

Data and Evidence Analysis Summary – Admin Professional 2016

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WTCS Comparative Data:

Source

<https://facultyresources.westernnc.edu/wp-content/uploads/2015/11/2015-10-1066-Admin-Prof-QRP-Associate-Degree-Evidence-Analysis-Report.pdf>

WTCS Data Definitions

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

Course Completion

- Western's C or Better course completion rate for this program has ranged from 83.8% in 2011 to a low of 75% in 2015 for an average of 77.9%.
- When comparing Western's average to the other five schools, Western 5-year average is second highest.
- Lakeshore Technical College has the highest 5-year average at 88.1%.

Second Year Retention

- Western's 2nd year retention data ranges from 63% in 2010 to 72.5% in 2015. This shows a nice upward progression.
- The average retention rate for Western over this 6-year window is 62.8%. The lower-than-average rate of 47.1% in 2013 drags this down a bit. An examination of the 2013 data from other colleges also shows a dip (with exception of Moraine Park). This could be tied to a turn-around in the economy and job-outs, or exhaustion of TAA funding for dislocated workers (they typically get two-year funding).
- Western's 6-year average retention rate of 62.8% places Western as 4th out of 6 schools; however, Western's results from 2015 correspond to the second highest retention rate for the six schools.
- Lakeshore Technical College may be a source for best practices in both course completion and 2nd year retention.
- Enrollments for new program-declared students hover between 34-44 over the six years.

Western's Third Year Graduation

- Western's third-year graduation rate is strong with a 5-year average of 36.6%. Graduation rates peaked in 2011 at 43.2%.

- A comparison to five other schools places Western with the 2nd highest retention rate, exceeded by Lakeshore Technical College.

Labor Market Analysis October 2015

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

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

- From 2016-2020, these occupations are expected to grow 3.4%.
- District jobs are anticipated to grow at a slower rate than both state and national rates.
- Jobs are well-distributed throughout the district with high concentrations in La Crosse County. Monroe and Trempealeau County also show good concentration.
- This program appears to have a solid age distribution with 26% age 55 and older and 32% 34 and younger.
- An analysis of the occupations associated with this labor market report show there will be 134 customer service representative positions, 100 secretaries and administrative assistants, 82 first-line supervisors of office and administrative support workers, and 45 office clerks added through 2020. A solid pathway that also considers leadership credentials is recommended for exploration.
- Median hourly wages are \$14.93 as compared to \$16.46 at the national level.

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.

Twelve students responded to this survey. A cursory glance at the “scale” level reveals no gaps greater than .63 (safety and security). The overall satisfaction with the experience at Western for Administrative Professional students was 6.67 as compared to 5.68 for all students responding to the survey.

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.

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

- Item #76 – The college helps locate financial resources to fund education 6.92
- Item #69 – Variety of courses 6.92
- Item #15 – I am able to register for classes I need with few conflicts 6.92
- Item #7 – Adequate financial aid is available for most students 6.91
- Item # 26 – Library staff are helpful and approachable 6.88

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

- Item #26 – Library staff are helpful and approachable (1.02 gap)
- Item #40 – My academic advisor is knowledgeable about transfer to other schools (1.32 gap)
- Item #65 – Students are notified early if they are doing poorly in a class (.91 gap)
- Item #71 – I take classes in the summer in order to graduate sooner (1.0 gap)

Student Learning Outcomes Assessment Trends

Your program had 14 responses to the survey. This is a commendable response rate.

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

- Celebrate the good feedback you received about the quality of instruction and the connections students are able to make in your program.
- 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.
- 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.

Graduate Follow-Up Trends

Year	2012-13
Types of jobs obtained	Bookkeeper HUC

	Pastor Receptionist/Office Support
Companies hiring Western graduates	Premier Co-op, Westby, WI Black River Memorial Hospital, Black River Falls, WI Tomah Church of the Nazarene, Tomah, WI Fox 25/48, La Crosse, WI

Year	2013-14
Types of jobs obtained	Administrative Assistant Bookkeeper Business Development Representative Parish Administrator Registration Scheduler Replenishment Planner Submittal Clerk
Companies hiring Western graduates	Kwik Trip, La Crosse, WI Matthes Farms Inc., Viola, WI Ballweg Midwest Toyota, La Crosse, WI Immanuel Lutheran Church, Strom, WI Ashley Furniture Co., Arcadia, WI ABR-TCI Architects Engineers Contractors, Sparta, WI

Year	2014-15
Types of jobs obtained	Administrative Assistant Data Quality Specialist Front Desk Administrative Assistant On-Call Branch Office Administrator Quality Auditor Receptionist/Office Assistant Registration Reception Tax Prep and Financial
Companies hiring Western graduates	Sparta Area School District, Sparta, WI Winona Chamber of Commerce, Winona, MN Associated Milk Producers Inc., Portage, WI Authenticom, La Crosse, WI Food Concepts, Inc., Middleton, WI Edward Jones, New Lisbon, WI Ashley Furniture Industries, Whitehall, WI New Lisbon Community Clinic, New Lisbon, WI Dobson Tax & Accounting Services, Black River Falls, WI

Career Pathways Assessment

- Your program had 6 responses to the survey. Two were full-time faculty. You also had two dean or associate dean complete, one academic advisor, and one non-faculty member.

- 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 articulation agreements with other institutions.
 - There appears to be an opportunity to develop transcribed credit with high schools.
 - Internal partnerships could be an area of focus for this program – particularly with Business and Industry Services for customized training and Learner Support and Transition for bridge work.
 - There is consensus that the program could boost enrollments to reach capacity and the workforce demand.