INFORMATION INFORM	DDOCDANA	Dun min in	Heating and Casling Technology
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Bray:			time a year.
SYLLAB   AS Situarement  AS STUDENT  AND STATEMENT  AS STUDENT  AS			
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STILABI  A STATEMENT  COURSE  A SESSMENTS USED  IN PROGRAM  CHECKIST  A SESSMENTS USED			Yes
Course   C	8771.481		
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Grading Criteria Instructor Academic Integrity Policy Rondictrimitation Statement Ves Rondictrimitation Statement Ves Rondictrimitation Statement Ves Rondictrimitation Statement Ves Required Text(s) Ves Syllabi Up to Date in WIDS Ves Explain which ryllabil were reviewed this year; input received from advisory board, instructors, students, set; regarding course objectives and technolos used; and changes made, if navy.  PROGRAM COMPETENCIES  REPOGRAM COMPETENCIES IN PROGRAM COMPETENCIES IN PROGRAM COMPETENCIES IN PROGRAM CHECKLIST  WIDS Up to Date Ves Castene ASSESSMENTS USED IN PROGRAM CHECKLIST  Class Participation Class Participation Class Participation Class Participation Competencies Final Exams Ves			
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Accounts to Statement or the country of the statement of			
Nondiscrimination Statement   Ves			
Office Hours/Contact Information   Yes			
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Required Text[s]   Yes			
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students, etc. regarding course objectives and tecthooks used.  With Cengage.  PROGRAM COMPETENCIES  Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any.  WIDS Up to Date  Yes  ASSESSMENTS USE  IN PROGRAM CHECKLIST  ASSESSMENTS USE  I Lab Demonstrations  Projects  Yes  Oral Examinations/Presentations  Yes  Oral Examinations/P			
program COMPETENCIES Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:  WIDS Up to Date  ASSESSMENTS USED IN PROGRAM CHECKLIST IN PROGRAM CHECKLIST Office Projects OVAL Examinations/Presentations Oral Examinations/Presentations Or			
PROGRAM COMPETENCIES  Explain how competencies were reviewed this year (le., input from advisory board, instructors and year), by bard, instructors and year of year, instructors, students, etc.) and changes made, if any:  WINDS UP to Date  COURSE  ASSESSMENTS USED IN PROGRAM CHECKLIST  CHECKLIST  ASSESSMENTS USED OF Projects  Pere Evaluations  No Lab Demonstrations  Ves  Oral Examinations/Presentations  Ves  Oral Examinations/Presentations  Ves  Oral Examinations/Presentations  No Proffolo Projects  No Quizes  Yes  Self Evaluations  No Simulations  Ves  Ves  Self Evaluations  No Written Essays  Wes  Written Essays  Wes  Written Espays  Ves  Written Essays  Wes  Written Reports  ALIGNED AND APPROPRIATE  ASSESSMENTS  ASSESSMENTS  ACSESSMENTS  ACSESSMENTS  ACSESSMENTS  ACSESSMENTS  ACSESSMENTS  ACSESSMENTS  ACSESSMENTS  ACT ACSESSMENT AND ACSESSMENT AND ACT			
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reviewed this year (i.e., input from and sory board, instructors, students, etc.) and changes made, if any:  WIDS Up to Date Yes  COURSE  ASSESSMENTS USED IN PROGRAM CHECKLIST  CHECKLIST  OTAL Examinations Yes  Comprehensive final Exams Yes  Journals No  Lab Demonstrations Yes  Other Projects Yes  Other Projects Yes  Other Projects No  Other Projects No  Other Projects No  Other Projects No  Other Projects Yes  Self Evaluations No  Portfolio Projects No  Other Projects Yes  Self Evaluations No  ALIGNED AND  APPROPRIATE  ASSESSMENTS  ALIGNED AND  APPROPRIATE  ASSESSMENTS  ALIGNED AND  APPROPRIATE  ASSESSMENTS  ASSESSMENTS  ALIGNED AND  APPROPRIATE  ASSESSMENTS  ASSESSMENTS  Aligned AND  APPROPRIATE  ASSESSMENTS  Aligned AND  ASSESSMENTS  Assessments used in the program areflect trigher-level thinking sallis, such as applications, analysis, such as a proposed and analysis and analysis and analysis and analysis and analysis and analysis and analys			
advisory board, instructors, students, et.) and changes made if any:  WIDS Up to Date  Yes  ASSESSMENTS USED IN PROGRAM CHECKLIST CHECKLIST Of Checklist Che	COMPETENCIES		
ALIGNED AND APPROPRIATE ASSESSMENTS  ALIGNED AND APPROPRIATE ASSESSMENTS  ASSESSMENTS  ASSESSMENTS  ASSESSMENTS  ASSESSMENTS  WIDS Up to Date  Yes  Class Participation  Yes  Class Participation  Yes  Clinical/internship observations  Yes  Comprehensive Final Exams  Yes  Comprehensive Final Exams  Yes  Oral Examinations  Yes  Oral Examinations/Presentations  No  Other Projects  Yes  Oral Examinations/Presentations  No  Outres  Yes  Yes  Yes  Yes  Yes  Yes  Yes			Every Fall and Spring advisory board meetings, the board review them on the selected courses from the instructors. Not changes at this
Students, etc.) and changes made, if any:  WiDS Up to Date Yes  COURSE  ASSESSMENTS USED IN PROGRAM CHECKLIST  CHECKLIST  Official/intenship observations Examinations  Comprehensive Final Exams Ves Journals Lab Demonstrations  Ves  Other Projects Other Projects Ves Peer Evaluations No Portfolio Projects No Quizes Self Evaluations No Simulations  ALIGNED AND APPROPRIATE ASSESSMENTS  ALIGNED AND APPROPRIATE ASSESSMENTS  ALIGNED AND APPROPRIATE ASSESSMENTS  ACCOUNTED TO THE PROPRIATE ASSESSMENTS  After completing course competencies, the students are tested on trainers that have faults built into them and they are assess by time and their performance on there outcomes.			
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COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST    Clinical/internship observations   Yes		if any:	
COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST    Clinical/internship observations   Yes			
COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST    Clinical/internship observations   Yes		WIDS Up to Date	Yes
ASSESSMENTS USED IN PROGRAM CHECKLIST    CHECKLIST   C	COLIBSE		
IN PROGRAM CHECKLIST    Clinical/internship observations   Yes			
Examinations  Yes  Comprehensive Final Exams  No  Lab Demonstrations  Yes  Oral Examinations/Presentations  Yes  Other Projects  Peer Evaluations  No  Portfolio Projects  No  Quizes  Self Evaluations  No  Simulations  Yes  Videos of Student Mastery  Written Essays  Ves  Videos of Student Mastery  Written Essays  Yes  ALIGNED AND  APPROPRIATE  ASSESSMENTS  ASSESSMENTS  ASSESSMENTS  ASSESSMENTS  ASSESSMENTS  Examinations  Yes  No  Ves  Yes  Yes  Yes  Yes  Yes  Yes  After completing course competencies, the students are tested on trainers that have faults built into them and they are assess by time and there performance on there outcomes.			
CHECKLIST    Examinations   Yes	IN PROGRAM		
Comprehensive Final Exams   Yes		Examinations	Yes
Lab Demonstrations Yes  Oral Examinations/Presentations Yes  Other Projects Yes Peer Evaluations No Portfolio Projects No Quizzes Yes Self Evaluations No Simulations Yes Videos of Student Mastery No Written Essays Yes Written Reports Yes Written Reports Yes ALIGNED AND APPROPRIATE ASSESSMENTS  ASsessments used in the program are matched to the outcomes/competencies for the program. Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis,  After completing course competencies, the students are tested on trainers that have faults built into them and they are assess by time and there performance on there outcomes.	J. ILUKLIO I	Comprehensive Final Exams	Yes
Oral Examinations/Presentations  Other Projects  Peer Evaluations  No  Portfolio Projects  No  Quizzes  Yes  Self Evaluations  No  Simulations  Yes  Videos of Student Mastery  Written Essays  Written Essays  Written Reports  Assessments used in the program are matched to the outcomes/competencies for the program.  ASSESSMENTS  Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis,  After completing course competencies, the students are tested on trainers that have faults built into them and they are assess by time and there performance on there outcomes.		Journals	No
Oral Examinations/Presentations  Other Projects  Peer Evaluations  No  Portfolio Projects  No  Quizzes  Yes  Self Evaluations  No  Simulations  Yes  Videos of Student Mastery  Written Essays  Written Essays  Written Reports  Assessments used in the program are matched to the outcomes/competencies for the program.  ASSESSMENTS  Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis,  After completing course competencies, the students are tested on trainers that have faults built into them and they are assess by time and there performance on there outcomes.		Lab Demonstrations	Yes
Other Projects Peer Evaluations No Portfolio Projects No Quizzes Yes Self Evaluations No Simulations Yes Videos of Student Mastery Written Essays Written Reports ALIGNED AND APPROPRIATE ASSESSMENTS  ASSESSMENTS  ASSESSMENTS  ASSESSMENTS  ASSESSMENTS  After completing course competencies, the students are tested on trainers that have faults built into them and they are assess by time and there performance on there outcomes.			
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Peer Evaluations No 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 ASSESSMENTS  Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis,  After completing course competencies, the students are tested on trainers that have faults built into them and they are assess by time and there performance on there outcomes.		Other Projects	Yes
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Simulations Yes Videos of Student Mastery No Written Essays Yes Written Reports  ALIGNED AND APPROPRIATE ASSESSMENTS ASSESSMENTS  Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis,  After completing course competencies, the students are tested on trainers that have faults built into them and they are assess by time and there performance on there outcomes.			
Videos of Student Mastery  Written Essays  Yes  Written Reports  ALIGNED AND APPROPRIATE ASSESSMENTS  Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis,		Self Evaluations	No .
Written Essays Written Reports Yes  ALIGNED AND APPROPRIATE ASSESSMENTS ASSESSMENTS  Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis,  After completing course competencies, the students are tested on trainers that have faults built into them and they are assess by time and there performance on there outcomes.		Simulations	Yes
Written Essays Written Reports Yes  ALIGNED AND APPROPRIATE ASSESSMENTS ASSESSMENTS  Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis,  After completing course competencies, the students are tested on trainers that have faults built into them and they are assess by time and there performance on there outcomes.		Videos of Student Mastery	No
Written Reports  ALIGNED AND APPROPRIATE ASSESSMENTS  Assessments used in the program are matched to the outcomes/competencies for the program.  Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis,			
ALIGNED AND APPROPRIATE ASSESSMENTS  Assessments used in the program are matched to the outcomes/competencies for the program.  Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis,			
APPROPRIATE ASSESSMENTS  are matched to the outcomes/competencies for the program.  Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis,	ALIGNES :::-		163
APPROPRIATE ASSESSMENTS  outcomes/competencies for the program.  Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis,	ALIGNED AND		
ASSESSMENTS  Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis,  After completing course competencies, the students are tested on trainers that have faults built into them and they are assess by time and there performance on there outcomes.	APPROPRIATE		Yes
Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis,	ASSESSMENTS		
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assessments used in the program reflect higher-level thinking skills, such as applications, analysis,		Give examples of how	
reflect higher-level thinking skills, such as applications, analysis,			
such as applications, analysis,			After completing course competencies, the students are tested on trainers that have faults built into them and they are assess by time
			and there performance on there outcomes.
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		-, and evaluation.	
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	Explain changes in the assessments used in your program since your last review (include input received and rationale)	We have added a roof trainer to the Lab to show and have students inprove there knowledge of install roof vent flashings and roof safety.  Also adding more mini-split trainers to teach students more on VRF installation.
INDUSTRY CERTIFICATIONS	Explain any changes made or planned in the program based on assessment of industry certifications used in the program.	Students will be tested on A2L Refrigerant/Safety. In Electrical and Air conditioning, thoses courses need to review more over the units and have a better under standing of ther topics.
INTERNSHIPS/CLINIC ALS	How do you evaluate program competencies or learning objectives during internship/externship experiences?	Employee's complete evalation for each student. Weekly students report on-site, On MyTech students log there time and outcomes.  Instructors also to on-site visits ti visit with students supervisor.
	s you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?	The internship evaluation form has been reviewed during a few site visits and some changes will be made before summer 2022 semester.
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.	Did not reach the benchmark- 11 students from a cap of 24= 46%. Instructors have been working with enrollment and doing more high school visits and career fairs.
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.	Met the Benchmark at 95% Retention
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.	Met the Benchmark at 90% Graduation rate.
PLACEMENT	benchmark.  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.	Met the Benchmark-100% Placement
STUDENT SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	We met the benchmark
ALUMNI SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	100% Satisfied.
EMPLOYER SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	87.5%- Met the Benchmark- Employer were pleased with the outcomes.
PROFESSIONAL DEVELOPMENT	What professional development activities have instructors in this program completed in the last year?	Instructors from the program have attended ASHRAE Meetings, RSES Webinars, and HVAC Excellence Educators conferences. Each Semester MTC does in-service trainping as well.

	How were these activities used to improve this program?	Instructors were taught new skills on all levels of the HVAC/R and Teaching Knowledge's They were taught from new indusrty sdtandards and equipment.
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
All	What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?	To teach more basic topic's and also to teach more troubleshooting over furnaces, air conditioners in the labs.
	Implementation Date	2022-01-07
	Indicate the personnel responsible for implementing the change(s):	Jason Juhnke
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?	Would like to add a few more new trainers to our lab to help teach more geothermal troubleshooting. Also would like to add refrigeration trainers with water cooled condensers.  Instructors are in the process of getting trained to become a Daikin training center.
	Cost	\$78,500.00