

Student and Stakeholder Focus

Stakeholder	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)
Students	<p>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.</p> <p>National Average: 50</p>	<p>NHCC utilizes the Community College Survey of Student Engagement (CCSSE). This survey is administered every other year. Complete results of the 2022 survey are available in the Evidence File folder. The survey uses two comparison groups: all medium sized schools in the 2022 cohort and the MN State Colleges and Universities (MNSC) consortium. The makeup of the cohort group can change each measurement period.</p>	<p>The 2022 survey results just for NHCC (chart 2 on the right) show NHCC has maintained and improved in all five benchmark areas over the 2017 and 2019 survey. On the comparative across groups chart (chart 1 on the right), NHCC is slightly lower in TWO areas, Active and Collaborative Learning and Student-Faculty Interaction, compared to Minnstate and its COHORT, but rates higher than Minnstate in Student Effort, Academic Challenge and Support for Learners. In 2019, NHCC was lower in THREE areas, versus only TWO areas in 2022.</p>	<p>NHCC provides strong, rigorous programs of study and overall support for our students. Though we lag in two 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, 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.</p>	<p>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 (WIEL Center) 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 WIEL Center was in response to meeting the needs of students and stakeholders.</p>	<p>Graph 1</p>
	<p>Student course evaluations will indicate that they Agree (rating of 3) or Strongly Agree (rating of 4) with the following three statements:</p> <ol style="list-style-type: none"> The instructor consistently comes across as enthusiastic about teaching. The instructor explained the course content clearly. The instructor adequately addressed questions and concerns brought up by students. <p>This will be measured by a composite score on these questions with a goal of 3.0 or higher on a scale 1-4.</p>	<p>Course evaluations are sent to students electronically for all Accounting, Business, and Business Computer Systems & Management courses every semester. Results are totalled and reported for our business unit (Accounting, Business, and Business Computer Systems & Management) by our Institutional Research department.</p>	<p>Current results show the benchmark is being met and exceeded consistently.</p>	<p>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.</p>	<p>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.</p>	<p>Composite Rating (3=Agree, 4=Strongly Agree)</p>
	<p>Business unit graduates (not continuing their education) will be employed in related work. Benchmark is 75%.</p>	<p>Status of Graduates by Program/Major Report. Most recent data is from 2021-2022, found in the NHCC FY22 Factbook in the Evidence File.</p>	<p>Compiled data shows that the benchmark was met and far exceeded in ACCT, BUS, and BCS&M.</p>	<p>The Workforce Innovation and Experiential Learning (WIEL) Center was a new initiative as of our last report. The WIEL Center 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. We also promote these opportunities in our classes. A previous initiative was the Pathway to Business Success Conference, started Fall 2018, by our 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.</p>	<p>In 2020, employment rates were ACCT 91.80%, BUS 83.75%, and CIS 75.00%. With the addition of the WIEL Center (to all our other initiatives) and the ability of faculty to promote all of these offerings in their classes, our employment rates have increased significantly. The aggregate employment rate is 95.10% compared to 84.65% from 2020, an increase of 10%!</p>	<p>Related Employment Rate</p>
<p>Advisory Boards, Employers, Community Organizations, Four-Year Universities, Government Agencies</p>	<p>Faculty will engage the board in conversation and surveys that allows the board's breadth of knowledge, collaborative partnership, and experience to guide the curriculum updates and changes at NHCC in the BU.</p> <p>Faculty will ensure the skills, knowledge and preparedness for employment/transfer, civic understanding and leadership, ability to find work and pay back financial aid/loans meets the demands of our stakeholders.</p>	<p>Advisory board meetings, surveys, invitation to present</p> <p>Internship results Transfer numbers Transfer graduates Community Service Employment Data</p>	<p>Based on information provide on surveys and in conversation, learning outcomes, program outcomes, and teaching methods will be adjusted to remain relevant and prepare students for careers.</p> <p>Student success data Graduate data</p>	<p>The advisory boards provide valuable feedback regarding industry needs that enable faculty to discuss curriculum (both current and new) to determine whether a program is still relevant, is preparing the student for the needs of industry, or is preparing the student for transfer. Based on this feedback and conversation changes are made to keep curriculum and courses up to date.</p>	<p>After discussions with stakeholders including four-year transfer partners and the program advisory committee, the decision was made to collaborate with Metro State University on a Public Administration program that will move students from a certificate through masters degree.</p>	<p>N/A</p>

