

# Data and Evidence Analysis Summary – Sales Management - 2016

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

## WTCS Comparative Data:

<https://facultyresources.westerntc.edu/wp-content/uploads/2015/11/2015-10-1042-Sales-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 baseline course completion rate for this program is 67.9% (2015). Because the program is early in its life cycle, it may be beneficial to compare the course completion rate to other business programs. For example, the course completion rate in Business Management ranged from 60% in 2011 to a high of 67.1% in 2015 for an average of 63.9%. This 5-year average is below the five other schools in the comparison group.
- 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

- The data does not include second year retention due to the newness of the program.

### Western's Third Year Graduation

- The data does not include third year graduation due to the newness of the program.

## Labor Market Analysis October 2015

<https://facultyresources.westerntc.edu/program-planning-resources/business/customer-service-sales-management-pathway/>

Multiple labor market reports were run for this pathway including one for Sales Management, Sales Representative, Customer Service Representative, and Frontline Service. It would be valuable to continue to monitor the job outlook for each of these areas as well as graduate placement to make sure that each credential still holds value as the program matures.

## Sales Management Pathway

- Occupations related to sales management are expected to grow by 4.2% as compared to a national growth rate of 3.5%. This results in the addition of 531 jobs to this career pathway from 2016-2020.
- Occupations with the greatest adds of jobs by 2020 include Customer Service Representatives (134 new jobs), First-line Supervisors of Retail Sales Workers (70 new jobs), Cashiers (70 new jobs), and Sales Representatives, Wholesale and Manufacturing (64 new jobs).
- This program appears to have a solid age distribution with 21% age 24 and under and 20% age 55 and older. The narrowest band of workers is the 35-44 year old group at 17.2%. This may indicate that there is an opportunity to attract an adult population – particularly into the management aspect of the program.
- An analysis of the district’s Classification of Instructional Programs (CIP) shows that there are 9 educational programs tagged to deliver graduates into the Sales Management career pathway. It appears that the volume of graduates is not near enough to meet the number of openings (360 completers vs. 715 openings). This could be attributed to the fact that some positions within this pathway do not require post-secondary education. Other similar programs that feed this labor market demand include Business Administration and Management, General (251 completers in 2014) and Marketing/Marketing Management, General (109 completers in 2014). It is important to note that there are no educational programs other than Western that indicate a direct feed to retailing and retailing operations. This may be an opportunity for a specific credential.
- The majority of jobs in 2015 were housed within Gasoline Stations and Convenience Stores (likely Kwik Trip) followed by Supermarkets and Commercial Banking. Insurance agencies and Warehouse Clubs and Supercenters also held a significant share of jobs associated with the Sales Management Career Pathway.
- Median hourly wages are \$15.25 per hour as compared to \$17.86 per hour nationally.

## 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.

This survey had 7 students respond. A cursory glance at the “scale” level reveals gaps in instructional effectiveness (1.32), concern for the individual (1.34), admissions and financial aid (1.09), and campus support services (1.04). The students in sales management rated their overall satisfaction with their experience at Western at 5.86 which is slightly better than how all students rated (5.68).

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 Sales Management students include several items that scored a 7 (scale of 1-7 with 7 as very important):

- Item # 71 – I take classes in the summer term in order to graduate sooner
- Item #70 – I am able to experience intellectual growth here
- Item #32 – My academic advisor is knowledgeable about my program requirements
- Item #31 – The campus is safe and secure for all students
- Item #64 – Nearly all classes deal with practical experiences and applications
- Item #65 – Students are notified early in the term if they are doing poorly in a class
- Item #48 – Counseling staff care about students as individuals
- Item #43 – Class change (drop/add) policies are reasonable
- Item #11 – Security staff respond quickly in emergencies

Note that the students in this program seemed to associate a higher level of importance to many items as compared to students in other programs. This resulted in several items with larger gaps between importance and satisfaction. Items that may be topics of discussion for this program include:

- Item #48 – Counseling staff care about students as individuals (1.83)
- Item #9 – Internships or practical experiences are provided in my degree/certificate program (1.84)
- Item # 3 – The quality of instruction in the vocational/technical programs is excellent (1.72)
- Item #18 – Quality of instruction in most of the classes is excellent (1.57 gap)
- Item #15 – I am able to register for classes I need with few conflicts (1.26 gap)
- Item #70 – I am able to experience intellectual growth here (1.29 gap)
- Item #61 – Faculty are usually available after class and during office hours (1.72 gap)
- Item #65 – Students are notified early in the term if they are doing poorly in a class (2.17)
- Item #37 – Faculty take into consideration student differences as they teach a course (2.0)
- Item #43 – Class change (drop/add) policies are reasonable (2.2)
- Item #75 – I have the opportunity to be involved in the community through a college activity or course (1.72)

## **Student Learning Outcomes Assessment Trends**

- Your program had 9 responses to the survey. This level of response is commendable for a new program.
- Students appreciated the ability to connect with the real-world and to work with real businesses.
- Students also appreciated the ability to take courses in the evening.
- You had two students who consistently indicated a “strongly disagree” on their answers. Because there were so few negative comments, it is possible that these students had the rating scale flipped.
- Overwhelmingly, students loved the experience they received in this program.

## **Graduate Follow-Up Trends**

- No data available until next year.

## **Career Pathways Assessment**

Your program had only three responses to this assessment. Limited participation makes it difficult to summarize and identify opportunities for improvement. Please work with Mike Poellinger to administer to a larger stakeholder audience.