

Mitchell Technical Institute

Annual General Education Assessment Review

Department Head:

Date:

As a department, please review the following direct and indirect measures and provide the responses requested.

Direct Measures

A. Program Student Learning Outcomes

General Education outcomes for the MTI graduate meet industry and community trends and support the mission of Mitchell Technical Institute.

1. Date of review:
2. Explain how outcomes were reviewed this year (i.e., input from advisory committee, instructors, students, etc.) and changes made, if any:

Since we changed and added some of our courses, we reviewed the competencies of general education competencies compared to general education outcomes to make sure new courses are meeting the outcome expectations. New courses were added based on input from advisory committee meetings to address industry standards for general employability.

B. Course Syllabi

Syllabi used in General Education courses include the following components (check the box if included in syllabi):

Course title and number	<input checked="" type="checkbox"/>
Credit hours	<input checked="" type="checkbox"/>
Instructor	<input checked="" type="checkbox"/>
Instructor office hours/contact information	<input checked="" type="checkbox"/>
Prerequisites	<input checked="" type="checkbox"/>
Course description	<input checked="" type="checkbox"/>
Competencies	<input checked="" type="checkbox"/>
Required text(s)	<input checked="" type="checkbox"/>
Grading criteria	<input checked="" type="checkbox"/>
ADA statement	<input checked="" type="checkbox"/>
Academic Integrity policy	<input checked="" type="checkbox"/>

1. Date of review: 1/4/2018
2. Explain which syllabi were reviewed this year, input received from advisory committee, instructors, students, etc., regarding course objectives and textbooks used, and changes made, if any:

Syllabi reviewed this year include COMM 151, CHRD 104, and COMM 210. These were new syllabi for new course offerings presented to department chair, division head, and Dean of Academics for approval. When we reviewed courses for transferability, all

C. Student Learning Competencies

MTI has a list of identified General Education student learning competencies.

1. Date of review: 1/4/2018
2. Explain how competencies were reviewed this year (i.e., input from advisory committee, instructors, students, etc.) and changes made, if any:

Based on 2016-2017 advisory committee feedback, changes were implemented to this years' courses and reviewed by faculty and administration to ensure new curriculum was incorporated to address student learning competencies. General Education course learning competencies were reviewed to evaluate and compare to state university standards for potential transferability.

D. Assessment

General Education instructors will a.) use a variety of assessment instruments and tools; b.) assess identified objectives and competencies; and c.) include assessment of higher level thinking skills, such as application, analysis, synthesis and evaluation.

1. Complete the checklist indicating which kinds of assessments are used in your program.

Types of Assessment	Used by instructors in program
Oral examinations/presentations	<input checked="" type="checkbox"/>
Written essays	<input checked="" type="checkbox"/>
Written reports	<input checked="" type="checkbox"/>
Examinations	<input checked="" type="checkbox"/>
Quizzes	<input checked="" type="checkbox"/>
Comprehensive final exams	<input checked="" type="checkbox"/>
Journals	<input checked="" type="checkbox"/>
Peer evaluations	<input checked="" type="checkbox"/>
Self evaluations	<input checked="" type="checkbox"/>
Class participation	<input checked="" type="checkbox"/>
Portfolio projects	<input checked="" type="checkbox"/>
Capstone projects	<input checked="" type="checkbox"/>
Other projects	<input checked="" type="checkbox"/>

Video tapes of student mastery	<input checked="" type="checkbox"/>
Lab demonstrations	<input type="checkbox"/>
Clinical/internship observations	<input type="checkbox"/>

2. Are assessments used in General Education courses matched to the objectives/competencies of General Education at MTI?

Yes

No

3. Explain changes in the assessments used in General Education courses since your last review (including input received and rationale):

Computer courses have added new projects to update student experiences for assessment. Rationale: to expose students to experiences they would encounter in the workplace. English composition has added LaunchPad Learning curve to assess writing skills using a pre-test/post-test evaluation tool. Rationale: to help focus lessons targeting skill set needs. Workplace communication implemented a mock interview process using outside interviewers to enhance the student interview experience. Rationale: Students get a more realistic experience.

4. Give examples of how assessments used in General Education courses reflect higher level thinking skills, such as application, analysis, synthesis and evaluation.

English students are required to demonstrate synthesis by incorporating sources in persuasive research essays and explaining how the source supports the argument. Math students apply geometry concepts to solve for real world applications of area and volume, such as filling a driveway with concrete. English students evaluate claims made by sources. For example, students determine why Wikipedia is not a valid academic source. However, an article published by an engineer in Architectural Digest would be an expert publishing in his or her field. Interpersonal Communications requires students to apply theoretical communication concepts to interpersonal communication situations. Students must demonstrate they not only know the terminology but also understand how to apply concepts in practical situations. In Mass Communications & Culture, students must apply information learned about media influences to cultural impacts. Computers requires students to solve a story problem by creating a spreadsheet based on the situation. Social diversity class did the cultural fair where they researched aspects of cultural diversity and present it publicly.

E. Closing the Loop

Assessment results were used to revise and improve instruction and curriculum both for current students and future cohorts at MTI.

Explain how you used direct assessment results to make changes in your courses:

In Basic Writing, we are using the information from Hawkes implemented in 2016-17 to assess how learning is progressing and how we make decisions about assessment. For example, when looking at student data sets, data indicated that

students performing the Learn and Practice sessions showed growth in the assessment portion of the exercises or lessons; those that just went to the assessment without doing the Learn and Practice did not perform as well. The latter students often quit before completing the final assessment.

Indirect Measures

A. **Student Satisfaction**

Students indicate an excellent level of satisfaction with General Education instruction, as demonstrated by no gaps exceeding 1.0 on questions related to instructional effectiveness in General Education courses 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?

B. **Alumni Satisfaction**

Institutional surveys of alumni indicate an 80% or greater satisfaction with their General Education courses.

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

NA

C. **Employer Satisfaction**

Employers respond favorably 80% of the time when surveyed about the quality of General Education at MTI.

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

NA

D. Professional Development

General Education instructors demonstrate a commitment to their own professional development by completing continuing education activities each year.

What professional development activities have instructors completed in the last year?

SDACTE
SDCTE
Global Leadership Summit
SDCTM
Mathematical Mindset Class
Argumentation Theory Class

How were these activities used to improve General Education at MTI?

Activities were used to incorporate trending approaches to technology, instruction, and curriculum in order to engage students and implement new ideas from other educators.

E. Professional Organizations

General Education instructors are members of professional organizations.

Do faculty members belong to professional organizations associated with this program?

- Yes
 No

If no, explain why.

NCTE
SDCTE
CCCC
SDCTM
SCASD

F. Advisory Committee Recommendations

Suggestions and changes recommended by the General Education Advisory Committee are addressed and implemented by the department.

What changes will be made to the General Education courses based on feedback provided at this year's advisory committee meeting(s)?

NA

Indicate the personnel responsible for implementing the changes:

NA

Implementation date:

G. Improvement Plans

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

Conference attendance.

Anticipated costs:

5000