

Data and Evidence Analysis Summary – Business Management - 2016

Conducted by Tracy Dryden, Dean, Academic Excellence and Development, 6-28-2016

WTCS Comparative Data:

Source

<https://facultyresources.westernnc.edu/wp-content/uploads/2015/11/2015-10-1023-Business-Management-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 60% in 2011 to a high of 67.1% in 2015 for an average of 63.9%.
- When comparing Western's average to the other five schools, Western 5-year average is below all others.
- Moraine Park and Lakeshore have higher rates and would be good candidates for further discussion regarding best practices related to course completion. Moraine Park has comparable program size.
- It would also be beneficial to look at individual course completion rates, delivery method course completion rates, and instructor course completion rates to identify trends that may be influenced by one of those factors.
- In addition, it may be valuable to compare the success of your students to another similar program at Western (in both size, content, number of faculty, delivery methods, etc.).

Second Year Retention

- Western's 2nd year retention data ranges from 38.8% in 2014 to 54.5% in 2010. The average across the six years is 48.1% which is well below the other five comparison colleges.
- Lakeshore Technical College and Northeast Technical College may serve as good candidates for discussions on best practices in second year retention.
- Enrollments for new program-declared students hover between 212 and 256 for the six years with an average of 238 students per year.

Western's Third Year Graduation

- Western's third-year graduation rate ranges from 12.3% in the 2010 cohort (2012 report year) to 15.6% in the 2013 cohort (2015 report year). This is a nice increase that puts the 3rd year

graduation rate average at 15.1%. Improving 2nd year retention will reap results in graduation as well.

- A comparison to the other five schools puts Western at 5th out of 6. It may be beneficial to look at colleges with higher rates of graduation including Lakeshore and Northeast; noting that Lakeshore has a much smaller program (which would be easier to manage) and Northeast a considerably larger program.
- It may be beneficial to work with Western's Institutional Research department to determine at which point students leave the program – and whether or not they are transferring onto a four-year institution.

Labor Market Analysis October 2015

<https://facultyresources.westerntc.edu/wp-content/uploads/2015/11/2015-OCT-Business-Management-Program-Trends.pdf>

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

- From 2016-2020, these occupations are expected to grow 4.8%. This is a solid growth rate.
- The district is projected to experience a greater change than both the state (3.9%) and the nation (4.1%).
- Jobs are well-distributed throughout the district with high concentrations in La Crosse County (7134). Monroe and Trempealeau County also show good concentration with 1809 and 1240 jobs (respectively) in 2020.
- This program appears to have a solid age distribution with 22.6% and older and 29% 34 and younger. The 19-24 year-old population may be a target for recruitment with only 7.6% of occupations filled by that age group in 2015.
- An analysis of the district's Classification of Instructional Programs (CIP) shows that there are 24 educational programs tagged to deliver graduates into the fields of Business Management. There is no sign that the market is being over-saturated by graduates; however, Business Administration and Management (General) educational programs delivered the most graduates in 2014 with 251 completers, followed by 109 completers in Marketing, 50 in Community Health and Preventative Medicine, 32 in Office Management and Supervision, and 23 in Business Administration, Management and Operations.
- The majority of jobs in 2015 were housed within corporate and regional offices and federal government followed by the industry of non-upholstered wood household furniture manufacturing (possible Ashley and Walzcraft).
- Median hourly wages are below the national averages at \$22.98 as compared to \$29.28.

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.

40 students responded to this survey. A cursory glance at the “scale” level reveals gaps approaching a “1” in safety and security (.91) and in admissions and financial aid (.81). The overall satisfaction with the experience at Western for Business Management was 5.60 as compared to 5.68 for all students responding to the survey. Business Management students indicated that the experience thus far was slightly better than expected (4.90) similar to all students (4.93).

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 Business Management students include (scale of 1-7 with 7 as very important):

- Item #8 – Classes are scheduled at times that are convenient (6.62)
- Item #32 – My academic advisor is knowledgeable about my program requirements (6.56)
- Item #15 – I am able to register for classes I need with few conflicts (6.55)
- Item #13 – Financial aid awards are announced to students in time to be helpful in college planning (6.57)
- Item #78 – Help is readily available to students whose grades fall below average (6.42)

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

- Item #9 – Internships or practical experiences are provided in my degree/certificate program (1.32)
- Item #65 – Students are notified early in the term if they are doing poorly in a class (1.27)
- Item #29 – Faculty are unbiased in their treatment of individual students (1.18)
- Item #12 – My academic advisor helps me set goals to work toward (1.18)
- Item #78 – Help is readily available to students whose grades fall below average (1.10)
- Item #46 – Faculty provide timely feedback about student progress in a course (1.09)
- Item #23 – Faculty are understanding of students’ unique life circumstances (1.03)

Student Learning Outcomes Assessment Trends

Your program had 27 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 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 the effectiveness of the learning experiences at the Regional Learning Centers. 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. Students seemed to not understand what it means to “transfer social and natural science theories into practical applications.” Some of this can be attributed to the wording of this particular Core Ability.
- Group assignments and other collaborative learning experiences and engagement strategies seemed to help students work ethically with others in a diverse population.
- There seemed to be a couple instances when students expressed frustration with redundancy in learning concepts across multiple courses. A competency-level analysis of courses within the program might help unveil other instances of this.

Graduate Follow-Up Trends

Year	2012-13
Types of jobs obtained	Account Representative Assistant Store Manager Business Owner Compliance Intern Cosmetologist Dairy Program Associate Department Supervisor Frontline Manager General Manager Human Resource Coordinator Insurance Department Maintenance Supervisor Manager in Training Member Service Representative Project Manager Referral Specialist Service Coordinator

	Supervisor Title Examiner
Companies hiring Western graduates	Sno Pac Foods, Inc., Caledonia, MN American Eagle Outfitters, Baraboo, WI Ames Pest Control, Holmen, WI Dairyland Power Cooperative, La Crosse, WI Fantastic Sam's, Eau Claire, WI Organic Valley, La Farge, WI The Home Depot, Onalaska, WI The Ultimate Salon and Spa, Onalaska, WI Ye Old Style Inn, La Crosse, WI Wilderness Hotel & Resort, Wisconsin Dells, WI Krohn Clinic, Black River Falls, WI Kwik Trip, Inc., La Crosse, WI Sam's Club, Onalaska, WI Tomah Area Credit Union, Tomah, WI Cupples, Inc., St. Louis, MO Logistics Health Inc., La Crosse, WI ResCare Homecare, La Crosse, WI Ship Shape Car Wash, Onalaska, WI Town & Country Title, Holmen, WI

Year	2013-14
Types of jobs obtained	Clerk Delivery Driver Field Service Supervisor Health Unit Coordinator Office Assistant Office Manager Operations Specialist Party Event Manager Sales Support Sales Showing Line Teller
Companies hiring Western graduates	Woodman's Food Market, Onalaska, WI S&S Distributing, Sparta, WI Gold'n Plump Poultry, Arcadia, WI Mayo Clinic Health System, La Crosse, WI Moore Pet Supplies, La Crosse, WI Wisconsin Kenworth, La Crosse, WI Waste management, Rochester, MN Shenanigans, La Crosse, WI JC Penny, Onalaska, WI Empire Screen Printing, Onalaska, WI Wells Fargo, Greensboro, NC

Year	2014-15
Types of jobs obtained	Account Receivable Automotive Technician Customer Service HR Assistant Lead Quality Assurance Inspector Overhead Door Technician Rental Agent Shift Leader
Companies hiring Western graduates	Railroad, Decorah, IA Authenticom, La Crosse, WI Time Investment Company, West Bend, WI Gold'n Plump, Arcadia, WI Overhead Door, Onalaska, WI National Car Rental, La Crosse, WI High Rollers, La Crosse, WI

Career Pathways Assessment

One full-time faculty member and one dean or associate dean completed this assessment. No summary can be provided with such limited participation. Please contact Mike Poellinger to re-administer this assessment to a broader audience.