

Mitchell Technical Institute

Annual Program Assessment Review

Department Head: Paula Freeman

Program: Radiation Therapy

Date: 1/7/2019

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: 1/7/2019
2. Explain how outcomes were reviewed this year (i.e., input from advisory committee, instructors, students, etc.) and changes made, if any:

The report of findings by the JRCERT were reviewed during the summer advisory board meeting.

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:

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:

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 type="checkbox"/>
Examinations	<input type="checkbox"/>
Quizzes	<input type="checkbox"/>
Comprehensive final exams	<input type="checkbox"/>
Journals	<input type="checkbox"/>
Peer evaluations	<input type="checkbox"/>
Self evaluations	<input type="checkbox"/>
Class participation	<input type="checkbox"/>
Portfolio projects	<input type="checkbox"/>
Capstone projects	<input type="checkbox"/>

Other projects	<input type="checkbox"/>
Video tapes of student mastery	<input type="checkbox"/>
Lab demonstrations	<input type="checkbox"/>
Simulations	<input 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):

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

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
			-1. #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?

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

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?

Students demonstrate good judgment and decision making in the clinical setting.

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

1. Professional Development Evaluation item 10.
2. Scripting and Thermoplastic Construction Simulation Lab item 7.

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

1. ≥ 3.5 on a scale of 1 to 5.
2. 90% of students will select the appropriate headrest.

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?)

- 1.
2. 100% of students met the benchmark.

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

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.

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.

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.

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.

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?

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?

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?

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?

How were these activities used to improve this program?

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)?

Indicate the personnel responsible for implementing the changes:

Implementation date:

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?

Anticipated costs: