

Data and Evidence Analysis – Continuous Improvement Plan

Program or Area Name: IT Computer Support Specialist

Faculty Participation: Kari Knower and Cindy Prindle

1 *Using the data and evidence analysis for your program/department, identify the trends that you see in your quantitative data.*

** According to the 2015 Noel-Levitz Survey (SSI):*

1. Faculty provide timely feedback about student progress in a course (.78)
2. Faculty take into consideration student differences as they teach a course (.89)
3. Adequate financial aid is available for most students (.81)
4. New student orientation services help students adjust to college (.75)

**2015 WTCS Comparative Data:*

1. Our retention is lower than comparative colleges ranked 3rd
2. Enrollment has declined since the high in 2012 (93 head count to 53 in 2015) but saw an increase in 2016 (66 head count) all numbers include CSS and CST combined

2 *Using the data and evidence for your program/department, identify themes that you see in your qualitative data.*

** According to the 2016 Student Learning Outcomes (SLO) students commented:*

1. Dissatisfaction with emerging technology course not keeping up with cutting-edge technology
2. Disliking courses that just follow curriculum out of a book
3. More hardware/Linux classes
4. More “real life” IT situations discussed in Ethics: Theory and Application
5. 100% strongly agree with “hands on” end user support

Advisory Board recommends replacing Emerging Technology with content that is more occupationally specific and relevant

3 *Strengths and best practices our program/department could share with others include:*

Example:

1. Hands-on “real life” learning
2. Community Engagement: Volunteer, Community Trainings, Student Run Help Desk
3. Capabilities of teaching in a variety of formats such as blended, face-to-face, and online
4. Use of open educational resources (OER) in lieu of required textbooks

4 *Based upon thorough data and evidence analysis, the 3-4 areas or issues we are most concerned about include:*

** According to the 2016 Student Learning Outcomes (SLO) students commented:*

1. Dissatisfaction with emerging technology course not keeping up with cutting-edge technology
2. Disliking courses that just follow curriculum out of a book
3. Working to understand and improve retention
4. Faculty provide timely feedback about student progress in a course

The Whys – For each area of concern, ask why this is the case

5

Dissatisfaction with emerging technology course not keeping up with cutting-edge technology

- *Very expensive to keep up with cutting-edge technology*
- *Changes daily*
- *Too many disconnected learning activities*
- *Student expectations were shaped by the name of the class*

Disliking courses that just follow curriculum out of a book

- *Most courses run with no text book requirement*
- *Not all students learn best from following steps in a book*
- *It's optimizes learning to present material in a variety of formats*
- *Most books are outdated by not being able to keep up with the fast pace of technology changes*

Working to understand and improve retention

- *Computer Support Specialist students stopping out after completing the Computer Support Technician Technical diploma*
- *Students attaining a job within the field without an associate degree*
- *Realities of life occurrences and/or family situations*
- *Satisfaction with program outcomes and/or design and/or scheduling*

Faculty provide timely feedback about student progress in a course

- *Students are not consistently receiving quality feedback so that they are able to successfully move forward in the course*
- *Feedback provides a bridge to the value of what is being learned and thus increases student success*
- *Helps to identify problem and overcome problem areas*



For each concern or focus area, identify possible high impact solutions that may not yet be present in your program or department -- or that may not be fully scaled. Consider the priorities in Western's Academic 2020 plan, the Achieving the Dream Implementation Plan, and other solutions that may be associated with things such as program-level accreditation or grants tied to your program or department. Be sure to connect your solutions to your data and evidence analysis process.

Dissatisfaction with emerging technology course not keeping up with cutting-edge technology

1. Drop the course from the program

Disliking courses that just follow curriculum out of a book

1. Add the new curriculum for Software Applications for Business to teach a basic level of software as this class does not require a book in the CSS Program
2. Drop the book requirement for Crystal Report Writer – this means that we have only two program courses that use a book
3. We are redesigning Advanced Business Systems class and will consider an optional book requirement

Working to understand and improve retention

1. Cindy will investigate through the New Faculty Experience (NFE) field action research project
2. Communication with faculty and administration at comparable colleges [Lakeshore, Northeast, Northcentral]
3. Communication with faculty in other IT programs for comparison

Faculty provide timely feedback about student progress in a course

1. Commitment to respond to common e-mail requests within a 24-hour period during the work week
2. Commitment to providing progress feedback within one week of the assignment due date



Select 3-4 high impact solutions you will implement over the next 2-3 years as part of your continuous improvement plan

High Impact Solution	Current Level of Performance	Desired Level of Performance	Resources Needed	Point Person	Timeline
Drop the Emerging Technologies from the program	Dissatisfied students and course is expensive to maintain	Course removed by 2017 Fall Term and replaced with Advanced Business Systems course content 2018 Spring Term	Advisory board approval Dean/Assoc. Dean approval	Kari Knower	Start Fall 2017 Completed Spring 2018
Add the new curriculum for Software Applications for Business to teach a basic level of software as this class does not require a book in the CSS Program	Not in current program curriculum.	Students will develop a solid basic understanding of Software Applications for Business competencies by earning a 70% or higher in the course.	Advisory board approval Dean/Assoc. Dean approval	Cindy Prindle	Gather data Spring 2018
Redesign of Advanced Business Systems class and will consider an optional book requirement	Not in current program curriculum	Complete Course Outcome Summary (COS)	WIDs Curriculum design Scheduling adjustments	Kari Knower	Completed January 2018
Field action research project relating to retention	2015 = 45%	Increase to 56%	Travel dollars and time	Cindy Prindle	Spring 2020



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