

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:

Instructor and 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"/>

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 of them, instructor and student

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:

Instructor review

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 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 checked="" type="checkbox"/>
Video tapes of student mastery	<input type="checkbox"/>
Lab demonstrations	<input checked="" type="checkbox"/>
Simulations	<input checked="" type="checkbox"/>
Clinical/internship observations	<input 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):

Implemented 3D drone modeling project

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

Students collect, maintain, and manage the data collected by various instruments. Students take real world data and turn it into products for different customer scenarios.

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
UAS Remote Pilot	4	4	100

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

NA

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?

NA

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

NA

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?

Apply fundamental concepts and practices of Geographic Information Systems (GIS) and Geospatial Information Science and Technology (GIS&T)

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

Final grade in MAP 125

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

80% Class Average

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 was a 93.615, Met the benchmark on this outcome.

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

Incorporate more cartographic elements in map making for final product

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.

This a new program so low number are expected but with gaining interest they should rise in the future. GST is not a well known field and as public awareness increase we should see an increase in students. Summer trainings have been conducted for k-12 educators to help promote interest.

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.

67%,
GIS/GPS Mapping Retention Meeting
Thursday, December 13, 2018
Scott's Office
Attendance: Devon Russell, Mateya Berg, Scott Fossum

1. Continue communication with Student Success Coach.
1. Utilize Student Alert system to document alerts and additional details regarding students.
1. The retention issues stem from low enrollment in the GIS/GPS Mapping program.
 - a. The 2017 cohort only had 6 students.
 - b. The 2018 cohort only has 1 student.

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.

100%

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?

There was one benchmark not met on helping students make goals. Instructor will meet with students to talk about their future goals.

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?

No data available. No graduates responded to survey.

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?

100%

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?

Summer work experience, trainings, webinars, and research

How were these activities used to improve this program?

Implement relevant trainings and research in curriculum

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)?

3D drone modeling

Indicate the personnel responsible for implementing the changes:

Russell

Implementation date:

10/2/2017

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?

Industry drone

Anticipated costs:

\$15,000