Utilizing Technology to Support Guided Pathways

Kelly Casperson, Early Alert System Manager
Northeast Wisconsin Technical College
Agenda

• Start with WHY
• Developing Interventions & Technology Along the Pathway
• Creating a Technology Action Plan
• Communicating to Stakeholders
• Discussion
The Golden Circle

**WHAT**
Every organization on the planet knows WHAT they do. These are products they sell or the services they offer.

**HOW**
Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

**WHY**
Very few organizations know WHY they do what they do. WHY is not about making money. That’s a result. WHY is a purpose, cause or belief. It’s the very reason your organization exists.
I will succeed in college because...
“I want to make my family proud.”
“This is something I’ve always wanted to do, and I’m finally going to do it!”
“I am not afraid to ask for help.”
“I’m not afraid of a challenge, and I’m willing to push myself out of my comfort zone.”
“I’m will not let failure win.”
Clarify Paths to Student End Goals

Help Students Choose and Get on a Path

Help Students Stay on Their Path

Ensure Students are Learning

Guided Pathways
Clarify Paths to Student End Goals

Follow your path

- Administrative Professional
  - Office Professional
    - Business Professional Essentials
    - Business Software Essentials
  - Business Software Essentials
Help Students Choose and Get on a Path

• Admissions & Career Advisors and Embedded Career Coaches
• Student Intake Survey
Help Students Choose and Get on a Path

• **Admissions & Career Advisors**: Guide students from program choice through first term enrollment

• **Embedded Career Coaches**: Work in local high schools to guide students from program choice through first term enrollment

• **Salesforce CRM**: Create automated, personalized communication, staff workflows, and case management for staff
Help Students Choose and Get on a Path: Student Intake Survey

Who can help me if I get overwhelmed with my responsibilities?

I’m not sure how I am going to pay my tuition or my rent.

I’m uncertain of my career goals.
Help Students Stay on Their Path

• Academic Planning & Schedule Builder
• Early Alert
• Predictive Analytics
• Case Management
Help Students Stay on Their Path: Academic Planning & Schedule Builder

ADD COURSES
ADD BREAKS
COMPARE SCHEDULES
EASILY REGISTER

USE SCHEDULE BUILDER
Help Students Stay on Their Path: Early Alert

Raise Flag

After Next Class

Student DOES respond

Student does NOT respond

Contact student again. Add COMMENT to flag

Clear flag with notes about your conversation

Student does NOT respond

One Week

Clear the flag with appropriate reason and comments.

Student DOES respond

Clear flag with notes about your conversation
Help Students Stay on Their Path: Early Alert

Fall 2018 Semester

43.5% earned ≥2.0

8.6% earned ≥2.0
Help Students Stay on Their Path: Predictive Analytics

Predictive Analytics

Retention Model

Add Intake Data

Completion Model
Help Students Stay on Their Path: Case Management

<table>
<thead>
<tr>
<th>Level</th>
<th>Student Behavior</th>
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</thead>
<tbody>
<tr>
<td>Green</td>
<td>Student appears to be motivated with clear goals and an understanding of his/her next steps. Student returns communication in a timely manner.</td>
</tr>
<tr>
<td>Yellow</td>
<td>Student can loosely define his/her goals and sources of motivation. Has barriers that could prevent success. Student may or may not return communication attempts in a timely manner.</td>
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<tr>
<td>Red</td>
<td>Student cannot clearly define his/her goals or sources of motivation. Discloses numerous barriers that will likely prevent success. Student does not return communication attempts in a timely manner.</td>
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<tr>
<td>No Response</td>
<td>Student has not responded to 3 or more contact attempts or has withdrawn from courses.</td>
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Ensure Students are Learning: Faculty Mentoring

• Faculty and Academic Advisors collaborate to have meaningful connections with all new program students

• Focus on academic planning, course registration, career development, and engagement
Ensure Students are Learning: Faculty Mentoring 1st to 3rd Term Persistence

- Fall 2016: 68%
- Spring 2017: 66%
- Fall 2017: 48%

FALL 2016  |  SPRING 2017  |  FALL 2017
___________|______________|_____________
Paricipated | Did NOT Participate
Creating a Technology Action Plan

• Define your WHY

• Find your champions and seek student input

• Identify and celebrate the small wins

• Be vulnerable and seek feedback

• Invest time in change management
Communicating to Stakeholders

• Tell your story: What questions are you trying to answer?
• Make it simple and timely
• Provide clear definitions and evidence for action
• Empower and teach staff how to fish
Communicating to Stakeholders

Weekly Tracking Report

LEADING INDICATORS

STUDENT RESPONSE RATE
- Appointment Attendance: 87%
- Flags: 32%
- Faculty Mentoring To-Do: 59%
- Referrals: 24%

CLOSURE RATE
- Flags: 82%
- Faculty Mentoring To-Do: 70%
- Referrals: 78%

Overview by Department

Closure Reason

Count of Student ID

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<th>College of Business</th>
<th>General Studies</th>
<th>Health Sciences and Education</th>
<th>Public Safety</th>
<th>Trades &amp; Engineering Tech</th>
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</table>

Total: 13345, 236, 13587

LEGEND

- FLAG
- Active
- Cleared
- Grand Total

Total: 14629, 6286, 20915
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Simon Sinek
“Start with Why: How Great Leaders Inspire Everyone to Take Action”
Discussion

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