

Data and Evidence Analysis Summary – IT CSS - 2016

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WTCS Comparative Data:

<https://facultyresources.westernnc.edu/wp-content/uploads/2015/11/2015-10-1543-IT-CSS-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 63.9% in 2011 to 71% in 2014. The average over the five years is 68.4%. When compared to 3 other WTCS institutions with a similar program, Western's program ranks 3rd out of 4. The college with the highest average course completion rate is Lakeshore with 79.7%. It may be worthwhile to talk with faculty at Lakeshore about best practices and to explore at the individual course level where students struggle the most.
- Western's enrollment has declined from 93 in 2012 to 53 in 2015. Lakeshore and Northcentral also experienced significant declines over this period of time (Lakeshore 75 to 48 and Northcentral 218 to 163).

Second Year Retention

- An analysis of second year retention from 2010 to 2015 shows a high of 56.8% in 2012 (these students joined the cohort in 2010-2011) and a low of 39.7% in 2011 (these students joined the cohort in 2009-2010). The average 2nd year retention over the past six years is 47.8% compared to 61% at Northeast, 61% at Northcentral, and 72% at Lakeshore.
- A course-by-course analysis of completion rates would be helpful to determine where students experience difficulties that result in attrition.
- It would also be beneficial to look at the students who started in 2010-2011 to see why they were more successful than other years.
- While sensitive in nature, it may be helpful to look at instructor course completion trends to determine if there are certain teaching methods or strategies that may work better than others for students who enroll in this program.
- It may be beneficial for this program to compare 2nd year retention to other Western programs in the Business Division. For example, the Accounting program has an average 2nd year retention rate of 55% while the Admin Professional program has an average 2nd year retention rate of 62.8%. Business Management averaged 48.1%. The IT Network Systems Administration program averaged 59.6% and the IT Web and Software Developer program averaged 49.2% for the same period of time.

Western's Third Year Graduation

- Western's 3rd year graduation rate for this program ranged from a high of 20.5% in 2013 (students joined the cohort in 2010-2011) to a low of 9.4% in 2011 (these students joined the cohort in 2008-2009).
- The average 3rd year graduation for Northeast is 13.5%, Lakeshore is 41.3%, and Northcentral 18.3%. It may be worthwhile to reach out to Lakeshore to identify and discuss best practices.
- The five year average for 3rd year graduation for the program is 13.8%. Third year graduation in the IT Web and Software Developer averaged 13.2% and 20.2% for the IT Network Systems Administration program.

Labor Market Analysis October 2015

- Occupations related to IT CSS are expected to grow by 3.4% as compared to a national growth rate of 5.1% and a state growth rate of 5.6%. This results in the addition of 24 new jobs to this career pathway from 2016-2020 in the Western District. This does not take into consideration job openings due to attrition or retirement.
- Median hourly wages are \$22.57 per hour as compared to \$27.34 per hour nationally.
- Graduates of this program can expect to see 18 annual openings through 2020.
- Occupations with the greatest number of annual openings includes 11 jobs per year for Computer User Support Specialists and 4 annual openings for Computer Network Support Specialists.
- Jobs are projected to be concentrated in La Crosse County in 2020 (426) with solid representation in Trempealeau County (92) and Monroe County (83).
- Occupations in this field appear to employ a younger population with only 16% of those currently employed over the age of 55. Recruiting and building relationships with high schools would be a strategy to consider. In addition, these occupations tend to have a bit more ethnic diversity with 4% Asian and over 2% African American.
- An analysis of the Classification of Instructional Programs (CIP) shows that there are 8 educational programs housed in the district that are tagged to deliver graduates into the IT CSS field. These educational programs include Computer and Information Sciences, General (33 graduates in 2014); Computer Systems Network and Telecommunications (25 graduates in 2014); Computer Support Specialists (14 graduates in 2014); Computer Programming/Programmer, General (6 graduates in 2014) and Network and Systems Administration/Administrator (3 graduates in 2014).
- There were 81 completions for 21 openings in 2014. It is important to note that both Viterbo and UW-La Crosse contribute to the number of completers.
- The majority of jobs in 2015 were housed within the Federal government, corporate settings, and colleges/universities.

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.

Nine students responded to the survey. A cursory glance at the “scale” level reveals no major gaps between importance and satisfaction at this broad level. The overall satisfaction with the experience at Western for IT – CSS students was 5.56 as compared to 5.68 for all students responding to the survey. IT - CSS students indicated that the experience thus far was slightly better than expected (4.56) 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 IT - CSS students include (scale of 1-7 with 7 as very important):

- Item 46 – Faculty provide timely feedback about student progress in a course (6.67)
- Item 80 – The communication I receive from the College makes me feel like I made a good choice in attending Western (6.67)
- Item 42 – The equipment in the lab facilities is kept up to date (6.67)
- Item 22 – People on this campus respect and are supportive of each other (6.55)
- Item 37 – Faculty take into consideration student differences as they teach the course (6.56)

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

- Item 8 – Classes are scheduled at times that are convenient to me (.77 gap)
- Item 7 – Adequate financial aid is available for most students (.81 gap)
- Item 46 – Faculty provide timely feedback about student progress in a course (.78 gap)
- Item 37 – Faculty take into consideration student differences as they teach a course (.89 gap)

Student Learning Outcomes Assessment Trends

- Your program had 6 responses to the survey.
- Your program may wish to look at prior years’ results which are housed on the Program Excellence web site.

- Your students overwhelmingly appreciated the hands-on approach to the learning environments.
- Students had concerns with one particular course – which may call for some additional analysis or focus.
- Students provided some instructor-specific feedback that was x'd out. Course evaluations will be a good source of information to isolate opportunities and address student concerns about teaching quality and course content coverage. When receiving these types of comments, it is important to recognize the size of the sample and make every effort to get additional students to respond both to the end-of program outcomes assessment and to individual course evaluations. That will provide a more balanced and robust set of feedback for your program improvement work.

Graduate Follow-Up Trends – Associate Degree

Year	2012-13
Types of jobs obtained	Customer Service Representative Customer Support Rep IT Human Resource Information Specialist IT Network Tech IT Specialist Support Systems Specialist
Companies hiring Western graduates	Authenticom, La Crosse, WI Ace Communications, Houston, MN Gundersen Health System, La Crosse, WI La Crescent School District, La Crescent, MN Monroe County, Sparta, WI Ashley Furniture, Arcadia, WI

Year	2013-14
Types of jobs obtained	Intern-Temp IT Support Specialist 1 Plant Technology Support Specialist System Administrator Systems Technician Technician
Companies hiring Western graduates	Riverfront, Inc., La Crosse, WI Authenticom, La Crosse, WI Century Foods, Sparta, WI Computer Connections, Reedsburg, WI EO Johnson, Onalaska, WI

Year	2014-15
Types of jobs obtained	IT Support Spec 1

Companies hiring Western graduates	Organic Valley, La Farge, WI
Year	2012-13
Types of jobs obtained	Computer installation and Support
Companies hiring Western graduates	Kwik Trip, Inc., La Crosse, WI

Year	2013-14
Types of jobs obtained	Systems Technician
Companies hiring Western graduates	EO Johnson, Onalaska, WI

Year	2014-15 (No Data)
Types of jobs obtained	
Companies hiring Western graduates	

Graduate Follow-Up Trends – Technical Diploma

Year	2012-13
Types of jobs obtained	Computer installation and Support
Companies hiring Western graduates	Kwik Trip, Inc., La Crosse, WI

Year	2013-14
Types of jobs obtained	Systems Technician
Companies hiring Western graduates	EO Johnson, Onalaska, WI

Year	2014-15 (No Data)
Types of jobs obtained	
Companies hiring Western graduates	

Career Pathways Assessment

Your program had only two responses to the assessment. This limited amount of input makes it difficult to summarize and provide recommendations. Please work with Mike Poellinger to re-administer to a larger population.