Using Data to Drive Integrated Student Supports Redesign

John Grant, Dean of Student Development, Northeast Wisconsin Technical College

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#ATDSAS16
OUTLINE FOR SESSION

- What we know about student success and redesigning the student experience
- What we mean by integrated advising and student supports redesign
- The intersection of change leadership and data
- An institution view of integrated advising and student supports redesign
  - Structures and processes
  - Continuous improvement and evaluation
- Questions, comments, and discussion
WHAT WE’VE LEARNED

➢ Boutique, pilot interventions that are not scaled or connected do not work

➢ Need to tie reforms together and transform the student experience and institution as a whole

➢ Need to pay attention to how students enter and move through the institution

➢ Student success efforts must be connected
INTEGRATED STUDENT SUPPORTS REDESIGN

WHAT WE STILL NEED TO LEARN

❖ What non-academic supports are required at what times for what students?

❖ What blend of academic and non-academic supports make a difference for what students?

❖ How do we secure significant gains for the most underprepared students?
INTEGRATED STUDENT SUPPORTS REDESIGN

INTEGRATED ADVISING AND STUDENT SUPPORTS

Education and Career Planning

Coaching, Advising, & Counseling

Early Alerts & Intervention Targeting
Organizational growth and development that combines structural, process, and attitudinal change.
Communicating the vision to all stakeholders to generate buy-in

Connecting student success efforts

Placing key stakeholders in leadership roles

Strengthening collaboration across silos

Assessing readiness and engaging in honest cross-hierarchical and cross-functional conversations early
INTEGRATED STUDENT SUPPORTS REDESIGN

USING DATA IN CHANGE LEADERSHIP

- Does relevant data exist to inform decision-making and planning?
- How are data used to increase transparency and trust?
- Are data communicated to all stakeholders?
- How are data used to inform the design of student supports?
- Are student success data used to structure meaningful conversation?
- Are data collected in order to celebrate short term wins?
John Grant, Dean of Student Development, Northeast Wisconsin Technical College

Christine Lemerande, Early Alert System Manager, Northeast Wisconsin Technical College
INSTITUTIONAL STRUCTURE

HIGH IMPACT PRACTICES ALONG STUDENT PATHWAY

• Academic Goal Setting
• Placement
• Timely Registration
• Success Course
• ACL Dev Education

Map Pathway

Connect to Pathway

• First Year Experience (F4W, WW)
• Program Orientation

Ensure Learning

• Early Alert and Intervention
• Academic Coaching
• Attendance

Keep on Pathway

• Assessment of Learning
• Learning Communities
• Experiential Learning
Persistence Puzzle

- Active/Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners

INSTITUTIONAL STRUCTURE

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE) 2016 RESULTS

Data and Analytics Summit #ATDSAS16
INSTITUTIONAL STRUCTURE

SOLVING THE PERSISTENCE PUZZLE
USING DATA TO SUPPORT REDESIGN
INTEGRATED PLANNING AND ADVISING FOR STUDENT SUCCESS

iPASS

- Round 1 2013-2014
  - Early alert and transparency for faculty and staff
  - Starfish Early Alert and Connect
- Round 2 2015-2018
  - Intervene earlier with non-cognitive and predictive
  - Intake survey and predictive analytics
<table>
<thead>
<tr>
<th>Semester</th>
<th>Kudos</th>
<th>Flags</th>
<th>Referrals</th>
<th>Students</th>
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<tbody>
<tr>
<td>Fall 2013</td>
<td>1,725</td>
<td>1,375</td>
<td>0</td>
<td>1,353</td>
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<tr>
<td>Spr 2014</td>
<td>12,250</td>
<td>7,363</td>
<td>0</td>
<td>6,193</td>
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<tr>
<td>Fall 2014</td>
<td>12,228</td>
<td>8,053</td>
<td>402</td>
<td>6,567</td>
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<tr>
<td>Spr 2015</td>
<td>14,570</td>
<td>7,533</td>
<td>915</td>
<td>6,830</td>
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<tr>
<td>Fall 2015</td>
<td>14,682</td>
<td>7,374</td>
<td>997</td>
<td>6,792</td>
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<tr>
<td>Spr 2016</td>
<td>13,614</td>
<td>7,835</td>
<td>1,048</td>
<td>6,384</td>
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</table>

Kudos to flags 2:1 reinforcing positive behaviors
USING DATA TO SUPPORT REDESIGN

CELEBRATE!

No Show flags raised 40%

Other flags raised 0%

Coaching referrals raised 4%

Other referrals raised 15%

No Show flags cleared 18%

Other flags cleared 5%

Coaching referrals cleared 9%

Other referrals cleared 18%
Using data to support redesign

Ask students what they want

Please help us understand who you think should help you with potential academic concerns. If you receive a flag, with whom do you want to talk about first?

Answered: 1,125  Skipped: 115

- Instructor
- Academic Advisor
- Academic Coach
- Other

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MORE IPASS WORK TO BE DONE

NWTC’s Student Success Matrix
Tailored intervention plan delivered earlier and more often

Predictive Analytics
Past academic behavior and current demographic data

Student Intake survey
Social and emotional assessment

Integrated Advising
Faculty Mentoring and Academic Advising

Data and Analytics Summit
#ATDSAS16
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STUDENT INTAKE SURVEY

1) Creating the team
2) Research
3) Building the survey
INTEGRATING SUPPORT

CONNECTIONS

Questions to teams

Referrals to students

Process to Starfish

Expectations to clearing
NWTC Student Intake Survey
Matrix of student success interventions

<table>
<thead>
<tr>
<th>PRIMARY INTERVENTIONS</th>
<th>CAREER SERVICES</th>
<th>LIBRARY SERVICES</th>
<th>STUDENT SUPPORT SERVICES</th>
<th>ACADEMIC ADVISING</th>
<th>STUDENT FINANCE/FINANCIAL AID</th>
<th>ACCOMMODATIONS</th>
<th>COUNSELING</th>
<th>FINANCIAL COACH</th>
<th>ACADEMIC COACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISAGREE Certain of career goal &amp; program choice</td>
<td>DISAGREE Comfortable using computer</td>
<td>DISAGREE Have reliable transportation</td>
<td>DISAGREE Can increase study time if needed</td>
<td>NO Have a plan to pay for college</td>
<td>YES Disability or other health concern</td>
<td>YES Emotional/behavioral health concern</td>
<td>DISAGREE Confident in spending plan while in college</td>
<td>What subjects are most difficult</td>
<td></td>
</tr>
</tbody>
</table>

INTEGRATING SUPPORT
INTERVENTION MATRIX
# INTEGRATING SUPPORT

## INTAKE ANALYSIS

### NUMBER AND PERCENT OF RISK FACTORS REPORTED

<table>
<thead>
<tr>
<th># of Risk Factors</th>
<th>Number</th>
<th>Percent</th>
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<tbody>
<tr>
<td>0</td>
<td>687</td>
<td>30%</td>
</tr>
<tr>
<td>1</td>
<td>689</td>
<td>30%</td>
</tr>
<tr>
<td>2</td>
<td>460</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>263</td>
<td>11%</td>
</tr>
<tr>
<td>4</td>
<td>129</td>
<td>6%</td>
</tr>
<tr>
<td>5</td>
<td>65</td>
<td>3%</td>
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<tr>
<td>6</td>
<td>18</td>
<td>1%</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>&lt;1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,317</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td>Risk Factor Item</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>Q18 – Lack of flexibility to increase study time</td>
<td>694</td>
<td>30%</td>
</tr>
<tr>
<td>Q12 – Concern about affording college</td>
<td>712</td>
<td>31%</td>
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<tr>
<td>Q13 – Lack of confidence in sticking to a spending plan</td>
<td>490</td>
<td>21%</td>
</tr>
<tr>
<td>Q11 – Lack of confidence in using a computer</td>
<td>347</td>
<td>15%</td>
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<tr>
<td>Q5  – Uncertainty of career goals</td>
<td>360</td>
<td>16%</td>
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<tr>
<td>Q14 – Desire for counseling assistance</td>
<td>316</td>
<td>14%</td>
</tr>
<tr>
<td>Q8  – Desire for accommodations assistance</td>
<td>226</td>
<td>10%</td>
</tr>
<tr>
<td>Q16 – Lack of reliable transportation</td>
<td>124</td>
<td>5%</td>
</tr>
<tr>
<td>Q15 – Lack of support from family/friends</td>
<td>128</td>
<td>6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,397</td>
<td>---</td>
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</table>
INTEGRATING SUPPORT
INTEGRATED SUPPORT FOR STUDENTS WITH RISK FACTORS

Intake Survey Referral Analysis
August 22, 2016

<table>
<thead>
<tr>
<th>Referral/Service</th>
<th>Active</th>
<th>Resolved</th>
<th>Total</th>
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<tbody>
<tr>
<td>Academic Advising</td>
<td>321</td>
<td>128</td>
<td>449</td>
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<tr>
<td>Accommodations</td>
<td>92</td>
<td>120</td>
<td>212</td>
</tr>
<tr>
<td>Career Services</td>
<td>109</td>
<td>58</td>
<td>167</td>
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<tr>
<td>Financial Aid</td>
<td>196</td>
<td>37</td>
<td>233</td>
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<tr>
<td>Financial Coach</td>
<td>204</td>
<td>22</td>
<td>226</td>
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<tr>
<td>Library Services</td>
<td>96</td>
<td>37</td>
<td>133</td>
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<tr>
<td>Personal Counseling</td>
<td>137</td>
<td>70</td>
<td>207</td>
</tr>
<tr>
<td>Student Finance</td>
<td>84</td>
<td>55</td>
<td>139</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>158</td>
<td>34</td>
<td>192</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1,397</strong></td>
<td><strong>561</strong></td>
<td><strong>1,958</strong></td>
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</tbody>
</table>

NWTC began the survey in April 2016 and 2,500 students have currently responded
INTEGRATING SUPPORT

HOW DOES THIS IMPACT ADVISING REFORM?

Integrated faculty mentoring and academic advising
Feedback loop with services  Data Jedi student interviews
Questions and Comments
THANK YOU!