Mitchell Technical Institute

Annual Program Review

Program Director: Deb Giblin

Program: Small Business Managem...

Date: 1/6/2020

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: 1/6/2020
2. Explain how outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:

Instructors reviewed program outcomes in January. We reworded the outcomes a bit.

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: 1/6/2020
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:

Accounting 110 was reviewed

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: 1/6/2020
2. Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:

Competencies were reviewed and modified by the department based on recommendations. As we updates textbooks and software we make sure all syllabus are up to date.

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):

We started to utilize filp grid in the online courses, that way the students can easily utilize video software and create a community within the program.

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

Students created comprehensive projects to demonstrate mastery of software programs. Trouble shooting and problem solving activities were incorporated into daily work and exams. Students created training lessons to present to their peers.

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
NA			-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?

NA

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(s) was assessed this year?

Create appropriate sales strategies in a real- world scenario.

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

The final grade on their shark tank assignment is worth 50 points, in the Fall Bus 210, Sales and Advertising course.

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

Class average of 45/50 points on the assignment.

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?)

The class average was a 45/50, so I did meet the bench mark but looking at this assignment most students do meet this benchmark but I can see that they are all lacking a

thorough explanation of #4.

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

To improve this I am going to make sure to give an example of what a "Perfect" assignment looks like.

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?

No improvement

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

We will keep the extra review assignment we added and continue to monitor student progress.

[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.

Yes

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.

No, Meet with Scott Fossum. Here is our plan to help improve retention.
While the five students who were not retained each had their one unique set of circumstances, if one of those five students had returned SBM would have met the 75% goal.

As we discussed opportunities for improvement, we didn't focus on what could have changed the results for those five students but what can be done to help all of the students in the SBM program. In additional many of the ideas discussed would be beneficial in other online programs.

1. Communication from Instructors is Key
   a. Alerts
   b. Notification of Advisors

1. Online Orientation
   a. Online Basics, especially time management
      i. *Amy will look to incorporate Fall 2020*

1. MyMTI
   a. Am I able to get an alert of "no log in" after a set number of days?
      i. *Amy is researching*

1. Online Homework Hotline
   a. Chat Room for a Study Table at certain dates/times?
      i. *Mentioned to Danita and she is working with online instructors*

1. Students without Books
   a. CSS can help facilitate and be liaison with bookstore

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.

No, our retention plan will help us meet our graduation plan.

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.

> No, we were at 75%, which is up from the previous 2 years. I feel with the retention plan working it will also help with placement.

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?

> I have taken 2 continuing ed courses to keep me up to date with the newest software (Photoshop elements 2018 and Social Media Marketing).

How were these activities used to improve this program?

> Software is ever-changing so I need to be current with student/ industry needs.

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.

> ACTE

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)?

> We meet with our advisory board in April 2019, there were no recommendations of things to change for the upcoming year.

Indicate the personnel responsible for implementing the changes:

NA

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?

   There will be no new budget requests.

   Anticipated costs: