Mitchell Technical Institute

Annual Program Review

Program Director: Jim Mahoney

Program: ADBC

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 our advisory board members, student surveys. and instructor trainings

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: 12/6/2019
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:

AD221- Advanced Building Principles

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:

Instructors reviewed information and made sure it was up to date.

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):

Implement more hard skill assessments for students throughout the program

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

application of knowledge in figuring building estimates, drafting sets of blueprints, and completing hands on tasks to demonstrate knowledge of building principles.

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
Forklift	30	30	100
Area Work Platform	30	30	100
OSHA 10	28	28	100
Skid Loader	30	30	100
First Aid CPR	25	25	100

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

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?

   Institutional internship forms

   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?

   Describe the characteristics and conditions a person needs to realize to effectively pour concrete and demonstrate the ability to place flatwork and foundation walls

   Demonstrate building skills involved in finish carpentry

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

   Concrete Assessment (Written) & Lab rubric

   Project specific assessments (rubric/hands on)

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

   Class Average is 80%

   Class Average of 80%

   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?)

75% on fist Exam and 95% on the second Exam which averages 85% on their written concrete assessment and 16 of the 25 students met the 80% benchmark for lab rubric assessment

80.44% class average on final grade

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

Looking into the data we have realized that we need to go further into explanation on troubleshooting when placing concrete.

We are implement more assessment to measure students understanding during trim modules

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.

94% meets the benchmark

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.

   88% meets the benchmark

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.

   77% meets the benchmark

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.

   91% exceeds the benchmark

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?

> SDACTE members and conference attendees, HBA membership and education committee member, SD AGC/NCCER certification, South Dakota retail lumberman's, International Builders Show, SD AGC Conference, ATEA Member, SD TEA Member

How were these activities used to improve this program?

> Involvement in these groups and organization helps us faculty and students stay up to date on new and improved materials and methods used in our industry.

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)?

We are implementing more materials to teach the new building codes, including the new foundation/footing code and framing codes. Teaching students more about defects in concrete due to mishaps during placement.

Indicate the personnel responsible for implementing the changes:

Jim Mahoney

Implementation date: 9/1/2020

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?

More Trimble Units

Anticipated costs:

100K