

Student Achievement Measures Summary 2016

According to guidelines issued by the Regional Accrediting Commissions and the major Higher Education Associations, all institutions of higher learning are expected to provide evidence of student achievement in three areas: evidence of the student learning experience, evaluation of student academic performance, and post-graduation outcomes. The Higher Learning Commission also requires that this information be made available to the public. Hennepin Technical College (HTC) is providing the following data to the college community and the general public.

College Scorecard

The College Scorecard is designed to increase transparency, putting the power in the hands of the public — from those choosing colleges to those improving college quality — to see how well different schools are serving their students. The federal government is increasingly concerned that institutions are taking into account federal metrics in the review of student outcome measures. For those interested in the most current College Scorecard data, it is available at the following link: <https://collegescorecard.ed.gov/school/?173708-Hennepin-Technical-College>

Use of Integrated Postsecondary Education Data System (IPEDS) Data

Annually, each institution of higher education that receives Title IV (federal financial aid) funds is required to report to the US Department of Education a large amount of data related to its students, and operations using the IPEDS system. Many colleges (especially community colleges) report that IPEDS retention and graduation data do not adequately describe their student populations. The IPEDS measures are most representative of traditional first-time full-time freshman entering 4 year colleges and universities who generally have very selective admissions requirements. Community colleges typically have open admission policies and tend to admit students over the age of 25 who may need job skills training or lack adequate preparation for college level courses. Many of these students may also be in the work-force and have to juggle work and family obligations with their coursework. Community college students are more likely to attend part-time and therefore are not able to graduate within the 150% normal time target for their level of degree (6 years for bachelors and 3 years for associate degrees). With 82% of our student body attending part-time, IPEDS is not an accurate reflection of student achievement at the college. For those interested in the most current IPEDS data, it is available at the following link:

<http://nces.ed.gov/collegenavigator/?q=Hennepin+Technical+College&s=MN&ct=1&id=173708>

SUMMARY OF SELECTED STUDENT ACHIEVEMENT DATA

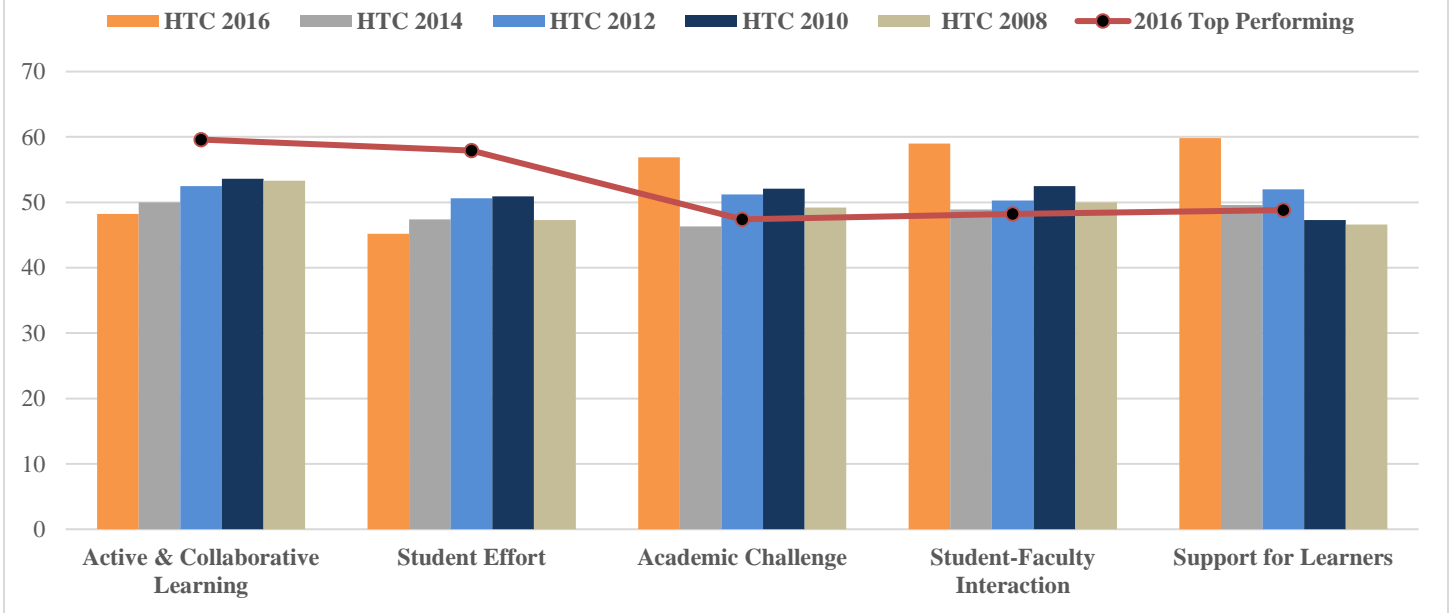
In addition to reporting IPEDS data HTC has developed and will continue to develop new measures of student achievement which are more relevant to its mission and the students it serves.

Student Engagement at HTC

Data from the Community College Survey of Student Engagement (CCSSE) survey administered at HTC since 2008 provides evidence of a strong student learning experience. CCSSE has established 5 benchmark areas (Active & Collaborative learning, Student Effort, Academic Challenge, Student-Faculty Interaction and Support for Learners). While our response rate for the 2016 survey administration was less than previous administrations (a decline from 800 respondents to 578), results indicate that HTC continues to provide a strong hands-on collaborative environment for students learning. HTC has ranked in the 80th percentile in all five benchmarks since 2008.

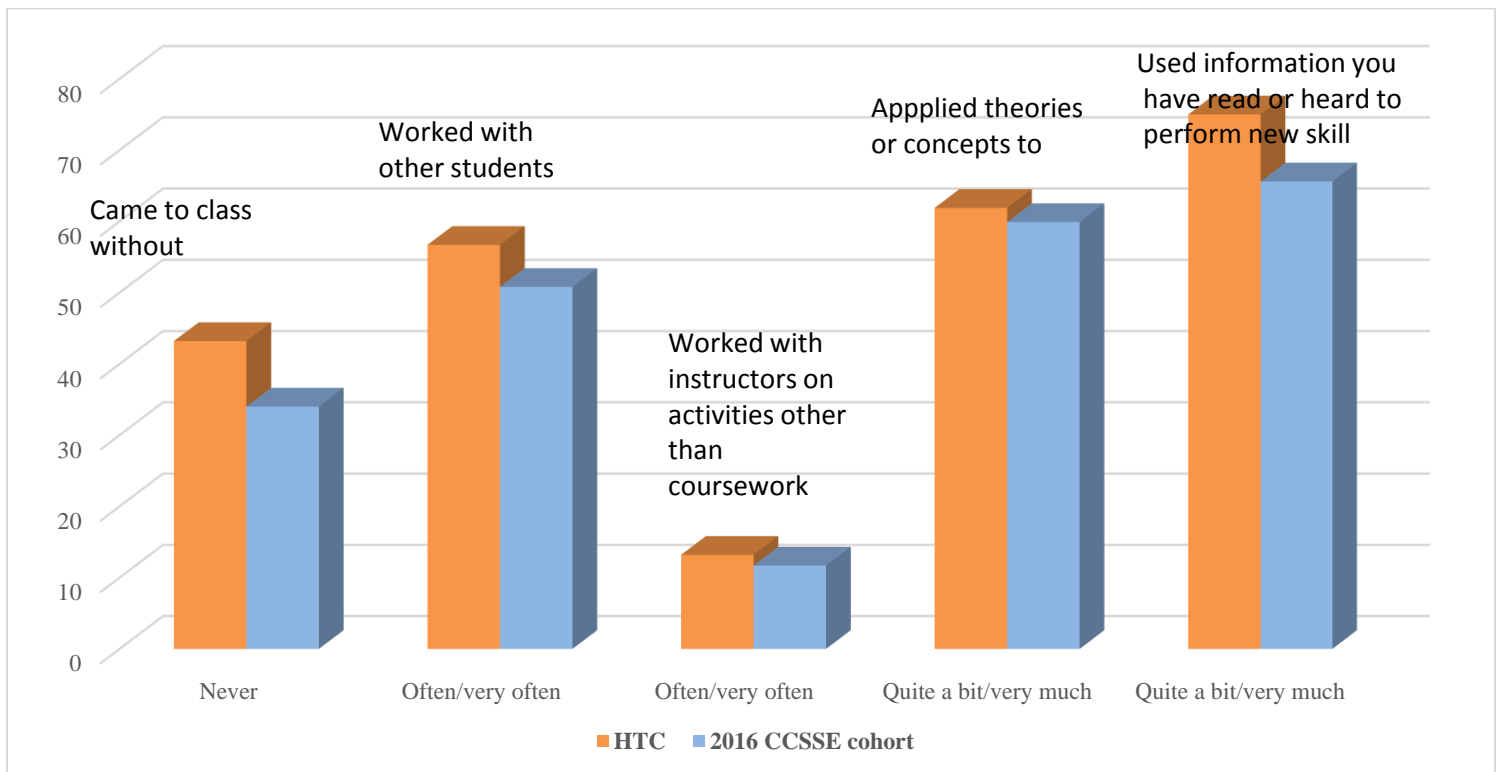
The following figure presents HTC's CCSSE benchmark scores since 2008 compared to the top-performing colleges of the 2016 CCSSE Cohort.

HTC 2008-2016 Benchmarks and 2016 Top Performing Colleges



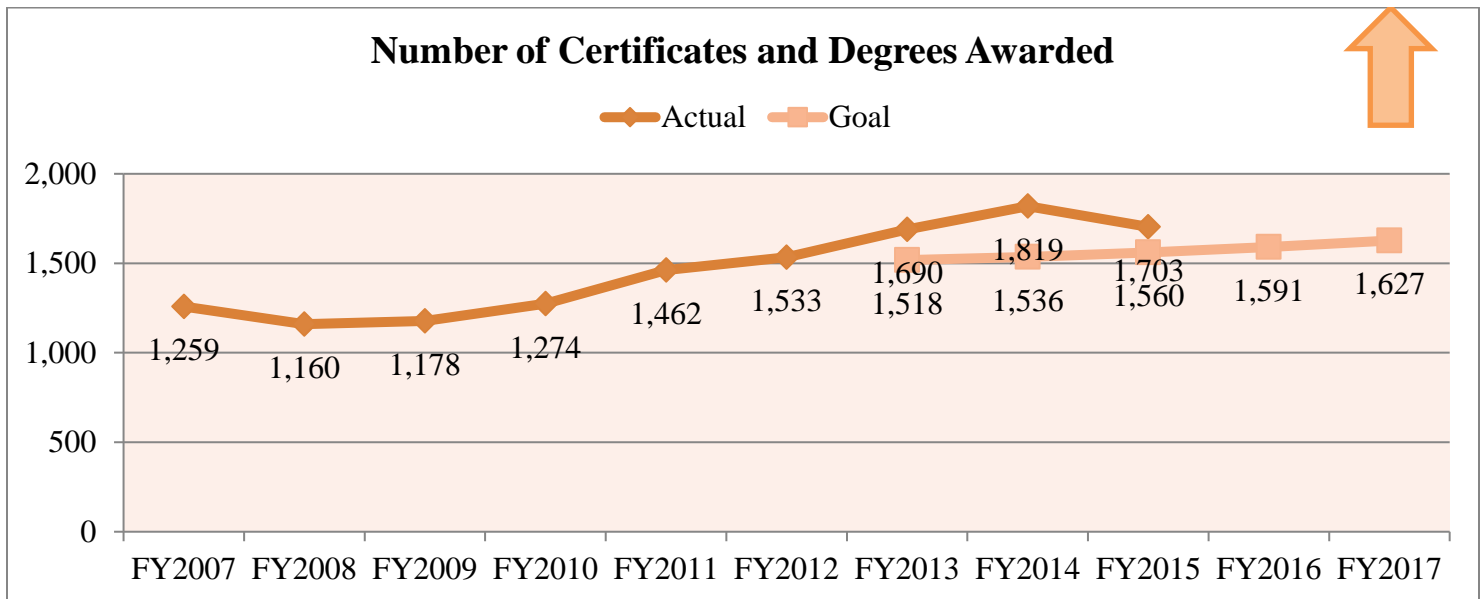
The College's strongest aspects of student engagement in 2016 were for the benchmarks of Student-Faculty Interaction, Support for Learners, and Academic Challenge. Recent implementation of expanded writing and math centers as well as redesign of orientations at both the program and institutional level may have contributed to increased ratings on the benchmark, Support for Learners' area. The following figure lists those aspects where HTC students exceed the cohort by the greatest number of percentage points for 2016.

Aspects of Highest Student Engagement

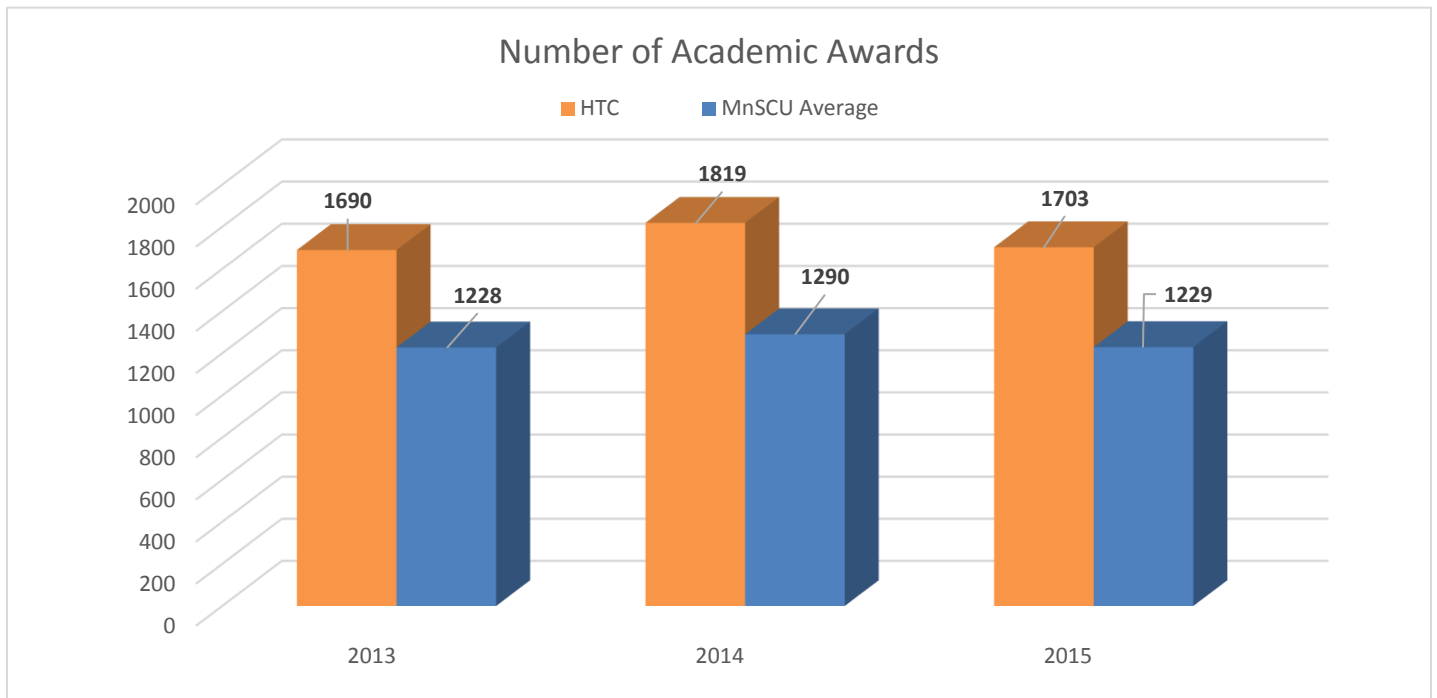


MnSCU Performance Metrics

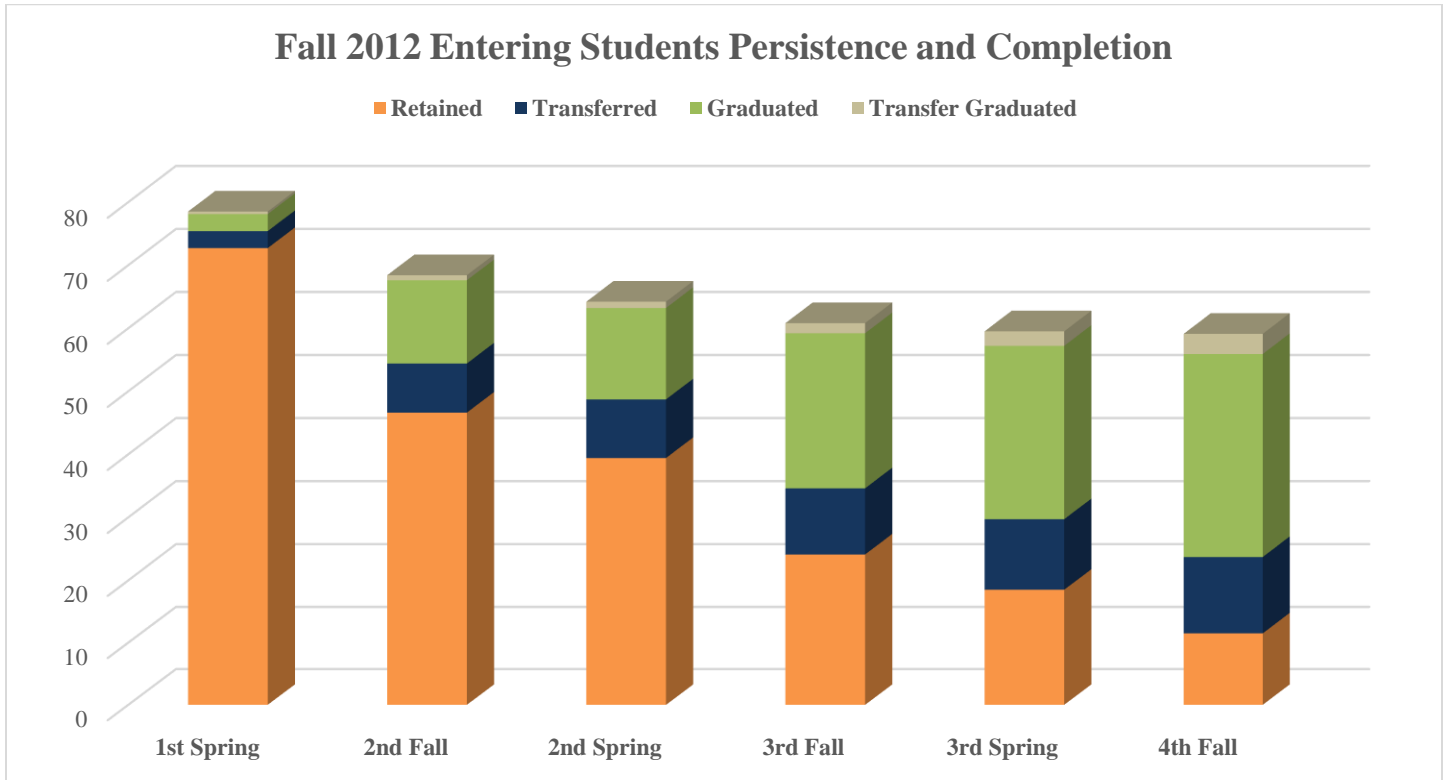
As part of the Minnesota State Colleges and University System (MnSCU), HTC collects data on several metrics that provide evidence of student achievement. The number of unique degrees, certificates and diplomas awarded to an individual student within a fiscal year is one such measure. HTC has exceeded our goal in this metric as illustrated in the figure below. A large part-time student population takes longer to complete the awards, but students are persisting and completing their respective awards.



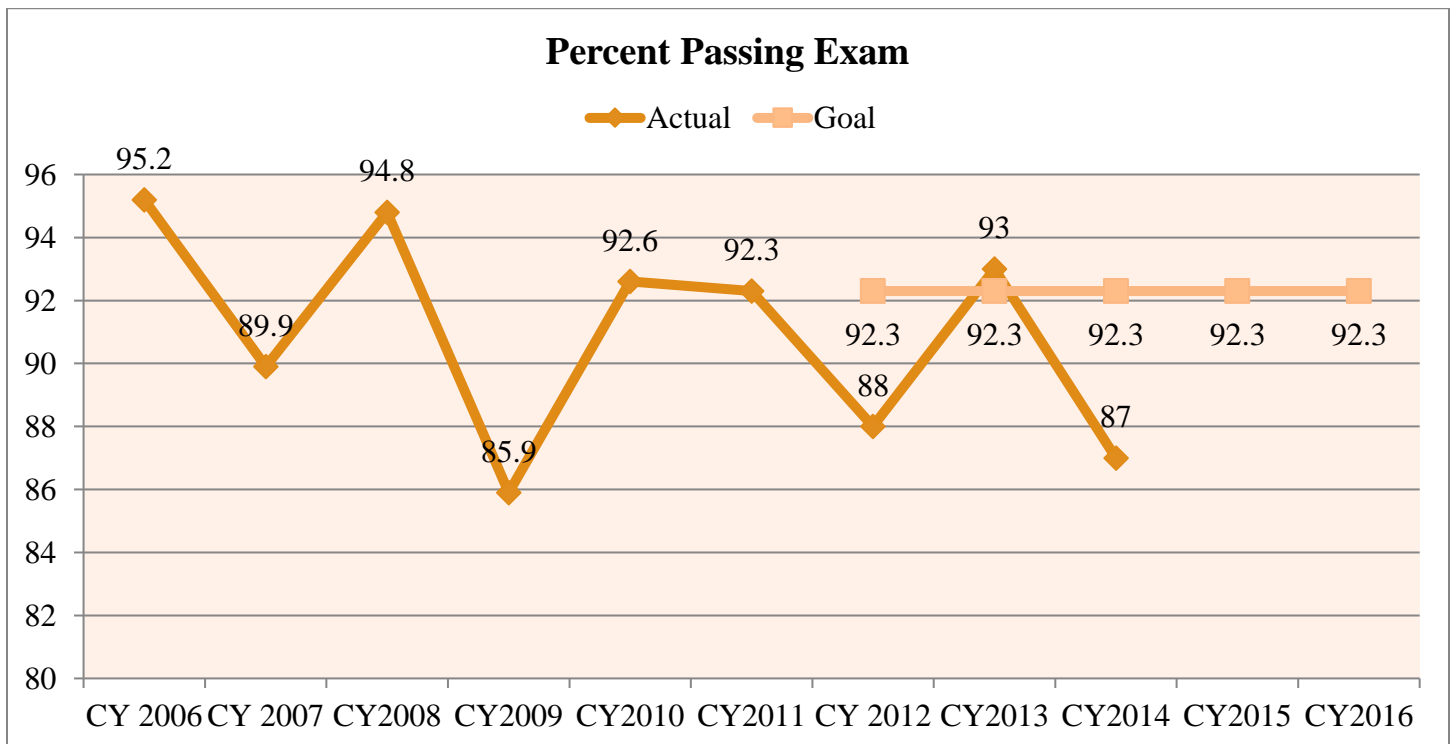
When comparing HTC to similar size and location institutions within MnSCU, HTC exceeds the average awards granted as illustrated in the chart below.



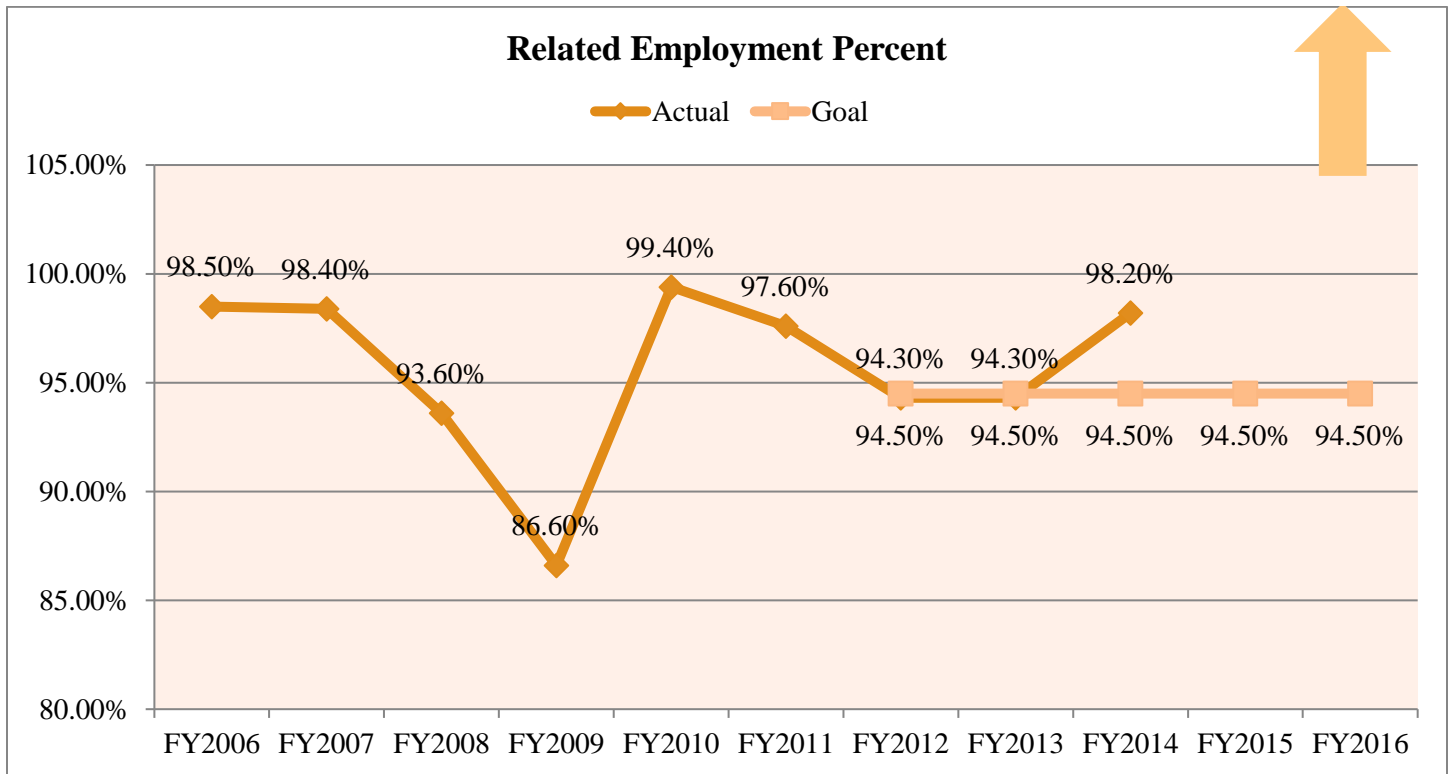
When looking at the entering students in Fall 2012, students are persisting and graduating through time-greater than the 2nd spring as most 2 year colleges. Again, this is reflective of our large part-time student body.



Another metric is licensure pass rate. MnSCU measures the program areas of nursing and law enforcement that HTC offers. The combined total has seen an uneven pattern of success.



As a technical college, graduates finding employment is very important. HTC has a history of strong rates for placement of graduates in their fields. While we were slightly below our goal in FY2012, 2013 there was a strong increase in 2014. The dip in 2009 is reflective of the recession within the economy and high unemployment rates. The self-reported data from our Graduate Follow-up Survey is graphed in the figure below.



Employers also are surveyed annually and their responses with respect to our students' abilities to meet the "soft skills" required in the workplace indicate great satisfaction. A decline in % in all but global awareness and computer skills indicates we have work to do on our institutional outcomes assessment but still strong satisfaction from our employers.

