Mitchell Technical Institute

Annual Program Review

Program Director: Mike Benjamin

Program: Telecommunications

Date: 1/7/2020

     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: 1/7/2020
   2. Explain how outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:

The members of our Advisory Board have expressed concern with the student's lack of "life skills" in previous meetings. A new 1 credit course has been created call SSS 200 Career Readiness. This class was offered to the Telecom students in the spring semester of 2019. The class specifically addressed topics like: sexual harassment, cultural diversity, budgeting, student loans, appropriate use of social media in the workplace. This was documented in the May 1, 2019 Advisory Board Minutes.

   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: 1/7/2020
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:

SSS 200 – Career Readiness. This new class was recently created and the advisory board reviewed and approved 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: 1/7/2020
2. Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:

Advisory Board members were provided with a list of competencies for SSS 200 Career Readiness. After discussion, the list was approved.

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):

Hands-on assessment, class EC105 students prep, arrange cable wires onto a transfer block. Assessed on neatness, accuracy, and a timed event. Photos demonstrate that performance improves with practice.

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

Students perform industry equipment research assignments and present to the class. Then train their classmates on the 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
			-nan (ind)

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?

Industry supervisors complete an evaluation of the intern at the midway point and at the end of the internship. The students complete an evaluation of their internship experience. The Instructor completes an evaluation and a grade is generated on the Intern. The evaluation have been approved by the Advisory Board and address areas, but not limited to; interpersonal skills, professional development, communication skills, work habits, industry-specific skills and overall performance.

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

Continue to introduce students to basic telecom tools prior to the internship starting, EC 105 and EC 120 provide hands-on exercises for tools and test sets - taps, splitters, DSAMs, toners, multi-meters, crimpers, continuity testers, fiber optic scopes, fusion splicers, etc.

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?

Exhibit safety practices and procedures.

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

Freshman students are tested on Lab Safety requirements at the beginning of EC-151 and EC-157. Our students typically complete their Internship requirements (EC-290) between first and second year. Their supervisors complete an internship evaluation form that includes safety practices and procedures.

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

Benchmark on the lab exams is a grade of 70% or higher. Students will score an average of 3.0 on a scale from 1-5 on the employer internship evaluation.

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?)

Met benchmark - class average of 11 student interns on section H5 of 4.0 out of 5.

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

Met benchmark, no changes necessary.

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?

Select...

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.

Did not meet benchmark, 33% 8/24

- Sarah Holzer is our new MTI recruiter for Telecom
- Mike distributed the results of the Name Change survey. Industry reps selected "Broadband Technologies." Students preferred to keep Telecom.
- Mike also communicated with 4 other schools who have changed their name. It did not make any significant changes to their enrollment.
- With the assistance of our Marketing Department, we contacted CEO/GMs in surrounding states to introduce the program and explain the Workforce Recruitment Program.
- Is this a trend? Will it come back? Industry still has demand. Telecom graduates do succeed.

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.

Did not meet benchmark, 73% 19/26

Telecommunications Retention Meeting
Monday, December 16, 2019
Dave VerSteeg, Michael Benjamin, Scott Fossum

In looking at the data from the Fall 2019 Retention Report for Telecommunications, one additional student returning for Fall 2019 would have raised the program's retention rate above 75%.

However, the students that didn't return have had academic issues during their Mitchell Tech career at some point in time. It doesn't appear as if there was a one-size-fits-all approach to the academic issues that these students faced in their careers at Mitchell Tech.

Side note – I found it interesting that two students who began the year in Telecommunications switched to Culinary because that's what they really wanted to do as a career. They only reason they enrolled in Telecom is that they were told by people influential in their lives that they could make more money in the area of Telecommunications.

Another piece of information that was discovered during our meeting was that all of the students that didn't return to Telecommunications had taken the Accuplacer instead of the ACT. We aren't sure what this means at this point in time, only that it was an interesting fact. *Since our meeting, I spoke with Hillary and we are in the process of adding five questions to the beginning of the Accuplacer to better understand why students are taking the Accuplacer instead of the ACT.*

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.

Met benchmark, 88% 7/8

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.

Met benchmakar, 100% 7/7 average salary $19.04

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?

Attended the annual South Dakota Telecommunications Association Fall Workshop. Successfully completed 10 hours of workshop training on Hosted PBX solutions, Wi-Fi reach issues, plant maintenance, GPS/GIS uses, Cybersecurity, Updates to Smart Homes and Smart Grid solutions.

How were these activities used to improve this program?

Used to enhance hands-on training in labs and classes - EC257, EC251, EC211, EC210, EC249, EC181, and PAT111.

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)?

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Indicate the personnel responsible for implementing the changes:

Implementation date: 1/9/2019

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?

As the Telecommunication industry is installing more Fiber-to-the-home, the wear and tear on our Fiber Fusion Splicer is increasing to the point where one failed beyond repair.

Anticipated costs:

$7,100