

Mitchell Technical Institute

Annual General Education Program Review

Department Head: Julie Gross

Date: 1/7/2020

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: 1/7/2020
2. Explain how outcomes were reviewed this year (i.e., input from advisory committee, instructors, students, etc.) and changes made, if any:

General education reviews one program outcome. There are four (4) program outcomes. The outcomes are reviewed on a four (4) year cycle. Last year, math skills were reviewed. This year, the communication and relationships outcome was reviewed. Next year, the computer technology program outcome will be reviewed. In two years, oral and written communication skills will be reviewed.

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: .
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:

The syllabus reviewed last year by the Advisory Board were SSS 100 and SSS 200, by the Center for Student Success. The Center for Student Success is responsible for updates. One known update is on the resumes and generational data for discussing age and generational culture.

C. Student Learning Competencies

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

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

General education competencies are reviewed by Advisory boards on a rolling basis. This year, we examined COMM 151 competencies for the program outcome to "apply human relationship skills to work successfully in a diverse society." Focus was on essays over human rights on a local, national, or global environment, which addresses advisory board comments on work ethic and skills.

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	✓
Written essays	✓
Written reports	✓
Examinations	✓
Quizzes	✓
Comprehensive final exams	✓
Journals	✓
Peer evaluations	✓
Self evaluations	✓
Class participation	✓
Portfolio projects	✓
Capstone projects	✓
Other projects	✓

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):

Institutional rubrics have changed to more specifically identify criteria. Institutional rubrics are applied to at least 1 class per faculty each semester. This semester, the rubric focus was on Work Ethic. Each faculty used at least 1 Work Ethic rubric per class in the fall semester.

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

At the end of the fall 2019 term, English 110 students complete a capstone project incorporating semester concepts to show that they can apply skills learned during the semester (research, summary, analysis and synthesis, document design, writing, presenting, collaboration, etc.) to compose and present a product comparison and recommendation. This demonstrates higher level thinking by requiring students to draw upon strategies for skill building attained throughout the semester.

E. General Education Learning Outcome Assessment

General Education outcome assessment results were used to revise and improve instruction and curriculum for both current and future cohorts at MTI.

1. What learning outcome(s) was assessed this year?

The 2019-2020 General Education outcome assessed this year is "Apply human relationship

2. How did you assess student achievement of this general education learning

outcome(s)? (What measure(s) was used?)

The tool used to measure achievement is an essay over specific human rights issues in local national, or global environments in COMM 151 Mass Media & Culture class.

A rubric was used to assess essay outcomes.

3. What is the benchmark for achievement of this outcome?

Class average of 70%.

Not applicable.

4. Explain the results and your analysis of the previous year's data on this outcome. (Did your students meet the benchmark? If not, what factors might be affecting student achievement of this outcome? What does historical trend data on this outcome tell you? Is there further assessment needed to understand and address why MTI is not meeting the benchmark?)

Students did not meet the benchmark. Across seven (7) classes in the spring of 2019 and fall 2019, the average was 71.57%. Three (3) of the seven (7) classes did not meet or pass the benchmark of 70%. We do not have a historical trend to use to measure this data against.

5. Explain how you will use assessment results to make changes in the general education program at MTI.

The instructor will spend more time such as an additional 45-50 minutes class period and an additional assignment on reading and summarizing information. This will help students better understand the expectations for the assignment criteria.

6. If you made changes to general education last year based on outcome assessment, what has been the impact on student achievement following the changes?

Improved Achievement

If applicable, what further changes are needed to improve achievement in this learning outcome?

For the math classes after implementing a new text and learning software, we are above the class average increase from pre-test to post test with an average of 38% in math 104 and 3 math 105. We will continue to monitor the percentage to determine if students are meeting benchmark.

[Pre-2017 Closing the Loop archived results]

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?

Not assessed this year.

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?

Not assessed this year.

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?

Not assessed this year.

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?

Math instructors attended the South Dakota Council Teachers of Mathematics conference and the South Dakota Association of Career and Technical Education. Math instructors have also taken some electronics classes to better understand the contextual math of programs. One faculty completed 18 credit hours of Math for higher level credentialing.

Communication faculty attended the Mid-TESOL conference, completed masters degree in adult in higher education and communication studies. Communication faculty is a member of the National Communication Association, attended the Trend digital conference, and participated in the FEMA multi-hazard emergency planning for schools.

One English faculty is participating in the South Dakota Leadership Academy and is a member of NCTE. Another English faculty is also a member of NCTE.

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

Participation in conferences and continuing education are used to improve general education by involving faculty in discussions about trends in the field and ongoing content development by continuing research.

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 (Michelle and Julie)
SDCTM (Nathanial and Scott)
Mid-TESOL (Sarah)

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)?

The most recent advisory board meeting was held on January 20, 2019. One thing advisory boards mentioned were the use of incentives or rewards to incentivize employee participation. General education faculty have implemented motivational incentives in class. For example, faculty in all classes have used candy rewards for concept reviews or extra credit in all classes for incentives to improve performance during activities and participation.

Another place the board agreed was that employees need improved soft skills, such as work ethic. For example, in the career readiness class, students talk about critical thinking and problem solving. In one fall communication class, students discuss time theft and use of personal technology on employer time to help students recognize that technological use of devices is unethical in the workplace. Another example is the addition of an ethical lesson incorporated in English classes in the fall included a video of some workers taking initiative to rescue an owl trapped while they were working on a job. This led to a discussion of what initiative looks like and required students to give an example of how they can show initiative on the job. These examples demonstrate ways faculty support career readiness by using activities to promote critical thinking and problem solving.

Some General Education faculty reviewed cell phone policies in their syllabus and updated policies in their syllabus based on feedback from advisory boards in

January 2019 that cell phone usage continues to be a concern in industry.

The advisory board also said they would like to see improved mental math skills. In math classes, math faculty incorporated mental math exercises and basic computation approximately biweekly to help address this skills gap and give students practice.

Indicate the personnel responsible for implementing the changes:

General education instr...

Implementation date: 1/7/2020

G. Improvement Plans

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

Screen-Cast-O-Matic technology for video creation. Incentives for increasing student motivation (supported by advisory board member suggestions).

Anticipated costs:

\$600