

**INSTITUTIONAL EFFECTIVENESS: PLAN
FOR IMPROVEMENT OF LOW OUTCOMES FORMAT**

To assist schools in developing and implementing a plan to improve outcomes which fall below the minimum thresholds as set forth by NACCAS, and/or those schools required to submit a plan based upon the Annual Report Verification Study, the Commission is requiring the submission of the plan in the following format.

There are three major components required.

I. SCHOOL RATES

State the school's current rates as calculated from the most recent Annual Report.

- A. COMPLETION _____ %
- B. LICENSURE OR CERTIFICATION _____ %
- C. PLACEMENT _____ %

II. PROJECTED RATES

The school must determine and state the target or goal rates it hopes to achieve with the submission of the next Annual Report, as a result of the implementation of the improvement plan.

- A. COMPLETION _____ %
- B. LICENSURE OR CERTIFICATION _____ %
- C. PLACEMENT _____ %

III. PLAN FOR IMPROVEMENT

In order to develop a plan for improvement the school must:

- A. Analyze specific areas of the school's operation
- B. Identify areas that need improvement that could specifically affect the school's outcome rates
- C. Develop, in specific areas, strategies that will improve the school's outcome rates (THE PLAN)
- D. Monitor and evaluate the plan for improvement

Directions for Completion of Section III

There are 3 steps to complete in order to develop your plan. The steps are outlined below and following the steps are corresponding worksheets to further assist you.

Plan for Improvement

Step 1

Complete the Analysis Guide – This section of the worksheet contains questions to stimulate thinking regarding the respective topic. It is suggested that you, (and any staff you may choose), answer these questions to help you identify areas that could be improved and that ultimately could have a positive impact on your rates. You need not submit the questions and answers with your Plan for Improvement. However, the specific actions you will take to improvement the rates will be submitted in section A “Formulate a Plan”.

The Analysis Guide has the following components or areas:

1. Student Progress
2. Student Recruitment and Admissions
3. Curriculum
4. Materials
5. Faculty
6. Equipment
7. Facilities
8. Data Gathering and Reporting
9. Student Support Services

(Note: Each component must be addressed regardless of which rate is low or unverified.)

Step 2

Using the Plan for Improvement section of the analysis guide:

1. State specifically your goals in this area of the school’s operation.
 - a. (Example: Implement a State Board preparation class for senior students in the Manicuring program.)
 - b. Depending on your analysis you may have a few or several items listed in the area.
2. Describe the methods for implementation.
 - a. What changes are needed, and what methods or systems will you use to bring about the desired improvements?
 - b. What resources are needed? (\$\$, Staff, time, ECT.)
 - c. Who will be responsible for the implementation of the changes?

Plan for Improvement

Step 3

Explain how the school will monitor and evaluate the changes.

1. What type of records or other documents will be developed and maintained to consider if the changes have had an impact?
2. Who will be responsible for the monitoring and evaluation?
3. At what specific points in time will the school monitor and evaluate the progress made to improve the outcome rates?

The school, at its option, may submit one plan for improvement, (instead of one for each area), as long as all areas are addressed.

Submitting the Low Outcomes Plan to the NACCAS Office

After completing the exercise, be aware of the following:

1. You must submit the plan in the time frame allowed by the Commission. Failure to do so could result in an adverse action.
2. You should include a cover letter that indicates what you are sending and that clearly states your school's name, address, phone number, reference number, and the person to contact if questions arise.
3. Send your letter and plan by traceable means.
4. NACCAS will notify you if your plan is approved or if it needs additional information.

Plan for Improvement

STUDENT PROGRESS

Student Progress is key to student outcomes. An analysis of problem points at which students falter or drop out will show areas where you may need special classes, or revised curriculum, or different materials and equipment, or a revised admissions policy and procedure.

Analysis Guide: STUDENT PROGRESS

Attrition Study:

During the past year, how many students dropped out?

Withdrawal problem points: At what point(s) or periods in the program do students most often withdraw?

Do they tend to withdraw during the theory phase?

After the first progress report?

Do they withdraw when they move into the laboratory phase of the course?

Who are their instructors when the students withdraw?

Do they withdraw at a time when there has been a change in instructors?

The instructor has been absent or having personal problems?

Do they tend to withdraw after an extended holiday?

Do they tend to withdraw when they have hours required for licensure or certification in your state (if you have additional requirements)?

Do they drop out when they have hours required by a neighboring state?

Were there incidents (such as a complaint) or circumstances (such as a flood) around the time students dropped out?

What patterns do you see?

What can teachers, counselors and administrators do to keep students motivated, particularly at these problem points?

Plan for Improvement

What reasons did students give for dropping out? Problems with money, health, child care, transportation, military or other relocation? Lack of support and encouragement at home? Incarceration? Death?

What is the demographic break-down of drop-outs by:

Age:

Sex:

Race:

Marital Status:

Number of Dependents:

ATB:

High School Grad:

Some college:

Working part-time:

Working Full-time:

What are the demographic differences between students who dropped out and those who didn't?

What patterns do you see?

Academic Program Expectations and Grading: Are students fully aware of program expectations?

Do they know how they will be graded and how often?

How are students graded?

How does the school assure consistency in grading among all instructors?

SAP Problem Points: Is there some point in the program where students most often fail to make satisfactory academic progress? Why is this?

How can students be helped past this point?

What steps are taken if a student is not making satisfactory academic progress?

Attendance: What is the institution's current attendance policy?

Are all staff knowledgeable of the policy, and do they apply it uniformly?

Are students clear on the requirements of the policy?

Plan for Improvement

Is student attendance a problem? Why?

What types of support or counseling services are in place to assist those students who have an absenteeism problem?

Is there a correlation between attendance rates and overall success in the program?

How do you assist students to make up missed time and class work?

Analyze the reasons for student being tardy and absent, i.e., are transportation, child care, or finances a problem?

Would a change in program and course schedules enable students to attend classes better?

Are you located in a geographic area where weather conditions may dictate attendance?

Do students lack the motivation to attend school due to family or health problems?

If so, would a leave of absence be helpful?

Formulate a Plan

Plan for Improvement - STUDENT PROGRESS

GOALS FOR IMPROVEMENT/CHANGES

Method for implementation:

- A. Describe the changes, method, or system selected to bring about desired improvements
- B. Describe resources needed
- C. Who will be responsible?

MONITORING AND EVALUATION

- A. Describe the records, documents, data or evaluation instruction that will be retained to determine whether or not the methods/systems led to the desired result.
- B. Describe who will keep them and who will analyze them.
- C. Set a time line.

STUDENT RECRUITMENT AND ADMISSIONS

The types of students a school will serve is part of its mission. A school that admits “at risk” students must be prepared to have the teaching methods, faculty, support services, curriculum and so forth that will enable them to succeed. If an institution notes patterns

in the characteristics or timing of students who withdraw, those findings can help the school devise admissions policies and procedure, pre-admissions counseling and testing, and improvements in all areas to reduce dropouts and focus on student success.

Analysis Guide: STUDENT RECRUITMENT AND ADMISSIONS

Analyze your retention, licensure or certification, and placement rates and the findings of your attrition study to determine who the best candidates for enrollment might be, and tailor your policy and advertising accordingly.

Pre-Admission Counseling: When admitting students, what type of pre-admission screening and counseling do you engage in? How does it deal with trouble spots uncovered by the attrition study?

What efforts are made prior to enrollment to ensure that students have a clear understanding of program requirements and objectives?

Are all facets of program requirements explained to prospective students so that they understand the expectation of being students at your school?

When screening applicants, are factors such as grooming, dress, attitudes, and work habits taken into account?

Do students understand, before they sign up for a program, that a license or certification is required to practice in the field?

Are the licensing or certification requirements thoroughly reviewed with the applicant, or is the applicant merely given a handout?

Do you require all applicants to take an admissions test?

Do you evaluate the effectiveness of the admission test in relation to student completion, licensure and placement?

How do you determine the enrollment capacity of your institution? Is it limited by physical facilities and program schedules?

Sources of Students: Does your school tend to recruit high school graduates, ATB students, students with some college, other?

Do most of your students come from your neighborhood, city, or state?

Does your school draw students from other states?

Do you have international students?

Plan for Improvement

Is there a major business or plant that employs a large number of citizens in your area that may be closing or laying off people who need to be retrained to look for new jobs?

Is the school in a transient military area?

Advertising: What types of advertising do you do?

Are your advertising efforts geared toward recruiting those students who have the highest potential for success?

Perhaps you want to think about using different types of advertising for recruiting different types of students.

How can your Advisory Committee help?

Admissions Policy: Do you have a written admission policy for each program offered?

Is it based on an attrition study?

Do you consistently follow it?

Do you evaluate the admission policy's effectiveness in relation to student completion, licensure or certification, and placement?

Does the policy take into account the resources available to the school to provide special services that might be needed by ATB students? Students whose native language is not English? Students with varying ability levels?

Do you have counseling and support services to address the needs of students of varying ability levels?

Payment: Will the applicant be holding down a job (part-time or full-time) while attending school?

Are students fully aware of their obligations as well as the school's when contracting for an education program?

Are scholarships, student loans and grants fully explained to students so that they understand their financial obligations regarding repayment of loans?

Is the refund policy clearly explained to all potential students?

Plan for Improvement

Formulate a Plan

Plan for Improvement - STUDENT RECRUITMENT AND ADMISSIONS

GOALS FOR IMPROVEMENT/CHANGES

Method for implementation:

- A. Describe the changes, method, or system selected to bring about desired improvements
- B. Describe resources needed
- C. Who will be responsible?

MONITORING AND EVALUATION

- A. Describe the records, documents, data or evaluation instruction that will be retained to determine whether or not the methods/systems led to the desired result.
- B. Describe who will keep them and who will analyze them.
- C. Set a time line.

CURRICULUM

A school's curriculum must be developed after the institution has made a statement of its educational objectives. Its implementation must be geared toward the achievement of those objectives. The practical component of the curriculum should blend with and reinforce theoretical work and develop skills learned in class. The goal is to achieve an appropriate balance between theory and "hands-on" experience which enhances the student's performance in accordance with the school's stated educational objectives.

Analysis Guide: CURRICULUM

Preparation for Professional Life: How often is the curriculum updated?

How does the school ensure that the curriculum, in content, presentation and delivery methods, correlates to the learning abilities of students?

Does your institution have graduation requirements which are more stringent than the minimum requirement set out by the state?

Do students understand and accept these?

Plan for Improvement

Do course pre-requisites account for reading and other basic skills needed to successfully complete the program? How?

How is each unit made relevant to the experiences students will have as practicing professionals?

What school practices ensure that the curriculum continues to be responsive to licensing or certification requirements, trends and industry (work force) concerns?

What types of laboratory or field activities will enhance student learning?

To what extent do theory classes, demonstrations, guest speakers, etc. continue after students go onto the clinic floor?

How do you advertise laboratory services?

Are you bringing in enough patrons to ensure that students receive the optimum practical experience prior to graduating and entering the work force?

Do students have ample opportunities in a supervised laboratory setting to practice their skills on patrons and develop all the skills needed to pass the licensure or certification examination and offer services similar to those in area schools?

If not, what steps can be taken to provide these opportunities?

Are there certain days of the week or times of the day when there are more patrons and the laboratory is busier? Can class schedules be changed to accommodate these?

What sorts of patrons come to the school's laboratory?

Is there a high school or college nearby?

Is there a large apartment complex nearby?

Are there projects in the community which will provide students opportunities to practice in a laboratory setting?

Is your placement rate low?

How does the curriculum prepare students for a smooth transition from school to employment in the field?

Does the curriculum include exercises in resume writing? Role-playing interview techniques?

Plan for Improvement

Does instruction in job-seeking skills need to be expanded or given more emphasis in the program?

How might student job placement services be linked to instruction for improvements in this area?

Will the problems that tend to cause students to drop out, also make it difficult for completers to get and hold a job in the field?

How can the Advisory Committee contribute in this area?

Do students have access to information and advice regarding licensure or certification requirements, continuing education opportunities and employment opportunities?

Do the instructors and staff at the school serve as models of desirable work habits and attitudes, pride in workmanship, customer relations, personal and business ethics, and appropriate grooming and dress?

Are students graded in these areas? How?

Are these areas stressed in relation to seeking and obtaining employment? Maintaining Employment? Building and maintaining a customer base?

Curriculum and Licensure or Certification: What steps does the school take to assure students feel confident about taking and passing the licensure or certification examination?

What steps does the school take to instill in students the goal of becoming licensed or certified professionals?

Do students understand the importance of each unit for passing the licensing or certification examination?

If the graduation rate is high, but licensure or certification rate is low, what is happening between the time students graduate and sit for the exam?

Is there too much time between graduation and taking the test?

How can you overcome this?

Does the State certify eligibility for the licensure or certification examination before students graduate?

Are students taking the examination in other states?

Plan for Improvement

Is a standard achievement test used?

Does the school offer review or refresher courses for graduates preparing for the licensure or certification examination?

Curriculum and services for special needs students: Have ATB students been as successful as others?

Are students whose native language is not English as successful as native English speakers?

What resources are available and used to train students with special needs?

Does the school have a tutoring program in basic skills?

What resources are used to assist students who are not native speakers of English?

What outside services are available to students whose native language is not English (i.e., ESL programs)?

Formulate a Plan

Plan for Improvement - CURRICULUM

You and your Analysis Group have completed a study of internal and external factors which may have affected withdrawal rates, state examination pass rates, and employment rates of students at your institution. The analysis of this section pinpoints aspects of the curriculum at your institution which have contributed to a quality educational experience for your students. It also may have helped you to identify areas which can be strengthened, improved or changed. Now is the time to plan any changes in the curriculum area which you believe will lead to improvements in the withdrawal rate, licensure or certification rate, and/or employment rate of your students.

GOALS FOR IMPROVEMENT/CHANGES

Method/System for Implementation:

- A. Describe the changes, method, or system selected to bring about desired improvements
- B. Describe resources needed
- C. Who will be responsible?

MONITORING AND EVALUATION

- A. Describe the records, documents, data or evaluation instruction that will be retained to determine whether or not the methods/systems led to the desired result.

- B. Describe who will keep them and who will analyze them.
- C. Set a timetable for review/evaluation.

MATERIALS

Materials used to support the curriculum must be adequate, both in content and quantity, to achieve effective instruction in each course. Materials and equipment used by the institution must be related to the topic/unit/course, up-to-date, and sufficient in number to satisfy the needs of the class and to effectively support instructional methods.

Analysis Guide: MATERIALS

Does each student have his own textbooks?

Are the textbooks up-to-date?

Do the illustrations in the textbooks reflect the demographics of the student body?

Are supplementary materials attractive and easy to read?

Are a variety of textbooks and library materials available for a student to use if she has difficulty understanding a unit in the official textbook? Do they match the students' learning styles?

Do available instructional materials such as texts, supplementary reading materials, videos, products and other instructional aids support laboratory activities and field work?

Is the variety of products used sufficient to prepare students to meet the expectations of employers?

Do students receive a kit? When and how do they receive it?

How satisfied are students and faculty with the kit?

By the time student is ready to graduate, does the kit contain everything he needs to take the licensure or certification examination?

Formulate a Plan

Plan for Improvement - MATERIALS

You and your Analysis Group have completed a study of internal and external factors which may have affected withdrawal rates, state examination pass rates, and employment rates of students at your institution. The analysis of this section pinpoints aspects of the materials at your institution which have contributed to a quality educational experience

for your students. It also may have helped you to identify areas which can be strengthened, improved or changed. Now is the time to plan any changes in the materials area which you believe will lead to improvements in the withdrawal rate, licensure or certification rate, and/or employment rate of your students.

GOALS FOR IMPROVEMENT/CHANGES

Method/System for Implementation:

- A. Describe the changes, method, or system selected to bring about desired improvements
- B. Describe resources needed
- C. Who will be responsible?

MONITORING AND EVALUATION

- A. Describe the records, documents, data or evaluation instruction that will be retained to determine whether or not the methods/systems led to the desired result.
- B. Describe who will keep them and who will analyze them.
- C. Set a time line.

FACULTY

The school's instructional staff must support the school's efforts to achieve its educational objectives through their qualifications, preparation and teaching skills. Since the instructional staff is primarily responsible for the day-to-day implementation of the school's program, it's imperative that they understand and convey the school's educational philosophy and objectives to the students. Faculty members must determine the learning needs of students and work cooperatively to address these needs through appropriate and varied teaching techniques and counseling support.

Analysis Guide: FACULTY

Focus on Success: What is the focus of the instruction at the school?

Are faculty members focused on student achievement and success?

Do faculty members know the mission of the institution and ascribe to its educational goals and objectives?

Are faculty members qualified by preparation and experience to carry out the school's objectives in an effective manner?

Methods: Are instructors able to recognize various ability levels of students and accommodate them?

In what language is instruction given?

Plan for Improvement

What new instructional methods have been adopted based on continuing education of faculty?

How successful have they been?

Communication: Do faculty members communicate effectively with students and staff?

Do non-school related issues tend to influence the way faculty communicates and handles teaching responsibilities?

Do they teach students how to communicate with customers?

Do you consider the student-teacher ratio to ensure that effective communication and learning can take place?

Instructor as Role Model: Do instructors serve as role models of professionalism, solid business ethics, appropriate grooming and desirable work habits and attitudes?

Are they active in professional associations?

Do they participate in competitions?

Do your instructors have attendance problems?

If so, are they related to problems with transportation, child care, or perhaps a lack of responsibility?

Curriculum: Do instructors emphasize job culture and customer service skills?

What is the nature of the supervision instructors give in laboratory?

Counseling: To what extent is your faculty trained to counsel students on academic matters, employment, conduct, etc.?

How often does counseling take place?

Continuing education: What is the focus of your instructor continuing education plan?

Is it coordinated with periodic reviews of teacher performance in an effort to strengthen areas for improvement?

Plans for Improvement: To what extent are faculty members involved in staff meetings?

Plan for Improvement

Are faculty meetings focused on instituting changed or improvement to curriculum, student support services, and other areas that affect student success?

How do students rate instructors?

Have you received any complaints about instructors or lack of instructors?

Formulate a Plan

Plan for Improvement - FACULTY

You and your Analysis Group have completed a study of internal and external factors which may have affected withdrawal rates, state examination pass rates, and employment rates of students at your institution. The analysis of this section pinpoints aspects of the faculty at your institution which have contributed to a quality educational experience for your students. It also may have helped you to identify areas which can be strengthened, improved or changed. Now is the time to plan any changes in the faculty area which you believe will lead to improvements in the withdrawal rate, licensure or certification rate, and/or employment rate of your students.

GOALS FOR IMPROVEMENT/CHANGES

Method/System for Implementation:

- A. Describe the changes, method, or system selected to bring about desired improvements
- B. Describe resources needed
- C. Who will be responsible?

MONITORING AND EVALUATION

- A. Describe the records, documents, data or evaluation instruction that will be retained to determine whether or not the methods/systems led to the desired result.
- B. Describe who will keep them and who will analyze them.
- C. Set a time line.

EQUIPMENT

Schools must have equipment of a type appropriate, and in sufficient quantity, to support the educational goals. The equipment used for classroom and laboratory must be in good operating condition and available to instructors and students as necessary.

Analysis Guide: EQUIPMENT

Classroom: Do you have sufficient tables, chair and work stations to accommodate the number of students enrolled?

Are overhead projectors, blackboards, a television and VCR available?

Are they in operating order?

Are they used appropriately and integrated into the instructors' teaching techniques?

Laboratory: Does the school have training equipment to support laboratory activities?

Is the equipment in the laboratory similar to equipment used by salons in your area?

Are laboratory requirements realistic given the equipment that you have available?

Is the equipment accessible as appropriate to students for studying?

Equipment maintenance: Do staff know how to use the equipment, solve simple problems with the equipment, and show students how to use it?

What types of procedures do you have in place to prevent damage or theft?

How is repair work handled?

Has the company with which the school has an equipment maintenance contract provide good service?

Does it have technicians available during evening hours and on Saturdays?

How long does it take, on average, to respond to a call and return equipment to good working order?

New equipment: Do you work with a particular equipment vendor?

Do you place orders in advance of need?

Plan for Improvement

Are there ever delivery problems?

Formulate a Plan

Plan for Improvement - EQUIPMENT

You and your Analysis Group have completed a study of internal and external factors which may have affected withdrawal rates, state examination pass rates, and employment rates of students at your institution. The analysis of this section pinpoints aspects of the equipment at your institution which have contributed to a quality educational experience for your students. It also may have helped you to identify areas which can be strengthened, improved or changed. Now is the time to plan any changes in the equipment area which you believe will lead to improvements in the withdrawal rate, licensure or certification rate, and/or employment rate of your students.

GOALS FOR IMPROVEMENT/CHANGES

Method/System for Implementation:

- A. Describe the changes, method, or system selected to bring about desired improvements
- B. Describe resources needed
- C. Who will be responsible?

MONITORING AND EVALUATION

- A. Describe the records, documents, data or evaluation instruction that will be retained to determine whether or not the methods/systems led to the desired result.
- B. Describe who will keep them and who will analyze them.
- C. Set a time line.

FACILITIES

The facilities of a postsecondary cosmetology or massage institution must be safe, provide a healthy environment, designed to create the optimum environment for learning, and clearly recognizable as housing an educational institution.

Analysis Guide: FACILITIES

General Location: Where is your school located?

Is this a commercial or residential area?

Describe the surrounding community.

Plan for Improvement

Do they live in a residential facility connected to the school, in “off-campus” housing near the school or at home?

How do they come to school?

Is it near public transportation?

If many come by private car, are there adequate parking facilities nearby?

If they come by public transportation, does the class schedule “fit” with local bus service?

Is the neighborhood safe? Do student feel safe and secure in the school? In its environs?

Has there been some type of damage to you facilities due to theft, vandalism, or natural disaster? Might there be?

What contingency plans do you have to continue operating the school at a temporary facility?

Classrooms: Can classrooms comfortably accommodate all students at 100% attendance?

How is the classroom arranged?

Can students view demonstrations and visual aids from every point of the classrooms?

Laboratory: Does the laboratory have sufficient work stations so that students can work comfortably on patrons even when the supervisor is observing?

Is the laboratory equipped in accordance with the standards of professional facilities in the area?

Formulate a Plan

Plan for Improvement - FACILITIES

<p>You and your Analysis Group have completed a study of internal and external factors which may have affected withdrawal rates, state examination pass rates, and employment rates of students at your institution. The analysis of this section pinpoints aspects of the <u>facilities</u> at your institution which have contributed to a quality educational experience for your students. It also may have helped you to identify areas which can be strengthened, improved or changed. Now is the time to plan any changes in the <u>facilities</u> area which you believe will lead to improvements in the withdrawal rate, licensure or certification rate, and/or employment rate of your students.</p>
--

Plan for Improvement

GOALS FOR IMPROVEMENT/CHANGES

Method/System for Implementation:

- A. Describe the changes, method, or system selected to bring about desired improvements
- B. Describe resources needed
- C. Who will be responsible?

MONITORING AND EVALUATION

- A. Describe the records, documents, data or evaluation instruction that will be retained to determine whether or not the methods/systems led to the desired result.
- B. Describe who will keep them and who will analyze them.
- C. Set a time line.

DATA GATHERING AND REPORTING

No matter how good a job you do, if you cannot document it you won't receive credit.

Analysis Guide: DATA GATHERING AND REPORTING

Who is assigned to track the outcomes of your students and graduates?

What portion of this person's time is spent tracking outcomes?

Do you have a written procedure for tracking outcomes?

What tracking methods are used?

Are they working?

What sorts of documentation do you keep from graduate and employer surveys?

How long do you wait after a student graduates to try to contact her?

How frequent are the intervals at which you continue to follow up on graduates?

Are you able to locate graduates?

What incentives do you have in place to motivate graduates to keep in touch with you?

How do you publicize these incentives?

Are there State Board requirements that help you keep in touch with graduates?

Plan for Improvement

How good are your contacts with employers of your graduates?

How can you improve these?

If a graduate says he is working at a salon, what are your procedures for follow-up with that salon?

Are the salons corroborating information given by the graduates?

How can the Advisory Committee help you track graduates?

Who fills out the NACCAS annual report?

Has he/she received training?

Who fills out the IPEDS report?

Has he/she been trained?

Formulate a Plan

Plan for Improvement - DATA GATHERING AND REPORTING

GOALS FOR IMPROVEMENT/CHANGES

Method for implementation:

- A. Describe the changes, method, or system selected to bring about desired improvements
- B. Describe resources needed
- C. Who will be responsible?

MONITORING AND EVALUATION

- A. Describe the records, documents, data or evaluation instruction that will be retained to determine whether or not the methods/systems led to the desired result.
- B. Describe who will keep them and who will analyze them.
- C. Set a time line.

OTHER ASPECTS OF THE EDUCATIONAL PROGRAM

In addition to the areas set out in Parts 1-8, there are several other areas that may affect retention, licensure or certification, and placement rates, such as Student Support Services, administrative services and the school's financial wherewithal.

Plan for Improvement

Analysis Guide: STUDENT SUPPORT SERVICES

Do you offer tutoring programs? Refer students to tutoring?

Do you encourage ATB students to attain a GED?

Is remedial education or a GED program offered at your school? A nearby school?

What outside programs are available for students without a high school diploma? Do you refer students to them?

Have you analyzed the success rates of high school graduates versus ATB students at your school?

What causes the differences?

What services can you provide to reduce the gap?

Is your grievance procedure successful in resolving problems or dissension rapidly?

Analysis Guide: ADMINISTRATIVE SERVICES

Are all school personnel familiar with the institution's policies and procedures?

Are students familiar with the student manual and other policies and procedures?

Are there any specific procedures that may cause students to be more or less successful in the program?

Are students clearly informed of any changes or updates? How do these affect their performance?

Analysis Guide: SCHOOL FINANCES

Is the institution financially sound and able to attain goals as they relate to area of education such as effective staffing, providing the necessary equipment and supplies for student use, ensuring student services throughout the program, establishing reasonable tuition rates, etc?

Is the economy in recession?

Did your rent increase?

Plan for Improvement

If you are running into tougher times financially, where are you cutting corners to save money?

Are the budget cuts affecting the quality of education offered to students?

What types of contingency plans do you have for providing quality education during times of financial restrictions?

Formulate a Plan

Plan for Improvement - OTHER ASPECTS OF THE EDUCATIONAL PROGRAM

You and your Analysis Group have completed a study of internal and external factors which may have affected withdrawal rates, state examination pass rates, and employment rates of students at your institution. The analysis of this section pinpoints aspects of the other aspects at your institution which have contributed to a quality educational experience for your students. It also may have helped you to identify areas which can be strengthened, improved or changed. Now is the time to plan any changes in the other aspects area which you believe will lead to improvements in the withdrawal rate, licensure or certification rate, and/or employment rate of your students.

GOALS FOR IMPROVEMENT/CHANGES

Method/System for Implementation:

- A. Describe the changes, method, or system selected to bring about desired improvements
- B. Describe resources needed
- C. Who will be responsible?

MONITORING AND EVALUATION

- A. Describe the records, documents, data or evaluation instruction that will be retained to determine whether or not the methods/systems led to the desired result.
- B. Describe who will keep them and who will analyze them.
- C. Set a time line.