

Data and Evidence Analysis Summary – Learner Support and Transition

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Enrollment Trends 2011-2015

- Overall, enrollment trends in Learner Support and Transition have declined during this period. This is consistent with the decline the college has experienced as a whole. It is important to note that the 2015-2016 data has not yet been incorporated into the analysis.
- An analysis of enrollment trends for Beginning Adult Basic Ed (73) for Summer 2010 through Spring 2015 shows fluctuation with a low of 2.7 FTEs in 2014 to a high of 9.73 FTEs in 2015.
- Headcount for Beginning Adult Basic Ed (73) also fluctuated from a low of 28 in 2014 to a high of 79 in 2013.
- An analysis of enrollment trends for Intermediate Adult Basic Ed (74) shows a steady decline from 92.49 FTEs in 2011 to 39.95 FTEs in 2015. Headcount dropped almost 50% (from 1002 in 2011 to 527 in 2015).
- Enrollments for ESL, Hearing and Visually Impaired (75) have stayed steady. 2012 recorded a low of 11.20 FTEs and 2013 recorded a high of 14.03 FTEs. Headcount peaked in 2013 at 154 from a low of 86 in 2011. A modest increase was experienced for 2013-2015.
- An analysis of enrollment trends for Adult Secondary Ed GED HSED (76) shows a drop in FTE generation from 17.93 in 2011 to 15.49 in 2015.
- An analysis of headcount trends for Adult Secondary Ed GED HSED (76) shows a high of 370 in 2011 to 310 in 2015.
- FTE generation for Developmental (77) dropped from 27.73 in 2011 to 17.43 in 2015. Headcount experienced a similar trend with a high of 330 in 2011 and a low of 194 in 2015.

Demographic Analysis

- An analysis of the NRS Reporting system for 2013-2015 unveils the following demographic trends:
 - White females were the largest population for this time span with 379 in 2013, 303 in 2014, and 200 in 2015.
 - Asian females were the second largest population for this time span with 107 in 2013, 89 in 2014, and 87 in 2015.
 - Other significant populations served include black males, Hispanic males, and Hispanic females.
 - The greatest concentration across entering educational functioning level is at ABE Intermediate High with 343 students in 2013, 249 in 2014, and 212 in 2015 with white females making up the greatest number of students.
 - The greatest concentration across age groups is at the 25-44 year-old population followed by the 19-24 year-old population.

Transition to Credit Classes 2011-2014

- The percentage of students who transitioned from Adult Basic Education ranged from 18% (2014 Spring Term) to 38% (2012 Summer Term).
- Pass rates in subsequent credit classes for Adult Basic Education Students ranged from a high of 90% in the Fall 2011 term to a low of 73% in the Fall 2013 Term.
- The percentage of students who transitioned from Developmental courses ranged from a low of 73% (2011 Fall Term) to a high of 97% (2013 Summer Term).
- Pass rates in subsequent credit classes for Developmental students ranged from a high of 100% to a low of 0%. The sample sizes for this analysis were so small that it is not a good indicator of patterns (0-5 students).
- The percentage of English Language Learners in LST who transitioned to credit classes ranged from 0% to 7%. In the Spring of 2013, there were 108 ELL students and 5% transitioned to credit classes. In the Summer of 2014, there were 100 English Language Learners and 2% transitioned to credit programming. This is a sizable number of students and it would be valuable to determine what is needed to increase the rate of transition.
- English Language Learners in LST who did transition to credit programming had success rates of 100%. This was a very small population and there is not enough participation to do a trend analysis.
- The percentage of high school students in LST who transition to credit classes ranged from 0% in Summer 2011 and Summer 2013 to 22% in Summer 2012. These success rates fluctuate drastically. The spring term appears to show high numbers of participants (114, 103, and 144 for 2012, 2013, and 2014 respectively).
- The success of high school students in LST who transitioned to credit classes ranges from 60% (Fall 2013) to 100% (Fall 2012). These are also small populations and trend analysis is difficult.
- It would be interesting to explore the results of other colleges for comparison.

Trends in Gains – 2011-2015

NRS Levels of ABE

NRS Level	Grade Level
Level 1	0-1.9
Level 2	2-3.9
Level 3	4-5.9
Level 4	6-8.9
Level 5	9-10.9
Level 6	11-12.9

Five other colleges were selected for comparison based upon their participation in Achieving the Dream and size. In an analysis of gains achieved through by Learner Support and Transition students the following trends were noted:

- Western outperforms that majority of comparison colleges in 1-Year Grade Level Writing Gains. In 2013 and 2014 Northeast Wisconsin Technical College out performed Western. They are an Achieving the Dream college and it may be worthwhile to talk with them about their sudden increase in student success. Student count for this time range fell from a high of 787 in 2011 to 410 in 2015.
- Western's success in 1-Year Grade Level Math Gains has decreased from over 40% in 2011 to under 25% in 2015. Other comparison colleges did not experience this type of fluctuation and it may be beneficial to explore the phenomenon at Western. Student count dropped from 937 in 2011 to 530 in 2015.
- Success in NRS Level 2 Gains has decreased from 58% in 2011 to 35% in 2015. Other colleges have experienced fluctuations but not necessarily the steady decline experienced at Western. Student headcount peaked at a high of 175 in 2013 and declined to 111 in 2015.
- Success in NRS Level 3 Gains dropped dramatically from 60% in 2011 to 35% in 2014. 2015 shows a slight up-tick. 2015-2016 reports will be available in October to verify if the upward trend has continued. CVTC experienced similar drop-off; however, it is not as dramatic as Western.
- An analysis of success in NRS Level 4 Gains shows success rates of 50% in 2011 and a steady decline to 38% in 2015. A comparison with other colleges does not show a similar pattern with many of those colleges experiences ups and downs throughout the time span. Student count declined from 606 in 2011 to 335 in 2015.
- Success in NRS Level 5 Gains shows fluctuating rates with a high of 42% in 2011 and a low of 24% in 2015. 2012 recorded the highest level of success with 48% success. Trends at comparison colleges do not mirror Western's; however, Moraine Park seems to maintain consistent levels of success at around 40%. Student count declined from 369 in 2011 to 218 in 2015.
- A review of success rates for NRS Level 6 Gains shows strong performance by Western with rates hovering around 80%. A slight decline is noted for 2015 where the rate falls to 74%. This is a trend that should be monitored. Comparison colleges showed similar patterns with CVTC recording higher levels of success than Western in 2012 and 2015. Student counts declined from 481 in 2011 to 239 in 2015.
- An analysis of Western's results for ELL NRS Level 1 Gains shows a dramatic drop from 2011 (58%) to a more stable rate of 27% in 2013-2015). Lakeshore and Moraine Park appear to have higher levels of success and these colleges may serve as good benchmarks for comparison and conversations. The student counts rose from 21 in 2011 to 78 in 2015.
- Success in ELL NRS Level 2 declined from 47% in 2011 to a low of 17% in 2014. The 2015 year shows an uptick to 41%. Success rates for comparison colleges fluctuate up and down with higher levels of success noted with Lakeshore and CVTC.
- An analysis of Western's results for ELL Level 3 Gains shows high fluctuations in student success. Notable is the low of 8% in 2014 and a high of 50% in 2011. Headcount peaked at 44 in 2015. Northeast Wisconsin Technical College appears to have the greatest levels of success over this time span.

- Gains for ELL Level 4 range from a low of 8% in 2015 to a high of 68% in 2013. This is a smaller sample size ranging from 12 in 2013 to 30 students in 2015.
- Gains for ELL Level 5 started at a high of 43% in 2011, dipping to a low of 8% in 2014, and a rise back to 29% in 2015. Headcount peaked at 37 in 2014 and dropped off to 17 in 2015.
- Data for ELL Level 6 appears to be incomplete. No analysis was conducted.

Outcomes for Adults in Correctional Education Programs

- An analysis of outcomes for Adults in Correctional Education Programs reveals a significant increase in the number of adults who enter post-secondary training in the current year (26% in 2013, 63.5% in 2014, and 78% in 2015).
- There is also evidence that the percentage of Adults in Correctional Education Programs who retained employment increased from 26.1% in 2013 to 85.7% in 2015. The numbers in this analysis are small with 23 respondents in 2013, 8 respondents in 2014, and 7 respondents in 2015.

Career Pathways Assessment

- An analysis of results from the Career Pathways Assessment indicates that Learner Support and Transition faculty believe the following programs should have a transition plan:
 - ABE
 - Welding
 - Food Production/Culinary Management
 - CNA
 - Medical Assistant
 - Business Management
 - Landscape Horticulture
 - ELL
 - Wood Tech
 - Automotive
 - Nursing
 - GED
 - IT
 - Human Services Associate
 - Machine Tool
 - Supervisory Management
 - Graphic Design
 - HVAC
- Agreement on whether or not the division has articulated transition plans for all students was split. Half agreed or strongly agreed and half disagreed, strongly disagreed, had no opinion, or did not know.
- The majority of respondents did not recognize that the division has a systematized method for granting credit for prior learning.

- The majority of respondents did not recognize that the division has transition agreements with a majority of Western programs
- Many but not a majority felt that the division incorporated service learning projects and encouraged attendance at Career Fairs.
- Many but not a majority felt that students have the opportunity to interact with employers and professionals within the context of coursework.