

Business Unit Performance

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)	Data Point 4 (year or semester)	Data Point 5 (year or semester)																				
Student engagement at NHCC shall meet or exceed comparison groups in 5 benchmark areas: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction and Support for Learners.	NHCC utilizes the Community College Survey of Student Engagement (CCSSE). This survey is administered every other year. Complete results of the 2019 survey are available in the Evidence File folder labeled "Institutional Documents." The survey uses two comparison groups: all medium sized schools in the 2019 cohort and the MN State Colleges and Universities (MNSC) consortium.	The 2019 survey has maintained and improved in all five benchmark areas over the 2017 survey. NHCC is slightly lower in three areas, Active and Collaborative Learning, Student Effort, and Student-Faculty Interaction, compared to Minnstate and its COHORT, but rates higher than both Minnstate and its COHORT in Academic Challenge and Support for Learners.	NHCC provides strong, rigorous programs of study and overall support for our students. Though we lag in three categories, the differences are very small, and it begs to question whether there are real differences. When evaluations are subjective terms such as "sometimes" versus "often", are variations due to actual quality differences or student definition of what "sometimes" means? Regardless, the deep dive shows our students take less advantage of tutors and labs, may come to class less prepared and don't tutor others either; and that they don't discuss non coursework or careers with instructors. Knowing our business unit in particular speaks with students about careers reminds us that this is an institution survey, not a business unit survey.	Our business unit will be reminded what we're doing well (academic challenge and supporting learners) so we keep doing it. We will also remind faculty to provide students with timely feedback (this was an item of note), reminding students to utilize tutoring and computer labs, and highlighting the new Workforce Innovation and Experiential Learning Center (WIELC) for students interested in discussing careers. Our WIELC is new and provides many methods for engaging students, including career pathways, advising, networking, experiential learning (internships, job shadowing and more), and career services. The effort to create the WIELC was in response to meeting the needs of students and stakeholders.	<table border="1"> <caption>CC Survey of Student Engagement - NHCC</caption> <thead> <tr> <th>Category</th> <th>2017</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Active and Collaborative Learning</td> <td>47.2</td> <td>48.7</td> </tr> <tr> <td>Student Effort</td> <td>45.7</td> <td>50.5</td> </tr> <tr> <td>Academic Challenge</td> <td>50.7</td> <td>50.5</td> </tr> <tr> <td>Student-Faculty Interaction</td> <td>47.2</td> <td>47.2</td> </tr> <tr> <td>Support for Learners</td> <td>50.3</td> <td>50.5</td> </tr> </tbody> </table>	Category	2017	2019	Active and Collaborative Learning	47.2	48.7	Student Effort	45.7	50.5	Academic Challenge	50.7	50.5	Student-Faculty Interaction	47.2	47.2	Support for Learners	50.3	50.5	Comm College Survey of Student Engagement 2019						
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Student course evaluations will indicate that they Agree (rating of 3) or Strongly Agree (rating of 4) with the following three statements: 1. The instructor consistently comes across as enthusiastic about teaching. 2. The instructor explained the course content clearly. 3. The instructor adequately addressed questions and concerns brought up by students. This will be measured by a composite score on these questions with a goal of 3.0 or higher on a scale 1-4.	Course evaluations are sent to students electronically for all Accounting, Business, and Business Computer Systems & Management courses every semester. Results are totaled and reported for our business unit (Accounting, Business, and Business Computer Systems & Management) by our Institutional Research department.	Current results show the benchmark is being met and exceeded consistently.	Student ratings are strong, showing that our faculty are enthusiastic (committed to their discipline), clear in their delivery of content, and responsive to the needs of students for clarification of content. This is what we are trying to achieve, so these results affirm what we're doing.	We have two take-aways from these results: 1) attempt to increase response rates from students so the broadest range of feedback is obtained (offer extra credit and promote repeatedly), and 2) promote these results to faculty to encourage them to keep doing what they're doing to maintain enthusiasm, clarity and responsiveness.	<table border="1"> <caption>Composite Rating (3 = Agree, 4 = Strongly Agree)</caption> <thead> <tr> <th>Statement</th> <th>Fall 2018</th> <th>Spring 2019</th> <th>Fall 2019</th> <th>Spring 2020</th> </tr> </thead> <tbody> <tr> <td>The instructor is enthusiastic about teaching</td> <td>~3.5</td> <td>~3.5</td> <td>~3.5</td> <td>~3.5</td> </tr> <tr> <td>The instructor explained the course content clearly</td> <td>~3.5</td> <td>~3.5</td> <td>~3.5</td> <td>~3.5</td> </tr> <tr> <td>The instructor adequately addressed questions and concerns brought up by students in the classroom</td> <td>~3.5</td> <td>~3.5</td> <td>~3.5</td> <td>~3.5</td> </tr> </tbody> </table>	Statement	Fall 2018	Spring 2019	Fall 2019	Spring 2020	The instructor is enthusiastic about teaching	~3.5	~3.5	~3.5	~3.5	The instructor explained the course content clearly	~3.5	~3.5	~3.5	~3.5	The instructor adequately addressed questions and concerns brought up by students in the classroom	~3.5	~3.5	~3.5	~3.5	Fall 2018	Spring 2019	Fall 2019	Spring 2020	
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Business unit graduates (not continuing their education) will be employed in related work. Benchmark is 75%.	Status of Graduates by Program/Major Report. Most recent data is from 2018-2019, found in the NHCC FY20 Factbook in the Evidence File, Institutional Documents folder.	Compiled data shows that the benchmark was met in ACCT, BUS, and BCS&M.	The Pathway to Business Success Conference was started Fall 2018 by the business unit. The mission of this conference was "Focusing on assisting current NHCC business students in finding industry experience and continued workplace success." Adding this initiative to the other actions taken has helped all areas reach the benchmark.	In our last report, all areas met the benchmark except Accounting (74%). Accounting faculty emphasized job shadowing, interning, volunteer work, and invited former students (graduates) working in accounting to speak with current students about getting hired (through the Pathway to Business Success Conference). All faculty are emphasizing the services available to students and opportunities as they become available, and our newest initiative, the Workforce Innovation and Experiential Learning Center (WIELC) provides many methods for helping students prepare and find related work through career pathways, advising, networking, experiential learning (internships, job shadowing and more), and career services..	<table border="1"> <caption>Graduates in Related Work Within One Year of Graduation 2018-2019</caption> <thead> <tr> <th>Program</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>ACCT</td> <td>91.80%</td> </tr> <tr> <td>BUS</td> <td>83.75%</td> </tr> <tr> <td>BCS&M</td> <td>75.00%</td> </tr> <tr> <td>ALL</td> <td>84.65%</td> </tr> </tbody> </table>	Program	Percentage	ACCT	91.80%	BUS	83.75%	BCS&M	75.00%	ALL	84.65%															
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