

Data and Evidence Analysis Summary – Electromechanical Technology 2016

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WTCS Comparative Data:

<https://facultyresources.westernnc.edu/wp-content/uploads/2015/11/2015-10-6201-Electromechanical-Tech-QRP-Associate-Degree-Evidence-Analysis-Report.pdf>

Course Completion

- C or better course completion for the Electromechanical Technology program ranged from 75.5% in 2011 to 79.5% in 2015. When compared to the four other colleges selected as a comparison group, Western ranks 3rd out of five.
- Western's number of students ranged from 53 in 2011 to 44 students in 2015. Three out of the other four WTCS colleges have seen increased enrollment from 2011 to 2015. Further examination and possible discussions with program faculty might be of value.

Second Year Retention

- Western's second year retention ranged from 65.0% in 2010 to 73.9% in 2015 for an average over time of 61.2%.
- It experienced a low in 2013 at 45.26% and rebounded to 73.9% in 2015.
- When compared to the other five schools in the comparison group, Western had the lowest average second year retention over the 6 years of measurement. Averages over the 6 years ranged from 61.2% for Western to 76.1% for Northcentral Technical College.
- Western's cohort size (number of starting students) ranged from 20 in 2010 to a high of 36 in 2011. With an average of 28 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 ranged from 45.0% in 2011 to 50.0% in 2015 with an average over the six years of 36.6%. Western's 2015 report year cohort (students starting in 2012) achieved the highest third year graduation with 50.0% of students graduating within three years.
- In a comparison to the other five colleges, Western's third-year graduation rate (average) of 36.6% is 5th out of six. Other schools include Moraine Park Technical College at 33.3% and Chippewa Valley Technical College at 58.4%.

Labor Market Analysis October 2015

<https://facultyresources.westernct.edu/wp-content/uploads/2015/12/2015-OCT-Electromechanical-Technology-Program-Trends.pdf>

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

- From 2016-2020, these occupations are expected to grow 7.7%. This is considered strong growth for our district in comparison with the national average of 4.4%
- Expectations for district trends are strong in comparison to both state (3.5%) and national (4.4%) trends.
- Job distribution throughout the district has high concentrations in La Crosse County and Monroe County.
- This program includes occupations with an aging population, 58.1% of those employed are 45 years of age or older. The smallest segment of workers is the 19-24 year old population with 4.3%. The high school population of students may benefit from greater exposure to the occupations and benefits of working in electromechanical occupations.
- Specific occupations with strong growth include Industrial Machinery Mechanics (17% - 39 new positions).
- Other occupations with high percentages of increase but relative mild numbers of new positions include:
 - Electrical and Electronics Repairers, Commercial and Industrial Equipment (10% - 3 positions)
- Earnings for graduates of this program (median) are strong ranging from \$22.58 per hour for Industrial Machinery Mechanics to \$35.10 for Industrial Engineers.
- Possible opportunities include looking to high schools for transcribed credit and online or regional learning offerings.

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 15 students respond. The students in electromechanical rated their overall satisfaction with their experience at Western at 5.12 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.

In this survey, no items rated **highest in importance** for Electromechanical Technology students included any that scored a 6.75+ (scale of 1-7 with 7 as very important).

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 #8 – Classes are scheduled at times that are convenient for me. (1.40)
- Item #12 – My academic advisor helps me set goals to work toward. (1.00)
- Item #13 – Financial aid awards are announced to students in time to be helpful in college planning. (1.60)
- Item #16 – The college shows concern for students as individuals. (1.07)
- Item #18 – The quality of instruction I receive in most of my classes is excellent. (1.07)
- Item #39 – The amount of student parking spaces on campus is adequate. (1.94)
- Item #43 – Class change (drop/add) policies are reasonable. (1.00)
- Item #73 – Campus: The college provides effective support services to assist with transfer to a 4-year university. (1.46)

Student Learning Outcomes Assessment Trends

No data to analyze. It would be beneficial for program improvement opportunities to have students participate in this survey. This is one of the only formal mechanisms to capture qualitative student feedback at the program level.

Graduate Follow-Up Trends

Year	2012-13
Types of jobs obtained	Automation Specialist Bakery Maintenance Customer Engineering Electronic Technician Maintenance Supervisor
Companies hiring Western graduates	GNP Company, Arcadia, WI Kwik Trip Inc., La Crosse, WI NCR, Peachtree City, GA Trane, La Crosse, WI

Year	2013-14
Types of jobs obtained	Electromechanical Technician Lead Electromechanical Technician Maintenance Technician Mechanical Technician
Companies hiring Western graduates	Inland Label, La Crosse, WI Trane, La Crosse, WI US Silica, Sparta, WI Cardinal IG, Tomah, WI In*Tech, La Crosse, WI

Year	2014-15
Types of jobs obtained	Electromechanical Technician Maintenance Technician Plant Operator Training
Companies hiring Western graduates	Inland Printing, La Crosse, WI WS Packaging, Winona, MN Dairyland Power Cooperative, Genoa, WI

Career Pathways Self-Survey

- Your program had 3 responses to the survey. Two were full-time faculty and one adjunct faculty.
- Items that may be topics of discussion for this program include:
 - In the area of faculty responsibilities, there appears to be some potential to collaborate with K-12 relations and Western Foundation.
 - There also seems to be potential for different learning activities – service learning for example.
 - There also appears to be a need to help adjunct faculty be better instructors.
 - 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.