

Mitchell Technical Institute

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:

Outcomes were discussed at advisory board meetings and within our program. No changes were made to outcomes.

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"/>

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:

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 committee, 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 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 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 type="checkbox"/>

Other projects	<input type="checkbox"/>
Video tapes 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 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):

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

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	12	10	83
CPR & First Aid	16	16	100
Customer Service	13	13	100
Hospitality and Restaurant Management	13	13	100
Hospitality Accounting	9	9	100
CAST	11	11	100

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

Nutrition text was changed to a more comprehensive book without a certification test.

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?

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?

Demonstrate culinary knowledge and skills with consistency using established standards.

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

Achieved American Culinary Federation Certified Culinarian Certificate upon completion of AAS degree program.

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

75%

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?)

Benchmark Met 3 of 3 student graduating with AAS received their Certified Culinarian credential from ACF. Requires 100% of ACFEF Required Knowledge and Competencies are completed in order to receive certification.

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

No changes will be made.

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?

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.

67% Work with admissions to increase enrollment. More face time at high schools especially with ProStart students.

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.

68%

Culinary Retention Meeting
Monday, December 17, 2018
Scott's Office

Attendance: Josh Kranz, Shawn Frey, Tim Goldammer, Danita Lucas, Kellie Nielsen, Scott Fossum

1. Culinary Math
 - a. Identify Current First-year Student to tutor next year
 - b. Install calculator program on laptop that includes a fraction key
 - c. Move prep math back to the fall so it would run concurrently with Culinary Math instead of Business Math
 - d. Administer Culinary Math pre-test to identify students with deficient skills
 - i. Scott spoke with Clayton about this for the 2019 cohort. It wouldn't keep disqualify them for attending in Culinary, but it may identify at risk student earlier.

1. Student Alerts
 - a. Continue to submit alerts for students "at-risk" after one week of classes
 - i. CSS can follow up with student to make sure Culinary is the right choice
 - b. Continue to submit alerts for poor attendance earlier
 - i. CSS can be of greater assistance before the students have maxed out their absences.

1. In looking at the last two cohorts of Culinary students, there were a large number of students with low high school GPAs.
 - a. Student Success will meet with the Culinary students during a Culinary class to discuss more specific study skills and test-taking skills related to the Culinary program.

1. Study Table was not effective because of length of the Culinary day and the work commitments of the students. Students wouldn't stay additional time for a study table.

1. Look into the possibility of adding a Pre-Culinary or Pre-Business/Service program similar to Pre-Allied Health for students to begin in the Culinary program without officially being in Culinary. This would help with retention.

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.

70% Work with CSS to assess incoming students likelihood to complete. Counsel those that more that likely won't graduate out of program prior to 10 day.

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.

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?

Met benchmark. No areas higher than 1.0

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?

Benchmark Met

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?

50% Only 4 employers responded to the survey causing the data to be skewed. Students get good feedback from employers on internship paperwork.

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?

Expect Excellence
Ferpa/Title 19
Latin Flavors & Fusion
ACF Trade Show
Sorbet Mathematics
Comfort Desserts Re-Imagined
Food Trends for the Future
Iriinox Fresh to Table
Wagyu Beef 101
Basin Bee Keeping for the Executive Chef
Modern Kosher
Bean to Bar Chocolate
Goat Fabrication & Pit Roasting
Wisconsin Cheesecyclopedia
Online Food Photography course
HACCP Training

How were these activities used to improve this program?

New techniques to be used in the kitchen and classroom.

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)?

New, app based POS system will be purchased

Indicate the personnel responsible for implementing the changes:

Josh Kranz and D...

Implementation date:

8/19/2019

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?

New, app based POS system will be purchased

Anticipated costs:

\$10,000