MEASURING UP

ASSESSMENT DATA FOR INSTITUTIONAL IMPROVEMENT

NORTHWEST TECH
NORTHWEST KANSAS TECHNICAL COLLEGE

NORTHWEST TECH MISSION
The mission of Northwest Kansas Technical College, as an institution of higher learning, is to prepare individuals for gainful employment in technical and professional careers, productive personal lives, and lifelong learning.

Leadership : Dr. Ed Mills, President | Brenda Chatfield, Vice-President

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FORWARD

Northwest Kansas Technical College is committed to student success. As a result of this commitment, the college is focused on creating a value-added, high-quality environment in all facets of the institution. The college’s assessment efforts enable continual monitoring of changes that take place as a result of innovative efforts.

Both student and institutional assessment is included in this document to communicate all assessment data, results and subsequent action to the various constituencies involved. Consolidating all assessment data into one document also serves for institutional planning, budgeting, and decision-making purposes.
The following is a timeline for the annual collection of assessment data for 2014-2015. Each report is handled by a college staff member responsible for administering the instrument and/or compiling the data.

**ANNUAL ASSESSMENT SCHEDULE**

**JANUARY**
- Retention Report (Assistant Registrar)
- Job Placement Report (Career Services)

**FEBRUARY**
- Institutional Effectiveness Survey (AVPAA)
- Student Satisfaction Survey (AVPAA)

**MARCH**
- Retention Report (Assistant Registrar)
- Job Placement Report (Career Services)

**APRIL**
- Program Assessment Plans (Faculty)
- Data Retreat (Faculty/Staff)

**MAY**
- Program Reviews (Faculty)

**JUNE**
- Retention Report (Assistant Registrar)

**JULY**
- Developmental Education Report
- AIR Report (Assessment Coordinator)

**AUGUST**
- Student Profile (Registrar/Assistant Registrar)
- Data Retreat (Faculty/Staff)

**SEPTEMBER**
- Retention Report (Assistant Registrar)
- Job Placement Report (Career Services)

**OCTOBER**
- -

**NOVEMBER**
- -

**DECEMBER**
- Retention Report (Assistant Registrar)

**CURRICULUM & ASSESSMENT COMMITTEE**

The Curriculum & Assessment Committee is established to provide oversight and coordination of all NWKTC instruction, curriculum, academic integrity and assessment issues. The committee meets four times per academic year and is comprised of Curriculum & Assessment Committee is comprised of division chairs, assessment coordinator, and a library representative. The primary function of the committee is to ensure the quality and academic integrity of all NWKTC program offerings, curriculum, and implementation and oversight of the outcomes assessment program.

**Committee Members**
- Christa Bergsma
  Human Services Division Chair
- Dan Ordonez
  Construction Services Division Chair
- Jason Cook
  Transportation Division Chair
- Dennis Misurell
  Developmental Education
- Adam Elliott
  Information Technology Division Chair
  Assessment Coordinator

**Ex-Officio Members**
- Brenda Chatfield
  VP for Academic & Student Affairs
- Dr. Scott Searcy
  AVP for Academic Affairs
EXECUTIVE SUMMARY

The executive summary provides an overview from the data findings that present the strengths of the institution, areas of concern, and a plan of action.

Northwest Tech continues to strive for institutional effectiveness by identifying areas of concern through assessment instruments such as Retention Reports, Placement Reports, program assessment plans, student satisfaction surveys, and institutional effectiveness survey and addressing ways to improve.

AREAS OF STRENGTH

- Overall enrollment growth trend continues:
  - 251 (2007-2008)
  - 272 (2008-2009); +8%
  - 291 (2009-2010); +7%
  - 384 (2010-2011); +32%
  - 473 (2011-2012); +23%
  - 561 (2012-2013); +19%
  - 626 (2013-2014); +12%
  - 647 (2014-2015); +3%

- 96% of graduates are placed in employment, in the military or are continuing their education; 82% are employed in a field directly related to their program of study.

- Employers consistently rated the training that the graduates they hired received as very good or good.

- Four programs completed the Comprehensive Review process and identified opportunities for improvement and developed action plans to implement in the coming academic year.

- Program faculty continue to participate in Assessment Day to complete the annual program review. Plans of Action are developed by faculty and staff to address areas of concern identified in the Student Satisfaction Survey.

- Competency attainment and benchmark achievement among program completers is high across all technical programs.

- Northwest Tech has completed 3 years of internal comparison with the MATC student satisfaction instrument, and will move to CCSSE for national comparison in 2015-16.

- All established programs have a viable capstone project for assessing the general education outcomes within the program.

- Newer program capstones are in development.

- Several established programs have reviewed and updated capstones.

- Annual Strategic Planning Sessions continue to foster institutional improvement and stakeholder involvement.
AREAS OF CONCERN

CONCERN #1
While overall enrollment continues to increase, full-time student enrollment is down from 389 to 312.

PLAN OF ACTION #1
As we continue to build relationships for concurrent enrollment, we must develop solid retention strategies to convert part-time high school students into full-time program students.

CONCERN #2
The ACT COMPASS test currently used for placement in developmental courses will be discontinued.

PLAN OF ACTION #2
Northwest Tech will consider AccuPlacer and other placement instruments to find an appropriate fit for the goals of the institution.

CONCERN #3
Great improvements were made to general education assessment plans in 2014-15, but many courses still need plans developed.

PLAN OF ACTION #3
Assessment Coordinator will continue to work with General Education faculty to develop assessment plans to evaluate the general education outcomes within these courses.

CONCERN #4
Developmental education data was added to the student profile, but a complete Developmental Student Report was not produced in 2014-15.

PLAN OF ACTION #4
Need to develop better training and accountability for future Developmental Faculty to negate a reoccurrence of this issue.
STUDENT PROFILE REPORT

Using information presented in the Student Profile Report for the 2013-2014 academic year, the student body composition of Northwest Tech is as follows:

- Full-time enrollment included:
  - 217 freshmen
  - 95 sophomores
  - 312 total program students

- Part-time enrollment included:
  - 117 continuing education (part time) students
  - 218 concurrent enrollment including students from Goodland, Quinter, Colby, and Brewster
  - 237 total non-program students.

- Total enrollment of 626 students:
  - 251 (2007-2008)
  - 272 (2008-2009); +8%
  - 291 (2009-2010); +7%
  - 384 (2010-2011); +32%
  - 473 (2011-2012); +23%
  - 561 (2012-2013); +19%
  - 626 (2013-2014); +12%
  - 647 (2014-2015); +3%

- 67% of the student population is male:
  - 76% (2009-2010)
  - 71% (2010-2011)
  - 66% (2011-2012)
  - 68% (2012-2013)
  - 67% (2014-2015)

- 33% of the student population is female:
  - 24% (2009-2010)
  - 29% (2010-2011)
  - 34% (2011-2012)
  - 32% (2012-2013)
  - 33% (2014-2015)

- Student age representation on campus are as follows:
  - 0-19 – 72.76%;
  - 20-21 – 6.22%;
  - 22-24 – 2.56%;
  - 25-29 – 4.75%;
  - 30-34 – 2.93%;
  - 35-39 – 1.83%;
  - 40-49 – 4.20%;
  - 50-74 – 4.75%;

- Student ethnic diversity decreased by around 12% from 2013-14.
  - Caucasian – 69.86%;
  - Hispanic – 13.45%
  - Other identities, including international, Asian, Black, Native American, Pacific Islander, and two or more races = 8.03%;
  - Unknown: 8.66%.

- Athletics brought 155 students to the college, a decrease of 22%.
  - 81 (2011-2012)
  - 147 (2012-2013); +81%
  - 198 (2013-2014); +35%
  - 155 (2014-2015); -22%

- 55 total students with children; an increase of 28%.
  - 20 single parents
  - 35 married couples

- Students’ children total 81; a decrease of 14%.
  - 35 five or under
  - 27 in 6-12 year range
  - 19 are 13 or older.
**Student Profile Report (Continued)**

**Strengths**

- Overall enrollment increased 3% from 2013-2014 to 2014-2015, continuing a seven year trend of enrollment growth.
- Concurrent enrollment increased significantly, rising from 94 to 218 from the previous academic year.

**Concerns**

- While overall enrollment has increased, full-time student enrollment is down almost 20% (389 to 312).
- Overall enrollment needs to continue to increase.

**Developmental Education Report**

Northwest Tech utilizes the COMPASS testing instrument to determine entering freshman students’ preparedness in areas of math and writing. Cutoff scores have been set to place students in developmental courses to assist in their ability to perform in upper level courses and achievement of the college's general education outcomes.

**Observations**

- Of the 205 full-time first year students, a total of 82 (or 40%) were in need of developmental math courses.
- In the area or reading 98 students (or 47.8%) were deficient in the area of writing.

**Outcomes (data incomplete)**

- Of the 82 students placed in Development Math a total of 36 passed the developmental and/or subsequent courses. (37%)
- Of the 50 students placed in Development Writing a total of 23 passed the developmental and/or subsequent courses. (47%)

**Strengths**

- Northwest Tech is taking a pro-active approach to recognize students in need of developmental assistance.
- Evening lab hours have been made available four nights per week and student lab monitors have been hired to provide both tutoring services.

**Concerns**

- With a high developmental student population we must continue to provide adequate tutoring, student services, and access to learning resources.
GRADUATE OUTCOMES

The following data is a result of a graduate and employer follow-up survey conducted on students who graduated in the spring of 2014.

Graduate Follow-Up Report

The college's Career Services Coordinator collects and reports on graduate placement and matriculating six months following commencement.

Strengths

- Of the 142 graduates who participated in the Follow-Up Survey 96% are either working or continuing their education.
- Five programs at Northwest Tech achieved 100% job placement.
- 82% of graduates are working in the field of their area of study, and 96% of all graduates are gainfully employed.
- The revised design and format of the Graduate Follow-Up report has greatly increased the ease of access to this important data.
- The completion of a timely follow-up of graduate placement and achievement demonstrates a strong commitment to the college's mission to place students in technical and professional careers, as well as a commitment to lifelong learning and productive personal lives within their communities.

Placement Rates by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Related Employment</th>
<th>Continuing Education</th>
<th>Unrelated Employment</th>
<th>Unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>App Development</td>
<td>86%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automotive</td>
<td>88%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Tech</td>
<td>60%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpentry*</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collision Repair*</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Tech*</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Graphics</td>
<td>83%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>53%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diesel Tech</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical Tech</td>
<td>86%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Engineering Tech*</td>
<td>100%</td>
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<tr>
<td>HVAC/R*</td>
<td>100%</td>
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<tr>
<td>Medical Assistant</td>
<td>87%</td>
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<tr>
<td>Respiratory Therapy</td>
<td>82%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>83%</td>
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</tr>
</tbody>
</table>
PROGRAM ASSESSMENT REPORT

What strengths and weaknesses identified with the program assessment plans? (Direct Assessment)

The purpose of this section is to compile the assessment data collected by each program, provide a summary of the findings, and present action plans that each program will implement. This process of collecting data for the program assessment plans has been in place for ten years, from 2005. After five years of continuous use, instructors took more ownership of their plans and created revisions to make them an improved instrument to assess program goals and learner outcomes.

Automotive Technology

Program Goals
- Most program benchmarks met.
- All EOP ASE scores improved from last year.
- All first year test results were up from last year.
- Capstone in transition and not completed.

Learner Outcomes
- 83% of benchmarks met.
- Test scores improved from last year overall.

Actions implemented as a result of assessment data:

Action Plans
- Update and adjust curriculum to improve areas of lower performance.
- Redesign capstone project and implement in Spring 2016.

- Addition of engine mechanical diagnostics curriculum into the engine performance course.
Business Technology

Program Goals

- Two of three goals met.
- Highest number of graduates in its 4-year history.
- Placement of graduates into 4-year schools was much improved from last year to this year.

Learner Outcomes

- 80% of benchmarks met.
- Quantitative portions of the BT program are much harder for students to complete successfully than those that are qualitative.

Action Plans

- none

Actions implemented as a result of assessment data:

- none

Learner Outcomes

- 80% of benchmarks met.
- Two students consistently underperformed on attendance.

Actions implemented as a result of assessment data:

- Break down the attendance learner outcomes more clearly.

Carpentry

Program Goals

- All program goals met.
- 80% of first-year students will return to second year.
- Capstone created, in use, and has rubric 5/20/15

Learner Outcomes

- 100% of benchmarks met.
- None

Action Plans

- none

Actions implemented as a result of assessment data:

- none

Collision Repair

Program Goals

- All program goals met.

Learner Outcomes

- 100% of benchmarks met.
- None

Action Plans

- none

Actions implemented as a result of assessment data:

- none
Communications Technology

Program Goals

: Low student enrollment numbers are not conducive to a proper assessment.

: Moving from two instructors to one has been a struggle for the program.

Learner Outcomes

: 85% of benchmarks met.

: Faculty feel a need to become more familiar with some of the program material.

Actions implemented as a result of assessment data:

: none

Action Plans

: Learner outcomes need to be refined to reflect changes to program.

: Implement mPortfolio for each student.

Computer Graphics Technology

Program Goals

: Program goals narrowly unmet.

: First year to second year retention improved from 2013-14.

: Placement continues to be a struggle with many students unwilling to relocate.

Learner Outcomes

: 64% of benchmarks met.

: Benchmarks increased in 2013-14 may be too high.

Actions implemented as a result of assessment data:

: Will continue with current benchmarks for another year.

Action Plans

: Continue to seek articulation agreements with 4-year institutions.

Cosmetology

Program Goals

: High achievement of program goals;

: State Board results pending.

Learner Outcomes

: 100% of benchmarks met.

Actions implemented as a result of assessment data:

: none

Action Plans

: Look at attendance policy to see if hours should be reduced to make sure students will be finished by June.

: Work closely with the financial aid and business offices to help keep students aware of their accounts and encourage them to be paid in full by graduation.
Crime Scene Investigation

Assessment plan is in development and will be implemented beginning spring 2016.

Diesel Technology

Program Goals

: All program goals met.

Learner Outcomes

: 95% of benchmarks met.

Action Plans

: none

Actions implemented as a result of assessment data:

: none

Electrical Technology I

Program Goals

: All program goals met.

Learner Outcomes

: All benchmarks met at 100%.

Action Plans

: none

Actions implemented as a result of assessment data:

: none

Electrical Technology II

Program Goals

: 2/3 of goals met.

: 57% pass rate on state NEC examination.

Learner Outcomes

: 88% of benchmarks met.

: 33% pass rate on Journeyman test.

: Students who struggle with math in general have the most difficulties with the Journeyman exam.

Action Plans

: none

Actions implemented as a result of assessment data:

: none

Introduction NEC practice starting in the beginning of first semester, which helped the students gain a better understanding of the codebook language.

Engineering Technology

Program Goals

: 2/3 program goals met.

: Standard for job placement is 100%. Actual performance is 89%.

Learner Outcomes

: All benchmarks met.

Action Plans

: None.

Actions implemented as a result of assessment data:

: Maintain current benchmarks.
Medical Assistant

Program Goals

: 67% pass rate on AAMA/RMA certification exams.

: 75% of students successfully completed practicum.

Learner Outcomes

: All benchmarks met.

Actions implemented as a result of assessment data:

: Maintain current benchmarks.

Action Plans

: None.

Actions implemented as a result of assessment data:

: Better communicate with general education faculty to make sure students are in good standing and eligible to complete their practicum.

Mobile Application & Entertainment Development

Program Goals

: 2/3 of goals met.

: Career placement is low.

: Actions implemented as a result of assessment data:

: Continue to build industry contacts.

Learner Outcomes

: Basic competencies are not all there.

: Need to bring more focus to Mastery of the skills.

Actions implemented as a result of assessment data:

: Implementing badges directly into Moodle.

Action Plans

: Further encourage retention between 1st/2nd semester & 1st/2nd year.

Respiratory Therapy I

Program Goals

: n/a to first year

Actions implemented as a result of assessment data:

: none

Learner Outcomes

: 80% of learner outcomes met.

: Low enrollment for 14-15 caused one low performing student to drag down average.

Actions implemented as a result of assessment data:

: At risk students will be more closely monitored and assisted as needed to ensure success in the upcoming semesters.

Action Plans

: Program enrollment will be increased to include quality candidates that are truly interested in pursuing Respiratory Therapy as a career choice.

: Department faculty has been heavily involved with Admissions to assist with the process.
Respiratory Therapy II

Program Goals
: Program goal narrowly missed.
: NBRC pass rates is 72.2%.

Learner Outcomes
: 86% of benchmarks met.
: SAE exam this year were encouraging although they did not meet the threshold.

Action Plans
: Enhance curriculum with projects to promote critical thinking.

Actions implemented as a result of assessment data:
: Continue to improve upon the preparation exercises presented during the final semester to increase the pass rate.

Learner Outcomes
: 86% of benchmarks met.
: SAE exam this year were encouraging although they did not meet the threshold.

Actions implemented as a result of assessment data:
: Increase emphasis of Capstone projects.

Welding

Program Goals
: All program goals met.

Learner Outcomes
: 80% of benchmarks met.
: Student had a physical limitation that prevented him from passing the physical welding test

Actions implemented as a result of assessment data:
: mPortfolio assignment will be guided, structured and scheduled to be worked on in increments for the upcoming year.

Action Plans
: If it is possible to know early enough, a physical disability that would prevent a student from passing will be addressed early in the program and assistance provided to place the student in a different program where he would have a higher chance of success.

Welding Pipe & Plate

Program Goals
: All program goals met.

Learner Outcomes
: 100% of benchmarks met.

Action Plans
: Faculty will continue to use PP program to add to fulltime Welding enrollment.

Actions implemented as a result of assessment data:
: none

Actions implemented as a result of assessment data:
: none

Actions implemented as a result of assessment data:
: none
Computer Fundamentals

Course Goals

: All course goals met.

Actions implemented as a result of assessment data:

: none

Learner Outcomes

: Computer Hardware and Security were lowest performing areas.

: Many students neglected to complete the final unit of the course.

Actions implemented as a result of assessment data:

: Increase point value of skipped unit.

Action Plans

: Continue to integrate iPad apps into course.

: Proceed with switch to Microsoft Office for Mac.

Technical Math

Course Goals

: All course goals met.

Actions implemented as a result of assessment data:

: Adjust pace and coverage of topics for technical math career path.

Learner Outcomes

: 50% of benchmarks met.

: Biggest issue is students not submitting the required work.

Actions implemented as a result of assessment data:

: Re-evaluate the penalties and options for late work.

Action Plans

: Faculty has a detailed understanding of low performing areas and will continue to improve curriculum to enhance student performance.

: Extend assessment plan to cover Intermediate and Beginning Algebra in 2015-16 academic year.

English Composition

Course Goals

: In development.

Actions implemented as a result of assessment data:

: none

Learner Outcomes

: 71% of learner outcomes met.

: WebAssign has allowed a majority of students to demonstrate proficiency quantitative goals.

Actions implemented as a result of assessment data:

: Continue to utilize WebAssign

Action Plans

: none

Psychology

The assessment plan for Psychology was recreated in Spring 2015. Scores will be recorded and the instrument will be implemented in Spring 2016.
What strengths and weaknesses identified with the annual program review? (Direct & Indirect Assessment)

Automotive Technology

Direct:
3a. 100% of program completers attained program competencies.
6. Third-party testing with ADE used to measure teaching and learning effectiveness.

Indirect:
1. 65% retention in first year; 66% in second year.
2/4. Graduates are finding employment and are satisfied with the program.
8b. Faculty attend NACAT conference, NATEF training.

Plan of Action: none

Business Technology

Direct:
3a. 100% of program completers and 75% of first year completers achieved program competencies.
7. 83% of benchmarks met.
11. Increased program enrollment may warrant a need for more space.

Indirect:
1. Retention rates increased despite missing benchmark.

Plan of Action: none

Carpentry

Direct:
7. 100% of benchmarks met.
8a. Instructor takes classes to further expand his teaching on subjects.
10a. Capstone project is current and in use.

Indirect: report incomplete

Plan of Action: none

Collision Repair

Direct:
3a. 100% of program completers attained program competencies.
7. 100% of benchmarks met.

Indirect:
1. Retention goals met.
6. Advisory committee meets twice annually.
7. Not all students are participating in internships or OWE.

Plan of Action: none

Communications Technology

Direct:
1. Program goals need re-evaluated with reduction in faculty and low enrollment.
3a. 100% of program completers attained program competencies
7. 96% of benchmarks met.

Indirect: report incomplete

Plan of Action:
Work closely with Advisors, Administration, select faculty and industry to streamline curriculum and update materials and labs to better reflect a modern telecommunications industry.
**Computer Graphics Technology**
Completed Comprehensive Review

**Cosmetology**

Direct:
3a. 100% of program completers attained program competencies.
4. Students have both certificate and AAS degree options.
7. 100% of benchmarks met.

Indirect:
1. 88% average retention across program tracks.

Plan of Action: none

**Crime Scene Investigation**

Direct:
2a. Syllabi are all disseminated through Moodle.
3a. 100% of program completers attained program competencies.
11. Facilities/equipment are sufficient for program.

Indirect: none

Plan of Action: none

**Diesel Technology**

Direct:
3a. 90% of program completers attained program competencies.
6. EOP tests used to measure teaching and learning effectiveness
7. 95% of benchmarks met.

Indirect:
1. Retention meets standard.
2. Graduate salary exceeds standard.

**Electrical I & II**

Direct:
3a. Competencies reviewed twice annually by advisory committee to meet industry standards.
3a. 100% of program completers attained program competencies.
6. NCCER curriculum is working well.
7. 100% of benchmarks met for EL I, 91% for EL II.

Indirect:
1. Retention goal not met.
7. 50% of students participating in summer internship.
8b. Faculty are certified and continue to expand their knowledge through conferences and continuing education.

Plan of Action:
Instructors will consider strategies for better retention.

**Engineering**
Completed Comprehensive Review

**H/VAC**
Program in flux; not completed.

**Medical Assisting**

Direct:
3a. 100% of program completers attained program competencies.

Indirect:
1. 80% of employers recommend program graduates.

**Metalworking**

Plan of Action: none

**Nurse Aide**

**Mobile Application Development**
Completed Comprehensive Review

**Respiratory Therapy**

Direct:
3a. 100% of program completers attained program competencies.
4. NBRC requires an AAS degree to sit for national registry exam.
8. NBRC matrix is used to improved teaching and learning within program curriculum.

Indirect:
1. Retention goals not met.
8. Faculty have maintained and up to date professional development plans.

Plan of Action:
Improvement in enrollment with appropriate candidates and support for at-risk students will improve outcomes.
Increase the amount of SAE prep time implemented during class time.
Improve admission process to explain program requirements.

**Welding**

Direct:
3a. 95% of program completers attained program competencies.
7. 94% of benchmarks met.

Indirect:
3. Most graduates report they are satisfied or very satisfied with program.

Plan of Action: none
COMPREHENSIVE REVIEW

What plans of action are in place to address areas of concern that have been identified in the Comprehensive Review?

(Indirect Assessment)

Comprehensive Program Reviews

Northwest Tech’s technical programs are on a schedule to complete comprehensive reviews at least once every three years. In 2014-2015, four programs were scheduled for review. This section outlines areas of concern along with plans of action identified.

Communications Technology

Review incomplete at time of publication.

Computer Graphics Technology

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>Plan of Action</th>
<th>Date Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1 - Purpose</td>
<td>Continue to emphasize OWE and building a stronger advisory committee.</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>1.1 Student job placement falls below standard, but there is a clear 3-year growth trend.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Job Placement data is not easily accessible to prospective students. Previous job placement reports (2008) did a much better job of using placement as a marketing tool.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 5 - Student Services</td>
<td>Concerns have been shared with Career Services, but agreed improvements have not been followed through with by Career Services Coordinator. Faculty will continue attempting to work with CS.</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>5.2/3 Career Services provides no support for interview days. Resume and Interview workshop content conflict with program specific content without flexibility.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Engineering Technology

### Area of Concern

**Standard 2 - Administration**

2.1C Majority of computers in the program are 8 and 5 years old. Per advisory committee, industry updates computers every 2 to 3 years to keep up with software requirements.

### Plan of Action

**Request new computers in departmental needs**

**Date Action Taken**

Spring 2015

### Standard 3 - Learning Resources

3.4B Some books are older than 5 years.

**Continue to look for books that will supplement the current ones, at this time there has not been an update to the books that are out of date.**

**Fall 2015**

### Standard 4 - Finances

4.1 Departmental budget was not sent out for the year. All upgrades and expenses have been paid through lab fees except for those covered by Capital Outlay and Perkins.

**Ask administration to see if we actually have a departmental budget anymore.**

**Spring 2015**

### Standard 6 - Instruction

6.2B Not much emphasis has been placed on giving students a copy of their competency profile.

**Implement disseminating of competency profiles at end of each course during instructor/student meeting.**

**Fall 2015**

6.4B Retention is lower than ideal.

**Through daily interaction and meetings, early detection of students that are at risk of leaving the program need to be identified and addressed. Program Faculty will observe and meet with students to discuss the 4A plan in which Attitude, Attendance, Ability, and Academics of the student will be the main focus and determining factor of the student's ability to stay in the program.**

**Fall 2015**
Area of Concern
Standard 5 - Student Services
5.1 Instructors do not have access to student scores.

Plan of Action
We need to try to get more employers on our Advisory and make contact with employers who would be willing to hire our students.

Date Action Taken
Fall 2015

5.3 Follow up calls [on placement] are done one time at the beginning of the next year and that is it.

Plan of Action
Faculty will follow up with graduates more frequently and report and changes in employment to career services.

Date Action Taken
Fall 2015

Standard 7 - Equipment
Machines need updated or more ram or better hard drives. The tools we use are running slow with the latest versions of XCode.

Plan of Action
Request for solid state drives was made and we are waiting to find out what IT is going to do.

Date Action Taken
Spring 2015

Timeline for Future Comprehensive Reviews

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Tech</td>
<td>Business</td>
<td>Collision Repair</td>
<td>Communications Technology</td>
<td>Auto Tech</td>
<td>Business</td>
</tr>
<tr>
<td>Crime Scene Investigation</td>
<td>Carpentry</td>
<td>Diesel Technology</td>
<td>Computer Graphics Technology</td>
<td>Crime Scene Investigation</td>
<td>Carpentry</td>
</tr>
<tr>
<td>Welding</td>
<td>Cosmetology</td>
<td>HVAC/R</td>
<td>Engineering Technology</td>
<td>Welding</td>
<td>Cosmetology</td>
</tr>
<tr>
<td>Welding</td>
<td>Electrical</td>
<td>Medical Assistant</td>
<td>Mobile Application &amp; Gaming Development</td>
<td>Welding</td>
<td>Electrical</td>
</tr>
<tr>
<td>Pipe &amp; Plate</td>
<td></td>
<td>Respiratory Therapy</td>
<td></td>
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</tr>
</tbody>
</table>
For purposes of comparison data, Northwest Tech followed the Student Satisfaction Survey used by Manhattan Area Technical College for the first time in 2011-2012. MATC since changed their survey format, and NT has continued to use the Student Satisfaction Survey for comparison continuity with ourselves since 2012-2013.

The first set of items uses the following response options: 1 = Very Unsatisfied, 2 = Unsatisfied, 3 = Satisfied, 4 = Very Satisfied.

<table>
<thead>
<tr>
<th>Text of Item</th>
<th>11/12</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variety of courses offered in your program.</td>
<td>3.15</td>
<td>3.16</td>
<td>3.3</td>
<td>3.31</td>
</tr>
<tr>
<td>Quality of the courses you have taken.</td>
<td>3.12</td>
<td>3.15</td>
<td>3.26</td>
<td>3.33</td>
</tr>
<tr>
<td>Quality of the intellectual challenge of your program.</td>
<td>3.16</td>
<td>3.27</td>
<td>3.25</td>
<td>3.37</td>
</tr>
<tr>
<td>Class size.</td>
<td>3.11</td>
<td>3.28</td>
<td>3.32</td>
<td>3.41</td>
</tr>
<tr>
<td>Quality of your classroom(s).</td>
<td>3.2</td>
<td>3.32</td>
<td>3.22</td>
<td>3.26</td>
</tr>
<tr>
<td>Quality of your lab (shop) facilities.</td>
<td>3.13</td>
<td>3.26</td>
<td>3.22</td>
<td>3.29</td>
</tr>
<tr>
<td>Quality of technology in your classroom and lab. (shop)</td>
<td>3.15</td>
<td>3.26</td>
<td>3.3</td>
<td>3.24</td>
</tr>
<tr>
<td>Availability of the faculty to meet with you outside the classroom.</td>
<td>3</td>
<td>3.29</td>
<td>3.4</td>
<td>3.42</td>
</tr>
<tr>
<td>Quantity and quality of feedback received from instructors.</td>
<td>3.14</td>
<td>3.31</td>
<td>3.33</td>
<td>3.40</td>
</tr>
<tr>
<td>Faculty members’ sensitivity to student needs.</td>
<td>2.95</td>
<td>3.15</td>
<td>3.3</td>
<td>3.28</td>
</tr>
<tr>
<td>Faculty concern with your progress and success.</td>
<td>3.02</td>
<td>3.22</td>
<td>3.42</td>
<td>3.32</td>
</tr>
<tr>
<td>Faculty members’ knowledge of the program material (course content).</td>
<td>3.15</td>
<td>3.32</td>
<td>3.34</td>
<td>3.49</td>
</tr>
<tr>
<td>Quality of the math course you took for your program.</td>
<td>3.05</td>
<td>3.5</td>
<td>3.63</td>
<td>3.46</td>
</tr>
<tr>
<td>Quality of the communication (English) course you took for your program.</td>
<td>3.15</td>
<td>3.56</td>
<td>3.57</td>
<td>3.43</td>
</tr>
<tr>
<td>Quality of advising you received from your faculty academic advisor.</td>
<td>2.91</td>
<td>3.26</td>
<td>3.35</td>
<td>3.31</td>
</tr>
<tr>
<td>The help program faculty provided for career preparation/planning.</td>
<td>2.97</td>
<td>3.37</td>
<td>3.36</td>
<td>3.35</td>
</tr>
<tr>
<td>Efforts of program faculty to encourage academic integrity.</td>
<td>3.07</td>
<td>3.35</td>
<td>3.31</td>
<td>3.38</td>
</tr>
<tr>
<td>Value of your education relative to the cost of attending College.</td>
<td>3.07</td>
<td>3.19</td>
<td>3.24</td>
<td>3.21</td>
</tr>
<tr>
<td>Your overall assessment of your program.</td>
<td>3.16</td>
<td>3.19</td>
<td>3.23</td>
<td>3.33</td>
</tr>
<tr>
<td>Text of Item</td>
<td>11/12</td>
<td>12/13</td>
<td>13/14</td>
<td>14/15</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------</td>
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<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Cheating is a problem at College. (Note: Reverse Coded)</td>
<td>3.04</td>
<td>2.77</td>
<td>2.74</td>
<td>2.68</td>
</tr>
<tr>
<td>Staff provides effective assistance with class assignments.</td>
<td>3.15</td>
<td>3.3</td>
<td>3.35</td>
<td>3.30</td>
</tr>
<tr>
<td>Staff provides effective assistance with general education courses.</td>
<td>3.07</td>
<td>3.29</td>
<td>3.43</td>
<td>3.30</td>
</tr>
<tr>
<td>Staff is available for assistance with computers.</td>
<td>3.07</td>
<td>3.32</td>
<td>3.42</td>
<td>3.30</td>
</tr>
<tr>
<td>Staff is available for assistance with Internet search information.</td>
<td>3.09</td>
<td>3.43</td>
<td>3.44</td>
<td>3.34</td>
</tr>
<tr>
<td>Staff provides effective assistance for e-mail, student information system, &amp; LMS.</td>
<td>3.11</td>
<td>3.24</td>
<td>3.35</td>
<td>3.27</td>
</tr>
<tr>
<td>The services provided at the library meet student needs.</td>
<td>3.05</td>
<td>3.44</td>
<td>3.46</td>
<td>3.35</td>
</tr>
<tr>
<td>Quality of the study areas is good.</td>
<td>3.06</td>
<td>3.39</td>
<td>3.37</td>
<td>3.30</td>
</tr>
<tr>
<td>The availability of tutoring services is adequate.</td>
<td>2.99</td>
<td>3.67</td>
<td>3.61</td>
<td>3.55</td>
</tr>
<tr>
<td>Quality of the tutoring services is good.</td>
<td>2.96</td>
<td>3.76</td>
<td>3.66</td>
<td>3.62</td>
</tr>
<tr>
<td>Help is available to improve students' study habits and skills.</td>
<td>3.01</td>
<td>3.63</td>
<td>3.58</td>
<td>3.52</td>
</tr>
<tr>
<td>Library hours are adequate to meet student needs.</td>
<td>3.05</td>
<td>3.65</td>
<td>3.47</td>
<td>3.27</td>
</tr>
<tr>
<td>Program information and materials are up to date and helpful.</td>
<td>3.03</td>
<td>3.1</td>
<td>3.32</td>
<td>3.26</td>
</tr>
<tr>
<td>Staff are helpful and knowledgeable about programs of study, entrance requirements, etc.</td>
<td>3.1</td>
<td>3.21</td>
<td>3.3</td>
<td>3.31</td>
</tr>
<tr>
<td>Campus visits and/or program tours are helpful in answering admissions-related questions.</td>
<td>3.1</td>
<td>3.44</td>
<td>3.37</td>
<td>3.35</td>
</tr>
<tr>
<td>The new student enrollment/orientation process is effective and efficient.</td>
<td>2.88</td>
<td>3.1</td>
<td>3.23</td>
<td>3.29</td>
</tr>
<tr>
<td>Advising received in the college recruiter's office is effective.</td>
<td>2.87</td>
<td>3.14</td>
<td>3.3</td>
<td>3.28</td>
</tr>
<tr>
<td>The fee payment process is effective.</td>
<td>2.83</td>
<td>3.21</td>
<td>3.24</td>
<td>3.06</td>
</tr>
<tr>
<td>On-campus registration procedures are efficient.</td>
<td>2.91</td>
<td>3.19</td>
<td>3.16</td>
<td>3.27</td>
</tr>
<tr>
<td>Staff provides effective assistance with resumes.</td>
<td>3.18</td>
<td>3.29</td>
<td>3.4</td>
<td>3.30</td>
</tr>
<tr>
<td>Provides information regarding student employment opportunities.</td>
<td>3.14</td>
<td>3.31</td>
<td>3.42</td>
<td>3.31</td>
</tr>
<tr>
<td>Is available to provide employability skills information.</td>
<td>3.12</td>
<td>3.27</td>
<td>3.39</td>
<td>3.34</td>
</tr>
<tr>
<td>Assistance with job search is good.</td>
<td>3.15</td>
<td>3.35</td>
<td>3.48</td>
<td>3.36</td>
</tr>
<tr>
<td>Office hours are convenient for me.</td>
<td>2.87</td>
<td>3.23</td>
<td>3.13</td>
<td>3.17</td>
</tr>
<tr>
<td>I generally do not have to wait long to get help with financial aid concerns.</td>
<td>2.52</td>
<td>2.79</td>
<td>3.06</td>
<td>3.09</td>
</tr>
<tr>
<td>Financial Aid staff appears to be interested in my concerns.</td>
<td>2.68</td>
<td>2.88</td>
<td>3.13</td>
<td>3.10</td>
</tr>
<tr>
<td>I am satisfied with the service I receive from Financial Aid staff.</td>
<td>2.7</td>
<td>2.81</td>
<td>3.13</td>
<td>3.13</td>
</tr>
<tr>
<td>Statement</td>
<td>Mean 1</td>
<td>Mean 2</td>
<td>Mean 3</td>
<td>Mean 4</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>My phone calls and/or e-mails receive timely responses.</td>
<td>2.65</td>
<td>2.95</td>
<td>3.16</td>
<td>3.30</td>
</tr>
<tr>
<td>Financial aid information is easily accessible.</td>
<td>2.76</td>
<td>2.93</td>
<td>3.14</td>
<td>3.18</td>
</tr>
<tr>
<td>Financial aid information is readily available on the College website.</td>
<td>2.74</td>
<td>3.11</td>
<td>3.2</td>
<td>3.27</td>
</tr>
<tr>
<td>Financial aid is processed in a timely manner.</td>
<td>2.38</td>
<td>2.44</td>
<td>2.88</td>
<td>3.08</td>
</tr>
<tr>
<td>The staff has a friendly attitude when they greet people.</td>
<td>3.31</td>
<td>3.27</td>
<td>3.36</td>
<td>3.34</td>
</tr>
<tr>
<td>Even if the staff members are helping others, my presence is acknowledged when I enter the office.</td>
<td>3.14</td>
<td>3.23</td>
<td>3.28</td>
<td>3.31</td>
</tr>
<tr>
<td>I generally do not have to wait long to get help in the office.</td>
<td>3.02</td>
<td>3.23</td>
<td>3.32</td>
<td>3.31</td>
</tr>
<tr>
<td>The staff in the office seems to be interested in my concerns.</td>
<td>3.12</td>
<td>3.2</td>
<td>3.31</td>
<td>3.38</td>
</tr>
<tr>
<td>The staff seems knowledgeable when responding to questions.</td>
<td>3.12</td>
<td>3.21</td>
<td>3.29</td>
<td>3.34</td>
</tr>
<tr>
<td>If staff cannot help me, they make sure I am directed to the appropriate person.</td>
<td>3.19</td>
<td>3.23</td>
<td>3.29</td>
<td>3.38</td>
</tr>
<tr>
<td>Staff provides effective assistance with library resources.</td>
<td>3.06</td>
<td>3.61</td>
<td>3.66</td>
<td>3.65</td>
</tr>
<tr>
<td>Staff provides effective library resource and database orientations.</td>
<td>3.07</td>
<td>3.67</td>
<td>3.66</td>
<td>3.65</td>
</tr>
<tr>
<td>Staff provides access to Interlibrary Loan resources.</td>
<td>3.03</td>
<td>3.8</td>
<td>3.66</td>
<td>3.66</td>
</tr>
<tr>
<td>Staff is helpful and knowledgeable regarding resources available for program-specific and general education research.</td>
<td>3.06</td>
<td>3.72</td>
<td>3.66</td>
<td>3.60</td>
</tr>
<tr>
<td>Library resources are sufficient.</td>
<td>3.06</td>
<td>3.64</td>
<td>3.54</td>
<td>3.58</td>
</tr>
<tr>
<td>Study space is adequate.</td>
<td>3.09</td>
<td>3.61</td>
<td>3.54</td>
<td>3.53</td>
</tr>
<tr>
<td>Library hours are adequate to meet student needs.</td>
<td>3.04</td>
<td>3.64</td>
<td>3.55</td>
<td>3.46</td>
</tr>
<tr>
<td>Tuition and fees at College are appropriate.</td>
<td>2.82</td>
<td>2.89</td>
<td>2.91</td>
<td>2.76</td>
</tr>
<tr>
<td>Dropping and adding courses is easy to do.</td>
<td>2.95</td>
<td>3.46</td>
<td>3.34</td>
<td>3.47</td>
</tr>
<tr>
<td>Internet access at College is sufficient.</td>
<td>2.94</td>
<td>3.19</td>
<td>3.12</td>
<td>2.94</td>
</tr>
<tr>
<td>The campus grounds are adequately maintained.</td>
<td>3.15</td>
<td>3.22</td>
<td>3.21</td>
<td>3.25</td>
</tr>
<tr>
<td>The buildings on campus are adequately maintained.</td>
<td>3.04</td>
<td>3.12</td>
<td>3.12</td>
<td>3.16</td>
</tr>
<tr>
<td>Student e-mail services are sufficient.</td>
<td>3.04</td>
<td>3.11</td>
<td>3.2</td>
<td>3.21</td>
</tr>
<tr>
<td>Student computer resources at College are sufficient.</td>
<td>3.12</td>
<td>3.29</td>
<td>3.3</td>
<td>3.16</td>
</tr>
<tr>
<td>Student parking availability is adequate.</td>
<td>2.93</td>
<td>3.06</td>
<td>3.09</td>
<td>3.07</td>
</tr>
<tr>
<td>Space in the classrooms is adequate.</td>
<td>3.08</td>
<td>3.24</td>
<td>3.19</td>
<td>3.23</td>
</tr>
<tr>
<td>Space for activities, leisure, lounges, etc. is adequate.</td>
<td>2.97</td>
<td>3.2</td>
<td>3.13</td>
<td>3.03</td>
</tr>
<tr>
<td>Courses are academically demanding.</td>
<td>3.06</td>
<td>3.13</td>
<td>3.22</td>
<td>3.19</td>
</tr>
<tr>
<td>There is good rapport between staff and students.</td>
<td>3.02</td>
<td>3.24</td>
<td>3.27</td>
<td>3.31</td>
</tr>
<tr>
<td>College is warm, friendly, and supportive of students.</td>
<td>3.08</td>
<td>3.14</td>
<td>3.14</td>
<td>3.21</td>
</tr>
<tr>
<td>Item</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students receive adequate recognition for their accomplishments.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>There is a clear student complaint/grievance process.</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Student government is accessible.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School-sponsored social activities are adequate.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sexual harassment is an issue of concern.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I am accomplishing my educational goals at College.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>If given the choice, I would enroll at this college again.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>My education at College prepares me adequately for success in my future professional role.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>My education at College prepares me adequately for success on national board examinations.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I am excited about my chosen career field.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students are treated with respect and courtesy by faculty.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I am often overwhelmed by school.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism is important at College.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>College has a positive image that helps recruitment.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students have a sense of pride in College as an educational institution.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The College campus is safe and secure.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average across “Level of Satisfaction” items (1 – 19)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average across “Level of Agreement” items (20 – 92)</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Average across all items</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Rating</th>
<th>Rating</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.98</td>
<td>3.17</td>
<td>3.17</td>
<td>3.25</td>
</tr>
<tr>
<td>2.78</td>
<td>3.39</td>
<td>3.27</td>
<td>3.31</td>
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<tr>
<td>2.95</td>
<td>3.57</td>
<td>3.35</td>
<td>3.36</td>
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<tr>
<td>2.86</td>
<td>3.31</td>
<td>3.26</td>
<td>3.25</td>
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<td>2.93</td>
<td>3.17</td>
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<td>3.23</td>
<td>3.19</td>
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<td>2.86</td>
<td>3.12</td>
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<td>3.07</td>
<td>3.15</td>
<td>3.24</td>
<td>3.30</td>
</tr>
<tr>
<td>3.1</td>
<td>3.25</td>
<td>3.3</td>
<td>3.34</td>
</tr>
<tr>
<td>3.25</td>
<td>3.29</td>
<td>3.31</td>
<td>3.17</td>
</tr>
<tr>
<td>2.99</td>
<td>3.15</td>
<td>3.27</td>
<td>2.83</td>
</tr>
<tr>
<td>2.55</td>
<td>2.63</td>
<td>2.91</td>
<td>3.17</td>
</tr>
<tr>
<td>2.98</td>
<td>3.23</td>
<td>3.23</td>
<td>3.23</td>
</tr>
<tr>
<td>3.01</td>
<td>3.19</td>
<td>3.29</td>
<td>3.12</td>
</tr>
<tr>
<td>2.89</td>
<td>3.18</td>
<td>3.13</td>
<td>3.09</td>
</tr>
<tr>
<td>2.99</td>
<td>3.22</td>
<td>3.25</td>
<td>3.31</td>
</tr>
<tr>
<td>3.09</td>
<td>3.28</td>
<td>3.5</td>
<td>3.35</td>
</tr>
<tr>
<td>2.98</td>
<td>3.29</td>
<td>3.37</td>
<td>3.27</td>
</tr>
<tr>
<td>3.04</td>
<td>3.29</td>
<td>3.44</td>
<td>3.30</td>
</tr>
</tbody>
</table>

**Strengths**

- Overall student satisfaction is high, with the majority of students responding as ‘Satisfied’ or ‘Very Satisfied’ in almost all areas.
- Financial aid, an area of concern in the past, continues a trend of increased student satisfaction for the third consecutive year.
- Class size and faculty members’ knowledge of program material are rated highly by students.

**Concerns**

- Student satisfaction is down slightly from last academic year.
- A number of students reported that they do not feel respected by faculty.
- Responses indicate that students are concerned or dissatisfied with the internet speed on campus.
- Tuition cost is among the lowest area of satisfaction among respondents.

**Action Plans**

- Northwest Tech will move to CCSSE in 2015-16 for better comparison with other state and national institutions.
INSTITUTIONAL OUTCOMES

For purposes of comparison data, Northwest Tech followed the Student Satisfaction Survey used by Manhattan Area Technical College for the first time in 2011-2012. It was administered for a second time in 2014-2015, but MATC has since changed their survey instrument. The following stands as an internal comparison.

The first set of items uses the following response options: 1 = Needs Improvement, 2 = Adequate, 3 = Excellent, no changes needed.

<table>
<thead>
<tr>
<th>Text of Item</th>
<th>11/12</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>iPad Initiative</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate the effectiveness of iPads for campus communication</td>
<td>2.35</td>
<td>2.11</td>
</tr>
<tr>
<td>Rate the effectiveness of iPads for instructional purposes</td>
<td>2.15</td>
<td>1.82</td>
</tr>
<tr>
<td><strong>Student Records</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate the registration process for students.</td>
<td>1.88</td>
<td>1.60</td>
</tr>
<tr>
<td>Rate the drop/add process.</td>
<td>2.06</td>
<td>1.87</td>
</tr>
<tr>
<td>Staff notifies faculty of important dates and times.</td>
<td>2.08</td>
<td>1.98</td>
</tr>
<tr>
<td>Grades and attendance are recorded in a timely manner.</td>
<td>2.46</td>
<td>2.24</td>
</tr>
<tr>
<td><strong>Financial Aid</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff is helpful, courteous, and responsive (in a timely manner) to requests.</td>
<td>2.12</td>
<td>2.31</td>
</tr>
<tr>
<td>Staff is knowledgeable.</td>
<td>2.50</td>
<td>2.42</td>
</tr>
<tr>
<td>Information given out is accurate.</td>
<td>2.25</td>
<td>2.27</td>
</tr>
<tr>
<td>Office is operated efficiently in its duties.</td>
<td>2.04</td>
<td>2.13</td>
</tr>
<tr>
<td><strong>Counseling/Guidance Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel and staff are courteous, helpful, and responsive (in a timely manner) to requests.</td>
<td>2.48</td>
<td>2.36</td>
</tr>
<tr>
<td>Personnel and staff are efficient and knowledgeable relaying transferability and student course selection to present and prospective students.</td>
<td>2.22</td>
<td>2.14</td>
</tr>
<tr>
<td>Director is efficient in handling student discipline and grievance issues.</td>
<td>2.33</td>
<td>2.39</td>
</tr>
<tr>
<td>Text of Item</td>
<td>11/12</td>
<td>14/15</td>
</tr>
<tr>
<td>-------------</td>
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<td>-------</td>
</tr>
<tr>
<td><strong>Career Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel aid in job placement of students.</td>
<td>2.36</td>
<td>2.02</td>
</tr>
<tr>
<td>Annual student and employer follow-up information is collected and shared with program faculty.</td>
<td>2.33</td>
<td>1.95</td>
</tr>
<tr>
<td>Students are provided career information.</td>
<td>2.39</td>
<td>2.07</td>
</tr>
<tr>
<td>Job interviews are coordinated and monitored for present students.</td>
<td>2.47</td>
<td>2.12</td>
</tr>
<tr>
<td>Coordinator provides sufficient information upon requests by faculty.</td>
<td>2.48</td>
<td>2.07</td>
</tr>
<tr>
<td>Coordinator is helpful, courteous, and responsive (in a timely manner) to requests.</td>
<td>2.56</td>
<td>2.09</td>
</tr>
<tr>
<td><strong>Yearbook Sponsor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publication represents the school well.</td>
<td>2.73</td>
<td>2.21</td>
</tr>
<tr>
<td>Coordinates information from programs efficiently.</td>
<td>2.77</td>
<td>2.14</td>
</tr>
<tr>
<td><strong>Student Services Office Assistant</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel are courteous, helpful, and responsive (in a timely manner) to requests.</td>
<td>2.61</td>
<td>2.47</td>
</tr>
<tr>
<td>Information given is complete and accurate.</td>
<td>2.42</td>
<td>2.28</td>
</tr>
<tr>
<td>Personnel readily accept and will follow through on difficult projects or requests.</td>
<td>2.43</td>
<td>2.35</td>
</tr>
<tr>
<td><strong>Publications and Events</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel are courteous, helpful, and responsive (in a timely manner) to requests.</td>
<td>2.68</td>
<td>2.23</td>
</tr>
<tr>
<td>Scheduling and coordinating of college events are performed efficiently and effectively.</td>
<td>2.49</td>
<td>2.02</td>
</tr>
<tr>
<td>Newsworthy items are consistently released to area news sources for publication.</td>
<td>2.58</td>
<td>2.07</td>
</tr>
<tr>
<td><strong>Admissions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel are courteous, helpful, and responsive (in a timely manner) to requests (prospective students and college employees).</td>
<td>2.49</td>
<td>2.51</td>
</tr>
<tr>
<td>Effectively promote programs by working directly with program faculty and college employees.</td>
<td>2.31</td>
<td>2.47</td>
</tr>
<tr>
<td>Personnel actively seek input from faculty and college employees to promote the college.</td>
<td>2.32</td>
<td>2.33</td>
</tr>
<tr>
<td>Personnel are effective in building relations with all college employees.</td>
<td>2.33</td>
<td>2.42</td>
</tr>
<tr>
<td><strong>Bookstore</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel are courteous, helpful, and responsive (in a timely manner) to requests.</td>
<td>2.67</td>
<td>2.53</td>
</tr>
<tr>
<td>Operations/services offered meet student and faculty needs.</td>
<td>2.63</td>
<td>2.35</td>
</tr>
</tbody>
</table>
## Text of Item

<table>
<thead>
<tr>
<th>Text of Item</th>
<th>11/12</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vice President of Academic &amp; Student Affairs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel is courteous, helpful, and responsive (in a timely manner) to requests.</td>
<td>2.71</td>
<td>2.60</td>
</tr>
<tr>
<td>The information dispersed from this office is accurate and current.</td>
<td>2.52</td>
<td>2.47</td>
</tr>
<tr>
<td>Personnel exhibits leadership abilities.</td>
<td>2.44</td>
<td>2.56</td>
</tr>
<tr>
<td>Duties are carried out in a fair and unbiased manner.</td>
<td>2.51</td>
<td>2.60</td>
</tr>
<tr>
<td>Personnel exhibit professionalism.</td>
<td>2.73</td>
<td>2.60</td>
</tr>
<tr>
<td><strong>Vice President of Student Affairs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel is courteous, helpful, and responsive (in a timely manner) to requests.</td>
<td>2.51</td>
<td>n/a</td>
</tr>
<tr>
<td>The information dispersed from this office is accurate and current.</td>
<td>2.48</td>
<td>n/a</td>
</tr>
<tr>
<td>Personnel exhibit leadership abilities.</td>
<td>2.44</td>
<td>n/a</td>
</tr>
<tr>
<td>Duties are carried out in a fair and unbiased manner.</td>
<td>2.31</td>
<td>n/a</td>
</tr>
<tr>
<td>Personnel exhibits professionalism.</td>
<td>2.60</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel are courteous, helpful, and responsive (in a timely manner) to requests.</td>
<td>2.84</td>
<td>1.93</td>
</tr>
<tr>
<td>Current publications are available for student/faculty review.</td>
<td>2.77</td>
<td>1.88</td>
</tr>
<tr>
<td>Library hours are convenient for students and faculty.</td>
<td>2.67</td>
<td>1.65</td>
</tr>
<tr>
<td>Personnel invite suggestions and actively promote the use of the library.</td>
<td>2.82</td>
<td>1.67</td>
</tr>
<tr>
<td><strong>General Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A line of communications exists between technical faculty and general education faculty.</td>
<td>2.29</td>
<td>2.09</td>
</tr>
<tr>
<td>General education courses relate or support technical programs.</td>
<td>2.50</td>
<td>2.21</td>
</tr>
<tr>
<td>General education courses help provide the students with a “well rounded education”.</td>
<td>2.61</td>
<td>2.30</td>
</tr>
<tr>
<td>General education courses are well received by students.</td>
<td>2.23</td>
<td>1.95</td>
</tr>
<tr>
<td>The students are able to perform mathematical operations necessary to be competent in personal and professional settings.</td>
<td>2.50</td>
<td>2.00</td>
</tr>
<tr>
<td>The students are able to utilize computer technology applications in personal and professional settings.</td>
<td>2.68</td>
<td>2.30</td>
</tr>
<tr>
<td>The students are able to recognize their strengths and weaknesses as a learner, and develop strategies for time management, documentation, evaluation processes and personal improvement.</td>
<td>2.50</td>
<td>1.91</td>
</tr>
<tr>
<td>Students are able to demonstrate the values of integrity, responsibility, perseverance and strong work ethics.</td>
<td>2.54</td>
<td>1.93</td>
</tr>
<tr>
<td>Text of Item</td>
<td>11/12</td>
<td>14/15</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Students are able to read, write, speak and listen on a level that facilitates the ability to work in a chosen field and be an active citizen.</td>
<td>2.59</td>
<td>1.91</td>
</tr>
<tr>
<td>Students are able to speak and listen on a level that facilitates the ability to work in a chosen field and be an active citizen.</td>
<td>2.51</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Food Services**

<table>
<thead>
<tr>
<th>Food Services</th>
<th>11/12</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff is courteous and friendly.</td>
<td>2.53</td>
<td>2.44</td>
</tr>
<tr>
<td>Facilities are clean and sanitary.</td>
<td>2.69</td>
<td>2.37</td>
</tr>
<tr>
<td>A variety of hot food is offered each day.</td>
<td>2.39</td>
<td>1.88</td>
</tr>
<tr>
<td>The quality of hot food meets expectations.</td>
<td>2.28</td>
<td>2.02</td>
</tr>
<tr>
<td>Sufficient desserts are offered on a daily basis.</td>
<td>2.44</td>
<td>2.09</td>
</tr>
<tr>
<td>A variety of drinks are offered.</td>
<td>2.78</td>
<td>2.30</td>
</tr>
<tr>
<td>The salad bar is properly maintained with a variety of offerings.</td>
<td>2.72</td>
<td>2.23</td>
</tr>
</tbody>
</table>

**Maintenance**

<table>
<thead>
<tr>
<th>Maintenance</th>
<th>11/12</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel are courteous, helpful, and responsive (in a timely manner) to requests.</td>
<td>2.78</td>
<td>2.53</td>
</tr>
<tr>
<td>Building maintenance is being addressed adequately.</td>
<td>2.72</td>
<td>2.33</td>
</tr>
<tr>
<td>Building cleanliness is adequate (inside).</td>
<td>2.53</td>
<td>2.37</td>
</tr>
<tr>
<td>The maintenance of campus grounds is adequate.</td>
<td>2.69</td>
<td>2.51</td>
</tr>
</tbody>
</table>

**Network Administrator**

<table>
<thead>
<tr>
<th>Network Administrator</th>
<th>11/12</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel is courteous, helpful, and responsive (in a timely manner) to requests.</td>
<td>2.64</td>
<td>2.53</td>
</tr>
<tr>
<td>Personnel is knowledgeable and willing to spend extra time when the need arises.</td>
<td>2.75</td>
<td>2.58</td>
</tr>
</tbody>
</table>

**Business Offices**

<table>
<thead>
<tr>
<th>Business Offices</th>
<th>11/12</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel are courteous, helpful, and responsive (in a timely manner) to requests.</td>
<td>2.68</td>
<td>2.53</td>
</tr>
<tr>
<td>Transactions are handled promptly and accurately.</td>
<td>2.57</td>
<td>2.49</td>
</tr>
<tr>
<td>Office hours are convenient for faculty and students.</td>
<td>2.83</td>
<td>2.51</td>
</tr>
</tbody>
</table>

**College President**

<table>
<thead>
<tr>
<th>College President</th>
<th>11/12</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>College President is approachable by students and faculty.</td>
<td>2.72</td>
<td>2.40</td>
</tr>
<tr>
<td>Is prompt in returning calls or answering requests.</td>
<td>2.72</td>
<td>2.50</td>
</tr>
<tr>
<td>Explains and informs faculty and staff concerning local, state, and federal laws and policies affecting the college.</td>
<td>2.58</td>
<td>2.50</td>
</tr>
<tr>
<td>Is fair and unbiased in decision making.</td>
<td>2.50</td>
<td>2.14</td>
</tr>
</tbody>
</table>
**Text of Item** | **11/12** | **14/15**  
---|---|---  
Input from program faculty is sought and welcomed in decisions regarding program change. | 2.66 | 2.36  
Faculty opinions are valued as a means to the college’s improvement process. | 2.71 | 2.19  

**Director of Endowment**

Is open to outside ideas for new initiations for fundraising. | 2.35 | 2.50  
Personnel has shown growth in endowment fundraising. | 2.42 | 2.48  
Makes a genuine effort to inform faculty & staff of endowment activities. | 2.50 | 2.40  

**Average across all items** | **2.51** | **2.51**

**Strengths**

- Survey was utilized for a second time in four years.  
- Admissions, Student Affairs, and the Business Office all received uniformly high responses and were among the areas with which respondents were most satisfied.  
- Overall rating averages the same in 2015 as it did in 2012.

**Concerns**

- The low scores for the library indicate a lack of satisfaction among respondents.  
- Changes in the college’s administrative structure and positions may have caused confusion and/or did not match the previous survey for comparison.  
- Faculty have expressed a concern with the scoring of this assessment instrument.

**Action Plans**

- Assessment Coordinator will modify the assessment to include more levels of scoring and refine question wording.  
- Administrative positions will list the name of the current employee in future surveys.  
- The Institutional Effectiveness survey is run every two years, and will be administered again in 2016-2017.

---

**Program Abbreviation Key**

AT . . . . Automotive Technology  
BT . . . . Business Technology  
CA . . . . Carpentry  
CR . . . . Collision Repair  
CT . . . . Communications Technology  
CGT . . . Computer Graphics Technology  
COS . . . Cosmetology  
DT . . . . Diesel Technology  
EL . . . . Electrical Technology  
EN . . . . Engineering  
HV . . . . Heating, Ventilation, Air Cond, . . . . . . . . Cooling and Refrigeration  
MA . . . . Medical Assisting  
MD . . . . Mobile Application and Entertainment Development  
NT . . . . Nail Technician  
RT . . . . Respiratory Therapy  
WD . . . . Welding Technology
CONTINUOUS QUALITY IMPROVEMENT

Data Retreats
Opportunities for faculty and staff to come together to review assessment findings and make recommendations for institutional improvement are facilitated by the Assessment Coordinator each fall and spring. A variety of activities are used to engage and solicit the input of all stakeholders. The objective of each retreat is to identify what is working well (Strengths), what is not working well (Weaknesses), possible areas of need (Opportunities), and potential impacts (Threats). The group input is then shared with the college’s administrative team for use in their efforts of institutional improvement and strategic planning.

Strategic Plan
This plan is an outcome of the ongoing yearly planning sessions of stakeholders and S.W.O.T. analyses. These sessions continued to support the five goals for the college that are addressed in this and previous strategic plans. The Strategic Planning Committee meets quarterly to monitor progress of the plan and reports results to the Area Board of Control.

The planning session generated five goals for the college that are addressed in the FY 2014-2015 Strategic Plan document. Those goals were identified as:

1. Direct College Efforts and Initiatives to Ensure Enrollment Growth
2. Promote and Enhance a Student-Centered Campus
3. Maintain Higher Learning Commission Accreditation of the North Central Association
4. Further Develop Business, Industry and Community Alliances
5. Seek additional Funding Sources

For detailed information concerning the Strategic Plan, a copy may be provided from the Administration Office. A yearly updated version is available on the college web site.

Strengths
- With inclusion of the Annual Strategic Planning Session, another means is in place to identify and address areas of concern and provide campus/community wide communication to foster institutional improvement.
- Matrix and budgets in place to support and monitor progress of Strategic Plan execution.
- Progress has been made and documented in all areas of the Strategic Plan.