Performance Monitoring Report:

Counseling/Student Support Services & Special Populations

April 18, 2017

Counseling Services & Special Populations Purposes Defined

Provide counseling services necessary to enhance the success of students.

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

Overview

The people who are not working in sustainable jobs at a time when the unemployment rate is at or below 4% are those without the necessary skills. Sometimes, these individuals have significant barriers that need to be addressed in order for them to be successful. Helping people in all types of situations, including those with the most complicated and seemingly insurmountable barriers, is what we do here at FVTC. People come to the College with hopes for better lives. We need to be ready at any time to help everyone who walks through our doors, no matter what skills they need and what barriers they bring with them.

In 2016-17, College enrollment has continued to decline, yet the challenges to helping students access education and successfully earn credentials have increased in complexity. This report contains evidence of the many layers of support that is offered for students to keep them in school and progressing toward graduation and jobs.

Performance Scorecard

PURPOSE	SCORE
What we do (Products and Services)	⬆ (Full Green Arrow)
For whom (Constituents)	⬆ (Partially Green Arrow)
At what cost (Financial)	⬆ (Full Green Arrow)

Questions for Board Discussion

In reviewing the previous 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 student support services. 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 student support services?**
- **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

Student Services provides support for students through all aspects of their college experience, starting with first contact and extending through and beyond graduation. The statutory purposes behind this report – counseling services and support for special populations – cover wide ranges of day-to-day activities which vary from transactional and information-related services, to more relational support services. These activities have been organized into the four "buckets" described below, and all are for the sole purpose of providing the types of assistance needed by the student population in order to receive credentials and obtain employment. While significant overlap exists, each service area requires specialized and ongoing support (Figure 1).

Academic and General Advising – Advising provides direction for students in various forms including explanations of program and course requirements, assistance with scheduling tailored to individual student schedules, prerequisite guidance, and other academic and career pathway guidance. Our advisors take a developmental approach to advising. We aim to help students become more self-aware and empower them to make better decisions to effectively reach their academic and career goals. It is often during advising discussions that needs for additional services become evident.

Mental Health Services – Typical issues that our mental health counselors are trained to work with include stress management, depression, suicidal thoughts, conflict resolution and conduct-related mental health issues. The focus of the services is to help students to stay in school whenever possible.

Disability Services – Educational Support Services staff provide a wide range of services to promote equal access to education. Services include transition assistance, skills assessment, academic and general advising, case management, and arranging for auxiliary aids.

Student Conduct – Closely coupled with mental health and other types of barriers are issues related to student conduct and family frustrations, as well as mental health issues, have contributed to growing issues related to student conduct, and maintaining a safe learning environment for all students.

**Figure 1: Counseling and Support Service Categories**
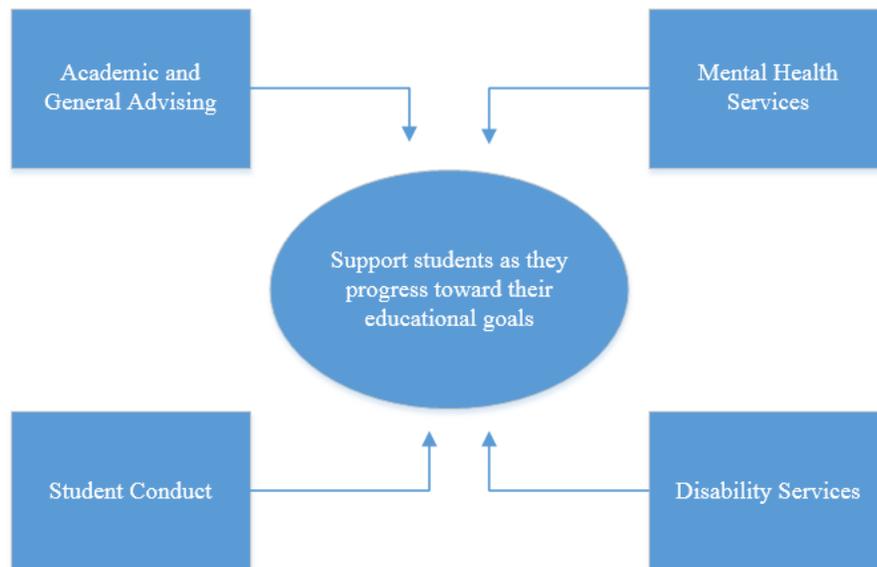
For Whom

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 assisting students through the application process. Student support needs often begin at first contact, particularly for students who are undecided about their future educational paths, or experience barriers to even considering education. Figure 2 details the number of prospective students in the application and admission funnels over the past three academic years. A significant area of focus at all points in the process continues to be maximizing conversions from Applicant to Enrolled statuses. Attention is given to getting students set on the appropriate pathway with the appropriate support systems in order to increase their likelihood for success.

Figure 2: Applications, Admission & Enrollments
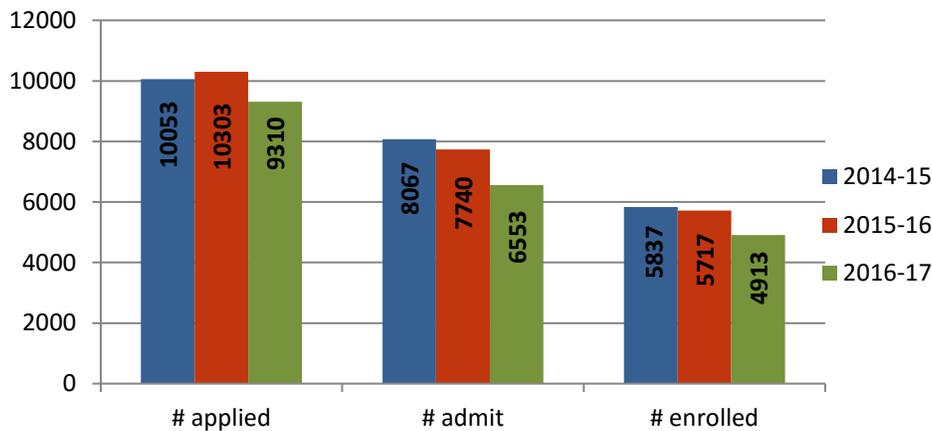
Source: FVTC Client Reporting (2016-17 data as of 2/16/17)

The admissions process is continually scrutinized for improvement and streamlining for ease of use, as well as to provide the right types and amounts of up-front career and advising support. Tables A shows the program areas that are the "most popular" and Table B identifies those with the highest increase in applications over the previous year.

Table A: Top 10 occupational plans

Occupational Program	Applicants
Nursing Assistant	800
Business Management	557
Nursing	473
Criminal Justice	382
Truck Driving	224
Accounting	213
Early Childhood Educ	205
Occupational Therapy Asst	196
Culinary Arts	195
Medical Assistant	181

| Occupational Program	Increase from AY 16 to AY 17
Residential Building Constr	127%
Outdoor Power Equipment	117%
Tech Studies – Journeyworker	90%
Energy & Environmental Eng	64%
Criminal Justice – Law Enforc	58%
Construction Mgmt Tech	30%
Criminal Justice	29%
Marketing	26%
Forensic Science	24%
Meeting & Event Mgmt	22%

Initial Academic Assessment and Placement Services. Placement of students appropriately into courses is critical to their academic success. Entering students complete the Accuplacer to assess academic skill levels for appropriate course placement. Students requiring remediation enroll in the Program Prep courses either concurrently with or before attempting General Education and program courses.

In addition to the Accuplacer, a non-academic skills survey is part of the academic assessment process to further identify barriers or obstacles that could prevent enrollment and persistence in a college program. Recent survey results reveal concerns about academics (study habits, unsuccessful history in school, uncertainty in academic skill, etc.), career pathway uncertainty, financials (paying for college, basic expenses, childcare and transportation issues), and personal concerns (AODA issues, health problems, first generation uncertainty, relocation issues, relationship/home issues, etc.). Students who identify these concerns are targeted for interventions that assist with their resolution. Additionally, referrals to other resources are made earlier in the enrollment process to address barriers that may prevent students from entering or persisting in college.

The Assessment Review Team is continuously monitoring our current assessment tools and considering other possible assessment tools that will assist in student persistence and completion. Through a project funded by the Great Lakes Foundation, FVTC is working with a national research corporation and other WTCS colleges to examine the potential role of including non-cognitive factors with our process for placing students in key general education courses. The model assessment tool will be piloted and evaluated in the Summer of 2017 for future consideration.

Student Financial Services. The most critical issue facing almost every student continues to be the ability to pay for college. Student Financial Services provides in-person assistance with obtaining financial resources. The Financial Wellness Center and $ALT (a non-profit student assistance program) provide free in-person or online assistance for students at the points when they need it most – financial aid warning or suspension, disbursement of funds, and at graduation when facing loan repayment.

Figure 3 details the total dollars of financial aid awarded by type for each of the past three academic years.

Figure 3: Total Dollars of Financial Aid Offered by Year
(NOTE: 2017 reflects aid through Feb 17)
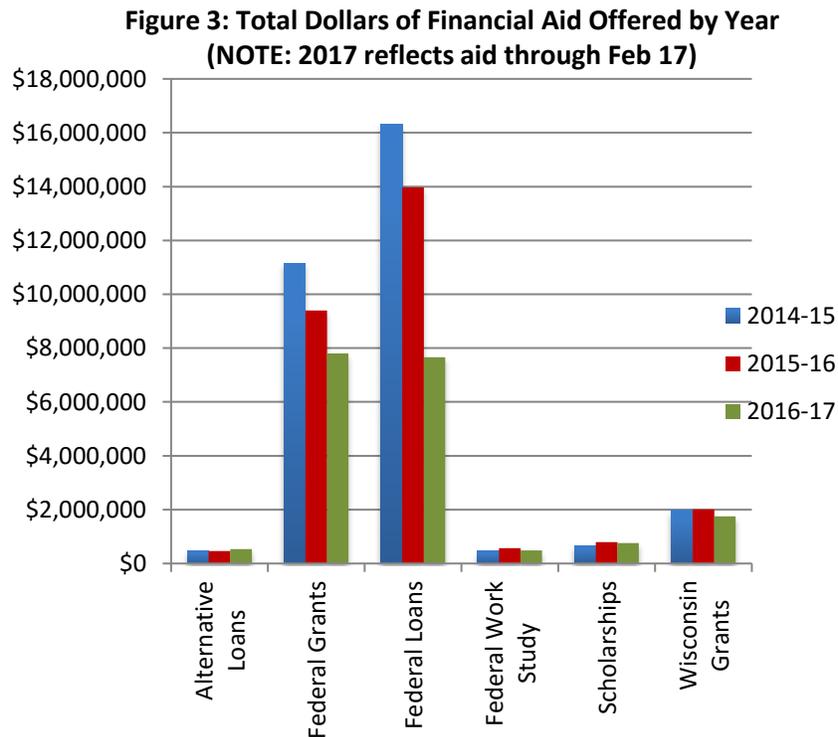
Source: Wisconsin Student Support Information System (WISSIS) (2016-17 data as of 2/17/17)

Figure 4 shows the history of Pell Grants, both the average amounts awarded and the number of students receiving. The number of students receiving financial aid of all types mirrors enrollment with the average Pell Grants awarded over the last two academic years remaining flat. Incremental increases in awards continue to be offset by the increases in the overall cost of education for our students. The average unmet need for FVTC financial aid recipients in 2015-16 was $7,415. In recent years, more students are financially needy. The challenge continues to be making college affordable for all students, and providing all front line staff with information and resources to assist students.

Figure 4: Student Pell Grants Awarded with Average Total (current year through Feb)
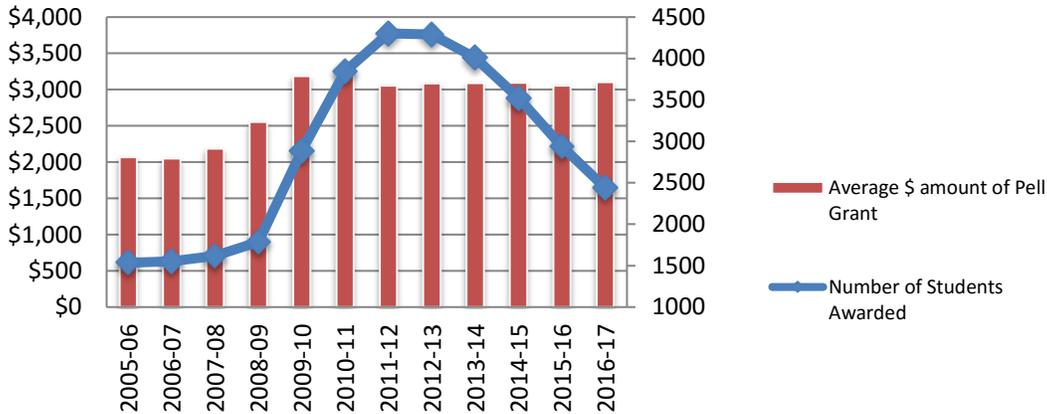

Source: Wisconsin Student Support Information System (WISSIS) (2015-16 data as of 3/15/16)

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 (personal, financial, mental health, etc.) students consistently require the most assistance with academic advising. FVTC counseling staff address the personal and mental health needs of our students while Academic and Resource Advisors and Counselors offer academic and general advising services.

In addition, Counselors offer Career Development Workshops and individual career counseling sessions to assist students and prospective students in choosing the right program. During the 2016 Academic Year, the effectiveness of these career counseling efforts was demonstrated by a 72% conversion rate from participant to program student or applicant.

Figure 5 : Individual (In-Person) Counseling Contacts with Students by Service Type
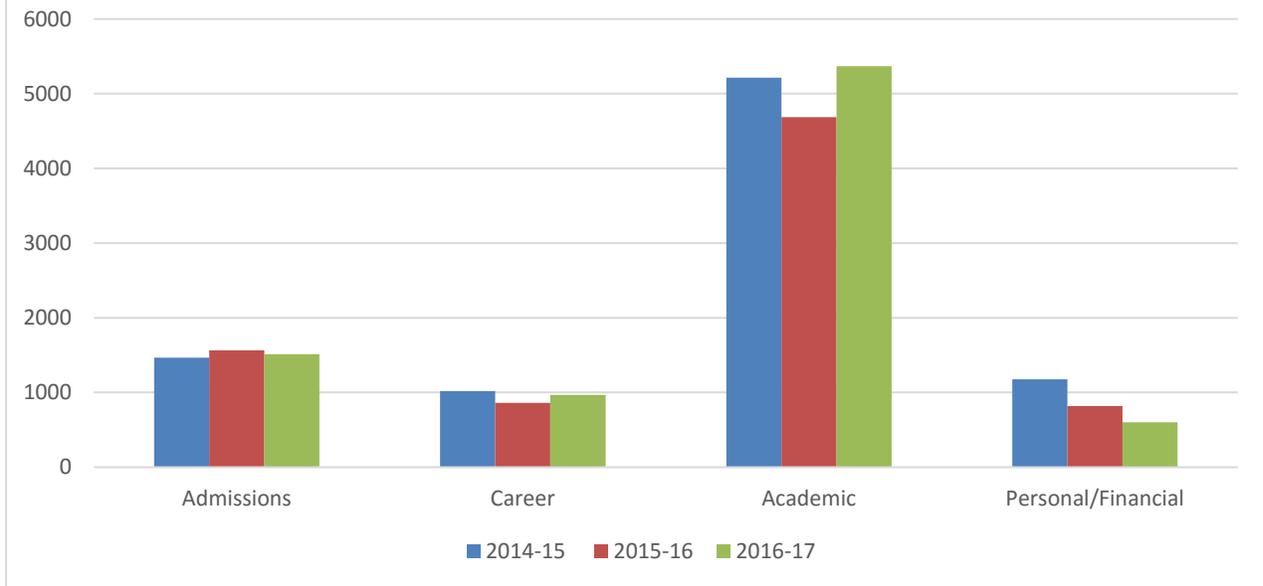
Students experiencing academic difficulty are connected with services through our Academic Alert, Academic Probation and Academic Suspension processes. Academic Alerts allow faculty and student services staff to work together to assist struggling students. Students who go on academic probation are required to complete academic success plans and, in some cases, successfully complete a College Success class. The expected outcomes of these interventions are multi-fold: increased engagement with a College staff member, increased successful completion of subsequent semester courses, and increased persistence to graduation. Academically suspended students petition for re-entry into programs, and create success plans with Counseling and Advising Services staff. Once approved, students may continue in their programs, and are case managed for persistence. Based on data resulting from the interventions over the past year, about one-quarter of suspended students gain re-entry into programs and continue their plans.

Services for Special Populations
By statute definition, "special populations" include emotionally challenged, physically and learning disabled, academically disadvantaged, economically disadvantaged, English Language Learner (ELL), minority, incarcerated, displaced homemaker, single parent, and those who are working toward a non-traditional occupation (NTO). Figure 6 illustrates the number of students that fit into the "special population" classification. Students Services staff are able to use this data for outreach and other program development. With increasing demands for accountability and compliance with respect to these groups, Student Services staff continue to develop and improve on processes and technology for managing caseloads and tracking progress.

Figure 6: Three Year Comparison Special Population Students
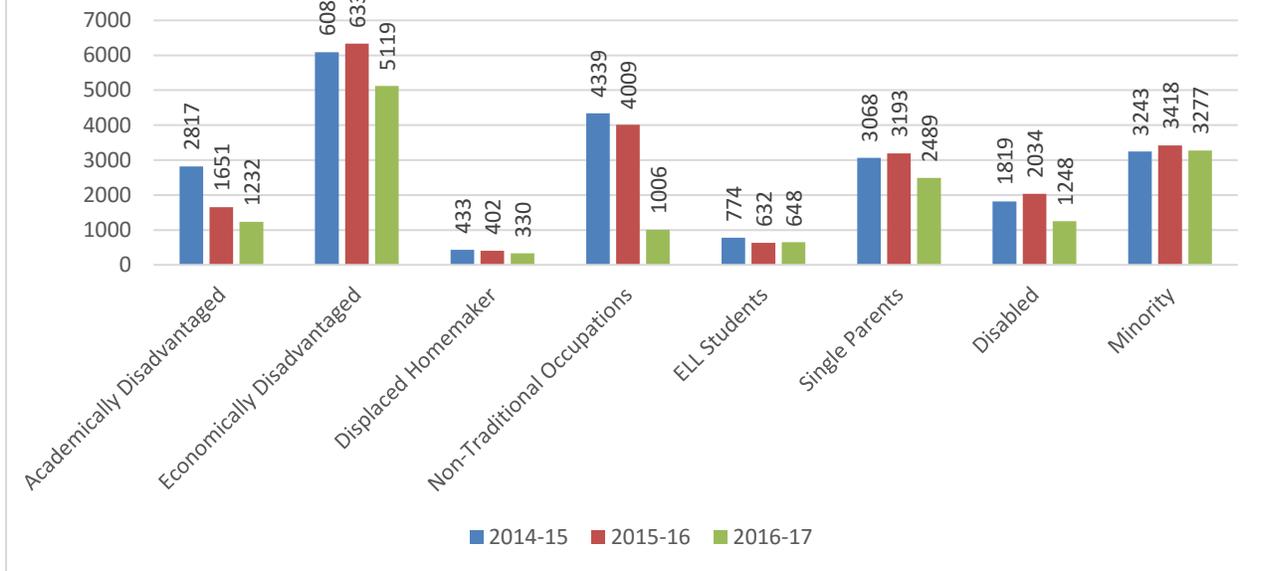
Disabled Students

Over the past ten years, the number of students identifying with specific disabilities has more than doubled. We continue to see an increasing number of students with autism spectrum disorders. Educational Support Services (ESS) staff members provide these students with transition services, specialized intake services, testing/other accommodation, and, individualized case management services. ESS staff members continuously broaden their knowledge of existing and new adaptive and assistive technologies to meet the needs of these students (Table D). Some technologies are also available for students in the Teaching and Learning Center (TLC).

Table D: Auxiliary Aids for Students with Disabilities

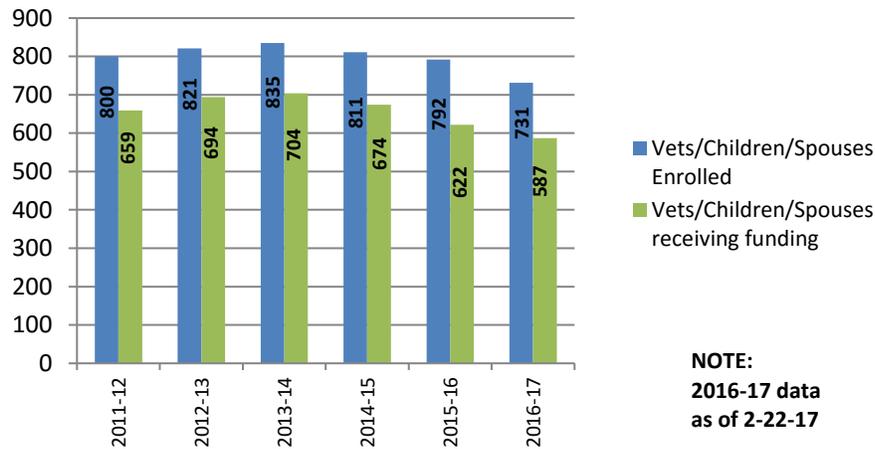|	
Screen readers, magnifiers and scanners	Smart Pens
Talking/large button calculators	Language masters
CCTV's and TTY's	Orthopedic chairs and armrests
Assistive listening devices	Adjustable tables
Speech to text software	Laptops/standalone computers with adaptive
Digital voice recorders	keyboards, touch screens and trackballs
Interpreter services (hearing impaired students)	

Minority Students

The College continues its strong commitment to serving a diverse student body. During the 2015-16 academic year, 1,355 minority students were active in programs. Approximately 70% of minority students access some level of services in Multicultural Student Services. These services range from contact regarding financial aid eligibility or academic progress, to using the center for assistance with obtaining college services, to full case management for at-risk students. Efforts continue to expand services to Oshkosh Riverside Campus and regional centers through targeted outreach and staff presence during the week. In 2015 -16 academic Diversity & Inclusion Services department received the Ann Lydecker Educational Diversity Award from the Wisconsin Department of Administration and the Wisconsin State Council on Affirmative Action for its success in academic retention and college completion for students of color. FVTC is the state's first technical college to receive the award.

Veterans

Since the 2011-12, a steady, high number of veterans, their children and/or their spouses have enrolled at FVTC (Figure 7). Veterans in transition are often in need of significant coordination of services and intensive support. Our fulltime Retention Coordinator – Veteran Support, provides this support and service coordination to student veterans and their families. There is little question that this population will continue to remain strong and need services from a variety of resources.

Figure 7: Enrolled Veterans/Veterans Receiving Funding by Academic Year

Legend: Vets/Children/Spouses Enrolled; Vets/Children/Spouses receiving funding

Academic Year	Vets/Children/Spouses Enrolled	Vets/Children/Spouses receiving funding
2011-12	800	659
2012-13	821	694
2013-14	835	704
2014-15	811	674
2015-16	792	622
2016-17	731	587

NOTE: 2016-17 data as of 2-22-17

Source: FVTC Client Reporting

Student Satisfaction with Student Services

Table E shows student satisfaction results for program students from the 2016 Noel Levitz Student Satisfaction Inventory conducted in Fall of 2015 for the categories related to Student Services. Overall category results of the 2016 Noel Levitz SSI survey compare more favorably with the 2014 FVTC results and vary by category the WTCS 2016 overall (surveys administered from 2011 – 2015). Notable jumps in the average rating for safety/security, academic services, and others from the FVTC 2014 results to 2016 reflect the positive impact of improvements connected with the Student Success Center in general. Safety and security efforts have been impacted by the Campus SaVE (Sexual Violence Elimination Act) legislation and improvements have been made to bring awareness to all faculty and staff regarding sexual misconduct on campus with continued training and awareness building.

Table E: Satisfaction of FVTC Program Students

Noel Levitz SS Categories	FVTC 2012	FVTC 2014	FVTC 2016	WTCS 2016	National 2016
Student Centeredness	5.58	5.56	**5.72**	5.68	5.51
Responsiveness to Diverse Populations	5.51	5.53	**5.64**	5.68	5.63
Campus Support Services	5.14	5.14	**5.29**	5.27	5.17
Safety and Security	5.15	5.07	**5.32**	5.27	5.30
Academic Advising and Counseling	5.42	5.34	**5.55**	5.45	5.36
Admissions and Financial Aid	5.25	5.31	**5.36**	5.45	5.34
Academic Services	5.42	5.46	**5.70**	5.68	5.67
Registration Effectiveness	5.43	5.41	**5.57**	5.62	5.57
Service Excellence	5.39	5.38	**5.53**	5.55	5.44
Concern for the Individual	5.42	5.40	**5.59**	5.52	5.37
Campus Climate	5.53	5.50	**5.64**	5.62	5.46

(Rating scale: 7 point scale with a rating of 7 being the highest, most favorable)

Alignment with Vision 2020

In August of 2016, FVTC launched the new Vision 2020 with the Strategic Directions of Access to Technical Education, Student Success and Workforce & Community Development as well as related strategies and measures. Performance data in this report primarily related to the Student Success Strategic Direction and key strategies related directly or indirectly to our efforts in student support services.

> **Strategic Direction: Student Success: Improve students' completion of credentials through the redesign of academic and support service systems and practices.**

Strategies

Invest in academic and student support services that improve retention and graduation rates, especially for those most at risk.

- Investment in two additional Academic Advisors assigned specifically to IT and Nursing - This investment will drive more intentional and proactive interventions with students in these high demand employment fields resulting in more successful program completions.
- Implementation of a Proactive Academic Advising Model – This model is being implemented by program-specific advising staff in collaboration with faculty advisors and other instructional staff to leverage the resources needed by our students to promote successful program completion.
- FVTC Promise – This scholarship program is designed to assist low-income high school graduates successfully overcome barriers to education.
- Peer Advisors – We have increased our staff of Peer Advisors to better meet the needs of the increasing number of at-risk students needing one-on-one assistance in navigating our processes and our systems.
- Counselors are working with the Center for Instructional Excellence staff to provide staff training on identifying mental health classroom related concerns, follow up to those concerns and reviewing general classroom management strategies.
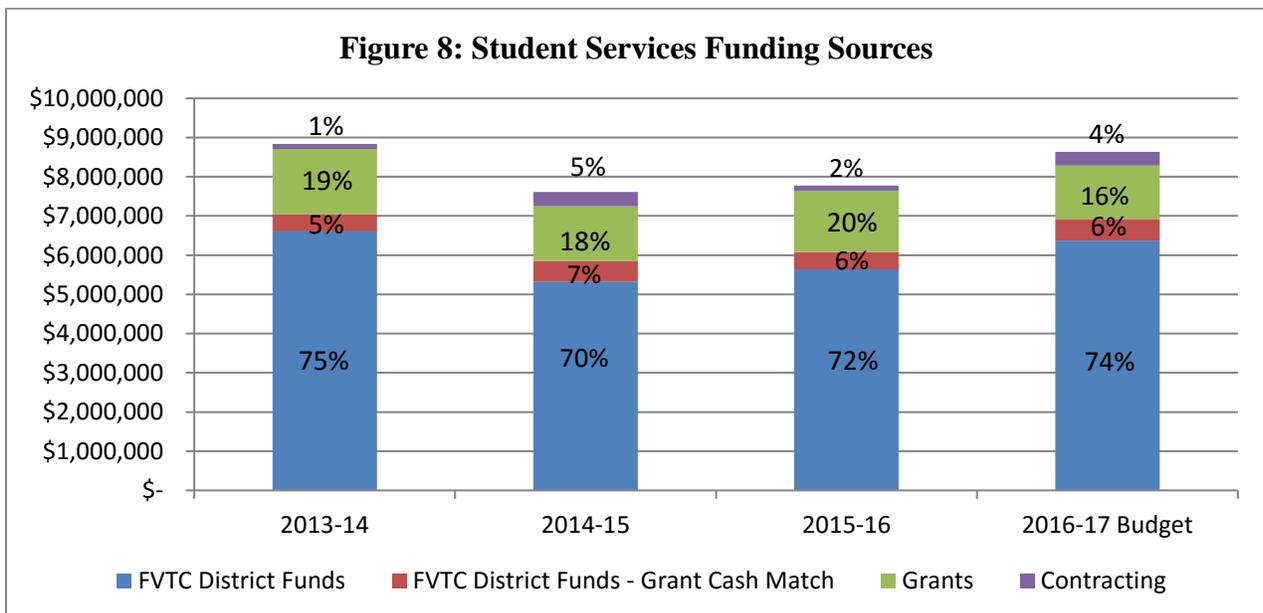
Advance institutional practices focused on improving outcomes for students of color.

- Conduct staff training on cross-cultural understanding to address the needs of our increasingly diverse student population.

- Collaborate with internal departments, including Employment Connections, to understand cultural-specific training and education needs.
- Continue the Scholars for Success, intentional, case management program with diverse populations of students. This program has resulted in increased completion rates for our diverse student population.
- Working with the Riverside Program at the Oshkosh Campus (alternative high school) to create a transition/mentoring program for students of color. The program will be called Scholars Transitioning Young Leaders into Education (S.T.Y.L.E.). We will use current Scholars for Success students as mentors.
- Collaborating with United Hmong American Association (UHAA) to host a College Fair for local Hmong high school students. The college fair will expose Hmong high school students and their families to FVTC and other higher education opportunities.
- Participate in the CHAT (Community Health Action Team) Opportunity Gap Team to find new ways of closing the gap between the majority population and current African American high school students within the Fox Cities.
- Counseling & Advising Department staff are working with the ABE students to help with multiple areas including transition to programs and personal issues.

At What Cost

Figure 8 shows that District funds comprise the greatest support to the Student Services Division budget and primarily support direct service faculty and support staff in the division. Grant funding in the form of state general purpose revenue (GPR) grants and federal funding through the Carl D. Perkins program provide the balance of funds for operations

Figure 8: Student Services Funding Sources

	2013-14	2014-15	2015-16	2016-17 Budget
Contracting	1%	5%	2%	4%
Grants	19%	18%	20%	16%
FVTC District Funds - Grant Cash Match	5%	7%	6%	6%
FVTC District Funds	75%	70%	72%	74%

Legend: FVTC District Funds ■ FVTC District Funds - Grant Cash Match ■ Grants ■ Contracting

Source: FVTC Financial Database

11

FVTC continues to compare favorably in keeping student cost per FTE among the lowest in our WTCS peer group, as shown in Figure 9.
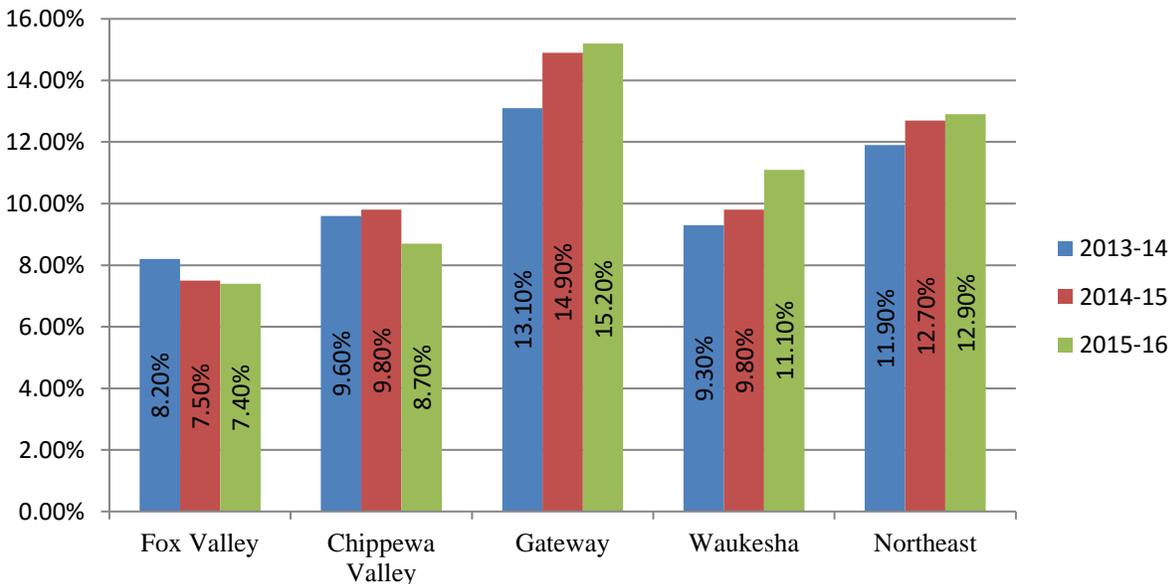
Figure 9: Student Services Cost Per FTE
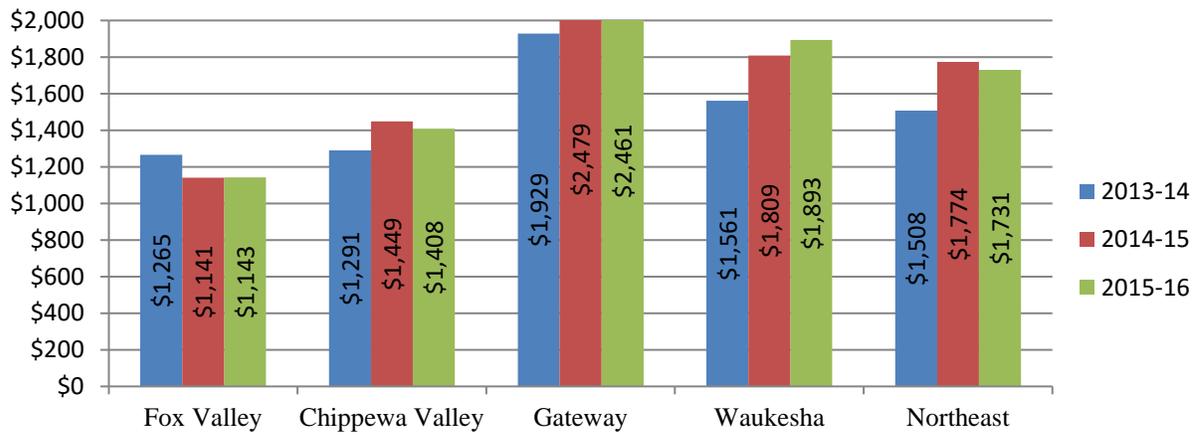
Figure 10 provides a glimpse of the overall cost of Student Services functions as a portion of the College's operating budget as compared to other WTCS colleges. Although there is a desire to benchmark our costs with others, caution is advised in comparing institutions even within the Wisconsin Technical College System contains grey areas due to varied organizational structures and other factors.

Figure 10: Student Services Cost as a Percent of Operational Expenditures