

# Annual Assessment Report 2020-2021

## 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.

## Table of Contents

Introduction .....	1
Institutional Learner Outcome (ILO) Assessment .....	2
Annual Program Assessment Summary .....	5
Five Year Program Review .....	6
Service Graduation Requirement .....	8
Graduate Placement Data .....	8
Student Surveys .....	8
Survey of Entering Student Engagement (SENSE) (administered Odd Falls) .....	8
Community College Survey of Student Engagement (CCSSE) (administered Even Springs) .....	8
Survey of Enrollment Experiences (SEE -annually).....	9
Employer Survey (collected annually) .....	11
College – Other Regular Surveying .....	12
Campus Climate – Employee .....	12
Campus Climate – Students .....	12
Technology – Employee (Annually).....	12
Technology – Student (Annually).....	13
Student Affairs Key Performance Indicators .....	13
Advisory Board Meeting Summary .....	13

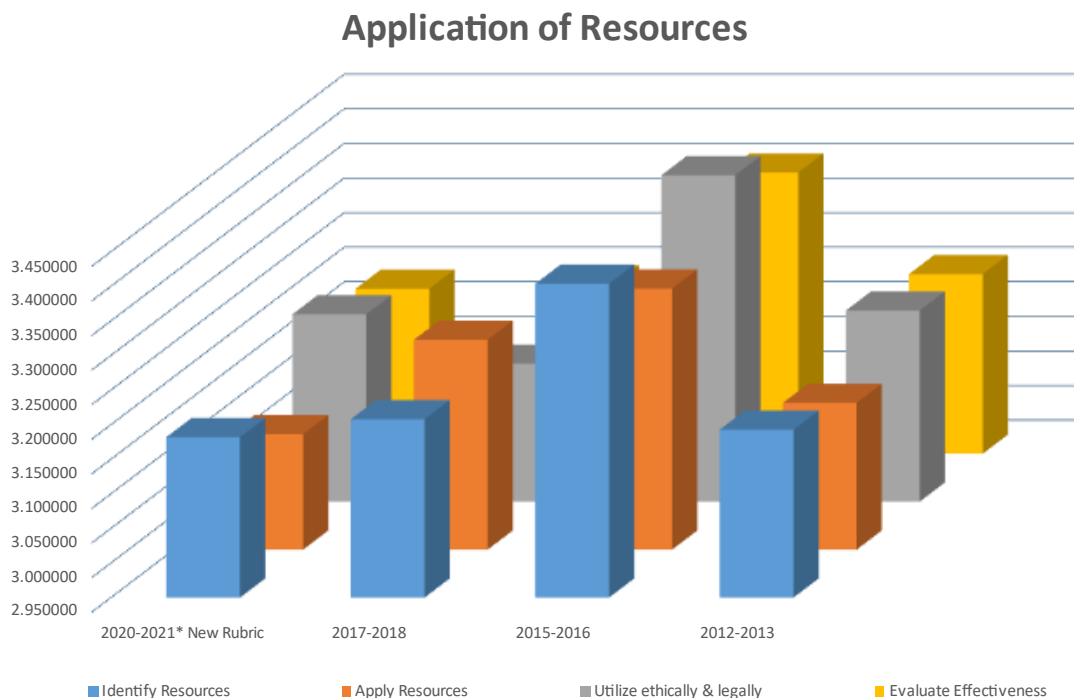
## Institutional Learner Outcome (ILO) Assessment

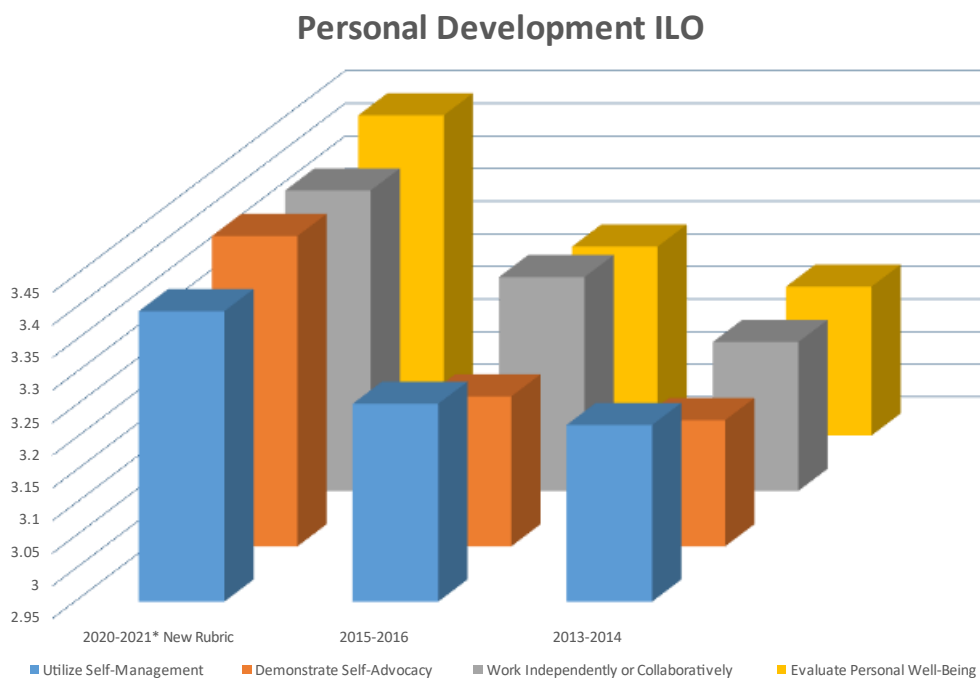
Northland's Institutional Learner Outcomes can be found from <http://www.northlandcollege.edu/about/>. Institutional Learner Outcomes are learner outcomes that all graduates of Northland Degree programs should demonstrate. The five ILOs are: (1) Communications Skills, (2) Critical Thinking Skills, (3)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

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 2020-2021 we assessed ILO 4: Application of Resources and ILO 5: Personal Development. 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.





## ILO Course Assessment Summary

The 2020-2021 data for Application of Resources is based on assessments performed on the work of 154 students in a mix of technical program and general education courses. This assessment uses the newly developed ILO definition and associated rubric.

The 2020-2021 data for Personal Development is based on assessments performed on the work of 347 students in a mix of courses within technical programs and general education. This assessment uses the new developed ILO definition and associated rubric.

While delivery of courses was still impacted by the COVID pandemic, we had good participation with ILO assessment, with numbers of students being assessed on par with pre-pandemic participation numbers. Thus, the above 2020-2021 data serves to make a sound baseline for the new ILO institutional data. 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. 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.

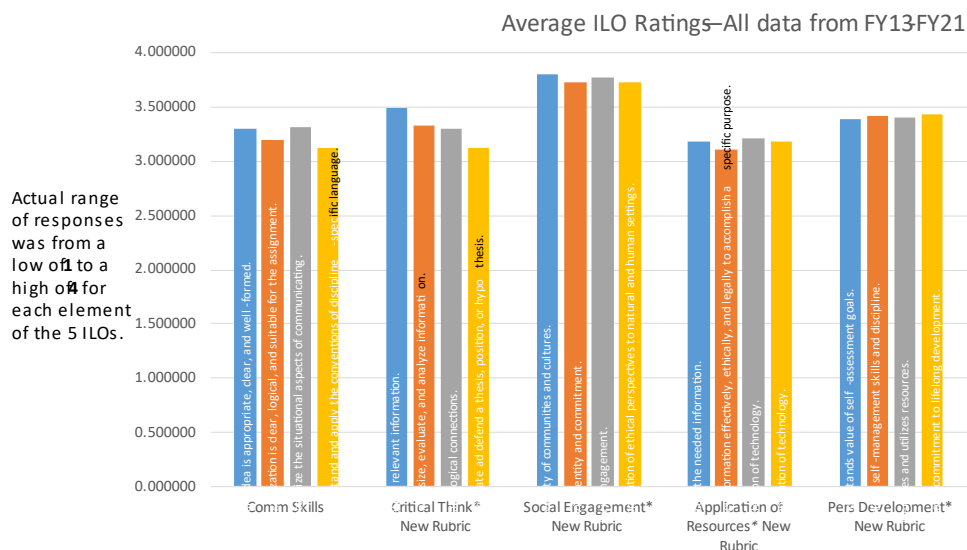
### Actions Identified

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 2020-2021

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 off line).

<b>Annual CTE Program Assessment</b>	16-17	17-18	18-19	19-20	20-21
Number of Program Areas Reporting	28	31	33	21*	21*
Number of Program Areas Reporting Actions	8	4	14	3	12

The completed annual program assessments from 2020-2021 are available on the college share drive:  
N:\APR Archive\Annual Program Assessment Plans.

Highlights and actions by programs 2020-2021:

- \*NOTE: Pandemic Reporting Years.
- Carpentry employing pre and post NOCTI: Adjusting instruction to improve challenge area in math skills.
- Plumbing employing pre and post NOCTI: Adjusting instruction to improve challenge area in math skills.
- PN Program noted improved online program student success with use of Zoom in 2020.

### 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.

<b>Annual General Ed/Lib Arts and Sciences</b>	16-17	17-18	18-19	19-20	20-21
Number of Disciplines Reporting	6	2	7 (9)	4*	9 (5)
Number of Disciplines Reporting Actions	5	2	5	4	2

\*COVID Impacted participation in 19-20. With the Assessment Academy focus, it rebounded well in 20-21.

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

Highlights of actions by disciplines in 2020-2021:

- Sociology Submitted an assessment of final projects in three distinct courses. Focus will be on shifts made to instruction for specific outcomes through implementation of a debate assignment and additional qualitative supplemental content.
- Philosophy: Portfolio assignment modifications to better step students through developing/advancing their critical thinking skill has overall positive 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 2020-2021 academic year included:

- Early Childhood
- Pharmacy
- Welding TRF

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. The Early Childhood program five-year review was completed by the long-time outgoing program director. The program is delivered both in-person and online, and many of the recommendations for the lab and lecture space are tied to changing the program to a Hyflex delivery model, creating a single cohort rather than two cohorts of students. Another need identified is to extend hours of Academic Success Center tutors to better meet needs of working students.
2. The pharmacy program was reaccredited with a site visit in January (2020). One of the key recommendations from this visit is to make a full 797 compliant sterile compounding room. A mock dedicated retail space was also recommended. This lab, and others in this EGF campus area, are currently the top priority for remodeling through State of Minnesota bonding funds. In addition, other recommendations from the five-year review include finding an updated educational software to simulate retail and hospital pharmacy settings, and to explore options for partial or full online delivery of the program.
3. The TRF Welding program transitioned to a fractional credit, flexible lab with online lecture delivery model of delivery during the 20-21 academic year, launching this new CBE like delivery model in the Fall of 2021. This transition included a full review and revision of the curriculum and close work with key industry partners in constructing the revised certificates and diploma.

## 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.

<b>Certification and Licensure Exam Pass Rates*</b>	15-16	16-17	17-18	18-19	19-20	20-21
Automotive Service Technology – 8 ASE Areas	94%	94%	96%	100%	***	94%
Criminal Justice – Minnesota POST Exam	100%	65%	94%	88%	92%	100%
Commission Dietetic Registry Exam (within 1 year)	No Data	New	Program	83.3%	100%	100%
Fire Technology – MN Fire Cert Board: FFII	100%	90%	83%	100%	***	100%
HVAC – EPA Refrigeration License Exam		90%	90%	-	-	90%
Nursing – NCLEX-PN (1 <sup>st</sup> attempt)	86.1%	88.2%	92.4%	89.7%	91.6%	**
Nursing – NCLEX-RN (1 <sup>st</sup> attempt)	84.4%	73.75%	85.14%	89.2%	92.3%	**
Occupational Therapy Assisting - NBCOT	100%	92%	91%	100%	100%	**
Pharmacy – PTCB Certification	92%	77%	50% (1 <sup>st</sup> )	80%	100%	**
Phlebotomy – NHA Exam (1 <sup>st</sup> Attempt)	100%	88%	100%	90%	100%	67%
Physical Therapist Assist - NPTE (1 <sup>st</sup> attempt)	86.7%	92.9%	100%	92.3%	91.7%	100%
Radiologic Technology – ARRT (1 <sup>st</sup> attempt)	91%	93%	100%	92%	79%	100%
Respiratory Therapy – CRT	100%	91%	90%	88%	87.5%	100%
Surgical Technician – National Certification	100%	83%	100%	91%	100%	88%

\*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 2020-2021.

## Service Graduation Requirement

This graduation requirement for Associate degrees was suspended during the 2020-2021 academic year due to COVID restrictions, limited the ability of our students to work as volunteers with many of our partners for this project.

## Graduate Placement Data

Graduate Placement Data, including including total graduates, full-time and part-time related work, seeking work, and unrelated work, can be found at: <http://www.northlandcollege.edu/services/placement/stats/>.

## Student Surveys

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

#### Summary of Results

Not administered due to pandemic. See prior reports for results. The college is beginning in-person administration of these is 2021-2022.

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

#### Summary of Results

Not administered in Spring of 2020 due to Pandemic. Administered in Spring 2021, online. We did not have sufficient participation. It is scheduled to administered in-person again Spring 2022 to put it back bi-annual sequence.

### **CCSSE: Aspects of Highest Student Engagement 2018**

No new data to report. See prior reports.

### **CCSSE: Aspects of lowest Student Engagement 2018**

No new data to report. See prior reports.

## 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. It was not conducted due to COVID during the Fall of 2020. With no new data, please see prior reports.

The survey results are reviewed by Student Affairs after each survey is administered during a Student Affairs Deans and Supervisors meeting. Supervisors within each area receive the results for action items.

## 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	2016		2017		2018		2019		2020	
#Responses/Overall Average	#	OE	#	OE	#	OE	#	OE	#	OE
Accounting	5	3.48	2	3.20	2	2.95	2	2.85	1	3.3
Accounting Clerk Micro	1	3.67	0	N/A	0	N/A	N/A		NA	NA
Admin Professional	5	3.98	8	3.71	5	3.42	3	3.83	3	3.28
Admin Support	2	3.59	2	3.82	5	3.53	N/A			
Admin Support Software	0	N/A	0	N/A	1	4.00	N/A			
Advanced General Ag									1	4.0
Advanced Rescue	0	N/A	5	3.75	3	3.25	6	3.75		
Animal Science							3	3.62	1	3.14
Architectural AAS	6	3.40	6	3.81	6	3.90	4	3.5	3	3.79
Architectural Certificate	0	N/A	0	N/A	0	N/A	N/A			
Architectural Diploma	8	3.52	8	3.44	9	3.86	6	3.56	4	3.84
Auto Body AAS	6*	3.60*	0*	N/A*	3*	3.81*	N/A		3	3.85
Auto Body Diploma							N/A			
Auto Engine, Susp & Brakes	0	N/A	0	N/A	3	3.71	6	3.62		
Automotive AAS	6*	3.81*	4*	3.25*	3*	3.67*	N/A			
Automotive Diploma							N/A			
Aviation AAS	5*	3.48*	1*	3.00*	1*	2.90*	4	3.50		
Aviation Diploma									1	3.1
Aviation Plus	0	N/A	1	3.25	0	N/A				
Business	4	3.43	3	3.29	9	3.71	4	3.50	7	3.67
Carpentry – Residential	6	3.70	0	N/A	0	N/A	5	3.56	6	3.53
Cisco	0	N/A	5	3.48	7	3.73	6	3.46	7	3.7
Collision Tech	0	N/A	5	3.00	8	3.68	5	3.40	7	3.39

Computer Tech	5	3.13	6	3.69	6	3.58	5	3.10	9	3.63
Construction Electricity	1	4.00	2	3.36	1	3.71				
Criminal Justice	9	3.54	8	3.41	10	3.66	8	3.75		
CVOP	9	3.11	5	3.43	0	N/A				
Dietetic	0	N/A	0	N/A	2	4.0	3	3.57	2	4.0
Digital Marketing	0	N/A	0	N/A	3	3.33			2	3.5
Early Childhood	4	3.57	12	3.82	11	3.56	7	3.82	4	3.96
Electronics	11	3.34	7	3.56	0	N/A			6	3.78
Farm Ops	14	3.52	12	3.41	0	N/A	12	3.80	4	3.59
Fire Prep	0	N/A	2	3.90	4	3.35	7	3.77		
Fire Tech	1	3.00	4	3.78	3	3.07	6	3.69	1	3.89
Firefighter – Paramedic	3	3.83	0	N/A	0	N/A				
General Ag									2	3.6
Health Sciences Broad Field							3	3.52		
HVAC	9	3.62	8	3.61	11	3.35	7	3.45		
HVAC - Plumbing	2	3.86	0	N/A	0	N/A				
Intro Arch Tech	0	N/A	6	3.81	8	3.92				
Medical Admin	1	3.80	1	3.80	5	3.88	1	4.00	2	3.5
Medical Coding	3	3.70	3	3.48	4	3.66	3	3.18	3	3.58
Medical Office	2	3.70	3	3.83	4	3.78	2	3.95	4	3.73
OTA	13	3.49	14	3.43	12	3.47	7	3.20	8	3.43
Paramedic	5	3.80	7	3.29	2	3.88	7	3.63	1	3.57
Patient Access	2	4.00	4	3.75	2	4.00	1	4.00	7	3.67
Pharmacy AAS	10*	3.75*	8	3.79	0	N/A	6	3.53	1	4.0
Pharmacy Diploma			6	3.69	2	3.50				
Phlebotomy									3	2.83
Plumbing	9	3.70	11	3.47	6	3.83	8	3.56	3	3.72
PN All Campuses	0	N/A	0	N/A	0	N/A				
Practical Nursing Distance	15	3.70	0	N/A	0	N/A				
Practical Nursing EGF	31	3.25	0	N/A	0	N/A				
Practical Nursing TRF, AAS	8	3.35	0	N/A	0	N/A				
PN TRF, Diploma	8	3.71	0	N/A	0	N/A				
Rad Tech	7	3.60	15	3.91	16	3.84	10	3.91	11	3.77
Respiratory Therapist	0	N/A	10	3.73	0	N/A			7	3.16
Sheet Metal	0	N/A	3	3.86	12	3.55				
Marketing, & Management	2	3.50	3	3.85	4	3.70	6	3.47	6	3.64
Supervisory Leadership	1	3.40	0	N/A	2	3.40	9	3.60	9	3.76
Surg Tech	12	3.39	15	3.66	10	3.84	7	3.75	10	3.74
UAS	0	N/A	0	N/A	0	N/A			1	4.0
Welding Manufacturing	0	N/A	2	3.62	1	3.77	1	4.00	2	3.27
Welding Process Certificate	0*	N/A*	2*	3.79*	0	N/A			2	3.44
Welding Process Diploma	0	N/A	0	N/A	1	3.88	3	3.76	2	3.26
Welding Tech	7	3.21	0	N/A	0	N/A	8	3.45	8	3.58

\*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 2020 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 specific programs which had reported lower than 3.0, it was a small return rate. This program is a single semester certificate, and this is the first year students completed the survey. This program runs in only the Spring semester, and these students ended up having the majority of their program course work online. In the written response section, only one of the three students put in a written comment, stating: “We have not had class due to virus. I’m sure I would have more positive responses if we were in the lab.”

## Employer Survey (collected annually)

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

Program	2016		2017		2018		2019		2020	
#Responses/Overall Average	#	OE	#	OE	#	OE	#	OE	#	OE
Accounting	3	2.95	1	3.50						
Admin Professional	0	N/A	0	N/A	2	3.20	1	3.55		
Admin Support	5	3.34	0	N/A	2	3.52				
Advanced Rescue	0	N/A	0	N/A						
Animal Science									1	4.00
Architectural AAS	3	3.89	4	3.23	1	3.13	3	3.87	2	3.59
Auto Body	1	2.47	2	2.23	3	2.87			1	2.89
Automotive	3	3.81	1	3.38			5	3.46		
Aviation	2	3.47	1	2.83	3	3.24	6	3.22		
Business	5	3.29	0	N/A	2	3.37	2	3.80	1	4.00
Carpentry - Residential	2	3.54	0	N/A			1	3.46	2	3.42
Computer Tech	1	3.06	1	3.70			1	3.08	2	3.51
Construction Electricity	8	2.78	3	2.85	1	4.00	6	3.48	1	2.99
Criminal Justice	7	3.35	1	3.47	2	2.34	7	3.12	8	3.48
Dietetic							2	3.40	1	3.73
Early Childhood	1	4.00	3	2.76	3	3.98	6	3.41	4	3.29
Electronics	1	4.00	4	3.08	5	2.81	4	3.06		
Farm Ops	1	3.73	2	3.23			1	4.00		

Fire Tech	1	3.40	2	3.12			2	3.18	2	3.46
HVAC	1	2.93	1	2.91	1	1.43	1	4.00	2	3.20
Imagery	1	4.00	1	3.75						
Marketing, & Management & Digi	3	3.47	1	4.0			1	4.00	1	3.31
Mechatronics (manf)									2	2.32
Medical Admin	2	3.61	0	N/A					2	3.25
Medical Coding	0	N/A	2	3.47						
Medical Office	0	N/A	1	3.56						
Patient Access Specialist							1	3.43		
Pharmacy Tech	1	3.36	1	2.79	1	3.89	1	3.71	4	3.25
Plumbing	1	3.75	1	1.62	2	3.21	1	2.50	5	3.33
Practical Nursing – All Locations	0	N/A	0	N/A	19	3.58	25	3.45	18	3.42
Practical Nursing - Distance	0	N/A	3	2.92	7	3.78	3	3.79	4	3.17
Practical Nursing - EGF	8	3.31	9	3.58	10	3.50	19	3.41	12	3.41
Practical Nursing - TRF	2	3.08	2	3.13	2	3.25	3	3.33	2	3.97
Unmanned Aircraft Systems							1	4.00	1	4.00
Welding Process Technology	2	3.87	0	N/A			1	3.72		
Welding Technology	2	3.08	1	3.35	1	4.00	1	3.28	1	3.17

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.

Two program areas in 2020 had a score below 3.0 (proficient) overall result reported. Of these program areas – Manufacturing and Autobody – just one has a several years (a majority) scoring below a 3.0. The supervisor in this program area (Autobody) is working on program redesign ideas with the faculty. Faculty within the remaining area were alerted to the 2020 results and asked to visit their supervisors on issues of concern from the results.

## College – Other Regular Surveying

### Campus Climate – Employee

Last conducted in 2018.

### Campus Climate – Students

None Conducted.

### Technology – Employee (Annually)

2021 Technology and Facility Survey conducted. N=34. Specific requests were reviewed and acted upon as determined appropriate.

### Technology – Student (Annually)

2021 Technology and Facility Survey was conducted. N=139. Overall, students indicated a high level of satisfaction, with twelve students indicating “somewhat satisfied” and three students indicating they were dissatisfied.

Primary areas of concern were around lock-down browsers and proctoring and hours of availability.

### Student Affairs Key Performance Indicators

Not Developed.

### Advisory Board Meeting Summary

Advisory Board Meeting minutes are posted:

[http://www.northlandcollege.edu/employees/committees/advisory\\_boards/](http://www.northlandcollege.edu/employees/committees/advisory_boards/)