

# Data and Evidence Analysis Summary – 2016

## Fire Protection Technician

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### WTCS Comparative Data:

<https://facultyresources.westernnc.edu/wp-content/uploads/2015/11/2015-10-5032-Fire-Protection-Tech-QRP-Associate-Degree-Evidence-Analysis-Report.pdf>

#### Course Completion

- Western's C or Better for the Fire Protection program ranged from 87% (2013) to 63.7% (2014). When compared to the other two colleges selected as a comparison group, Western ranked 1<sup>st</sup>. Western's average is 76.5% for the reporting years 2011-2015. Northeast Wisconsin Technical College has a completion rate average of 53.5% but did not report data in 2014 and 2015. Lakeshore Technical College did report a completion rate but had only two students enter the program.
- Western's number of students dropped from 70 (2011) to 35 (2015). Completion rates declined during this period as well.

#### Second Year Retention

- Western's second year retention rate ranged from 45% (2015) to 60.9% in 2014.
- Western has the highest second year retention average over the six years of measurement (2011-2015). Western's average is 50.8% which is higher than the other two colleges but the other colleges did not report six years of data. Northeast Wisconsin Technical College had a higher rate of 72.7% retention in 2011 with a sharp decline to 16.7% in 2012. No data was reported for 2010, 2014 and 2015. Lakeshore reported retention data in 2010 (30%) and 2011 (20%) and low student numbers of 10 admitted those years.

#### Western's Third Year Graduation

- Western's third year graduation rates have fluctuated from 16% in 2012 to 30.3% in 2013 to 17.4% in 2015.
- Western's third-year graduation rate (average) of 22.8% ranks first between the three reporting colleges. Northeast Wisconsin Technical College and Lakeshore Technical College average was 0% during the 2011-2015 reporting period with no students recorded some years.

### Labor Market Analysis October 2015

<https://facultyresources.westernnc.edu/wp-content/uploads/2015/11/2015-OCT-Fire-Protection-Tech-Program-Trends.pdf>

In an analysis of the Western District and occupations associated with the field of Fire Protection, the following points are noted:

- From 2016-2020, these occupations are expected to grow 0.5%.

- District jobs are anticipated to grow at a slower rate compared to the national rate (2.6%). The district growth anticipation is slightly higher than the state rate of 0.3%.
- Anticipated 2020 jobs are well-distributed throughout the district with a higher concentration in La Crosse County (187). Jackson and Monroe Counties also show good concentration with 126 and 121 jobs respectively in 2020. Vernon (61) and Trempealeau (54) Counties jobs dropped significantly which may be due to a higher concentration of volunteer fire departments.
- This program appears to have a solid, equally age distribution between the ages of 25-54. The distribution is as follows: 25-34 years – 22.1%; 35-44 years – 29.7%; 45-54 years – 27.7%. The 19-24 year-old population may be a target for recruitment with only 8.0% of occupations filled by that age group in 2015.
- An analysis of the district’s Classification of Instructional Programs (CIP) shows that there are two educational programs tagged to deliver graduates into the fields of Fire Science/Fire-fighting and Fire Prevention and Safety. There is no sign that the market is being over-saturated by graduates for there were five completers in 2014 with 19 openings.
- The majority of jobs in 2013 were housed within local government (91.4%) followed by federal government/civilian (3.8%)
- The district’s median hourly wages of \$10.96 is below the national average at \$24.08.

## 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.

The survey was completed by six students. A cursory glance at the “scale” level reveals a gap in the safety and security area (.92). The overall satisfaction with the experience at Western for Fire Protection was 5.33 as compared to 5.68 for all students responding to the survey. Fire Protection students indicated that the experience at Western thus far was lower than expected (4.33), whereas all students responding to this survey scored this at an average of 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 Fire Protection students include (scale of 1-7 with 7 as very important):

- Item #7 – adequate financial aid is available for most students. 6.67

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

- Item #2 – Faculty care about me as an individual. (1.17)
- Item #7 – Adequate financial aid is available for most students. (1.67)
- Item #9 – Internships or practical experiences are provided. (1.45)
- Item #11 – Security staff respond quickly in emergencies. (1.60)
- Item #13 – Financial aid awards are announced in time. (1.73)
- Item #39 – The amount of student parking space is adequate. (1.67)
- Item #51 – There are convenient ways of paying my school bill. (1.66)
- Item #60 – Billing policies are reasonable. (1.50)
- Item #72 – The Wellness Center meets my fitness needs. (2.00)

## Student Learning Outcomes Assessment Trends

There were three responses to this survey.

- The survey questions were answered, but not many comments were made.
- All three respondents liked the hands-on practices.
- One student didn’t believe chemistry was a necessary class in the curriculum.

## Graduate Follow-Up Trends

Year	2012-13
Types of jobs obtained	EMT Firefighter/EMT
Companies hiring Western graduates	Tri-State Ambulance, La Crosse, WI La Crosse Fire Dept., La Crosse, WI

Year	2013-14
Types of jobs obtained	Firefighter
Companies hiring Western graduates	City of La Crosse, WI City of Winona, MN

Year	2014-15
Types of jobs obtained	Fire and Operations
Companies hiring Western graduates	La Crosse Airport, WI

## Career Pathways Assessment

- Your program had 4 responses to the survey. Two were full-time faculty.
- You also had two deans or associate deans complete.
- Items that may be topics of discussion for this program include:
  - There appears to be some disagreement around the course sequencing area so this might be a possible discussion area. Topics such as embedded and laddering credentials, multiple entry points and reentry points, and flexible delivery formats are included in this area.
  - Another area of possible discussion would be student options as there seems to be several “unknown” responses. This includes Business and Industry Services course work for program credit, transfer options for students, and articulation agreements with area high schools.
  - There appears to be an opportunity to discuss faculty responsibilities in credit agreements, collaboration with high school teachers to maintain college level standards, and extending Credit for Prior Learning to incoming students.
  - Another opportunity for discussion might be internal partnerships with Business and Industry Services, scholarship options with the Western Foundation, or opportunities to work with the Career Services Office as there seems to be some disagreement and “unknown” responses in this area.
  - Lastly, there seems to be some disagreement as well as “unknown” responses in the area of trends that might be an area of discussion. Trends include program capacity consistency, retention rates, and graduation rates.