

2025–2026 Wind Turbine Technology Program Review

Form: Annual Program Review

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Program: Wind Turbine Technology

Year: 2025-2026

Begin Date: 01/07/2026

A. Program Learning Outcomes

Program learning outcomes meet industry and community trends and support the mission of Mitchell Technical College.

1. Date of Review: 01/07/2026

2. Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:

3. Outcomes are up-to-date in Coursedog and on the program's web page. Yes

B. Course Syllabi

Course syllabi in the program include the following components (Select Yes if course syllabi include the component.):

- Course title and number — Yes
- Credit hours — Yes
- Instructor — Yes
- Instructor office hours/contact information — Yes
- Prerequisites — No
- Course description — Yes
- Competencies — Yes
- Required text(s) — Yes
- Grading criteria — Yes
- Freedom of expression statement — Yes
- Academic integrity policy — Yes
- ADA statement — Yes
- Nondiscrimination statement — Yes

Date of Review: 01/07/2026

Check here if syllabi are up-to-date in Coursedog. 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:

WTT 103, 106, 109. Created new for fall semester classes.

C. Program Competencies

1. Date of Review 01/07/2026

2. Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:

All courses were revamped and changed. New instructor changed competencies, removing fluff and adding relevant material

3. Competencies are up-to-date in Coursedog. Yes

D. Course Assessments

Instructors in the program will a.) use a variety of assessment instruments and tools; b.) assess identified program learning outcomes and competencies; and c.) include assessment of higher-level thinking skills, such as application, analysis, synthesis, and evaluation.

1. Indicate which kinds of assessments are used in your program:

- Oral examinations/presentations — Yes
- Written essays — No
- Written reports — No
- Examinations — Yes
- Comprehensive final exams — Yes
- Journals — No
- Peer evaluations — No
- Self-evaluations — No
- Clinical/internship observations — No
- Class participation — Yes
- Portfolio projects — Yes
- Capstone projects — Yes
- Other projects — Yes
- Videos of student mastery — No
- Quizzes — Yes
- Lab demonstrations — Yes
- Simulations — Yes

2. Check here if assessments used in the program are matched to the outcomes/competencies for the program. Yes

2. Explain changes in the assessments used in your program since your last review (include input received and rationale):

Don't know what past instructor did in class. This fall used a variety of methods focusing on hands on learning.

3. Give examples of how assessments used in the program reflect higher-level thinking skills, such as application, analysis, synthesis, and evaluation.

Hands on builds skills and a strong foundation for further learning. Real world scenarios to test trouble shooting and critical thinking.

E. Certifications

If available, the program uses industry and/or program certification tests to assess student mastery of learning objectives or competencies. Verify that certifications and licensures are saved in the Industry Certifications library on your program's SharePoint page.

1. Explain any changes made or planned in the program based on assessment of industry certifications used in the program:

OSHA 10 and first AID/CPR

F. Program Internships/Externships

If applicable, the program uses internships, externships, or on-the-job training to assess student mastery of learning objectives or competencies.

1. How do you evaluate program competencies or learning objectives during internship/externship experiences?

N/A

2. As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?

N/A

H. Enrollment

Five-year data for this program will demonstrate that the program's 10-day count is at or above 75% of its enrollment cap.

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.

Attending career fairs and word of mouth

I. Retention

Five-year data for this program will demonstrate that 75% or more of enrolled students complete their program or return to MTC the following year.

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.

67% graduated, but only 3 students last year.

J. Graduation

Five-year data for this program will demonstrate that 70% or more of exiting students complete this program with a diploma or degree.

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.

nope, in 5 years highest was 90%, lowest was 43%

K. In-field Job Placement

Five-year data for this program will demonstrate that 80% or more of graduates in the labor market obtain employment in the program field.

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, above 80%

L. Student Satisfaction

Students in this program indicate an excellent level of satisfaction with their instruction, as demonstrated by no gaps exceeding 1.0 on questions related to instructional effectiveness on the most recent Noel-Levitz Student Satisfaction Inventory survey.

If this benchmark is not met, what strategy or strategies will be implemented to address this measure?

N/A

M. Alumni Satisfaction

Institutional surveys of alumni indicate an 80% or greater satisfaction with their career preparation in this program.

If this benchmark is not met, what strategy or strategies will be implemented to address this measure?

N/A

N. Employer Satisfaction

Employers respond favorably 80% of the time when surveyed about the quality of this program.

If this benchmark is not met, what strategy or strategies will be implemented to address this measure?

N/A

O. Professional Development

Instructors in this program demonstrate a commitment to their own professional development by completing continuing education activities each year.

1. What professional development activities have instructors in this program completed in the last year?

N/A

2. How were these activities used to improve this program?

N/A

P. Professional Organizations

Instructors in this program are members of professional organizations and encourage their students to pursue such memberships.

1. Do faculty members belong to professional organizations associated with this program? No

If no, explain why. They aren't many out there.

2. Are students made aware of the professional organizations for their career field? Y

Q. Advisory Board Recommendations

Suggestions and changes recommended by this program's advisory board are addressed and implemented by the program. Verify that minutes are saved in the Advisory Board Minutes library on your program's SharePoint page.

What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?

No advisory board meeting last year, but based off this years meeting changes will be made for next year.

Indicate the personnel responsible for implementing the change(s): Instructor

Implementation date: 01/07/2026

R. Program Improvement Plans

As you review this past year, what changes do you propose for the next school year that will affect the program's budget?

More updated safety equipment, overhead crane for lab, an industrial scale wind turbine for climbing.

Anticipated costs: \$100,000

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