

Annual Program Assessment Review

Department Head:

Program:

Date:

As a department, please review the following direct and indirect measures 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:
2. Explain how outcomes were reviewed this year (i.e., input from advisory committee, instructors, students, etc.) and changes made, if any:

Instructors reviewed outcomes after gathering input from Advisory committee and have decided to develop overall Program outcomes and then separate for outcomes for Accounting graduates and Business Management graduates. Instructors reviewed course evaluations completed by students.

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"/>

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:

We reviewed the Business Law course syllabus in our advisory meeting. No changes were made.

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 committee, instructors, students, etc.) and changes made, if any:

Instructors reviewed competencies with input from our advisory board and our business partners.

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 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 type="checkbox"/>
Written reports	<input 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 type="checkbox"/>
Class participation	<input checked="" type="checkbox"/>
Portfolio projects	<input type="checkbox"/>

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

2. Are assessments used in the program matched to the objectives/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):

Since our last review we have not changed our assessment forms.

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

We use case studies in Business Law in which they apply what they have learned in the chapter and class discussions and apply in the different situations. They participate in a Mock Trial in which they all have a "role" in the judicial system that they act.

In all the Accounting classes, they do online work, take quizzes, do short projects to make sure they are learning.

In Marketing they have to research a magazine and obtain a media kit. They are then to prepare a PowerPoint of that magazine and present it to the class. They have to evaluate the magazine and how it's Marketing is.

In Intro to Business and Principles of Management we have done some role playing where we put them in Business situations and have them figure out what they would do if they were in charge or the manager. We discuss conflict and how they would handle that in the workplace.

In Intro to Human Resource Management, speakers are brought in from area businesses and they present to the class what their role in HR is in the workplace. It gives the students a great insight into all the roles a HR person does.

In Customer Service, they use the simulation lab to assess application of techniques learned in class.

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
			-1. #IND

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

NA

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?

The internship supervisor completes a performance evaluation instrument on each individual intern. Students are also required to submit a paper documenting their intern experience and relating those experiences to what they have learned in the classroom. Students also submit a journal documenting the daily specific job responsibilities at their internships. Instructors will visit the students on site at least once.

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

NA

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 was assessed this year?

ACCT - Complete federal individual tax returns including income, deduct, and credits.

BUS - Comprehend issues in ethical decision-making and social responsibilities.

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

ACCT - The final two tax return projects of the semester in ACCT 219.

BUS - The final comprehensive semester test in BUS 140

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

ACCT - Class average of 42 out of possible 50 points which is 85%

BUS - Class average of 85%

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? Is there further assessment needed to understand and address why the program is not meeting the benchmark?)

ACCT - The final two projects were worth a total of 50 points each. The students average was 44 which is 88%

BUS - The student average was 91%

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

ACCT - Since the students met the benchmark, I will not make any major changes.

BUS - Even with the students meeting the benchmark, I noticed that for the past 2 years student have struggled with the same concepts dealing with elements of contracts. I will spend more class time going over these concepts and provide more practice.

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?

ACCT - NA

BUS - NA

[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.

No ~ our enrollment cap has been 50 for some time. We met with Admissions and Dean of Academics and it was determined that the enrollment cap should be lowered to 35

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

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

K. 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

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?

Yes

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?

Yes

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?

Yes

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?

One instructor holds his CPA license and has completed 80+ continuing education hours to maintain that license. Another instructor holds her securities and insurance licenses and recently completed several continuing education hours to maintain those licenses. She is currently on the SDACTE Board of Directors and has attended several conferences about education. Instructors have attended conferences and classes throughout the year to continue their education. Several instructors have attended the Trends Digital marketing workshop.

How were these activities used to improve this program?

Any ideas that were learned during the meetings or classes were brought back and shared with the other instructors and implemented in several of the classes.

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 Committee Recommendations

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

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

There were no changes recommended this year.

Indicate the personnel responsible for implementing the changes:

NA

Implementation date:

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?

NA

Anticipated costs: