

## **Quality Assurance Report**

**Table 2 – Standard 4**

**Table 7 – Standard 6**

*(Click on “Table” to Go Directly to Page)*

**Submitted on September 15, 2021**

**Accreditation Council for Business Schools and Programs**



*\*Initial Accreditation Awarded: 2013*

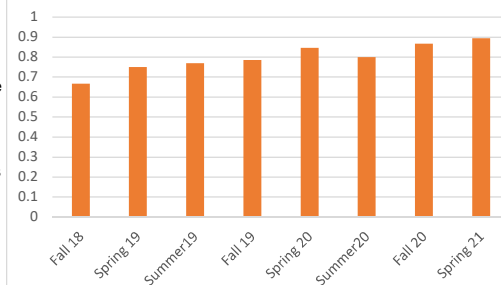
**TABLE 2: Student Learning Results (Standard 4)**

**Use this table to supply data for Criterion 4.2.**

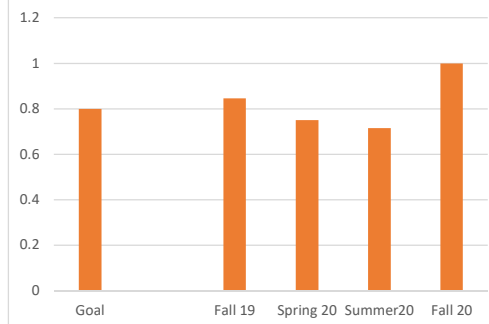
Performance Indicator	Definition														
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student's education.</p> <p>Summative – An assessment conducted at the end of the student's education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p> <p>- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.</p> <p>- For all data reported, show sample size (n=75).</p>														
Analysis of Results															
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	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)										
Technical Skills Assessment - Goal: Accounting Students will score an avg of 70% on the NOCTI Accounting Basic Assessment/Precision Exam Assessment	Formative: External; Direct; Comparative Students graduating from HTC with either the Accounting AS or AAS award are required to take a 3rd party assessment. This assessment is a third party test administered outside of the accounting classroom and proctored by someone other than accounting faculty. The test is designed to ensure students have acheived the academic knowledge and skills required to pursue the full range of career opportunities along the accounting pathway. Beginning in FY16-17 students entering the accounting program were required to take the NOCTI assessment in order to earn the AA or AS degree. Students already in the program will be encourage to take the exam prior to graduation, but not required. Beginning in the FY 19/20 school year, the 3rd party assessment was changed to the Precision exam for basic accounting.	The students have been able to average a score of over 70% based upon 4 school years  NOCTI TEST RESULTS FY17/18: 76.8% (NOCTI) FY18/19: 71.3% (NOCTI) FY19/20: 73.0% (Precision) FY20/21 72.9% (Precision)	In 2018 and 2019 the NOCTI assessment used as this test was an affordable option for students, but did include material not covered in our program which did impact test scores. Beginning in 2020, the third party assessment used by the accounting program became Precision. The state of MN has a contract with Precision to provide standardized tests in many different areas. The advantage of the test is the areas of the exam more closely relate to the topics covered in the accounting program. In FY20 and FY21 students averaged approximately 73%. Our plan is to increase the average student score to 75% over the next three years on the Precision Exam. As more students take the exam, we will be able to access if we need to incorporate additional material into our classes, so students will be able to have the technical skill competencies in the pathway.	During FY16 the college approved for our program to require all students graduating with either the AA or AS degree in accounting to take a 0 credit course which requires the student to take the 3rd party exam. The students would register for this class during their final semester. The exam would be administered by our testing center or beginning this year by an online proctor on a date scheduled by the student before the end of the semester. The online proctoring option for this tests supports the online accounting program, as students can not complete the program 100% online.	<table><caption>Precision/ Nocti 3rd Party Assessment</caption><thead><tr><th>Fiscal School Year</th><th>Average test score</th></tr></thead><tbody><tr><td>FY18</td><td>79.5</td></tr><tr><td>FY19</td><td>71.5</td></tr><tr><td>FY20</td><td>73.0</td></tr><tr><td>FY21</td><td>73.0</td></tr></tbody></table>	Fiscal School Year	Average test score	FY18	79.5	FY19	71.5	FY20	73.0	FY21	73.0
Fiscal School Year	Average test score														
FY18	79.5														
FY19	71.5														
FY20	73.0														
FY21	73.0														

<p><b>Program: Accounting AAS;</b> <b>Accounting AS</b> <b>Course: Financial Accounting</b></p> <p>Goal: Over 80% of accounting students in Financial Accounting can demonstrate the ability to do verticle and horizontal analysis of financial statements, including calculations of relavent financial ratios to determine the current state of a business.</p>	<p>Formative; Internal; Direct.</p> <p>Accounting students in Financial Accounting are to complete verticle and Horizontal analysis of an income statement and balance sheet, including the calculations of relavent ratios. The students must analyze the results to determine the profitability and strength of the business.</p>	<p>Over 80% of the students passed the assignment during the time frame of Summer 2018 - Spring 2021.</p>	<p>Over 80% of the students passed the assignment during that time frame. The students who did not pass the requirements of the assignment did not complete all homework assignments. It appears that the students who did not perform this successfully admitted to not putting in the extra effort to learn how to do this.</p>	<p>The accounting department will continue to submit courses to HTC online to help in the course design for online classes. This assignment will continue to be used as it has proven to be a valuable learning tool for students. Additionally, a larger project has been added to the course where students analyze a large public company and the instructor gives specific feedback to students about this project before the students complete the final assessment.</p>
<p><b>Program: Business AS degrees</b> <b>Course: Marketing Concepts and Strategies</b> Outcome: Apply marketing Concepts and strategies to business decision making</p> <p>85% of students will be able to Analyze a product or service to determine the problems it solves for customers or the need it fulfills by achieving a score of 70% or above on the Target Market Analysis Project.</p> <p>The Target Market Analysis Project Requires the student to interview an existing local company with the Twin Cities Metro Area and conduct a target market analysis for one of the companies products or services. The student will follow an 8 step target analysis process.</p>	<p>Formative / Internal / Direct.</p> <p>The measurement is a Project in the Marketing Concepts and Strategy course that require the student to apply concepts from the course material to determine the target market which is the first step in a successful marketing campaign. Students are asked to work with a local company and prepare a through analysis of the target market for the company selected following an 8 step process. Scores are based on the depth of analysis and application of concepts from our course material and outside research to support the analysis and recommendations.</p>	<p>This Course was offered in the Fall of 19 and 20, along with summer 21. This is a new assignment, thus only 3 data points so far. The goal is to have over 80% of the students complete the assignment with a minimum score of 70%. The students were below this threshold in the fall of 19 and 20, and at 80% for the summer of 21.</p>	<p>This is a large assignment for the students. The students who successfully completed the project did very well on tests and future assignments in the course.</p>	<p>A detailed grading rubric (2020) has been added to the assignment. In addition, students will be informed of the project earlier in the semester, so they have more time to think about the project and prepare for the project. In addition, a formative test on target markets will be added prior to the start of this project.</p>
<p><b>Program: Management AS</b> <b>Course: Introduction to Selling</b> Outcome: Identify Strategies to Retain Customers</p> <p>Goal: 80% of students will be able to identify strategies to retain customers by achieving a combined score of 70% or above on a business case study.</p> <p>In the case study assignment, students are presented with a business situation focused on one of the functions of management (planning, organizing, leading and controlling). Students are required to analyze the situation and submit a 3 - 5 page paper describing their analysis and recommendations.</p>	<p>Formative / Internal / Direct.</p> <p>The measurement is a series of written case study in the Introduction to Selling course that requires the student to apply concepts from the course material to real business situations. Students are asked to write their case study as if they were submitting a recommendation to their supervisor and include executive summary, background, analysis and recommendations sections. Scores are based on the depth of analysis and application of concepts from our course material and outside research to support the analysis and recommendations.</p>	<p>The fall of 19 and the summer of 21 over 84% of the students scored higher than 70% of the assessment. The Spring of 20 and the Summer of 20 students scored 75% and 71.4% respectively.</p>	<p>Students are allowed to select 10 of 12 case studies to complete during the semester. The case study on retaining customers is assigned during the last part of the course, so many students do not complete that case. As this is an outcome for the Marketing and Sales AS, a second case study will be added so the students will need to do at least one on this learning outcome.</p>	<p>A detailed grading rubric (2020) has been added to the assignment. In addition, a second case study addressing retaining customers will be added to the schedule, so all students will complete at least one case study dealing with retaining customers.</p>

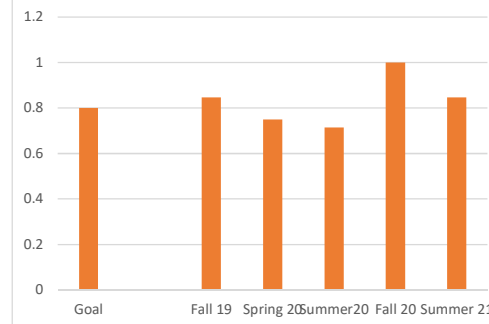
ANALYZE FINANCIAL STATEMENTS -  
Student Proficiency



Target Market Analysis Project

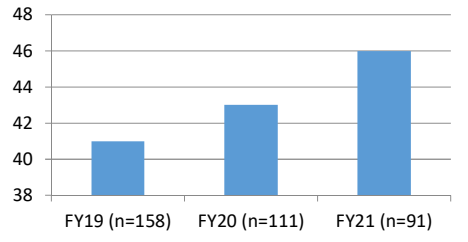


Case Study Assessment



**TABLE 7: Business Unit Performance Results (Standard 6)**

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

<b>Organizational Effectiveness Results</b>	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.  <b>- Please note that data reported in this table should be business unit data and not institution-wide data.</b>  - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.  - For all data reported, show sample size (n=75).																
<b>Analysis of Results</b>																	
<b><u>Performance Measure:</u></b> <b>What is your performance measure?</b> <b>What is your goal?</b> <b>(The goal should be measurable.)</b>	<b>What is your measurement instrument or process?</b> <b>(indicate length of cycle)</b>	<b><u>Current Results:</u></b> <b>What are your current results?</b>	<b><u>Analysis of Results:</u></b> <b>What did you learn from your results?</b>	<b><u>Action Taken or Improvement Made:</u></b> <b>What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends</b> <b>(3-5 data points preferred)</b>												
Hennepin Technical College defines and measures retention as the percentage of students from the previous fiscal year who declared a major and enroll in at least one course that fall or spring semester, who then re-enrolled one year later or completed their program by then. This number includes both part-time and full-time students, but does not include transfer students.  The Business Unit Goal is to increase it's retention of ACBSP accredited programs by 3% each year.	Retention rates as calculated by the Hennepin Technical College Office of Institutional Research on an annual Fiscal Year basis.	2019: 41%; 2020: 43%; 2021: 46%	The data indicates a positive, modest growth in retention rates, mostly achieving the stated goal of yearly 3%.	During this period, Hennepin Technical College held program-wide advising sessions, which included Faculty and Student Success Advisors. Faculty also incorporated advising into classroom activities. It's now possible for students to register for a year forward, which helps students plan more effectively.  Next Steps: During the 2022 fiscal year, faculty will prepare a comprehensive program review and analysis, which will include analysis of retention and actions for improvement.	<div><div><b>Retention Rate</b></div><table><caption>Retention Rate Data</caption><thead><tr><th>Fiscal Year</th><th>Sample Size (n)</th><th>Retention Rate (%)</th></tr></thead><tbody><tr><td>FY19</td><td>158</td><td>41</td></tr><tr><td>FY20</td><td>111</td><td>43</td></tr><tr><td>FY21</td><td>91</td><td>46</td></tr></tbody></table></div>	Fiscal Year	Sample Size (n)	Retention Rate (%)	FY19	158	41	FY20	111	43	FY21	91	46
Fiscal Year	Sample Size (n)	Retention Rate (%)															
FY19	158	41															
FY20	111	43															
FY21	91	46															

Analysis of Results													
<u>Performance Measure:</u> What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	<u>Current Results:</u> What are your current results?	<u>Analysis of Results:</u> What did you learn from your results?	<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)								
Increase enrollment in the business-unit by 3% per fiscal year.	Credit counts for the Business unit as detailed in the data provided by HTC's Office of Institutional Research.	2019: 4,176 credits sold 2020: 3,756 credits sold 2021: 3,341 credits sold	Business unit and College-wide enrollment was down percent during this period, primarily due to Covid.  Business Unit: 2020: decline of 10% 2021: decline of 11%  The decline in the business unit is similar to College trends: 2020: decline of 8.4% 2021: decline of 7.7%	Action Taken or Improvement Made: During this period, two new awards were introduced:  Revised: Accounting Pathways AAS Sales and Marketing AAS  New: Business Pathways AAS Entrepreneurship AAS  The Business Unit also participates in Concurrent Enrollment at the high school level.  Next Steps: During the 2022 fiscal year, faculty will prepare a comprehensive program review and analysis, which will include analysis of credits sold and actions for improvement.	<div><h3>Enrollment</h3><table><thead><tr><th>Fiscal Year</th><th>Enrollment</th></tr></thead><tbody><tr><td>FY19</td><td>4200</td></tr><tr><td>FY20</td><td>3800</td></tr><tr><td>FY21</td><td>3400</td></tr></tbody></table></div>	Fiscal Year	Enrollment	FY19	4200	FY20	3800	FY21	3400
Fiscal Year	Enrollment												
FY19	4200												
FY20	3800												
FY21	3400												
Increase the number of graduates from each of the ACBSP-accredited programs by 3% per academic year.	Graduate statistics for the Business unit as detailed in the data provided by HTC's Office of Institutional Research.	Number of Graduates for FY2019: 24 FY2020: 28 FY2021: 22  Programs Include: Accounting Transfer Pathway AS; Accounting AAS; Management AAS; Marketing & Sales AAS;	Student completion has been impacted by Covid.  Business Unit: 2020: increase of 17% 2021: decrease of 21%	With the help of government funding and HTC Foundation donations, Hennepin Technical College has invested in programs that support student persistence and completion, including help with student debt and basic needs.	<div><h3>Business Unit Graduates</h3><table><thead><tr><th>Fiscal Year</th><th>Graduates</th></tr></thead><tbody><tr><td>FY19</td><td>24</td></tr><tr><td>FY20</td><td>28</td></tr><tr><td>FY21</td><td>22</td></tr></tbody></table></div>	Fiscal Year	Graduates	FY19	24	FY20	28	FY21	22
Fiscal Year	Graduates												
FY19	24												
FY20	28												
FY21	22												