

# Data and Evidence Analysis Summary – Associate of Science Liberal Arts and Undeclared

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## Course Completion, Retention, and Graduation 2010-2014 – Associate of Science Liberal Arts

<https://facultyresources.westernnc.edu/wp-content/uploads/2014/06/2015SpringAssScienceLiberalArts.pdf>

- An analysis of the percentage of all students declared in the program reveals course completion (C or Better) rates that range from a low of 57% in the summer of 2014 to a high of 78% in the summer of 2012. Those particular terms have smaller numbers of students so it is also important to look at the success rates in some of the higher volume terms. For example, the Spring of 2014 had 499 students with a completion rate of 71%. The Fall of 2013 had 586 students with a completion of 68%.
- An analysis of term-to-term retention reveals rates of 97% for the Fall-to-Spring cohort in 2012 and 75% for the Fall-to-Spring cohort in 2014.
- This program has no results for 3<sup>rd</sup> year graduation. This is typical for a transfer degree.

## Enrollment Trends 2011-2015 – Associate of Science Liberal Arts

<https://facultyresources.westernnc.edu/wp-content/uploads/2015/10/Liberal-Arts-Associate-Of-Science.pdf>

- Enrollments for the ASLA program have increased from 405 (headcount) in 2011 to a high of 695 in 2013. Enrollments have since declined to 594 in 2015.

## 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.

## **Student Learning Outcomes Assessment Trends – Core Abilities**

### **Career Pathways Assessment**