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| PROGRAM INFORMATION | Program | Diesel Power Technology |
| | Submitted by: | Marla Smith |
| | Year | 2023-2024 |
| | Date of Review | 2024-01-26 |
| | Form Key | 34081ab0-ba74-401a-8310-53939505e951 |
| PROGRAM OUTCOMES | Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any: | Instructors in the programs reviewed the outcomes. No changes were made to the outcomes. |
| | Outcomes are up to date in WIDS and on the program's web page | Yes |
| SYLLABI | ADA Statement | Yes |
| | Competencies | Yes |
| | Course Description | Yes |
| | Course Title and Number | Yes |
| | Credit Hours | Yes |
| | Freedom of Expression Statement | Yes |
| | Grading Criteria | Yes |
| | Instructor | Yes |
| | Academic Integrity Policy | Yes |
| | Nondiscrimination Statement | Yes |
| | Office Hours/Contact Information | Yes |
| | Prerequisites | Yes |
| | Required Text(s) | Yes |
| | Syllabi Up to Date in WIDS | Yes |
| 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. | Some courses were assigned to new faculty so those syllabi were reviewed. Changes were made as needed. | |
| PROGRAM COMPETENCIES | Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any: | The Small Engines course was removed from the curriculum due to relevancy. Diesel after treatment is going to be expanded in the Diesel Engines class. |
| | WIDS Up to Date | Yes |
| COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST | Capstone | No |
| | Class Participation | Yes |
| | Clinical/internship observations | Yes |
| | Examinations | Yes |
| | Comprehensive Final Exams | Yes |

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| | Journals | Yes |
| | Lab Demonstrations | Yes |
| | Oral Examinations/Presentations | Yes |
| | Other Projects | Yes |
| | Peer Evaluations | Yes |
| | Portfolio Projects | No |
| | Quizzes | Yes |
| | Self-Evaluations | No |
| | Simulations | Yes |
| | Videos of Student Mastery | No |
| | Written Essays | Yes |
| | Written Reports | Yes |
| ALIGNED AND APPROPRIATE ASSESSMENTS | Assessments used in the program are matched to the outcomes/competencies for the program. | Yes |
| | Explain changes in the assessments used in your program since your last review (include input received and rationale). | All second year students take ASE student certifications. We have been adding more electrical and other trainers to improve the student to trainer ratio for hands-on learning and assessment. |
| | Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation. | Trainers, simulations, and real-life application are all ways students are tested on higher-level thinking skills. |
| INDUSTRY CERTIFICATIONS | Explain any changes made or planned in the program based on assessment of industry certifications used in the program. | We are no longer using Stihl and Briggs and Stratton certifications with the discontinuing of Small Engines class. The ASE certification gives students areas to work on. They can retest on any areas where they didn't pass the first time. |
| INTERNSHIPS/ CLINICALS | How do you evaluate program competencies or learning objectives during internship/externship experiences? | We have rubrics and weekly summary of the work they completed. We have internship supervisor evaluations twice during the internship. We conduct site visits and conduct in-depth interviews with site managers and students. |
| | As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program? | We continue to hear that communication is a problem. Students aren't comfortable talking to customers/others. Program faculty address this by having students talk to customers on all of our outside projects. |

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| ENROLLMENT | 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, we had 129% of the program's capacity. |
| RETENTION | 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. | Retention rate for the program was 92% -- we met the benchmark. |
| GRADUATION | 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. | Graduation rate was 95% -- met the benchmark. |
| PLACEMENT | 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. | All graduates in the labor pool were employed in the field. |
| STUDENT SATISFACTION | If this benchmark is not met, what strategy or strategies will be implemented to address this measure? | Not assessed this cycle. |
| ALUMNI SATISFACTION | If this benchmark is not met, what strategy or strategies will be implemented to address this measure? | Not assessed this cycle. |
| EMPLOYER SATISFACTION | If this benchmark is not met, what strategy or strategies will be implemented to address this measure? | Not assessed this cycle. |
| PROFESSIONAL DEVELOPMENT | What professional development activities have instructors in this program completed in the last year? | Noah is a new faculty and is completing the EDU courses as a new instructor. Faculty attended industry clinics and webinars. Joel worked in industry while Noah came from working in the industry. |

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| | How were these activities used to improve this program? | ASE electrical webinars is being used in our course. We use the industry trainings to keep curriculum up to date. |
| PROFESSIONAL ORGANIZATIONS | Do faculty members belong to professional organizations associated with this program? | Yes |
| | If no, explain why. | |
| | Are students made aware of the professional organizations for their career field? | Yes |
| ADVISORY BOARD RECOMMENDATIONS | What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)? | No changes were suggested. The board continues to emphasize the importance of expanding students' communication skills through work orders and customer service practice. |
| | Implementation Date | 2024-01-26 |
| | Indicate the personnel responsible for implementing the change(s): | All diesel instructors |
| PROGRAM IMPROVEMENT PLANS AND BUDGET | As you review this past year, what changes do you propose for the next school year that will affect the program's budget? | We are going to request newer equipment with after treatment to include new engines with newer technology, electronically controlled. |
| | Cost | \$250,000 |