Mitchell Technical Institute

Annual Program Assessment Review

Department Head: Josh Renken

Program: Automation Controls/SCA...

Date: 1/8/2019

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: 1/8/2019
2. Explain how outcomes were reviewed this year (i.e., input from advisory committee, instructors, students, etc.) and changes made, if any:

Instructors and advisory board members reviewed and decided to add SSS 200 – Career Readiness to prepare students for job interviews and how to compare benefits.

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	☑

1. Date of review: 1/8/2019
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:

SD 157 and EC 142 were reviewed. We adapted changes to remove some content and add more detail to other areas of the syllabus.

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: 1/8/2019
2. Explain how competencies were reviewed this year (i.e., input from advisory committee, instructors, students, etc.) and changes made, if any:

They are reviewed by the instructors as syllabi are created each semester and the SD 157 and EC 142 classes were reviewed in advisory board meeting this year.

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	☑
Written essays	☐
Written reports	☑
Examinations	☑
Quizzes	☑
Comprehensive final exams	☑
Journals	☑
Peer evaluations	☐
Self evaluations	☐
Class participation	☑
Portfolio projects	☑
Capstone projects	☑

Other projects	☑
Video tapes of student mastery	☐
Lab demonstrations	☑
Simulations	☑
Clinical/internship observations	☐

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):

No changes were made.

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

Final semester lab projects and capstone projects that require the knowledge gained from the previous 4 semesters, projects are individual and drive each student to show their skills in these areas.

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
504 Multimeter Certification (Snap-On)	11	11	100
OSHA 10			-1.#IND

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

None.

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 was assessed this year?

Diagnose electronic system problems using appropriate test instrumentation, schematics, technical reference manuals, and determine if fault is electrical, electronic, software, or mechanical in nature. Recommend appropriate repair process and initiate repair.

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

Using the Circuit Challenge software grades loaded to MyMTI SD-157

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

Students will achieve 80% or higher

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?)

Class average of 71.6% for all students. We did not meet the benchmark due to two students that did not do the assignments, those students also eventually withdrew from the program.

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

We will increase the point value of each assignment so students will see more value in completing the assignment.

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?

Improved achievement

If applicable, what further changes are needed to improve achievement in this program outcome?

We had 100% pass rate for the 17-18 class. We will continue use the current time frame for this unit.

[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.

We are at 72% for 2018 We are making changes to our displays we take to high school events and will be having a new admissions person focus on our department in the coming year.

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.

We are at 86% for 2018

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.

We are at 65% for 2018. Meet goal at 74% 5 year average. We look to improve recruiting and engagement of students through more hands on projects.

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% with adv wage of $24.28

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?

Benchmark is met, highest gap is .67

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?

Metric was 87.5% Only 8 alumni responded

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?

Benchmark is met at 80%

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?

Siemens Workshop for Educators- Josh
Automation Expo- Josh
Siemens Workshop for Educators- Dale
Automation Expo- Dale

How were these activities used to improve this program?

The Siemens training will give us more insight into how to use our Siemens equipment we already have in a more effective way.

The Automation Expo had many classes related to automation as breakout sessions, students also attended this event.

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.

Not many to choose from in this field

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)?

Instructors and advisory board members reviewed and decided to add SSS 200 – Career Readiness to prepare students for job interviews and how to compare benefits.

Indicate the personnel responsible for implementing the changes:

Josh Renken

Implementation date: 1/8/2019

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?

More training for instructors on equipment and projects that we already have. Siemens, Allen Bradley, Arduino.

Anticipated costs:

$2000