

Data and Evidence Analysis – Continuous Improvement Plan

Program or Area Name: Automotive

Faculty Participation: **who was involved? Can't give you credit if I don't know who you are!!!!**

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

Students would like a more secure and safe campus **1.71 & 1.47 gaps**
Students would like a more convenient schedule **1.58 gap**
Availability of financial aid **1.88 gap**
Help not being available if grades fall below average **1.53 gap**
Parking needs not adequate **1.71 gap**
Financial aid awards not being announced to students in time to be helpful in college planning **1.88 & 1.38 gaps**
Student's options for program entry – articulation, prior learning, transferability **insure where you obtained this data**

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

More scan tool and electrical diagnosis
Longer lab sessions throughout the program **2014 SLO student comments**
Need for more instructors
Being more involved with main campus activities and better communications from main campus to other campuses/centers

Where did the other comments/data come from?

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

Example: **good practices and strengths**

Good hands on learning throughout the program in labs with performance assessments
Wide variety of lab activities
Instructor availability and knowledge of subject areas very high
Daily team meetings
Standard program wide policies, assessments, appearance
"Buy in " from students for facility care
Stability and structure of schedule
Service learning embedded into program
Performing program shadow and tours

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

Downward trend in enrollment **no data mention but it is on pg 1 – 53 in 2015 put in quant**
Campus security concerns
Desired course outcomes not matching actual course outcomes **Data needed ? pg 3 SLO**
Recruiting coinciding with high school and K-12 relations **Data needed p.5 of analysis**

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

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- **Downward trend in enrollment**
Lower K-12 graduation rates
Lower involvement/high cost of tech ed programs at the high schools
Shortage of tech ed instructors
Low auto industry starting pay
Unstable Tech Ed at high schools
Cooperation and visibility between Auto program and high schools
Engagement with K-12 relations

- **Campus security concerns**
Lack of visible security presence
Extended response time due to distance from main campus
No lock down procedure for outlying campus
Counseling needs on a regular basis could help diffuse issues

- **Desired course outcomes not matching actual course outcomes**
Classes too short – **Labs?**
Number of tasks taught to large
Differences in process and procedures, needing to relearn students for each course
Student attendance interferes with class productivity

- **Retention rate is falling each term/year**
Students don't know how to self-manage
Student's financial responsibilities force students to work more
Student's family responsibilities require a greater time commitment than school
Health concerns prevent students from completing performance assessments
Students not prepared for the commitment and/or rigors of the program
Relevancy of the non-technical courses is not known by students at the time and low effort ensues



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.

- **Downward trend in enrollment**

Build relations with high schools by fostering articulation and articulation workshops
 Maintaining visibility at high schools
 Developing academies
 Connect with adult learners
 Develop credit for prior learning for veterans
 Develop credit for prior learning for adult learners

- **Campus security concerns**

Work with security on a security presence plan
 Work with security and Facilities to plan for building improvements to include a non-verbal warning system and remote lock down capabilities

- **Desired course outcomes not matching actual course outcomes**

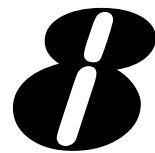
Meet with the sole purpose of curriculum review to present to advisory board
 Work on finding ways to teach and assess more efficiently **maybe item #3 1.06 gap --**
 Move to electronic lab grading
 Investigate adding an additional credit to spring term
 Develop standard processes and procedures (elec. RO, vehicle care, safety, etc.)

- **Retention rates falling each term/year**

Perform screening interviews at new student registration/orientation to discover potential issues and explain qualities an auto technician needs
 Develop a plan to ensure retention coaching continues
 Restructure registration process to ensure student readiness and facilitate a sense of community with the services offered at Western **unsure what you mean**
 Develop an in house promotional video showing what commitment is needed to be successful



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



Dean/Associate Dean Sign-off and Verification of Faculty Involvement

High Impact Solution	Current Level of Performance	Desired Level of Performance	Resources Needed	Point Person	Timeline
Maintain visibility at high schools Enrollment	27 out of 36 fall enrollment 75% Doesn't match with High School solution	36/36 new student fall enrollment 100% Do you only want 100% of students from high schools,	Release time Marketing material	All staff and faculty of the Auto program	May 2018 (put actual timeline)
Develop credit for prior learning for veterans Enrollment	Fall enrollments numbers and retention rates doesn't tell what Kim is tracking students that leave program take this statement out	100% fall enrollments think about what you are saying 100% CPL for veterans, adult learns and High school. I suggest that you rethink your levels of performance	Military course outcomes	Brian Kanable	May 2019
Develop credit for prior learning for adult learners Enrollment	See above fall enrollment numbers	100% fall enrollments See above	Information from other tech colleges to see what they are doing	Brian Kanable	24 months – remove May 2019
	All of your effort is in enrollment about security or retention or outcomes?	You have some good stuff here but you have to rethink some of the areas and demonstrate where you obtained some of the data.			