

FINDINGS

Profile of WITC CCSSE Respondents

Table 1 shows a comparison of WITC CCSSE respondent characteristics to WITC’s credit student population. Overall, the respondents reflect the underlying population of WITC students, with the exception of enrollment status. Approximately 83% of the respondents reported attending WITC full-time; when

actually only 67% of WITC’s credit students attend full-time. In addition, 17% of surveyed students reported attending part-time while 33% of WITC students attend part-time. This unbalanced representation is a result of two processes--random class selection and in-class administration.

Table 1
Comparison of CCSSE Respondents to WITC Overall Student Population

	WITC CCSSE Respondents	WITC's Overall Student Population
Gender		
Female	57.9%	58.8%
Male	42.1%	41.2%
Race/Ethnicity		
White	94.4%	95.1%
Asian	0.5%	0.5%
Latino	1.2%	0.8%
Black	0.5%	0.5%
Native American	3.0%	3.0%
Other	0.5%	0.1%
Enrollment Status		
Full-time	82.7%	67.0%
Part-time	17.3%	32.9%
Student Age		
18 to 29	69.9%	58.6%
30 to 39	12.7%	19.6%
40 to 49	12.3%	15.2%
50 and over	5.1%	6.6%

A total of 441 WITC students completed the CCSSE survey. Table 2 below shows the number of respondents by campus and the percent that each campus respondents represent of the total survey population. Also shown in Table 2 is the total percentage of each

campuses undergraduate enrollment for Fiscal Year 2004-2005. As indicated, the percent of respondents from by campus closely matches the total college population represented by each campus.

Table 2
Campus Location of Respondents

Campus	WITC CCSSE Respondents	Percent of Total Survey Population	Percent of WITC's Undergraduate Population FY 2004-2005
Ashland	36	8%	12%
New Richmond	118	27%	28%
Rice Lake	176	40%	36%
Superior	111	25%	24%
Total	441	100%	100%

Education Level

Seventy-six percent of respondents reported that their highest academic credentials were either a high school diploma or a GED, while 21% reported either a vocational certificate or an associate degree. One percent of respondents indicated they have a bachelor's degree.

College Experience

Seventy-five percent of the respondents reported starting their college career at WITC.

Parents' Education

A high school diploma or GED is the most common highest level of education that respondents' parent's have attained—42% of respondents' mothers and 37% of respondents' fathers. Nine percent of the students reported their parents' highest level of education was a bachelor's degree.

WITC Student Academic Achievement

In order to fully understand the impact of the CCSSE results, it is important to consider and understand the organizational and professional development efforts that support WITC's commitment to continuously improve learning. WITC's "Learning First" mission establishes a strong commitment to learner success. To guide faculty and students in the assessment of learning, staff members have established course competencies, program outcomes, general education outcomes, and core abilities.

Course competencies provide an organized framework for planning and implementing a learning experience. They provide a framework for learners to organize their plans for successfully completing a course. They also document learner skills for employers. (Source: WIDS Instructional Designer User's Manual.)

Program outcomes are field-specific skills, attitudes, and abilities that learners are expected to master by the end of a program. Program outcomes go beyond a specific course. They pertain to the entire program.

General Education outcomes are academic foundation skills, knowledge, and attitudes that learners are expected to master by the time they complete a program. They go beyond a specific course and vary by degree or diploma levels. (Source: WITC Assessment Resource Center website.)

Core abilities are the following transferable skills, attitudes, and abilities that learners are expected to master by the time they complete a program:

- Act responsibly
- Communicate clearly
- Learn effectively
- Think critically and creatively
- Value self positively
- Work cooperatively
- Work productively

Individuals reading this report should consider the impact of the results in relation to the college's learning initiatives and learner focus.

Student Activities

The first 21 items on CCSR asked students to respond to activities that they engaged in during the 2004-2005 academic year. For the purpose of analysis, the response categories of “often” and “very often” were combined into one category to show substantial levels of engagement. Table 3 below indicates activities where 50% or more of students reported participating in the activity.

As indicated, 68% of students used the Internet or instant messaging to work on an assignment, where in 2003 and 2002 the percent of students who used technology in this way was significantly lower - 40% in 2003 and 41% in 2002. In addition, a slightly higher percentage of students indicated that their instructors had given them prompt feedback on their performance - 65% in 2005; 57% in 2003.

Table 3
Percent of Students Who Reported Participating “Often” or “Very Often” in the Following Student Activities

Activity	Percent of 2005 Students Responding “Often” or “Very Often”	Percent of 2003 Students Responding “Often” or “Very Often”	Percent of 2002 Students Responding “Often” or “Very Often”
Asked questions in class or contributed to class discussions	82%	76%	74%
Worked with other students on projects during class	72%	75%	75%
Used the Internet or instant messaging to work on an assignment	68%	40%	41%
Received prompt feedback (written or oral) from instructors on your performance	65%	57%	64%
Worked on a paper or project that required integrating ideas or information from various sources	61%	60%	67%
Discussed grades or assignments with an instructor	55%	53%	55%
Worked harder than you thought you could to meet an instructor’s standards or expectations	51%	49%	49%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	50%	56%	54%

Students' Experience at WITC

Question 12 on the CCSR asks students to indicate the extent that their experience at WITC contributed to their knowledge, skills, and personal development in various learning activities. For the purpose of analysis, response categories of “very much” and “quite a bit” were combined into one category to reveal substantial levels of engagement. Table 4 below indicates experiences where 50% or more of students indicated “very much” or “quite

a bit.” Statements were separated between those that have a core ability associated to the experience and those that do not have an associated core ability.

In 2003 results for this question were similar, with the exception that in 2003 43% of respondents indicated “quite a bit” or “very much” to the activity “solving numerical problems”, compared to 51% of 2005 respondents.

Table 4
Percent of Students Who Reported Participating “Quite a Bit” or “Very Much” in the Following Student Activities

Activity	Percent of Students Responding “Quite a Bit” or “Very Much”	WITC Core Ability
Working effectively with others	74%	Work cooperatively
Learning effectively on your own	72%	Learn effectively
Thinking critically and analytically	70%	Think critically and creatively
Speaking clearly and effectively	60%	Communicate clearly
Writing clearly and effectively	56%	
Understanding yourself	55%	Value self positively
Acquiring job or work-related knowledge and skills	78%	No specific core ability
Using computing and information technology	70%	
Developing clearer career goals	70%	
Acquiring a broad general education	69%	
Gaining information about career opportunities	67%	
Solving numeric problems	51%	

In comparison, it is also important to note what learning activities WITC students were not doing as frequently as expected to be successful in learning. Table 5 shows activities in which 30% or more of students reported they “never” engage in.

Results of this question remain nearly the same in 2005 as in 2003 with the exception of the number of students who come to class without completing readings or assignments—30% in 2005 compared to 25% in 2003. Skipping class was a new activity listed in 2005 and over half (51%) of respondents indicated they “never” do this activity.

Table 5
Percent of Students Who Reported Never Participating in the Following Student Activities

Activity	Percent of 2005 Students Responding “Never”	Percent of 2003 Students Responding “Never”
Participated in a community-based project as a part of a regular course	70%	71%
Tutored or taught other students (paid or voluntary)	63%	67%
Worked with instructors on activities other than coursework	52%	57%
Skipped class	51%	New activity on 2005 CCSR
Had serious conversations with students of a different race or ethnicity than your own	38%	38%
Discussed ideas from your readings or classes with instructors outside of class	34%	35%
Come to class without completing readings or assignments.	30%	25%

Student Satisfaction

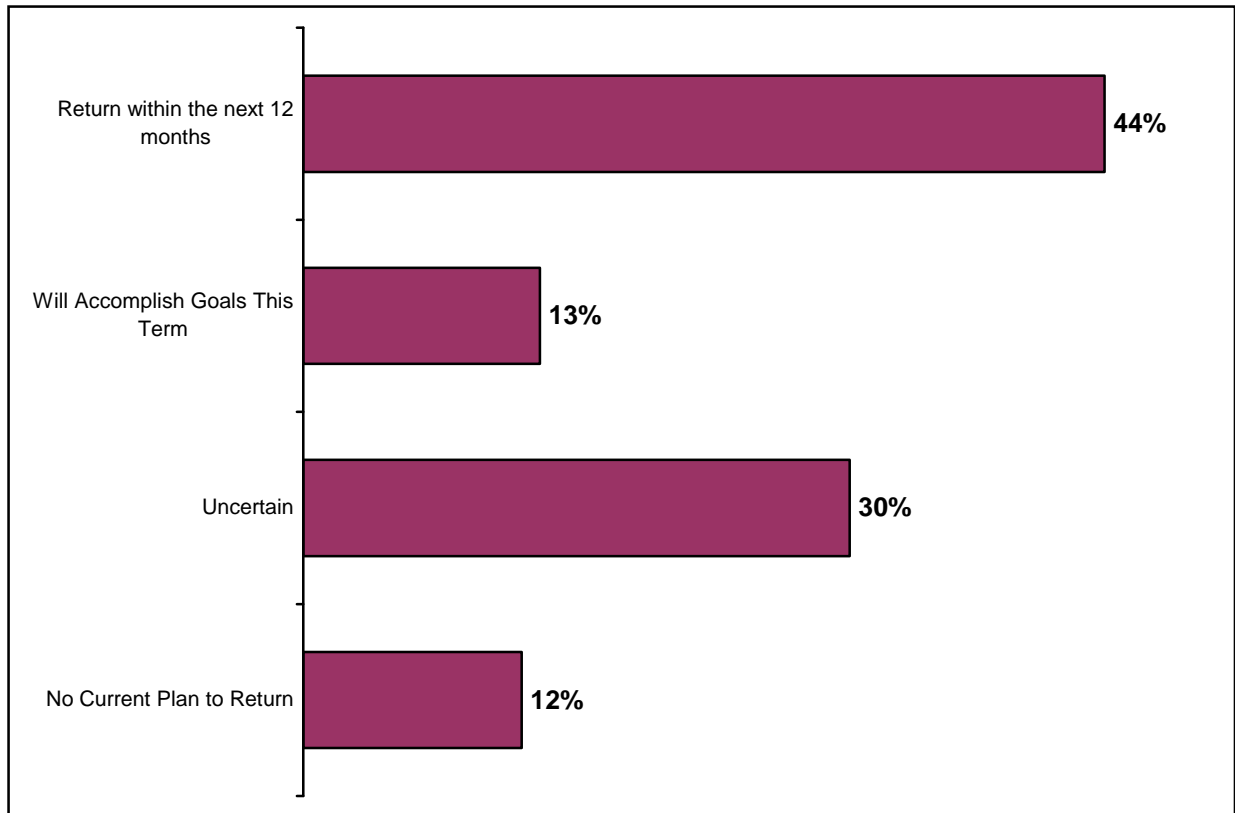
A good measure of satisfaction is whether a person recommends a service or institution to others. Question 26 on the CCSR asks students if they would recommend WITC to a friend or family member.

Ninety-five percent reported they would make such a recommendation, which is slightly higher than 2003 respondents (91%).

Students were also asked to evaluate their entire educational experience at WITC. The majority of students, 90%, described their educational experience as “good” or “excellent” and only 2% reported their experience as “poor.” This is slightly higher than in 2003, where 87% of students described their experience as “good” or “excellent” and 2% reported their experience as “poor.”

Another measure of student satisfaction is the percent of returning or successful students. As illustrated in Figure 1 below, 44% of students reported they would return to WITC within the next year, while 13% reported they “will accomplish their goals this term” and would not be returning to WITC. Forty-two percent reported they were “uncertain” or “had no plans to return.”

Figure 1
Future Plans for Attending WITC



Goals and Retention Factors

Students were given the opportunity to mark “primary goal,” “secondary goal” or “not a goal” in response to a list of possible goals for attending WITC. As a result, many students marked more than one primary goal and therefore the

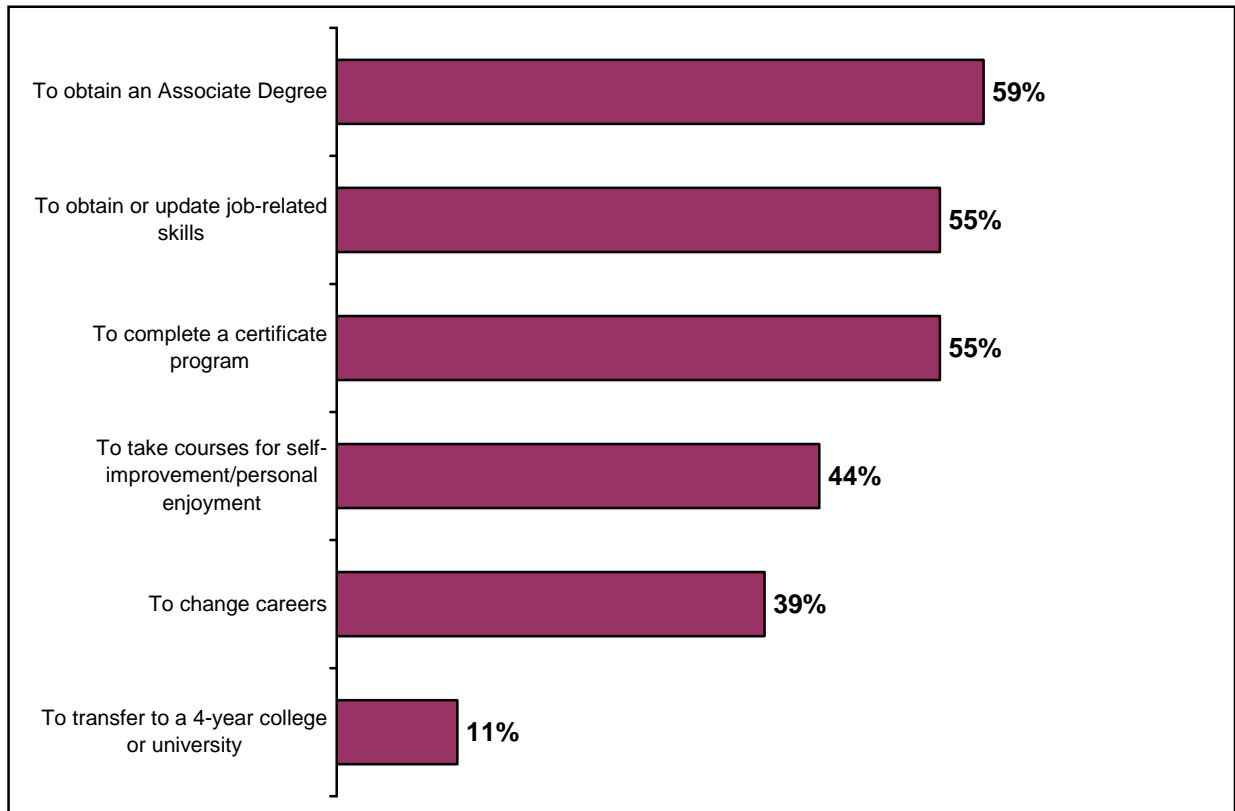
percentages in Figure 2 on the next page do not total 100%.

Figure 2 shows the percent of students by their educational objectives and goals. As indicated, 59% of students

were interested in obtaining an associate degree. Fifty-five percent of students wanted to obtain or update job-related skills and complete a certificate program. Forty-four percent of students

wanted to take courses for self-improvement/personal enjoyment, 39% planned to change careers, and 11% planned to transfer to a 4-year college or university.

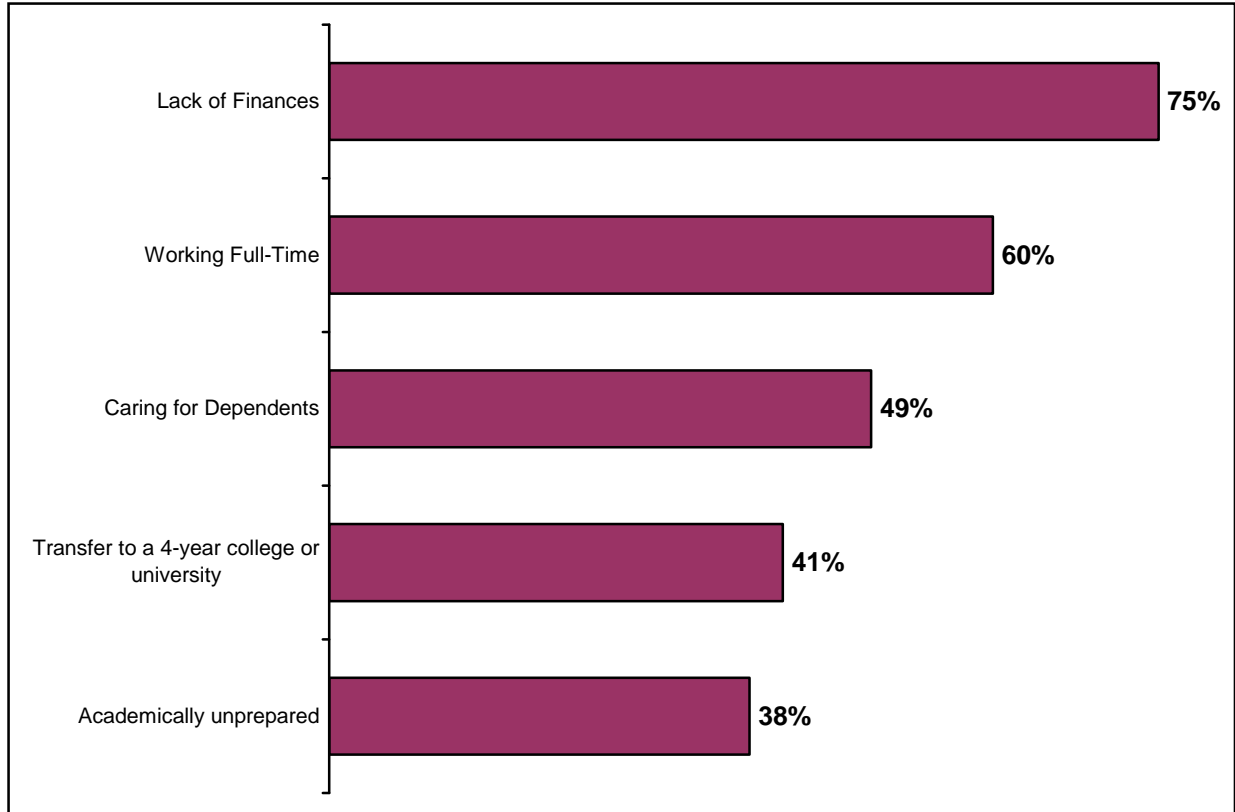
Figure 2
Student Primary Goal



Students were asked what issues would force them to withdraw from WITC by responding “very likely,” “likely,” “somewhat likely” and “not likely.” Figure 3 shows the percent of students who responded “very likely,” “likely,” or “somewhat likely” to specific issues that would cause them to leave WITC. Lack

of finances and working full-time were the top reasons that would cause a student to withdraw from WITC. Caring for dependents and transferring to a 4-year college or university were also significant reasons why a student would stop attending WITC.

Figure 3
Factors that Result in Student Departure



Student Services

It is common for a student survey to ask a combination of satisfaction, use, or importance questions to gauge various student services. Unique to CCSSE is the section that asks students to link all three. Table 6 displays use, satisfaction, and importance of each service. The first column is the percent of students who reported they used the service either “often” or “sometimes.” The second column represents the percent of students who reported they were “somewhat” or “very satisfied” with

the service. The third column corresponds to the percent of students who reported the service was “very important.” The last column represents the percent of students who reported the service was “not available/applicable” in the “Frequency of Use” section.

Students reported using computer labs (84%) and financial aid advising (65%) more than any other service WITC provided.

Table 6
Student Services by Frequency of Use, Satisfaction and Importance

Service Item	Frequency of Use (Often/Sometimes)	Satisfaction (Very/ Somewhat)	Importance (Very)	Don't Know/N/A
Computer lab	84%	97%	71%	6%
Financial aid advising	65%	90%	66%	14%
Skill labs (writing, math, etc.)	60%	88%	44%	19%
Academic advising/planning	53%	92%	46%	9%
Job placement assistance	39%	77%	57%	30%
Career counseling	38%	82%	44%	17%
Transfer credit assistance	38%	77%	42%	41%
Student organizations	37%	80%	24%	27%
Peer or other tutoring	34%	82%	37%	26%
Services to students with disabilities	23%	79%	43%	56%
Child Care	12%	52%	26%	59%

Note: The denominator for "Frequency of Use" and "Satisfaction" excludes students who marked "Don't Know"/"N.A."

Institutional Improvement

CCSSE data serves as a diagnostic function for the college by identifying institutional strengths and weaknesses in terms of effective educational practice. Because of this, CCSSE results are especially useful for benchmarking, or comparing and measuring WITC against similar

technical and community colleges that also participated in the study. Appendix C contains a summary of WITC responses and the total national survey population responses. This summary also shows results by each WITC campus.

Successes and Areas for Improvement (Challenges)

Tables 7 and 8 on the following pages list areas where WITC either out performed or under performed compared to all other small-sized colleges participating in the Spring 2005 study. The items that appear under "Successes" are items where WITC averages were significantly higher than

all other small colleges. Items that appear under "Areas for Improvement" are items where WITC averages were significantly lower. It should be noted that "Weekly Activity" and "Demographic" items have been excluded from "Successes" and "Areas for Improvement."

Table 7
Successes

COLLEGE ACTIVITIES
Asked questions in class or contributed to class discussions
Made a class presentation
Worked with other students on projects during class
EDUCATIONAL AND PERSONAL GROWTH
Acquiring job or work-related knowledge and skills
STUDENT SERVICES
Frequency: Computer lab

Table 8
Areas for Improvement (Challenges)

<i>AREAS FOR IMPROVEMENT (CHALLENGES)</i>
COLLEGE ACTIVITIES
Had serious conversations with students of a different race or ethnicity other than your own
OPINIONS ABOUT YOUR SCHOOL
Encouraging you to spend significant amounts of time studying
EDUCATIONAL AND PERSONAL GROWTH
Understanding people of other racial and ethnic backgrounds
STUDENT SERVICES
Frequency: Academic advising/planning
Frequency: Financial aid advising
Importance: Academic advising/planning
Importance: Transfer credit assistance
COLLEGE EXPERIENCES
Transfer to a 4-year college or university