

Data and Evidence Analysis Summary – Welding 2016

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

WTCS Comparative Data:

<https://facultyresources.westerntc.edu/wp-content/uploads/2015/11/2015-31-4421-Welding-QRP-1-Year-Tech-Diploma-Evidence-Analysis-Report.pdf>

Course Completion

- C or better course completion for the Welding program ranged from 57.8% in 2011 to 75.8% in 2015. When compared to the six other colleges selected as a comparison group, Western ranks 6th out of six. Lakeshore Technical College consistently out-performed Western during these years and may be worth further examination.
- Western's number of students ranged from 45 in 2011, 44 in 2012 and 2013 with 99 students in 2015. Western had the largest increase in 2015 seeing enrollment of 39 additional students. Again further examination and possible discussions with program faculty might be of value.

Fall to Spring Retention

- Western's fall to spring retention ranged from 80.4% in 2010 to 77.9% in 2015. Percentages rose and fell over the course of those 6 years.
- It experienced a low in 2011 at 70.0% and rebounded to 88.2% in 2012.
- When compared to the other six schools in the comparison group, Western had the lowest average fall to spring retention over the 6 years of measurement. Averages over the 6 years ranged from 79.2% for Western to 86.4% for Chippewa Valley Technical College.
- Western's cohort size (number of starting students) ranged from 51 in 2010 to a high of 77 in 2015. With an average of 50 first-term students declaring the program in a given year, Western has the 3rd lowest enrollment of first-term students within this comparison group for 2015.

Western's Second Year Graduation

- Western's second year graduation ranged from 45.7% in 2013 to 53.7% in 2015 with an average over the three years of 48.6%. Western's 2015 report year cohort (students starting in 2014) achieved the 4th highest second year graduation with 53.7% of students graduating within two years.
- In a comparison to the other five colleges, Western's second-year graduation rate (average) of 48.6% is 5th out of six. Other schools include Moraine Park Technical College at 48.3% and Chippewa Valley Technical College at 72.8%.

Labor Market Analysis October 2015

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

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

- From 2016-2020, these occupations in Western's district are expected to grow 3.1%.
- Expectations for district trends are slightly stronger than both state (2.9%) and national (2.7%) trends.
- Job distribution throughout the district has high concentrations in La Crosse County, Monroe County and Trempealeau County.
- This program includes occupations with an aging population, 41.8% of those employed are 45 years of age or older. The segment of workers that is the 19-24 year old population is at 9.0%.
- Specific occupations with strong growth include Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders (13% - 13 new positions)
- Other occupations with high percentages of increase but relative mild numbers of new positions include:
 - Welders, Cutters, Solderers, and Brazers– (2% - 23 positions)
- Average earnings for graduates of this program (median) are strong at \$18.69 per hour.

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 welding rated their overall satisfaction with their experience at Western at 5.71 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 Welding students included any that scored a 6.75+ (scale of 1-7 with 7 as very important).

At time, students may associate a higher level of importance to many items as compared to students in other programs. This program had no gaps rated 1 or higher between importance and satisfaction.

Student Learning Outcomes Assessment Trends

<https://facultyresources.westerntc.edu/wp-content/uploads/2014/07/2WeldingSpring2016StudentSLOReport.pdf>

Your program had 2 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 gain confidence specifically in their communication skills.
- 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.
- Seems to be some confusion as to what sustainability is and how it relates to their particular field. 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. Students seemed to not understand what it means to “transfer social and natural science theories into practical applications.” Some of this can be attributed to the wording of this particular Core Ability.
- Overall, students seem to enjoy their instructors and were happy they completed this program.

Graduate Follow-Up Trends

Year	2012-13
Types of jobs obtained	Machine Operator Millwright Welder
Companies hiring Western graduates	Handi Gadgets Corp., La Crosse, WI Cary Specialized Services, La Crosse, WI Chart Energy & Chemicals Inc., La Crosse, WI

Year	2013-14
Types of jobs obtained	Electromechanical Technician Intern Fabricator Pipe Welder Welder Grade 4 Welder/Fabricator Welder
Companies hiring Western graduates	Inland Label, La Crosse, WI Walker Stainless Equipment, New Lisbon, WI Marinette Marine, De Pere, WI River Steel, Inc., West Salem, WI D & S Manufacturing, Black River Falls, WI GEA Farm Technologies Inc., Galesville, WI Lowe Manufacturing Co., Viola, WI Mathy Construction, Sparta, WI River Steel Inc., La Crosse, WI Trane, La Crosse, WI

Year	2014-15
Types of jobs obtained	Iron Worker Union Iron Worker
Companies hiring Western graduates	C.D. Smith Construction, Inc., Fond Du Lac, WI Local 383 Iron Workers, La Crosse, WI

Career Pathways Self-Survey

- Your program had 2 responses to the survey. Both were full-time faculty.
- Items that may be topics of discussion for this program include:
 - In course sequencing - there also seems to be potential offerings in the district HS's.
 - In many cases, there are "unknowns" and "neither agree nor disagree" responses.

Your program had a small 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