

# Data and Evidence Analysis Summary – Digital Media Production - 2016

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## WTCS Comparative Data:

<https://facultyresources.westerntc.edu/wp-content/uploads/2015/11/2015-10-206-1-Visual-Communication-QRP-Evidence-Analysis-Report.pdf>

### WTCS Data Definitions

<http://mywtcs.wtcsystem.edu/data-systems-grp/continuous-improvement-indicators>

### Course Completion

- Western's C or Better course completion rate for this program has ranged from 60.9% in 2013 to 76.1% in 2011 for an average of 68.7%.
- When comparing Western's average to Madison College, Western 5-year average is 8 percentage points lower.
- It would be appropriate to talk with other colleges with similar programs to identify best practices.
- It would also be beneficial to look at individual course completion rates, delivery method course completion rates, and instructor course completion rates to identify trends that may be influenced by one of those factors.
- In addition, it may be valuable to compare the success of your students to another similar program at Western (in both size, content, number of faculty, delivery methods, etc.).

### Second Year Retention

- Western's 2<sup>nd</sup> year retention data ranges from 44.8% in 2014 to 57% in 2011. The average across the six years is 52.6% which is also well below Madison College at 68.7%.
- Enrollments for new program-declared students hover between 25 and 47 for the six years with an average of 35 students per year.

### Western's Third Year Graduation

- Western's third-year graduation rate ranges from 6.9% in the 2013 cohort (2015 report year) to 19.1% in the 2011 cohort (2013 report year). The average of the five years is 14.3%. The recent decrease should be monitored over the next few years. Improving 2<sup>nd</sup> year retention will reap results in graduation as well.
- A comparison to Madison College shows that Western has a 5.6% lower average.

- It may be beneficial to work with Western's Institutional Research department to determine at which point students leave the program – and whether or not they are transferring onto a four-year institution.

## Labor Market Analysis October 2015

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

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

- From 2016-2020, these occupations are expected to grow 3.4%.
- The district is projected to experience a greater change than both the state (1.9%) and the nation (3.3%).
- Jobs are lightly-distributed throughout the district with highest concentrations in La Crosse County (202). Monroe and Trempealeau County also show good concentration with 31 jobs in 2020.
- This program appears to draw a younger population with 44.4% of current workforce ages 34 and younger.
- An analysis of the district's Classification of Instructional Programs (CIP) shows that there are 11 educational programs tagged to deliver graduates into the fields of Digital Media Production.
- With 17 annual openings in 2014 and 79 completions from district education institutions, there is a risk of over-saturation.
- Median hourly wages are \$16.96 which is lower than the national rate of \$22.51.

## 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.

4 students responded to this survey. A cursory glance at the “scale” level reveals gaps of 1.18 in Admissions and Financial Aid and .84 in Academic Advising and Counseling. Overall satisfaction with the experience at Western for Digital Media Production students was 5.25 as compared to 5.68 for all students responding to the survey. Digital Media Production students indicated that the experience thus far was about what was expected (4.50) – slightly lower than the ratings for all students (4.93).

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 Digital Media Production students include (scale of 1-7 with 7 as very important):

- Item #7 – Financial Aid (7.0)
- Item #73 – The college provides effective support services to assist with transfer to a 4-year university (7.0)
- Item #70 – I am able to experience intellectual growth here (6.75)
- Item #6 – My academic advisor is approachable (6.75)
- Item #65 – Students are notified early in the term if they are doing poorly in a class (6.75)
- Item #20 – Financial aid counselors are helpful (6.75)

Items that may be topics of discussion for this program include:

- Item #70 – I am able to experience intellectual growth here (2.42 gap)
- Item # 6 – My academic advisor is approachable (1.75 gap)
- Item #65 – Students are notified early in the term if they are doing poorly in a class (2.42 gap)
- Item #47 – There are adequate services to help me decide upon a career (2.0 gap)
- Item #76 – The college helps me identify resources to finance my education (3.0 gap)
- Item #73 - The college provides effective support services to assist with transfer to a 4-year university (2.5 gap)
- Item #9 – Internships or practical experiences are provided in my degree/certificate program (2.0 gap)

## Student Learning Outcomes Assessment Trends

Items that may be topics of discussion for this program include:

Your program had 7 responses to the survey. This is a commendable response rate for a program of this size.

- Because of the size of your program, it is important to review past versions of the Student Learning Outcomes Assessment results to identify trends and patterns. These are archived on the Program Excellence web site.

- 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. As you work to redesign your program, it will be important to compare some of the end-results to the feedback you have received thus far.

## Graduate Follow-Up Trends

Year	2012-13
Types of jobs obtained	Electronic Technician Floor Crew Radio Tech Videographer Weekend Newscast Supervisor
Companies hiring Western graduates	Kwik Trip, Inc., La Crosse, WI WXOW, La Crescent, MN Interstate Sound, Onalaska, WI SRI International, La Crosse, WI

Year	2013-14
Types of jobs obtained	Graphic Designer Manager, Digital Media, IT Dept.
Companies hiring Western graduates	Core Products, Osceola, WI Ashley Furniture Co., Arcadia, WI

Year	2014-15
Types of jobs obtained	Creative Assistant Lead Videographer and Editor Photographer Service and Design Specialist
Companies hiring Western graduates	Elevate Media Group, Inc., La Crosse, WI Interact Communications, Inc., Onalaska, WI Self-employed, La Crescent, MN In*Tech, La Crosse, WI

## Career Pathways Assessment

This assessment contains responses from two deans/associate deans and one non-faculty member. With limited participation, we are unable to summarize. Please contact Mike Poellinger to re-administer.