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

---

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

---

**ADDITIONAL PARTNERS**

- Starfish
- EDUCAUSE
- Achieving the Dream
- Bill & Melinda Gates Foundation

© 2016 by Northeast Wisconsin Technical College
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

Vision of the Integrated Advising Model
- Inspire students to live their dream by engaging in a personalized success plan and completing their pathway credential
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
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

References & Resources
Primary Contacts: Manager of Academic Advising: Kelly Casperson, x5440, kelly.casperson@nwtc.edu
Associate Dean, Business & Info Tech: Mike Vander Heiden, x6306, michael.vanderheiden@nwtc.edu
HUB Site: HUB Home Page > Dream Logo > iPass/Early Alert

© 2016 by Northeast Wisconsin Technical College
## INTEGRATED ADVISING MODEL
### Roles, Responsibilities, & Notes

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

### 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
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31/16</td>
<td>Fall 2016 Semester Begins</td>
</tr>
<tr>
<td>10/11/16</td>
<td>Veterans’ Priority Registration: J- &amp; Spring 2017</td>
</tr>
<tr>
<td>10/12/16</td>
<td>Continuing Student Reg: J- &amp; Spring 2017</td>
</tr>
<tr>
<td>10/26/16</td>
<td>New Student Reg: J- &amp; Spring 2017</td>
</tr>
<tr>
<td>11/16/16</td>
<td>Veterans’ Priority Open Registration</td>
</tr>
<tr>
<td>11/17/16</td>
<td>General Public Open Registration</td>
</tr>
<tr>
<td>12/19/16</td>
<td>Fall 2016 Semester Ends</td>
</tr>
<tr>
<td>1/9/17</td>
<td>J-Session 2017</td>
</tr>
<tr>
<td>1/19/17</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>1/30/17</td>
<td>Spring 2017 Semester Begins</td>
</tr>
<tr>
<td>4/4/17</td>
<td>Veterans’ Priority Registration: Summer &amp; Fall 2017</td>
</tr>
<tr>
<td>4/5/17</td>
<td>Continuing Student Reg: Summer &amp; Fall 2017</td>
</tr>
<tr>
<td>4/18/17</td>
<td>New Student Registration: Summer &amp; Fall 2017</td>
</tr>
<tr>
<td>4/19/17</td>
<td>Veterans’ Priority Open Registration: Summer 2017</td>
</tr>
<tr>
<td>4/20/17</td>
<td>General Public Open Registration: Summer 2017</td>
</tr>
<tr>
<td>5/19/17</td>
<td>Spring 2017 Semester Ends</td>
</tr>
<tr>
<td>6/14/17</td>
<td>Veterans’ Priority Open Registration: Fall 2017</td>
</tr>
<tr>
<td>6/15/17</td>
<td>General Public Open Registration: Fall 2017</td>
</tr>
</tbody>
</table>