

# 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:

Input from advisory committees was used to review English curriculum at our annual General Education Advisory Board meeting. Specifically, we looked at the changes in the outcomes that were made in the summer of 2017 based on previous discussions and input from our advisory committee. Committee members agreed that the focus on more oral communication along with the written communication was beneficial. Other changes revolved around focusing Workplace Communications more on the professional communication needed to be successful in all technical careers, which instructors saw as a necessity for students.

**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 computer course attendance policy in the syllabus for CIS 105 was changed based on recommendations from the Center for Student Success. The new policy shows immediate deductions to student grades instead of end-of-the-semester deductions.

In COMM 151, Mass Communication and Culture, the textbook was changed for fall 2018 due to the excessive cost for students.

In Math 104, the textbook was changed to be able to adjust the content and decrease the emphasis on algebra and increase the content on statistical processes, which also aligns with advisory board recommendations.

### 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:

In Math 104, the competencies were reviewed and changed to decrease the emphasis on algebra and increase the content on statistical processes, which also aligns with advisory board recommendations.

### 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):

In all of the math courses, the online assessment platform was changed to Hawkes Learning Systems, and new tests were created. Rationale: to save students money and to have access to the content that wasn't available before.

Computer courses have added new projects to update student experiences for assessment. Rationale: to expose students to experiences they would encounter in the workplace.

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

In computer courses, students create an Excel spreadsheet in their chosen field of study. They have to research jobs from their fields to see how they could implement Excel.

In English composition, 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 learn to summarize information and analyze it. They also 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.

Social diversity class did the cultural fair where they researched aspects of cultural diversity and present it publicly.

## 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 was assessed this year?

Students will understand and apply essential mathematical processes and analyses.

### 2. How did you assess student achievement of this general education learning outcome? (What measure was used?)

The tool to measure achievement was to look at the improvement between the pre and post in Mathematical Reasoning (Math 105) and Technical Math (Math 104).

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

A 35% score increase as a class average from pre to post-test.

### 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?)

The results for Math 105 for fall 2018 show an increase of 41%, which did meet the benchmark. The class average on the pre-test was 35%, and the class average for the post-test was 76%. 2018 was the first semester for this course, so we don't have any historical data to compare against, but we will continue to use the assessment to track future trends.

The results for Math 104 showed only a 34% increase, which is just under the benchmark. The class average on the pre-test was 40%, and the class average for the post-test was 74%. Historically, the average for Math 104 was below the 35% benchmark. For example, fall of 2017 had a 30% increase. Further data analysis determined the content relating to algebra was the reason for not meeting the benchmark.

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

The assessment results for Math 105 helped us determine to keep the class as it is now to monitor future outcome achievement. The assessment results for Math 104 helped us determine that a change in textbook was necessary to be able to change the content and decrease the emphasis on algebra and increase the content on statistical processes, which also aligns with advisory board recommendations.

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?

Too Early to Determine

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

It is too early to determine at this point. So far our data is positive, but we don't have numbers great enough to determine overall conclusions.

[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?

We met the benchmark in all categories, with the highest gap being 0.71.

**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?

We exceeded this benchmark at 93.6%.

**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?

We exceeded the 80% benchmark in all categories that pertain to General Education courses. The lowest category was in critical thinking, but that percentage was still above the benchmark at 83%.

**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?

Instructors had professional development opportunities at MTI relating to FERPA, WIDS, Sharepoint, YouTube, program assessment information, and ALICE training. Our new employees went through a new employee class and participated in a mentoring program. Sarah Ellis went to a MIDTESOL conference, and Michelle and Julie went to the SDCTE conference. Scott and Nathaniel will attend the SDCTM math conference. Sarah also went to a Trend Digital conference.

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.

SDCTE (Michelle and Julie)  
NCTE (Michelle and Julie)  
SDCTM (Nathaniel and Scott)  
Society for Cinema and Media Studies, Association for Education in Journalism and Mass Communication, MIDTESOL (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)?

When we reviewed the English courses, there were no recommendations for change, but the previous changes were complimented. The focus on verbal and written communication in the workplace is still of importance and emphasized by advisory board members, and instructors will continue to implement as much writing and speaking in their courses as possible.

Indicate the personnel responsible for implementing the changes:

Instructors

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. A plagiarism checker would be welcomed by Gen. Ed. instructors.

Anticipated costs:

6000