

# **Performance Monitoring Report: Collaboration with Schools and Colleges**

**February 2, 2017**

## **Collaboration with Schools and Colleges Purpose**

**Collaborate with secondary schools, colleges, and universities to enable students' smooth passage between educational systems.**

## Overview

For many years, Fox Valley Technical College (FVTC) has actively fostered K-12 dual credit and four-year credit transfer agreements in the interest of creating seamless “bookends” around technical college education. Savvy students and parents recognize more than ever that obtaining college credits while in high school translates directly to time and money savings. Likewise, transfer agreements between FVTC and four-year institutions positively impact these precious resources. The key objective is to avoid wasted steps and fill employer pipelines with desperately needed talent.

In 2015-16, the number of unduplicated high school students served in all types of dual enrollment totaled nearly 4,000 students, which is a 27% increase from the prior year and was the highest performance among all 16 colleges in the Wisconsin Technical College System (WTCS). This success reflects dedicated energy and effort by both FVTC and K-12 staff and faculty.

### Performance Scorecard

PURPOSE	SCORE
What we do (Products and Services)	
For whom (Constituents)	
At what cost (Financial)	

### Questions for Board Discussion

In reviewing the past year’s performance, there are clear strengths and opportunities in meeting our purpose. While this performance monitoring report provides a view of our past, we also invite the Board to consider for discussion how to best meet the District’s future needs for Collaboration with Schools and Colleges. As you read this report, please consider:

- **What are our greatest areas of alignment with Vision 2020 and how have we benefited our community with this programming?**
- **What, if anything, could improve alignment with Vision 2020 to continue to fulfill this purpose?**
- **What steps must we take to continue to understand the needs of the District in the future related to this purpose?**

We look forward to discussing these questions with the Board during the monitoring review.

#### FVTC Scorecard Legend

Symbol	Description	Symbol	Description
	Full Green Arrow: Results are meeting or exceeding expectations. No action is required.		Partially Red Arrow: Results are below the expected levels. Efforts are under way to take corrective actions and revise the plan
	Partially Green Arrow: Results are progressing, but not at the expected levels. Monitoring of the plan will increase.		Full Red Arrow: Results are well below the expected levels and actions need to be taken immediately.
	Yellow Arrow: Results are indicating caution with the existing efforts and there is a need to review the existing plan.		

## What We Do

On a student level, FVTC partners with high schools to assist with: 1) high school completion; 2) career exploration and awareness-building of technical opportunities; and 3) obtaining college credit while in high school using several statutorily-defined mechanisms. The College hosts and participates regularly in many activities in order to promote and encourage technical education (Table A). At the broader level, relationships with area school districts are developed and nurtured through collaborative meetings, professional growth activities, and fiscal support of career and technical education initiatives.

There are exciting opportunities and unique challenges on both levels. School districts are reaching out to FVTC more than ever before. FVTC is looking for ways to strengthen relationships with secondary partners to meet student needs and ensure a prepared workforce.

**Table A: Description of Initiatives with Area Schools**

Initiative	Definition
<b>Helping Students Explore Careers</b>	
Hands-On Events for High School Students	High school student teams participate in exciting events such as Wisconsin Energy Efficient Vehicle Challenge and the Future Farmers of America (FFA) Career Development. Teams typically develop a creative entry or solution to compete with other high school teams.
Hands-On Events for Middle School Students	Activities for middle school students (6 <sup>th</sup> -8 <sup>th</sup> grade) provide exposure to the many careers offered through technical education, hands-on elements, and career exploration experiences.
<b>Helping Students Get College (and High School) Credit</b>	
Youth Options	A qualified high school junior or senior takes an associate degree or technical diploma course at FVTC. Youth Options courses are delivered on campus and online.
Dual (Transcripted) Credit	A high school student takes an FVTC associate degree or technical diploma course at the high school and receives credit at the high school and at FVTC. The course is taught by a high school teacher or an FVTC instructor.
Advanced Standing	A high school student takes a high school course taught by a high school teacher. The high school curriculum is comparable with FVTC curriculum therefore students are awarded credit upon enrollment at FVTC through the Advanced Standing process.
<b>Helping K-12 Districts</b>	
Meetings & Events for High School Educators	FVTC hosts activities such as the school counselor breakfast, K-12 teacher in-services, articulation workshops for high school educators, and principal meetings.
Professional Growth for High School Educators	FVTC provides opportunities for high school educators to learn at FVTC: <ul style="list-style-type: none"> <li>• Summer Summit training for Dual (Transcripted) Credit teachers</li> <li>• Program-specific training related to on-going skills enhancement</li> </ul>
Secondary-to-Postsecondary Career Pathways	FVTC collaborates with district high schools to create career pathways. A secondary-to-postsecondary career pathway is a coherent, articulated sequence of rigorous academic and career and technical education (CTE) courses, beginning in ninth grade, leading to an associate degree, baccalaureate degree and beyond, an industry-recognized credential, and/or licensure.
High School In-Services	FVTC hosts K-12 in-services at a variety of Campus locations to: <ul style="list-style-type: none"> <li>• Strengthen relationships with district high schools and develop new collaborations</li> <li>• Expose high school staff to all FVTC has to offer</li> <li>• Dispel outdated perceptions of technical education</li> <li>• Give attendees a realistic view of what students need in high school to be successful in postsecondary education and the workforce</li> </ul>

In addition to the above, FVTC enters into formal agreements with other colleges for collaborative programming and credit transfer to ensure that students can further their education after FVTC without having to repeat credits. Table B outlines the various methods for institutions of higher education to work together to offer many options for graduates to continue their educations.

**Table B: Description of Collaboration with Other Colleges**

<b>Initiative</b>	<b>Description</b>
Collaborative Programming	FVTC collaborated with several technical colleges to deliver our programs via ITV and/or Internet to their students; FVTC also receives programs from other technical colleges.
Bachelor of Applied Studies	UW-Green Bay and UW-Oshkosh offer a Bachelor of Applied Studies degree designed for WTCS associate degree graduates. Students attend classes and meet with their respective UW advisors at the Bordini Center.
2+2 Credit Transfer Agreements	Students complete an associate degree program (first two years) and enter a bachelor's degree program (last two years) with junior status at many private and public colleges/universities.
Transfer Pathways	The transfer pathway outlines courses offered at FVTC within a specific associate degree, the course and credit equivalencies in a specific college's baccalaureate degree, and the courses remaining to complete the four-year degree.
1+3 General Studies Transfer Certificates	Students complete the freshman year at FVTC by taking approximately 30 credits (first year) in general education and then transfer to UW-Green Bay or UW-Oshkosh as sophomores.
Facilities Sharing	FVTC contracts with colleges/universities to provide classroom and office space. Several colleges rent classrooms.

## For Whom

### Activities for Middle and High School Students

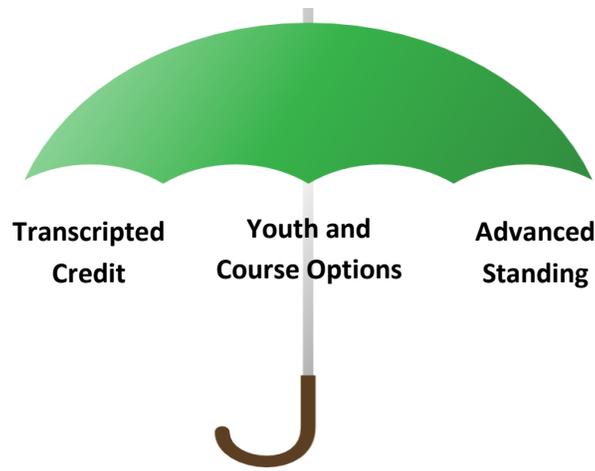
Table C provides an overview of the number of middle school students served through career exploration activities. This is an area that continues to grow, as opportunities arise through the rollout of the DPI Academic & Career Planning process. The College continues to introduce new subject areas, enhance partnerships with district middle schools and local employers, and build future student streams. Table C shows four new events that began in 2015-16. In addition to new camp topics, recent efforts focused on streamlining processes. In all cases, deeper levels of career exploration are being provided for middle school students on an ongoing basis.

**Table C: FVTC Sponsored Middle and High School Camps and Events**

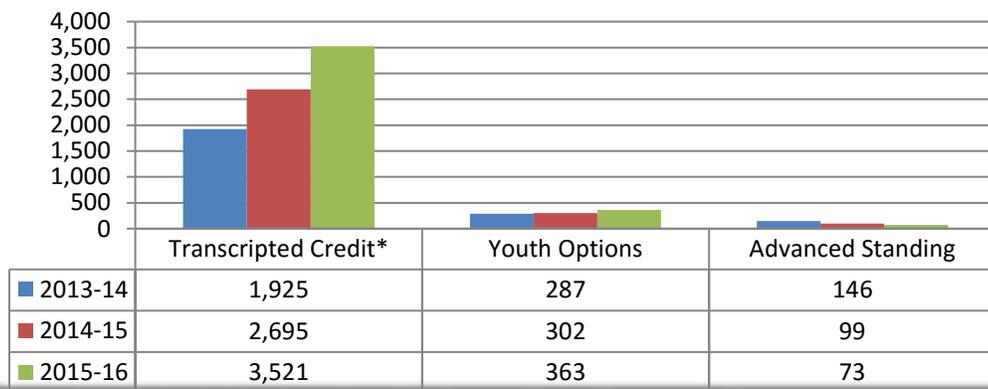
<b>Camp Activity</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
GirlTech Summer Camp	50	58	49	41
Fab Lab Guitar Building/Jewelry Design Camp	71	98	49	66
Power of Manufacturing Camp	17	0	21	24
VEX Robotics Camp	0	30	44	38
LETTIE – Latinas Empowered Through Transformative Ideas in Education	14	14	31	21
Japanese Language and Culture	-	22	17	14
Fire Science Camp	-	30	24	16
Professional Baking and Cooking	-	-	48	75
Girls in the Shop	-	-	15	8
Beginning French	-	-	-	5
Metal Form and Fusion	-	-	-	14
Construction Skills	-	-	-	11
HERO – Hmong Experiencing Real Opportunity	-	-	-	25
<b>Total</b>	<b>162</b>	<b>281</b>	<b>252</b>	<b>358</b>

**Collaboration with Secondary Schools**

Figure 1 provides an overview of the number of students served under the Dual Enrollment umbrella: Advanced Standing, Youth Options, and Transcribed (Dual) Credit. Advanced Standing is a measure of the number of students who activated the credits earned in high school upon enrollment in to FVTC. Youth Options continues to be of interest to over 350 students.



**Figure 1: Number of Students by Type of Dual Enrollment**



Source: WTCS data cube – distinct student headcount

\*Taught by a WTCS Certified High School Teacher

**Youth Options.** Based upon state legislation, the Youth Options program allows qualified high school juniors and seniors to take college courses while still enrolled in high school. Youth Options courses are offered on campus and online.

**Course Options.** The 2013-15 Wisconsin biennial budget act, Act 20, eliminated Part-Time Open Enrollment and established a new program entitled Course Options. The program is similar to Youth Options whereby eligible high school students have the opportunity to take college courses at no cost. Differences from Youth Options include offering students the opportunity to take courses from other high schools and charter schools, and the cost to the school districts is half of the regular tuition costs. While Course Options became available in the 2013-14 academic year, enrollment requests did not begin until the 2014-15 academic year, and remain very minimal.

**Advanced Standing.** In 2015-16, 29 high schools articulated 71 courses in a variety of instructional areas for advanced standing. This number increased from the previous year due to overall increased interest in new articulations.

**KSCADE Consortium.** Facing challenges of aging classroom equipment, greater access to flexible learning resources and on-going scheduling issues, the KSCADE consortium voted to officially dissolve on June 30, 2016. FVTC continues to support the ITV technology that offers inter-high school course offerings for 11 schools. The Hortonville High School staff provide some scheduling coordination services for these schools.

**Transcripted Credit with High Schools.** The number of high school students enrolled in dual credit options has doubled in the past three years from 1,926 students in 2013-14 to 3,521 students in 2015-16 which translates into 11,286 credits in the most recent year (Figure 1).

For 2015-16, 63% of the credits were earned in a wide variety of technical program courses while 37% of the credits earned are in general education course (Table D). Over three years, the proportion of general education credits grew significantly from 23% of the total transcripted credits in 2013-14. FVTC faculty serve as mentors to high school teachers to share curriculum, trouble-shoot, and provide professional development, as needed. The goal of these activities is to nurture the relationships between the high schools and FVTC in order to enhance the student learning experience.

**Table D. Total Transcripted Enrollments – Course Comparison**

Year	Total Transcripted Enrollments		Technical Courses			General Education Courses		
	Students	Credits	Students	Credits	% of Total Credits	Students	Credits	% Of Total Credits
2013-14	1,925	5,604	1,634	4,324	77%	341	1,280	23%
2014-15	2,695	8,398	2,084	5,640	67%	772	2,758	33%
2015-16	3,521	11,286	2,689	7,154	63%	1,093	4,132	37%

Source: WTCS Client Reporting Data Cube

Table E shows that Kaukauna High School topped the list with the highest number of students served at 427 students which is an all-time high. In the previous two years, Neenah High School had the highest number of students. Kimberly High School nearly tripled the number of students enrolled in dual credit from 2013-14 (96) to 2014-15 (242) and had an additional 33% increase in 2015-16 to 323. Even though tuition is not charged for dual credit courses, the total tuition value of the dual credit activities grew to over \$1.66 M, representing a significant savings to students/parents and an investment in the future workforce.

**Table E: Top 10 High Schools for Transcribed Credit Activities 2015 – 2016**

High School	2015-16 Students	2015-16 Credits	2015-16 Tuition Value*
Kaukauna	427	1,362	\$201,372
Appleton West	305	1,174	\$173,576
Menasha	220	990	\$146,372
Appleton East	283	969	\$143,267
Kimberly	323	841	\$124,342
Neenah	291	790	\$116,802
Appleton North	235	592	\$ 87,527
Waupaca	123	492	\$ 72,742
New London	166	489	\$ 72,299
Hortonville	136	450	\$ 66,533
Other Districts	1,012	3,137	\$463,803
<b>Grand Total</b>	<b>3,521</b>	<b>11,286</b>	<b>\$1,668,635</b>

\*tuition value is calculated by using the \$147.85 per credit tuition rate

### Collaboration with Four-Year Colleges/Universities

FVTC has built partnerships with more than 30 colleges and universities that allow associate degree students and graduates an opportunity to transfer credits to bachelor's degree programs. Table F shows the colleges/universities that have the most FVTC transfer students.

Table F indicates that UW-Oshkosh continues to be a popular transfer university for FVTC students. These data only represent degree, diploma, and certificate students who were enrolled at FVTC within the past three years and went on to enroll at another institution. In addition, 46 students who last attended FVTC in 2015-16 subsequently transferred to UW-Fox Valley. FVTC also enrolls students with transfer credits from four-year institutions. Over the past four years, for example, FVTC enrolled an average of 246 students per year with transfer credit from UW-Oshkosh. In addition, an average of 153 students per year transferred in credits from UW-Fox Valley.

**Table F: FVTC Students Transferring to Four Year Colleges/Universities**

Four Year Colleges/Universities	2013-14	2014-15	2015-16
University of Wisconsin-Oshkosh	263	274	219
Lakeland College	65	44	50
University of Wisconsin-Green Bay	65	48	39
University of Wisconsin-Madison	31	20	27
University of Wisconsin-Stevens Point	20	18	23
University of Wisconsin-Milwaukee	36	33	20
University of Wisconsin-Stout	32	24	20
Rasmussen College-Green Bay	10	21	18
Rasmussen College-Appleton	9	14	12

Source: National Student Clearinghouse. Academic year column label indicates the last year of students' attendance at FVTC.

FVTC develops articulation agreements with four-year colleges and universities based on program accessibility to students, student interest, faculty interest, and potential for significant credit transfer. All of our four-year partners are regionally accredited through the Higher Learning Commission.

Through a collaborative effort among member educational institutions of Northeast Wisconsin Educational Resource Alliance (NEW ERA) and regional manufacturing leaders, UW-Green Bay and UW-Oshkosh created a Bachelor of Science in Engineering Technology degree with three areas of emphasis

(electrical, mechanical and environmental.) Agreements between several FVTC programs (Automated Manufacturing Systems Technology, Electrical Engineering Technology, Electronic Engineering Technology, Electro-Mechanical Technology, and Mechanical Design Technology) and UW-Oshkosh and UW-Green Bay were finalized in 2014-15. NEW ERA is now focusing its collaborative efforts on four-year credit transfer agreements related to the IT sector.

### Benchmarking with WTCS

FVTC demonstrates a steady, increasing growth trend as compared to other WTCS colleges who perform at a high level in serving dual enrollment students (Table G). Waukesha County Technical College had consistently led the WTCS peer colleges in serving the high school populations with convenient access to college facilities and instructional resources in their one-county district.

**Table G – WTCS Colleges High School Student Unduplicated Headcount**

WTCS Benchmark Colleges	2013-14	2014-15	2015-16
<b>Fox Valley Technical College</b>	2,269	3,135	<b>3,990</b>
Waukesha County Technical College	4,971	5,176	<b>3,815</b>
Gateway Technical College	2,267	3,032	<b>3,262</b>
Northeast Wisconsin Technical College	2,316	2,549	<b>2,850</b>
Moraine Park Technical College	3,268	3,133	<b>2,731</b>
Northcentral Technical College	1,808	2,294	<b>2,673</b>

*Source: WTCS Portal: Report CLI1696A*

### Alignment with Vision 2020

In August of 2016, FVTC launched Vision 2020 with the new Mission and Vision statements and Strategic Directions. Performance data in this report relates primarily to the Strategic Direction of Access to Technical Education.

**Strategic Direction: Access to Technical Education: Attract more students to technical career fields through targeted marketing, streamlining complex processes, and reducing known barriers.**

The specific strategies that align with this Strategic Direction clearly spell out our intent to intensify our work to engage and fully inform young people and their parents about technical education throughout their elementary and secondary school experience. Current efforts are aimed at making college entrance processes and systems less complicated for all incoming students, particularly new high school graduates. In addition, we realize that college affordability is a key concern for students and families. Great strides are being made in 2016-17 to secure funding for eligible high school graduates and reduce the cost of coming to FVTC. For these scholars, a FVTC Promise grant can provide the resources needed to pursue their FVTC education. Another huge cost savings, in and of itself, is taking dual credit courses in high school at no cost and having a few classes completed before becoming a FVTC student. Efforts are underway to examine all courses in Associate Degree programs for streamlining and moving closer to the required minimum of 60 credits.

#### **Strategies:**

- Redesign student intake processes focusing on career navigation, onboarding, and readiness assessment.
- Implement solutions that address financial and educational barriers.
- Streamline and simplify the multiple registration systems and processes.
- Transition dual enrollment high school students into technical college programs.

- Implement a comprehensive parent/family awareness campaign, which engages employers as partners.
- Engage youth organizations to expand awareness of technical occupations and opportunities.

**Table H – Vision 2020 Measures Related to Collaborative Programming**

<b>SD Access to Technical Education Measures</b>	<b>2015-16 Baseline</b>	<b>2016-17 Target</b>	<b>2019-20 Goal</b>
Measure 1.1 – Number of new students enrolled in technical career fields	4,089	4,200	4,500
Measure 1.2 – Number of students transitioning directly from high school graduation into technical college programs	1,272	1,330	1,500
Measure 1.3 – Number of dual enrollment students transitioning directly from high school graduation into technical college programs	264	290	400
Measure 1.4 – Number of FVTC Promise scholars	NA	1,200 applicants	600

**Vision 2020 Strategies to link more high school students and graduates to FVTC** are evident across the College to include experiential summer camps for middle schoolers, linkages with dual credit students and teachers in the high schools, and targeted efforts to reach more parents and families to insure informed decision making about post-secondary choices. Some examples include:

- Expand College Preview sessions to target dual enrollment students and their parents.
- Deliver dual credit in high schools utilizing our faculty in contracted arrangements.
- Develop a “coaching” model within the FVTC recruitment area for students to have a leader and a resource to assist them in navigating their educational journey.
- Host high school staff (even entire school districts) to spend their in-service time on our campus in order to expose them to all of the benefits and truths about technical college education.
- Implement a marketing plan to reach high school students/parents who are currently enrolled in dual credit courses to ensure that they understand the future value of the FVTC credits earned.
- Design compliance options with high school administrators to correlate with the Higher Learning Commission’s new requirements for teacher qualifications in dual credit.
- Provide events in conjunction with Junior Achievement to promote careers, such as involving FVTC staff from the Health Division to highlight careers in health occupations.

## At What Cost

The greatest growth in funding came from Transcribed Credit (contracting with secondary schools); however, these contracts have no impact on the College's net results nor do they generate reportable FTEs. By collaborating with K-12 schools, students earn dual credits and the College is making an investment in potential future FTEs. In addition, a grant totaling \$51,226 continues to support the Wisconsin Career Pathways Website Project. The Career Prep grant in the amount of \$46,533 supports K-12 Partnerships at FVTC. District funding is needed to support key planning and operational functions that are not eligible for direct funding from grants and contracting.

