

PROGRAM INFORMATION	Program	Diesel Power Technology
	Submitted by:	Noah Munsen
	Year	2024-2025
	Date of Review	2025-01-10
	Form Key	e96f5658-5f54-4150-b290-f90f0c217c20
PROGRAM OUTCOMES	Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	The instructors involved in the programs assessed the outcomes, and no modifications were implemented.
	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.	Certain courses were allocated to new faculty members, prompting a review of their syllabi. Necessary adjustments were implemented accordingly.	
PROGRAM COMPETENCIES	Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	The Diesel Engines class will see an expansion in diesel after-treatment topics. Work orders have been highlighted and put into practice based on recommendations from our industry partners.
	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

	Journals	No
	Lab Demonstrations	Yes
	Oral Examinations/Presentations	Yes
	Other Projects	Yes
	Peer Evaluations	No
	Portfolio Projects	No
	Quizzes	Yes
	Self-Evaluations	Yes
	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 are required to complete ASE student certifications. To enhance the student-to-trainer ratio for practical learning and assessment, we have been increasing the number of electrical and other trainers. Additionally, we have introduced more live engine trainers and transmission trainers to our program.
	Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation.	Trainers, simulations, and practical applications serve as effective methods for assessing students' higher-order thinking skills.
INDUSTRY CERTIFICATIONS	Explain any changes made or planned in the program based on assessment of industry certifications used in the program.	The ASE certification provides students with specific areas for improvement. They have the opportunity to retest in any sections where they did not achieve a passing score initially. Additionally, students are required to complete the MACS AC Certification, and they may retake this exam at their own expense.
INTERNSHIPS/ CLINICALS	How do you evaluate program competencies or learning objectives during internship/externship experiences?	We maintain detailed rubrics and provide weekly summaries of the completed work. Internship supervisor evaluations are conducted twice throughout the internship period. Additionally, we perform site visits and engage in comprehensive interviews with both site managers and students.
	As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?	We consistently receive feedback indicating that communication remains a challenge. Students often feel uneasy when engaging with customers or others. To tackle this issue, program faculty encourage students to interact with customers during all of our external projects.

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 120% 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 76% -- 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 71% -- 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.	95% of 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?	There were several items where the gap exceeded 1.0. With the addition of the new lab, it caused complexity and confusion in running organized classes during 2023-24. This is likely a large factor in why students were dissatisfied with instruction in the program. This year, we are settled in and classes are running more smoothly.
ALUMNI SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	Responses stated 87% satisfaction was achieved. Benchmark met. Continue improving program for improved satisfaction.
EMPLOYER SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	Employers response to quality of the program was 100% of employers were satisfied or very satisfied
PROFESSIONAL DEVELOPMENT	What professional development activities have instructors in this program completed in the last year?	Noah has initiated the CaselH Web Academy training curriculum. Faculty members participated in industry clinics and webinars. All faculty received training on the new lab facility and the new lab tools.

	How were these activities used to improve this program?	The newly installed lifts, crane, and enhanced facilities, along with updated training programs, provide students with an improved environment that closely mirrors the conditions they will encounter in a professional shop setting.
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)?	The CNH TopTech program was initiated in the early stages of this year. The implementation of work orders was reinforced in response to the recommendations made by the Advisory Board Committee.
	Implementation Date	2025-01-10
	Indicate the personnel responsible for implementing the change(s):	Joel, Izaak, Noah
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 plan to request updated equipment featuring advanced after-treatment systems, including new electronically controlled engines. Additionally, we aim to acquire modern agricultural machinery to enhance our various agricultural courses, along with new light truck trainers to support the light truck program.
	Cost	250,000