

Using WTCS Data to Inform Statements of Need

Dr. Hilary Barker
WTCS Senior Research Analyst
September 19, 2018

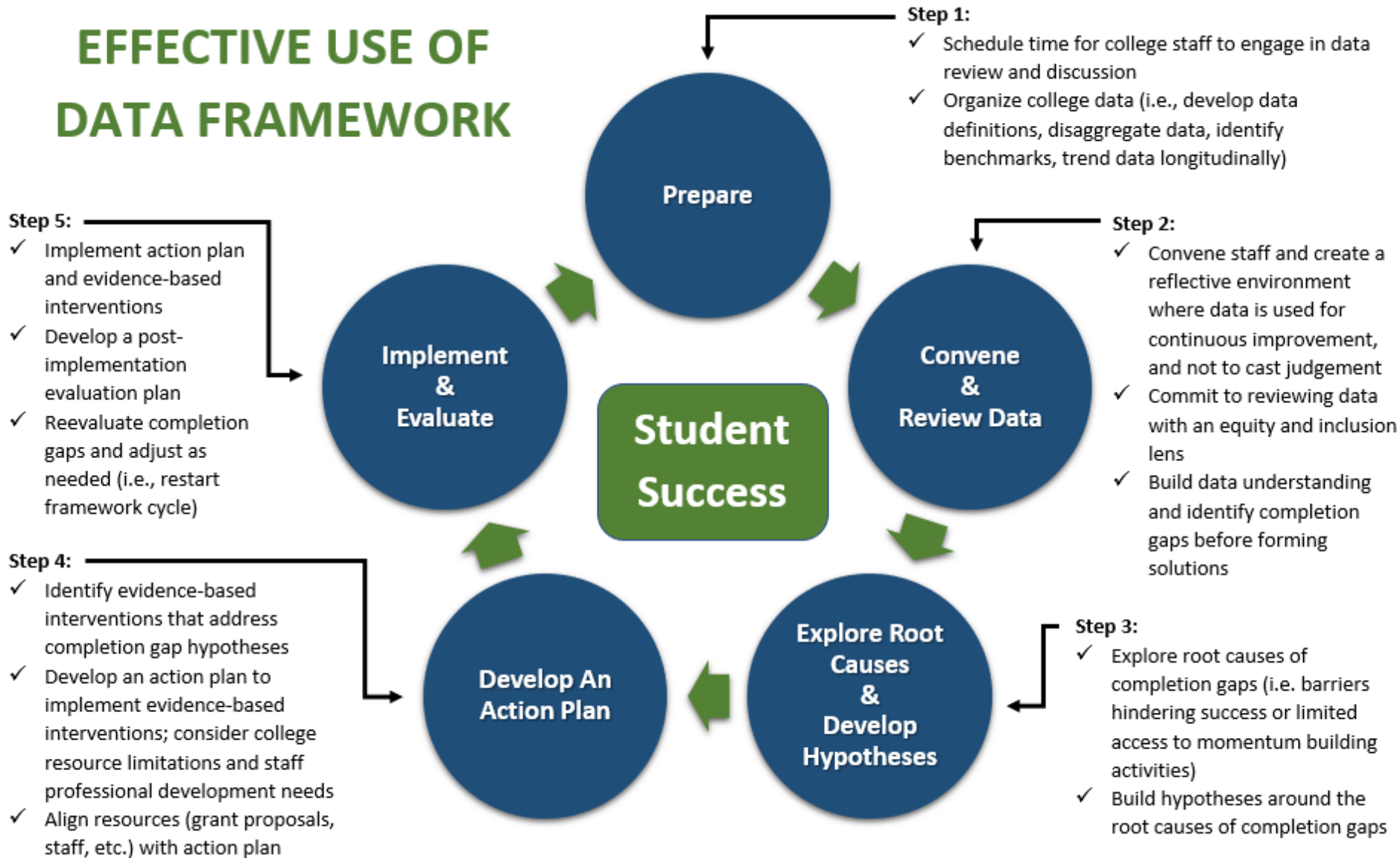
Statements of Need - Checklist



- ✓ Clarify the need by reviewing the data (e.g., WTCS data, portal reports, resources at your college, or surveys)

Clarifying the Need

EFFECTIVE USE OF DATA FRAMEWORK



Guiding questions/thoughts:

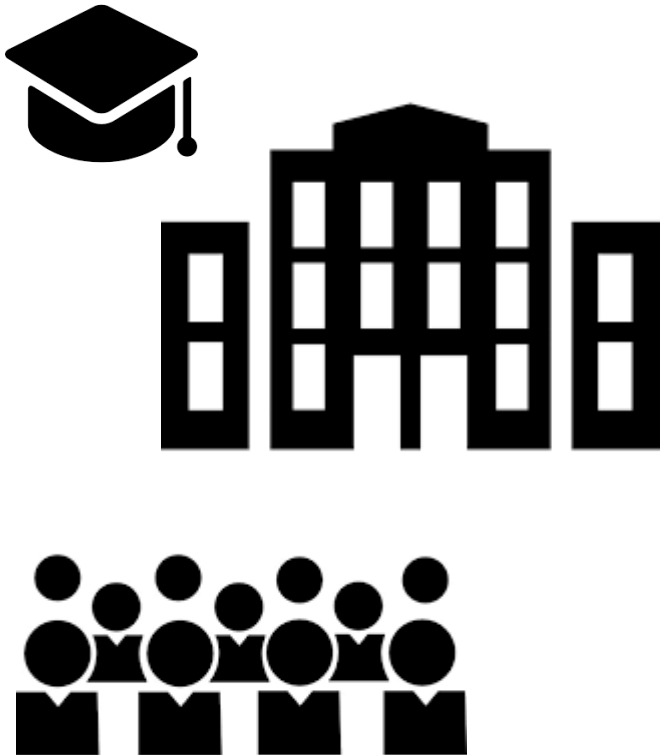
- What **need** is present within the data?
- Why might this need exist? Brainstorm potential root causes
- Are there promising practices at other colleges or in the literature that can address this root cause? If so, which practices are feasible for your college?
- Once you have a plan to address the **need** for your college, develop a focused purpose statement. (e.g., To address **NEED**, we propose to do **PLAN**)
- Work backwards from your purpose statement. What lines of evidence are needed to support and define the **need** and **why your proposed plan will help address this need**? (e.g., Why is the need important? How does it impact your college? Have similar plans helped to decrease gaps/address the need in other colleges/studies?)

Statements of Need - Checklist



- ✓ Clarify the need by reviewing the data (e.g., WTCS data, portal reports, resources at your college, or surveys)
- ✓ Include current, local data to backup the need (e.g., WTCS data, portal reports, resources at your college, or surveys)
- ✓ Quantify relevant trends and differences (e.g., 18% decrease in fall to spring retention from 2010-2017)

College-Wide Student Success



Program Performance



WTCS Data Resources



Home | [Technical Colleges](#) | [Staff Directory](#) | [Calendar](#) | Background Color light

[Student Success](#) | [Instructional Services](#) | [Fire Service](#) | [Grants](#) | **[Data Systems/QRP](#)** | [Initiatives and Policies](#)

Home | [Data Systems/QRP](#) | [QRP](#) | **[Tableau Dashboard Resources](#)** Reviewed and/or Updated on: August 20, 2018

Data Systems/QRP

- Continuous Improvement Indicators
- + [Data Access](#)
- + [Data System Manuals](#)
- Guest Report Access
- [QRP](#)
 - [College Review Process](#)
 - [College Review Schedule](#)
 - [Cube Definitions & User Manuals](#)
 - [Data Description](#)
 - [Tableau Dashboard Resources](#)**

Tableau Dashboard Resources

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 student success analytics. Tableau is user friendly through its data visualization capabilities and intuitive design. Below are resources for the currently available Tableau dashboards.

Dashboard Manuals

Title	Date Modified	File Type
Program Performance Dashboard Training Manual	08/20/18	PDF File
College-wide Student Success Dashboard Training Manual	08/20/18	PDF File
WTCS Dashboards Summary	08/29/18	Excel File

Accessing Tableau Dashboards

Title	Date Modified	File Type
Instructions for Accessing WTCS Tableau Dashboards	09/10/18	PDF File
Tips for Developing a WTCS Dashboard College Rollout Plan	08/29/18	PDF File

Resources to Support Tableau Dashboard Data Analysis

Title	Date Modified	File Type
Effective Use of Data Framework	08/23/18	PDF File
WTCS College-wide Student Success Dashboard Guiding Questions	08/23/18	PDF File
WTCS Program Performance Dashboard Guiding Questions	08/23/18	PDF File

[Staff Resources](#)

[WTCS Portal](#)

[Calendar/Events](#)

WTCS Data Dashboards



WTCS Dashboard:			Types of information:							Disaggregated by:				Examples of uses:					
	Scope/Purpose	Intended audience	Enrollment	Early momentum indicators	Course grades	Retention	Completion	Transfer	Placement	Student demographics	full vs. part-time	County of residence	Course delivery method	Identify and track equity gaps	Grant writing + reporting	Evaluate program quality and improvement	Add new or close existing programs	College strategic planning	Guided pathways implementation
Program Performance	Detailed summary of student enrollment and outcomes by program	Deans, department chairs, grant writers, IR, etc.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
College-wide Student Success	High-level summary of system- and college-wide student performance across student demographic groups	Student services, diversity services, deans, grant writers, IR, etc.	X	X	X	X	X			X	X			X	X			X	X

College-Wide Student Success

Student Success Landing Page

The purpose of the College Student Success Dashboard is to provide WTCS student success advocates with a one-stop resource to assess student academic progress towards completion, and as a resource to identify college-wide completion gaps. The dashboard was developed in collaboration with the WTCS Office and WTCS College student success advocates.



Program Completion

The Program Completion page provides a cohort assessment of new program students who complete any WTCS-approved credential within a number of years.

2.0 GPA or Greater

The 2.0 GPA or Greater page provides a system-wide overview of the percent of students enrolled in post-secondary courses who have a cumulative GPA of 2.0 or greater within the academic year.

Fall To Spring Retention

The Fall To Spring Retention page provides a system-wide analysis of the percent of students retained in post-secondary courses from the fall to spring semester or who complete a WTCS-approved credential within the academic year.

General Education Course Completion

The General Education Course Completion page provides an assessment of system-wide General Education successful course completion. Successful course completion is defined as completing with a C grade or better or a PP grade in pass/fail courses.

New Program Student Post-Secondary Credit Completion

The New Program Student Post-Secondary Credit Completion page provides an assessment of the percent of new program students who have successfully completed post-secondary credits during their first year. Post-secondary credit successful completion is defined as completing with a C grade or better or a PP grade in pass/fail courses.

Program Performance

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
-------------------------------	--------------------	------------------------------	--	------------------------	-------------------------	-------------------------------------	-----------------------	----

The purpose of the Program Performance Dashboard is to provide WTCS student success advocates with a one-stop resource to assess WTCS academic program health across a series of continuous improvement indicators. The Dashboard was developed in collaboration with WTCS Office and WTCS College student success advocates.



Program Performance Dashboard Content

Program Enrollment

The Program Enrollment page provides a System-wide overview of the number of reported enrollments in WTCS programs.

Program Student Demographics
The Program Student Demographics page provides an overview of the student body composition across student demographic and student background variables.

Program Curriculum Successful Course Completion

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 Retention Rate

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 Graduation Rate
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 Graduate Job Placement

The Program Graduate Job Placement Rate 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 Transfer Rate

The Program Transfer Rate page provides an assessment of program enrollees or program graduates who transfer to an institution outside of the WTCS within one year of program enrollment or graduation.

Program Graduations
The Program Graduations page provides a System-wide overview of the number of reported graduations in WTCS programs.

Statements of Need - Checklist



- ✓ Clarify the need by reviewing the data (e.g., WTCS data, portal reports, resources at your college, or surveys)
- ✓ Include current, local data to backup the need (e.g., WTCS data, portal reports, resources at your college, or surveys)
- ✓ Quantify relevant trends and differences (e.g., 18% decrease in fall to spring retention from 2010-2017)
- ✓ When appropriate, provide comparators to put the need into perspective (e.g., In 2017, the rate of fall to spring retention fell to 63.0%, which is well below the national rate of 70.2% [National Student Clearinghouse Research Center, 2017])

Identifying Comparators



- Previous performance at your college (provided in the dashboards, portal reports)
- WTCS system (provided in the dashboards, portal reports)
- Nationwide associate degree colleges
 - [CCRC Community College FAQs](#)
 - [DATA USA's summary of associate degree colleges](#)
- National data on [industries](#), [occupations](#), and [degree programs](#)
- Wisconsin data on [employment, industry, and occupations](#)

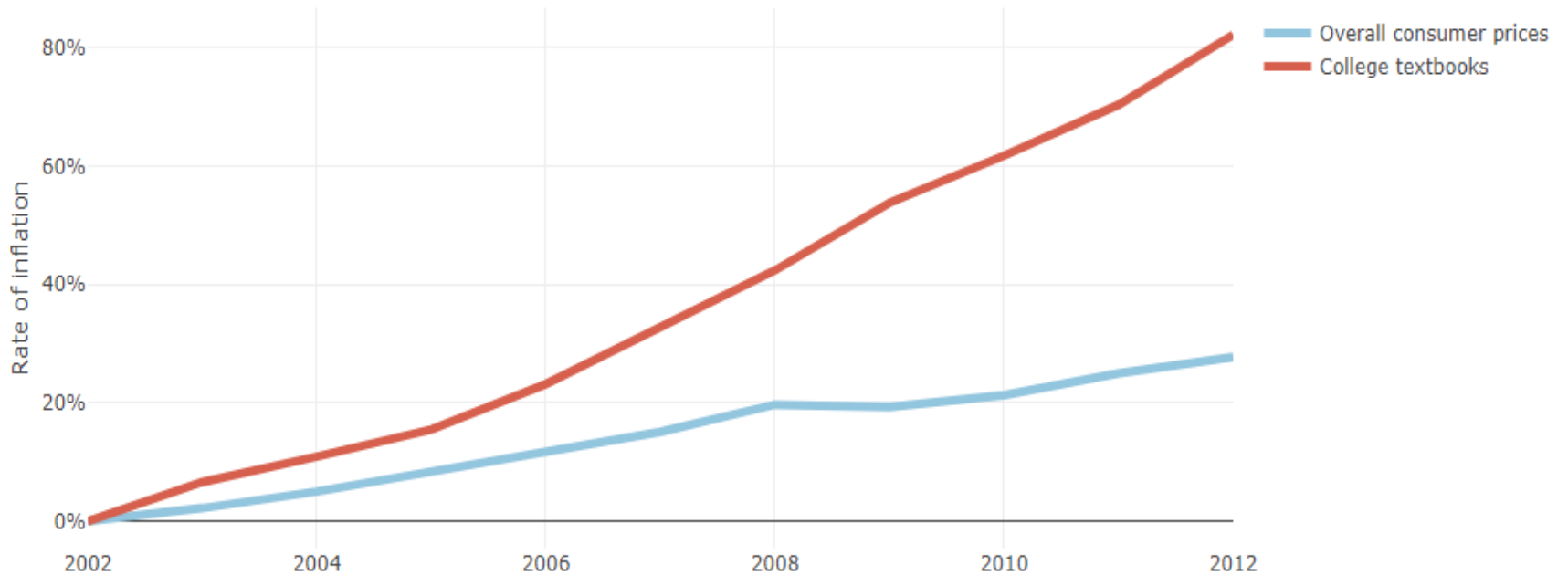
Statements of Need - Checklist



- ✓ Clarify the need by reviewing the data (e.g., WTCS data, portal reports, resources at your college, or surveys)
- ✓ Include current, local data to backup the need (e.g., WTCS data, portal reports, resources at your college, or surveys)
- ✓ Quantify relevant trends and differences (e.g., 18% decrease in fall to spring retention from 2010-2017)
- ✓ When appropriate, provide comparators to put the need into perspective (e.g., In 2017, the rate of fall to spring retention fell to 63.0%, which is well below the national rate of 70.2% [National Student Clearinghouse Research Center, 2017])
- ✓ When appropriate, include data visuals

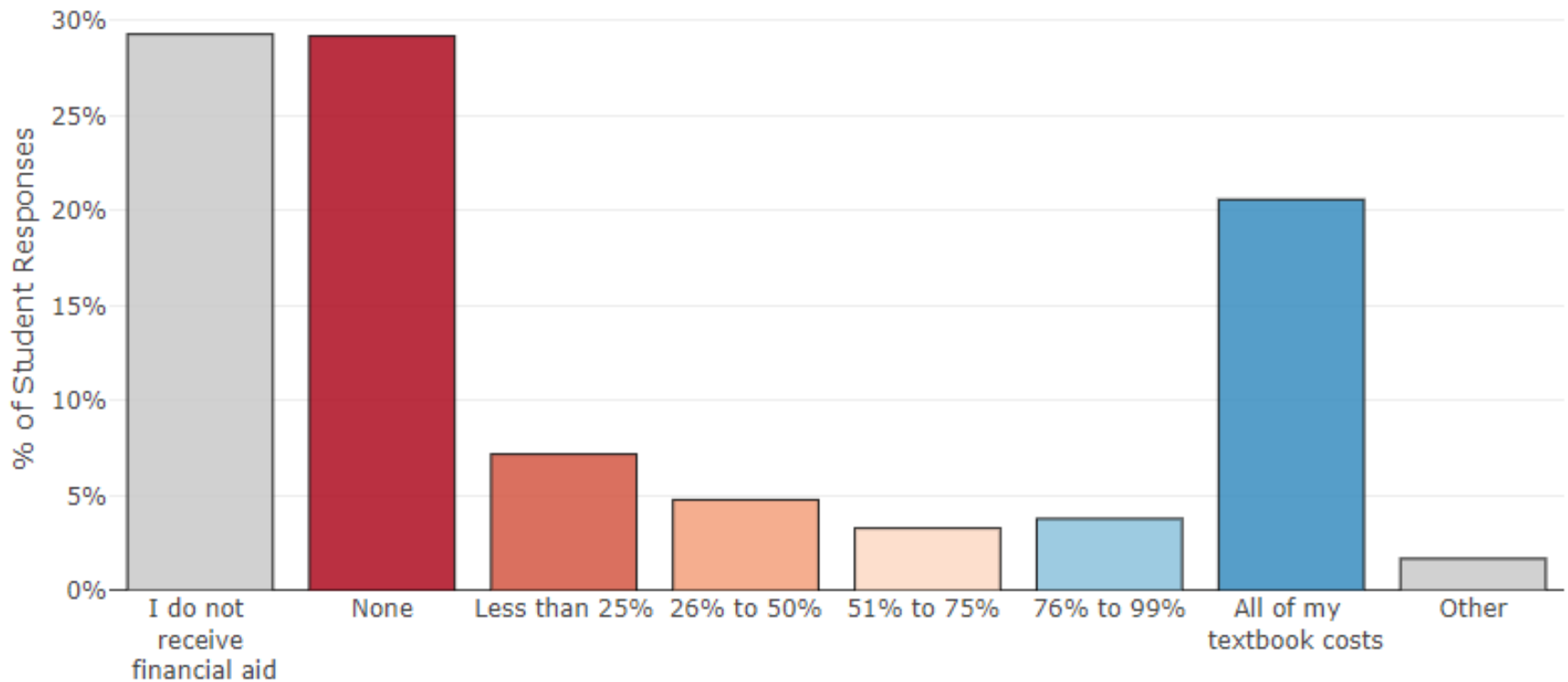
Data Visuals

Figure 1: Rising cost of textbooks



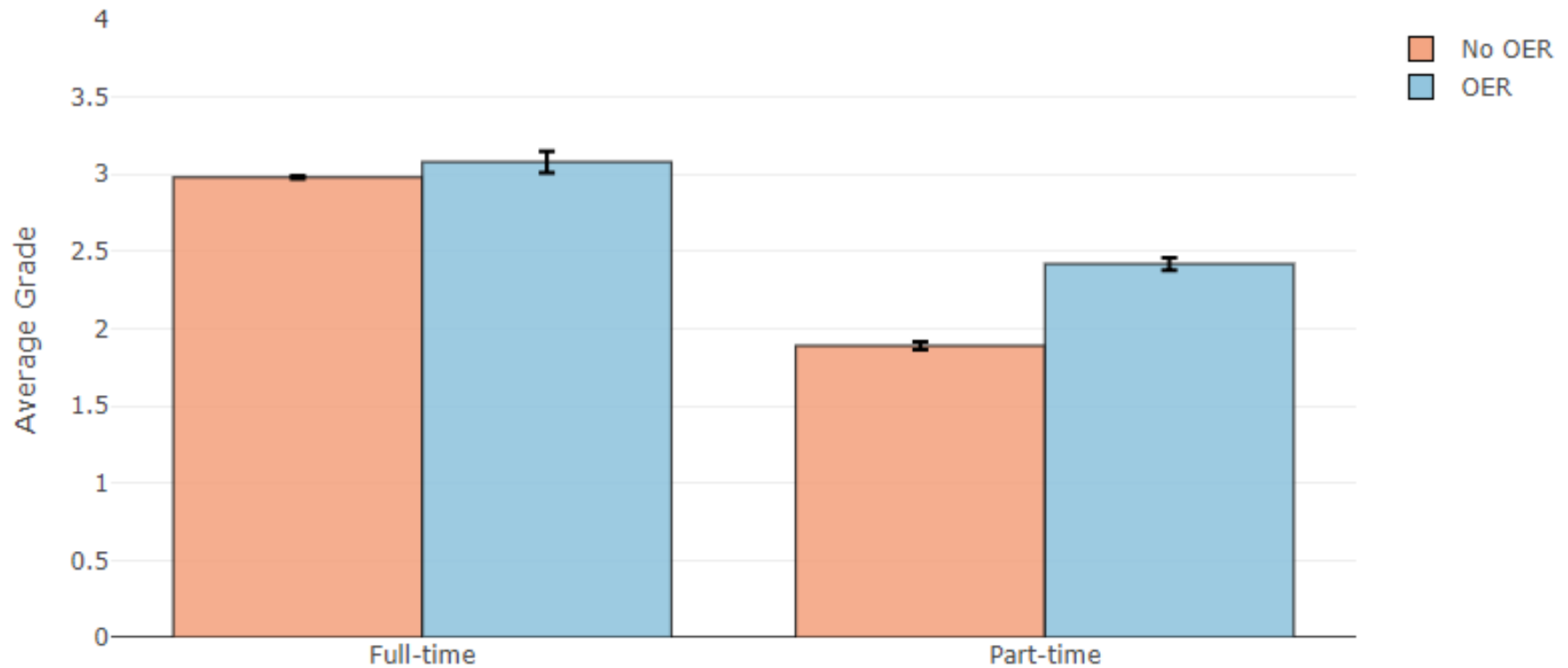
Data Visuals

Figure 3: Portion of textbook costs that are covered by a student's financial aid

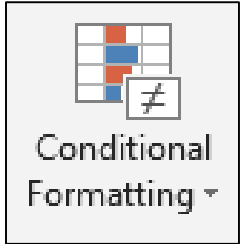


Data Visuals

Figure 3: Student grades for full-time and part-time students, with and without OER



Data Visuals

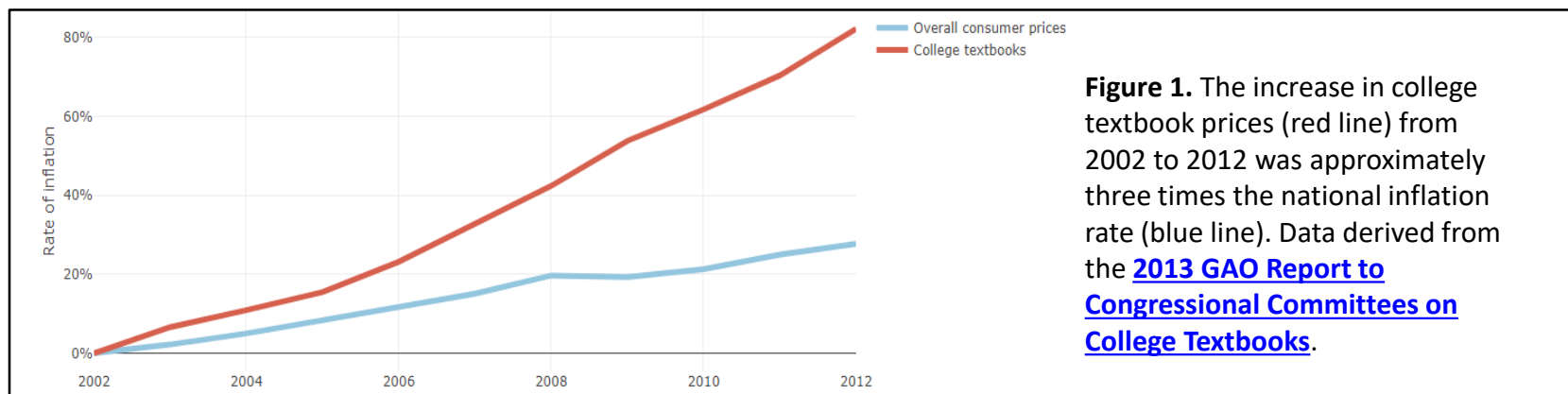


Fiscal Year	Academically Disadvantaged	Economically Disadvantaged
2010-11	72,597	83,242
2011-12	68,928	81,104
2012-13	68,692	84,347
2013-14	59,218	79,892
2014-15	55,732	70,074
2015-16	50,635	62,266
2016-17	47,010	58,172

Data Visuals - Formatting

Statement of Need

Over the past decade, student expenses have vastly increased (e.g., **Fig. 1**), potentially making post-secondary education unattainable for economically disadvantaged students. In 2018, the average **X College** student spent over \$300 each semester on textbooks alone. These increasing textbook costs can force students to make tough decisions about their education, including whether they will register in or withdraw from specific courses depending on the cost of the associated textbook (Florida Student Textbook Survey, 2016). In addition, if a student cannot afford to purchase the textbook, then this can negatively affect their performance in class (Colvard et al. 2018). While financial aid can help alleviate textbook costs for students, this aid often does not completely cover textbook expenses. In a survey of college student expenses, more than 40% of the students (8,478 out of 20,557 participants) indicated that less than half of their textbook costs were covered by financial aid (Florida Student Textbook Survey, 2016). A recent survey conducted at **X College** revealed that over 55% of students cannot afford to purchase all of their required textbooks. To address this need, we propose to develop a system for Open Educational Resources (OER) development, curation, and implementation for the five **X College** programs with the highest textbook costs that enroll the majority of our economically disadvantaged students: (1) Medical Assistant, (2) Nursing Assistant, (3) Human Services Associate, (4) Criminal Justice – Law Enforcement, and (5) IT Network Specialist.



Statements of Need - Checklist



- ✓ Clarify the need by reviewing the data (e.g., WTCS data, portal reports, resources at your college, or surveys)
- ✓ Include current, local data to backup the need (e.g., WTCS data, portal reports, resources at your college, or surveys)
- ✓ Quantify relevant trends and differences (e.g., 18% decrease in fall to spring retention from 2010-2017)
- ✓ When appropriate, provide comparators to put the need into perspective (e.g., In 2017, the rate of fall to spring retention fell to 63.0%, which is well below the national rate of 70.2% [National Student Clearinghouse Research Center, 2017])
- ✓ When appropriate, include data visuals

Questions?



Dr. Hilary Barker, WTCS Senior Research Analyst

hilary.barker@wtcsystem.edu

(608) 266-3592