Northeast Wisconsin Technical College

iPASS

VISION: Inspire students to fulfill their dreams by engaging in personalized success plans on their pathway to completion.

Integrated Planning & Advising for Student Success
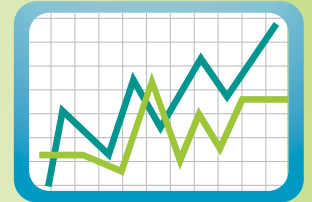
Student Intake Survey

NWTC:
- Offers survey to every new program student
- Uses survey responses and Starfish Early Alert to refer students to interventions before classes start

STUDENTS:
- Complete survey during required New Student Registration sessions
- Engage in student success interventions based on their survey responses

Predictive Analytics

NWTC:
- Uses historical data from past students to create a predictive analytics model
- Assesses predictive data and interventions to align with student needs

STUDENTS:
- Complete the NWTC application process with demographic and educational history
- Engage proactively in interventions based on their predictive data

Integrated Advising

Changing our behaviors so students behave differently, too.

NWTC:
- Creates an integrated advising model with faculty mentoring and academic advising
- Reviews intake data, predictive analytics, and early alerts to inform student conversations
- Engages new program students in meaningful conversations about their pathway and documents engagements in Starfish

STUDENTS:
- Attend at least one meeting with their faculty mentor and seek additional resources when necessary
- Plan courses for the next semester with their mentor and advisor
- Effectively partner in their education as they persist to completion

Dream...
Learn it. Live it.

ADDITIONAL PARTNERS

Starfish by HOBSONS

EDUCAUSE

Achieving the Dream
Community Colleges Count

BILL & MELINDA GATES foundation

INTEGRATED ADVISING MODEL

iPass = Integrated Planning & Advising for Student Success

Vision of the Integrated Advising Model

♦ Inspire students to live their dream by engaging in a personalized success plan and completing their pathway credential

The Integrated Advising Model at NWTC - We Believe:

♦ Every student will succeed in our student-ready learning environment

♦ Advising is a part of the teaching and learning process

♦ Advising is a shared responsibility between advisors, students, & faculty

♦ Advising is individualized and learner-centered

♦ A shared advising design will improve student persistence

Intended Student Outcomes:

♦ Develop meaningful relationships and work collaboratively with academic advisors and faculty mentors, utilizing both for success

♦ Development and achievement of personal and educational goals; Empowerment to realize their dream

♦ Utilize resources and services on campus to achieve academic, personal, and career goals

♦ Model responsible behaviors valued as positive skills in the workforce. Independent use of the Wise Choice Process

♦ Apply NWTC technology to register for classes, and use the Starfish platform to monitor class success toward the completion of each student's educational plan

♦ Student understands their educational plan and academic expectations

iPass & Early Alert
- Intake survey to determine supportive services needed prior to starting pathway
   - Predictive analytics to understand likelihood of persistence
- Early alerts and timely behavior change
- Integrated advising

What Integrated Advising Is:
♦ Intentional, planned, and proactive

What Integrated Advising Is Not:
♦ A casual encounter

INTEGRATED ADVISING MODEL
Resources & Tools for Faculty Mentors

Minimum Expectations of Faculty Mentors:

1. Review Resources & Tools for Faculty Mentors and Mentor/Mentee Session Checklist
2. Meet with student
3. In Starfish: Document meeting and add comments
4. Close 'To Do'

Best Practice Strategies to Facilitate a Productive Faculty Mentor Session:

♦ As a team, determine how you will confirm and organize faculty mentoring meeting invites:
  • Outlook, Starfish, Spreadsheet, Napkin, etc.
♦ Optional: Invite Academic Advisors to Mentor/ Mentee sessions
♦ Meet with each new student individually, not in groups
♦ Be positive, supportive, and encouraging
♦ Help students develop course plan for next semester
♦ Follow up meeting with a positive message to the student
♦ Discuss progress in team meetings

What Faculty can expect from their Dean & Associate Dean:

♦ Support
♦ Guidance
♦ New program student list for given term
♦ Interest in your progress
♦ Reports for completed Starfish To Do items

Faculty Mentoring Plans Include:

♦ Timeframe for integration of faculty mentor. Each faculty mentor will facilitate a minimum of one mentor/mentee session with assigned set of program students no later than week 10 of each semester.

♦ Assigned number of program students to be determined by the program team as planned through the F.O.R.C.E. process to address persistence

♦ Process for identifying faculty-student assignments

♦ Communication process to share integration plan with part-time faculty, recruiters, admissions, advisors, career coaches, and students

♦ Flexibility to utilize existing processes and practices

Faculty Mentoring Tools & Resources:

♦ Mentor/Mentee Session Checklist
♦ [HUB > Dream Logo > iPass/Early Alert > Starfish](#)
♦ New program student list
♦ Dean, Associate Dean
♦ Faculty Videos:
  • Adding / Sending a Starfish To Do to a Group of Students
  • Filtering Students for To Do's Created by "me"
  • Opening a To Do, Adding a Comment, and Clearing/Closing the To Do
♦ Student Video: Creating an Appointment for a Service (i.e. Academic Advising)

INTEGRATED ADVISING MODEL
Mentor/Mentee Session Checklist - Fall 2016

Before Start of Semester - Prior to August 31, 2016:

- ☐ Faculty teams collaborate with Academic Advisors to determine the plan design
- ☐ Determine what students each faculty member will mentor from provided list
- ☐ With your team, discuss plan to meet with each new program student
- ☐ During Program Orientation, reach out to students and discuss meeting times
- ☐ Raise/Assign Starfish To Do to each student to meet after 9/28/16, and before 11/16/16
- ☐ Review faculty videos:
  - Adding / Sending a Starfish To Do to a Group of Students
  - Filtering Students for To Do's Created by "me"
  - Opening a To Do, Adding a Comment, and Clearing/Closing the To Do

Before Each Meeting

- ☐ Access Starfish and open Student Folder
  - Review Intake Responses on Overview Tab
  - Review Enrolled Classes on Courses Tab
  - Review Kudos, Flags, Referrals on Tracking Tab
- ☐ Prepare comments and questions for meeting
  - How are classes going?
  - Any follow-up from intake responses?
  - Recommendations for next semester courses
  - Other questions and conversation
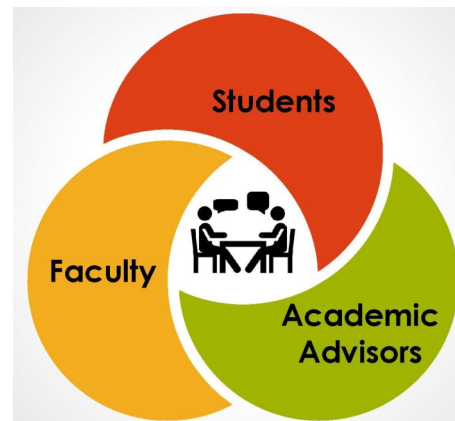
During Meeting - Between 9/28/16 and 11/16/16:

- ☐ Open 'To Do' from Tracking Tab
- ☐ Conduct meeting
- ☐ If needed, help student schedule an appointment with an academic advisor
  - Review student video: Creating an Appointment for a Service (i.e. Academic Advising)

After Meeting

- ☐ In Starfish Tracking Tab: Add comments (What was discussed? What was determined?)
- ☐ Clear/Close 'To Do'
- ☐ Send messages of encouragement, as needed

INTEGRATED ADVISING MODEL
Roles, Responsibilities, & Notes

Academic Advisors	Both	Faculty Mentors
Serve as advisory and as "hub" of College for students with linkage to all other support services	Build meaningful relationship with student and one another	Serve as program mentor and subject matter expert
Assist students in creating academic plans, scheduling, transfer of credit, understanding college policies and procedures, and navigating the educational system	Understand student's personal, educational and career goals	Refer students to appropriate internal support services for academic and personal challenges through Starfish
Provide a respectful, confidential, and supportive atmosphere	Evaluate and monitor student's progress on personal academic plan	Assist student in understanding program context and environment
Refer students to other campus and community resources	Alleviate apprehensions about the unknown	Connect students with industry experts and internship contacts
	Inspire student to set high expectations and achieve goals	Provide student with insight regarding program rigor and design
	Influence a growth mind-set	

NOTE

Faculty teams with an existing design for mentoring of first-year students are not expected to change their design if it includes the items listed on the Tools & Resources page.

Teams may choose to augment the minimum standard as they deem appropriate through team discussions.

Teams with existing designs are expected to document mentor/mentee sessions in Starfish.

Metrics - Number of:

- New program students
- Faculty/student mentor sessions
- Closed "to do" items

Semester & Registration Dates

Fall 2016

8/31/16
Fall 2016 Semester Begins

10/11/16
Veterans' Priority Registration: J- & Spring 2017

10/12/16
Continuing Student Reg: J- & Spring 2017

10/26/16
New Student Reg: J- & Spring 2017

11/16/16
Veterans' Priority Open Registration

11/17/16
General Public Open Registration

12/19/16
Fall 2016 Semester Ends

J-Session 2017

1/9/17 - 1/27/17
J-Session 2017

Spring 2017

1/30/17
Spring 2017 Semester Begins

4/4/17
Veterans' Priority Registration: Sum & Fall 2017

4/5/17
Continuing Student Reg: Sum & Fall 2017

4/18/17
New Student Registration: Summer & Fall 2017

4/19/17
Veterans' Priority Open Registration: Sum 2017

4/20/17
General Public Open Registration: Sum 2017

5/19/17
Spring 2017 Semester Ends

6/14/17
Veterans' Priority Open Registration: Fall 2017

6/15/17
General Public Open Registration: Fall 2017