Mitchell Technical Institute

Annual Program Review

Program Director: Joe Brtna

Program: Diesel Power 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:

Input from student surveys, Advisory Board Meeting input, supporting business Service Managers and industry trends.

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	☑
Credit hours	☑
Instructor	☑
Instructor office hours/contact information	☑
Prerequisites	☑
Course description	☑
Competencies	☑
Required text(s)	☑
Grading criteria	☑
ADA statement	☑
Academic integrity policy	☑

Nondiscrimination statement	☑
Freedom of expression statement	☐

1. Date of review: 1/8/2020
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:

Syllabi were reviewed using textbook material, industry trends, and input from Advisory Board Meetings.

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

Syllabi were reviewed using textbook material, industry trends, and input from Advisory Board Meetings.

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	☑
Written essays	☑
Written reports	☑
Examinations	☑
Quizzes	☑
Comprehensive final exams	☑
Journals	☑
Peer evaluations	☐
Self evaluations	☐
Class participation	☑

Portfolio projects	☐
Capstone projects	☐
Other projects	☑
Videos of student mastery	☐
Lab demonstrations	☑
Simulations	☑
Clinical/internship observations	☑

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):

Used more hands on testing with a range of equipment.

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

The assessments were used to test the students understanding of creating work orders, customer communications, proper price estimates and labor accountability.

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
Briggs and Stratton Authorized Dealer	15	15	100
STIHL	15	15	100
MACS 609 AC Cert	15	15	100
OSHA 10hr	15	15	100
Timken Bearing	15	15	100
NC3 Multi-Meter Training	15	14	93
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2. As you reviewed results of certification tests, what curriculum changes were made in your program?

More carburation, fuel systems and electrical training.

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?

Students completed a weekly report of what they completed, skills they utilized, what they felt they needed for further and overall satisfaction with the internship experience.

Internship Manager completes a bi-weekly report of students performance.

Site visits and in-depth interview by Instructor with Site Manager and Student to evaluate success of experience and at what level the student is performing.

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

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?

Diesel Power Technology - Demonstrate the Industry standard application of selected specialized tools for maintenance, repair, diagnostic and assembly of equipment.

Light Truck Technology - Not Used for this time period

Diesel Power Technology - Demonstrate basic diagnostic and repair concepts applied to selected electrical components and systems of agricultural tractors, combines and equipment regardless of it manufacture.

Light Truck Technology - Not Used for this time period

2. How did you assess student achievement of this program outcome(s)? (What measure(s) was used?)

Diesel Power Technology - Lab exercises, work sheets, hands on training and end of course scenario based testing on equipment. DPT-130, DPT-231, DPT-120, DPT-121

Light Truck Technology - Not Used for this time period

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

Diesel Power Technology - Achieve a 70% grade on a rubric testing event for the scenario based testing.

Light Truck Technology - Not Used for this time period

Diesel Power Technology -
Achieve a 70% grade on a rubric testing event for the scenario based testing.

Light Truck Technology - Not Used for this time period

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?)

Diesel Power Technology - Students meet the bench mark, but some scores were lower in areas which provided feed back that remedial training is required.

Light Truck Technology - Not Used for this time period

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

Diesel Power Technology - Overall test scores and performance showed that the information was adequate, but some remedial training needs to be improved in individual areas.

Light Truck Technology - Not Used for this time period

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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?

Too early to determine

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

Continue to monitory Text Book Changes and Information to see if there was improvement. Having more time available and different senior based events.

[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.

Benchmark was meet for this year.

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.

Benchmark was meet for this 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.

Benchmark was meet for this year.

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.

Benchmark was meet for this year.

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?

Benchmark was meet for this year.

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?

Bench mark was meet. The Student Success has implemented a tracking and survey of students this year.

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?

Benchmark was meet for this year. Employers were satisfied, and had good input on students knowledge that we can use to improve areas of instruction. Employers had good input during Advisory Board Meeting to make improvements in Lab tasks and procedures for hands on experiences prior to graduation.

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?

   > STIHL Silver level training and Certification. JD Planter and Combining Clinic at C&B Operations. Training for ASE Certification for the Diesel Truck Area. Scan Tool and Advanced Electrical Training.

   How were these activities used to improve this program?

   > Improved the depth and intensity of the diagnostic and equipment knowledge and training our students received.

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)?

   > During the Fall Advisory Board Meeting, Members requested on more parts look-up and navigation exercises on OEM websites. Examples are AGCO, CASE IH, John Deere. Utilizing Work Orders and documentation for Warranty Claims and Customer communications. More hands on activates using Electrical Diagnostic Equipment and tools.

   Indicate the personnel responsible for implementing the changes:

Joe Brtna, Joel R...

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?

    Requesting an Chassis Dynometer to be used in testing and diagnosis of
    equipment and faults

    Anticipated costs:

    $50,000