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| PROGRAM INFORMATION | Program | Automation Controls/SCADA |
| | Submitted by: | Josh Renken |
| | Year | 2024-2025 |
| | Date of Review | 2025-01-10 |
| | Form Key | e410d66b-eb3c-4801-87c0-95b07beb7a3b |
| PROGRAM OUTCOMES | Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any: | In light of forthcoming staff changes and consultations with the president, we have decided to undertake a comprehensive overhaul of the first-year and summer semesters. Throughout the year, we will engage with former students and advisory board members to gather further insights and guidance as we navigate this process. |
| | Outcomes are up to date in WIDS and on the program's web page | No |
| 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 | No |
| 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. | EC 113, along with many other first-semester courses, will undergo significant revisions. The content will be adjusted to align more closely with the essential job skills identified through a survey conducted over the past five years among graduating students and insights from the advisory board. | |
| PROGRAM COMPETENCIES | Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any: | We will add IOT, IO link and Modbus units to SD239 |
| | WIDS Up to Date | Yes |
| COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST | Capstone | Yes |
| | Class Participation | No |
| | Clinical/internship observations | No |
| | Examinations | Yes |
| | Comprehensive Final Exams | Yes |

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| | Journals | Yes |
| | Lab Demonstrations | Yes |
| | Oral Examinations/Presentations | Yes |
| | Other Projects | Yes |
| | Peer Evaluations | No |
| | Portfolio Projects | Yes |
| | Quizzes | Yes |
| | Self-Evaluations | Yes |
| | Simulations | Yes |
| | Videos of Student Mastery | Yes |
| | Written Essays | No |
| | 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). | Most courses include a capstone or final project designed to showcase each student's mastery of the skills acquired throughout the course, as well as their ability to apply that knowledge. Additionally, every class features its own final written examination. |
| | Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation. | The final semester lab and capstone projects necessitate the application of knowledge acquired over the preceding four semesters. These projects are designed for individual completion, encouraging each student to demonstrate their competencies in these specific areas. |
| INDUSTRY CERTIFICATIONS | Explain any changes made or planned in the program based on assessment of industry certifications used in the program. | No changes made. |
| INTERNSHIPS/ CLINICALS | How do you evaluate program competencies or learning objectives during internship/externship experiences? | NA |
| | As you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program? | NA |

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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. | No, 72% This is one of the reasons we are looking to revamp the program and eliminate the summer semester and right size the course offerings to make this program more attractive to incoming students. There will also be an attempt to reconnect 3rd year options for ECM and AET. |
| 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. | Yes. 88% |
| 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. | Yes, 75% |
| 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. | Yes, 100% |
| STUDENT SATISFACTION | If this benchmark is not met, what strategy or strategies will be implemented to address this measure? | Goal met. highest gap score was .4 |
| ALUMNI SATISFACTION | If this benchmark is not met, what strategy or strategies will be implemented to address this measure? | Yes, 100% |
| EMPLOYER SATISFACTION | If this benchmark is not met, what strategy or strategies will be implemented to address this measure? | 100% either met or exceeded expectations. |
| PROFESSIONAL DEVELOPMENT | What professional development activities have instructors in this program completed in the last year? | Participated in webinars, conducted research, developed demonstration and simulation projects, and consistently trained on and collaborated with new and emerging software. |

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| | How were these activities used to improve this program? | This contributes to the ongoing development of the program. |
| PROFESSIONAL ORGANIZATIONS | Do faculty members belong to professional organizations associated with this program? | No |
| | If no, explain why. | Most are very vendor specific and would favor one brand over another and we want to be flexible in our instruction. |
| | Are students made aware of the professional organizations for their career field? | No |
| 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 electronics curriculum will undergo evaluation to ensure it aligns with industry requirements. |
| | Implementation Date | 2025-08-01 |
| | Indicate the personnel responsible for implementing the change(s): | Josh Renken |
| 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? | At this stage, it is uncertain, but there will likely be requirements for certain equipment or facilities. |
| | Cost | 8000 |