

<b>PROGRAM INFORMATION</b>	<b>Program</b>	<b>Farm/Ranch Management</b>
	Submitted by:	Blaine Carey
	Year	2023-2024
	Date of Review	2024-08-07
	Form Key	cdd69cd8-8d78-47b4-833c-851ddea4a2c4
<b>PROGRAM OUTCOMES</b>	Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	The outcomes for the basic program will not change; we may develop outcomes for the advanced certificate program.
	Outcomes are up to date in WIDS and on the program's web page	No on WIDS, Yes on program's web page
<b>ENROLLMENT</b>	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	Program added 11 new students in the 2023-2024 academic year. Will continue with the current goal of adding 10 new students per year.
<b>RETENTION</b>	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	We achieved an 80% retention for the 2023 year, which is above the benchmark goal of 75%. We did lose a few more students than usual as they chose to not continue with the program after their current instructor left the program.
<b>STUDENT SATISFACTION</b>	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	100% agreed that they would recommend the program to others. We were disappointed with the low response rate (n=7); we will be working to increase participation in the survey for next year.
<b>PROFESSIONAL DEVELOPMENT</b>	What professional development activities have instructors in this program completed in the last year?	Instructors have attended national and state FBM conferences and meeting. Also attended the spring and fall PEP meetings with the Minnesota FBM team and Finpack training.
	How were these activities used to improve this program?	The instructors gained a better understanding of the Finpack program. The activities also provided networking with other FBM instructors throughout the Midwest.
<b>PROFESSIONAL ORGANIZATIONS</b>	Do faculty members belong to professional organizations associated with this program?	Yes
	If no, explain why.	

	Are students made aware of the professional organizations for their career field?	Yes
<b>ADVISORY BOARD RECOMMENDATIONS</b>	What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?	The advisory board is concerned about program growth and would really like to add another instructor. We will continue to promote the program throughout the state.
	Implementation Date	2024-05-01
	Indicate the personnel responsible for implementing the change(s):	Blaine Carey
<b>PROGRAM IMPROVEMENT PLANS AND BUDGET</b>	As you review this past year, what changes do you propose for the next school year that will affect the program's budget?	Addition of a third fulltime FBM instructor
	Cost	TBD

<b>PROGRAM INFORMATION</b>	<b>Program</b>	<b>Diesel Power Technology</b>
	Submitted by:	Marla Smith
	Year	2023-2024
	Date of Review	2024-01-26
	Form Key	34081ab0-ba74-401a-8310-53939505e951
<b>PROGRAM OUTCOMES</b>	Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	Instructors in the programs reviewed the outcomes. No changes were made to the outcomes.
	Outcomes are up to date in WIDS and on the program's web page	Yes
<b>SYLLABI</b>	ADA Statement	Yes
	Competencies	Yes
	Course Description	Yes
	Course Title and Number	Yes
	Credit Hours	Yes
	Freedom of Expression Statement	Yes
	Grading Criteria	Yes
	Instructor	Yes
	Academic Integrity Policy	Yes
	Nondiscrimination Statement	Yes
	Office Hours/Contact Information	Yes
	Prerequisites	Yes
	Required Text(s)	Yes
	Syllabi Up to Date in WIDS	Yes
Explain which syllabi were reviewed this year; input received from advisory board, instructors, students, etc. regarding course objectives and textbooks used; and changes made, if any.	Some courses were assigned to new faculty so those syllabi were reviewed. Changes were made as needed.	
<b>PROGRAM COMPETENCIES</b>	Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	The Small Engines course was removed from the curriculum due to relevancy. Diesel after treatment is going to be expanded in the Diesel Engines class.
	WIDS Up to Date	Yes
<b>COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST</b>	Capstone	No
	Class Participation	Yes
	Clinical/internship observations	Yes
	Examinations	Yes
	Comprehensive Final Exams	Yes

	Journals	Yes
	Lab Demonstrations	Yes
	Oral Examinations/Presentations	Yes
	Other Projects	Yes
	Peer Evaluations	Yes
	Portfolio Projects	No
	Quizzes	Yes
	Self-Evaluations	No
	Simulations	Yes
	Videos of Student Mastery	No
	Written Essays	Yes
	Written Reports	Yes
<b>ALIGNED AND APPROPRIATE ASSESSMENTS</b>	Assessments used in the program are matched to the outcomes/competencies for the program.	Yes
	Explain changes in the assessments used in your program since your last review (include input received and rationale).	All second year students take ASE student certifications. We have been adding more electrical and other trainers to improve the student to trainer ratio for hands-on learning and assessment.
	Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation.	Trainers, simulations, and real-life application are all ways students are tested on higher-level thinking skills.
<b>INDUSTRY CERTIFICATIONS</b>	Explain any changes made or planned in the program based on assessment of industry certifications used in the program.	We are no longer using Stihl and Briggs and Stratton certifications with the discontinuing of Small Engines class. The ASE certification gives students areas to work on. They can retest on any areas where they didn't pass the first time.
<b>INTERNSHIPS/ CLINICALS</b>	How do you evaluate program competencies or learning objectives during internship/externship experiences?	We have rubrics and weekly summary of the work they completed. We have internship supervisor evaluations twice during the internship. We conduct site visits and conduct in-depth interviews with site managers and students.
	As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?	We continue to hear that communication is a problem. Students aren't comfortable talking to customers/others. Program faculty address this by having students talk to customers on all of our outside projects.

<b>ENROLLMENT</b>	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	Yes, we had 129% of the program's capacity.
<b>RETENTION</b>	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	Retention rate for the program was 92% -- we met the benchmark.
<b>GRADUATION</b>	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	Graduation rate was 95% -- met the benchmark.
<b>PLACEMENT</b>	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	All graduates in the labor pool were employed in the field.
<b>STUDENT SATISFACTION</b>	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	Not assessed this cycle.
<b>ALUMNI SATISFACTION</b>	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	Not assessed this cycle.
<b>EMPLOYER SATISFACTION</b>	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	Not assessed this cycle.
<b>PROFESSIONAL DEVELOPMENT</b>	What professional development activities have instructors in this program completed in the last year?	Noah is a new faculty and is completing the EDU courses as a new instructor. Faculty attended industry clinics and webinars. Joel worked in industry while Noah came from working in the industry.

	How were these activities used to improve this program?	ASE electrical webinars is being used in our course. We use the industry trainings to keep curriculum up to date.
PROFESSIONAL ORGANIZATIONS	Do faculty members belong to professional organizations associated with this program?	Yes
	If no, explain why.	
	Are students made aware of the professional organizations for their career field?	Yes
ADVISORY BOARD RECOMMENDATIONS	What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?	No changes were suggested. The board continues to emphasize the importance of expanding students' communication skills through work orders and customer service practice.
	Implementation Date	2024-01-26
	Indicate the personnel responsible for implementing the change(s):	All diesel instructors
PROGRAM IMPROVEMENT PLANS AND BUDGET	As you review this past year, what changes do you propose for the next school year that will affect the program's budget?	We are going to request newer equipment with after treatment to include new engines with newer technology, electronically controlled.
	Cost	\$250,000