Mitchell Technical Institute

Annual Program Review

Program Director: Travis Peterson

Program: Welding & Manufacturing ...

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:

Met as a department and reviewed current outcome with input from our advisory board in mind. Made slight changes

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:

Welding Economics WMT 142 and Quality Productivity Improvement WMT 201.

    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:

Competencies were reviewed by program assessment meeting 1.8.20. Also addressed in advisory Board meetings and student evaluations.

    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):

In WMT 142 I updated some assignments "busy vs. productive" assignment.
In WMT 201 on the final assessment a concept to completion assessment was implemented

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

Students are required to think of a project and take that idea and make it a reality. Through creating a supervisor scenario, one must implement lean manufacturing goals.

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
AWS Safety Certification	33	33	100
AWS Welding Certification	16	13	81
OSHA Certification	31	31	100
MTI Welding Robot Operator	16	15	94

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

Additional assignments tailored toward the process that the student wants to certify in.

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?

Evaluated by on-site supervisors and internship coordinator visits. Grading scale is noted as a 1-4 rating 4 being the highest.

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

Journal were added on a weekly basis to track student progress.

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?

WMT 142 Apply the use of welding economics and variables. WMT 201 Administer quality and production improvement processes

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

WMT 142-assessed by students bidding specific projects, cost analyses, repetitively produced manufacturing manufactured parts. WMT 201-end of chapter tests and quizzes.

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

Class average of a 80% in WMT 142 and WMT 201

    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?)

For WMT 142 we did not met our benchmark with a average on of 70%. We had two students receive a 0% for their final. For WMT 201 we did meet our benchmark with a average on of 81%.

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

Continued effort in changing attendance variables with the Dean of Academics to meet the benchmark in the future.

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.

Yes we are at 75%. We are attending numerous recruiting events in hope of increasing our enrolment

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 we are at 87%

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. **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.

We had a placement rate of

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?

One of our instructors is taking classes toward his AAS Degree. Fabtec conferences attended for two instructors.

How were these activities used to improve this program?

Taking small business class helps with the understanding of teaching Weld Economics. Also additional training and certification towards ASNT Level III.

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.

Yes, AWS and ASNT memberships.

    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)?

Addition of Crane and rigging class. Noted in Advisory board meeting on 4/17/19.

    Indicate the personnel responsible for implementing the changes:
Jed Schoenfelder

    Implementation date: 1/7/2020

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?

Coupon testing and prepping equipment.

    Anticipated costs:
$65,000