

Data and Evidence Analysis Summary – Automotive Technician 2016

Conducted by Michael Poellinger, Curriculum Services Manager, and Judy Handland, Curriculum and Learning Assessment Specialist, August 10, 2016

WTCS Comparative Data:

<https://facultyresources.westernnc.edu/wp-content/uploads/2015/11/2015-32-4042-Automotive-Technician-QRP-2-Year-Tech-Diploma-Evidence-Analysis-Report.pdf>

Course Completion

- C or better course completion for the Automotive Technician program ranged from 72.5% in 2011 to 88.7% in 2015. When compared to the four other colleges selected as a comparison group, Western ranks 2nd out of five. Chippewa Valley Technical College consistently outperformed Western during these years and may be worth further examination.
- Western's number of students ranged from 53 in 2015 to 72 in 2013. Two other WTCS colleges have seen increased enrollment from 2011 to 2015 with both CVTC and NWTC seeing enrollment of drastically increasing since 2011. Again further examination and possible discussions with program faculty might be of value.

Second Year Retention

- Western's second year retention ranged from 57.1% in 2014 to 66.7% in 2011 for an average over time of 60.5%.
- When compared to the other schools in the comparison group, Western had the third highest average second year retention over the six years of measurement. Averages over the six years ranged from 56.1% for Western to 75.8% for CVTC.
- Western's cohort size (number of starting students) ranged from 38 in 2012 to a high of 48 in 2010. With an average of 42 first-term students declaring the program in a given year, Western has the second highest enrollment of first-term students within this comparison group for 2015.

Western's Third Year Graduation

- Western's third year graduation rate ranged from 28.9% in 2013 to 50% in 2015 with an average over the six years of 41.7%. Western's 2015 report year cohort (students starting in 2013) achieved the highest third year graduation with 50.0% of students graduating within three years.
- In a comparison to the other five colleges, Western's third-year graduation rate (average) of 41.7% is 3rd out of five. Other schools include CVTC at 70% and NWTC at 42.6%.

Labor Market Analysis October 2015

<https://facultyresources.westernnc.edu/wp-content/uploads/2015/11/2015-OCT-Automotive-Technician-Program-Trends.pdf>

In an analysis of the Western District and occupations associated with the field of agri-business, the following points are noted:

- From 2016-2020, these occupations are expected to grow 5.5%.
- Expectations for district trends is strong compared to state (4.3%) and national (3.1%) trends.
- Job distribution throughout the district has high concentrations in La Crosse County and Monroe County.
- This program includes occupations with an aging population, 39.4% of those employed are 45 years of age or older. The smallest segment of workers is the 19-24 year old population with 11.9%. The high school population of students may benefit from greater exposure to the occupations and benefits of working in automotive occupations.
- Specific occupations with strong growth include Automotive Service Technicians and Mechanics (5% - 46 new positions)
- Earnings for graduates of this program (median) are strong ranging from \$14.23 per hour for Automotive Service Technicians and Mechanics to \$23.91 for Electrical and Electronics Installers and Repairers, Transportation Equipment.

Student Satisfaction Trends

The Noel Levitz Student Satisfaction Inventory was conducted in the fall of 2015. The instrument asks students to rate the importance AND the satisfaction with 95 items (1-7 with 7 as highest) related to the following “scales”:

- Instructional effectiveness
- Academic advising/counseling
- Concern for the individual
- Registration effectiveness
- Admissions and financial aid
- Student centeredness
- Campus climate
- Academic services
- Service excellence
- Safety and security
- Campus support services and responsiveness to diverse populations

In the program self-study process (data and evidence analysis work), programs are asked to identify gaps between importance and satisfaction. Gaps are calculated as the difference between the importance of an item and the satisfaction level. Gaps that are close to a “1” should be discussed and explored – particularly if they are tied to items that are rated as high in importance for students.

This survey had 17 students respond. A cursory glance at the “scale” level reveals gaps in safety and security (1.21). The students in automotive rated their overall satisfaction with their experience at Western at 4.13 which is slightly lower than how all students rated (5.72).

A more detailed analysis was conducted at the “item” level. Items are associated with one or more “scales” and provide additional insight into specific areas.

In this survey, no items rated **highest in importance** for Automotive Technician students included any that scored a 6.75+ (scale of 1-7 with 7 as very important).

Note that the students in this program seemed to associate a higher level of importance to many items as compared to students in other programs. This resulted in several items with larger gaps between importance and satisfaction. Items that may be topics of discussion for this program include:

- Item #3 – The quality of instruction in the vocational/technical programs is excellent. (1.06)
- Item #4 – Security staff are helpful. (1.47)
- Item #7 – Adequate financial aid is available for most students. (1.38)
- Item #8 – Classes are scheduled at times that are convenient for me. (1.58)
- Item #11 – Security staff respond quickly in emergencies. (1.71)
- Item #13 – Financial aid awards are announced to students in time to be helpful in college planning. (1.88)
- Item #22 – People on this campus respect and are supportive of each other. (1.24)
- Item #39 – The amount of student parking space on campus is adequate. (1.71)
- Item #67 – Channels for expressing student complaints are readily available. (1.00)
- Item #78 – Campus: Help is readily available to students whose grades fall below average. (1.53)

Student Learning Outcomes Assessment Trends

<https://facultyresources.westernnc.edu/wp-content/uploads/2014/07/2AutomotiveTechnicianSpring2016StudentSLO.pdf>

Your program had 12 responses to the survey. Items that may be topics of discussion for this program include:

- Celebrate the good feedback you received about the real-life application of concepts and the variety of courses included in the program. Students seem to really appreciate the hands-on learning.
- There are some suggestions for improvement from the students. It might be valuable to look at past survey results to identify trends in the qualitative feedback received from students. Those results are housed on the Program Excellence web site.
- A couple of students commented about more hours or time in the labs. This may be something to explore in more depth.
- The majority of the students either strongly agreed or agreed that they were able to learn and master both the program outcomes and the Core Abilities. There seemed to be one student unhappy with his experiences at Western.
- There seemed to be a couple instances when students expressed frustration with a lack of time to go more in depth on certain topics or use of certain tools.

Graduate Follow-Up Trends

Year	2012-13
Types of jobs obtained	Automotive Technician Express Technician Service Manager Service Technician
Companies hiring Western graduates	Brenengen, Tomah, WI Clason's Buick GMC, La Crosse, WI Dahl Automotive, La Crosse, Dahl Motorsports, New Lisbon, WI Honda Motorwerks, La Crosse, WI Pischke Motors, La Crosse, WI Walmart, Sparta, WI

Year	2013-14
Types of jobs obtained	Automotive Technician Construction Laborer Detail Inventory Assistant Service Technician Technician
Companies hiring Western graduates	Blain's Farm and Fleet, Onalaska, WI Dahl Chevrolet Buick GMC, Winona, MN Tri-State Auto Outlet Corporation, Hokah, MN Steiger Construction, La Crosse, WI Ballweg Midwest Toyota, La Crosse, WI Pischke Motors, West Salem, WI Goodyear, St. Paul, MN

Year	2014-15
Types of jobs obtained	Automotive Technician Service Technician
Companies hiring Western graduates	Arcadia Motors Chrysler Dodge Jeep, Arcadia, WI Brenengen Ford, Sparta, WI Heintz Toyota, Mankato, MN Honda Motorwerks, La Crosse, WI

Career Pathways Self-Survey

- Your program had 8 responses to the survey. Seven were full-time faculty and one dean/associate dean.
- Items that may be topics of discussion for this program include:

- In the area of course sequencing, there appears to be some disagreement or uncertainty as to whether or not this program offers options to enter the program at various entry points.
- In the area of Student Options, there appears to be opportunities to develop Credit for Prior Learning, articulation agreements with HS's, and collaboration with BIS.
- There appears to be potential to collaborate with Learner Support and Transition to help create a pipeline of students into the program.
- In many cases, there are "unknowns" and "neither agree nor disagree" responses.
- Your program had a solid response rate on this survey and many of the areas can help drive future team discussions. There is opportunity to offer this or similar surveys to other stakeholders to develop a more holistic view of potential program improvements.