

WEBVTT

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00:00:00.900 --> 00:00:09.540

Melanie Harris | CCA | She|Her(s): So today's session on smart scope I should introduce myself, first, I am Melanie here is strategy director, with complete college America.

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00:00:09.900 --> 00:00:25.920

Melanie Harris | CCA | She|Her(s): I have the honor of introducing brad piazza and Nicole Geoghegan brad is the Vice President of learning at waukesha county technical college and Nicole Geoghegan is the student success strategist at not me or university.

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00:00:26.610 --> 00:00:32.610

Melanie Harris | CCA | She|Her(s): This is a follow up to our three part eight week calendar series that we hosted last year.

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00:00:33.210 --> 00:00:41.580

Melanie Harris | CCA | She|Her(s): brad and Nicole wrote phenomenal blogs about their experience i'm implementing the eight week calendar at Lancashire county technical college.

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00:00:41.790 --> 00:00:50.130

Melanie Harris | CCA | She|Her(s): And so I will drop that link in the chat so that you all can read those blogs, there are also three webinars on that accompany those blogs, and so.

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00:00:50.340 --> 00:01:00.870

Melanie Harris | CCA | She|Her(s): I encourage you to check those out, hopefully, many of you were able to join those lines, but I will drop the link in, but I will turn it over to brad and Nicole again thank you so much for joining us today.

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00:01:03.060 --> 00:01:06.720

Melanie Harris | CCA | She|Her(s): All right, I am going to share my screen.

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00:01:13.710 --> 00:01:33.960

Nicole Gahagan: All right, there we go that looks right well Hello everyone, thank you for joining us today like Melanie mentioned, this is part four of our series featuring the shift w ctc made from a traditional 16 week to semester academic calendar model to one that features.

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00:01:35.070 --> 00:01:43.200

Nicole Gahagan: Five eight week terms with your round attendance with summer interrupt and winter interim kind of tucked within.

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00:01:44.310 --> 00:01:56.430

Nicole Gahagan: Like Melanie mentioned, I am a student success strategist at mount Mary university but prior to that I work at w ctc for about five and a half years as a Vice President of student services, so I was brad's partner in crime with this work.

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00:01:57.900 --> 00:02:07.050

Nicole Gahagan: The title of our presentation is smart schedules and one of the things we just want to emphasize today is post secondary institutions responsibility to create a learning environment.

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00:02:07.470 --> 00:02:21.750

Nicole Gahagan: That is responsive to who their students are so aws etc when we started to dig into who are students are rather than who we assumed they were we recognize that our academic calendar structure wasn't setting students up for success.

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00:02:22.500 --> 00:02:30.270

Nicole Gahagan: Ultimately we realized, we had to change our academic structure so that students were empowered to create smart schedules that met their goal of timely completion.

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00:02:30.810 --> 00:02:37.440

Nicole Gahagan: So today we'll be providing a really quick overview of how we got to eight week terms of the data that informed that decision.

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00:02:37.830 --> 00:02:44.880

Nicole Gahagan: And then we're going to go into detail about our process for revising the academic maps that shape students enrollment behaviors.

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00:02:45.360 --> 00:02:59.280

Nicole Gahagan: And then we're going to end by providing you our your one results of this new academic calendar which was launched in fall of 2020 and then we're also going to provide some information about lessons we learned along the way, and what's coming next for wc etc.

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00:03:00.900 --> 00:03:06.390

Nicole Gahagan: So, as you might recall from our previous webinars if you had a chance to review those or our blogs.

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00:03:07.050 --> 00:03:16.950

Nicole Gahagan: This change was significant and It required the change efforts of everyone, and every nook and cranny of the campus Community so one thing that brad and I like to always make sure that we mentioned.

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00:03:17.370 --> 00:03:29.220

Nicole Gahagan: Is that dozens of individuals from all facets of wcc were integral and to making this transition to what we consider an academic structure that is more conducive to 21st century student learner needs.

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00:03:31.290 --> 00:03:43.470

Nicole Gahagan: So every change effort needs to be done with sensitivity to institutional context so as a reminder wcc as part of a 16 institution technical college system within Wisconsin.

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00:03:43.980 --> 00:03:52.620

Nicole Gahagan: wcc specifically is situated in the county just west of milwaukee county so the majority of our students live in or right around waukesha county.

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00:03:53.070 --> 00:03:56.550

Nicole Gahagan: But more and more, we have students coming from Joaquin county to join us as well.

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00:03:57.450 --> 00:04:04.140

Nicole Gahagan: The institution has a total headcount enrollment of about 18,000 students, and this is inclusive of students.

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00:04:04.440 --> 00:04:15.660

Nicole Gahagan: Pursuing associate degrees technical diplomas short term certificates and apprenticeships, as well as duly enrolled students and students who are taking courses for continued education.

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00:04:17.010 --> 00:04:22.050

Nicole Gahagan: wc tcs full time equivalency for college enrollment is just under 4000.

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00:04:24.060 --> 00:04:31.440

Nicole Gahagan: So there were a number of drivers that prompted us to consider shifting to more but shorter terms.

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00:04:32.100 --> 00:04:41.370

Nicole Gahagan: One of those was where was local workforce needs, we could not get graduates into the hands of our local employers fast enough.

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00:04:42.090 --> 00:04:51.420

Nicole Gahagan: But then the second was was individual students needs our students were taking about five years to graduate with a two year credential.

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00:04:52.080 --> 00:04:59.310

Nicole Gahagan: or we're stopping out or dropping out completely never to return with no credential to show for their time in the effort that they didn't invest.

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00:04:59.940 --> 00:05:07.590

Nicole Gahagan: So we knew that we needed to make a change in order to fulfill our mission of providing accessible career and technical education.

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00:05:07.920 --> 00:05:18.450

Nicole Gahagan: And when we dug into who our students are and how they were firing at our institution we recognize that our academic structure was not at all accessible to our adult learning students.

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00:05:19.230 --> 00:05:26.250

Nicole Gahagan: So around the time we were considering shifting to a different academic calendar, we were also implementing guided pathways.

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00:05:26.610 --> 00:05:34.170

Nicole Gahagan: And even though the institution was undergoing a lot of change because of our implementation of guided pathways that work aligned really nicely.

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00:05:34.380 --> 00:05:43.770

Nicole Gahagan: With what we were thinking of doing with the academic calendar, because ultimately those two initiatives have the same goal and that was to help more students earn a credential in a timely manner.

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00:05:46.290 --> 00:05:53.310

Nicole Gahagan: So, like I mentioned, we started to dig into find out who our students are always a typical profile for w ctc students.

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00:05:53.910 --> 00:06:03.660

Nicole Gahagan: And what we learned is that the average age of our students was about 26 years old and 75% of our students are working in fact half of those working students were working full time.

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00:06:04.350 --> 00:06:10.920

Nicole Gahagan: So it was really no surprise at all that 86% of our students were enrolling on a on a part time basis.

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00:06:11.700 --> 00:06:24.810

Nicole Gahagan: These students were taking one maybe two classes per 16 weeks Semester, which led them to only earning about 13 credits in an academic year so as you can imagine.

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00:06:25.410 --> 00:06:40.350

Nicole Gahagan: It was taking students quite a bit more time than maybe they had initially planned in order to earn their credential only about 5% of our students were enrolling in 30 credits per academic year which would situate them to graduate within two years.

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00:06:42.480 --> 00:06:47.250

Nicole Gahagan: So the next question was how are part time students fairing in comparison to full time students.

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00:06:47.700 --> 00:06:58.650

Nicole Gahagan: Our academic structure was set up very much with the traditional college student in mind and that's like an 18 year old full time student, which, of course, as I just mentioned that's not the wcc student profile.

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00:06:59.280 --> 00:07:07.170

Nicole Gahagan: So if you take a look at the graph on the last what we are looking at here is course success by enrollment intensity.

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00:07:07.800 --> 00:07:13.920

Nicole Gahagan: The blue bars represent general education courses and the orange bars represent technical courses.

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00:07:14.730 --> 00:07:28.260

Nicole Gahagan: And the two bars on the Left show how part time students succeeded in their general education courses in their technical courses and then over on the right, that represents full time students of course success.

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00:07:28.740 --> 00:07:42.840

Nicole Gahagan: We defined course the successes, a C, or better at wc etc, and as you can see, regardless of whether we're talking about general education courses or technical courses are full time students were performing at.

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00:07:43.860 --> 00:07:53.670

Nicole Gahagan: A rate that's about 10% higher than our part time students and, of course, of course, success, then leads into retention and so, if you look at the chart over on the right.

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00:07:54.570 --> 00:08:06.360

Nicole Gahagan: The purple bar represents our part time students and the Green bar represents our full time students and you can see that our full time students are retained at a rate that's almost 20% higher than our part time students.

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00:08:08.310 --> 00:08:21.870

Nicole Gahagan: So all this resulted in some fairly lackluster completion outcomes so it's important to note that this is not ipads data because ipads is especially representative of who our students are this comes from our Perkins cohort data.

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00:08:22.830 --> 00:08:31.440

Nicole Gahagan: So what you're looking at here is our three year and our four year completion rates and again part time students are represented by the purple bar and full time students by the Green bar.

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00:08:31.980 --> 00:08:42.060

Nicole Gahagan: And you can see, there is a distinct difference in their success in the third year so 150% of time to completion, are part time students were completing their credential.

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00:08:42.390 --> 00:08:48.870

Nicole Gahagan: at a rate of 40% whereas full time students were getting their credential iterative 56% and then, if we look at the other.

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00:08:49.530 --> 00:09:04.530

Nicole Gahagan: Time marker there for years so 200% time to completion, are part time students were completing their credential at only 45% whereas full time students were completing their credential at 60% and so when we started to show this data.

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00:09:05.580 --> 00:09:14.250

Nicole Gahagan: Our our campus or internal constituents really started to become intrigued because they were learning as we were learning about who our students are and how.

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00:09:14.640 --> 00:09:32.250

Nicole Gahagan: How they're succeeding or not, and it also caused some discomfort so we weren't comfortable with the fact that less than half of our part time students who represent the majority of our students were

graduating and double the amount of time their degrees were supposed to take.

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00:09:33.780 --> 00:09:38.970

Nicole Gahagan: So this really got the wheels turning we knew that there needed to be some type of change, but we weren't sure what that change.

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00:09:39.600 --> 00:09:45.300

Nicole Gahagan: was going to be, but right around this time we started learning about China and technical colleges.

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00:09:45.900 --> 00:09:52.050

Nicole Gahagan: transition to eight week courses and success that their students were having in terms of persistence and completion.

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00:09:52.620 --> 00:10:02.730

Nicole Gahagan: And we had about 3500 enrollments in eight week courses at wc etc, so a small portion but enough where we felt we could take a look at the data.

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00:10:03.030 --> 00:10:14.190

Nicole Gahagan: and compare 16 week course success rates to our eight week course success rates, and so what you're seeing here is those success rates for the spring semester of 2019.

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00:10:14.670 --> 00:10:25.770

Nicole Gahagan: And when you take a look at 16 weeks versus eight weeks, we can see students in eight week courses were sharing about 10% better in terms of course success than their 16 week.

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00:10:27.450 --> 00:10:33.360

Nicole Gahagan: counterparts, conversely, then we took a look at withdrawal rates as well, and again.

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00:10:34.140 --> 00:10:42.810

Nicole Gahagan: same thing just reversed, we can see that there is a higher rate of withdrawals from 16 week courses and a much lower rate.

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00:10:43.050 --> 00:10:46.530

Nicole Gahagan: of withdrawals from eight week courses and when you think about who our students are.

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00:10:46.770 --> 00:11:01.620

Nicole Gahagan: Right, many of them working full time 26 year olds probably have families etc there's a lot of life that can happen within 16 weeks so it makes sense that more students would need to stop their enrollment during that 16 week period versus an eight week period.

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00:11:03.300 --> 00:11:12.930

Nicole Gahagan: So brad's going to walk you through some details in terms of how we remapped our academic plans for students to help them complete a credential in a more timely manner.

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00:11:13.680 --> 00:11:27.510

Brad Piazza: Excellent thanks Nicole hi everybody thanks for joining us today brad piazza Vice President of learning and watch our county technical college and happy to say that really one of the co pioneers and drivers of this, along with Nicole.

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00:11:28.530 --> 00:11:29.970

Brad Piazza: I want to spend a little bit of time.

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00:11:32.550 --> 00:11:34.740

Brad Piazza: Talking about the.

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00:11:37.500 --> 00:11:47.190

Brad Piazza: The guided pathway model and how it fit into this work or how our calendar work really fit into the guided path I model and many of you might be guided pathway institutions.

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00:11:47.940 --> 00:11:51.810

Brad Piazza: as well, so the work that we're going to talk about today, and with respect to.

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00:11:52.560 --> 00:11:59.730

Brad Piazza: designing these program plans really fell under the domain one work, which is a mapping pathways a student angles so.

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00:12:00.030 --> 00:12:06.150

Brad Piazza: If you don't know what guided pathways really looks at that whole student lifecycle from the point of interest through completion.

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00:12:06.810 --> 00:12:09.060

Brad Piazza: And everything that they're going to encounter along the way.

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00:12:09.960 --> 00:12:29.790

Brad Piazza: And so the very first domain and one of the first things that we tackled is making sure that there is a realistic pathway for students to find their way through their programs and to navigate their way through the programs at wc etc, so the work of the calendar really is.

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00:12:31.140 --> 00:12:39.150

Brad Piazza: born out of our our work in implementing the guided pathways framework, so I just want to give you some context in terms of where this word falls within.

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00:12:40.560 --> 00:12:43.170

Brad Piazza: Within the domains next slide please.

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00:12:44.820 --> 00:12:46.950

Brad Piazza: So what other way.

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00:12:51.270 --> 00:13:08.760

Brad Piazza: There we go thanks, so, as you all know, in higher ED we have these catalogs right, and they have majors in them and we list all the courses that students need to take, and our system and some of you on this webinar today might be from our our technical college system.

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00:13:10.530 --> 00:13:18.960

Brad Piazza: know that we would list you know first year first semester first year second semester, and the courses that they're supposed to take and.

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00:13:19.350 --> 00:13:37.860

Brad Piazza: We would just put them in there because we're required to put them in this format and first doing to get through our institution they had to take you know 15 to 18 credits each semester with running 16 week classes in order to even have a chance of getting out in two years.

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00:13:38.970 --> 00:13:45.570

Brad Piazza: As as Nicole mentioned the the profile of our students is not at all consistent.

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00:13:46.800 --> 00:13:58.050

Brad Piazza: With how we have these academic maps, but together so one of the things that we had to do was really address that first, and so we spent a lot of time as a college.

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00:13:59.130 --> 00:14:02.760

Brad Piazza: In retreats which are fancy words for longer meetings.

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00:14:04.560 --> 00:14:13.620

Brad Piazza: trying to get the learning managers, so my associate dean's and coordinators and beans, as well as our friends and student services.

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00:14:14.310 --> 00:14:21.330

Brad Piazza: To think about and to learn about momentum metrics and so we've we've learned a lot about momentum metrics from.

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00:14:21.900 --> 00:14:31.260

Brad Piazza: You know, complete college America and other places as well, and how we need to start thinking about the cadence at which students are moving through our institution.

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00:14:31.770 --> 00:14:47.550

Brad Piazza: So we spent a one retreat talking about momentum metrics introducing the College in particular again to our managers to what momentum metrics are why they're important and which ones that we really want to start impact and.

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00:14:48.870 --> 00:15:01.770

Brad Piazza: Then we had another retreat the following year or half year I forget exactly the timing of these right now, but where we started to work with with my instructional managers on the learning side.

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00:15:02.940 --> 00:15:11.700

Brad Piazza: Looking at their program maps and getting them to look at their program look at the courses that are in them.

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00:15:12.480 --> 00:15:26.820

Brad Piazza: Look at the pre racks so you know we love and higher ED to pre record the heck out of everything, whether or not they need to be there, or not we like to put them in place related take a hard look at whether or not those are necessary.

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00:15:28.020 --> 00:15:42.210

Brad Piazza: Where are your gatekeeper courses right, we all know that math and English are gatekeeper classes, but you're an accounting program, we know that accounting one is a gatekeeper class and so trying to identify courses like accounting one and blueprint reading and things like that.

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00:15:42.990 --> 00:15:49.860

Brad Piazza: Where we know students historically based on course success rates so have struggled a little bit and how we can.

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00:15:51.360 --> 00:16:05.490

Brad Piazza: ease up with kind of the course sequencing with respect to one moser so anyway, we really spent time at at that retreat getting people's minds around these program maps and so what we did was create a.

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00:16:06.900 --> 00:16:09.960

Brad Piazza: guideline and that's what's on the screen.

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00:16:11.580 --> 00:16:20.640

Brad Piazza: of criteria that we really wanted them to be thinking about as they started to draft with these new academic maps would be for each of their programs.

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00:16:21.060 --> 00:16:28.770

Brad Piazza: And we gave them, and so the domain one team that I referenced that with the guided pathways really created the criteria for what.

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00:16:29.040 --> 00:16:36.930

Brad Piazza: People need to be thinking about with these new academic maps, so that we need to make sure that students could realistically get 30 credits and academic year.

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00:16:37.890 --> 00:16:44.730

Brad Piazza: That the academic maps did not exclude summer love to exclude summer in higher ED button, the two year world.

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00:16:45.390 --> 00:17:00.420

Brad Piazza: that's very that that time is precious to the students to keep moving through our programs they needed to look out for directs they need to look at the sequencing a pre direct to make sure that we weren't sequencing The pre wreck course after the target coders.

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00:17:01.650 --> 00:17:08.580

Brad Piazza: course competencies like we like to shove everything we possibly can, into a course and really to unpack that class a little bit.

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00:17:09.270 --> 00:17:20.550

Brad Piazza: and think about what's essential and that was done with faculty and i'm going to come back to that and, second, common first terms, where we where we can kind of that Meta major concept about calling it a Meta major.

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00:17:21.150 --> 00:17:28.110

Brad Piazza: math and English sequence, in the first year discipline specific gatekeepers I get talked about, and so on, so.

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00:17:29.430 --> 00:17:35.070

Brad Piazza: We at this retreat started to get people thinking about that then at a in service.

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00:17:35.820 --> 00:17:47.760

Brad Piazza: With our faculty we really carved out work time for faculty to work within their programs with our instructional manager and figuring out what these maps need to look like.

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00:17:48.240 --> 00:17:53.820

Brad Piazza: based around with these guidelines kind of vessels rails that they need to kind of SAVE 20 right.

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00:17:54.540 --> 00:18:03.120

Brad Piazza: And so we spent a lot of time and I want to kind of jump back to that course competencies, we have one of our end services, some of our our.

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00:18:03.720 --> 00:18:10.620

Brad Piazza: Excellent faculty who are already doing this type of work talking doing this bucket exercise right, and so you have a.

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00:18:11.250 --> 00:18:18.780

Brad Piazza: course and maybe it's got eight to 12 competencies in it, but all eight to 12 don't have the same weight for lack of a better word.

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00:18:19.080 --> 00:18:28.080

Brad Piazza: So what are those two to three competencies that we know we need to spend the most time on our most critical for success and the other courses coming behind.

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00:18:28.800 --> 00:18:41.760

Brad Piazza: So you put those rocks in this bucket and then we can kind of fill in around those right so really unpacking that and sometimes you realize that you have the same competencies from course the course the course in the same program and so getting fact the talking.

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00:18:42.270 --> 00:18:53.880

Brad Piazza: about what they're doing in their courses unpack the class redo the competencies and really focus on those absolutely essential things because we're moving from at from 16 weeks down to eight.

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00:18:54.720 --> 00:19:03.480

Brad Piazza: And that doesn't mean you just take 16 weeks of content and jamming, and so we had to make some adjustments right So this was our attempt at being able to do that.

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00:19:03.930 --> 00:19:13.410

Brad Piazza: So, after the these you know the instructional managers and the Faculty spend time on this and working in their own services they created a draft of a map.

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00:19:14.280 --> 00:19:21.870

Brad Piazza: And so, then Nicole, and I did a first review of every academic map that was done for every single program our campus.

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00:19:22.440 --> 00:19:32.850

Brad Piazza: And what we did is we sat down with the instructional manager just did a first review and provided some feedback, sometimes we had questions that would get them to think, maybe a little bit differently.

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00:19:33.420 --> 00:19:39.870

Brad Piazza: And we would have questions, maybe something wasn't clear in their explanation, made it super clear as to why things were laid out the way they were.

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00:19:41.460 --> 00:19:49.260

Brad Piazza: After that was done, and if there are any adjustments that we want them to make and all of that was done, then, and this was really important.

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00:19:50.070 --> 00:19:59.850

Brad Piazza: Because, as you know, financial aid drives just about everything, when it comes to these programming and students, we absolutely didn't want to build something that wasn't able.

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00:20:01.560 --> 00:20:12.600

Brad Piazza: The Director of financial aid, and I did the last and final reviews, so we have justin is his name justin and I sat down with each of the instructional managers went to.

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00:20:12.840 --> 00:20:23.340

Brad Piazza: Every one of their programs, to make sure that everything was in was in line for students to get financial aid or if it wasn't able to make sure.

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00:20:24.480 --> 00:20:34.200

Brad Piazza: That there wasn't a way to make it a double or just to make sure that we're all clear on the program not being able, and still make sure that there was a pathway through for students so.

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00:20:35.070 --> 00:20:45.420

Brad Piazza: I guess that's a really long way of saying we had to create some really good guidelines for these programs, we knew we needed to fit a little bit into a box.

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00:20:45.840 --> 00:20:56.040

Brad Piazza: And that we were going to make sure that this criteria was really looked at and thought about as we created these maps for students to be able to get through our programs.

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00:20:59.310 --> 00:21:00.450

Brad Piazza: Next slide please.

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00:21:04.200 --> 00:21:07.530

Brad Piazza: As part of this work also on this was really an advising tool.

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00:21:08.460 --> 00:21:16.410

Brad Piazza: But also good for for the learning side to be paying some attention to I know it's really hard to see, but I just want to kind of break down what what you're looking at.

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00:21:17.190 --> 00:21:29.370

Brad Piazza: So we created these program major season, so you know this one happens to be accounting, and so we asked them to do, in addition to creating the program maps is to list every course in their Program.

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00:21:30.420 --> 00:21:34.380

Brad Piazza: And when it was going to be offered based on the new program maps that they had created.

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00:21:34.680 --> 00:21:53.220

Brad Piazza: Right so it's going to be a summer offering is it going to be a fall one to fall to spring one a spring to and so on and so forth, and so we had asked each program to create that now and then to indicate if they could whether it was a day offering or an evening offering.

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00:21:55.290 --> 00:22:08.130

Brad Piazza: And I think i'm not sure if it's on this one or not, I think it is if the kind of the modality right was it going to be an online class was it going to be a hybrid class keep in mind all of this was done pre coated so obviously.

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00:22:08.640 --> 00:22:16.230

Brad Piazza: We continued with the the offering in the right sequence, but in the delivery may or may not have changed for these.

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00:22:16.680 --> 00:22:22.920

Brad Piazza: For this program matrix really Now this is when we go to do scheduling what we're working working from.

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00:22:23.430 --> 00:22:29.010

Brad Piazza: When it comes to scheduling also gives the students, an idea with their advisor as to when they can expect.

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00:22:29.490 --> 00:22:41.580

Brad Piazza: Of course, to be offered and the modality, by which that class will be offering so again, we have this for every program and it was a useful to have people to our website w ctc.edu.

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00:22:41.880 --> 00:22:51.000

Brad Piazza: click on a program and the courses somewhere in the catalog piece there's a link to that matrix and you should be able to see one of some of these examples.

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00:22:51.660 --> 00:22:58.110

Brad Piazza: And so, this is something we didn't have before, and many of you may have this already and say well that's no big deal we've been doing that for years, but for us.

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00:22:58.590 --> 00:23:10.680

Brad Piazza: It was not something that we had, and it really provided a little bit more structure around our programming and our way that we want students to move through these programs.

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00:23:13.050 --> 00:23:14.190

Brad Piazza: Next slide please.

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00:23:16.350 --> 00:23:20.310

Brad Piazza: Alright, so I wanted to share some of our.

140

00:23:21.480 --> 00:23:32.820

Brad Piazza: preliminary data so For those of you that have been with us through some of the other presentations we were doing all of our presentations for CCA about a year ago.

141

00:23:33.720 --> 00:23:43.770

Brad Piazza: Prior to the implementation of the calendar for those of you that are first joining us we implemented this in in fall and, like all of us.

142

00:23:44.730 --> 00:23:52.170

Brad Piazza: I don't know if there was a better if that was the best time to launch it or the worst time to launch it, but it is when we launched it so.

143

00:23:52.530 --> 00:24:04.050

Brad Piazza: Like every other institution on the planet, we have a covert year and our code year happens to be the year that we tried to pull off the biggest change in the institution's history, probably, and so, these are the results of the first year.

144

00:24:04.890 --> 00:24:14.790

Brad Piazza: So we did not abandon our goal of launching this in fall of 20, so this is our benchmark year kind of.

145

00:24:15.390 --> 00:24:23.820

Brad Piazza: And I say kind of because I have a feeling that this upcoming year barring any unforeseen circumstances, probably going to give us a much better indicator.

146

00:24:24.060 --> 00:24:29.520

Brad Piazza: Of where we're at with the calendar, but this is our data, and so I wanted to be able to share this with you.

147

00:24:29.760 --> 00:24:36.810

Brad Piazza: And kind of walk you through some of this so you just can have an idea of how we did in our in our first year and i'm really looking forward to.

148

00:24:37.320 --> 00:24:47.850

Brad Piazza: A year of quasi normal with this eight week launch just to see how it stacks up against this year, so a couple things on here that I want to.

149

00:24:49.080 --> 00:24:58.290

Brad Piazza: point out i'm not going to spend time comparing us to these benchmarks, but you'll see the w tcs benchmark in each of these boxes.

150

00:24:59.460 --> 00:25:04.620

Brad Piazza: wt CSS Wisconsin technical college system they're 16 institutions within our system.

151

00:25:05.130 --> 00:25:14.370

Brad Piazza: So we have these benchmark institutions kind of our cohort that we compare ourselves to cancel each tech College has one, and so we have seven.

152

00:25:15.120 --> 00:25:21.390

Brad Piazza: And they are medium sized institutions located and medium population density cities.

153

00:25:22.260 --> 00:25:33.510

Brad Piazza: And so within the wt CS or seven other colleges that we compare ourselves against and that's kind of our core So those are on here and, quite frankly.

154

00:25:33.990 --> 00:25:44.040

Brad Piazza: that's of less concern to me than our comparison to the previous year, but it's on here, it just again it kind of gives us a little bit broader comparison point.

155

00:25:44.790 --> 00:25:59.190

Brad Piazza: And so you'll see that and i'm just going to kind of move from the top left across and then to the bottom row, so we had you know 34 almost 35,000 course enrollments, so this is from.

156

00:25:59.760 --> 00:26:17.640

Brad Piazza: Summer through may our client, so our official reporting of be able to have absolute final numbers in September, so these again are all kind of preliminary numbers as everything's not closed out yet so we had about 35,000 course enrollments, which is actually up.

157

00:26:18.810 --> 00:26:35.940

Brad Piazza: About one and a half percent in comparison to the previous year, so that's course enrollments these are obviously duplicated student counts, but absolute course enrollments so student registrations and courses and that's in every modality and it's in every format it I should mention.

158

00:26:36.960 --> 00:26:45.960

Brad Piazza: that not every single course went to eight weeks some did stay at 16 and there was an explanation given as to why those some of those made sense and so.

159

00:26:46.320 --> 00:26:52.710

Brad Piazza: While every program has eight week courses in it, not every program is 100% eight week delivery.

160

00:26:53.490 --> 00:27:00.390

Brad Piazza: The next box, the course success rate, so this is, overall, as an institution in the first year at 6.1%.

161

00:27:00.870 --> 00:27:06.930

Brad Piazza: course success rate, so this is a week, as well as 16 week and so some of those 16 weeks are.

162

00:27:07.320 --> 00:27:15.720

Brad Piazza: You know, lamb intensive and I three clinical sites practice some sites Whatever the case may be, so that's our overall course accessory which was down.

163

00:27:16.290 --> 00:27:29.280

Brad Piazza: Point 3% and comparison, the previous year and our eight week format, so those courses offered exclusively in eight weeks was 84.7% success rate so.

164

00:27:29.970 --> 00:27:36.480

Brad Piazza: If you remember, one of the previous slides we had talked about our success rate being up in the 90 some percent a couple things keep in mind.

165

00:27:36.750 --> 00:27:41.520

Brad Piazza: Number one we had faculty teaching an eight week format that i've never taught in this format before.

166

00:27:42.120 --> 00:27:54.270

Brad Piazza: We had coven and we also had students taking courses in eight week format, who have never taken an eight week class before, so I think, overall, we had pretty good success on this first year given now that we have.

167

00:27:54.960 --> 00:28:10.590

Brad Piazza: You know before we had 3000 ish course enrollments in a semester, now we have you know 10s of thousands of course enrollments in

a week courses so that's what our first year kind of benchmark is for score success in an eight week is you know pushing 85%.

168

00:28:11.970 --> 00:28:20.850

Brad Piazza: We have some point 3% course withdrawal at the UN all courses and we had a 7.9% so about 8% for eight week format again.

169

00:28:21.450 --> 00:28:33.720

Brad Piazza: As I said before, probably some of the same factors contributed to to a little bit higher course success rate than we had seen previously, but this was again, our starting point.

170

00:28:34.950 --> 00:28:39.870

Brad Piazza: One of the metrics so one of the momentum metrics that we had talked about here and.

171

00:28:40.110 --> 00:28:49.470

Brad Piazza: is really that average credits per student, and this is one that we really are keeping our eye on and want to see the needle move on, so we're at 12.2 average credits per student.

172

00:28:50.190 --> 00:28:59.940

Brad Piazza: So that's up 1.3% over 2020, which is good for us to see, and right now as we're looking at enrollments for for fall.

173

00:29:00.750 --> 00:29:10.740

Brad Piazza: we're tracking very close to that, right now, so again that's one for us, one of our key metrics is, we want to see that needle move which will obviously speed up time to completion right.

174

00:29:12.300 --> 00:29:18.330

Brad Piazza: Another one that we had talked about in terms of our momentum metrics is that percent of students enrolled in 30 credits.

175

00:29:18.660 --> 00:29:26.700

Brad Piazza: And an academic year, so we only have you know our first year of eight week it was obviously the year we're just wrapping up soon about 5%.

176

00:29:27.090 --> 00:29:30.570

Brad Piazza: And that's up right, you know point 6% from the previous year.

177

00:29:30.870 --> 00:29:40.080

Brad Piazza: This one is going to take some time to move, obviously we have to have a few semesters under the belt, the price, see any movement in this or, quite frankly, a few years, but this is another one of our key.

178

00:29:40.590 --> 00:29:49.980

Brad Piazza: Momentum metrics that we're looking at and then, finally, the the retention, so we did fall the spring retention we haven't gotten into the fall one fall to spring one spring to retention.

179

00:29:50.580 --> 00:30:03.330

Brad Piazza: Other than that, we have been looking at the percent of students who register and fall one and also register and fall to at the same time we've been pushing close to 90% which is really good because students can maximize or financially.

180

00:30:03.870 --> 00:30:11.550

Brad Piazza: But we had 85.6% fall the spring retention retention, which is down 1% in comparison to the previous year.

181

00:30:12.810 --> 00:30:15.330

Brad Piazza: But again overall we're pretty happy.

182

00:30:16.500 --> 00:30:26.730

Brad Piazza: With where we're at with the, so this is what our first year look like again it for everybody, this year is going to kind of have an asterisk next to it, hopefully, the year that we're coming into now starting.

183

00:30:27.150 --> 00:30:39.480

Brad Piazza: Actually, with this summer will see some maybe more accurate numbers in terms of how things are going to look in in again kind of a quasi normal hopefully very normal.

184

00:30:40.230 --> 00:30:48.390

Brad Piazza: academic year so after September when everything is closed out, we will lock in numbers and we will be.

185

00:30:49.260 --> 00:31:03.030

Brad Piazza: able to share out some additional metrics as well, but and a lot of people have been interested i've been getting fair number of emails after each of these webinars kind of asked me how things are going, so this is our first snapshot of of how things are looking for us right now.

186

00:31:05.700 --> 00:31:06.570

Brad Piazza: And Nicole.

187

00:31:07.200 --> 00:31:17.670

Nicole Gahagan: Alright, well, of course, with any change there are happy surprises and lessons learned and iterations being planned for the future.

188

00:31:18.780 --> 00:31:37.740

Nicole Gahagan: Although we launched the new academic calendar in the midst of a global pandemic, we are delighted to see African American or black students and students with disabilities gains and course success surpassed that of their counterparts, so that was a very happy surprise for us.

189

00:31:39.690 --> 00:31:49.140

Nicole Gahagan: We thought that we had turned over just about every stone and terms of rethinking every process that supports instruction behind the scenes.

190

00:31:49.560 --> 00:31:57.270

Nicole Gahagan: And we think we did so with one exception, and that is a great appeals process that is under revision now.

191

00:31:57.690 --> 00:32:05.040

Nicole Gahagan: are great appeals process is laborious and long and cumbersome and probably needed an overhaul anyways but.

192

00:32:05.610 --> 00:32:09.480

Nicole Gahagan: No time, like the President to streamline that and expedite that's because.

193

00:32:09.780 --> 00:32:20.580

Nicole Gahagan: there's such a short amount of time in between terms now and students need to know what their final grades are before they can register for the next set of courses in the next term so that is one process.

194

00:32:20.910 --> 00:32:27.870

Nicole Gahagan: That we didn't revise prior to flipping the switch on the new academic calendar that we've noticed so far that we need to take care of now.

195

00:32:29.010 --> 00:32:40.080

Nicole Gahagan: um one of the other things that w ctc wants to do is take a look at course success class by class, so what having faculty members take a look at the.

196

00:32:40.650 --> 00:32:52.560

Nicole Gahagan: Success in their courses, for example, students who were in a MP did better than when a MP was delivered in a 16 week format, but that wasn't the case in Microbiology.

197

00:32:53.160 --> 00:33:05.100

Nicole Gahagan: And so what is it about the courses that aren't showing more course success prior to flipping the switch on the calendar, and so we want to dig into that see if there's anything we can do with the structure of those courses.

198

00:33:06.360 --> 00:33:18.600

Nicole Gahagan: To see if we can increase course success, otherwise we'll have to decide whether or not those courses remain appropriate for an 18 week term or whether or not it needs to be stretched out to to 16 weeks.

199

00:33:20.250 --> 00:33:27.510

Nicole Gahagan: Last The other thing that we would like to do, and this is something we've been wanting to do since we started thinking about these this year round attendance is.

200

00:33:27.870 --> 00:33:36.540

Nicole Gahagan: allow students to register for the entire academic year we're not quite there yet, because of course there's a lot that goes into creating that possibility for students.

201

00:33:37.980 --> 00:33:44.010

Nicole Gahagan: But right now students can register for both terms that would typically set it within a traditional 16 week semester.

202

00:33:44.280 --> 00:33:52.290

Nicole Gahagan: And like brad mentioned close to 90% of students are taking advantage of that opportunity and registering for say fall one and fall to at the same time.

203

00:33:52.650 --> 00:34:02.670

Nicole Gahagan: Again, that maximizes their financial aid award, and so we would like to open that up to the entire academic year so that students can.

204

00:34:03.090 --> 00:34:12.720

Nicole Gahagan: do some financial planning around that plan, the rest of their lives and external responsibilities around knowing what's coming up, as far as when their courses are offered so.

205

00:34:13.470 --> 00:34:21.630

Nicole Gahagan: Those were our happy surprises and our hopes for the future, and now we are ready to take any questions that might have popped up.

206

00:34:30.780 --> 00:34:46.410

Melanie Harris | CCA | She|Her(s): and taking a look, and it actually looks like you've answered all the questions which is perfect, we can give a good 10 second pause to see if anyone has any last minute questions to add in the chat or Q amp a.

207

00:34:47.760 --> 00:34:54.870

Melanie Harris | CCA | She|Her(s): or brad and Nicole there's anything that anything else you want to share um really looks like we're all set.

208

00:34:56.490 --> 00:35:03.420

Nicole Gahagan: I would just encourage everyone if they didn't see our other three webinars or read those blogs to go and check those out if you.

209

00:35:03.750 --> 00:35:19.440

Nicole Gahagan: are thinking about making a switch to a different academic calendar we go into a lot of detail about our decision making process and how we engage the rest of the campus community and this work in order to get some buy in and and help expedite that change process.

210

00:35:20.730 --> 00:35:34.560

Melanie Harris | CCA | She|Her(s): Yes, and I just dropped the link again in the chat box and we'll also included in the recap email but it's been great seeing all the progress you've made over this crazy times of covert and everything else that's happened.

211

00:35:34.830 --> 00:35:38.010

Melanie Harris | CCA | She|Her(s): In this past year, and so, seeing that your numbers have increased.

212

00:35:38.280 --> 00:35:45.120

Melanie Harris | CCA | She|Her(s): So I want to thank you both again for being here today, I also want to thank all of our attendees.

213

00:35:46.080 --> 00:35:55.230

Melanie Harris | CCA | She|Her(s): I have put my email address on the screen again we encourage you to connect with complete college America on our website and social media.

214

00:35:55.560 --> 00:36:07.590

Melanie Harris | CCA | She|Her(s): and join us for our next CCA live in two weeks on Thursday July 30 at 3pm on proactive advising we'll have a panel of phenomenal leaders and the proactive advising room.

215

00:36:07.920 --> 00:36:14.880

Melanie Harris | CCA | She|Her(s): to join us so again, thank you so much, and we will be in touch with the recording and evaluation thanks brad and Nicole.

216

00:36:15.210 --> 00:36:16.140

Brad Piazza: Thank you bye everybody.

217

00:36:16.200 --> 00:36:16.800

bye.