

Performance Monitoring Report: Counseling Services & Special Populations

Counseling Services Purpose Statement

Provide counseling services necessary to enhance the success of students.

Special Populations Purpose Statement

Offer educational programming and supportive services for special populations to address barriers prohibiting participation in education and employment.

April 21, 2020

STUDENT SERVICES

What We Do

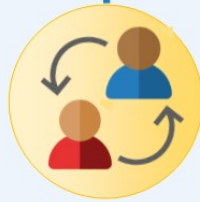
2018-19



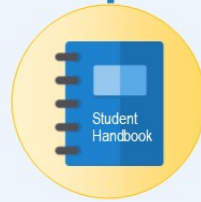
Educational Support



Mental Health Services



Academic & General Advising



Student Conduct

Student Satisfaction

86% satisfaction with academic advisors' knowledge of program requirements

82% satisfaction with how counseling staff care about students as individuals

For Whom

Non-Traditional Occupations 1,067

Disabled 1,242

Single Parents 1,544

Students of Color 2,664

Economically Disadvantaged 3,525

Student count

At What Cost

\$ 8.6 M

2016-17

\$ 8.4 M

2017-18

\$ 8.8 M

2018-19

Student Services Expenditures

4.6

OF
5.0

**FVTC Board Rating
of Performance**

(April 2019)

Counseling Services and Special Populations Report Details

Overview

Fox Valley Technical College (FVTC) serves a student population widely varied in age, ethnicity, interests, goals, abilities, and life and work experiences. FVTC aims to be ready with the assistance needed for every person who walks through the door, regardless of skill-level or personal circumstances. Although Wisconsin's unemployment rate remains around 3%, many people who are not working sustainable jobs are those without necessary skills to navigate the employment or educational spheres. People come to the College hoping for better lives, and FVTC provides the supportive pathways to guide their journey.

In 2018-19, FVTC enrollment continued to decline, yet the challenges and complexity of helping students access education and earn credentials increased. This report showcases the many support layers offered helping keep students in school and progressing towards graduation and employment.

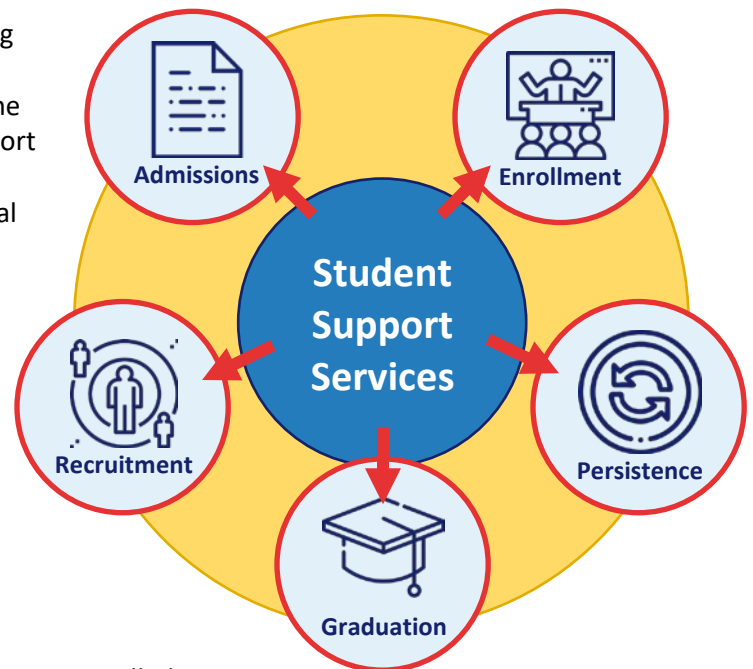
What We Do & For Whom

Student Services provides student support through all college experience aspects, starting with students' first contact and extending through graduation and beyond. Counseling and Advising provides services and support for special populations covering a wide range of day-to-day activities, varying from transactional and informational-related services to relational support services. These activities provide the assistance students need to receive credentials and obtain employment.

Admissions and Recruitment

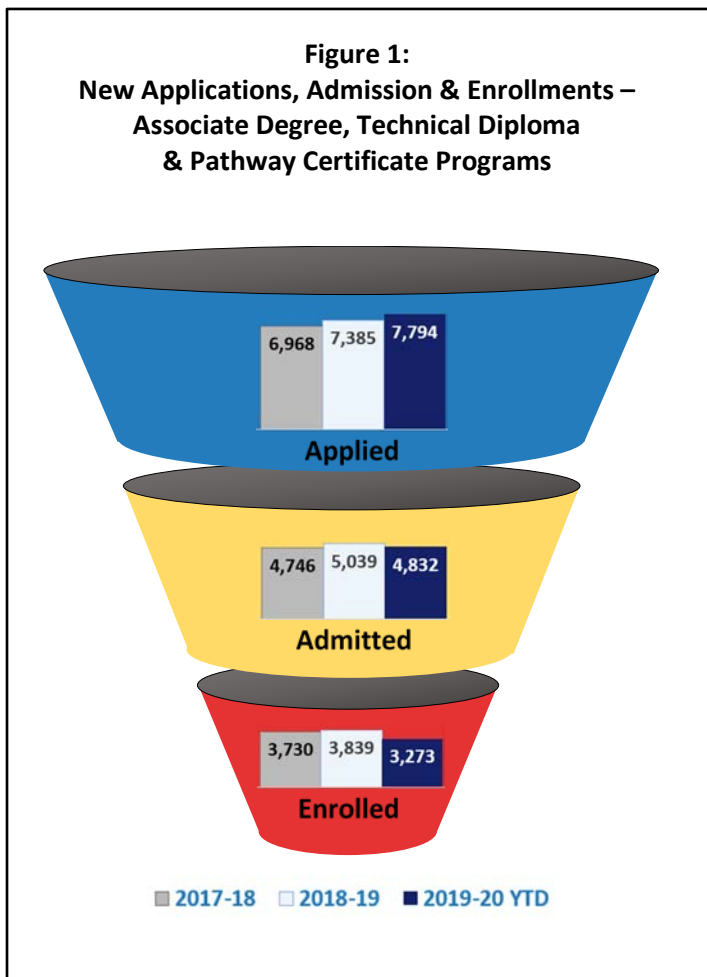
Attracting students to the College is the first step toward meeting their educational needs. Creating awareness of offerings and assessing interest is quickly followed by nurturing students through the application and admission process. Student support needs often begin at first contact, particularly for students undecided about their future educational path.

Figure 1 details the number of prospective students in the application, admission and enrolled stages over the past three academic years. At all process points, a significant focus area continues to be maximizing conversions from Applicant to Enrolled status. Attention is dedicated toward positioning students on the appropriate pathway with the support systems needed to increase their likelihood for success.



The student journey through the funnel of Applicant to Enrolled is continually scrutinized for improvement and streamlined for ease of use to properly gauge and adjust the right types and amounts of up-front guidance and support. During 2018-19, the Enrollment Services and Financial Aid teams piloted texting as a way to provide information and additional support to applicants

and admitted students, moving students to the enrollment stage of the funnel. These efforts received overwhelming student response rates and allowed them to engage with staff directly and quickly without the delays caused by more traditional communication methods.



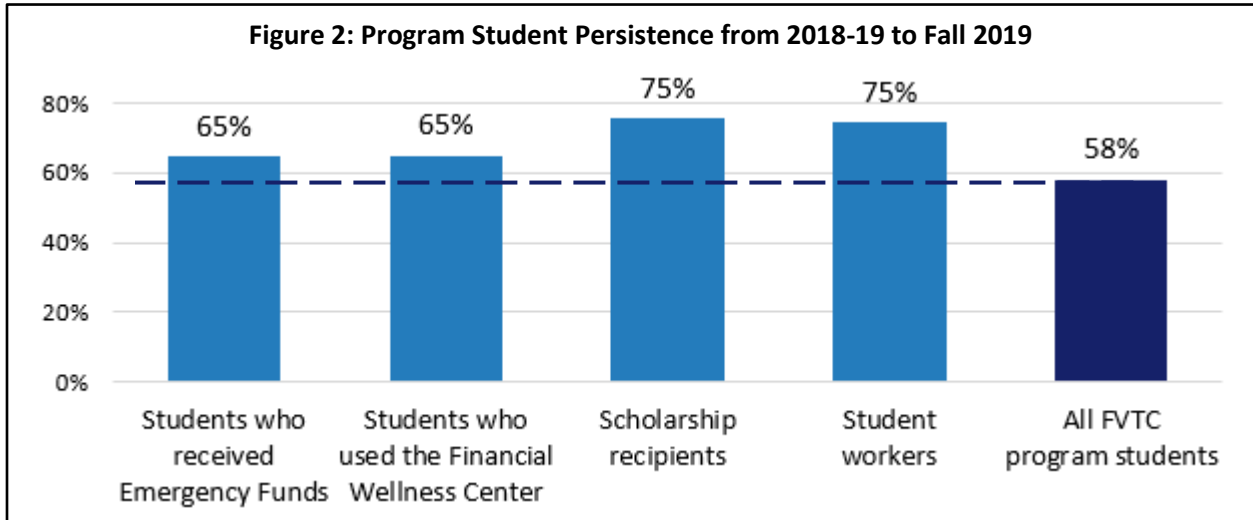
Initial Academic Assessment and Placement Services. Appropriate student course placement is critical to academic success. Students entering the College complete an entrance assessment, Accuplacer, to assist with course placement. High school GPA (2.75 or higher for graduates within the last ten years) has recently been introduced as one alternative to an entrance assessment. FVTC continues analyzing student placement success rates based on these entrance assessment options.

In addition to the Accuplacer, a non-academic survey called Factors Affecting College Success (FACS) is part of the academic assessment process, which further identifies barriers that could prevent college enrollment and persistence. Typical survey results reveal concerns about academics (for example, study habits, unsuccessful history in school, uncertainty in academic skill), career pathway uncertainty, financial issues, and personal concerns. Students who identify concerns are targeted for interventions meant to assist with their resolution.

Source: FVTC data warehouse query as of February 14, 2020

Student Financial Services. One of the most critical issues facing a large portion of students continues to be the ability to pay for both the direct and indirect expenses associated with attending college. Student Financial Services provides in-person assistance with obtaining financial resources. In addition, the Financial Wellness Center provides free in-person assistance for students at points when they need it the most: disbursement of funds, financial aid warning or suspension, and loan repayment at graduation. FVTC also offers emergency funding, FVTC Foundation scholarships, and campus employment.

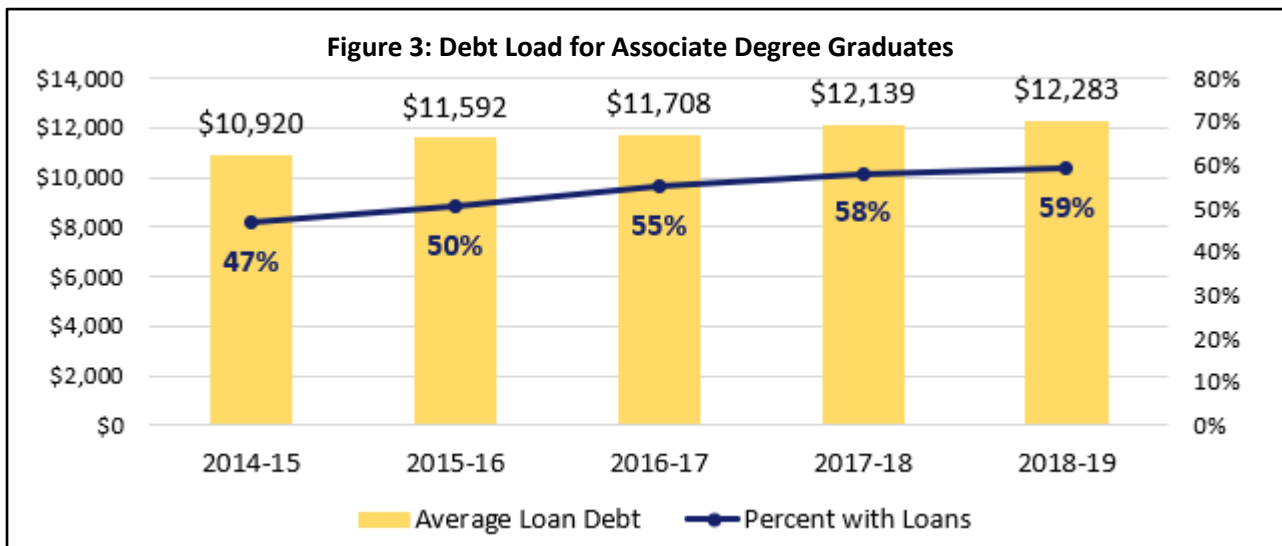
As shown in Figure 2, students utilizing FVTC financial resources show higher persistence rates than the overall program student population.



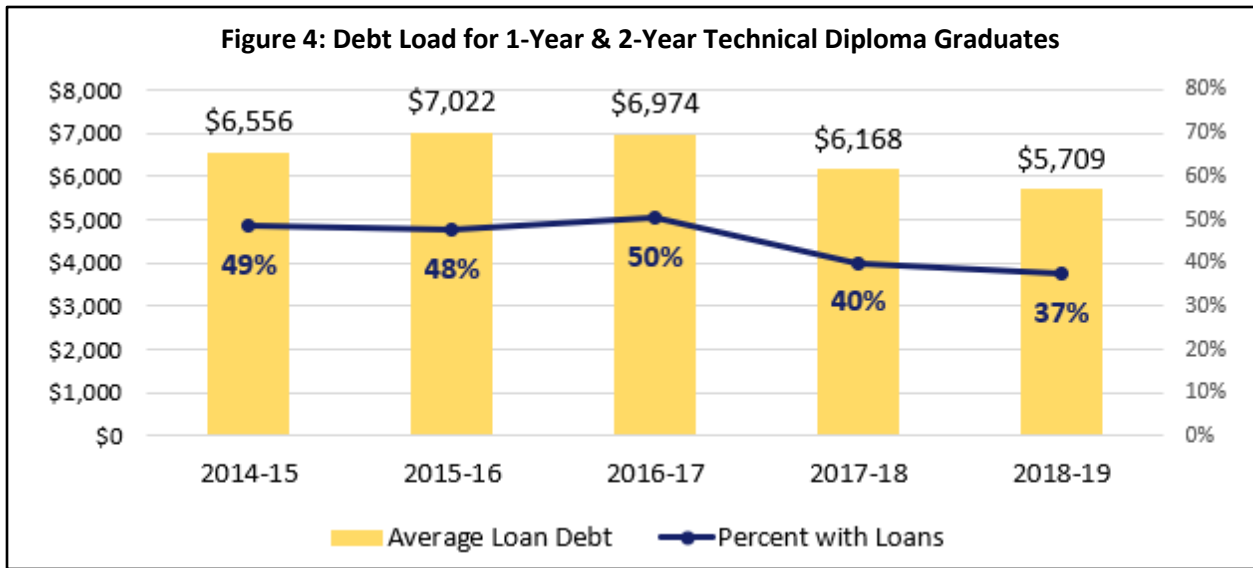
Source: FVTC data warehouse query as of February 10, 2020

Figures 3 and 4 provide pictures of FVTC graduates debt incurred while completing their studies. Although the percent of Technical Diploma students graduating with debt is decreasing, the percent of Associate Degree students graduating with debt is increasing.

The Wisconsin Technical College System (WTCS) and FVTC are working to educate state and federal legislators about these student realities so legislators can promote legislation to increase the amount of student grant dollars available. On-campus financial education resources are also being offered providing students information about student loans and repayment options. Additionally, Employment Connections promotes part-time job fairs near the start of every term and all work-study employment opportunities are advertised on the the FVTC jobs web page.



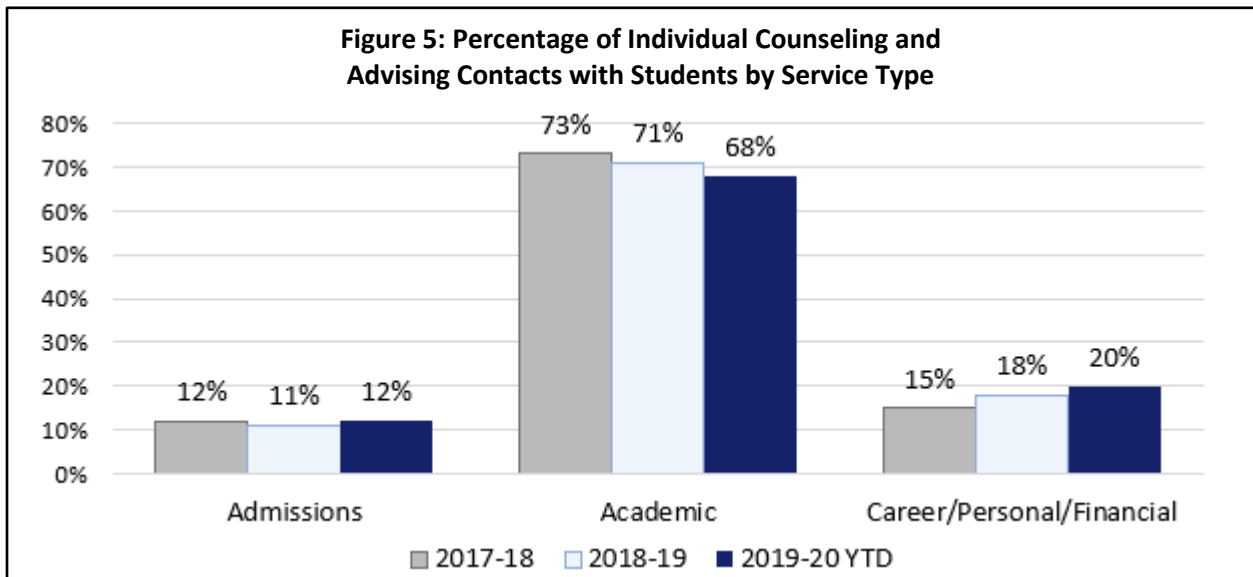
Source: FVTC data warehouse query as of February 12, 2020



Source: FVTC data warehouse query as of February 12, 2020

Counseling & Advising Services

Figure 5 illustrates how Counseling & Advising Services meets the variety of needs for the general student population and prospective students who have academic, career, personal, financial, or transition needs. While an increasing number of students have multiple needs (for example, personal, financial, and mental health), they consistently require the most academic advising assistance.



Source: FVTC data warehouse report SAAA0000520; 2019-20 data is as of February 10, 2020

The main goal of academic advising is to provide students tools proactively before their academic performance is suffering. Program advisors meet all new students during New Student Registration sessions and reach out to all program students throughout the semester. Advisors also spend time in the academic departments and attend program faculty department meetings to discuss what is working well with their students and which students may be struggling. During 2018-19, advisors collaborated with program faculty and created student learning outcomes that linked to proactive advising activities addressing specific student needs.

Academic Alerts allow faculty and Student Services staff to work together and assist struggling students. Students placed on academic probation are required to complete academic success plans with their program advisor/counselor and are referred to the Teaching and Learning Center (TLC) and other College resources. These interventions' expected outcomes are multi-fold: increased engagement with a College staff member, increased subsequent successful course completion, and increased persistence to graduation.

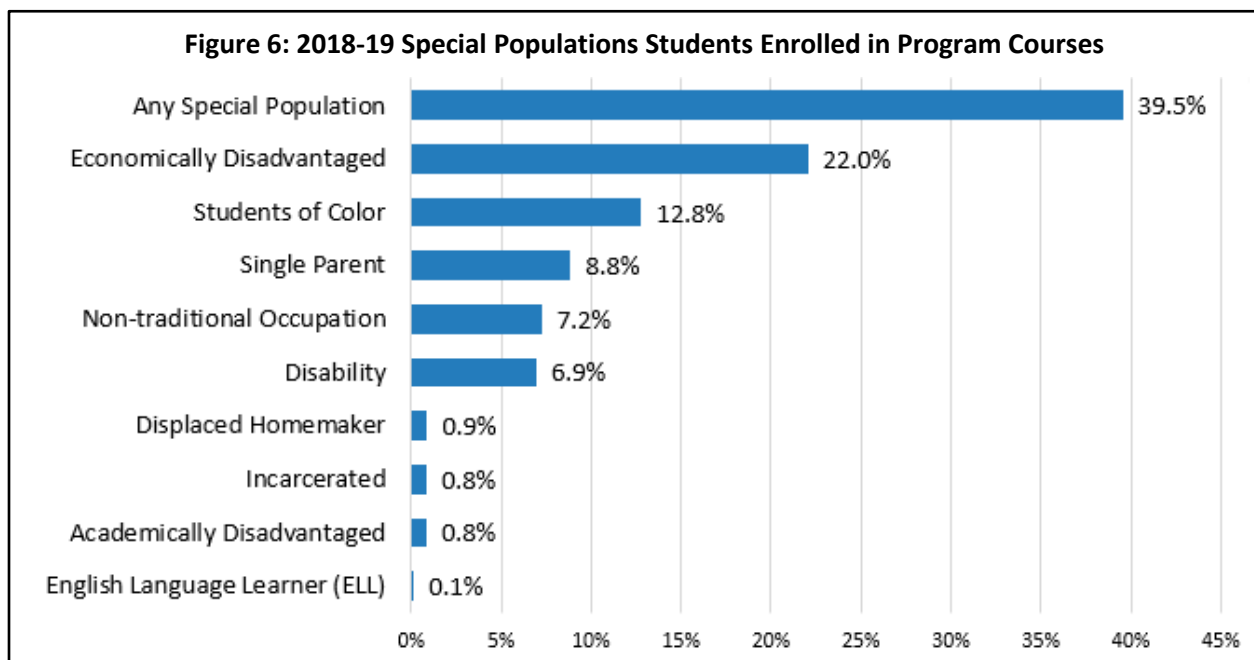
FVTC counseling staff also address personal, mental health, and career counseling student needs. These needs are becoming more complex and are rising in our student population. Peer Leader support is an additional student support mechanism. In 2018-19, Peer Leaders had over 1,700 contacts with students, assisting with things like:

- MyFVTC and email
- BlackBoard
- Organization and time management strategies
- Class selection and registration



Services for Special Populations

The Special Populations statute definition includes students who are emotionally challenged, physically and learning disabled, academically disadvantaged, economically disadvantaged, English Language Learner (ELL), minority, incarcerated, displaced homemaker, single parent, and working toward a non-traditional occupation (NTO). Figure 6 illustrates the percentage of students who fit into each classification. Student Services team members use this data for outreach and other program development. FVTC's support teams work hard to build relationships with students and faculty in order to create a comfort level and knowledge base of the available supports.



Source: FVTC data warehouse query; Excludes dual credit students but includes apprenticeship students

Students with Disabilities. Over the past three years, the number of FVTC program students with disabilities has remained relatively consistent. In 2018-19, the Educational Support Services (ESS) team recorded over 2,100 contacts with students with disabilities. ESS staff members provide these students with transition and intake services, testing accommodations, and case management services. ESS staff members continuously broaden their knowledge of new adaptive and assistive technologies to serve the unique needs of these students.

Auxiliary aids for students with disabilities include, but are not limited to:

- Screen readers and magnifiers
- Assistive listening devices
- Speech to text software
- Smart pens
- Adjustable tables and specialized chairs
- Interpreter services

The ESS team collaborates closely with the Teaching and Learning Center (TLC) tutoring staff and faculty to provide wrap-around services to students with the highest needs.

Students of Color. In the past several years, the number of program-declared students of color has shown an upward trend. The College is committed to serving a diverse student body, and the Diversity & Inclusion Services Office offers a variety of services.

During the 2018-19 academic year, Diversity and Inclusion Services put into practice a four-step advising process for approximately 220 of the students they served. The four-step advising process helped the team understand the at-risk factors students were experiencing. The Master Advising Plan (MAP) kept the on-going conversations grounded and student-focused, allowing students a voice in the interventions developed and deployed.

Data identified equity gaps in retention based on race/ethnicity, location, test scores, and gender identity. This information helped develop targeted strategies to connect with students at the earliest point possible.

Veterans. Veterans transitioning to post-secondary education often need significant coordination of services and intensive support. The full-time Academic and Resource Advisor of Veteran Support provides assistance and service coordination to student veterans and their families.

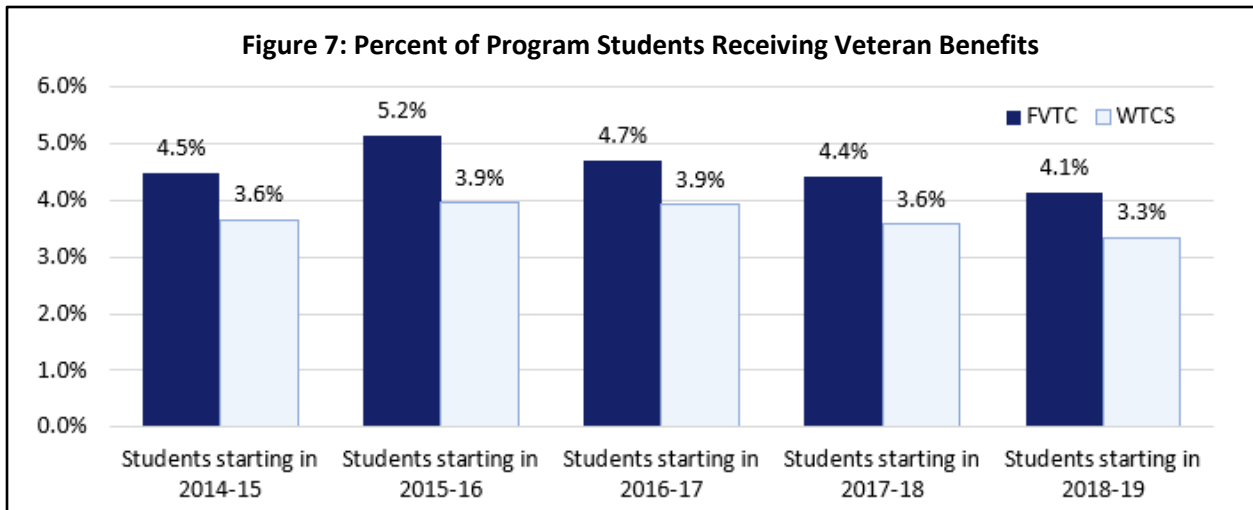
Over the past several years, FVTC has experienced a slight decline in the percentage of new students who are veterans; however, the College still outpaces the WTCS average for percentage of program students who receive veteran benefits (Figure 7). FVTC's support for veterans has resulted in high 3-year graduation rates which are consistently higher than the WTCS average.

How do FVTC students rate college services?

In Fall 2019, nearly 1,000 students participated in the Ruffalo Noel-Levitz Student Satisfaction Survey. FVTC students are **highly satisfied**, compared to WTCS and National averages.

	FVTC	WTCS	National
Advising/Counseling	6.15	5.61	5.58
Registration Effectiveness	6.09	5.73	5.73
Campus Support Services	6.07	5.48	5.40

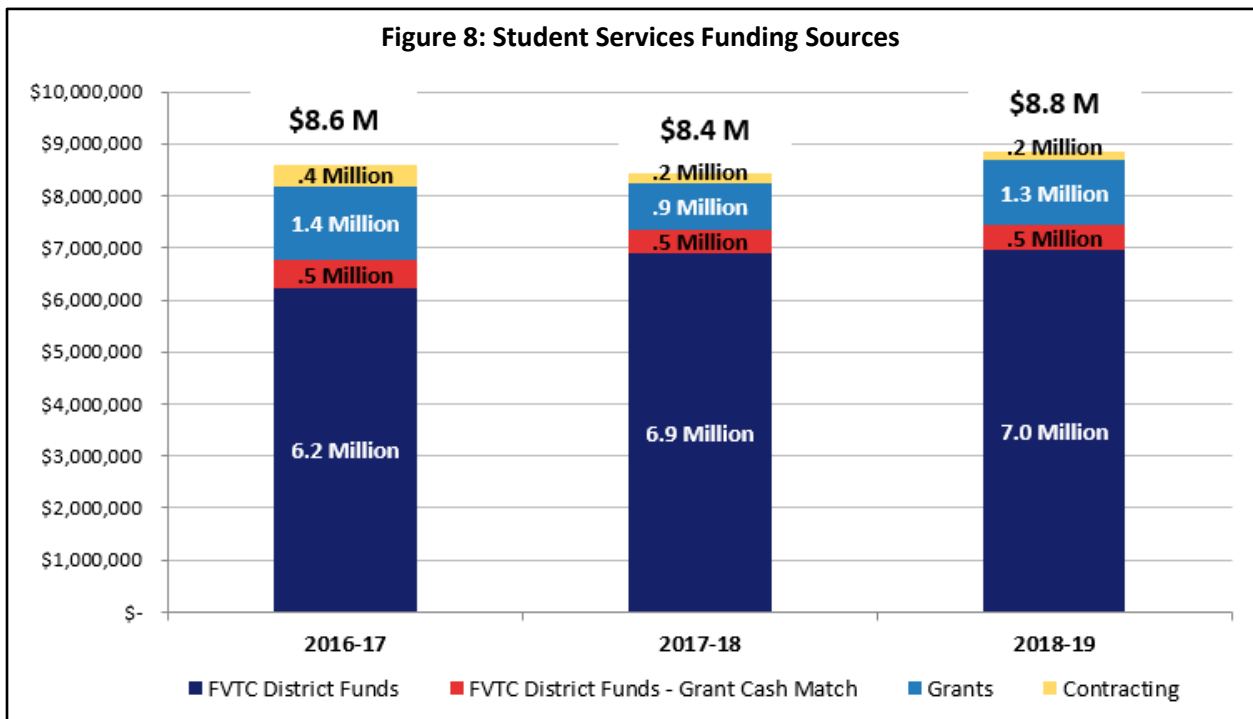
Scale = 1 (very dissatisfied) to 7 (very satisfied)



Source: WTCS Tableau Student Success Dashboard

At What Cost

Figure 8 shows district funds comprise the greatest Student Services Division budget support and primarily support direct service faculty and support staff. WTCS grant support includes state funds for targeted services and federal “pass through” funds (Carl D. Perkins program), making up the balance of funds for operations.



Source: FVTC Financial Database