



WISCONSIN
INDIANHEAD
TECHNICAL
COLLEGE

ARCHITECTURAL COMMERCIAL DESIGN

**Wisconsin Indianhead Technical College
10-614-4 Associate Degree**

***2015*
Program Review
and
Improvement Plan**

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Architectural Commercial Design

10-614-4 Associate Degree

Financial Aid Eligible

Program Overview

The Architectural Commercial Design program will prepare students to translate the ideas, rough sketches, specifications, and calculations of engineers, architects, and designers into commercial and residential working drawings. Our program emphasizes construction techniques and materials used in commercial building design.

Campus:

New Richmond
Rice Lake



WISCONSIN
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COLLEGE

Special Feature

This program is unique in the state.

Admission Requirements

Students in this program must:

- Complete application form and submit with fee (fee waiver may apply if previously submitted)
- Complete Accuplacer entrance assessment to determine placement (waiver may apply with acceptable alternative test scores and/or postsecondary degree completion)
- Complete admissions interview with a WITC counselor (above requirements should be completed prior to interview)

Program-Specific Requirement

Students in this program must:

- Complete the SmarterMeasure Learning Readiness Indicator assessment for online learning at: <http://www.witc.edu/online/smartermeasure.htm>.

Student Profile

Architectural Commercial Design students should:

- Possess some mathematical and science background
- Enjoy the application of problem solving involved in building design
- Possess the desire to assume responsibility
- Be able to work well with others

Preparation for Admission

Students should strive to reach a comfort level in the following courses or skills:

- Algebra
- Communications/English
- Geometry
- Trigonometry
- Computers

Program Outcomes

Employers will expect Architectural Commercial Design graduates to be able to:

- Develop construction documents
- Evaluate building materials
- Develop building designs
- Integrate building systems
- Use computer-aided drafting, building information modeling, and architectural related software
- Utilize office practices and standards
- Utilize the Enrolled Wisconsin Commercial Building Code incorporating the International Building Code

Collegewide outcomes and indicators will also be addressed to develop personal awareness, career effectiveness, and professionalism. See page 5 of the college catalog for a list of collegewide outcomes and indicators.

Career Outlook

This program will prepare students to work in both residential and commercial building design industries. Positions available after graduation include:

- CAD Drafter
- Store Planner
- Project Manager
- Technical Coordinator
- Design Technician
- CAD Technician

With additional experience, graduates may move into one of these positions:

- Architect
- Project Manager
- CAD Manager

Curriculum

Number	Course Title	Credits
Technical Studies Courses		
10410121	Wood Frame Construction	3
10481155	Sustainable Architecture	2
10614101	Architectural Drafting Principles [▲]	4
10614103	Wood Frame Drafting/Design [▲]	4
10614110	Architectural Drafting Studio (WBL) [▲]	5
10614111	Plumbing and Electrical Systems [▲]	2
10614115	Architectural Internship [▲] or	3
10614116	Case Studies in Architecture [▲]	
10614124	Commercial Construction [▲]	3
10614129	Building Estimating [▲]	3
10614135	Architectural CAD [▲]	3
10614139	Heating, Ventilating, and Air Conditioning Systems [▲]	2
10614162	Intro to Building Information Modeling (BIM)	2
10614163	Commercial Drafting [▲]	5
10614164	Structural Design [▲]	3
10614165	Site Design [▲]	3
10890100	Success Strategies 1	1
10890105	Job Quest	<u>1</u>
		49
General Studies Courses[§]		
10801195	Written Communication [▲]	3
10801196	Oral/Interpersonal Communication or	3
10801198	Speech	
10804115	College Technical Mathematics 1 [▲]	5
10804116	College Technical Mathematics 2 [▲]	4
10809122	Introduction to American Government or	3
10809166	Introduction to Ethics: Theory and Application or	
10809172	Introduction to Diversity Studies or	
10809195	Economics or	
10809196	Introduction to Sociology	
10809159	Abnormal Psychology or	3
10809198	Introduction to Psychology or	
10809188	Developmental Psychology	<u>21</u>
		70
PROGRAM REQUIREMENTS		70

[▲] Requires a prerequisite and/or corequisite that must be completed with a grade point of 2.0 or better.

[§] See pages 41-43 for course descriptions.

Course Descriptions

(See pages 41-43 for General Studies course descriptions)

10410121

Wood Frame Construction - Credits: 3
This course introduces the student to the materials and methods used in wood frame construction. It familiarizes students with components of modern construction for the purpose of selecting the materials best suited to various construction jobs.

10481155

Sustainable Architecture - Credits: 2
In the broad context, sustainable architecture seeks to minimize the negative environmental impact of buildings through ecological and efficient use of energy and materials resources. This course introduces the student to current theories and practices of sustainable building design through the study of energy efficiency techniques, renewable energy resources, and the reduction, recycling or reuse of building construction materials.

10614101

Architectural Drafting Principles - Credits: 4
This course introduces graphic representation in construction. It covers the fundamentals of drafting including line work, lettering, measuring, sketching, projections, and pictorial drawings. Students will use the aforementioned fundamentals to complete a set of drawings for a residence. COREQUISITE: 10614135 Architectural CAD.

10614103

Wood Frame Drafting/Design - Credits: 4
This course introduces the student to the design principles needed for wood frame structures and incorporates the many aspects of building aesthetics and working drawings. The final assignment is to plan a set of drawings for a wood frame commercial building. PREREQUISITE: 10614101 Architectural Drafting Principles.

10614110

Architectural Drafting Studio (WBL) - Credits: 5
This final semester course is designed to prepare the student for the challenges of working in an architectural office. The major portion of the course is the preparation of a set of architectural working drawings for a commercial building. The course also includes architectural office orientation, specifications, architectural group projects, and commercial building planning considerations as well as several activities directed toward successful job-hunting skills. PREREQUISITE: 10614163 Commercial Drafting.

10614111

Plumbing and Electrical Systems - Credits: 2
This course introduces basic principles of plumbing and electrical systems in building design and construction. These systems are studied in the context of the overall building design with emphasis on materials, equipment, systems design, engineering principles, and sustainable design practices. PREREQUISITE: 10614101 Architectural Drafting Principles.

10614115

Architectural Internship - Credits: 3
Internship is designed to provide students with on-the-job experience in actual work situations. These experiences strengthen student competencies through participation in a wide variety of occupational experiences, ranging from routine assignments to specialized work-related duties. PREREQUISITES: Appropriate technical studies courses and a minimum of one year successful associate degree program competencies and/or instructor approval.

10614116

Casa Studios in Architecture - Credits: 3
This course builds upon students' prior experience from other courses in which Revit has been instrumental in developing projects. Students will spend part of their time learning advanced concepts in Revit such as creating and editing families, exploring interoperability, exploring 3D viewing options, and other advanced features. Throughout the course, students will also apply those concepts to a project of their choosing. PREREQUISITE: 10614163 Commercial Drafting.

10614124

Commercial Construction - Credits: 3
This course introduces the student to the commercial phase of the building spectrum with applications to steel, concrete, and heavy timber structures. Methods and practices utilized in buildings consisting of the various materials and combinations of materials are covered. PREREQUISITE: 10410121 Wood Frame Construction.

10614129

Building Estimating - Credits: 3
This course introduces the student to the basic methods of building estimating and systems for doing quantity surveys. Emphasis is placed on developing the skills received in preparing the kinds of estimates commonly used in architecture and building construction. Practical exercises in developing estimates for wood frame and light commercial structure are included in the course of study. PREREQUISITE: 10410121 Wood Frame Construction.

10614135

Architectural CAD - Credits: 3
AutoCAD and related architectural software is utilized to teach learners the fundamentals of architectural computer-aided drafting. Topics from CAD applications in architecture and the equipment required to do actual drafting, modifying, and plotting operations are covered. COREQUISITE: 10614101 Architectural Drafting Principles.

10614139

Heating, Ventilating, and Air Conditioning Systems - Credits: 2
This course introduces basic principles of heating, ventilating and air conditioning systems in building design and construction. These systems are studied in the context of the overall building design with emphasis on materials, equipment systems design, engineering principles, and sustainable design practices. PREREQUISITE: 10614101 Architectural Drafting Principles.

10614162

Intro to Building Information Modeling (BIM) - Credits: 2
This course is an introduction to the application of BIM software in architectural drafting. Students will apply Revit Architecture software to create a three-dimensional building model that allows for deliverables such as floor plans, building sections, exterior elevations, and schedules. The building model will include walls, openings, floors, stairs, roofs, foundations, and footings. Topics such as datum, annotation, modifying family types, and profiles will be covered.

10614163

Commercial Drafting - Credits: 5
This course introduces the student to commercial building terminology, materials, methods of construction, and the codes governing their design. Students complete a series of building wall sections and a set of drawings for a concrete masonry building. PREREQUISITES: 10410121 Wood Frame Construction, 10614103 Wood Frame Drafting/Design, 10614162 Intro to Building Information Modeling (BIM) and COREQUISITE: 10614124 Commercial Construction.

10614164

Structural Design - Credits: 3
Basic concepts of design as applied to steel and timber beams and columns, as well as concrete bases, slabs, columns, and foundations are developed. Emphasis is on developing a sound conception of the related problems faced by the architect, contractor, construction superintendent, and distributors in planning and erecting buildings. PREREQUISITE: 10804116 College Technical Mathematics 2.

10614165

Site Design - Credits: 3
The course focuses on the fundamental design issues of the building site with an introduction to land surveying and topography, land planning and zoning, and environmental regulations. The lab portion of the course provides an opportunity to develop site analysis and design skills through the development of an architectural commercial site design project. PREREQUISITE: 10614101 Architectural Drafting Principles and COREQUISITE: 10804116 College Technical Mathematics 2.

10890100

Success Strategies 1 - Credits: 1
This course is designed to facilitate greater learner success affecting the academic, professional, and personal lives of students.

10890105

Job Quest - Credits: 1
This course is designed to enhance the student's ability to seek, obtain, and retain employment. Assessment of personal characteristics, job-seeking and retention skills, preparation of employment-related documents, and interviewing strategies are included.

Graduate Employment Information

(WITC Graduate Survey Responses 2012-2013; for most recent data, go to witc.edu)

Number of graduates	2	Number employed	1	% employed in WITC district	0%
Number of responses	2	Percent employed	50%	Range of yearly salary	-\$
Number available for employment	2	Employed in related field	0	Average yearly salary	-\$

*The Architectural Commercial Design program is unique in Wisconsin and there was insufficient data to report.

career vision

800.243.9482

witc.edu

2015-2016

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TEAM MEMBERSHIP

ACADEMIC PROGRAM REVIEW PROFILE

Program Number & Name		
Architectural Commercial Design 10-614-4		
Program Academic Dean	Title/Location	Phone and e-mail
Karen Hoglund	Academic Dean Ashland	Ext 3138 Karen.hoglund@witc.edu
Team Lead(s)	Title/Location	Phone and e-mail
Deb Kutrieb	Architectural Commercial Design Faculty /Rice Lake	Ext 5219 Deb.kutrieb@witc.edu
Team Members	Title/Location	Phone and e-mail
Alissa Deneen	Architectural Commercial Design Faculty /New Richmond	Ext 4283 Alissa.deneen@witc.edu
Bridget Kling	Counselor New Richmond	Ext 4401 bridget.kling@witc.edu
Dave Shipley	General Studies Faculty New Richmond	Ext 5339 Dave.shipley@witc.edu
Troy Haines	Advisory Committee Member New Richmond	(651) 324-8758 thaines@accuray.com
Chet Banger	2 nd year Architectural Commercial Design student New Richmond	(715) 338-0587 bangercm@my.witc.edu

Program Information:		
Capacity (new students admitted/year):	26 (14 – RL & 12 – NR)	
Number of Faculty:	FT: 2	PT: 0
Statewide Curriculum:	YES?	No? X
Number of Technical Studies Courses in each of the following delivery modes: (there may be duplication for courses offered in multiple modes)		
	<i>Classroom:</i>	16
	<i>Online:</i>	2
	<i>ITV/IP:</i>	0
	<i>In Person/Web Blended:</i>	0

Program Accredited by:	NA
Date of Last Accreditation	
Date of Next Accreditation	
Is a visit required? If so, when is the next visit?	
Program Licensed by:	NA
Date of Last Licensing:	
Date of Next Licensing:	
Is a visit required? If so, when is the next visit?	
Please list other program memberships:	
	American Institute of Architects

Note: The accreditation, licensing, and membership information listed above will be listed in the annual WITC Fact Book.

SELF-STUDY REPORT

SELF-STUDY SUMMARY REPORT

Program Information	
Program Name: Architectural Commercial Design	Team Chair: Deb Kutrieb
Academic Dean: Karen Hoglund	Divisional Dean: Randy Deli
Process Used to Complete the Self-Study	
Meeting format (in-person, IP, conference calls etc.)	In person – New Richmond campus
Number of meetings	1
How was the self-study handled? (as a group, assigned to individuals to report back to group, etc.)	The self-study was handled as a group
Additional comments:	
Summary of Findings	
As you completed this self study section of the program review, what areas "stand out" in your program? Please explain.	Technology Inconsistency. Often times classes are not structured the same and so students have different processes for accessing material between RL and NR. Needs consistency.
What has surprised you? Please explain.	No MN employer representation on the advisory committee. They are needed because MN employers could be a large potential employment base.
List two or three of the items identified through your self-study that you will focus on to make improvements to your program.	Technology Inconsistency - Since Thanksgiving, there has been no more than 2 days without any technology problems. Need to have lab consistency to make RL and NR labs identical. i.e. drive mapping letters and default program saving locations and sample file locations. TSA implementation - To make sure that all program outcomes are being met that have been identified by the state.
When/where in your program will you implement these improvements?	Technology Consistency – Fall 2015/Spring 2016 TSA implementation – Fall 2015 – completed Spring 2017
What methods (direct or indirect) will you use to assess the success of this implementation?	TSA Implementation – TSA outcome data collection.

<p>What new outcomes or benchmarks do you hope to achieve through these recommended changes?</p>	<p>Technology consistency in the classroom resulting in firm deadlines that don't need to be modified to account for technology issues.</p> <p>Consistency within the state for program outcomes.</p>
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SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Architectural Commercial Design Category: Review of Most Recent Program Review			
PLUSES (Strengths)		DELTAS (Opportunities)	
Had a good team with the right players Manageable team size Program statistics continue to be strong Strong advisory committee Overall QRP statistics good Accomplished most of our action items Graduate placement is high Job market is improving		Incoming Students have necessary computer skills.	
Select one PLUS item and explain the root cause:	The experience from the first time around taught was the best way to do this and the best people participating (Had a good team with the right players). Team leader was instrumental to getting the right players at the table.		
Select one DELTA item and explain the root cause:	Incoming students have necessary computer skills – Smarter Measure was implemented in an attempt to identify where students fall short with computer skills. This data did not give us the data needed to assess students effectively. Other evaluations will be investigated.		
What items in this category MUST be addressed on our improvement plan?	There is nothing we must do other than for the instructors to keep reporting problems which occur in our system of delivery until all the glitches are worked through for student success.		
What items in this category MIGHT be addressed on the improvement plan?	Other evaluations will be investigated in the next program review cycle.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?			
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
		X	

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Architectural Commercial Design Category: WITC Program Statistics			
PLUSES (Strengths)		DELTAS (Opportunities)	
Recruitment has increased at the RL & NR Campuses. FTE and graduates are increasing. ITV being discussed with incoming students. Graduates have a choice of being employed in the field. 2 to 3 jobs available for every graduate. We have a good relationship with the tech ed instructors at the high school levels. Open houses and preview days to increase the out of school for more than 5 years demographics.		ITV delivery is not understood by students, could be improved. Advisory committee to revisit the program name. Students are not understanding the rigor and expectations of the program. Out of school for more than 5 year demographic is a hard one to market to. Improve communication of inquiry after events. Program capacity increased at NR campus.	
Select one PLUS item and explain the root cause:		2 to 3 jobs available for every graduate, because the economy is on an upswing and a huge potential for students. Hired another physical instructor at the NR campus.	
Select one DELTA item and explain the root cause:		Students are not understanding the rigor and expectations of the program. The intensity of the program is not made clear due to lack of contact time.	
What items in this category MUST be addressed on our improvement plan?		Create a summer mandatory orientation for incoming students, to explain the rigor and time commitment that is involved in completing the program. Via ITV at both locations at the same time.	
What items in this category MIGHT be addressed on the improvement plan?		Advisory committee to revisit the program name.	
What items in this category may be considered a BEST PRACTICE OR INNOVATION?		We have a good relationship with the tech ed instructors at the high school levels.	
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
		X	

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Architectural Commercial Design Category: Curriculum	
PLUSES (Strengths)	DELTAS (Opportunities)
<p>Adjusted Written Comm and College Tech Math 1 to second term to accommodate developmental courses in first term.</p> <p>Supplemental Video Series viewed outside of class to be able to have hands-on demonstrations in class.</p>	<p>Need to review WIDS analyzer report annually.</p> <p>Revisit all COSs to incorporate the ITV factor. i.e. Takes longer to complete instruction via ITV. i.e. Commercial Constructions Class</p> <p>All of COS were created with low class numbers, so they could cover more in less time.</p> <p>Site Design, HVAC and Plumbing/Electrical class is not developed well.</p> <p>Padlet use as an ice breaker for ITV students.</p> <p>Increase the Supplemental Video Series subscription for two years rather than one year, so they be used as a resource for all classes.</p> <p>Math has an impact on core curriculum sequencing, if the math pre-requisite is not met.</p>
<p>Select one PLUS item and explain the root cause:</p>	<p>Supplemental Video Series viewed outside of class to be able to have hands on demonstrations in class. Come to class with basic concepts being ready to implement and students have the ability to review videos for up to one year.</p>
<p>Select one DELTA item and explain the root cause:</p>	<p>Increase the Supplemental Video Series subscription for two years rather than one year, so they be used as a resource for all classes.</p>
<p>What items in this category MUST be addressed on our improvement plan?</p>	<p>Site Design, HVAC and Plumbing/Electrical class is not developed well. Site Design updated summer 2015. HVAC and Plumbing/Electrical updated summer 2016.</p> <p>Increase the Supplemental Video Series subscription for two years rather than one year, so they be used as a resource for all classes.</p>
<p>What items in this category MIGHT be addressed on the improvement plan?</p>	<p>Padlet use as an ice breaker for ITV students, to build cohesiveness to contribute to the success of the students.</p>
<p>What items in this category may be considered a BEST PRACTICE OR INNOVATION?</p>	<p>Supplemental Video Series viewed outside of class to be able to have hands on demonstrations in class.</p>

Team Rating

Please indicate by an (X) the team rating of your program on this category.

<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Architectural Commercial Design Category: Assessment of Student Learning			
PLUSES (Strengths)		DELTAS (Opportunities)	
Assessment are being completed successfully. College Assessments are being revamped college wide. Deb attending a WTCS Assessment Conference in Wausau.		Make sure that the foundation is laid prior to assessment. Breaking down the outcome into manageable checkpoints/benchmarks, prior to advancing to the next level of learning. i.e. Project assigned, date due vs. Project assigned in steps with continual assessment. TSA to be implemented Fall of 2015, to be completed in Spring 2017. To make sure that all program outcomes are being met.	
Select one PLUS item and explain the root cause:	College Assessments are being revamped collegewide to make them more practical and better indicator of student learning.		
Select one DELTA item and explain the root cause:	TSA to be implemented Fall of 2015, to be completed in Spring 2017. To make sure that all program outcomes are being met. To provide consistency within the state in all program outcomes.		
What items in this category MUST be addressed on our improvement plan?	TSA to be implemented Fall of 2015, to be completed in Spring 2017. To make sure that all program outcomes are being met.		
What items in this category MIGHT be addressed on the improvement plan?			
What items in this category may be considered a BEST PRACTICE OR INNOVATION?			
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
	X		

Additional Comments: (optional)

Assessment of Student Learning link: <http://www.witc.edu/staff/assessment/index.htm>

Instructors bring an example (lesson plan) of how they were applying Collegewide Outcomes in their program.

Collegewide revamp of assessment outcomes.

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Architectural Commercial Design Category: Advisory Committees			
PLUSES (Strengths)		DELTAS (Opportunities)	
Good representation of members. Good attendance at meetings. Active participation of advisory committee members. OTS staff takes minutes at the meeting.		Need to increase manufacturing representation and employers on the committee. Invite student services reps and general studies instructors from NR. Add MN employer representation to the committee.	
Select one PLUS item and explain the root cause:	Good attendance at meetings. Active participation of advisory committee members. Due to different levels of experience represented.		
Select one DELTA item and explain the root cause:	Need to increase manufacturing representation and employers on the committee. We need to make sure that we are being represented by all the employers of the graduating students.		
What items in this category MUST be addressed on our improvement plan?	Invite student services reps and general studies instructors from NR. Add MN employer representation to the committee because MN employers could be a large potential employment base.		
What items in this category MIGHT be addressed on the improvement plan?			
What items in this category may be considered a BEST PRACTICE OR INNOVATION?			
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Architectural Commercial Design Category: Equipment and Facilities			
PLUSES (Strengths)		DELTAS (Opportunities)	
Robust computers		Need to maintain the three year cycle of replacing computers. If capacity increases, then new equipment would need to be purchased. Since Thanksgiving, there has been no more than 2 days without any technology problems.	
Select one PLUS item and explain the root cause:	Robust computers because we have new software every year and computers need to meet the requirements to cut down on process time.		
Select one DELTA item and explain the root cause:	There has been no more than 2 days without any technology problems. No consistency amongst the two campuses.		
What items in this category MUST be addressed on our improvement plan?	Since Thanksgiving, there has been no more than 2 days without any technology problems. Need to have lab consistency to make RL and NR labs identical. i.e. drive mapping letters and default program saving locations and sample file locations.		
What items in this category MIGHT be addressed on the improvement plan?			
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Robust computers, make it a point to keep them up to date to handle the software requirements.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
	X		
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category			
Program: Architectural Commercial Design Category: Faculty Professional Development			
PLUSES (Strengths)		DELTAS (Opportunities)	
Staying current with input from advisory committee is incorporated in to the program. Performance reviews are conducted on an annual basis and ILP's are updated at that time. Open dialog is encouraged. Instructor attended Flipped Learning Conference and Revit Technology Conference.		Instructors have the opportunity to get additional training on code, computer software, assessment, and curriculum development. Input from advisory committee is incorporated in to the program.	
Select one PLUS item and explain the root cause:	Instructor attended Flipped Learning Conference, in order to better utilize the ITV class time for instruction. That would have been lost due to ITV classroom instruction delivery.		
Select one DELTA item and explain the root cause:	Instructors have the opportunity to get additional training, in order to stay current within industry standards.		
What items in this category MUST be addressed on our improvement plan?	Input from advisory committee is incorporated into the program to stay current with industry trends.		
What items in this category MIGHT be addressed on the improvement plan?	Potential to explore further training opportunities.		
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Staying current with input from advisory committee is incorporated in to the program.		
Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

SELF-STUDY CATEGORY RESULTS

Program and Category	
Program: Architectural Commercial Design Category: Collaboration Across the College	
PLUSES (Strengths)	DELTAS (Opportunities)
Collaboration between instructors is fabulous. Instructors meet twice a week to discuss emerging issues within the program. Instructor’s visit each campus to collaboratively work with each other and students. Instructor’s get involved in collegewide committees, allows them cross functional understanding of college functionality.	No computer literacy test required prior to admission to program. No admissions scores are forwarded to instructors/academic advisors. Math has an impact on core curriculum sequencing, if the math prerequisite is not met.
Select one PLUS item and explain the root cause:	Collaboration between instructors is fabulous. Instructors meet twice a week to discuss emerging issues within the program. Helps things run smoothly.
Select one DELTA item and explain the root cause:	No admissions scores are forwarded to instructors/academic advisors. Not having the appropriate tools to properly advise students.
What items in this category MUST be addressed on our improvement plan?	Faculty will explore the possibility of implementing the Computer Literacy Test into admissions requirement. Explore the possibility of forwarding admission scores to the academic advisor, to work more efficiently with the students.
What items in this category MIGHT be addressed on the improvement plan?	
What items in this category may be considered a BEST PRACTICE OR INNOVATION?	Collaboration between instructors is fabulous. Instructors meet twice a week to discuss emerging issues within the program.

Team Rating			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
		X	
Additional Comments: (optional)			

WITC QRP AND PERKINS DATA REVIEW

QRP SCOREDCARD

10-614-4 – Architectural Commercial Design

WTCS State Indicator	2014				
	Total In Cohort	Total Achieved	Actual	WITC Threshold	WITC Target
C200 Course Completion	19	13	68.4%	52.8%	100%
C400 Special Populations Course Completion	16	10	62.5%	38.5%	100%
C600 Minority Course Completion	1	1	100%	NA	100%
F200 Second Year Retention	6	3	50%	27.9%	96.4%
F400 Third Year Retention	5	3	60%	30.9%	81.3%
F600 Third Year Graduation	5	3	60%	16.1%	78.6%
F800 Fifth Year Graduation	14	9	64.2%	10.2%	65.8%
I300 Job Placement - All Employment	2	1	50%	62.9%	100%
I600 Job Placement - Related Employment	2	0	0%	13.0%	100%
J500 Non-Traditional Gender	19	8	42.1%	NA	43.8%
J650 NTO Graduation	3	0	0%	NA	38.9%

WTCS State Indicator	2013			2012		
	Total in Cohort	Total Achieved	Actual	Total in Cohort	Total Achieved	Actual
C200 Course Completion	11	8	72.7%	11	6	54.5%
C400 Special Populations Course Completion	9	6	66.6%	10	5	50%
C600 Minority Course Completion	0	0	0%	1	0	0%
F200 Second Year Retention	5	4	80%	9	5	55.5%
F400 Third Year Retention	9	5	55.5%	14	9	64.2%
F600 Third Year Graduation	9	2	22.2%	14	9	64.2%
F800 Fifth Year Graduation	21	6	28.5%	20	15	75%
I300 Job Placement - All Employment	2	2	100%	8	7	87.5%
I600 Job Placement - Related Employment	2	2	100%	8	5	62.5%
J500 Non-Traditional Gender	11	5	45.4%	11	1	9.09%
J650 NTO Graduation	2	0	0%	3	1	33.3%

PERKINS SCORECARD

10-614-4 Architectural Commercial Design																						
	1P1			1P2			2P1			3P1			2P1+3P1	4P1			5P1			5P2		
	#ofPS	#ofS/N	82.22%	#ofPS	#ofS/N	83.71%	#ofPS	#ofS/N	55.00%	#ofPS	#ofS/N	11.28%	66.28%	#ofPS	#ofS/N	90.41%	#ofPS	#ofS/N	8.91%	#ofPS	#ofS/N	7.44%
2015	2	1	50.00%	2	2	100.00%	2	2	100.00%	2	0	0.00%	100.00%	3	3	100.00%	23	7	30.43%	7	4	57.14%
2014	3	3	100.00%	3	3	100.00%	3	3	100.00%	3	0	0.00%	100.00%	2	2	100.00%	19	8	42.11%	3	0	0.00%
2013	7	2	28.57%	7	4	57.14%	7	2	28.57%	7	3	42.86%	71.43%	8	6	75.00%	15	5	33.33%	2	0	0.00%
2012	10	10	100.00%	10	8	80.00%	10	8	80.00%	10	0	0.00%	80.00%	4	4	100.00%	11	1	9.09%	3	1	33.33%
2011	6	4	66.67%	6	3	50.00%	6	4	66.67%	6	0	0.00%	66.67%	14	14	100.00%	21	4	19.05%	10	3	30.00%
5 Year Average			73.81%			71.79%			68.81%			10.72%	79.53%			93.75%			25.90%			15.83%

Terminology	Definition
FAUPL or NPL or PL	Percentage benchmark the program must meet or exceed.
Total N	The number of students in the cohort of the specified year listed.
# of PS	# of participants served (base # of students in the cohort)
# of S/N	# of students in the cohort that completed (# of students out of the base # in the cohort that successfully completed the program)
1P1	Program technical course completion percentage.
1P2	Program general studies course completion percentage.
2P1	Program degree attainment percentage.
3P1	Program retention/transfer percentage.
2P1 + 3P1	Degree attainment + retention percentage.
4P1	Job placement percentage reported at six-month graduate survey.

WTCS PERKINS SCORECARD ANALYSIS WORKSHEET

Program:	Architectural Commercial Design 10-614-4			
Target Analysis				
Indicator	Actual	Threshold	Target	Best Practice or Innovation – Describe and include how this has contributed to your high actual results for this indicator.
F800 Job Placement	64.2%	10.2%	65.8%	The actual percentage is very close to the target which represents that students who are out of college are strongly encouraged (by faculty or employer) or return on their own to finish their degree.
C600 Minority Course Completion	100%	N/A	100%	WITC offers a warm and inclusive atmosphere for minority students to succeed.
Threshold Analysis				
Indicator	Actual	Threshold	Target	Potential Action – Describe what action(s) could possibly be taken to improve this indicator and why it might work.
J650 Non-traditional gender graduation	0%	N/A	38.9%	This statistic should actually be reconsidered as a valid program statistic. Program had 100% graduation, but the statistic is still pulling out students as non-traditional. This program should no longer be considered a non-traditional program as there are equal amounts of men and women in the program.
J500 Non-traditional gender	42.1%	N/A	43.8%	This statistic should be reconsidered as a valid program statistic for reasons stated above.

WTCS PERKINS SCORECARD ANALYSIS WORKSHEET

Program:	Architectural Commercial Design 10-614-4			
Indicator	Actual	Benchmark	Not met (X)	What practices might be causing this performance and what potential actions could be taken to improve this score?
1P1 Technical Course Completion	100%	75.18%		Students are a tight group of students from the beginning of their degree start. They do many projects as teams which keeps each of them accountable individually. This is a highly focused program that keeps students interest.
1P2 Academic (General Studies) Course Completion	100%	68.40%		Students need general studies courses to graduate from their program. Instructors work closely with general studies instructors to make the material apply to the program of study.
2P1 Degree Attainment (Completion)	100%	57.50%		It's a short 1-yr hands-on program that is very appealing to most students making it easy to complete.
3P1 Retention/ Transfer	0%	16.78		Because students graduated at 100%, none of the students transferred out or were not retained.
2P1+3P1	100%	74.28%		All students that were in the program graduated causing a 100% completion rate.
4P1 Placement (6-month survey)	100%	92.00%		This is a high demand field and students have no problems obtaining employment. Students not only obtained employment but also filled out the survey 6 months after completing their degree.

FUTURE TRENDS AND EXTERNAL FACTORS

Program	Architectural Commercial Design 10-614-4
Future Trends	
•	Revit is still on the cusp of becoming widely used
•	3-D visualization and presentations programs like 3DS Max and Photoshop are getting to be used more in architectural offices
•	3-D printing is being used by architectural offices to assist clients in visualizing their project in 3-D
•	Quadcopter drones with cameras are being used to assist with both visualization and to create as-builds
Employment Trends	
Local	
•	There is currently a greater demand for architectural drafting jobs than there is a supply of drafters.
•	This is creating an employee's job market in which graduates can be more selective about the type and location of the job.
State	
•	Architectural firms, lumber yards, and manufacturing companies are looking to our graduates to fill drafting positions.
•	All three of those trends may be a combined effect of attrition through retirements and an existing employment poos that has decreased in the past 5 years due to recession.
External Factors	
•	We are still (and likely always will be) intrinsically tied to the economic cycles of the construction industry. Currently the construction industry is extremely strong as it seems that many projects that didn't occur during the recession are getting built. We suspect that will level out by the end of the year creating a more stable construction cycle for the foreseeable future.

IMPROVEMENT PLAN

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM: Architectural Commercial Design 10-614-4					
Defined Outcome: Add summer mandatory orientation for incoming students, offered ITV to RL and NR to help improve student retention.	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
	F251				
<p>Action Plan/Action Items:</p> <p>Investigate adding computer literacy assessment through student services and remediation to admissions process (Collaboration Across the College).</p> <p>As an instructor request, move Smarter Measure from admissions requirement to first day of class to analyze student expectations and realities with instructors.</p>			Dean, instructor	Fall 2016 – Fall 2017	ITV technician, IT technicians,
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>June 2016 Smarter Measure has been removed as an admissions requirement and Smarter Measure has been eliminated from college preparation. The computer literacy assessment will be implemented as an admissions requirement. Information from the assessment will be sent to ETC for early opportunities for improvement for students.</p> <p>January 2017 Mandatory orientation was implemented for incoming students for the term of Fall 2016. Retention data will be collected over this year to see if retention increases. The computer literacy assessment is no longer offered as an admissions requirement, but may be used by instructors in the classroom to assess computer proficiency.</p> <p>June 2017 No updates at this time.</p> <p>January 2018 No further updates</p>					

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Architectural Commercial Design 10-614-4				
Defined Outcome: Develop curriculum /course plan (timeline) for the program – pathways, course modifications, updates.	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
Action Plan/Action Items: Assign course responsibilities for program instructors. Follow-up on plan			Instructor, curriculum designer	Summer 2016 – Spring 2018	Curriculum Designer
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>June 2016 Instructors shared the course responsibilities this year to improve the curriculum and course plan. New program sequencing is being investigated to be implemented fall 2017 and fall 2018.</p> <p>January 2017 A curriculum timeline has been setup and implementation of the modification has been scheduled for January 24 with Cindy King, Karen Hoglund and program instructors at the Rice Lake campus.</p> <p>June 2017 Curriculum changes were discussed and made January 24, 2017. Changes have been sent to the Curriculum office to be documented and implementation will take place fall 2018. New curriculum will be attached once it is available.</p> <p>January 2018 Curriculum changes were documented and approved at the state level. Implementation is in place and scheduling has been done for fall 2018 with new curriculum. Credits were reduced from 70 to 63. The implementation could positively affect retention.</p>					

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Architectural Commercial Design 10-614-4				
Defined Outcome: TSA Implementation	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
Action Plan/Action Items: Information is given to students at the beginning of the year (Assessment of Student Learning). Data will be collected Data analysis will occur with state reporting mandates. Data submitted to the state			Instructors, Dean, Curriculum Director	Fall 2015 – Spring 2018	Curriculum office
Update: (A mid-year and year-end update will be required each year during implementation.) June 2016 Phase I & II are completed and data is being collected and reported to the state as of spring 2016. January 2017 Completed and data collection will continue. June 2017 Data was collected for the first time this spring and sent to the curriculum office for data entry. January 2018 TSA collection form has been created as an electronic entry and submission to the state. Architecture Commercial design program was a test program for the new online form. Positive feedback was received.					

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Architectural Commercial Design 10-614-4				
Defined Outcome: Improve representation on Advisory Committee	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
Action Plan/Action Items:			Instructors, Academic Affairs Assistant	Fall 2015-Spring 2018	Academic Affairs Assistant
<p>Invite Student Services reps from NR</p> <p>Invite general studies reps from NR</p> <p>Invite MN employer representation to the committee to get input and stay current with industry trends.</p>					
<p>Update: (A mid-year and year-end update will be required each year during implementation.)</p> <p>June 2016 MN representation as well as a second year student and general studies and students services reps were invited and represented at the last advisory committee meeting.</p> <p>January 2017 MN representative has been added as well as a second year students. NR has added to their representation from Student Services and General Studies.</p> <p>June 2017 Completed</p> <p>January 2018 Nothing more to report</p>					

ACADEMIC PROGRAM IMPROVEMENT PLAN

PROGRAM:	Architectural Commercial Design 10-614-4				
Defined Outcome: Standardize technology at Rice Lake and New Richmond locations.	QRP Indicator #	Perkins Indicator #	Responsibility	Timeline	Resources
Action Plan/Action Items: Document areas of inconsistent use of technology (Equipment and Facilities). Develop plan for improvement Submit to IT Director for approval. Implement improvement plan Follow-up to ensure consistency in technology.			Instructors, Dean, IT Director, Distance Learning Technicians, IT Net Techs	Fall 2015 – Fall 2016	IT Director, Distance Learning Technicians, IT Net Techs
Update: (A mid-year and year-end update will be required each year during implementation.) June 2016 Meeting taking place on June 17 will develop a plan for technology upgrades and improvements between the Rice Lake and New Richmond computer labs so that they operate exactly the same and placement of equipment and cameras are consistent between labs. January 2017 Issues with the classroom at NR has halted this improvement. Classroom noise modifications need to be investigated in the 2016-17 year and then IT needs will be completed in the 2017-18 school year, or when budget allows. June 2017 The classroom are being rearranged so more desks can be seen on campus cameras. Modifications have been halted due to the implementation of Blue Jeans to see how that will impact the future classrooms for Archy. January 2018 With the implementation of Blue Jeans, this has changed the technology requirements of the rooms needed to teach from. Modifications are being made to each room so they are consistent at both locations. Changes should be completed by fall 2018.					

