

Data and Evidence Analysis Summary – Culinary Management 2016

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WTCS Comparative Data:

<https://facultyresources.westernnc.edu/wp-content/uploads/2015/11/2015-10-317-1-Culinary-Management-QRP-Evidence-Analysis-Report.pdf>

Course Completion

- C or better course completion for the Culinary Management program ranged from 68.9% in 2011 to 71.1% in 2015. When compared to the three other colleges selected as a comparison group, Western ranks 2nd out of four.
- Western's number of students ranged from 90 in 2011 to 45 in 2015. Two of the other three WTCS colleges have seen decreased enrollment from 2011 to 2015 with WCTC seeing a drop in enrollment of almost 70 students in 2015. Again further examination and possible discussions with program faculty might be of value.

Second Year Retention

- Western's second year retention rate ranged from 48.1% in 2010 to 45.5% in 2015 for an average over time of 51.9%.
Not including 2015, it experienced a low in 2010 at 41.8% and rebounded to 55.2% in 2014.
- When compared to the other three schools in the comparison group, Western had the second lowest average second year retention over the six years of measurement. Averages over the six years ranged from 51.9% for Western to 57.1% for MATC.
- Western's cohort size (number of starting students) ranged from 27 in 2010 to a high of 49 in 2011. With an average of 35 first-term students declaring the program in a given year, Western has the second lowest enrollment of first-term students within this comparison group for 2015.

Western's Third Year Graduation

- Western's third year graduation rate ranged from 7.4% in 2011 to 13.8% in 2015 with an average over the six years of 15.6%. Western's 2012 report year cohort (students starting in 2010) achieved the highest third year graduation rate with 20.4% of students graduating within three years.
- In a comparison to the other three colleges, Western's third-year graduation rate (average) of 15.6% is 3rd out of four. Other schools include SWTC at 27.5% and WCTC at 14.26%.

Labor Market Analysis October 2015

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

In an analysis of the Western District and occupations associated with the field of agri-business, the following points are noted:

- From 2016-2020, these occupations are expected to grow 8.1%. This is considered strong growth with the national average of 5.8%
- Expectations for district trends are stronger than both the state (6.6%) and national trends.
- Job distribution throughout the district has high concentrations in La Crosse County and Monroe County.
- This program includes occupations with a young population, 67.5% of those employed are 35 years of age or younger. The smallest segment of workers is the +65-year old population with 3.6%. The high school population of students may benefit from greater exposure to the occupations and benefits of working in culinary occupations.
- Specific occupations with strong growth include Cooks, Restaurant (12% - 86 new positions)
- Other occupations with high percentages of increase and mild numbers of new positions include:
 - First-line supervisors of Food Prep and Serving Workers – 7% and 49 positions
 - Cooks, Institution and Cafeteria– 7% and 40 positions
- Earnings for graduates of this program (median) are wide ranging from \$9.89 per hour for cooks, restaurant to \$19.10 for food service managers.
- Possible opportunities include looking to high schools for transcribed credit, a closer coordination with learner support and transition students and creating pathway credentials.

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 9 students respond. A cursory glance at the “scale” level reveals gaps in safety and security (1.30). The students in culinary management rated their overall satisfaction with their experience at Western at 6.12 which is higher than how all students rated (5.72).

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 Culinary Management students include several items that scored a 6.75+ (scale of 1-7 with 7 as very important):

- Item #5 – The personnel involved in registration are helpful.
- Item #6 – My academic advisor is approachable.
- Item #7 – Adequate financial aid is available for most students.
- Item #8 – Classes are scheduled at times that are convenient for me.
- Item #21 – There are a sufficient number of study areas on campus.
- Item #23 – Faculty are understanding of students’ unique life circumstances.
- Item #27 – The campus staff are caring and helpful.
- Item #28 – It is an enjoyable experience to be a student on this campus.
- Item #32 – My academic advisor is knowledgeable about my program requirements.
- Item #33 – Admissions counselors accurately portray the campus in their recruiting practices.
- Item #34 – Computer labs are adequate and accessible.
- Item #36 – Students are made to feel welcome on this campus.
- Item #37 – Faculty take into consideration student differences as they teach a course.
- Item #40 – My academic advisor is knowledgeable about the transfer requirements of other schools.
- Item #41 – Admissions staff are knowledgeable.
- Item #42 – The equipment in the lab facilities is kept up to date.
- Item #43 – Class change (drop/add) policies are reasonable.
- Item #46 – Faculty provide timely feedback about student progress in a course.
- Item #47 – There are adequate services to help me decide upon a career.
- Item #48 – Counseling staff care about students as individuals.
- Item #49 - Admissions counselors respond to prospective students’ unique needs and requests.
- Item #50 – Tutoring services are readily available.
- Item #51 – There are convenient ways of paying my school bill.
- Item #52 – This school does whatever it can to help me reach my education goals.
- Item #54 – Faculty are interested in my academic problems.
- Item #55 – Academic support services adequately meet the needs of students.
- Item #56 – The business office is open during hours which are convenient for most students.
- Item #57 – Administrators are approachable to students.
- Item # 58 – Nearly all of the faculty are knowledgeable in their fields.

- Item #59 – New student orientation services help students adjust to college.
- Item #61 – Faculty are usually available after class and during office hours.
- Item #62 – Bookstore staff are helpful.
- Item #63 – I seldom get the “run-around” when seeking information on this campus.
- Item #66 – Program requirements are clear and reasonable.
- Item #67 – Channels for expressing student complaints are readily available.
- Item #68 – On the whole, the campus is well-maintained.
- Item #69 – There is a good variety of courses provided on this campus.
- Item #70 – I am able to experience intellectual growth here.
- Item #72 – Campus: The Wellness Center meets my fitness needs.
- Item #73 – Campus: The college provides effective support services to assist with transfer to a 4-year university.
- Item #74 – Campus: Registration reminders help me to register in a timely manner.
- Item #77 – Campus: There is sufficient financial assistance for child care available to me.
- Item #78 – Campus: Help is readily available to students whose grades fall below average.
- Item #80 – Campus: The communication I receive from the College makes me feel like I made a good choice in attending Western.

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 #4 – Security staff are helpful. (1.18)
- Item #8 – Classes are scheduled at times that are convenient for me. (1.40)
- Item #11 – Security staff respond quickly in emergencies. (1.07)
- Item #39 – The amount of student parking space on campus is adequate. (2.81)
- Item #40 – My academic advisor is knowledgeable about the transfer requirements of other schools. (1.57)
- Item #48 – Counseling staff care about students as individuals. (1.00)
- Item #50 – Tutoring services are readily available. (1.02)
- Item #55 – Academic support services adequately meet the needs of students. (1.00)
- Item #56 – The business office is open during hours which are convenient for most students. (1.02)
- Item #59 – New student orientation services help students adjust to college. (1.22)
- Item #62 – Bookstore staff are helpful. (1.11)
- Item #63 – I seldom get the “run-around” when seeking information on this campus. (1.00)
- Item #65 – Students are notified early in the term if they are doing poorly in a class. (1.21)
- Item #66 – Program requirements are clear and reasonable. (1.22)
- Item # 67 – Channels for expressing student complaints are readily available. (1.13)
- Item #77 – Campus: There is sufficient financial assistance for child care available to me. (2.42)

Student Learning Outcomes Assessment Trends

<https://facultyresources.westernnc.edu/wp-content/uploads/2014/07/2CulinaryManagementSpring2016StudentSLORe.pdf>

Your program had 2 responses to the survey. 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 appreciate the dedication of the faculty.
- 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 having more cooking time and hands on time. 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.
- To be more useful this type of qualitative data could use more responses.

Graduate Follow-Up Trends

Year	2012-13
Types of jobs obtained	Supervisor
Companies hiring Western graduates	Western Technical College, La Crosse, WI

Year	2013-14
Types of jobs obtained	Food Director Mixer
Companies hiring Western graduates	Kwik Trip Bakery, La Crosse, WI

Year	2014-15
Types of jobs obtained	
Companies hiring Western graduates	One graduate responded employed in related occupation

Career Pathways Self-Survey

- Your program had seven responses to the survey. One was full-time faculty; three were adjunct faculty, one advisory member, one dean/associate dean and one academic advisor.
- Items that may be topics of discussion for this program include:
 - In the area of course sequencing, there appears to be some disagreement or uncertainty as to whether or not this program offers options to enter the program at various entry points.
 - In the area of Student Options, there appears to be opportunities to develop Credit for Prior Learning, articulation agreements with HS's, and collaboration with BIS.
 - There appears to be potential to collaborate with Learner Support and Transition to help create a pipeline of students into the program.
 - In many cases, there are “unknowns” and “neither agree nor disagree” responses.
 - Your program had a solid response rate on this survey and many of the areas can help drive future team discussions. There is opportunity to offer this or similar surveys to other stakeholders to develop a more holistic view of potential program improvements.