

RESOURCES TO SUPPORT DASHBOARD DATA USE:

WTCS Program Performance Dashboard - Questions to Support Data Analysis when Convening Teams

*This document serves as a resource for Wisconsin Technical College System (WTCS) student success advocates to reflect upon while reviewing the contents of the **WTCS Program Performance Dashboard**. The following probing questions can be used to ignite discussions around opportunities to transform data into information in support of making strategic, data-informed decisions.*

Program Enrollment Page:

- Are there colleges that appear to have growth in program enrollment while System-Wide program enrollment appears to decrease? If so, could we connect with colleges with increases in program enrollment to better understand their college recruitment strategies?
- If enrollment appears to be decreasing in a specific program, how can we work with college recruitment staff to increase the number of students applying to the program? In an effort of increasing program applicant prospects, how can we work with our K-12 partners to increase dual credit offerings so students can earn program specific credit while in high school? How can we then develop a program recruitment communication plan targeted for upcoming or recent high school graduates who have dual credit?
- If a college is requesting to offer a new program that already exists within the System, does program enrollment appear to be stable in the requested program at other colleges? Are students who live within the requesting college's district enrolled in the program at other colleges?

Program Student Demographics Page:

- Does the program appear to enroll a high percentage of students who are academically disadvantaged? If so, does the program currently have integrated education and training offerings that bridge adult basic education to credit bearing courses within the programs curriculum?
- Does the program appear to enroll a high percentage of students who would benefit from targeted support services e.g. SSS TRIO services for low-income economically disadvantaged students? If so, how can we make the program student population aware of the targeted support services?
- Does the program appear to enroll a high percentage of students who already have some college postsecondary credit or an existing postsecondary credential? If so, how can we ensure these students are on an established career pathway or are transferring in already awarded postsecondary credit from another institution?

Program Curriculum Successful Course Completion Page:

- Are there specific courses that students appear to be unsuccessful? If so, how can we engage college student support services to become more visible among students who enroll in the course e.g. could tutoring services staff provide an overview of their services on the first day of the course?
- After analyzing the grade distribution of a specific course, does there appear to be a high percentage of course withdrawals, which is represented as an “Unknown” grade on the “Grade Distribution” table? If so, how can we encourage faculty to refer students to college student support services early enough so the student does not withdrawal? If the college has an existing early alert system, how can we encourage faculty to engage in the early alert system especially in courses that appear to have low course success?
- After analyzing success in a specific course, does there appear to be disproportionate course success in online courses? If course success appears low in online courses, can we collaborate with college professional development staff to create learning opportunities focused on best practices in online instruction?

Program Retention Rate Page:

- Does part-time enrollment intensity, which is derived from a student’s first year in the program, appear to be related to second year program retention? If so, how can we engage college advisors and student support services to keep students on their program path to completion?
- Are there colleges that appear to be experiencing increases in second year program retention? If so, could we connect with colleges with increases in second year program retention to better understand their college’s program retention strategies?
- Do student characteristics such as non-traditional age, race/ethnicity, and gender appear to be related to second year retention? If so, what special supports can be provided to help students stay on course with their program of study?

Program Graduation Rate Page:

- Does part-time enrollment intensity, which is derived from a student’s first year in the program, appear to be related to third year program graduation? If so, how can we engage college advisors and student support services to keep students on their program path to completion?
- Are there colleges that appear to be experiencing increases in third year program graduation? If so, could we connect with colleges with increases in third year program graduation to better understand their college’s program completion strategies?
- Do student characteristics such as non-traditional age, race/ethnicity, and gender appear to be related to third year graduation? If so, what special supports can be provided to help students move forward to completion within their program of study?

Program Graduate Job Placement Rate Page:

- Does the program appear to have low rates of training satisfaction among recent program graduates? If so, can we conduct focus sessions with students preparing to graduate from the program to better understand what the college can do to provide a more satisfying educational experience?
- Is the program graduate employed related job placement rate below the college-wide goal? If so, how can we engage the program advisory committee to review the programs curriculum and assess if the curriculum adequately prepares students with the knowledge, skills, and abilities to perform in a job related to the program?
- Is the location of employment rate high within the college district? If so, what can we learn as it relates to developing strong relationships between students within the program and employers within the college district through activities such as mock interviews and internships?

Program Transfer Rate Page:

- Does a program of interest at your college have existing articulation agreements with partner colleges in the area? If so, do students appear to be enrolling at the college the articulation agreement has been established in collaboration with? Further, can we engage with these partner colleges to assess upward transfer educational outcomes in an effort to better understand the overall preparedness of our students to be successful within their college's curriculum?
- Do students from a specific program appear to be enrolling at another institution where articulation agreements are not in place? If so, can we engage with these colleges to develop program specific articulation agreements?

Program Graduations Page:

- Are there colleges that appear to have growth in program graduations while System-Wide program graduations appear to decrease? If so, could we connect with colleges with increases in program graduations to better understand their college completion strategies?
- Are degrees being awarded across genders in Non-Traditional Occupation (NTO) programs and across other underserved populations to ensure a talent pipeline of diverse graduates to the Wisconsin community?