

Mitchell Technical Institute

Annual Program Review

Program Director:

Program:

Date:

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

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 reviewed prior to the start of each semester to make sure they were correct.

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:

Established by ACFEF

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 checked="" type="checkbox"/>
Class participation	<input checked="" type="checkbox"/>

Portfolio projects	<input checked="" type="checkbox"/>
Capstone projects	<input type="checkbox"/>
Other projects	<input type="checkbox"/>
Videos of student mastery	<input 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):

Lab grading rubric updated to break each category into separate items giving more clear feedback on each item.

Changing ServSafe course to allow students more time to prepare for the certification test.

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

Menu planning and costing
 Recipe converting and execution
 Recipe Development
 Chili Cookoff
 Top Chef
 Top Baker
 Internship
 Kitchen Practical Exam

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
ServSafe	11	9	82
CPR & First Aid	12	12	100
Customer Service	11	11	100
Hospitality and Restaurant Management	10	10	100
Hospitality Accounting	5	5	100
CAST	11	11	100

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

We are looking at changing the ServSafe to a 1/2 semester class to eliminate the students having 7 finals including this very important one at the end of the semester.

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?

With face to face site visits as well as frequent phone and email conversations. Students are also required to fill out and submit weekly logs of what they are working on along with supervisor evaluations of their progress.

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(s) was assessed this year?

Demonstrate leadership skills necessary for success in the culinary field.

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

Evaluated during CA 255 Practical Supervision

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

75% Class Average

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?)

87% Benchmark met

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

We will evaluate each student prior to admittance for second year of the program. Students who lack leadership ability will need to spend more time than what the internship provides in industry to begin developing these skills in order to be successful.

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?

[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.

40%

We will work more closely with admissions to continue to develop better relationships with high school programs.

We have had groups of students from Sioux Falls CTE come to campus and spend the day in the kitchen as well as visiting Mitchell CTE to demo and talk with students.

We have attended career fairs and culinary camp to increase awareness of our program.

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.

60%

Culinary Arts Retention Meeting

Wednesday, December 18, 2019

Josh Kranz, Shawn Frey, Tim Goldammer, Kellie Nielsen, Scott Fossum

Many of the strategies discussed during the 2018 Retention Meeting were implemented and have helped with the success of our students.

1. Student Alerts – Student Alerts for “at-risk” students were submitted early and often and The CSS was notified about poor attendance.
 - a. Communication between the Culinary Arts instructors and The CSS staff increased this year. The information shared by the instructors helped students with academic, attendance, social, and personal issues.
 - i. The increase in communication also helped to advise students to complete the one-year diploma program in Culinary.
2. Student Success class helped to address study and organization skills that appeared to be lacking in the previous cohort of culinary students.
3. A Culinary Math pre-test was administered to identify students with deficient math skills earlier.
 - a. Have Culinary students take MATH 091 in the fall along with Culinary Math instead of waiting to take it with Business Math in the spring.

The chefs have also discussed moving ServSafe and ServSafe testing to earlier in the semester to allow students an extra 60-day window to complete the test during the Fall semester.

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.

71%

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.

100%

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?

Not assessed this cycle

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?

Not assessed this cycle

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?

Not assessed this cycle

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?

Global Leadership Summit
Wheat Immersion Experience in Napa Valley
ACF Regional Conventions and Conference
ACF National Convention and Conference
Faculty Culinary Tour of Italy
Industry Experience (Cakes for CASA)
On Campus Faculty Trainings

How were these activities used to improve this program?

Allowed us to develop new ideas and techniques as well as staying current with industry trends.

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)?

Based upon the recommendation of our December 2019 advisory board our admissions department will work with the recruitment department for Avera McKennan to help drive enrollment in the culinary program. The hope is that those students would then go work for that healthcare system.

Indicate the personnel responsible for implementing the changes:

Instructors and a...

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?

NA

Anticipated costs:

NA