

# Data and Evidence Analysis Summary – Building Systems Technology 2016

Conducted by Michael Poellinger, Curriculum Services Manager, and Judy Handland, Curriculum and Learning Assessment Specialist, August 10, 2016

## WTCS Comparative Data:

<https://facultyresources.westernnc.edu/wp-content/uploads/2015/11/2015-10-481-5-Building-Systems-Technology-QRP-Evidence-Analysis-Report.pdf>

### Course Completion

- C or Better course completion for the Building Systems Technology program ranged from 70.0% in 2013 to 68.4% in 2015. When compared to the three other colleges (with four different programs) selected as a comparison group, Western ranks 4<sup>th</sup> out of five. Fox Valley Technical College/Energy and Environmental Engineering Tech consistently out-performed Western during these years and may be worth further examination.
- Western's number of students ranged from 10 in 2013 to 19 in 2015. FVTC has seen an increased enrollment from 2012 to 2015 doubling enrollment of Western. Further examination and possible discussions with FVTC program faculty might be of value.

### Second Year Retention

- Western's second year retention ranged from 66.7% in 2014 to 50% in 2015 for an average over time of 60%.
- When compared to the other schools in the comparison group, Western has comparable average second year retention over the years of measurement. Western's program only has data reported for 2014 and 2015. Mid-state has seen a drastic decline in enrollment. Further discussion with this college may be appropriate.
- Western's cohort size (number of starting students) ranged from 12 in 2014 and 8 in 2015. With an average of 10 first-term students declaring the program in a given year, Western 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 for 2015, the only report year, is 33.3%.
- In a comparison to the other colleges, Western's third-year graduation rate (average) of 33.3% is better than or equal to all other colleges.

## Labor Market Analysis October 2015

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

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

- From 2016-2020, these occupations are expected to grow 1.3%. This is considered fairly low growth
- Expectations for district trends remain lower than both the state (3.0%) and national (2.9%) trends.
- Job distribution throughout the district has concentrations in Monroe County and La Crosse County. As a result, this program might lend itself well to online or regional learning offerings.
- This program includes occupations with an aging population, 51.7% of those employed are 45 years of age or older. The segment of workers that is the 19-24 year old makes up 10%. The high school population of students may benefit from greater exposure to the occupations and benefits of working in building systems technology occupations.
- No specific occupations showed strong growth.
  - A closer look at the SOC codes aligned with this program might be beneficial
    - Environmental Engineering Technicians (17-3025)
    - Engineering Technicians, Except Drafters, All Other (17-3029)
    - Commercial and Industrial Designers (27-1021)
- Earnings for graduates of this program (median) are strong with an average of \$24.56.
- The variety of positions that serve the building systems technology field require a variety of education experiences.
- Possible opportunities include looking to high schools for transcribed credit, a closer coordination with AHRT and ARTE programs courses and a stronger tie to solar installation.

## 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.

There was no current data to analyze for this trend.

## Student Learning Outcomes Assessment Trends

There was no data to analyze for this trend.

## Graduate Follow-Up Trends

Year	2012-13 (No Data)
Types of jobs obtained	
Companies hiring Western graduates	

Year	2013-14
Types of jobs obtained	
Companies hiring Western graduates	One graduate responded indicated continuing education

Year	2014-15
Types of jobs obtained	Sustainability Assistant Energy Technician
Companies hiring Western graduates	Western Technical College, La Crosse, WI Center for Energy and Environment, Minneapolis, MN

## Career Pathways Self-Survey

- No data to analyze