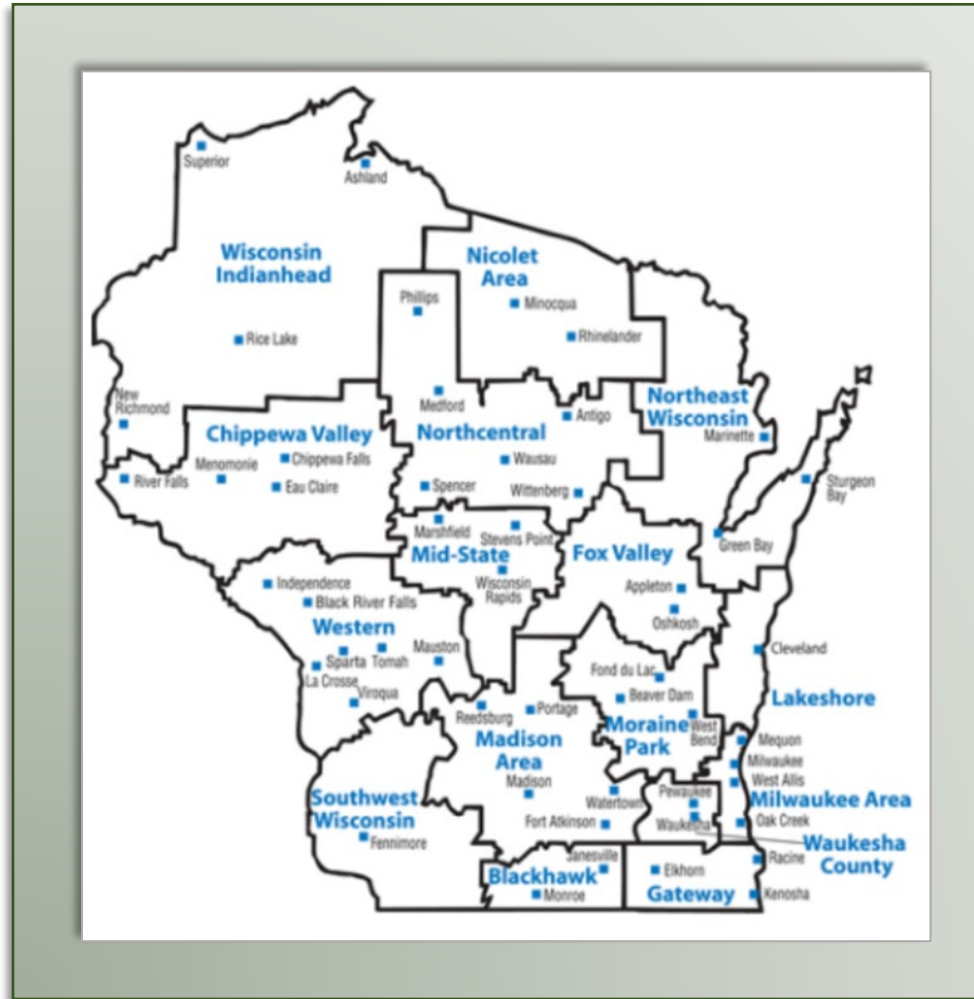


WTCS Student Success Center



Program Performance Dashboard

Training Workbook



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INTRODUCTION

The Wisconsin Technical College System Office has implemented the use of a business intelligence software called Tableau to allow student success advocates easy and effective access to program performance analytics. Tableau is user friendly through its data visualization capabilities and intuitive design. The data presented in the Program Performance Dashboard is drawn from the WTCS OLAP Cubes. If you are interested in analysis beyond what is presented within the Program Performance Dashboard, please connect with your college Institutional Research department.

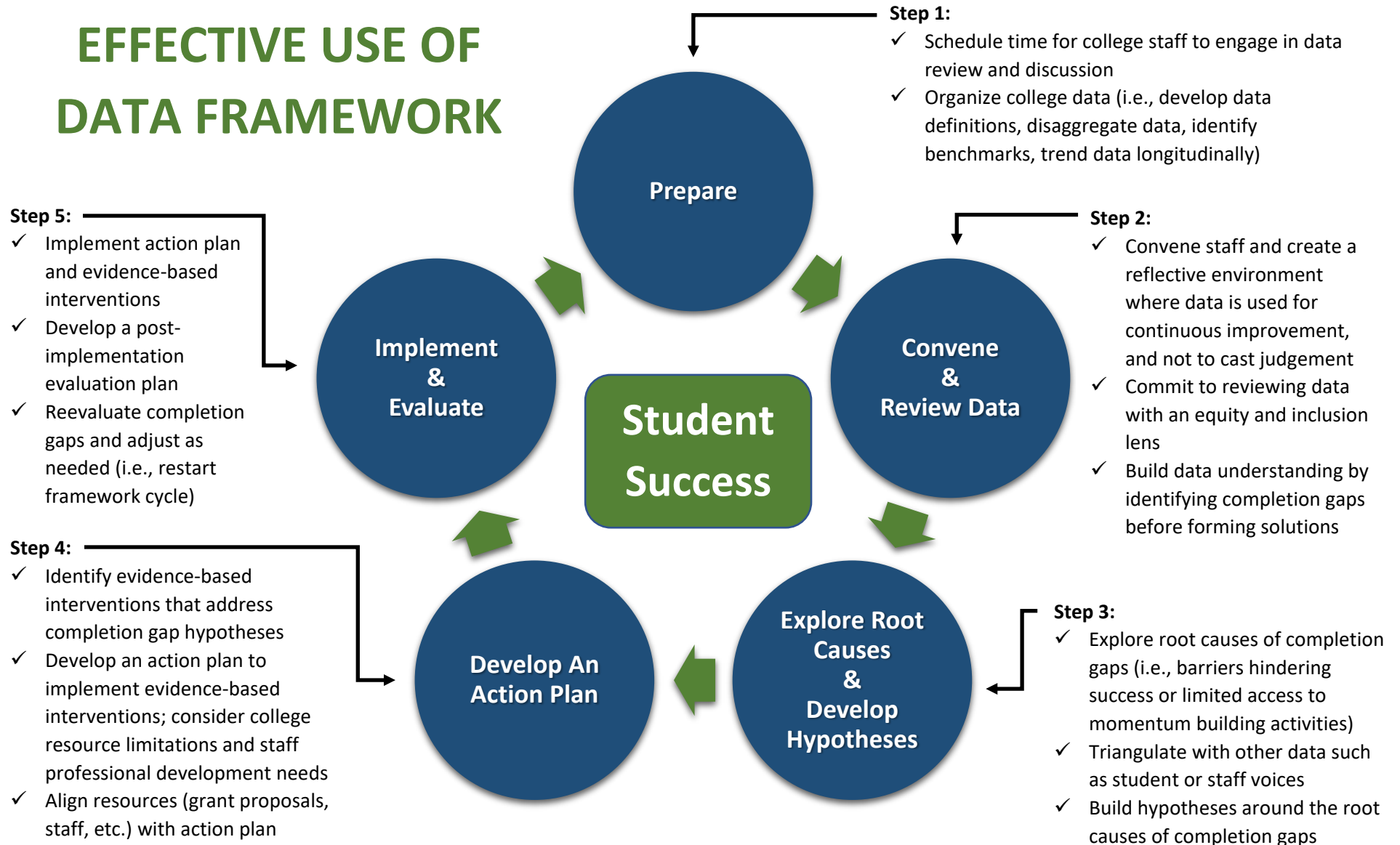
The Program Performance Dashboard is designed to be a one-stop resource that displays program performance analytics to assess program health. Data is intended to be used to guide discussions centered on continuous improvement in an effort to promote a culture of data informed decisions. Content should be analyzed on a program-by-program basis for intentional program performance assessment. Users are able to easily prompt the available program performance analytics for a series of districts, programs, and fiscal years. College benchmarking is available for best practice sharing across the WTCS community in an effort to promote local and statewide student success.

The most recent fiscal year of data for each tab within the Program Performance Dashboard will be updated on a varying basis depending on the closing of the respective source WTCS data system or the timing of data matches with external data systems. The below table provides examples for accessing fiscal year 2017 data or data for cohorts that begin in fiscal year 2017. It is important to consider that the most recent fiscal year of data is not final until after the below dates for each dashboard tab.

Dashboard Tab	Date of Data Finalization for Fiscal Year 2017
Program Enrollment	Data is final 9/16/17
Program Student Demographics	Data is final 9/16/17
Program Curriculum: Successful Course Completion	Data is final 9/16/17
Program Retention Rate	Data is final 9/16/19 to allow for two years of fiscal year 2017 cohort tracking and analysis
Program Graduation Rate	Data is final 9/16/20 to allow for three years of fiscal year 2017 cohort tracking and analysis
Program Graduate Job Placement Rate	Data is final 3/16/18 to allow for finalization of fiscal year 2017 Graduate Follow-up Survey responses
Program Transfer Rate	Data is final 10/16/18 to allow one year of fiscal year 2017 student transfer data to accumulate
Program Graduations	Data is final 9/16/17



EFFECTIVE USE OF DATA FRAMEWORK



NOTES ON THE EFFECTIVE USE OF DATA FRAMEWORK

STEP 1 - PREPARE: Step one requires establishing a commitment to improvement through staff and time resources. Schedule time with a group of college staff who will engage in reviewing data and strategizing around continuous improvement interventions. In support of this stage, Institutional Research or other continuous improvement staff should organize data that will be accessible for college staff to review. It is important that the data is easily digestible. This can be accomplished by providing strong definitions for the data being presented and by reporting the data through simple scorecards or visually appealing graphics. It is also important to disaggregate the data by confounding variables. For instance, if you are interested in analyzing course success within a program, it will be important to disaggregate the data by courses within the curriculum to pin point what courses appear to have strong success rates in order to identify best practices as well as the courses with lagging success rates in order to target continuous improvement efforts. It is also valuable to benchmark data – this can be done at the college level, system level, or national level as available. Looking at data longitudinally will also be valuable to discern if educational outcomes are consistent or if a specific academic year proved to be an anomaly. Finally, in an effort of looking at data through an equity and inclusion lens, it is valuable to desegregate educational outcomes by a series of student characteristic variables such as low-income status, gender, race-ethnicity, or first-generation status for example.

STEP 2 – CONVENE & REVIEW DATA: With your college staff organized into continuous improvement teams, time scheduled for reviewing educational outcomes, and your data organized and disaggregated, the next step is to convene and begin reviewing your college student outcomes. During this data review stage, it is important to establish an environment of reflection that does not use assessment results and data in a punitive or judgmental fashion. Staff should feel comfortable to let their guard down and feel open to identifying opportunities that elevate student success at their college. Within the data review stage, staff should focus their efforts on first identifying differences or completion gaps in the available data rather than jumping directly to solutions. Attention should also be given to areas of success to identify potential promising practices. Reflect on the data and develop summarizing statements through guided exercises or open discussion. This step will help to develop data literacy skills.

STEP 3 – DETERMINE ROOT CAUSES & CREATE HYPOTHESES: With completion gaps identified and summarizing statements development, college teams should begin exploring root causes and develop hypothesis around the data. Root causes should be thought of as the barriers hindering student success or limited access to opportunities that promote student success. These might be societal or economic related, or educationally related such as the delivery method of a specific course. Teams should dig deeper in the data and look to additional data sources to help explain causes. Including student or staff voices is important here. It will be useful in this stage to reflect on research that might be institutionally driven or gleaned from external sources.

STEP 4 – DEVELOP AN ACTION PLAN: Once you have explored hypothesizing around root causes to completion gaps, teams should begin thinking about interventions or practices to address the root cause. Again, colleges can reflect on evidence of proven high impact practices within their institutions or reflect upon practices vetted through external higher education research. With the intervention identified, teams should form an action plan for implementation. Within this action plan, it is important to address college resource availability, staff time, and the professional development needs of staff. It will also prove to be valuable for teams to connect these action plans to future grant applications to the WTCS or other grant awarding organizations.

STEP 5 – IMPLEMENTATION & EVALUATION: Finally, the last step in the process is taking action to implement the team action plan. It is important for teams to couple this implementation with an evaluation plan. This will help to address and measure the success of the implemented practice or intervention. As time goes on, it will be important for the team to evaluate the effectiveness of the process and action plan. Evaluations should be done regularly to ensure the implementation of the action plan is still working. Having the team revisit the evaluation process and action plan will help the team members assess if the intervention was a success and adjust the action plan as needed.

Equity Filters

Collaboratively identified in summer 2020 among System leadership, the WTCS Commitments to Progress focus on the intentional changes needed in the System to address the systemic racism and institutionalized inequity in our workplaces, educational systems and society. To support these efforts the Program Performance Dashboard has capabilities of assessing equity in program student outcomes. These data capabilities can be used to inform conversation centered on institutional transformation to support the success of each WTCS program student.

Within the Program Performance Dashboard, WTCS stakeholders can access a set of Equity Filters for student characteristics that include age, disability status, economically disadvantaged status, gender, race/ethnicity, and single parent status. These data elements are reported by each WTCS college through the Client Reporting System. Through the Equity Filters, users of the dashboard can analyze outcomes across program student populations to identify equity insights related to:

- Intersections of program student identity
- Equity in program student success
- Program graduate workforce equity
- And program student transfer equity

Equity insights supported through the dashboard allow users to answer questions like:

- What percent of single parents identify as male and what percent identify as female?
- Do females in our Welding program have varying course success rates compared to males? If so, which courses have lower and higher success rates?
- Are their racial disparities in employed and employed related rates among WTCS program graduates?
- And, are their racial disparities in transfer rates to public or private postsecondary institutions?

To access the Equity Filters, select the “Show Equity Filters” button to the right of the displayed dashboard filters.



The Equity Filters will populate in the top left corner of the dashboard workspace. Select the “Hide Equity Filters” button to hide the Equity Filters.



PROGRAM PERFORMANCE DASHBOARD: PROGRAM ENROLLMENT TAB

The **Program Enrollment** page provides an overview of the unduplicated count of students reported in programs. Please refer to the color coded legend and information on the following page for details about the **Program Enrollment** page content and functionality.

Program Performance Dashboard

Program Performance Dashboard
Program Enrollment
Program Student Demographics
Program Curriculum: Successful Course Completion
Program Retention Rate
Program Graduation Rate
Program Graduate Job Placement Rate
Program Transfer Rate
Program

A. Filters

Fiscal Year

 (All)
 2002
 2003
 2004
 2005
 2006
 2007
 2008

District Initials

 (All)
 BTC
 CVTC
 FVTC
 GTC
 LTC
 MDSN
 MILW

Program

 (All)
 100011 - Horticulture
 100014 - Landscape Horticulture
 100015 - Arboriculture/Urban Forestry Technician
 100032 - Agriculture Power Equipment
 100062 - Agri-Business/Science Technology
 100063 - Agriscience Technician
 100064 - Agri-Business

E. County of Residence

B. Program Student Headcount by District

District	2013	2014	2015	2016
BTC	146	111	115	93
CVTC	219	205	183	169
FVTC	311	272	258	265
GTC	462	391	391	350
LTC	113	97	91	90
MDSN	512	485	441	390
MILW	636	588	717	660
MPTC	243	252	216	192
MSTC	161	155	133	146
NATC	62	59	53	39
NTC	245	245	229	221
NWTC	356	385	397	338
SWTC	49	46	28	36
WCTC	335	308	303	277
WITC	272	235	188	200
WTC	260	245	224	192

C. WTCS Program Student Headcount

Full-time Headcount (24+ Credits)

D. Legend

Headcount 1 1,575

PROGRAM PERFORMANCE DASHBOARD: PROGRAM ENROLLMENT

LEGEND

- A.** Users can update page content through the available prompts. *Fiscal Year* allows for longitudinal trending of unduplicated program headcount, *District Initials* allows for the assessment of an individual district or a group of districts, and *Program* allows for the assessment of an individual program or a group of programs. Prompts use cascading filtering, meaning a specific *District Initials* selection will limit the *Program* prompt to include only those programs offered by the district(s) selected.
- B.** The **Program Student Headcount by District** graph displays the unduplicated count of students reported in programs disaggregated by district. The graph will update based on the prompts selected for *Fiscal Year* and *Program*; the *District Initials* prompt will not affect this graph.
- C.** The **WTCS Program Student Headcount** graph displays the unduplicated count of students reported in programs across the WTCS. The graph will update based on the prompts selected for *Fiscal Year* and *Program*; the *District Initials* prompt will not affect this graph.
- D.** The **Full-time Headcount (24+ Credits)** graph displays the unduplicated count of students reported in programs who are enrolled in 24 credits or more in the associated fiscal year. A percentage is also displayed to identify the proportionate share of full-time students to the total program headcount. The graph will update based on the prompts selected for *Fiscal Year*, *District Initials*, and *Program*.
- E.** The **County of Residence** graphic displays the unduplicated count of students reported in programs by their associated county of residence. The graphic will update based on the prompts selected for *Fiscal Year*, *District Initials*, and *Program*.

POTENTIAL DATA USES

- Reference the **Program Student Headcount by District** graph to identify trends in program growth. Data can be used to initiate discussions between districts on program recruitment practices.
- Reference the **Full-time Headcount (24+ Credits)** graph to identify trends in enrollment intensity. Data can be used to begin discussions of how to best serve the program student body based on full-time or part-time enrollment.
- Reference the **Country of Residence** graphic to understand the geographic location of program students' home residence. Data can be used to facilitate discussions of strategies to best serve commuter students or the development of program offerings e.g. online course offerings.

DATA SOURCE

Data presented on the **Program Enrollment** tab is from the *WTCS Client Reporting System* and the *WTCS OLAP Program Enrollment Cube*.

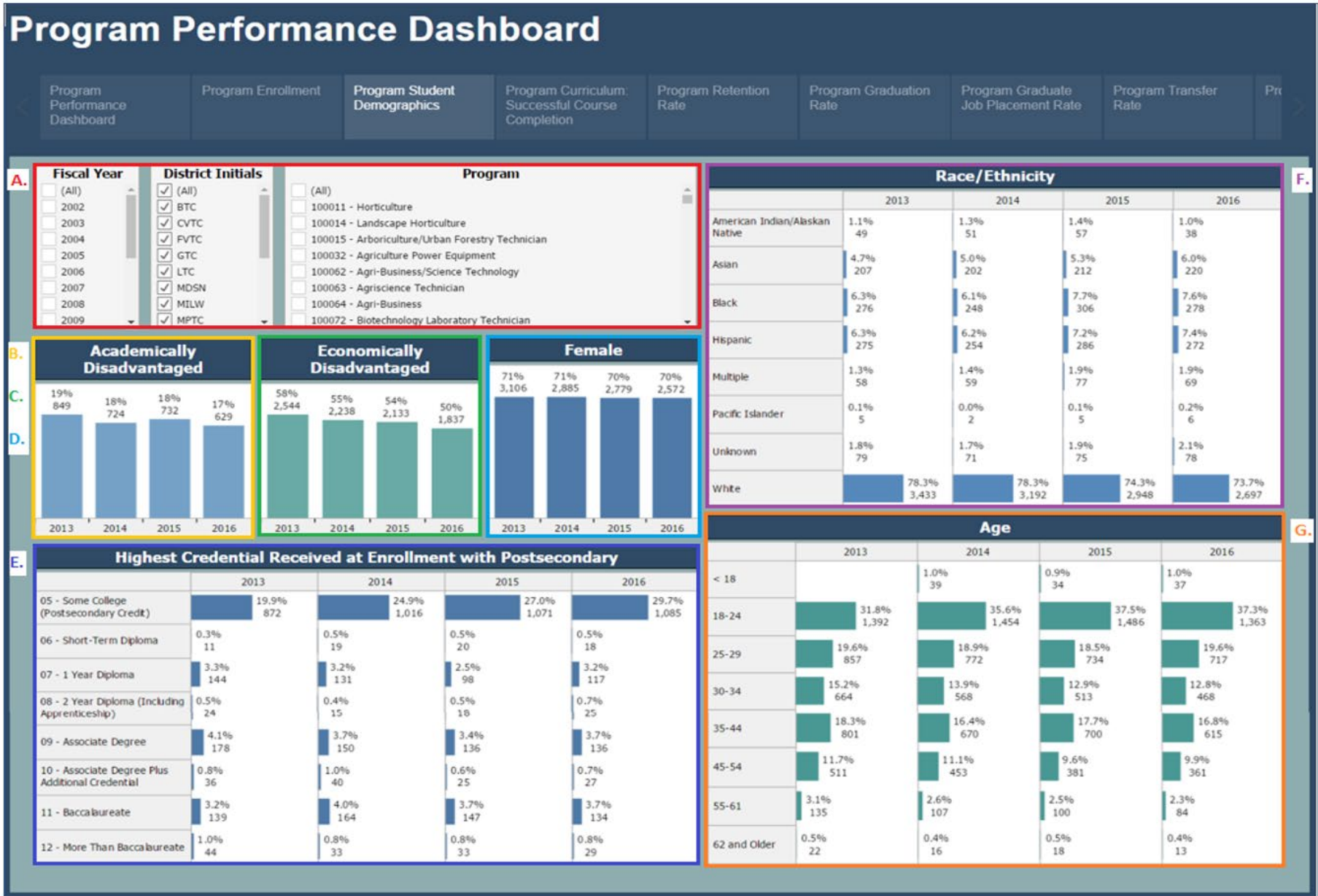
GUIDED EXERCISE: Program Enrollment

Select one program offered at your college to analyze.

1. How many colleges within the WTCS offer the program?
2. How has the program student headcount trended over the last five years at your college?
3. How does the trend in WTCS program student headcount compare to your college program student headcount?
4. What percent of students within the program enrolled full-time (24+credits) at your college in 2017?
5. In what county does the greatest number of program students reside?

PROGRAM PERFORMANCE DASHBOARD: PROGRAM STUDENT DEMOGRAPHICS TAB

The Program Student Demographics page provides data on program student demographic composition across the state. Data can be used to strategize around student service and academic offerings depending on program student demographics.



PROGRAM PERFORMANCE DASHBOARD: PROGRAM STUDENT DEMOGRAPHICS

LEGEND

A. Users can update page content through the available prompts. Fiscal Year allows for longitudinal trending, District Initials allows for the assessment of an individual district or a group of districts, and Program allows for the assessment of an individual program or a group of programs. Prompts use cascading filtering, meaning a specific District Initials selection will limit the Program prompt to include only those programs offered by the district(s) selected.

B. The **Academically Disadvantaged** graph displays the unduplicated count of students and the percent of students reported as being academically disadvantaged. The graph will update based on the prompts selected for Fiscal Year, Program, and District Initials.

C. The **Economically Disadvantaged** graph displays the unduplicated count of students and the percent of students reported as being economically disadvantaged. The graph will update based on the prompts selected for Fiscal Year, Program, and District Initials.

D. The **Female** graph displays the unduplicated count of students and the percent of students reported as being female. The graph will update based on the prompts selected for Fiscal Year, Program, and District Initials.

E. The **Highest Credential Received at Enrollment with Postsecondary** graphic displays the unduplicated count of students and the percent of students by highest credential received within postsecondary at the time of enrollment. The graphic will update based on the prompts selected for Fiscal Year, District Initials, and Program.

F. The **Race/Ethnicity** graph displays the unduplicated count of students and the percent of students by reported race or ethnicity. The graph will update based on the prompts selected for Fiscal Year, District Initials, and Program.

G. The **Age** graph displays the unduplicated count of students and the percent of students by age group. Age is determined by comparing the student's date of birth to July 1 of the fiscal year. The graph will update based on the prompts selected for Fiscal Year, District Initials, and Program.

POTENTIAL DATA USES

- Reference the **Female** graph to identify trends in program enrollment, and explore student composition in potential Non-Traditional Occupation (NTO) programs.
- Reference the **Race/Ethnicity** graph and compare it to district population estimates to better understand underrepresented population enrollment trends and if program enrollment demographics mirror district population demographics.
- Reference the **Academically Disadvantaged** graphic to understand the composition of students who received Basic Education support to succeed in technical education.
- Reference the **Economically Disadvantaged** graphic to analyze the composition of students who receive need-based financial assistance, is a member of a family who receives need-based financial assistance, or whose income is at or below the poverty level as defined by the U.S. Department of Health and Human Services.

DATA SOURCE

Data presented on the **Program Student Demographics** tab is from the WTCS Client Reporting System and the WTCS OLAP Program Enrollment Cube.

GUIDED EXERCISE: Program Student Demographics Page

Select one program offered at your college to analyze.

1. Develop three summarizing statements about the demographics and characteristics of students enrolled in the program at your college.
 - a.

 - b.

 - c.

2. Select all colleges that offer the program and compare your above college summarizing statements to the System-wide data.
 - a.

 - b.

 - c.

PROGRAM PERFORMANCE DASHBOARD: PROGRAM CURRICULUM – SUCCESSFUL COURSE COMPLETION TAB

The Program Curriculum: Successful Course Completion page provides an assessment of program student course success in courses linked to the students program of enrollment. Course success is defined as completing with a C grade or better or a PP grade in pass/fail courses.

Program Performance Dashboard

Program Performance Dashboard | Program Enrollment | Program Student Demographics | **Program Curriculum: Successful Course Completion** | Program Retention Rate | Program Graduation Rate | Program Graduate Job Placement Rate | Program Transfer Rate | Program

A.

Fiscal Year	District Initials	Program
<input type="checkbox"/> (All)	<input type="checkbox"/> (All)	<input type="checkbox"/> (All)
<input type="checkbox"/> 2009	<input type="checkbox"/> BTC	<input checked="" type="checkbox"/> 101011 - Accounting
<input type="checkbox"/> 2010	<input type="checkbox"/> CVTC	<input type="checkbox"/> 101023 - Business Management
<input type="checkbox"/> 2011	<input type="checkbox"/> FVTC	<input type="checkbox"/> 101043 - Marketing
<input type="checkbox"/> 2012	<input type="checkbox"/> GTC	<input type="checkbox"/> 101061 - Judicial Reporting
<input checked="" type="checkbox"/> 2013	<input type="checkbox"/> LTC	<input type="checkbox"/> 101064 - Medical Administrative Specialist
<input checked="" type="checkbox"/> 2014	<input type="checkbox"/> MDSN	<input type="checkbox"/> 101066 - Administrative Professional
<input checked="" type="checkbox"/> 2015	<input type="checkbox"/> MILW	<input type="checkbox"/> 101142 - Finance

B.

Program Curriculum Successful Course Completion				
	2013	2014	2015	2016
10-101-101 FINANCIAL ACCOUNTING 1	62.5% 120	59.7% 77	64.9% 74	60.5% 81
10-101-103 FINANCIAL ACCOUNTING 2	79.3% 87	61.0% 59	60.7% 56	74.0% 50
10-101-105 INTERMEDIATE ACCOUNTING 1	88.0% 75	91.7% 48	81.1% 37	87.9% 33
10-101-107 INTERMEDIATE ACCOUNTING 2	88.9% 54	88.7% 53	90.0% 30	96.8% 31
10-101-121 COST AND MANAGERIAL ACCOUNTING	78.7% 47	89.3% 56	96.6% 29	100.0% 35
10-101-123 INCOME TAX ACCOUNTING	70.7% 75	81.0% 58	78.0% 50	77.4% 53
10-101-124 PAYROLL SYSTEMS AND ACCOUNTING	82.4% 85	75.5% 53	77.6% 49	75.0% 44
10-101-135 GOVERNMENT ACCOUNTING	48.3% 29	76.6% 47	51.4% 35	81.0% 42
10-101-172 Accounting Applic Using Excel			83.3% 6	84.2% 38
10-101-173 PEACHTREE ACCOUNTING	82.2% 101	81.0% 63		
10-101-174 QUICKBOOKS ACCOUNTING	84.9% 93	81.5% 65		
10-101-174 QuickBooks Accounting - Begin			80.8% 52	78.7% 47
10-101-175 ACCOUNTING SYSTEMS	84.8% 46	73.7% 57	70.0% 40	75.7% 37
10-101-178 QuickBooks Accounting - Adv				93.1% 29
10-103-146 MS WORD A	77.6% 107	68.4% 76	64.1% 64	66.7% 60
10-103-151 MS EXCEL A	85.7% 84	74.7% 79	74.6% 71	78.5% 65

C.

Grade Distribution				
	2013	2014	2015	2016
A	42.7% 778	39.4% 534	36.6% 403	40.0% 469
A-	7.9% 144	8.0% 109	8.3% 91	8.9% 104
B+	6.7% 123	6.6% 89	7.2% 79	5.2% 61
B	8.8% 161	9.8% 133	10.1% 111	9.0% 106
B-	2.9% 53	3.3% 45	2.9% 32	3.0% 35
C+	2.6% 48	3.3% 45	3.1% 34	2.3% 27
C	4.7% 85	4.4% 60	4.6% 51	6.0% 70
C-	1.1% 20	1.6% 22	0.9% 10	1.3% 15
D+	0.7% 13	1.3% 17	0.6% 7	0.5% 6
D	2.6% 47	1.3% 18	2.4% 26	1.9% 22

D.

By Enrollment Intensity (Full-time = 24+ Credits)				
	2013	2014	2015	2016
Full-time	83.4% 1,172	82.1% 720	82.8% 548	78.4% 645
Part-time	63.7% 651	66.6% 637	62.7% 553	69.3% 528

E.

By Age				
	2013	2014	2015	2016
24 or Younger	60.2% 457	64.7% 394	61.6% 380	60.9% 478
25 or Older	81.8% 1,366	78.9% 963	78.6% 721	83.6% 695

F.

By Course Delivery Method				
	2013	2014	2015	2016
00 - Normal Delivery	80.9% 696	82.6% 310	78.5% 270	69.9% 239
04 - Online Courses (Internet)	73.8% 1,071	71.6% 981	70.3% 752	74.2% 842
21 - Interactive Television (ITV)	69.6% 56	86.4% 66	75.9% 79	87.0% 92

G.

By Gender				
	2013	2014	2015	2016
F	75.7% 1,378	74.7% 1,029	75.6% 897	77.9% 941
M	78.4% 445	75.0% 328	60.3% 204	59.9% 232

H.

By Race/Ethnicity				
	2013	2014	2015	2016
American Indian/Alaskan Native	0.0% 5	100.0% 5	73.3% 30	81.8% 22
Asian	0.0% 4	25.0% 4		100.0% 4
Black	67.9% 28	85.0% 20		88.9% 18
Hispanic	100.0% 8	100.0% 15	90.6% 32	100.0% 16
Multiple	65.0% 20	85.2% 27	80.0% 25	55.0% 20
Unknown	100.0% 12	100.0% 6	87.5% 8	100.0% 7
White	76.7% 1,746	74.1% 1,280	71.9% 1,006	73.7% 1,086

Color Legend: Green - greater than or equal to 80.0%
Yellow - 70.0% to 79.9%
Red - less than 70.0%

Unknown grades within the "Grade Distribution" section equate to withdrawals after the date of record

PROGRAM PERFORMANCE DASHBOARD: PROGRAM CURRICULUM - SUCCESSFUL COURSE COMPLETION

LEGEND

A. Users can update page content through the available prompts. *Fiscal Year* allows for longitudinal trending, *District Initials* allows for the assessment of an individual district or a group of districts, and *Program* allows for the assessment of an individual program or a group of programs. Prompts use cascading filtering, meaning a specific *District Initials* selection will limit the *Program* prompt to include only those programs offered by the district(s) selected.

B. The **Program Curriculum Successful Course Completion** visual displays the percentage of courses within the program's curriculum that are successfully completed by the students reported in the program (e.g., if 10-101-1 Accounting is selected, then only 10-101-1 Accounting students and 10-101-1 Accounting curriculum will be assessed). If a student takes the same course multiple times in a fiscal year, then the course will be assessed for each time they were enrolled. The graph will display the course(s) and year(s) specified by the user, and it will automatically update depending on any changes to the prompts selected for *Fiscal Year*, *District Initials*, and *Program*.

C. The **Grade Distribution** graph displays the grades reported for the courses in the program's curriculum. This graph will update based on the prompts selected for *Fiscal Year*, *Program*, and *District Initials*. It will also update if the user selects an individual course from the *Program Curriculum Successful Course Completion* graph for closer analysis.

D., E., F., G., H.: The **[D.] By Enrollment Intensity (Full-time = 24+ Credits)** visual shows the percentage of courses successfully completed by full- and part-time enrollment status. The **[E.] By Age** visual shows the percentage of courses successfully completed by age. The **[F.] By Course Delivery Method** visual shows the percentage of courses successfully completed for each method of course delivery. The **[G.] By Gender** visual shows the percentage of courses successfully completed by gender. The **[H.] By Race/Ethnicity** visual displays the percentage of courses successfully completed by race/ethnicity. All these graphs will automatically update based on the prompts selected for *Fiscal Year*, *District Initials*, and *Program*, as well as user course selections from the *Program Curriculum Successful Course Completion* table.

NOTE: Data is limited to FTE generating courses with a course completion status of *pass*, *fail*, or *withdraw*.

POTENTIAL DATA USES

- Reference the **Color Legend** at the top of the dashboard page for the definitions of the colored cells (Green = $\geq 80.0\%$, Yellow = $70.0\% - 79.9\%$, Red = $< 70.0\%$).
- Reference the **Program Curriculum Successful Course Completion** table to identify specific courses that students appear to be comparatively less successful.
- Reference the **By Course Delivery Method** graph to review course success by each method of course delivery. Data can be used to inform future course offerings or identify areas of staff development (e.g., best practices in delivering online course instruction).
- Reference enrollment intensity and student demographics to facilitate discussions of strategies to best serve potential at-risk student populations.

DATA SOURCE

Data presented on the **Program Curriculum: Successful Course Completion** tab is from the *WTCS Client Reporting System*, the *WTCS Program Curriculum System*, and the *WTCS OLAP QRP Successful Course Completion Cube*.

GUIDED EXERCISE: Program Curriculum Successful Course Completion

Select one program offered at your college to analyze.

1. Identify any completion gaps within the available demographic, student characteristic or course delivery method variables that exist when assessing the entire program curriculum.

- a.
- b.
- c.

2. Identify a course or group of courses within the program curriculum that have high course success rates.

- a.
- b.
- c.

3. Identify a course or group of courses within the program curriculum that have comparatively low course success rates.

- a.
- b.
- c.

4. Select the course or group of courses identified in question three and identify any completion gaps that exist within the available demographic, student characteristic or course delivery method variables.

- a.
- b.
- c.

5. Select another college that offers the program within the WTCS and compare the completion gaps identified in question four to comparable courses offered at the college.

- a.
- b.
- c.

PROGRAM PERFORMANCE DASHBOARD: PROGRAM RETENTION RATE TAB

The Program Retention Rate page provides a cohort assessment of new program students not reported in the program in the prior four years who either completed or are still retained in their program of study into the second year.

Program Performance Dashboard

- Program Performance Dashboard
- Program Enrollment
- Program Student Demographics
- Program Curriculum: Successful Course Completion
- Program Retention Rate**
- Program Graduation Rate
- Program Graduate Job Placement Rate
- Program Transfer Rate
- Program

A. Cohort Year

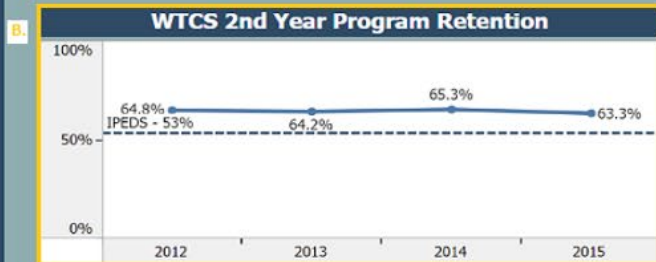
(All)
 2009
 2010
 2011
 2012
 2013
 2014

District Initials

(All)
 BTC
 CVTC
 FVTC
 GTC
 LTC
 MDSN

Program

(All)
 100011 - Horticulture
 100014 - Landscape Horticulture
 100015 - Arboriculture/Urban Forestry Technician
 100032 - Agriculture Power Equipment
 100062 - Agri-Business/Science Technology
 100063 - Anriscience Technician



National benchmark includes all public two-year colleges participating in IPEDS

C. District 2nd Year Program Retention

District Initials	2012	2013	2014	2015
BTC	57.0%	58.2%	55.4%	52.8%
CVTC	66.8%	69.4%	69.2%	72.1%
FVTC	64.8%	63.5%	65.8%	65.8%
GTC	64.7%	63.5%	59.4%	64.7%
LTC	74.6%	65.4%	73.6%	69.5%
MDSN	65.3%	65.4%	65.2%	67.4%
MILW	63.4%	62.9%	63.6%	51.9%
MPTC	67.0%	71.3%	69.5%	68.7%
MSTC	65.0%	62.3%	66.7%	63.7%
NATC	59.7%	55.5%	59.0%	62.0%
NTC	68.6%	68.5%	66.8%	69.3%
NWTC	63.4%	66.7%	66.7%	64.8%
SWTC	67.8%	71.2%	73.5%	70.2%
WCTC	65.0%	65.3%	66.5%	73.1%
WITC	82.4%	72.8%	75.3%	81.5%
WTC	54.3%	49.6%	58.8%	62.1%

D. By Enrollment Intensity (Full-time = 24+ Credits)

	2012	2013	2014	2015
Full-time	74.2% 18,065	73.9% 17,140	75.6% 17,139	76.3% 19,936
Part-time	61.5% 50,338	60.8% 49,140	61.5% 46,815	58.7% 55,831

E. By Race/Ethnicity

	2012	2013	2014	2015
American Indian/Alaskan Native	56.1% 867	53.2% 722	58.4% 680	53.3% 775
Asian	64.9% 1,930	65.5% 2,005	65.5% 2,040	66.3% 2,717
Black	54.0% 5,758	53.1% 5,516	53.2% 5,322	47.3% 10,040
Hispanic	61.4% 3,701	60.6% 3,814	60.6% 4,113	58.1% 5,806
Multiple	57.5% 1,173	59.7% 1,261	60.4% 1,397	57.8% 1,867
Pacific Islander	71.8% 71	54.1% 61	55.3% 38	59.0% 61
Unknown	64.9% 2,145	65.7% 1,786	69.0% 2,012	64.1% 2,889
White	66.5% 52,758	65.9% 51,115	67.1% 48,352	67.2% 51,612

F. By Gender

	2012	2013	2014	2015
F	67.6% 39,327	66.8% 37,566	67.1% 35,782	64.0% 42,875
M	61.1% 28,852	60.9% 28,507	63.0% 27,993	62.4% 32,720

G. By Age

	2012	2013	2014	2015
24 or Younger	62.8% 34,681	63.0% 34,285	64.5% 36,514	63.8% 42,781
25 or Older	66.9% 33,700	65.5% 31,984	66.3% 27,427	62.8% 32,964

PROGRAM PERFORMANCE DASHBOARD: PROGRAM RETENTION RATE

LEGEND

A. Users can update page content through the available prompts. *Cohort Year* allows for longitudinal trending and is an indicator of when the cohort assessment began, *District Initials* allows for the assessment of an individual district or a group of districts, and *Program* allows for the assessment of an individual program or a group of programs. Prompts use cascading filtering e.g. a specific *District Initials* selection will limit the *Program* prompt to include only those programs offered by the district(s) selected.

B. The **WTCS 2nd Year Program Retention** graph displays the WTCS 2nd year program retention rate as well as the IPEDS national 2nd year program retention rate for comparison. The national benchmark data includes all public two-year colleges that are participating in IPEDS. This graph will update based on the prompts selected for *Cohort Year* and *Program*; the *District Initial* prompt will not affect this graph.

C. The **District 2nd Year Program Retention** graph displays 2nd year program retention rates by district for the entire state. Users can filter by *Program* (via the prompt), and all of the districts that offer the selected program(s) will be displayed in this graph. The District 2nd Year Program Retention data can be used to compare program retention rates between the other districts statewide that are offering the same program. The dotted line displayed on this graph represents the IPEDS national benchmark.

D., E., F., G.: The **[D.] By Enrollment Intensity (Full-time = 24+ Credits)** visual shows the 2nd year retention rates by full- and part-time enrollment status. It is important to note that enrollment intensity is classified based on the students first year in the program being assessed. The **[E.] By Race/Ethnicity** visual shows the user-specified program retention rates by race/ethnicity. The **[F.] By Gender** visual displays the user-specified program retention rates by gender. The **[G.] By Age** visual shows the user-specified program retention rates by age. All of these graphs will automatically update based on the prompts selected for *Cohort Year*, *District Initials*, and *Program*.

POTENTIAL DATA USES

- Reference the **WTCS 2nd Year Program Retention Rate** graph to compare the national IPEDS benchmark (dotted line) with the statewide WTCS performance (solid line).
- Reference the **District 2nd Year Program Retention** graph to compare the program retention rates of the WTCS districts that offer the same program(s) statewide. Benchmarking is available for best practice sharing across the WTCS.
- Reference graphs D—G to analyze the 2nd year program retention rate for the variables identified in each graph. The data displayed can be used to analyze program retention by various student populations and can inform student support strategies.

DATA SOURCE

Data presented on the **Program Retention Rate** tab is from the *WTCS Client Reporting System* and the *WTCS OLAP QRP Program Retention Cube*.

GUIDED EXERCISE: Program Retention Rate

Select one program offered at your college to analyze.

1. What is the most recent cohort year for which the final 2nd year program retention rate data is available?

2. How has the WTCS 2nd year program retention rate compared to the IPEDS national benchmark?

3. How has your college 2nd year program retention rate compared to the IPEDS national benchmark?

4. How has your college 2nd year program retention rate compared to the other WTCS colleges that offer the program?

5. Identify any completion gaps that exist within the available demographic and student characteristic variables.
 - a.

 - b.

 - c.

PROGRAM PERFORMANCE DASHBOARD: PROGRAM GRADUATION RATE TAB

The Program Graduation Rate page provides a cohort assessment of new program students not reported in the program in the prior four years who completed their program of study within three years.

Program Performance Dashboard

- Program Performance Dashboard
- Program Enrollment
- Program Student Demographics
- Program Curriculum: Successful Course Completion
- Program Retention Rate
- Program Graduation Rate**
- Program Graduate Job Placement Rate
- Program Transfer Rate
- Program

A.

Cohort Year

(All)

2009

2010

2011

2012

2013

2014

District Initials

(All)

BTC

CVTC

FVTC

GTC

LTC

MDSN

Program

(All)

100011 - Horticulture

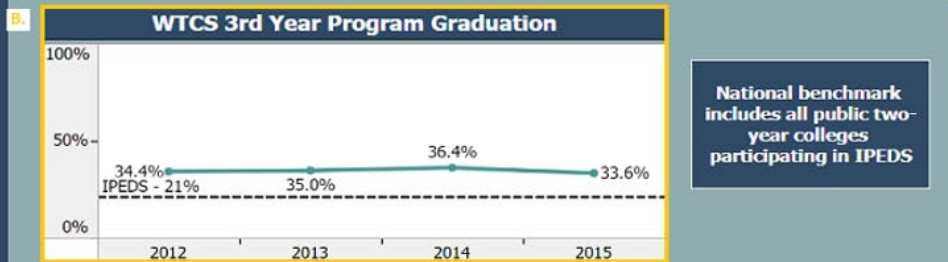
100014 - Landscape Horticulture

100015 - Arboriculture/Urban Forestry Techn...

100032 - Agriculture Power Equipment

100062 - Agri-Business/Science Technology

100063 - Agriscience Technician



C.

District 3rd Year Program Graduation

District Initials	2012	2013	2014	2015
BTC	26.3%	27.0%	26.8%	23.6%
CVTC	46.6%	50.9%	50.1%	54.0%
FVTC	31.9%	34.2%	37.6%	39.3%
GTC	22.0%	23.8%	25.3%	28.1%
LTC	53.4%	44.4%	53.0%	49.7%
MDSN	31.0%	29.7%	27.7%	29.6%
MILW	31.6%	30.8%	29.0%	25.1%
MPTC	35.0%	35.6%	39.7%	33.3%
MSTC	39.3%	36.8%	38.8%	37.6%
NATC	35.7%	32.9%	38.9%	44.6%
NTC	41.2%	43.2%	39.1%	48.2%
NWTC	39.6%	44.0%	43.1%	41.5%
SWTC	54.5%	57.3%	58.3%	56.8%
WCTC	33.1%	32.3%	37.7%	43.5%
WITC	61.1%	54.1%	61.9%	66.7%
WTC	28.0%	27.7%	31.9%	35.2%

D.

By Enrollment Intensity (Full-time = 24+ Credits)

	2012	2013	2014	2015
Full-time	42.8% 18,065	43.8% 17,140	46.9% 17,139	47.7% 19,936
Part-time	31.4% 50,338	31.9% 49,140	32.6% 46,815	28.6% 55,831

E.

By Race/Ethnicity

	2012	2013	2014	2015
American Indian/Alaskan Native	27.0% 867	27.0% 722	31.3% 680	27.0% 775
Asian	33.5% 1,930	32.8% 2,005	33.8% 2,040	30.5% 2,717
Black	19.1% 5,758	19.2% 5,516	19.5% 5,322	12.2% 10,040
Hispanic	26.0% 3,701	27.1% 3,814	28.3% 4,113	23.3% 5,806
Multiple	21.4% 1,173	25.1% 1,261	27.4% 1,397	23.4% 1,867
Pacific Islander	36.6% 71	31.1% 61	34.2% 38	29.5% 61
Unknown	37.2% 2,145	39.6% 1,786	36.2% 2,012	31.1% 2,889
White	37.0% 52,758	37.6% 51,115	39.4% 48,352	39.7% 51,612

F.

By Gender

	2012	2013	2014	2015
F	37.4% 39,327	38.6% 37,566	39.1% 35,782	34.2% 42,875
M	30.4% 28,852	30.3% 28,507	33.1% 27,993	32.8% 32,720

G.

By Age

	2012	2013	2014	2015
24 or Younger	33.8% 34,681	34.8% 34,285	37.1% 36,514	35.2% 42,781
25 or Older	35.1% 33,700	35.2% 31,984	35.6% 27,427	31.5% 32,964

PROGRAM PERFORMANCE DASHBOARD: PROGRAM GRADUATION RATE

LEGEND

A. Users can update page content through the available prompts. Cohort Year allows for longitudinal trending and is an indicator of when the cohort assessment began, District Initials allows for the assessment of an individual district or a group of districts, and Program allows for the assessment of an individual program or a group of programs. Prompts use cascading filtering e.g. a specific District Initials selection will limit the Program prompt to include only those programs offered by the district(s) selected.

B. The **WTCS 3rd Year Program Graduation** graph displays the WTCS 3rd year program graduation rate as well as the IPEDS national 3rd year program graduation rate for comparison. The national benchmark data includes all public two-year colleges that are participating in IPEDS. This graph will update based on the prompts selected for Cohort Year and Program; the District Initial prompt will not affect this graph.

C. The **District 3rd Year Program Graduation** graph displays the 3rd year program graduation rate by district for the entire state. Users can filter by Program (via the prompt), and all of the districts that offer the selected program(s) will be displayed in this graph. The District 3rd Year Program Graduation data can be used to compare program graduation rates between the other districts statewide that are offering the same program. The dotted line displayed on this graph indicates the IPEDS national benchmark.

D., E., F., G.: The **[D.] By Enrollment Intensity (Full-time = 24+ Credits)** visual shows the 3rd year graduation rate by full- and part-time enrollment status. The **[E.] By Race/Ethnicity** visual shows the user-specified program graduation rates by race/ethnicity within three years. The **[F.] By Gender** visual displays the user-specified graduation rates by gender. The **[G.] By Age** visual shows the user-specified program graduation rates by age within three years. All these graphs will automatically update based on the prompts selected for Cohort Year, District Initials, and Program.

POTENTIAL DATA USES

- Reference the **WTCS 3rd Year Program Graduation Rate** graph to compare the national IPEDS benchmark (dotted line) with the statewide WTCS performance (solid line).
- Reference the **District 3rd Year Program Graduation Rate** graph to compare the program graduation rates of the WTCS districts that offer the same program(s) statewide. Benchmarking is available for best practice sharing across the WTCS.
- Reference graphs D—G to analyze the 3rd year program graduation rate for the variables identified in each graph. The data displayed can be used to analyze program graduation by various student populations and can inform student support strategies.

DATA SOURCE

Data presented on the **Program Graduation Rate** tab is from the WTCS Client Reporting System and the WTCS OLAP QRP Program Graduation Cube.

GUIDED EXERCISE: Program Graduation Rate

Select one program offered at your college to analyze.

1. What is the most recent cohort year for which the **final** 3rd year program graduation rate data is available?

2. How has the WTCS 3rd year program graduation rate compared to the IPEDS national benchmark?

3. How has your college 3rd year program graduation rate compared to the IPEDS national benchmark?

4. How has your college 3rd year program graduation rate compared to the other WTCS colleges that offer the program?

5. Identify any completion gaps that exist within the available demographic and student characteristic variables.
 - a.
 - b.
 - c.

PROGRAM PERFORMANCE DASHBOARD: PROGRAM GRADUATE JOB PLACEMENT RATE TAB

The Program Graduate Job Placement page provides an assessment of program graduate employment outcomes and other variables related to employment such as when employment began and the location of employment.

Program Performance Dashboard

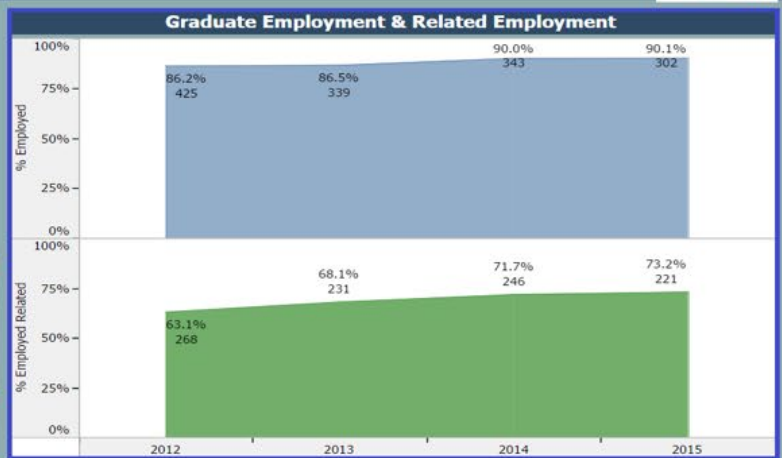
Program Performance Dashboard | Program Enrollment | Program Student Demographics | Program Curriculum: Successful Course Completion | Program Retention Rate | Program Graduation Rate | **Program Graduate Job Placement Rate** | Program Transfer Rate | Pr...

A. Filters

Fiscal Year: (All), 2010, 2011, 2012, 2013, 2014, 2015, 2016

District Initials: (All), BTC, CVTC, FVTC, GTC, LTC, MDSN, MILW, MPTC, MSTC, NATC

Program: (All), 100011 - Horticulture, 100014 - Landscape Horticulture, 100015 - Arboriculture/Urban Forestry Technician, 100032 - Agriculture Power Equipment, 100062 - Agri-Business/Science Technology, 100063 - Agriscience Technician, 100072 - Biotechnology Laboratory Technician, 100074 - Bioscience Technician, 100571 - Natural Resources Technician, 100572 - Wildland Firefighter

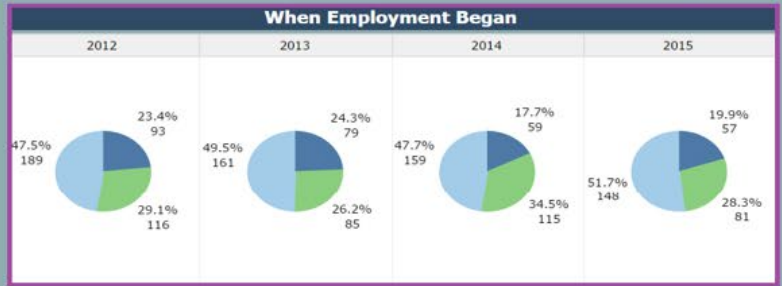


B. Graduate Follow-Up Survey Response Rate

	Fiscal Year			
	2012	2013	2014	2015
Graduates Responding	544	435	466	394
% Responding	76.6%	67.2%	71.9%	73.5%

C. Reason for Attending College

Reason For Attending	2012	2013	2014	2015
1 - Preparation For Job	36.0% (192)	35.3% (150)	34.3% (148)	34.9% (130)
2 - Career Change	32.4% (173)	34.4% (146)	33.6% (145)	29.2% (109)
3 - Improvement of Existing Job Skills	14.8% (79)	14.6% (62)	13.9% (60)	15.3% (57)
4 - Preparation For Further Education	9.9% (53)	10.1% (43)	12.5% (54)	16.4% (61)
5 - Personal Interest	2.6% (14)	1.9% (8)	3.0% (13)	2.4% (9)
6 - Other	4.3% (23)	3.8% (16)	2.6% (11)	1.9% (7)



D. Satisfaction with Training Received

Training Satisfaction	2012	2013	2014	2015
1 - Very Satisfied	52.4% (280)	52.8% (225)	52.6% (230)	56.7% (212)
2 - Satisfied	45.3% (242)	45.1% (192)	44.9% (196)	40.9% (153)
3 - Unsatisfied	1.7% (9)	1.4% (6)	2.5% (11)	1.6% (6)
4 - Very Unsatisfied	0.6% (3)	0.7% (3)		0.8% (3)

Location of Employment

Employer Location	2012	2013	2014	2015
1 - In District	77.8% (284)	73.1% (223)	84.0% (262)	83.9% (214)
2 - In Wisconsin, Outside of District	17.3% (63)	17.7% (54)	9.3% (29)	11.0% (28)
3 - Outside of Wisconsin	4.9% (18)	9.2% (28)	6.7% (21)	5.1% (13)

PROGRAM PERFORMANCE DASHBOARD: PROGRAM GRADUATE JOB PLACEMENT RATE

LEGEND

A. Users can update page content through the available prompts. *Fiscal Year* allows for longitudinal trending, *District Initials* allows for the assessment of an individual district or a group of districts, and *Program* allows for the assessment of an individual program or a group of programs. Prompts use cascading filtering e.g. a specific *District Initials* selection will limit the *Program* prompt to include only those programs offered by the district(s) selected.

B. The **Graduate Follow-Up Survey Response** table displays the total number of responses and response rate to the Graduate Follow-Up Survey. The data represented in this graph updates based on the user-selected prompts for *Fiscal Year*, *District Initials*, and *Program*.

C. The **Reason for Attending College** graph displays data based on graduate reported answers to Graduate Follow-Up Survey question, “*What was your primary reason for attending our school?*” The data represented in this graph updates based on the user-selected prompts for *Fiscal Year*, *District Initials*, and *Program*.

D. The **Satisfaction with Training Received** graph displays data based on the graduate reported answers to Graduate Follow-Up Survey question, “*How do you feel about the training you received at our school?*” The data represented in this graph updates based on the user-selected prompts for *Fiscal Year*, *District Initials*, and *Program*.

E. The **Graduate Employment & Related Employment** graph displays data based on the graduate reported answers to Graduate Follow-Up Survey questions, “*Which one of the below best describes your present status?*” and “*Is your job related to the training you received at our college?*” The data represented in this graph updates based on the user-selected prompts for *Fiscal Year*, *District Initials*, and *Program*.

F. The **When Employment Began** graph displays data based on the graduate reported answers to Graduate Follow-Up Survey question, “*When did you start working in your present occupation?*” The data used is limited to respondents who reported that they are employed. This graph updates based on the user-selected prompts for *Fiscal Year*, *District Initials*, and *Program*.

G. The **Location of Employment** graph displays data based on the graduate reported answers to the follow-up survey request for “*Employer Address.*” The data used is limited to respondents who reported their employer location, and this graph updates based on the user-selected prompts for *Fiscal Year*, *District Initials*, and *Program*.

POTENTIAL DATA USES

- Reference the **Reason for Attending College** graph explore student career pathways engagement.
- Reference the **Satisfaction with Training Received** graph to determine if the students served are satisfied with program content.
- Reference the **Graduate Employment & Related Employment** graph to track the percentage of graduates who report they are employed, and if their employment relates to the program from which they graduated. This information allows for an understanding of program alignment within the job market. Additionally, this data can help to measure the success of career pathways.
- Reference the **When Employment Began** and the **Location of Employment** graphs to gain a better understanding of the timeline for employment and if the employed graduate obtains employment within their college district.

DATA SOURCE

Data presented on the **Program Graduation Job Placement Rate** tab is from the *Graduate Follow-Up Survey* and the *WTCS OLAP QRP Job Placement Cube*.

GUIDED EXERCISE: Program Graduate Job Placement Rate

Select one program offered at your college to analyze.

1. Develop a summarizing statement about the Graduate Follow-Up Survey response rate for the program at your college over the last several years. How does this compare to your college-wide response rate?
2. What appears to consistently be the primary reason for attending the program at your college?
3. How does the program employed related rate for the program at your college compare to the System-wide employed related rate for the program?
4. When do program graduates from the program tend to attain employment?
5. Do the majority of program graduates appear to obtain employment within your college district?
6. Develop a summarizing statement about an area you would like to see improved based on the data available on the Program Graduate Job Placement Rate page.

PROGRAM PERFORMANCE DASHBOARD: PROGRAM TRANSFER RATE TAB

The Program Transfer Rate page provides one year transfer rates to institutions outside of the WTCS. This tab includes information on pre- and post-graduation transfers with an exploration of where the WTCS student transferred including transfer institution name and state.

Program Performance Dashboard

Program Performance Dashboard
Program Enrollment
Program Student Demographics
Program Curriculum: Successful Course Completion
Program Retention Rate
Program Graduation Rate
Program Graduate Job Placement Rate
Program Transfer Rate
Pr...

E. F.

A. Filters

Fiscal Year	District Initials	Program	Status
<input type="checkbox"/> (All)	<input type="checkbox"/> (All)	<input type="checkbox"/> (All)	<input checked="" type="checkbox"/> (All)
<input type="checkbox"/> 2011	<input type="checkbox"/> CVTC	<input type="checkbox"/> 100072 - Biotechnology Laboratory ...	<input checked="" type="checkbox"/> Graduate
<input checked="" type="checkbox"/> 2012	<input checked="" type="checkbox"/> MDSN	<input type="checkbox"/> 100701 - Agricultural Equipment Te...	<input checked="" type="checkbox"/> Program Enrollee
<input checked="" type="checkbox"/> 2013	<input type="checkbox"/> MILW	<input type="checkbox"/> 100911 - Veterinary Technician	
<input checked="" type="checkbox"/> 2014	<input type="checkbox"/> NATC	<input type="checkbox"/> 101011 - Accounting	
<input checked="" type="checkbox"/> 2015	<input type="checkbox"/> SWTC	<input type="checkbox"/> 101022 - Finance	
<input type="checkbox"/> 2016	<input type="checkbox"/> WTC	<input type="checkbox"/> 101023 - Business Management	
		<input type="checkbox"/> 101027 - Human Resource Manage...	

B. Transfer Rate

2012		2013		2014		2015	
58.1%	136	62.0%	170	52.7%	135	57.2%	171
16.2%	1,259	15.5%	1,233	15.7%	1,241	17.2%	1,268
Graduate		Graduate		Graduate		Graduate	
Program Enrollee		Program Enrollee		Program Enrollee		Program Enrollee	

C. Public/Private Institution

2012	2013	2014	2015
343	335	336	320
1,077	1,094	1,064	1,145

Legend: Private (light blue), Public (dark blue)

D. 2/4 Year Institution

2012	2013	2014	2015
169	164	148	171
1,244	1,278	1,256	1,319

Legend: 2 (light green), 4 (dark green)

Location of Institution

OpenStreetMap contributors

Transfer Institution

College Name	2012	2013	2014	2015	Grand Tot.
UNIVERSITY OF WISCONSIN - MADISON	476	455	403	444	1,405
UNIVERSITY OF WISCONSIN - WHITEWATER	111	140	172	175	478
UNIVERSITY OF WISCONSIN - MILWAUKEE	97	110	110	127	374
EDGEWOOD COLLEGE	115	112	89	85	322
UNIVERSITY OF WISCONSIN - PLATTEVILLE	45	46	48	42	149
UNIVERSITY OF WISCONSIN - LA CROSSE	37	40	25	38	121
UNIVERSITY OF WISCONSIN - OSHKOSH	34	32	43	35	121
UNIVERSITY OF WISCONSIN - STEVENS POINT	25	33	27	31	98
UNIVERSITY OF WISCONSIN - ONLINE	14	19	23	27	70
UPPER IOWA UNIVERSITY	28	22	18	17	69
HERZING UNIVERSITY-MADISON	13	5	21	37	65
UNIVERSITY OF WISCONSIN - EAU CLAIRE	15	23	16	15	58
UNIVERSITY OF PHOENIX	17	12	10	13	45
UNIVERSITY OF WISCONSIN - STOUT	14	14	10	16	45
UNIVERSITY OF WISCONSIN COLLEGES - BARA...	13	11	8	12	40
UNIVERSITY OF WISCONSIN - GREEN BAY	9	7	10	15	34
CONCORDIA UNIVERSITY- WISCONSIN	14	7	10	5	32
LAKELAND UNIVERSITY	7	8	11	12	29
EDGEWOOD COLLEGE ACCELERATED	12	11	3	8	27
GLOBE UNIVERSITY - MADISON EAST	8	9	10	8	27
GLOBE UNIVERSITY - MIDDLETON	13	7	5	3	25
UNIVERSITY OF WISCONSIN COLLEGES - ROCK	17	5	8	5	23

PROGRAM PERFORMANCE DASHBOARD: PROGRAM TRANSFER RATE

LEGEND

A. Users can update page content through the available prompts. *Fiscal Year* allows for longitudinal trending, *District Initials* allows for the assessment of an individual district or a group of districts, and *Program* allows for the assessment of an individual program or a group of programs. This tab has an additional prompt for *Status* allowing users to filter results by graduate or program enrollee i.e. if a program student graduated from the prompted program in the fiscal year of assessment or remained a program enrollee. Prompts use cascading filtering e.g. a specific *District Initials* selection will limit the *Program* prompt to include only those programs offered by the district(s) selected.

B. The **Transfer Rate** graph displays the unduplicated total and percentage of graduate transfers and non-graduate transfers per fiscal year. A *graduate transfer* is defined as a program graduate transferring to a non-WTCS 2-year or 4-year, public or private university within one year after graduation. A *non-graduate transfer* is defined as a program student (who did not graduate) transferring to a non-WTCS 2-year or 4-year, public or private university within one year.

C. The **Public/Private Institution** graph shows the breakdown of transfer students who enrolled in public institutions as compared to private institutions per fiscal year.

D. The **2/4 Year Institution** graph displays the breakdown of transfer students who enrolled in 2-year institutions as compared to 4-year institutions per fiscal year.

E. The **Location of Institution** visual is an interactive map that allows users to click on any state to view the student transfers from WTCS to institutions within that state. When a user clicks on a state, the **Transfer Institution** table will automatically update to show the transfer data specific to that state's institutions.

F. The **Transfer Institution** table interacts with the **Location of Institution** visual. The Transfer Institution table automatically updates to display the transfer data for all institutions that receive student transfers in the state selected by the user.

POTENTIAL DATA USES

- Reference the **Transfer Rate** graph to identify which student populations (graduate vs. non-graduate) have a higher transfer rate. This will allow providers to target the programs with high transfer rates in order to modify curriculum to retain enrollment within the system or better prepare graduate transfers for their continued education.
- Reference the **2/4 Year Institution** graph to understand the proportionate share of student transfers to other 2-year universities for supplementary studies or 4-year universities for supplementary studies.
- Reference the **Location of Institution** and **Transfer Institution** visuals to identify which out-of-state institutions receive the most transfers from the WTCS. Data can be used to inform future articulation agreements or as an assessment of existing articulation agreements.

DATA SOURCE

Data presented on the **Program Transfer Rate** tab is from the *WTCS Client Reporting System*, the *National Student Clearinghouse*, and the *WTCS OLAP QRP Transfer Cube*.

GUIDED EXERCISE: Program Transfer Rate

Select one program offered at your college to analyze.

1. What is the most recent fiscal year for which the **final** transfer rate data is available?
2. Does it appear that program graduates have a higher rate of transfer when compared to program enrollees who have not graduated?
3. Limit the data in the “Status” prompt to “Graduate”. Develop a summarizing statement about the type of institutions program graduates transfer e.g. public/private and 2/4 year institution.
4. What state has the greatest number of program graduate transfers?
5. Identify the two colleges that have the greatest count of program graduate transfers.
 - a.
 - b.
6. Select the state with the **second** greatest count of program student transfers. Identify one college where program graduates transfer.
7. Develop a summarizing statement about why the Program Transfer Rate Page data is valuable to you.

PROGRAM PERFORMANCE DASHBOARD: PROGRAM GRADUATIONS TAB

The Program Graduations page provides an overview of the duplicated number of reported graduations in WTCS programs. Program graduations can be analyzed longitudinally across a series of student demographic variables.

Program Performance Dashboard

- Program Enrollment
- Program Student Demographics
- Program Curriculum: Successful Course Completion
- Program Retention Rate
- Program Graduation Rate
- Program Graduate Job Placement Rate
- Program Transfer Rate
- Program Graduations

A.

Fiscal Year

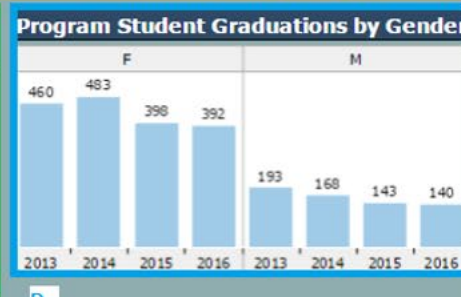
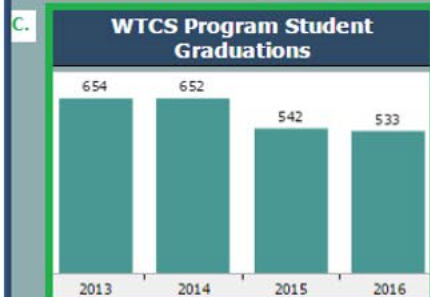
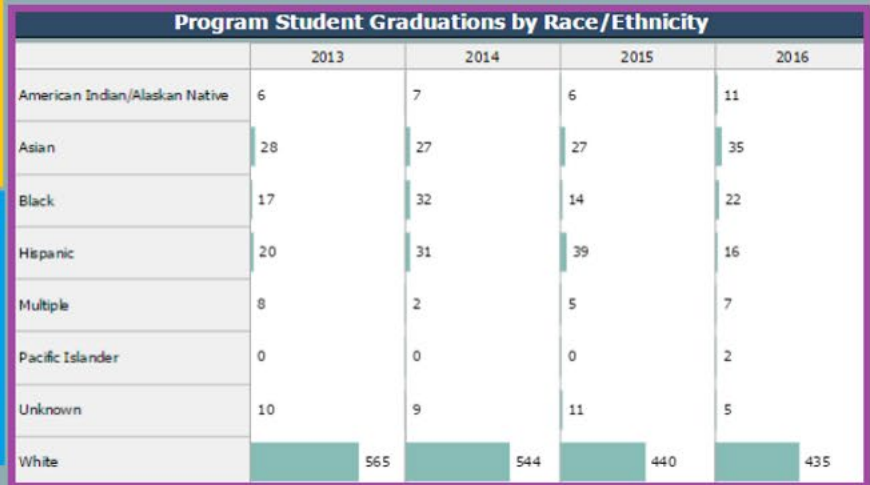
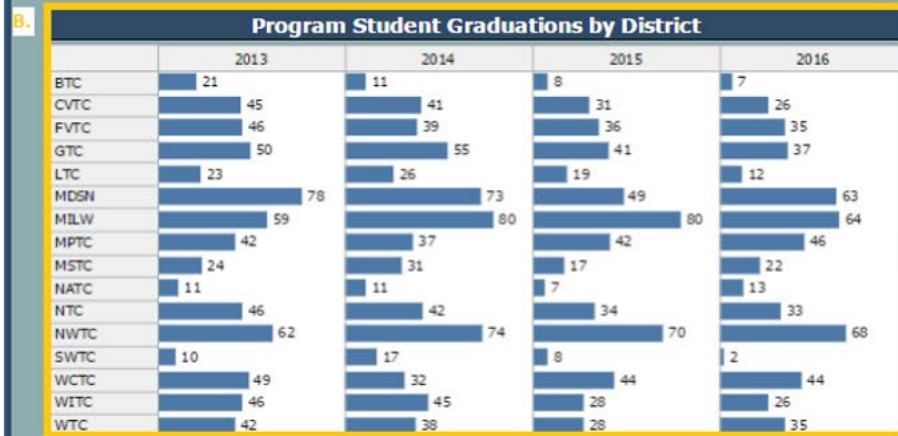
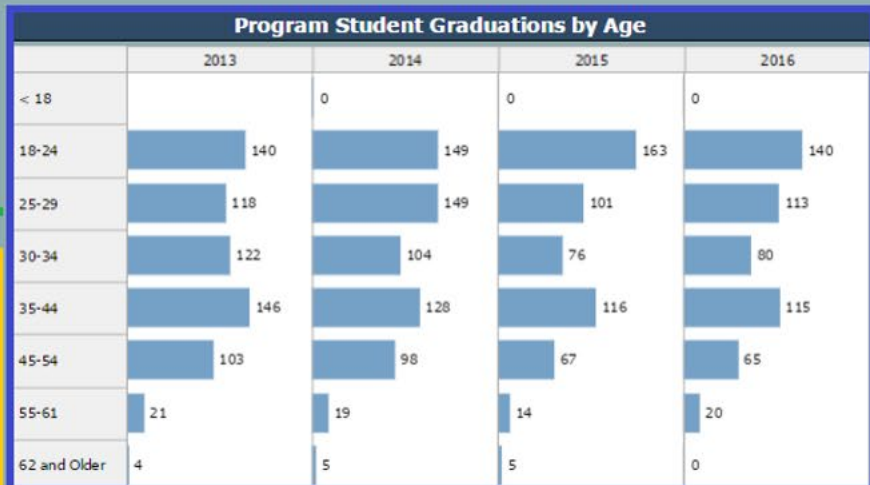
- (All)
- 2002
- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009

District Initials

- (All)
- BTC
- CVTC
- FVTC
- GTC
- LTC
- MDSN
- MILW
- MPTC

Program

- (All)
- 100011 - Horticulture
- 100014 - Landscape Horticulture
- 100015 - Arboriculture/Urban Forestry Technician
- 100032 - Agriculture Power Equipment
- 100062 - Agri-Business/Science Technology
- 100063 - Agriscience Technician
- 100064 - Agri-Business
- 100072 - Biotechnology Laboratory Technician



PROGRAM PERFORMANCE DASHBOARD: PROGRAM GRADUATIONS

LEGEND

A. Users can update page content through the available prompts. *Fiscal Year* allows for longitudinal trending, *District Initials* allows for the assessment of an individual district or a group of districts, and *Program* allows for the assessment of an individual program or a group of programs. Prompts use cascading filtering e.g. a specific *District Initials* selection will limit the *Program* prompt to include only those programs offered by the district(s) selected.

B. The **Program Student Graduations by District** graph displays the breakdown of program graduations by district. The graph will always show all districts, but the metrics will change depending on the user's selection for *Fiscal Year* and *Program*.

C. The **WTCS Program Student Graduations** graph displays the total number of program graduations within the WTCS per fiscal year. This graph will update based on the user's selections for *Fiscal Year*, and *Program*; the *District Initials* will not affect this graph.

D. The **Program Student Graduations by Gender** graph displays the total number of program graduations by gender. This graph will update based on the user's selections for *Fiscal Year*, *District Initials*, and *Program*.

E. The **Program Student Graduations by Age** graphic displays the total number of program graduations by age. This graph will update based on the user's selections for *Fiscal Year*, *District Initials*, and *Program*.

F. The **Program Student Graduations by Race/Ethnicity** graph displays the total number of program graduations by race/ethnicity. This graph will update based on the user's selections for *Fiscal Year*, *District Initials*, and *Program*.

NOTE: WTCS Pathway Certificates are not presented in this tab.

POTENTIAL DATA USES

- Reference the **Program Student Graduations by District** graph to identify trends in program completion by district. The data can be used to compare program graduation counts by district for best practice sharing.
- Reference **WTCS Program Student Graduations** to identify trends in state-wide program graduations across multiple fiscal years. Compare the state-wide trends to individual college trends to understand differences or similarities in district/state program graduation growth or shrinkage.
- Reference graphs D – E to explore program graduation counts for separate student populations. This information can be used to better understand the diversity of graduating students.

DATA SOURCE

Data presented on the **Program Graduations** tab is from the *WTCS Client Reporting System* and the *WTCS OLAP Program Enrollment Cube*.

GUIDED EXERCISE: Program Graduations Page

Select one program offered at your college to analyze.

1. Develop two summarizing statements about the demographics of students who complete the program at your college.
 - a.

 - b.

2. Select all colleges that offer the program and compare your above college summarizing statements to the System-wide data.
 - a.

 - b.

FINAL ACTIVITY: Developing an Improvement Plan

Reflect upon the guided exercises completed throughout this workbook and the *Effective Use of Data Framework*. Respond to the following prompts to begin the process of developing an improvement plan.

1. Identify the completion gap you would like to see addressed through an improvement plan. What data did you use and why is closing this gap important? What additional data might need to be considered?
2. Why do you think this completion gap exists? Build a hypothesis around the root cause of the completion gap.
3. Identify an evidence-based intervention that may address the identified completion gap. Reference the *Program Performance Practices for Success* inventory within this workbook as needed.
4. Identify the resources needed to implement your evidence-based intervention (e.g., staff time, technology, professional development, etc.).
5. How might you evaluate the effectiveness of the implemented evidence-based intervention?

Program Performance Practices for Success

The *Program Performance Practices for Success* inventory was designed as a resource for college student success advocates to engage with as they conduct local program review and identify collaborative practices to closing completion gaps. Many of the practices for success have been adopted from the Community College Research Center's Scale of Adoption Assessment to support alignment with Wisconsin Technical College System and national student success efforts.

PROGRAM ENROLLMENT

- a. Program-specific marketing and recruitment materials clearly identify the employment and earning possibilities of the program.
- b. High school dual credit opportunities are offered for instructional areas within the programs curriculum so high school students can build pre-college academic momentum and incentive for enrollment.
- c. Bridges or accelerated learning programs from Adult Basic Education to the program are available so students can earn program credit while receiving Adult Basic Education support.
- d. The program is organized into a career cluster on the college website so students can see all program offerings within a broad career field and thoughtfully select a specific program from all of the programs offered within the cluster.
- e. A program description including information about related employment with earnings and transfer opportunities is made publicly available on the college website for prospective students to view. Students can also view a list of the essential skills and knowledge they will develop within the program via the college website.
- f. The program name is attractive to prospective students while maintaining industry relevancy and truth to related employment outcomes.
- g. A program degree map with a course sequence by semester for part-time and full-time students is publicly available on the program webpage to ensure prospective students understand the program requirements before applying to the program. Prerequisites and critical courses to success are also identified for prospective students. Program degree maps also include embedded technical diplomas and WTCS Pathway Certificates as appropriate.

PROGRAM STUDENT SUCCESS

- a. Learning support is integrated into gatekeeper and other critical courses within the program curriculum.
- b. Students with potential barriers to success (low-income, academically underprepared, etc.) in the program are proactively identified and intensive supports are provided as needed. Special emphasis is placed on courses taken within a student's first year.
- c. Advisors/Faculty have a mechanism to monitor students' progress towards program graduation and intervene when a student is at risk of falling off their program plan.
- d. Advisors or other college staff regularly send program-wide student progress reports to program leadership so they can build program success strategies as needed.

- e. Students enrolled in the program have a mechanism to monitor their progress towards graduation and the courses they still need to complete.
- f. Advisors and other staff are alerted when a student falls off their program plan, fails a course, or fails to reach other important program milestones. There is a process in place to ensure appropriate and timely communication occurs from college staff to students. Students are alerted when they fall off their program plan, and interventions are provided to students and assessed for effectiveness.
- g. Program course offerings are predictable from term-to-term, so students can plan their lives around school and enroll in the courses required to complete their program.
- h. Program-specific active learning opportunities that engage students in the learning process like internships, clinical placements, or service learning are available and shared with students to participate.
- i. Faculty administer formative assessments, review assessment results, and modify teaching and learning activities during the learning process.
- j. Program-specific learning outcome assessments are gathered, and the results are used to improve program teaching and learning.
- k. The program assesses the effectiveness of educational practices through student feedback via program student focus sessions or using the results of surveys like CCSSE, SENSE, or Noel Levitz. Student feedback is collected and reviewed regularly, and program modifications are made based on student feedback results.
- l. Professional development for program faculty and staff is developed and offered based on learning outcome assessment or student feedback results.
- m. Students have the opportunity to explore academic and career interests to facilitate a program choice, so they do not enroll in a program that may be a mismatch for their needs. College staff engage with students to help them select the appropriate program based on their interests and abilities.
- n. A student's program plan is "locked" into the student information system to ensure that students take courses on their plan. Students are required to meet with an advisor to change their existing program plan.
- o. Program students are required to take math courses appropriately aligned with the program based on employer and transfer partner input. Learning support is integrated into the program required math courses.
- p. The progress of students seeking to qualify for limited access programs (e.g. Nursing) are closely monitored by program advisors. Students who are not meeting or who are at risk of not meeting the admissions requirements are required to meet with an advisor and discuss alternative pathways.

PROGRAM GRADUATE JOB PLACEMENT

- a. The program is designed and mapped with input from employers to ensure the program prepares students for targeted, related employment. The program curriculum supports the development of knowledge, skills, and abilities required to execute the job duties within a related field to the program.

- b. Program reviews are conducted regularly to ensure the program learning outcomes and course content are industry relevant. Employers are involved in the program review process, regularly review the program curriculum, and recommend curricular modifications as appropriate.
- c. Career coaching is provided during program admission to ensure students clearly understand what is considered related employment within the program.
- d. Program students have the opportunity to engage with area employers through college coordinated job fairs or internship opportunities.
- e. Program students receive college coordinated support on developing resumes, job search best practices, and how to prepare for a job interview.
- f. Program students document their learning through portfolios or other means beyond transcripts that can be shared with prospective employers.

PROGRAM TRANSFER

- a. The program is designed and mapped with input from transfer partners to assist in identifying transferable coursework. If articulation agreements exist, students are made aware through the college program webpage, at program orientation, through advising, etc.
- b. Program reviews are conducted regularly to ensure the program learning outcomes and course content are relevant to articulation agreement standards. Transfer partners are involved in the program review process, regularly review the program curriculum, and recommend curricular modifications as appropriate.
- c. The program is designed and mapped with input from transfer partners to assist in identifying transferable coursework. If articulation agreements exist, students are made aware through the college program webpage, at program orientation, through advising, etc.
- d. Program reviews are conducted regularly to ensure the program learning outcomes and course content are relevant to articulation agreement standards. Transfer partners are involved in the program review process, regularly review the program curriculum, and recommend curricular modifications as appropriate.

PROGRAM PERFORMANCE DASHBOARD: METRIC BUSINESS RULES

Program Curriculum: Successful Course Completion Dashboard Tab

Indicator	Definition/Calculation	Notes
<p>Successful Course Completion Percent of courses within the programs curriculum successfully completed by program students</p>	<p>Denominator: Number of known course grades earned within the program curriculum (all grades A, B, C, D, F, PP, FF, and withdrawals) among program students</p> <p>Numerator: Of the course records in the denominator, the number of successful course grades earned (numerical value of 2.0 or higher or a PP grade)</p>	<p>Data by program aid codes 10-Associate, 30-Short-term Tech, 31-One-year Tech, 32-Two-year Tech, and 50-Apprentice</p> <p>Include all courses taken in the program curriculum among students reported in the program</p>

Program Retention Rate Dashboard Tab

Indicator	Definition/Calculation	Notes
<p>2nd Year Retention Percent of new program students retained to the second year in the same program or who graduated from the program within two years</p>	<p>Denominator: Number of new program students who were enrolled in an FTE generating course* during fiscal year 20XX</p> <p>Numerator: Of those in the denominator, the number of program students who graduated from the same program in any of the fiscal years assessed (20XX and 20XX+1) or were reported in the same program and enrolled in an FTE generating course* during fiscal year 20XX+1</p>	<p>Data by program aid codes 10-Associate, 20-Liberal Arts, 30-Short-term Tech, 31-One-year Tech, 32-Two-year Tech, and 50-Apprentice</p> <p>Includes new program students who were not reported in the program the prior four years the cohort was developed</p>

Program Graduation Rate Dashboard Tab

Indicator	Definition/Calculation	Notes
<p>3rd Year Graduation Percent of new program students who graduated from the same program within three years</p>	<p>Denominator: Number of new program students who were enrolled in an FTE generating course** during fiscal year 20XX</p> <p>Numerator: Of those in the denominator, the number of program students who graduated from the same program in any of the fiscal years assessed (20XX, 20XX+1, and 20XX+2)</p>	<p>Data by program aid codes 10-Associate, 20-Liberal Arts, 30-Short-term Tech, 31-One-year Tech, 32-Two-year Tech, and 50-Apprentice</p> <p>Includes new program students who were not reported in the program the prior four years the cohort was developed</p>

Program Graduate Job Placement Rate Dashboard Tab

Indicator	Definition/Calculation	Notes
<p>Percent Employed Percent of program graduates responding to the Graduate Follow-up Survey who reported they were available for employment and attained employment</p>	<p>Denominator: Number of Graduate Follow-up Survey respondents who reported they were available for employment</p> <p>Numerator: Of those in the denominator, the number who reported employment</p>	<p>Data by program aid codes 10-Associate, 20-Liberal Arts, 30-Short-term Tech, 31-One-year Tech, and 32-Two-year Tech</p> <p>Data reported by best program*** if a student graduated from more than one program in a fiscal year</p>
<p>Percent Employed Related Percent of employed program graduates responding to the Graduate Follow-up Survey who reported their employment is related to their program of study</p>	<p>Denominator: Number of Graduate Follow-up Survey respondents who reported they were employed</p> <p>Numerator: Of those in the denominator, the number who reported their employment is related to their program of study</p>	<p>Data by program aid codes 10-Associate, 20-Liberal Arts, 30-Short-term Tech, 31-One-year Tech, and 32-Two-year Tech</p> <p>Data reported by best program*** if a student graduated from more than one program in a fiscal year</p>

Program Transfer Rate Dashboard Tab

Indicator	Definition/Calculation	Notes
<p>Program Enrollee (non-graduate) Transfer Percent of program student non-graduates transferring to a non-WTCS 2-year or 4-year, public or private university within one year</p>	<p>Denominator: Number of students who were reported in a program and did not graduate during fiscal year 20xx</p> <p>Numerator: Of those in the denominator, the number who enrolled at a non-WTCS 2-year or 4-year public or private university in fiscal year 20XX+1</p>	<p>Data by program aid codes 10-Associate, 20-Liberal Arts, 30-Short-term Tech, 31-One-year Tech, 32-Two-year Tech, 50-Apprentice, and 61-Pathway Certificates</p>
<p>Graduate Transfer Percent of program student graduates transferring to a non-WTCS 2-year or 4-year, public or private university within one year</p>	<p>Denominator: Number of students who were reported in a program and graduated during fiscal year 20xx</p> <p>Numerator: Of those in the denominator, the number who enrolled at a non-WTCS 2-year or 4-year public or private university in fiscal year 20XX+1</p>	<p>Data by program aid codes 10-Associate, 20-Liberal Arts, 30-Short-term Tech, 31-One-year Tech, 32-Two-year Tech, 50-Apprentice, and 61-Pathway Certificates</p>

Metric Notations

*Program enrollees in the cohort must be enrolled in at least one FTE generating course with a course completion status of 01-Pass, 02-Fail, 03-Incomplete, or 04-Withdrew in the year the cohort is generated; to be counted as retained (if the program enrollee did not graduate) the program enrollee must be enrolled in at least one FTE generating course with a course completion status of 01-Pass, 02-Fail, 03-Incomplete, or 04-Withdrew in the final year of assessment; program aid code and course enrollment aid codes follow the below combinations in assessment

- Associate Degree (10) and Liberal Arts (20) program enrollees must be enrolled in at least one FTE generating course in Associate Degree (10) or Liberal Arts (20) aid code courses
- Short-Term Tech Diploma (30), One-Year Tech Diploma (31), and Two-Year Tech Diploma (32) program enrollees must be enrolled in at least one FTE generating course in Associate Degree (10), Liberal Arts (20), Short-Term Tech Diploma (30), One-Year Tech Diploma (31), or Two-Year Tech Diploma (32) aid code courses
- Apprenticeship (50) program enrollees must be enrolled in at least one FTE generating course in Apprenticeship (50) aid code courses

**Program enrollees in the cohort must be enrolled in at least one FTE generating course with a course completion status of 01-Pass, 02-Fail, 03-Incomplete, or 04-Withdrew in the year the cohort is generated; program aid code and course enrollment aid codes follow the below combinations in assessment

- Associate Degree (10) and Liberal Arts (20) program enrollees must be enrolled in at least one FTE generating course in Associate Degree (10) or Liberal Arts (20) aid code courses
- Short-Term Tech Diploma (30), One-Year Tech Diploma (31), and Two-Year Tech Diploma (32) program enrollees must be enrolled in at least one FTE generating course in Associate Degree (10), Liberal Arts (20), Short-Term Tech Diploma (30), One-Year Tech Diploma (31), or Two-Year Tech Diploma (32) aid code courses
- Apprenticeship (50) program enrollees must be enrolled in at least one FTE generating course in Apprenticeship (50) aid code courses

***If a student graduated from multiple programs, use the following best program methodology in the order listed below to identify the program the data will be reported:

- a. Highest program rigor by aid code (10, 20, 32, 31, 30); if equal,
- b. Total course credits for the graduate reported in Client Reporting that are attributable to the program using the approved program curriculum; if equal,
- c. Total number of courses for the graduate reported in Client Reporting that are attributable to the program using the approved program curriculum; if equal,
- d. Total credits in the Program Curriculum file for the approved program curriculum; if equal,
- e. Total number of courses in the Program Curriculum file for the approved program curriculum; if equal,
- f. Lowest Instructional Area number in the programs reported in Client Reporting.