

Data and Evidence Analysis Summary – Architectural Technology 2016

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WTCS Comparative Data:

<https://facultyresources.westernnc.edu/wp-content/uploads/2015/11/2015-10-6141-Architectural-Technology-QRP-Associate-Degree-Evidence-Analysis-Report.pdf>

Course Completion

- C or better course completion for the Architectural Technology program ranged from 55.9% in 2014 to 78.4% in 2012. When compared to the other college selected as a comparison group, Western ranks 2nd out of two. Northeast Wisconsin Technical College out-performed Western during many of these years and may be worth further examination.
- Western's number of students ranged from 34 in 2014 and 2015 to 60 in 2011. NWTC also has seen a decrease in enrollment.

Second Year Retention

- Western's second year retention ranged from 48% in 2013 to 55.6% in 2010 for an average over time of 52.6%.
- When compared to the other school in the comparison group, Western had a lower average second year retention over the six years of measurement. Averages over the six years ranged from 48% for Western to 77.8% for NWTC.
- Western's cohort size (number of starting students) ranged from 17 in 2015 to a high of 36 in 2010. With an average of 26 first-term students declaring the program in a given year, Western consistently has the 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 12% in 2014 to 27.8% in 2011 with an average over the six years of 18%. Western's 2011 report year cohort (students starting in 2009) achieved the highest third year graduation rate with 27.8% of students graduating within three years.
- In a comparison to the other college, Western's third-year graduation rate (average) of 18% is 2nd out of two. The other school NWTC has an average of 38.6%.

Labor Market Analysis October 2015

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

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

- From 2016-2020, these occupations are expected to grow 6.2%. This is considered strong growth with the national average of 2.9%
- Expectations for district trends are strong in comparison to state (2.9%) and national (1.5%) trends.
- Job distribution throughout the district has high concentrations in La Crosse and Monroe County.
- This program includes occupations with an aging population, 53.2% of those employed are 45 years of age or older. The smallest segment of workers is the 19-24-year-old population with 7.3%. The high school population of students may benefit from greater exposure to the occupations and benefits of working in architectural occupations.
- Specific occupations with strong growth include Architects (16% - 10 new positions)
- Another occupation with a relatively high percentage of increase includes:
 - Cost Estimators – 19 new positions. This SOC code is shared with other programs
- Earnings for graduates of this program (median) are strong ranging from \$19.58 per hour for Architectural Drafters to \$29.23 for Architects.
- Possible opportunities include looking to high schools for transcribed credit, a closer coordination with other construction related programs and a stronger tie to employers outside of architecturally focused companies.

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 4 students respond. The students in architectural rated their overall satisfaction with their experience at Western at 4.87, which is slightly lower 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 Architectural Technology students include several items that scored a 6.75+ (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

This program has a Fall graduating cohort and does not have SLO survey results for 2016. The summary is for students that graduated Fall 2015.

<https://facultyresources.westerntc.edu/wp-content/uploads/2016/02/ArchitecturalTechnologyFall2015StudentSLOReport.pdf>

Your program had 5 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 really appreciate the hands-on learning and creative aspects of the program.
- 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 the use of two monitors. 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.

Graduate Follow-Up Trends

Year	2012-13
Types of jobs obtained	Carpenter Survey Technician
Companies hiring Western graduates	DDI General Contractor, La Crescent, MN Point Surveying, Sparta, WI

Year	2013-14
Types of jobs obtained	Automotive Technician Revit Design Draftsman
Companies hiring Western graduates	Excel Engineering, Inc., Fond du Lac, WI TCI, La Crosse, WI

Year	2014-15
Types of jobs obtained	Design Draftsman Draftsman Landscape Designer
Companies hiring Western graduates	DBS Group, Onalaska, WI Contractor Supply of West Salem, WI Trees Today Nursery Inc., La Crosse, WI

Career Pathways Self-Survey

- Your program had 14 responses to the survey. Five were full-time faculty; eight were program graduates, and one dean/associate dean.
- 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 transcribed credit to area HS graduates and the option to enter the program at various entry points.
 - There appears to be an opportunity to develop Credit for Prior Learning.
 - There appears to be potential to collaborate with BIS.
 - In many cases, there are “unknowns” and “neither agree nor disagree” responses.
 - Your program had a tremendous response rate on this survey and many of the areas can help drive future team discussions.