

# Mitchell Technical Institute

## Annual Program Review

**Program Director:** Rick Kriese

**Program:** Agricultural Technology

**Date:** 1/8/2020

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

### Direct Measures

**A. Program Learning Outcomes**

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

1. Date of review: 1/8/2020
2. Explain how outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:

In 2019, recommendations were used from the Ag Technologies Advisory committee, course instructors, course evaluations and internship hosts.

3. Outcomes are up-to-date in WIDS and on the program's web page. Yes  
 No

**B. Course Syllabi**

*Course syllabi in the program include the following components (check the box if included):*

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"/>

Nondiscrimination statement	<input checked="" type="checkbox"/>
Freedom of expression statement	<input checked="" type="checkbox"/>

1. Date of review:
2. 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:

All syllabi were evaluated by instructors each semester to insure textbooks and objectives were appropriate.

3. Syllabi are up-to-date in WIDS. Yes  No

### C. Program Competencies

*The program has a list of identified competencies.*

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

All competencies were reviewed by instructors each semester to insure competencies were being met.

3. Competencies are up-to-date in WIDS. Yes  No

### 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. 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 type="checkbox"/>
Peer evaluations	<input type="checkbox"/>
Self evaluations	<input 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"/>
Videos of student mastery	<input checked="" type="checkbox"/>
Lab demonstrations	<input checked="" type="checkbox"/>
Simulations	<input type="checkbox"/>
Clinical/internship observations	<input checked="" type="checkbox"/>

2. Are assessments used in the program matched to the outcomes/competencies for the program? Yes  No

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

Instructor Janelle Guericke included a rubric in Advanced Commodity Marketing as a grading measurement on pre-harvest and post-harvest marketing plans.

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

In Advanced Commodity Marketing the final project for students involved creating a pre-harvest and post-harvest marketing plan. Students used marketing tools learned in Commodity Marketing 1 (prerequisite) and Advanced Commodity Marketing to tie the knowledge together for a real-world application.

#### E. Certification

*If available, the program uses industry and/or program certification tests to assess student mastery of learning objectives or competencies.*

1. List any industry or program certification tests taken by students or graduates of your program in the past year (Jan-Dec).

Certification Tests	# Testing	# Passing	Pass Rate
BQA	50	48	96
CDL	46	44	96
Commercial Applicator License	49	36	73
CPR	40	40	100

2. As you reviewed results of certification tests, what curriculum changes were made in your program?

No changes were made to certifications.

**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?

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Weekly reports by students as well as instructor visits and employer evaluations.

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

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Internship packets were updated and streamlined. Continued emphasis on timeliness, attendance and communication skills.

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**G. Program Outcome Assessment**

*Program outcome assessment results were used to revise and improve instruction and curriculum both for current students and future cohorts in this program.*

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

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Ag Business - Analyze data and draw appropriate statistical conclusions.

Agronomy - Interact effectively with customers of an agribusiness at technical level.

Animal Science - Demonstrate agribusiness principles in livestock operations

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Ag Business - Describe marketing's strategic role in an agribusiness organization and design a marketing plan for a product.

Agronomy - Identify the growth stages of corn, soybeans, wheat and alfalfa plants.

Animal Science - Attain a certificate in Beef Quality Assurance or Swine Quality Assurance

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2. How did you assess student achievement of this program outcome(s)? (What measure(s) was used?)
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Ag Business - Comprehensive final exam.

Agronomy - Job performance during internships are evaluated based on employer evaluations.

Animal Science - Implant assignment from AGT 295

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Ag Business - Students create a pre-harvest and post-harvest marketing plan in Advanced Commodity Marketing.

Agronomy - Exams are given and hands-on learning with green house plants on each of these commodities in Crop Science 1 - AGT 110.

Animal Science - BQA training in AGT 101

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

Ag Business - Class average > 77%.

Agronomy - Class average > 75%.

Animal Science - Class average > 80%

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Ag Business - 80% of students successfully use grain marketing tools on pre-harvest and post-harvest marketing plan.

Agronomy - Class average > 80%.

Animal Science - 100% of students pass BQA certification.

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

Ag Business - met the benchmark with 82% average.

Agronomy - Met the benchmark with 93.2% average.

Animal Science - 73.76% class average. Students did not meet the benchmark.

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Ag Business - met benchmark of 82.47%.

Agronomy - met benchmark at 82%.

Animal Science - 96% of students passed certification. Did not meet benchmark.

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5. Explain how you will use assessment results to make changes in your program.

Ag Business - Met benchmarks. Continue to utilize industry professionals about changes in marketing tools available to ag producers.

Agronomy - continue assisting students on internships.

Animal Science - Providing better class/assignment description and explanation by means of lesson on expense planning including average gains and costs.

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Ag Business - met expectation

Agronomy - met expectation

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Animal Science - benchmark was met due to students lack of attendance. Alternative was to complete on-line, but students failed to take advantage of opportunity.

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

Not applicable

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

*[Pre-2017 Closing the Loop archived results]*

## Indirect Measures

### 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.

yes, 113%

### I. Retention

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

yes, 86%

**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.

yes, 73%

**K. In-field Job Placement**

*Five-year data for this program will demonstrate that 80% or more of completing students 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 90%

**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?

**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. 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?

**O. Professional Development**

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

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

Instructor Kriese Current with CCA endorsement.  
Instructor Dr. Lori Repenning completed veterinarian accreditation Jan 2020.  
Instructor Janelle Guericke attended crop insurance update meetings and completed continuing ed credits for licensing in Real Estate and Commodity Brokerage.

How were these activities used to improve this program?

New ideas are incorporated into the classroom from instructors' continuing education.

**P. Professional Organizations**

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

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

If no, explain why.

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

Yes  No

**Q. Advisory board Recommendations**

*Suggestions and changes recommended by this program's advisory board are addressed and implemented by the program.*

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

Advisory board met (spring) 4/4/19 and (fall) 11/14/19. With current ag economy, advisory board recommended educating students on stress and suicide awareness. This will be addressed spring 2020.

Indicate the personnel responsible for implementing the changes:

Guericke, Repen...

Implementation date: 

1/8/2020

**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 budget?*

Larger travel budget due to large enrollment due to 113% enrollment rate.

Anticipated costs:

\$5000