Using Real-Time Data to Support Diverse Populations

Vickie Lock
Northeast Wisconsin Technical College
ATD Data Summit
2017
Northeast Wisconsin Technical College

- NWTC is a two-year public college, founded in 1912.
- 3 Main campuses, 5 Regional Learning Centers and 4 Regional Academies
- Offers 200+ career focused credentials
- 6,700 Full-Time Equivalent Students, 39,000+ Students Served
- 2014 ATD Leader College
- IPASS, Guided Pathways and Frontier Set Participant
Intentionally creating the right culture is key to transformational change that ensures student success

Dr. Rafn, President
NWTC Student Success Statement

• All learners achieve comparable outcomes leading to a credential
• This will occur regardless of the level of preparedness or initial aspiration
• In a time-efficient manner
• Resulting in an overall percentage increase in credentials granted

This will be accomplished by employees living NWTC’s values.
NWTC Definition of Equity

Meeting all students where they are and removing barriers to student success so they can achieve course and program completion, and attain a career.
Growing Equity at a Leader College

College Value: Everyone Has Worth

Diversity Training, Recruitment and Planning

Community Partnerships

Adaptive Curriculum/Programming

Interventions/Case Management
By 2018, the diversity of the benefit eligible employee population will mirror the NWTC student population
## Mirroring our Students

<table>
<thead>
<tr>
<th>Term</th>
<th>% Diverse Program Enrollment</th>
<th>% Diverse Benefit Eligible Faculty</th>
<th>% Diverse Benefit Eligible Exempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>13.20%</td>
<td>3.00%</td>
<td>4.80%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>16.40%</td>
<td>3.80%</td>
<td>6.86%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>17.20%</td>
<td>4.20%</td>
<td>6.82%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>16.50%</td>
<td>4.70%</td>
<td>7.27%</td>
</tr>
</tbody>
</table>
2018 College Goals
Strategic Direction - Students

Reduce the achievement gap between Native Americans, African-Americans, Latinos, Southeast Asians and Whites by one-half

(as measured by course completion, achievement of a credential, and acquisition of employment—compared to the academic year 2011 cohort of entering students).
<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>2013</th>
<th>2016</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>462</td>
<td>425</td>
<td>-7%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>388</td>
<td>426</td>
<td>32%</td>
</tr>
<tr>
<td>Asian</td>
<td>406</td>
<td>457</td>
<td>13%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>576</td>
<td>646</td>
<td>12%</td>
</tr>
</tbody>
</table>
Case Management: Getting To Know Our Students

Development of accurate list of CURRENT students

- 1st generation
- Program status
- Program declaration
- Credits earned
- GPA
- Credits currently enrolled
- Contact info
Case Management: Student Support Services

Vickie Lock
Dean, Student Services

Amber Michaels Schmitt
Manager, Student Support Services

STUDENT SUPPORT SPECIALISTS

Martha Bayer
Michael Brown
Gema Garcia
Zianya Saldana
Wa Yia Thao
Bob VanSchyndel

FINANCIAL COACH

Faith Laatsch

ADMINISTRATIVE ASSISTANT

PART-TIME SUPPORT

Shirley Zepnick
Steve Banta
Rachel Van Beek
## Case Management: Establishing Priorities

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Generation</td>
<td>Learning Communities, mentoring and orientation opportunities</td>
</tr>
<tr>
<td>1st Semester</td>
<td>Learning Communities, mentoring and orientation opportunities</td>
</tr>
<tr>
<td>2.0 GPA Current or Cumulative</td>
<td>Accountability to academic supports as well as assess program of choice</td>
</tr>
<tr>
<td>Final Semester</td>
<td>Encouragement and focus toward completion and networking, mentoring</td>
</tr>
</tbody>
</table>
## 2016 Intake Survey Data

<table>
<thead>
<tr>
<th>Risk Factor Item</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<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>
</tr>
<tr>
<td>Q5 – Uncertainty of career goals</td>
<td>360</td>
<td>16%</td>
</tr>
<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><strong>TOTAL</strong></td>
<td>3,397</td>
<td></td>
</tr>
<tr>
<td>Flag</td>
<td>Interventions</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>No Show</td>
<td>Student contact; discuss course intentions, refer to advisor/instructor; offer services</td>
<td></td>
</tr>
<tr>
<td>Attendance Concern</td>
<td>Student contact; discuss course intentions, refer to advisor/instructor; offer services</td>
<td></td>
</tr>
<tr>
<td>Low Participation</td>
<td>Student contact; discuss course intentions, refer to advisor/instructor; offer services</td>
<td></td>
</tr>
<tr>
<td>Low Average</td>
<td>Student contact; discuss course intentions, refer to academic coaching; offer services</td>
<td></td>
</tr>
<tr>
<td>In Danger of Failing</td>
<td>Student contact; discuss course intentions, refer to advisor/instructor/coaching/counseling; offer services</td>
<td></td>
</tr>
<tr>
<td>6 Flags</td>
<td>Student contact; discuss course intentions, refer to advisor/instructor/coaching/counseling/community resource; offer services</td>
<td></td>
</tr>
</tbody>
</table>
Addressing The Achievement Gap: Tracking Progress

- Focusing on the “Wildly Important”
- Acting on LEAD Measures
- Keeping a Compelling Scoreboard
- Creating a Cadence of Accountability
4DX: Example

- **18579 steps taken today**: 186% of goal of 10000
- **20 floors climbed today**: 200% of goal of 10
- **7.76 miles traveled today**: 155% of goal of 5.00
- **2776 calories burned**: 122% of goal of 2276
- **1599 active score**: 160% of goal of 1000

**Top Daily Step Badge**: 15,000 steps
**Top Daily Floor Badge**: 10 floors

You have 4 Activity Records

Want to challenge yourself to be more active? Start a free week trial of the Fitbit tracker now!
Achievement Gap: Benefits

- Maintain FOCUS amidst the “Whirlwind”
- Clear FINISH line and what we can CONTROL

**Whirlwind** [daily job]  **Goals** [new activities]

**Urgent** [it acts on you]  **Important** [You act on them]

Start here. **GO ANYWHERE.**
Achievement Gap: Cadence of Accountability

- Bi-weekly “report-outs”
  - Department Wide- Student Life, International Programs, Academic Coaching
  - Within Team

- 30 minute standing meeting with simple agenda
  - Raw numbers and percentages
  - New activities that had impact
  - Upcoming activities for next week
Achievement Gap: The “Wildly Important”

College Wide Goal (2018)
Decrease the achievement gap for students in ethnic populations

SSS Team Action Plan:
Decrease the achievement gap for students in ethnic populations by increasing engagement
## Achievement Gap: Leading Measures

**Fall of 2015 Setting a baseline**

<table>
<thead>
<tr>
<th>Fall 2015 Data Summary</th>
<th>Percent of Students Contacted</th>
<th>Goal for Spring 2016</th>
<th>Percent of Students Contacted</th>
<th>Goal for Spring 2016</th>
<th>Percent of Students Contacted</th>
<th>Goal for Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
<td>39%</td>
<td>31%</td>
<td>36%</td>
</tr>
<tr>
<td>American Indian</td>
<td>29%</td>
<td>34%</td>
<td>38%</td>
<td>43%</td>
<td>34%</td>
<td>39%</td>
</tr>
<tr>
<td>Asian</td>
<td>41%</td>
<td>46%</td>
<td>37%</td>
<td>42%</td>
<td>34%</td>
<td>39%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>27%</td>
<td>32%</td>
<td>24%</td>
<td>29%</td>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Achievement Gap:  
Leading Measures

Spring of 2016 goals

**Department Goal #1:**  
Increase cohort connections by 5% by the end of Spring 2017.

**Department Goal #2:**  
Increase connections with NEW Students in cohort by 5% by the end of Spring 2017.

**Department Goal #3:**  
Increase connections with students below 2.0 by 5% by the end of Spring 2017.
### Unduplicated Contact with NEW Students (Goal 100%)

<table>
<thead>
<tr>
<th>Ethnic Cohort</th>
<th># NEW, INCOMING Students</th>
<th>Unduplicated Contact - NEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>42</td>
<td>101</td>
</tr>
<tr>
<td>American Indian</td>
<td>29</td>
<td>65</td>
</tr>
<tr>
<td>Asian</td>
<td>44</td>
<td>37</td>
</tr>
<tr>
<td>Hispanic</td>
<td>75</td>
<td>66</td>
</tr>
<tr>
<td>White/1st Gen/1st term*</td>
<td>84</td>
<td>380</td>
</tr>
</tbody>
</table>

**Contacts**
Collaborating to expand the leading indicators in 2017

- # NEW, INCOMING Students
- Unduplicated Contact- NEW
- 2-Way Contact of NEW (returned phone call or email)
- 1-1 Meeting Regarding Success With NEW
- SSS Events
- Welcome Gift (Did NOT Attend FAN)
- Academic coaching NEW
- SEF
- Financial Coaching
- Student Involvement Event NEW
- Student Club
- Mentoring
Weekly Scorecard Sample
Spring 2017

Activity Engagement of NEW Students

<table>
<thead>
<tr>
<th></th>
<th>African American/Black</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td># NEW, INCOMING Students</td>
<td>101</td>
<td>65</td>
<td>44</td>
<td>66</td>
</tr>
<tr>
<td>Unduplicated Contact- NEW</td>
<td>42</td>
<td>29</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>2-Way Contact of NEW (returned phone call or email)</td>
<td>26</td>
<td>23</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>1-1 Meeting Regarding Success With NEW</td>
<td>31</td>
<td>23</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>SSS Events</td>
<td>6</td>
<td>40</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Welcome Gift (Did NOT Attend FAN)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Academic coaching NEW</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SEF</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Financial Coaching</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Involvement Event NEW</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Club</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Club</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mentoring</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Asian Cohort Sample Spring 2017

- # NEW, INCOMING Students
- Unduplicated Contact- NEW
- 2-Way Contact of NEW (returned phone call or email)
- 1-1 Meeting Regarding Success With NEW
- SSS Events
- Welcome Gift (Did NOT Attend FAN)
- Academic coaching NEW
- SEF
- Financial Coaching
- Student Involvement Event NEW
- Student Club
- Mentoring
Lagging Indicator: Course Success Rates 2013-2017

- 2013: 50.0%
- 2014: 60.0%
- 2015: 70.0%
- 2016: 80.0%
- 2017: 90.0%

- White
- American Indian
- Asian
- African American
- Hispanic/Latino
Lagging Indicator Course Success with Case Management 2016-17

<table>
<thead>
<tr>
<th></th>
<th>Am Indian</th>
<th>Asian</th>
<th>African-American</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80</td>
<td>84</td>
<td>71</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>81</td>
<td>68</td>
<td>75</td>
</tr>
</tbody>
</table>
Lagging Indicator: 1\textsuperscript{st} to 2\textsuperscript{nd} Term Persistence

- White Students:
  - 2012: 82%
  - 2013: 80%
  - 2014: 80%
  - 2015: 82%
  - 2016: 84%

- Ethnic Students:
  - 2012: 74%
  - 2013: 76%
  - 2014: 72%
  - 2015: 74%
  - 2016: 86%
Lagging Indicator: 1st to 2nd Term Persistence with Case Management 2016-17

- Am Indian: 64%
- Asian: 83%
- African-American: 78%
- Hispanic: 75%

[Graph showing the percentage of persistence for different ethnicities]
Lagging Indicator: 1\textsuperscript{st} to 3\textsuperscript{rd} Term Persistence

Fall Starts 2-year programs

- 2012
- 2013
- 2014
- 2015

White
American Indian
Asian
African American
Hispanic/Latino

Northeast Wisconsin Technical College Start here. GO ANYWHERE.
Using Real-Time Data to Support Diverse Populations