

Data and Evidence Analysis Summary – Accounting 2016

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WTCS Comparative Data:

<https://facultyresources.westerntc.edu/wp-content/uploads/2015/11/2015-10-1011-Accounting-QRP-Associate-Degree-Evidence-Analysis-Report.pdf>

WTCS Data Definitions

<http://mywtcs.wtcsystem.edu/data-systems-grp/continuous-improvement-indicators>

Course Completion

- C or Better course completion for the Accounting program ranged from 79.2% in 2011 to 74.4% in 2015. When compared to the five other colleges selected as a comparison group, Western ranks 5th out of 6th. Moraine Park consistently out-performed Western during these years and may be a school to talk with.
- Western's number of students dropped from 264 in 2011 to 207 in 2015. Four out of five of the comparison schools also experienced a decline. Northeast Technical College enrolled the most students at 388 in 2015.

Second Year Retention

- Western's second year retention ranged from 58.3% in 2010 to 59.1% in 2015 for an average over time of 55%.
- Second year retention experienced a low in 2013 at 45.3% and rebounded to 59.1% in 2015.
- When compared to the other five schools in the comparison group, Western had the lowest average second year retention over the 6 years of measurement. Averages over the 6 years ranged from 55% for Western to 67.5% for Northcentral.
- Western's cohort size (number of starting students) ranged from 120 in 2010 to a high of 133 in 2014. With an average of 115 first-term students declaring the program in a given year, Western has the second highest enrollment of first-term students within this comparison group.

Western's Third Year Graduation

- Western's third year graduation ranged from 20.8% in 2011 to 20.3% in 2015 with an average over the six years of 26.1%. Western's 2012 report year cohort (students starting in 2010) achieved the highest third year graduation with 34.6% of students graduating within three years.
- In a comparison to the other five colleges, Western's third-year graduation rate (average) of 26.1% is 5th out of 6th. Notable schools include Lakeshore at 32.8% and Northcentral at 33%.

Labor Market Analysis October 2015

<https://facultyresources.westernct.edu/wp-content/uploads/2015/11/2015-OCT-Accounting-Program-Trends.pdf>

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

- From 2016-2020, these occupations are expected to grow 5.5%. This is considered strong growth.
- District trends are anticipated to remain stronger than the state and comparable to national trends.
- Jobs are well-distributed throughout the district with high concentrations in La Crosse County and Monroe County. As a result, this program lends itself well to online or regional learning offerings.
- This program includes occupations with an aging population. 27% of those employed are 55 years of age or older. The smallest segment of workers is the 19-24 year old population with 4.3%. The high school population of students may benefit from greater exposure to the occupations and benefits of working in the accounting pathway. Several entry-level job openings exist.
- Specific occupations with strong growth include Bill and Account Collectors (12% - 25 new positions), Tax Preparers (12% - but only 3 new positions), Cost Estimators (9% and 19 new positions), Credit Analysts (7% - but only 4 new positions), Billing and Posting Clerks (6% and 23 new positions).
- Other occupations with high numbers of new positions but relatively mild percentages of increase include:
 - Bookkeeping, Accounting, and Auditing Clerks – 76
 - Accountants and Auditors – 51
- Earnings for graduates of this program (median) are strong ranging from \$13.91 per hour for tax preparers and \$14.78 for billing and posting clerks to \$33.89 per hour for general and operations managers and \$27.66 for financial examiners.
- The variety of positions that serve the accounting field require a variety of education experiences; however, there is a strong pathway for this career and strong job outlook. Keep in mind that some of the occupations within this particular labor market report also serve similar programs at Western (Finance, etc.).
- Possible opportunities include looking to high schools for transcribed credit and a true laddering with the Accounting Assistant curriculum.

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.

Twenty-eight students responded to this survey. A cursory glance at the “scale” level reveals no gaps greater than .51 (safety and security). The overall satisfaction with the experience at Western for Accounting students is 5.89 as compared to all students at 5.68.

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. Scores for Accounting students at the item level are compared to scores at the item level for all students.

Items rated **highest in importance** for Accounting students include (scale of 1-7 with 7 as very important):

- Item #3 - Quality of instruction in technical courses 6.71
- Item #31 - The campus is safe and secure 6.71
- Item #58 - Nearly all faculty are knowledgeable in their field 6.71
- Item #18 - Quality of instruction in most classes 6.72
- Item #35 - Policies and procedures regarding registration and course selections are clear and well-publicized 6.78
- Item #8 - Classes scheduled at convenient times 6.79

Items that may be topics of discussion for this program include:

- Item #18 – Quality of instruction .91 (accounting students) .76 (all students)
- Item #8 – Classes scheduled at convenient times .93 (accounting students) .90 (all students)
- Item #23 – Faculty are understanding of students’ unique life circumstances .81 (accounting students) .73 (all students)
- Item #20 – Financial aid counselors are helpful .85 (accounting students) .68 (all students)
- Item #2 – Faculty care about me as an individual .87 (accounting students) .44 (all students)

Student Learning Outcomes Assessment Trends

Items that may be topics of discussion for this program include:

- Your program had 3 responses to the survey. You may wish to consider finding a way to have more students respond to the survey. Three responses provides limited data that you can use to identify opportunities to increase student success.
- Your program may wish to look at results from prior years which are housed on the Program Excellence web site.

Graduate Follow-Up Trends – Accounting AAS

Year	2012-13
Types of jobs obtained	Accountant Accounting Assistant Accounting Support Assistant Accounts Payable-Inventory Accounts Payable Associate Administrative Specialist Associate Financial Representative Member Associate Office Assistant Payroll Clerk/Accounting Assistant Retail Accountant Secretary/Bookkeeper Store Auditor Management Assistant Vice President
Companies hiring Western graduates	Greater Green Bay YMCA, Green Bay, WI Whitehall Specialties, Inc., Whitehall, WI Western Technical College, La Crosse, WI Reinhart Food Service, La Crosse, WI Fortney Companies, La Crosse, WI Davy Engineering, La Crosse, WI Northwestern Mutual, La Crosse, WI Capital Credit Union, Neenah, WI Dahl Automotive, La Crosse, WI Hot Line Freight System, Inc., West Salem, WI Kwik Trip, Inc., La Crosse, WI Ted Mannstedt & Sons, La Crosse, WI The Necedah Bank, Necedah, WI

Year	2013-14
Types of jobs obtained	Accountant/Tax Preparer Accountant Accounting Clerk Accounting Manager Accounts Payable Representative Accounts Payable/Receivable and Payroll Clerk Accounts Receivable/Collections Specialist Cash Application Analyst

	Corporate Accounts Payable Incentive Pay Analyst Inventory Associate Payroll Specialist Special Projects Bookkeeper Tax & Compliance Associate
Companies hiring Western graduates	Stetzer Accounting Service, Trempealeau, WI D&D Farm Supply, Inc., Arcadia, WI VARC, Viroqua, WI Reinhart Food Service, La Crosse, WI Greenleaf Transport, Taylor, WI Dynamic Recycling, La Crosse, WI Ashley Furniture Co., Arcadia, WI Organic Valley, La Farge, WI Walzcrafft, La Crosse, WI Ho Chunk Nation, Tomah, WI

Year	2014-15
Types of jobs obtained	
Companies hiring Western graduates	

Graduate Follow-Up Trends – Accounting Assistant

Year	2012-13 (No Data)
Types of jobs obtained	
Companies hiring Western graduates	

Year	2013-14 (No Data)
Types of jobs obtained	
Companies hiring Western graduates	

Year	2014-15
Types of jobs obtained	Administrative Assistant
Companies hiring Western graduates	Black River Child Care Center, Black River Falls, WI First Evangelical Lutheran Church, La Crescent, MN

Career Pathways Assessment

- Your program had 6 responses to the survey. Five were full-time faculty and one was part-time.

- You also had one dean or associate dean complete.
- 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 meets the needs of both high school students transitioning in to the college and adults students who may be returning to college.
 - There appears to be an opportunity to develop transcribed credit with high schools.
 - In many cases, there are “unknowns” and “neither agree nor disagree” responses. These areas could be used in the future as team conversations.