



INTEGRATING STUDENT SUCCESS THROUGHOUT YOUR COLLEGE:



**ARE YOUR SYSTEMS, PROCESSES AND
EMPLOYEES ALIGNED?**

Presenters:

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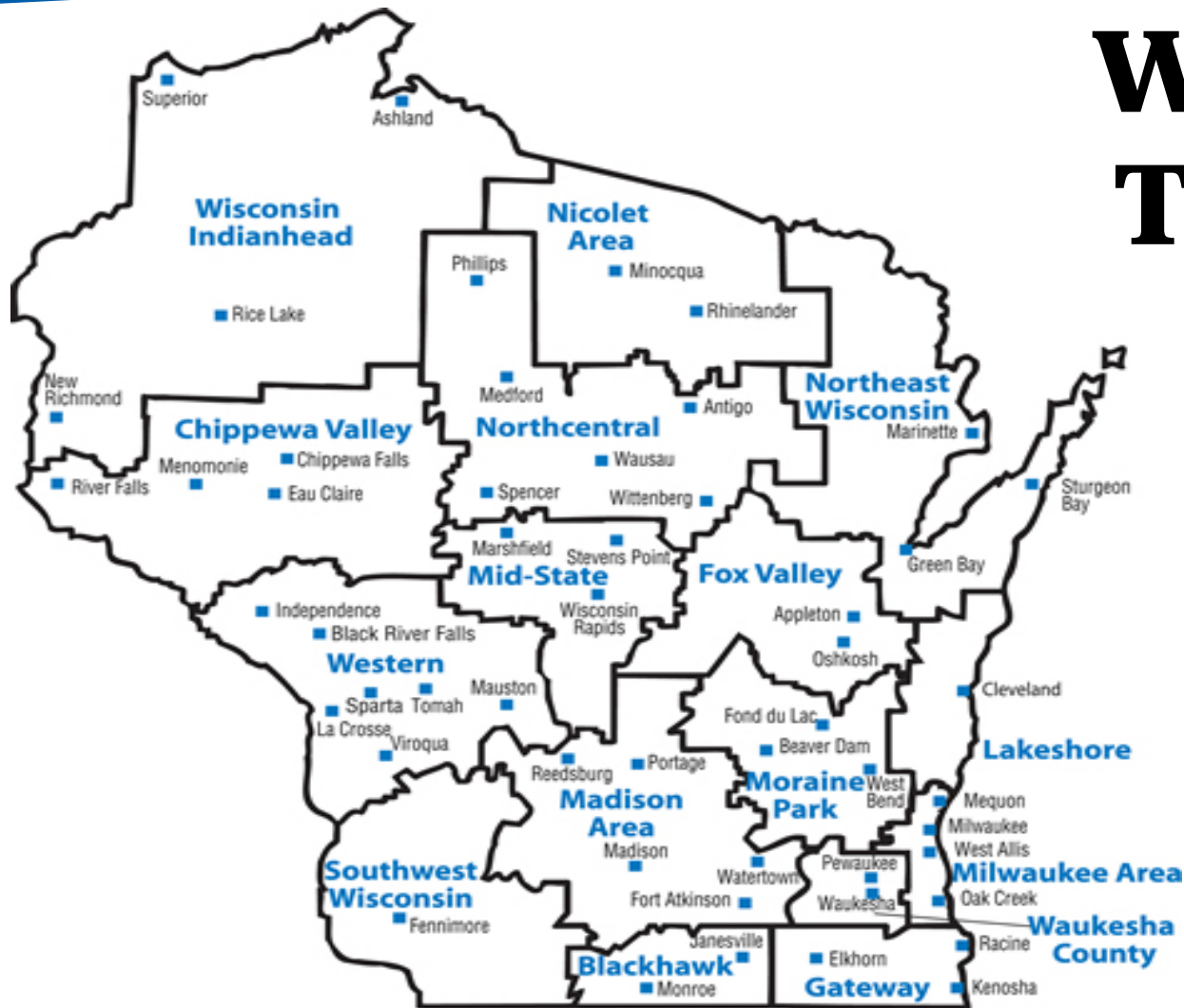
Presentation materials are located at:
www.ntc.edu/acct

Learning Objectives

1. Participants will learn how Northcentral Technical College (NTC) proactively defined and implemented college Student Success metrics and strategies, building on a Wisconsin Technical College System (WTCS) model, to ensure the College meets and exceeds stakeholder expectations.
2. Participants will learn how NTC has integrated Student Success into the College's Strategic Directions, processes, planning, measurements, team and individual performance.



Northcentral
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Wisconsin Technical College System

WTCS Student Success framework President's Association Strategic Plan to Student Services Administrators (2012)

1. Identify national & current WTCS college best practices in Student Success
2. Develop a framework of Student Success
 - a. Provide a common definition of Student success
 - b. Create a glossary of terms
 - c. Determine indicators and measures of Student Success

Statewide metrics for Student Success

- Indicators of Student Success: Course completion, Retention / Persistence, Program Completion / Graduation, Transition, Job Placement / Wages
- Developed 42 metrics based on current data already collected from colleges
- Created a “Success Indicators Library” to crosswalk metrics used for all initiatives
- Data provided to colleges: individual and state average for benchmarking - CQI

Application of Student Success Initiative at NTC

- Culture of data-based decision making
- Change in metrics on NTC Board Dashboard
- Annual Student Success Report
- Outcome Based Funding Committee

| Board Quality Indicator | | Year-end Goal 2015-16 | Quarterly Target | Actual 1 st Quarter 2015-16 | Year-end Data 2014-15 2013-14 | | When Reported |
|--|---|--|------------------|--|-------------------------------|---------|------------------------------|
| NTC Strategic Direction: Growth & Innovation – Building the Pathway | | | | | | | |
| Total Prospects | Total # Student Prospects | 2,500 | | | No Data ¹ | No Data | Quarterly Oct, Feb, May, Aug |
| | Total # Adult Prospects | 1,000 | | | No Data | No Data | Quarterly Oct, Feb, May, Aug |
| | Total # High School Prospects | 1,500 | | | No Data | No Data | Quarterly Oct, Feb, May, Aug |
| K-12 Events | Total # of events for K-12 students sponsored by NTC | 65 | | | 62 | 18 | Quarterly Oct, Feb, May, Aug |
| | Total # K-12 Students Attending Events | 6,400 | | | 9,144 ² | 3,702 | Quarterly Oct, Feb, May, Aug |
| | Total # School Districts Participating in Events | 62 | | | 62 | 44 | Quarterly Oct, Feb, May, Aug |
| NTC Strategic Direction: Strategic Partnerships | | | | | | | |
| Businesses Served | Total # of businesses served through contracts | 375 | | | 350 | 335 | Quarterly Oct, Feb, May, Aug |
| New Businesses Served | Total # of new businesses served through contracts | 150 | | | 190 | 122 | Quarterly Oct, Feb, May, Aug |
| Capital Campaigns | Total \$ raised to support NTC's major 2015-18 initiatives | \$1,000,000 | | | N/A | N/A | Quarterly Oct, Feb, May, Aug |
| Student Success Framework Indicator #2 – Retention/Persistence | | | | | | | |
| Semester to Semester Retention | Total % of previous term program students who returned or graduated | 80% | | | 77% | 81% | Semi-Annually Oct, Feb |
| First Semester Success | Total % of first-semester NTC program students who completed at least 67% of courses with a C or better | 75% | | | 71% | 75% | Semi-Annually Feb, Aug |
| State Outcome Measurement #4 – Transition of adult students from College Prep courses to post-secondary skills training | | | | | | | |
| College Prep Transition | % of prev yr adult college prep students who completed a post-secondary course by the following year | 36% | | | 31% | 27% | Semi-Annually Oct, Feb |
| State Outcome Measurement #7 – Workforce training provided to business and industry | | | | | | | |
| Unduplicated Headcount – Continuing Education Professional Development Courses | Total # students served through CE, Public Safety, Health and other areas | 4,200 | | | 4,190 | 3,645 | Quarterly Oct, Feb, May, Aug |
| Total Credits Earned – Continuing Education Professional Development Courses | Total # credits earned through continuing education in Public Safety, Health and other areas | 1,100 | | | 1,037 | 915 | Quarterly Oct, Feb, May, Aug |
| Unduplicated Headcount – Training Contracts | Total # students served through contracts in BIS, Public Safety, K-12, College Prep and other areas | 5,500 | | | 5,472 | 4,819 | Quarterly Oct, Feb, May, Aug |
| Total Credits Earned – Training Contracts | Total # credits earned through contracts in BIS, Public Safety, K-12, College Prep and other areas | 5,100 | | | 5,044 | 4,089 | Quarterly Oct, Feb, May, Aug |
| Results meet/exceed expectations | | Results progressing, <u>near</u> expected levels, no action required | | Results progressing <u>below</u> expected levels, plan monitored | | | |

¹ NTC is using Customer Relationship Management (CRM) software for the first time in 2015-16 to track prospects, so there is no previous year data for comparison.

² In 2014-15, NTC hosted the Wausau STEM Festival, which drew 2,817 K-12 participants. Total without this event was 6,327 for 2014-15.

Annual Student Success Report



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2014 Student Success Annual Report

The 2014 NTC Student Success Annual Report Snapshot is an excerpt from the WTCS Strategic Success Indicators Library. The full Library currently contains 42 Student Success metrics. The full data report and benchmarks from WTCS will be available in Fall 2015.



Indicator 1: Course Completion

| | 2012-13 | 2013-14 |
|---|---------|---------|
| Overall Post-secondary course completion % of college-level courses passed with a C or better by program and non-program students | | |

Related to Performance Funding Criterion 5 (ABE Services and Success) and 7 (Workforce Training)



Indicator 2: Retention/Persistence

| | 2011-12 to 2012-13 | 2012-13 to 2013-14 |
|--|--------------------|--------------------|
| Percent year-to-year Retention First-time program students who enrolled in one academic year and either returned or graduated by the following academic year | | |

Related to Performance Funding Criterion 4 (ABE Transition)



Indicator 3: WTCS Credential Completion and Graduation

| | 2012-13 | 2013-14 |
|--|---------|---------|
| Total # of WTCS-recognized degrees, diplomas and apprenticeships awarded Includes all Technical Diplomas, Associate Degrees and Apprenticeships. Student is counted once for each credential earned (can be counted multiple times). | | |

* Based on non-returning student survey, the highest factor for students not completing is "jobbing out"

Related to Performance Funding Criterion 2 (High Demand Fields)



Indicator 4: Transition/Transfer

| | 2012-13 | 2013-14 |
|---|---------|---------|
| One Year Transfer Rate % of NTC Graduates transferring to a 2-year or 4-year non-WTCS college by the end of the following academic year | | |

Related to Performance Funding Criterion 6 (Dual Enrollment)



Indicator 5: Job Placement and



Indicator 6: Salary & Wages

| | 2011-12 | 2012-13 |
|---|---------|---------|
| Percent of graduates employed Includes WTCS-recognized program students who were employed. Employment can be in any field. | | |
| Average wages of graduates 6 months after graduation Includes WTCS-recognized program students who were employed in a field related to their program of study and were working 35 or more hours per week. | | |

Related to Performance Funding Criterion 1 (Job Placement).

Detailed information is reported to the Board via the Graduate Employment Report.

Outcome Based Funding Committee

Northcentral Technical College

Wisconsin Technical College System Outcomes-Based Funding Criteria

| | | | |
|--|---|--|--|
| #1 - Job Placement % of graduates working in their field of study # of graduates working in their field of study | #2 - High Demand Fields # of WTCS-recognized degrees and diplomas awarded in Top 50 "high demand fields"* | #3 - Industry-Validated Curriculum # of active programs # of programs with Phase 2 TSA Approval | #4 - ABE Transition # of ABE/ELL students who complete a post-secondary course |
| #5 - ABE Services & Success # of adults served through ABE and ELL # of ABE students who showed educational gains | #6 - Dual Enrollment # credits earned through all types of dual enrollment^ | #7 - Workforce Training # of credits earned through Employer Paid Training, Apprenticeship, Professional Development Seminars and Customized Instruction Contracts | #8 - Collaboration Total # FTEs College participation in statewide collaborations |
| | #9 - Special Populations # of Pell grant, minority, veteran, incarcerated, dislocated worker and disabled students % of college population that fits within these groups | #10 - Credit for Prior Learning # credits awarded for experiential learning | |

* Top 50 Occupations are updated by the WTCS office every two years based on WI Department of Workforce Development data.

^ Includes Advanced Standing, Youth Apprenticeship, Youth Options, Dual Credit, Course Options, Contracts w/ High Schools


Integrating Student Success throughout the Learning Division

Directly connecting Student Success results to
learning team action plans

Instructional Vitality Process

1. An annual program evaluation
2. Evaluation includes program data regarding:
 - a. Student Success measures
 - b. Customer satisfaction
 - c. Program health
3. Faculty analyze data components by reviewing data at College Initiative Days (Data Dive)

IVP Performance Data template sheet

|  | | Instructional Vitality Performance Data - Sample Associate Degree | | | | |
|---|--------------------------------|--|------------------------------------|---|-------------------------------|----------------------------|
| Click hyperlinks to see more detail | | | | | | |
| FTEs and Unduplicated Headcount | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 1 Yr. Change | NTC 2012-13 Benchmark |
| Program FTEs (PBF) | | | | | | |
| Program Enrolled | | | | | | |
| Instructional Area FTEs | | | | | | |
| Instructional Area Enrolled | | | | | | |
| Instructional Area Cost per FTE | | | | | | |
| Fall to Spring Retention | Fall 10 to Spr 11 | Fall 11 to Spr 12 | Fall 12 to Spr 13 | Fall 13 to Spr 14 | 1 Yr. Change | NTC 2013-14 Benchmark |
| Total % Returned (overall) | | | | | | |
| Total % Returned (w/in same program) | | | | | | |
| Spring to Fall Retention | Spr 10 to Fall 10 | Spr 11 to Fall 11 | Spr 12 to Fall 12 | Spr 13 to Fall 13 | 1 Yr. Change | NTC 2013-14 Benchmark |
| Total % Returned (overall) | | | | | | |
| Total % Returned (w/in same program) | | | | | | |
| Course Completion | 2011 | 2012 | 2013 | 2014 | 1 Yr. Change | NTC 2013-14 Benchmark |
| Total % Passing Program Courses | | | | | | |
| Total % Passing General Education Courses | | | | | | |
| Overall % Passing | | | | | | |
| Noel Levitz Student Satisfaction Survey | Ratings on a 7- point scale | 2008-09 Rating | 2011-12 Rating | 2013-14 Rating | 2 Yr. Change | NTC 2013-14 Benchmark |
| My program is preparing me to work in my chosen field. | | | | | | |
| Most classes deal with practical experiences and applications. | | | | | | |
| Quality of instruction I receive in most of my classes is excellent. | | | | | | |
| I receive timely feedback from my instructor | | | | | | |
| Graduates | 2010 | 2011 | 2012 | 2013 | 1 Yr. Change | NTC 2012-13 Average |
| # Graduates | | | | | | |
| Graduate Overall Placement (%) | | | | | | |
| % of Employed Related to Training (PBF) | | | | | | |
| # Graduates Employed In District | | | | | | |
| % of Satisfied or Very Satisfied Graduates | | | | | | |
| Average Hourly Wage | | | | | | |
| Occupation Data List Specific Occupation Here | Current Employed (2014) | % Change from 2012 - 2014 | Estimated Employment in 2023 | 10 Yr. Projection (2014-2023) % Change | Annual Opening Estimate | 25th Percentile Wage |
| NTC District | | | | | | |
| State | | | | | | |
| Nation | | | | | | |
| Performance Based Funding | TSA Approval Status: Phase 3 | | | High demand Field: YES | | |

Key Decrease
Increase or stayed the same

Instructional Vitality Process – Cont'd

4. Improve student success by writing team action plan using S.M.A.R.T. goals
 - a. Team action plans are written to:
 - Build effective practices
 - Address performance issues and/or
 - Respond to the changing needs of employers and business and industry

Instructional Vitality Process – Cont'd

5. Team action plan categories
 - a. Innovation and growth
 - b. Strategic partnerships
 - c. Fiscal strength
 - d. Continuous Quality Improvement
 - e. Student Success

Student Success Team Action Plan Template

TEAM NAME: _____

CONTACT PERSON: _____

Northcentral Technical College

TEAM ACTION PLAN: 2014-16

NTC'S VISION: *"Northcentral Technical College: Building futures one community, one workplace, one learner at a time."*

NTC'S MISSION: *"Northcentral Technical College is the customer-focused, accessible provider of innovative life-long learning that builds a globally competitive workforce."*

OVERARCHING NTC GOAL:

Grow the College: 1 – 2 – 3 – 4

1 - Our employees are #1; 2 - 2% FTE Growth;

3 - 30% recent high school graduate enrollments into NTC; 4 - 40,000 students served

1. Innovation and Growth: *The College develops ideas and implements new products or services to meet current and future stakeholder needs.*

Questions to Consider:

1. Have you included items from the product development plan that impact your team?
2. Have you listed goals for appropriate curriculum changes based upon new programs, certificates, or courses?
3. Do you have goals associated with web-enhancing courses or services?
4. Are there processes being reviewed by your team that may help support growth at the College?
5. Does your team have stated goals with respect to recruitment/retention of students?
6. Are there items related to expanding services to business and industry?
7. Have you included goals related to projects that have been previously approved and identified at the College level?
8. Are there visionary ideas that your team wants to develop?
9. Does your team have goals associated with the development of NTC's Virtual College?
10. Are there key products or services that we as a College need to develop to meet current/future need?
11. Are there innovative scheduling matrices that would increase efficiencies?
12. Are there new technologies that would lead your team toward new innovations or efficiencies?

| Team Action Plan - Goals & Measurements * All academic teams must include items concerning product development and curriculum modification/development | Person(s) Responsible | Target Date for Completion | Progress to date |
|---|--------------------------|----------------------------------|------------------|
| | | | |
| | | | |
| | | | |

Instructional Vitality Process – Cont'd

6. Allows us to make evidence-based decisions/approaches based on student success data
7. Learning Manager discussion
8. Weekly team time
9. Mid-year review/assessment
10. Year-end review/assessment



Integrating Student Success through Student Services



Impact of Student Success Initiatives in Student Services:

- Culture of Student Success in everyday work, data driven decision-making
- Team Goals / Action Plan
- Partner with Learning Division peers – team time, monthly collaboration meetings

Impact of Student Success Initiatives in Student Services

- Student life “reinvention”- focus soft skills, leadership development
- Student Engagement & Success Center redesign concept - research on retention and engagement



Student Engagement Center:

- Timberwolf Union
- Student Life: Collaboration space, Game room, leadership center, Social activities
- Campus Store
- Career Services –
Transfer & Placement,
Mock interview rooms



Student Success Center:

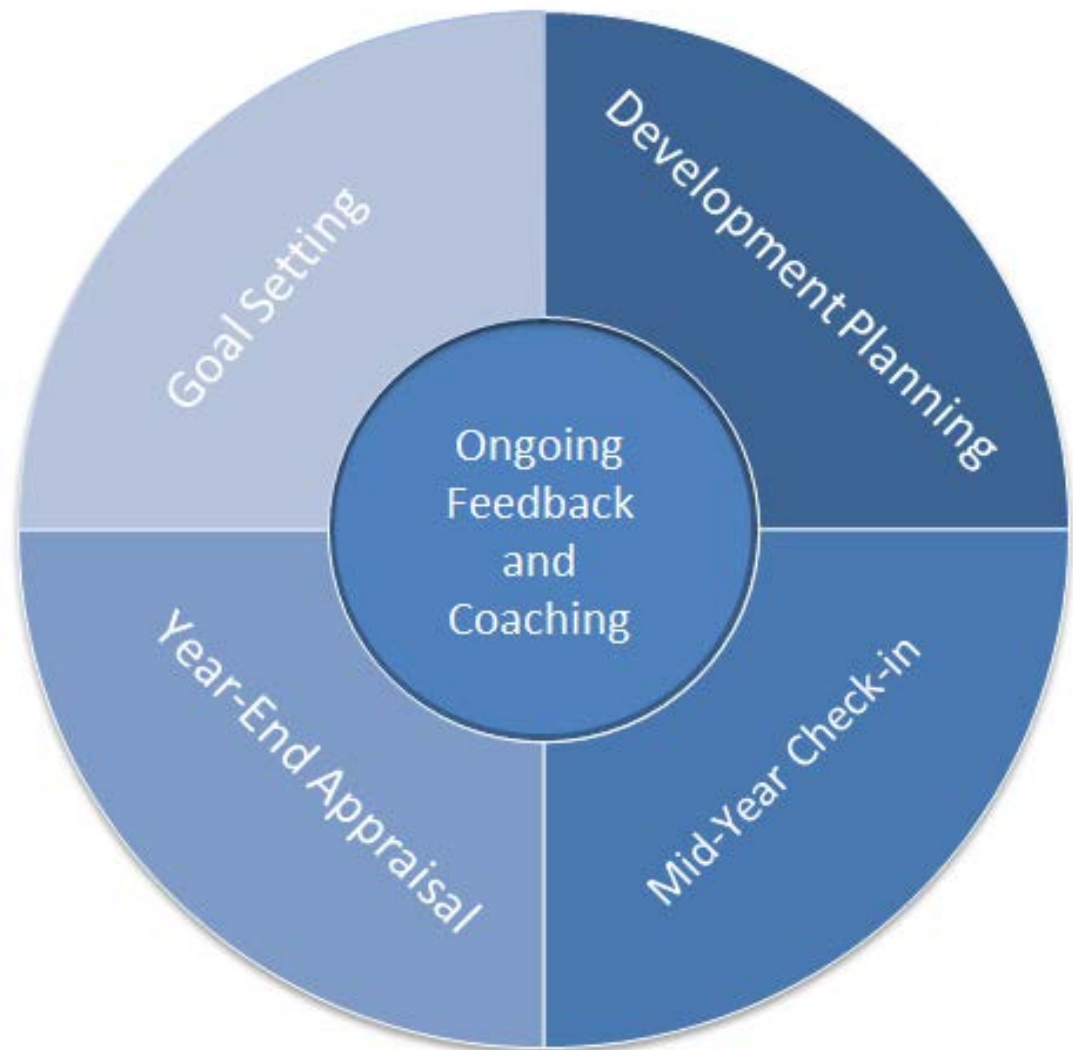
- Library
- Academic Resource Center (ARC)
- College Prep Center
- Testing / Disability Services



Integrating Student Success through Employee Performance Management

Directly connecting Student Success results to
individual employee performance

Employee Performance Management Cycle



Performance Management Competencies

Student Success

- Customer Focus
- Demonstrate Integrity
- Think Critically and Creatively
- Relationship Building
- Communicate Effectively

Employee Success

- Team Focus and Collaboration
- Continuous Learning
- Act Responsibly
- Planning
- Action Oriented

Leadership

- Strategy-Oriented
- Builds Teams
- Business Savvy
- Develops Others
- Engages Staff

Learner Experience

- Course Planning
- Student Engagement
- Assessment
- Technology

Performance Management Competencies – cont'd

Student
Success

- Customer Focus
- Demonstrate Integrity
- Think Critically and Creatively
- Relationship Building
- Communicate Effectively

Performance Management Competencies – cont'd



Student
Success

Customer Focus

Skilled

- Demonstrates initiative/tackles problems in order to meet student needs
- Acts with our students in mind
- Understands that NTC is a multi-campus College and all learners must be addressed
- Focuses on student retention and job placement

Unskilled

- Doesn't think of the student or internal colleague first
- May focus on internal operations first, and learner issues and problems last
- May not listen well to learners or colleagues, may get defensive
- Fixates on the needs of only one campus, program, or class

Performance Management Competencies – cont'd



Student
Success

Think Critically
and Creatively

Skilled

- Looks beyond the obvious, and doesn't stop at first answers
- Gets curious around the needs of the learner or colleague; comes up with alternative paths to meet those needs
- Comes up with solutions and action plans that support learner retention and success

Unskilled

- May not stop to analyze the problem; jumps to conclusions
- Rigid when it comes to policies and procedures; seldom offers alternative paths
- Doesn't ask penetrating questions, not curious

Performance Management Competencies – cont'd

Student
Success

Relationship
Building

Skilled

- Treats students with respect

Unskilled

- Doesn't take the time to build rapport

Performance Management Competencies – cont'd

Student
Success

Communicate
Effectively

Skilled

- Provides students and others with information so that they can make the best decisions
- Uses multiple modes of communication (email **and** phone or text) in order to ensure the message is heard
- Speaks positively about NTC to learners and stakeholders

Unskilled

- Tells too late; timing is off
- May not think through who needs to know by when
- Speaks negatively about NTC to learners and stakeholders

Making it happen

- Clear expectations for leadership
- Commitment of time and resources
- Communicate with stakeholder groups
- Collaborate with other groups to solicit feedback and secure buy-in
- Value added for the organization

Q & A

Networking Time

Thank you!

For additional questions:

- Dr. Lori Weyers, President
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