

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:

By the Instructor and also the Advisory Board

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:

Reviewed all WIDS and Syllabi for all courses

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:

Competencies we reviewed by Instructor

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 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 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 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):

We are doing on line testing for most classes

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

The students are evaluated on how they perform in their labs, how they work together as a team, how the read and apply electrical and hydraulic schematics, and how they follow instructions on wiring electrical equipment.

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
Competent Person Fall Protection	8	8	100
First Aid/CPR	8	8	100
OSHA	8	8	100

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

We changed the course from Competent Rescuer to Competent Person Fall Protection

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?

N/A

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

N/A

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 basic electrical concepts required to maintain a wind turbine.

Troubleshoot complicated electrical problems on variable pitch systems.

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

Final scenario-based exercises in WTT 104 and the final exam grade showing how to find a component from the Main Cabinet, Top Box, and Hub with each worth 10 points.

Final exercises are based on scenarios and final exam in WTT 104. They are tested on voltages in the hub that control the pitch system

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

Class average of 24 out of possible 30 points.

Class average is 41 out of 50 points.

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?)

Students average was 24 points. Students average on showing how to find components in the Main Cabinet was 8, Top Box was 8, and Hub was 8. Students struggled on which cabinet to find the correct component.

Students average is 41 points. Students struggle on which voltage is which per component. All voltages are different so by understanding the schematics is a must.

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

Students will get more hands on with each cabinet as we get our new outdoor lab completed.

Students will get more hands on with the new outdoor lab.

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.

No. 50%- Instructor intends career fairs and with admissions.

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.

84%

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.

82%

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?

Competent Person Fall Protection Trainer

How were these activities used to improve this program?

Teach Competent Fall Protection

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)?

November 2019 the Advisory Board wanted to add a class about finances. We are adding the career readiness class SSS200 to the program starting in Fall 2020.

Indicate the personnel responsible for implementing the changes:

Instructor

Implementation date:

8/24/2020

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?

Outdoor lab is planned

Anticipated costs:

500,000