILO results and follow up on how instructional changes impact student learning of these institutional learning objectives. These changes will be developed fully, with faculty involvement, during the 2020-2021 academic year. Piloting of these will occur during the 2021-2022 academic year, with full implementation during the 2022-2023 academic year.

Analysis of Results

As noted, this initial use of revised ILOs is establishing a new baseline. Compared with prior results using the former ILOs and rubrics, results here are strong and reflect strong student learning attainment.

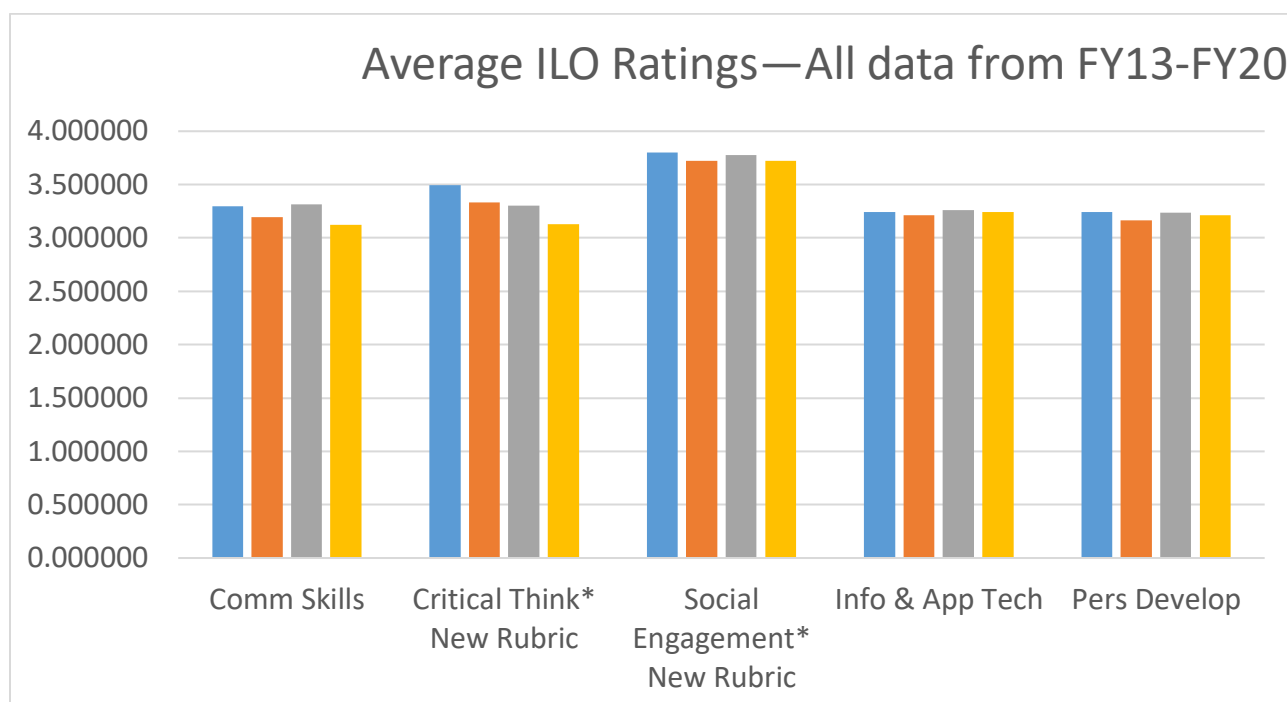
Actions Identified

As noted above, through Northland's participation in the HLC Assessment Academy beginning in the Spring of 2018, ILO assessment is being revisited with the intention of making the measured outcomes more meaningful for programs and faculty participating. In particular, we are working to have ILO data that better informs and drives instructional or curricular improvement rather than data merely that reflects whether Northland students are attaining ILO outcomes.

Overall ILO Assessment for Northland

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 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.

Within the HLC Assessment Academy Project, our newly structured Critical Thinking and Social Engagement (formally, Global and Civic) outcomes were assessed. A critical piece of the process of the implementation of these revised outcomes is assuring that, in addition to the wording of the outcomes and the rubric tools applied to assess them, that the process itself better informs instructional work at the course level.



Annual Program Assessment Summary

Assessment Summary with highlights from 2019-2020

Career and Technical Programs at Northland 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. Full participation would be 38 (approximately, as program areas come on or offline).

Annual CTE Program Assessment	15-16	16-17	17-18	18-19	19-20
Number of Program Areas Reporting	28	28	31	33	21*
Number of Program Areas Reporting Actions	11	8	4	14	3

The completed annual program assessments from 2019-2020 are available on the college share drive:
N:\APR Archive\Annual Program Assessment Plans.

Highlights and actions by programs 2019-2020:

- *Low reporting in 2019-2020. The pandemic caused a drastic shift to instruction in mid-March of 2020, resulting in a reduced completion of reports for 2019-2020.
- RN Program: Implemented an action plan based on student quality improvement survey and meetings. (Indirect Measure.) Also: Increased efforts by instructors to improve contact with students during office hours and post clinical conference time is aided by electronic means. NCLEX-RN pass rate on first attempt (of 89.2%) exceeded the national average for all RNs, including baccalaureate prepared RNs (88.1%).
- Aviation Maintenance had an increase in positive employer survey results (indirect measure) for aircraft maintenance as a result of ongoing work in the program. Survey shows a need to improve graduate interpretation of FAA regulations and program is focusing here.
- Marketing and management implemented a pre-NOCTI to allow better assessment of student progression.
- PTAS adjusted curriculum to respond to indirect assessment data that suggested more focus on pediatric content is needed.
- Business Transfer Pathway AS: Implemented a new direct assessment tool tied to a capstone project in place of NOCTI in past years.
- Administrative Professional adjusting curriculum in financial area of curriculum as a result of indirect assessment measures. Direct assessment using NOCTI was a challenge due to pandemic with incomplete post-test results.

General Education/Liberal Arts and Sciences Annual Assessment

NOTE: 2017-2018 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. The goal is to have twelve discipline areas reporting a year.

Annual General Ed/Lib Arts and Sciences	11-16	16-17	17-18	18-19	19-20
Number of Disciplines Reporting	NA*	6	2	7 (9)	4**
Number of Disciplines Reporting Actions	NA*	5	2	5	4

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

**There is a drop in overall program assessment in 2019-2020. This is no doubt due in part to the COVID-19 Pandemic and the impact it had as all disciplines had to transition to online only mid-way through the Spring term.

It is worth noting that ILO assessment also continued with participation by Liberal Arts and Science faculty.

Highlights of actions by disciplines in 2019-2020:

- Philosophy: Portfolio assignments will be modified to better step students through developing/advancing their critical thinking skill. Within the pandemic term, Spring 2020, the portfolio was modified but still completed with positive outcomes.
- Theatre: While additional teaching material to better support acting pieces that are more culturally remote for students was added, in this year teaching pedagogy was modified and outcomes resulted in more confidence and creativity expressed by students.
- Biology: New smart boards in science lab will be used to incorporate additional problem-based learning activities to improve critical thinking program 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 2019-2020 academic year included:

- Architecture
- Business
- Farm Operations and Management
- HVAC
- Practical Nursing
- Respiratory

Programs slated to complete their review in 2018-2019 that did not complete the review:

- Commercial Vehicle Operator NOTE: Adjunct Faculty, did not run a Spring cohort. No report submitted. Currently exploring a non-credit delivery mode through Workforce Development Solutions (aka, COI).

Highlights from completed program reviews:

The completed reviews are archived and available on the college share drive: N:\APR Archive\Program Review. Some key highlights from these reviews include:

1. Architecture: To look at developing a “first year exit” survey to identify and address issues that prevent first to second year retention. Report identifies some curriculum adjustments as a result of examining the learning outcome alignments. Needs for printers (Plotters) have been met through leveraged equipment purchases. Lab area needs one new set of chairs. May also need to look at virtual reality and 3D needs to keep program current.
2. Business AS (Transfer Pathway): This AS degree recently aligned with the Minnesota State Transfer Pathway. As a result the curriculum is new in some respects, without a lot of data on the recent changes available. The program notes a steady FYE increase, that may coincide with adding the offering fully on the EGF Campus. As a result, this FYE increase is offset by relatively steady faculty/student ratios and course fill rates. This dynamic may also be the result of an increase in part-time students. A full exploration of course fill-rates is recommended in the report to try to improve efficiency. A detailed examination of grad rate is provided; grad rates are low in part due to the major often serving as a second major (with students graduating in the first major).
3. Farm Operations and Management: The review notes that the alternate calendar contributes to the program success. Enrollment, however, is also cyclic with the farm economy. A curriculum modification (ordering) to improve completion is suggested. A look at using a science lab to meet limited lab needs for this program should take place. Program recognizes challenges in maintaining currency with advances in operations especially (precision ag and use of UAS), though the core of the program is on business management.
4. HVAC: Program notes the advantages of the Forx Project house for gaining experience for the students. Data suggests a change in the diploma and alignment with plumbing for an AAS has resulted in steadier enrollment overall. A need for text communication capacity in marketing and enrollment is noted. Report identifies revising some program outcomes as a result of looking at

alignment, and the need to keep current. We may want to review the lab schedule to assure the shared lab space is effectively used without significant overlap by the three program areas.

5. Practical Nursing: The program shifted to a 44 credit diploma from an associate degree (AAS). This change, as well as preparation for the 2018 on site program accreditation visit were successful. The curriculum mapping revealed some fairly minor adjustments to be made. Attention to advising for distance ed students is needed. A quicker peer tutor set up process is also needed for the program. Program will continue to track student success and completion.
6. Respiratory: Analysis reflects an improvement in retention after implementation of TEAS. Overall enrollment remains a key challenge. Program is preparing to adopt a hybrid model to address this. Other recruiting suggestions should be reviewed with marketing and academics. A new preceptor training was recently developed and implemented.

Certification and Licensure Exam Scores

Students in many Career and Technical Programs at Northland 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*	15-16	16-17	17-18	18-19	19-20
Automotive Service Technology – 8 ASE Areas	94%	94%	96%	100%	***
Criminal Justice – Minnesota POST Exam	100%	65%	94%	88%	92%
Commission Dietetic Registry Exam (1 st Attempt)	No Data	New	Program	100%	83%
Fire Technology – MN Fire Cert Board: FFII	100%	90%	83%	100%	***
HVAC – EPA Refrigeration License Exam		90%	90%	-	-
Nursing – NCLEX-PN (1 st attempt)	86.1%	88.2%	92.4%	89.7%	**
Nursing – NCLEX-RN (1 st attempt)	84.4%	73.75%	85.14%	89.2%	**
Occupational Therapy Assisting - NBCOT	100%	92%	91%	100%	**
Pharmacy – PTCB Certification	92%	77%	50% (1 st)	80%	**
Phlebotomy – NHA Exam (1 st Attempt)	100%	88%	100%	90%	100%
Physical Therapist Assist - NPTE (1 st attempt)	86.7%	92.9%	100%	92.3%	91.7%
Radiologic Technology – ARRT (1 st attempt)	91%	93%	100%	92%	**
Respiratory Therapy – CRT	100%	91%	90%	88%	**
Surgical Technician – National Certification	100%	83%	100%	91%	100%

*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 Northland program practice.

**Programs with 1 year lag in reporting for the *Annual Program Assessment Report*.

Programs unable to test in Spring of 2020 due to restrictions put in place due to the COVID-19 Pandemic. Hence, results are unavailable. Programs identified here with () specifically faced this challenge and reported so within their annual assessment for 2019-2020.

Analysis of Certification and Licensure Exam Scores: Overall results remained solid in those areas that were able to conduct and collect pass rate data for 2019-2020. Specific information available on annual program assessment reports.

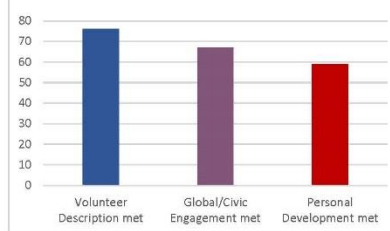
Service Graduation Requirement

FY19 Service Learning Assessment

NCTC Statistics

Passed	76
NCTC-Approved Agency	42
Outside Agency	34
Volunteer Description met	76
Global/Civic Engagement met	67
Personal Development met	59

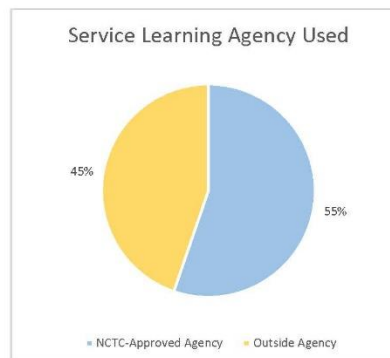
Criteria



Success Rate



Service Learning Agency Used



This graduation requirement for Associate degrees was implemented in 2017-2018. 2018-2019 is the first graduating class required to meet the requirement. The assessments for this are tied to the Institutional Learner Outcomes for Global and Civic Responsibility and Personal Development. The assessment tool is revised to adjust for revisions for Global and Civic, now titled Social Engagement. To meet the requirement, they must demonstrate meeting at least one of these two outcomes through the required reflection paper.

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	2014		2015		2016		2017		2018	
Available for related work/ Related Employment Rate	Avail	Rate	Avail	Rate	Avail	Rate	Avail	Rate	Avail	Rate
Accounting, EGF	5	80.00%	5	80.00%						
Accounting Clerk Micro	2	50.00%	1	100.00%						
Accounting Clerk					5	60.00%				
Accounting, AAS									0	
Admin Assist, EGF	6	83.30%	3	100.00%						
Admin Assist, AAS					1	100.00%	5	100.00%	3	100.00%
Admin Support	10	100.00%	4	100.00%	4	100.00%	6	83.30%	3	100.00%
Admin Support Software Specialist, AAS	1	100.00%	N/A	N/A	0		0		2	100.00%
Admin Support Micro-computer Specialist, DIP	1	100.00%	N/A	N/A	0				1	100.00%
Advanced Agricultural Commodity Marketing, CERT	0	0.00%	N/A	N/A			0			
Advanced Farm Business Management – ATC, TRF	1	100.00%								
Advanced Farm Business Management – ATC CERT Online	0	0.00%								
Advanced Farm Business Management, ATC					1	100.00%	6	100.00%	3	100.00%
Advanced Rescue	5	100.00%	7	71.40%	0		3	33.30%	0	
Agricultural Commodities Marketing – O.C.	1	100.00%								

Agricultural Commodities Marketing, CERT	2	100.00%								
Applications in Farm Business Management, CERT							9	100.00%	7	100.00%
Architectural Technology and Design, AAS, EGF	3	100.00%	9*	100.0%*						
Architectural Technology and Design, Certificate, EGF	2	100.00%								
Architectural Technology and Design, Diploma, EGF	3	100.00%	3	100.00%						
Architectural Technology and Design, AAS					3	66.70%	5	40.00%	5	60.00%
Architectural Technology and Design, DIP					5	60.00%	5	60.00%	7	71.40%
Auto Body Collision Tech, AAS	1	100.00%	0	0.00%					1	100.00%
Auto Body Collision Tech, DIP	3	33.30%	2	100.00%			0		1	100.00%
Auto Electronics and Drivability	2	0.00%	3	100.00%	4	75.00%	3	33.30%	6	66.70%
Auto Engine Repair, Suspension, and Brakes	0	0.00%	4	100.00%	5	100.00%	1	0.00%	3	33.30%
Auto Service Tech, AAS, TRF	1	100.00%	2	100.00%						
Auto Service Tech, Diploma, TRF	5	40.00%	2	100.00%						
Auto Service Tech, AAS					3	66.70%			3	100.00%
Auto Service Tech, DIP					1	100.00%	1	0.00%	4	75.00%
Aviation Maintenance Tech, AAS	4	75.00%	4	100.00%	10	70.00%	5	20.00%	6	100.00%
Aviation Maintenance Tech, DIP	5	60.00%	8	87.50%	7	28.60%	8	12.50%	3	66.70%
Aviation Maintenance Tech Plus, CERT					0		11	36.40%	1	0.00%

Associate Accounting, AAS					7	71.40%	6	83.30%	3	33.30%
Business	10	90.00%	5	100.00%	8	62.50%	3	33.30%	13	69.20%
Cardio Tech—Invasive	1	100.00%	3	100.00%	1	100.00%				
Carpentry—Residential	9	77.80%	7	71.40%	5	0.00%	3	66.70%	6	83.30%
Cisco Networking	7	85.70%	7	85.70%	3	66.70%	3	66.70%	5	60.00%
Collision and Refinishing Tech	N/A	N/A	4	100.00%	3	66.70%	2	100.00%	6	100.00%
Commercial Vehicle Operator, CERT	7	100.00%	8	87.50%	6	0.00%	4	25.00%	5	0.00%
Computer and Network Tech	7	85.70%	6	100.00%	4	50.00%	7	42.90%	3	66.70%
Construction Electricity, EGF	14	100.00%	10	90.00%						
Construction Electricity, DIP					13	23.10%	11	45.50%	7	85.70%
Construction Plumbing	6	66.70%	6	83.30%	7	28.60%	11	18.20%	4	100.00%
Criminal Justice, AS	9	88.90%	3	33.30%	7	57.10%	7	57.10%	9	77.80%
Criminal Justice, CERT	1	100.00%	N/A	N/A	0		0			
Criminal Justice, DIP	3	66.70%	1	100.00%	1	0.00%	2	100.00%	4	100.00%
Current Issues in Farm Business Management, CERT	30	100.00%			26	88.50%	128	100.00%		
Customer Service, EGF	0	0.00%	4*	100.0%*						
Customer Service, CERT					1	0.00%	1	0.00%	1	100.00%
Digital Marketing, CERT							0		1	100.00%
Digital Marketing, AAS									1	100.00%
Digital Media Production, AAS	1	100.00%			0					
Digital Media Production, CERT	0	0.00%								
Dietetic Technician									1	100.00%
Early Childhood, EGF			8*	75.0%*						
Early Childhood, Online	4	100.00%								
Early Childhood and Paraprofessional Ed, AS					4	50.00%	3	100.00%	10	90.00%

Electronic Tech Marketing, DIP					5	80.00%	2	100.00%		
Electronic Tech Marketing, AS,	N/A	0.00%					1	100		
Electronic Tech Marketing I, CERT			4	75.00%	4	50.00%	12	100.00%	3	100.00%
Electronic Tech Marketing II, CERT, TRF	1	100.00%	3	100.00%						
Electronic Tech Marketing II, CERT	7	100.00%			4	100.00%	7	71.40%	4	100.00%
Electronic Tech Marketing, DIP, Online	1	100.00%								
Electronics Technology /Automated Systems	3	100.00%	9	88.90%	5	100.00%	6	83.30%	8	87.50%
Essentials of Farm Business Management	24	100.00%	0	0.00%	0		26	100.00%	18	100.00%
Farm Ops and Management	11	90.90%	10	100.00%	4	100.00%	15	100.00%	4	100.00%
Fire Service Prep	4	100.00%	3	66.70%	1	100.00%	2	50.00%	1	0.00%
Fire Technology	7	85.70%	9	66.70%	4	25.00%	3	33.30%	1	0.00%
Firefighter/Paramedic	2	100.00%	3	66.70%	0		1	0.00%		
General Agriculture									0	
Geospatial Intelligence Analysis			9	77.80%	6	16.70%	2	50.00%	1	100.00%
Health and Fitness Specialist	0	0.00%	2	100.00%						
HVAC, AAS	0	0.00%	N/A	N/A						
HVAC, DIP	7	85.70%	6	100.00%	7	42.90%	5	60.00%	7	42.90%
HVAC/Construc, AAS					1	0.00%			1	100.00%
Health Science Broad Field, AS					1	100.00%			1	100.00%
Imagery Analysis	5	40.00%	1	100.00%	1	0.00%				
Intensive Care Paramedic, AAS					3	33.30%	3	100.00%	3	66.70%
Intro to Arch Tech and Design			10	100.00%	3	10000.00%	5	40.00%	7	57.10%
Lean Manufacturing / Continuous Improvement	1	100.00%					1	100.00%		
Liberal Arts and Sciences, EGF	25	72.00%	60	85.0%*						

Liberal Arts and Sciences, AA	1	100.00%			44	61.40%	30	56.70%	47	57.40%
Liberal Arts and Sciences, TRF	15	60.00%								
Manufacturing Principles, CERT									1	0.00%
Manufacturing Tech, AS	0	0.00%			1	0.00%	0		1	100.00%
Massage Therapist	3	100.00%	4	25.00%	0		0			
Medical Admin Assistant, AAS	5	100.00%	5	100.00%	1	0.00%	3	33.30%	4	0.00%
Medical Coding Specialist, CERT							1	0.00%	0	
Medical Coding Specialist	3	66.70%	12	66.70%	3	0.00%	1	100.00%	4	50.00%
Medical Office Specialist	5	100.00%	7	85.70%	0		4	50.00%	4	0.00%
Medical Transcriptions/ Editor, DIP	0	0.00%	2	50.00%	0					
New Media Production, AAS					1	0.00%				
New Media Production, DIP					1	0.00%				
Nursing, AS, EGF	31	100.00%	63	93.7%*						
Nursing, AS					30	93.30%	44	100.00%	47	93.60%
Nursing, AS, TRF	24	95.80%								
Nursing Assistant, EGF	5	60.00%	3*	66.7%*						
Nursing Assistant, TRF	6	66.70%								
Nursing Assistant, CERT					2	100.00%	2	50.00%	5	60.00%
OTA	9	88.90%	8	100.00%	13	23.10%	10	70.00%	8	100.00%
Paramedic	5	100.00%	2	100.00%						
Patient Access Specialist					0		1	100.00%	2	0.00%
Pharmacy Tech, AAS	7	85.70%	4	75.00%	6	50.00%	5	60.00%	9	100.00%
Pharmacy Tech, DIP	1	0.00%			0		0		1	100
Phlebotomy	1	100.00%	0	0.00%	4	75.00%	3	33.30%	2	50.00%
PTA	9	100.00%	10	100.00%	8	100.00%	11	72.70%	7	57.10%
Practical Nursing, AAS, EGF	19	89.50%	30	93.3%*						

Practical Nursing, AAS, TRF	4	75.00%								
Practical Nursing, DIP	3	100.00%	3	100.00%	6	100.00%	25	80.00%	32	84.40%
Practical Nursing, AAS					39	94.90%	22	72.70%		
Precision Agriculture Equip Tech, AAS							2	50.00%	4	100.00%
Production Technologies									0	
Radio Business, DIP	1	100.00%			0					
Radiologic Technician	8	100.00%	8	87.50%	7	42.90%	11	54.50%	15	100.00%
Respiratory Therapist	7	85.70%	5	80.00%	6	66.70%	5	60.00%	2	100.00%
Rescue Technician									1	100.00%
Sales, Marketing, & Management	13	84.60%	19	68.40%	13	46.20%	2	100.00%	2	50.00%
Sheet Metal Technician			4	100.00%	1	0.00%	3	100.00%	3	66.70%
Supervisory Leadership	0	0.00%	3	100.00%	2	100.00%	1	100.00%	4	75.00%
Surgical Technology	7	85.70%	11	72.70%	13	7.70%	10	90.00%	11	72.70%
Unmanned Aerial Systems Maintenance Technician	2	50.00%	3	100.00%	2	0.00%	10	40.00%	2	50.00%
Welding Manufacturing Technology, CERT							2	50.00%	1	100.00%
Welding Process Technology, CERT	1	0.00%	1	100.00%	2	50.00%	2	50.00%	0	
Welding Process Technology, DIP	7	42.90%	0	0.00%	1	100.00%	3	33.30%	1	100.00%
Welding Technology	8	87.50%	4	75.00%	4	100.00%	8	87.50%	4	100.00%

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 Northland has performed above the cohort; lower than 50.0 indicates Northland performing poorer than the cohort.

Benchmark (FY)	FY2010	FY2012	FY2014	FY2016	FY2018
Early Connections	55.9	58.3	53.1	56.9	53.7
High Expectations and Aspirations	41.9	47.3	49.3	46.0	48.8
Clear Academic Plan and Pathway	53.6	58.1	59.1	58.7	59.6
Effective Track to College Readiness	49.6	51.2	50.5	49.0	51.3
Engaged Learning	50.6	45.8	47.9	48.6	54.8
Academic and Social Support Network	49.5	49.2	47.4	48.9	50.4

Over five administrations of the SENSE tool, we can see that Northland has performed fairly consistently in each of the six main areas of assessment. There is some up and down in most areas, with no clear pattern of consistent increase or decline in a single area across all five years. Engaged learning, however, does reflect four years of incremental increase. Compared to the full SENSE Cohort in FY18, Northland scored as strong or above in each of these six areas, except “High Expectations and Aspirations,” where Northland scored 1.2 points below. Compared to “Top-Performing Colleges” in the Cohort, Northland’s strongest area was in “Clear Academic Plan and Pathway.”

SENSE 2018 Highest Aspects

18e An advisor helped me to select a course of study, program, or major (CAP&P)	
Northland: 83.7%	SENSE Cohort: 66.1%
18f An advisor helped me to set academic goals and create a plan for achieving them (CAP&P)	
Northland: 66.4%	SENSE Cohort: 48.1%
19h Frequency: Worked with classmates outside of class on class projects or assignments (EL)	
Northland: 50.1%	SENSE Cohort: 37.4%
19i Frequency: Participated in required study group outside of class (EL)	
Northland: 23.6%	SENSE Cohort: 19.1%
19j Frequency: Participated in a student-initiated study group outside of class (EL)	
Northland: 33.5%	SENSE Cohort: 19.4%

These five areas are where Northland compares favorably with the overall 2018 SENSE cohort. Two of the five reflect a high level of contact and assistance from our academic advisors. The other three reflect student working together outside of class.

SENSE 2018 Lowest Aspects

18l All instructors clearly explained academic and student support services available at this college (A&SSN)	
Northland: 69.0%	SENSE Cohort: 72.9%
18o I knew how to get in touch with my instructors outside of class (A&SSN)	
Northland: 89.2%	SENSE Cohort: 88.3%
19s Frequency: Skipped class (HEA) (Response is reversed)	
Northland: 62.2%	SENSE Cohort: 76.5%
20f2 Frequency: Used writing, math, or other skill lab (EL)	
Northland: 23.4%	SENSE Cohort: 33.8%
20h2 Frequency: Used computer lab (EL)	
Northland: 45.3%	SENSE Cohort: 51.6%

These five areas are where Northland compares least favorably with the overall 2018 SENSE cohort. These are areas for improvement. The first two of these deal with academic and social support network. The third concerns high expectations and aspiration, while the last two address engaged learning.

The above summaries are reviewed through open meetings within the college, where faculty and staff are invited. This included the 12/12/2018 AASC meeting and a 3/27/19 all employee session. The following actions were identified:

- Identify institutions with high levels of student engagement and see what they do in this area.
- Discuss attendance and how to improve attendance.
- Better market services (counseling, peer tutoring, professional tutoring).
- Faculty follow-up with personalized email (EAB article)

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

CCSSE was not administered in Spring of 2020 due to COVID Pandemic. As a result, there will be no update until the FY22 Annual Report.

Survey of Enrollment Experiences (SEE -annually)

Summary of Results: This is a Northland 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.

SEE was not administered in Spring of 2020 due to the COVID Pandemic.

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	2015		2016		2017		2018		2019	
#Responses/Overall Average	#	OE	#	OE	#	OE	#	OE	#	OE
Accounting	6	3.25	5	3.48	2	3.20	2	2.95	2	2.85
Accounting Clerk Micro	1	3.33	1	3.67	0	N/A	0	N/A	N/A	
Admin Assist	3	3.94	5	3.98	8	3.71	5	3.42	3	3.83
Admin Support	3	3.45	2	3.59	2	3.82	5	3.53	N/A	
Admin Support Software	0	N/A	0	N/A	0	N/A	1	4.00	N/A	
Advanced Rescue	10	3.50	0	N/A	5	3.75	3	3.25	6	3.75
Animal Science									3	3.62
Architectural AAS	4	3.39	6	3.40	6	3.81	6	3.90	4	3.5
Architectural Certificate	0	N/A	0	N/A	0	N/A	0	N/A	N/A	
Architectural Diploma	2	3.09	8	3.52	8	3.44	9	3.86	6	3.56
Auto Body AAS	6*	3.45*	6*	3.60*	0*	N/A*	3*	3.81*	N/A	
Auto Body Diploma									N/A	
Auto Engine, Susp & Brakes	0	N/A	0	N/A	0	N/A	3	3.71	6	3.62
Automotive AAS	5*	3.75*	6*	3.81*	4*	3.25*	3*	3.67*	N/A	
Automotive Diploma									N/A	
Aviation AAS	11*	3.31*	5*	3.48*	1*	3.00*	1*	2.90*	4	3.50
Aviation Diploma										
Aviation Plus	0	N/A	0	N/A	1	3.25	0	N/A		
Business	3	3.90	4	3.43	3	3.29	9	3.71	4	3.50
Cardio Tech	2	3.88	0	N/A	0	N/A	0	N/A		
Carpentry – Residential	12	3.48	6	3.70	0	N/A	0	N/A	5	3.56
Cisco	0	N/A	0	N/A	5	3.48	7	3.73	6	3.46
Collision Tech	0	N/A	0	N/A	5	3.00	8	3.68	5	3.40
Computer Tech	6	3.25	5	3.13	6	3.69	6	3.58	5	3.10
Construction Electricity	2	3.14	1	4.00	2	3.36	1	3.71		
Criminal Justice	7	3.71	9	3.54	8	3.41	10	3.66	8	3.75
CVOP	7	3.19	9	3.11	5	3.43	0	N/A		
Dietetic	0	N/A	0	N/A	0	N/A	2	4.0	3	3.57
Digital Marketing	0	N/A	0	N/A	0	N/A	3	3.33		
Early Childhood	4	3.89	4	3.57	12	3.82	11	3.56	7	3.82
Electronics	10	3.45	11	3.34	7	3.56	0	N/A		
Farm Ops	12	3.36	14	3.52	12	3.41	0	N/A	12	3.80
Fire Prep	7	3.51	0	N/A	2	3.90	4	3.35	7	3.77
Fire Tech	9	3.35	1	3.00	4	3.78	3	3.07	6	3.69

Firefighter – Paramedic	4	3.28	3	3.83	0	N/A	0	N/A		
GIA	0	N/A	9	3.43	1	4.00	0	N/A		
Hlth and Fitness Specialist	0	N/A	0	N/A	0	N/A	0	N/A		
Health Sciences Broad Field									3	3.52
HVAC	7	3.47	9	3.62	8	3.61	11	3.35	7	3.45
HVAC - Plumbing	0	N/A	2	3.86	0	N/A	0	N/A		
Imagery Analysis	12	3.43	2	3.80	0	N/A	0	N/A		
Intro Arch Tech	0	N/A	0	N/A	6	3.81	8	3.92		
Massage Therapist	4	4.00	0	N/A	0	N/A	0	N/A		
Medical Admin	2	2.94	1	3.80	1	3.80	5	3.88	1	4.00
Medical Coding	5	3.15	3	3.70	3	3.48	4	3.66	3	3.18
Medical Office	4	3.13	2	3.70	3	3.83	4	3.78	2	3.95
Medical Trans	2	3.44	0	N/A	0	N/A	0	N/A		
New Media Production	0	N/A	0	N/A	0	N/A	0	N/A		
OTA	17	3.35	13	3.49	14	3.43	12	3.47	7	3.20
Paramedic	2	3.75	5	3.80	7	3.29	2	3.88	7	3.63
Patient Access	0	N/A	2	4.00	4	3.75	2	4.00	1	4.00
Pharmacy AAS	6	3.89	10*	3.75*	8	3.79	0	N/A	6	3.53
Pharmacy Diploma	1	3.50			6	3.69	2	3.50		
Plumbing	7	3.93	9	3.70	11	3.47	6	3.83	8	3.56
PN All Campuses	45	3.29	0	N/A	0	N/A	0	N/A		
Practical Nursing Distance	11	3.70	15	3.70	0	N/A	0	N/A		
Practical Nursing EGF	27	3.72	31	3.25	0	N/A	0	N/A		
Practical Nursing TRF, AAS	6	3.39	8	3.35	0	N/A	0	N/A		
PN TRF, Diploma	1	3.00	8	3.71	0	N/A	0	N/A		
Rad Tech	13	3.51	7	3.60	15	3.91	16	3.84	10	3.91
Respiratory Therapist	5	3.83	0	N/A	10	3.73	0	N/A		
Sheet Metal	0	N/A	0	N/A	3	3.86	12	3.55		
SMM (Sales, Marketing, & Management)	8	3.59	2	3.50	3	3.85	4	3.70	6	3.47
Supervisory Leadership	1	3.80	1	3.40	0	N/A	2	3.40	9	3.60
Surg Tech	13	3.80	12	3.39	15	3.66	10	3.84	7	3.75
UAS	4	3.06	0	N/A	0	N/A	0	N/A		
Welding Manufacturing	0	N/A	0	N/A	2	3.62	1	3.77	1	4.00
Welding Process Certificate	6*	3.67*	0*	N/A*	2*	3.79*	0	N/A		
Welding Process Diploma	0	N/A	0	N/A	0	N/A	1	3.88	3	3.76
Welding Tech	3	4.00	7	3.21	0	N/A	0	N/A	8	3.45

*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 2019 Graduate Exit surveys, all programs except for one reported scores of 3.0 or higher – with students completing the survey having an overall positive view of the program. In the program reporting lower than 3.0, there was a small return (2 students respectively). Three of ten questions had responses of 2/4. The remainder were 3 or 4 out of 4. Given the low response rate it, and that students on these surveys did not include any additional comments, it is difficult to draw a general conclusion.

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. In the Fall of 2018, Northland began a review how the surveys of graduating students and recent graduates are administered to see if adjustments in practices may gain a higher response rate. A new process was implemented beginning in December of 2018 for Fall term graduates, and will be continued. Initial results for 2019 do not reflect a noticeable improvement in return rate.

Employer Survey (collected annually)

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

Program	2014		2015		2016		2017		2018	
#Responses/Overall Average	#	OE	#	OE	#	OE	#	OE	#	OE
Accounting	3	2.95	1	3.50	3	2.95	1	3.50		
Admin Assist	0	N/A	0	N/A	0	N/A	0	N/A	2	3.20
Admin Support	5	3.34	0	N/A	5	3.34	0	N/A	2	3.52
Advanced Rescue	0	N/A	0	N/A	0	N/A	0	N/A		
Architectural AAS	3	3.89	4	3.23	3	3.89	4	3.23	1	3.13
Auto Body	1	2.47	2	2.23	1	2.47	2	2.23	3	2.87
Automotive	3	3.81	1	3.38	3	3.81	1	3.38		
Aviation	2	3.47	1	2.83	2	3.47	1	2.83	3	3.24
Business	5	3.29	0	N/A	5	3.29	0	N/A	2	3.37
Carpentry - Residential	2	3.54	0	N/A	2	3.54	0	N/A		
Computer Tech	1	3.06	1	3.70	1	3.06	1	3.70		
Construction Electricity	8	2.78	3	2.85	8	2.78	3	2.85	1	4.00
Criminal Justice	7	3.35	1	3.47	7	3.35	1	3.47	2	2.34
CVOP	1	3.50	2	3.79	1	3.50	2	3.79		
Early Childhood	1	4.00	3	2.76	1	4.00	3	2.76	3	3.98
Electronics	1	4.00	4	3.08	1	4.00	4	3.08	5	2.81
Farm Ops	1	3.73	2	3.23	1	3.73	2	3.23		
Fire Tech	1	3.40	2	3.12	1	3.40	2	3.12		
GIA	0	N/A	1	3.80	0	N/A	1	3.80		
HVAC	1	2.93	1	2.91	1	2.93	1	2.91	1	1.43
Imagery	1	4.00	1	3.75	1	4.00	1	3.75		

Medical Admin	2	3.61	0	N/A	2	3.61	0	N/A		
Medical Coding	0	N/A	2	3.47	0	N/A	2	3.47		
Medical Office	0	N/A	1	3.56	0	N/A	1	3.56		
New Media Production	0	N/A	0	N/A	0	N/A	0	N/A		
Pharmacy Tech	1	3.36	1	2.79	1	3.36	1	2.79	1	3.89
Plumbing	1	3.75	1	1.62	1	3.75	1	1.62	2	3.21
Practical Nursing – All Locations	0	N/A	0	N/A	0	N/A	0	N/A	19	3.58
Practical Nursing - Distance	0	N/A	3	2.92	0	N/A	3	2.92	7	3.78
Practical Nursing - EGF	8	3.31	9	3.58	8	3.31	9	3.58	10	3.50
Practical Nursing - TRF	2	3.08	2	3.13	2	3.08	2	3.13	2	3.25
Sales, Marketing, & Manage	3	3.47	1	4.0	3	3.47	1	4.0		
Welding Process Technology	2	3.87	0	N/A	2	3.87	0	N/A		
Welding Technology	2	3.08	1	3.35	2	3.08	1	3.35	1	4.00

Employer surveys request employers to rate Northland 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.

Four program areas in 2018 had a score below 3.0 (proficient) overall result reported. Of these program areas – Autobody, Electronics, HVAC, Plumbing – two have a three of five years (a majority) scoring below a 3.0. The supervisor in the HVAC area is working with the program during the 2020-2021 academic year on specific matters related to this pattern of concern from employers.

Looking more holistically at the results, Northland clearly needs to improve the response rate with these surveys. This issue was considered along with the response rate for Graduate Exit Surveys (see previous section).

College – Other Regular Surveying

Campus Climate – Employee

Last completed in 2018.

Campus Climate – Students

No report 2019.

Technology – Employee (Annually)

2019 Technology and Facility Survey conducted. N=34. Specific requests were reviewed and acted upon as determined appropriate. Examples include the addition of Airtame wireless projection capacity for several classroom and specific printer needs.

Technology – Student (Annually)

2019 Technology and Facility Survey was conducted. N=178. Overall, students indicated a high level of satisfaction, with just fourteen students indicating “somewhat satisfied.” No students indicated they were dissatisfied.

Regarding availability of labs and cyber areas, approximately 65% indicated they used their own laptop. Charge stations with lockers for phones and laptops were added to each campus.

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. While some advisory board meetings in the Spring were held virtually, with the onset of the COVID pandemic, others were canceled.