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Preface

The Strategic Enrollment Management (SEM) Project. The SEM Project began in 2016 as part of the suite of resources, tools, and professional development opportunities in the Professional Learning Network provided through the Institutional Effectiveness Partnership Initiative (IEPI) at the California Community Colleges Chancellor’s Office. The SEM Project was developed by a core team of community college educators with collective expertise, i.e., instruction, student services, business and finance, and institutional research and planning. The SEM Core Team spent approximately one year researching the field of enrollment management in higher education, and worked with an advisory group comprised of college representatives from across the state of California and across constituent groups. Some of the resulting tools, resources, and services include:

- SEM Institutional Self-Assessment and Facilitator’s Guide
- Nine resource guides and companion materials covering various SEM topics
- A bank of SEM Promising Practices
- A one-year cohort-based SEM Program in which 15 colleges participate in a two-day SEM academy and receive support from a team of SEM coaches on their SEM project.

Background: Intentional Focus on Completion. In order to align the California Community Colleges (CCC) system with the national student completion goals, in 2017 the Chancellor’s Office spearheaded the development of a new strategic vision and imperative for the CCC system of colleges entitled, Vision for Success (http://californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf). This new strategic vision brought a deeper, more intentional focus on the holistic needs of students and a greater call for student completions. The goals for the system through 2022 in the Vision for Success (VFS) are to:

1. Increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

2. Increase by 35 percent the number of CCC students transferring annually to a University of California (UC) or California State University (CSU).

3. Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.

4. Increase the percent of exiting Career Technical Education (CTE) students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.

6. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

In order to help the CCCs accomplish the goals in the VFS, the Chancellor’s Office mandated two significant system-wide changes. The first one was Guided Pathways (GP), which creates a highly structured approach to student success and provides all students with a set of clear course-taking patterns and supports. The key principles of Guided Pathways include:

- Programs that are fully mapped out and aligned;
- Redesigned and integrated basic skills/developmental education classes;
- Proactive academic and career advising;
- Structured on-boarding processes;
- Responsive student tracking systems; and,
- Instructional support and co-curricular activities.

The second significant mandate was a change in the formula used to provide the CCCs their operational monies. Traditionally, funding had been allocated based on numbers of Full-Time Equivalent Students (FTES). The Student Centered Funding Formula (SCFF) is a new way to allocate funding to community college districts. The SCFF supports access to funding through enrollment-based funding, as well as student equity. The SCFF targets funds to districts that serve low-income students and student success equitably by providing districts with additional resources for successful student outcomes. The SCFF includes the following three allocations:

**Base Allocation.** The Base Allocation is based on districtwide enrollments. The sum of the Base Allocation funding formula in the SCFF is comprised of: 1) the number of colleges and centers in a district, 2) the size in terms of enrollments, 3) the enrollments in credit, noncredit, and career development and college preparation (CDCP) noncredit courses, and 4) enrollment of special admit students and inmates in correctional facilities;

**Supplemental Allocation.** The Supplemental Allocation is based on the number of low-income students enrolled, as determined by the number of Pell Grant recipients, College Promise Grant recipients, and AB540 students; and
**Student Success Allocation.** The Student Success Allocation is based on the counts of successful outcomes in eight measures: 1) the number of Associate Degrees for Transfer (ADTs) granted, 2) the number of associate degrees granted (excluding ADTs), 3) the number of baccalaureate degrees granted, 4) the number of credit certificates (16 units or more) granted, 5) the number of students who complete transfer-level mathematics and English courses within the first academic year of enrollment, 6) the number of students who transfer to a four-year university, 7) the number of students who complete nine or more Career Technical Education units, and 8) the number of students who attain a regional living wage. Furthermore, through the Student Success Allocation, a district receives additional funds for the same eight outcomes attained by students who received Pell Grants and College Promise Grants.

**Additional legislative efforts that augment and support the mandates noted above include:** AB19 (College Promise), AB705 (Assessment Protocol Reform), SB1440 (Associate Degrees for Transfer) and the Strong Workforce Program.

**Reframing SEM.** With the establishment of the Vision for Success, Guided Pathways, the Student Centered Funding Formula and other supporting initiatives, the SEM Project has continued to update and develop important tools, resources, and services that clearly align with these major statewide initiatives and legislation. The SEM Project continues to support college and district SEM efforts in order to help build and sustain healthy and dynamic community college environments. The strategies and practices for SEM are generally most responsive in a system that is open, dynamic, and responsive to its environment: accepting continuous input, analyzing this input in a timely manner, adjusting as needed in order to achieve organizational goals, and transmitting necessary information back out to the environment. To continue being a vital strategy for student success, enrollment optimization, and fiscal viability, SEM efforts must evolve alongside crucial changes that occur in community colleges.

**The SEM Organizing Framework.** The SEM Organizing Framework depicted in Diagram 1 was originally designed in 2016 to guide the development of the tools, resources and services for the SEM Project. It evolved out of research including an extensive literature review of SEM in higher education and primary research into current SEM practices in the California Community Colleges. It was revised in 2019 to more closely align with recent statewide initiatives and legislation (e.g., VFS, GP and SCCF), which in turn helped to guide the revisions of the SEM Project tools, resources and services. As the California Community Colleges work to implement these initiatives and legislation, the SEM Project continues to support these efforts through the variety of resources, tools, and services.

The SEM Organizing Framework exemplifies a holistic approach to SEM, and represents conditions for excellence in SEM. It contains three core dimensions: Foundation, Approach and Strategies. Each dimension contains multiple components of SEM that together define the essential elements of SEM.
**Strategic Enrollment Management (SEM) Operational Definition.** The SEM Purpose Statement was created by the SEM Core Project Team in conjunction with the SEM Advisory Committee. It reflects the same values, principles, and approach found in the Vision for Success (VFS) and its implementation framework, Guided Pathways (GP). Ultimately, the overarching purpose of SEM, VFS, and GP is to increase program completion, transfer, and gainful employment, and to close equity gaps in access and achievement. In addition, SEM, VFS, and GP use a holistic, integrative and collaborative approach for developing and implementing related strategies and practices. SEM also includes a focus on optimizing enrollment and maintaining fiscal viability, both of which are conditions needed in order to fully support the VFS goals, GP implementation, and align with the Student Centered Funding Formula (SCFF).
SEM Purpose Statement. As open-entry institutions, California community colleges serve a diverse student body with wide-ranging educational goals. We must regularly adapt our programs and services to meet the changing needs of our students, and to facilitate the achievement of their educational goals. At the same time, we must maintain our fiscal viability to ensure that we can support our communities now and into the future.

SEM is a holistic concept and process which enables the fulfillment of an institution’s mission and its students’ educational goals1. SEM directly supports the Community Colleges Chancellor’s Office Vision for Success and related goals. As it focuses on all aspects of the student experience, it coincides with the four pillars of Guided Pathways: 1) Clarify the Path, 2) Enter the Path, 3) Stay on the Path, and 4) Ensure Learning. Moreover, with its attention to financial stewardship in service of students, SEM supports colleges by ensuring adequate resources to improve equitable access and student outcomes through the Student Focused Funding Formula.

The purpose of SEM is to:

- Establish comprehensive student enrollment goals that are aligned with the college’s mission, and core plans;
- Promote student success by improving access, engagement, persistence, and completion of program pathways;
- Ensure fiscal stability and viability by optimizing enrollments and integrating SEM into the college financial planning, budgeting, and allocation processes;
- Offer quality and relevant programs with clear educational pathways, course offerings, and appropriate student support;
- Implement strategies that lead to equitable access and outcomes;
- Create a data-rich environment to inform decisions and evaluate strategies;
- Design and implement communications and marketing with internal and external stakeholders to increase understanding of SEM and to meet SEM goals; and,
- Increase collaboration among departments across the campus to support the enrollment management program.

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Background

In 2011, the Board of Governors of the California Community Colleges (CCC) established the Student Success Task Force to formally explore and address the low number of student completions and to find ways to increase the number of students earning degrees, certificates, and transfers. The Student Success Task Force published a report in 2012 that included nine recommendations to:

1. increase student readiness for college,
2. strengthen support for entering students,
3. incentivize successful student behaviors,
4. align course offerings to meet student needs,
5. improve the education of basic skills students,
6. revitalize and re-envision professional development,
7. enable efficient statewide leadership,
8. increase coordination among colleagues, and,
9. align resources with student success recommendations.

The work of the Student Success Task Force also resulted in new legislation (SB 1456, Student Success Act of 2012), which reformed the matriculation funding for student services. The goal was to target and incentivize colleges to develop and increase the number of students receiving informed student education planning services, as well as orientation, assessment, and counseling and advising activities. Additionally, the Student Success Scorecard was developed, which was designed to show progress in student outcomes (e.g., successful completion of courses, degrees, certificates, and transfers). While thoughtful and well-intentioned, the recommendations of the Student Success Task Force did not result in significant changes in all of the recommended areas. The numbers of students earning degrees, certificates, or transfer did not significantly improve across the California Community Colleges. However, the Student Success Act, known as the Student Support and Success Program (SSSP) transformed many aspects of student support services.

Through the SSSP, the Student Success Task Force called for significant regulatory changes affecting student support services, which were incorporated into Title 5 (the Chancellor’s Office rules and regulations for how colleges operate). SSSP enhanced student access to California Community Colleges by providing core services in admissions, orientation, assessment, counseling, and student follow-up services. As a condition of receiving SSSP funds from the government, college districts were required to comply with the following: (a) maintain an equity plan per Education Code 78220, (b) provide matriculation services per Education Code 78212, (c) adopt placement policies per Education Code 78213, and (d) provide all students with an educational plan.

What began as SSSP is now integrated into a new plan that combines disparate, categorical funding streams for colleges into one streamlined resource that gives colleges more leeway in how they use those funds. This new consolidated plan is the Student Equity and Achievement
Program (SEA). Student services and the SEA Program play a vital role in the overall strategic goals of SEM (e.g., achieving FTES targets and improving retention, persistence and completion), as do the Vision for Success (VFS), Guided Pathways (GP), the Student Centered Funding Formula (SCFF). Student services divisions and departments are expected to engage in more intentional integration with instruction, make data-informed decisions, focus on equity, and implement SEM practices and strategies. The focus is now on the holistic student experience and requires targeted efforts for particular student groups (e.g., first-time, Career Technical Education, online, basic skills, and underrepresented minority groups) to implement new models of proactive and intentional wrap-around support services. A diverse range of faculty and staff across departments in student services and instruction need to come together to offer more just-in-time services to those students with the greatest needs, to promote learning, and to support the increase of retention, persistence, success, and completion. In many ways, student services is poised to support the work of Guided Pathways, as seen in the new Student Equity and Achievement Program outlined in Diagram 2.

*Diagram 2. Aligned Resources and Programs to Put Students First*

### ALIGNED RESOURCES AND PROGRAMS TO PUT STUDENTS FIRST

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- **THE WHY**
  - Increase certificates and degrees
  - Increase transfer to CEU and UC
  - Decrease units to complete
  - Increase employment in field of study
  - Close equity gaps
  - Close regional achievement gaps

- **THE WHAT**
  - Enter the path
  - Stay on the path
  - Clarify the path

- **THE HOW**
  - Ensure students are learning

- **THE TOOLS**
  - System-level Support
  - Developmental Ed. Reform (AB 705)
  - California Promise (AB 199)
  - Associate Degrees for Transfer
  - Regulatory Reform
  - Financial Assistance for Students
  - Student Centered Funding Formula
  - Guided Pathways allocations
  - Student Equity and Achievement Program
  - Strong Workforce
  - Vision Resource Center
  - Investment in staff and faculty
  - Regional support strategy
  - Local Board goals (AB 1869)
The function of student services in California Community Colleges has expanded in recent years. Student services are required to address the increasing state and federal compliance requirements and demands for more intentional support services that provide measurable outcomes. Student services generally includes services within the following areas:

- Counseling
- Enrollment Services
- Admission and Records
- Financial Aid
- Transfer Centers
- Foster Youth Programs
- International Students
- Veterans’ Services
- Disability Support Services
- Health Services
- Student Activities

The Enrollment Services department houses many of the programs and departments that are critical to SEM-related strategies and practices. It is a highly structured unit delivering essential frontline services (including onboarding support services to newly enrolled students in particular) to students, faculty, and staff. Enrollment services generally includes outreach and recruitment, admissions, orientation, placement, the welcome center, financial aid, and degree and certificate evaluations. Enrollment services personnel are often the points of contact for class rosters (e.g., census, attendance, and grades), as well as student fee collection, attendance accounting tracking, and state apportionment reporting, National Student Clearinghouse data, and annual audits. Board policies and administrative procedures in relation to admissions and records (e.g., special admits, enrollment holds, withdrawals, and incomplete process) are also under the oversight of enrollment services personnel.

For SEM in general and Guided Pathways in particular, the counseling function of student services is a primary resource for students. Counselors are key stakeholders in the institutional redesign of the student experience in Guided Pathways. Counseling, along with other student services support programs, is integral in shaping the student’s pathway from onboarding, to advising/counseling intake, and through completion. Diagram 3 uses the Guided Pathways framework to illustrate the areas where counselors and/or completion teams are key influencers in assuring students successfully stay on course and complete their educational journey: 1) Clarifying the path, 2) Getting on the path, 3) Staying on the path, and 4) Ensuring learning.
The purpose of this resource guide is to provide examples of high impact support service strategies and practices that are connected to SEM and aligned with the Vision for Success, the Guided Pathways framework, and the new Student Centered Funding Formula. The Institutional Effectiveness Partnership Initiative (IEPI) SEM Project has consistently emphasized a holistic approach to SEM with a focus on the student experience. The student experience is depicted in the Diagram 4 below, which maps the student’s experience from point of entry to the college through to completion of degree or goal attainment.

Diagram 4. Student Experience
Each of the point along the student path in the diagram shows the alignment with student services practices, and each represents points where students can potentially take a detour or drop out of college. In light of this, some of the key questions that have been considered in writing this guide include:

- What intersections can colleges create between student services and instruction through GP and SEM practices and strategies in order to optimize enrollments and ensure student success (e.g., clear course sequences, predictable schedules, and proactive academic and student support services)?
- In what ways, can instruction collaborate more with student services to increase retention, persistence, and completion?
- What barriers need to be removed to best support student success?
- How can the college environment be transformed into a place that keeps students engaged until they complete?

This resource guide discusses aspects of these questions and introduces three core areas in which student services supports SEM:

1. Onboarding,
2. Degree Planning, and,
3. Cohort Management.

This SEM resource guide also includes a glossary of definitions and promising practices in the Practical Applications section.
Strategies & Practices

Student services is comprised of a wide array of services and support for students as they work toward achieving their academic goals. In this section of the resource guide, the following three high-impact strategies and various accompanying practices will be discussed in depth in order to provide explanations of how colleges can use them to advance their SEM and GP efforts:

- Onboarding
  - Process mapping
  - Technology
  - One-stop centers
- Degree Planning
  - Career exploration
  - Degree audit/degree awarding
- Cohort Management
  - Learning communities
  - Case management teams
  - Early Alert systems
  - College Promise programs

ONBOARDING

Onboarding the student is by far one of the single most critical components of a student’s college experience. The process of onboarding should be designed to ensure the student is successfully introduced into the college by way of understanding both the pathway they are taking along with their ultimate education or career goals and that they receive appropriate support. Onboarding can involve a complicated, confusing, and frustrating set of rules that students often do not understand. When faculty and staff take time to analyze and review onboarding practices, they are often surprised at the unnecessary barriers onboarding has placed on students. There are three excellent strategies that will be discussed in this section to help improve the onboarding process: process mapping, technology, and one-stop or welcome centers.

Process Mapping
As colleges prepare for the revised Student Success Allocations portion of the new SCFF, there are many areas of student services that need to be examined and improved. Student orientation in the onboarding process, for example, needs clearer, more succinct messaging on essential topics such as career exploration, financial aid (e.g., Pell Grant and California Promise Program eligibility), and nonacademic services. Process mapping provides a structured way to examine the onboarding process. Through the process of mapping, the college sketches out in detail each step of the onboarding process in order to evaluate what is working well and where there are
obstacles that prevent students from getting through the onboarding process. A comprehensive onboarding evaluation can ultimately result in clearer, more actionable, and usable information for the students, which will help give them an entrée into their educational pathways. In addition, process mapping allows colleges to better understand what is involved in the onboarding process and who performs each action. This is particularly useful when onboarding processes are customized to specific targeted student enrollment groups (e.g., first-time, Promise Program students and learning community students).

A process mapping activity has the inherent ability to bring key stakeholders together to create broader change and improve the overall student experience in onboarding, as well as impact retention, persistence, and completion goals. A college might include students, faculty, staff, and administrators in the process mapping activity. All participants in the process mapping activity deliberately walk through the onboarding process as it currently exists and then analyze the process, as well as their involvement in the process. The process can be completed on a whiteboard and documented through photographs as illustrated in Diagram 5. The following are the six basic steps for process mapping:

1. Identify all of the steps in the onboarding process, including who is involved at each step in the process.
2. Assess the number of steps it takes for students to enroll and determine how many steps are optimum.
3. Describe the optimal process for incoming students.
4. Determine the gaps between the optimal process and the current steps.
5. Identify the barriers.
6. Identify technology that can be used to improve the process for students.
CCC MyPath is a student services platform and portal designed to increase application yield rates by converting more applicants to enrolled students through a series of marketing techniques. Colleges can get real-time views of an applicant’s roadmap, and build meaningful relationships with applicants through the enrollment process. Colleges can also use the analytical data from CCC MyPath to track data points for the new SCFF and GP (e.g., equity groups, special admits, and formerly incarcerated, low-income). Additionally, CCC MyPath helps colleges align resources and support for new students, as well as helps them to build their schedules based on career exploration and declared majors. The tool set in CCC MyPath can also be configured to accommodate GP academic programs and support planning by students and their counselors as demonstrated in Diagram 6.

CCC MyPath has been fully integrated with the California Community College electronic application and student data system in CCCApply. It offers an online platform that promotes student success by engaging and guiding students during the application and onboarding processes. As of January 2019, approximately 25 California community colleges had implemented CCC MyPath.
CCC MyPath also allows colleges to create a next step checklist or tasks for student applicants, which may include:

- Exploring careers
- Orientation (provided by your college)
- Paying for college

Next step checklists can also be tailored to unique student needs based on attributes identified from the student application data points such as Extended Opportunity Programs and Services, veterans support, financial aid, career services, childcare options, or tutoring. In addition, CCC MyPath uses an automated communication engine to keep students engaged with the college and enrollment process. These automated communications or “drip campaigns” are automated marketing emails tailored to students to nudge their completion of the application and/or onboarding process. For instance, a student with an undecided major (based on the student’s application profile) may have the completion of a career exploration assessment on the student’s next steps checklist. CCC MyPath career exploration tool offers flexibility with the number of questions that can be asked to help students clarify and enter a program of study. Finally, CCC MyPath can be specifically branded with the any of the 115 California Community Colleges’ logo or identification.

One-Stop Service Centers
Many colleges are also restructuring support services to form a centralized “one-stop” service center as they engage in SEM-related practices to increase retention, persistence, and completion. One-stop centers are usually in a centralized location and include all essential
services in a single location. In the past, many support services were in various locations on campuses, which caused students to visit numerous departments to complete various processes such as admissions, financial aid, career and academic counseling, and payments for classes.

One-stop centers are designed to minimize the time students spend resolving onboarding and/or enrollment issues and maximize the overall satisfaction (retention) of students. It integrates student services by housing many of the core areas in one location (e.g., information desk, bursar, financial aid, admission, and records). While integrated technologies can be beneficial to students by ensuring a seamless and efficient experience for students (e.g., keeping them informed, connecting them with key resources, and providing information to staff and faculty so that they can support students in the most effective way possible), it cannot replace professional, one-on-one student-focused service.

Many colleges also conduct special enrollment days (e.g., high school commitment days, Super Saturdays, preview days, etc.) through their one-stop model by packaging support services (e.g., orientation, assessment, financial aid, and the initial counseling visit for abbreviated educational plan) in one location. One-stop models also allow staff members to build relationships with students while offering 24-hour, online self-service options. This holistic approach connects students with an easy to access network of essential institutional services and supports, which ultimately increases the probability of retention, persistence, and success.

Guiding Questions

For Discussion

1. What are the enrollment steps at your college?

2. What can your college do right now in collaboration with instruction and student services to enhance the onboarding process to help students feel engaged and connected?

3. Who needs to be in the room in order to re-envision the student onboarding process with the implementation of technology?

4. Which elements should everyone consider in process mapping the students’ enrollment journey at your college?

5. How can student services data inform instruction for GP work and SEM targeted enrollment goals?

6. What activities does your department or discipline participate in to help students feel welcome and how do these activities introduce students to the college experience and campus culture?
As part of the SEM strategies and practices within support services, a well-structured Student Educational Planning system is critical for meeting the goals of VFS and GP. There are several key components to consider, which include but are not limited to: career exploration and degree auditing and/or degree awarding.

Career Exploration
Career exploration is typically housed under the Student Services division. It is a critical function of support programs and activities in which students can explore and make decisions about their careers and education pathways. With the increased emphasis on integration and outcomes, connecting students to a career requires utilizing resources from across the campus. One such resource is the Strong Workforce Program, which focuses on data-driven outcomes rather than activities, along with an emphasis on innovation and risk-taking. In this way, colleges can be more responsive to labor market conditions and student outcomes. CTE Data Unlocked, a component of the Strong Workforce Program, helps colleges use data to strengthen regional workforce plans and local processes such as program review, accreditation, and integrated planning. Another option could also include incorporating career exploration assessments into the onboarding process to help students identify a career pathway early in their onboarding process. This assessment can help shape the focus of the student’s first educational plan.

Degree Auditing and Degree Awarding
An effective degree audit program further supports student’s success by providing them with a set of clear course-taking recommendations. This promotes better-informed enrollment decisions and better prepares students for future success. The GP framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience. Technology tools like Starfish and CCC MyPath support a highly structured, accessible approach to degree and certificate planning. These technology tools support the work of career services by integrating exploration early in the onboarding process. It also supports the work of success teams and other retention support by utilizing technology to engage with students early and often with more intentionality.

The California Community College system has partnered with Hobsons Education Advances, Inc. to launch the Starfish Enterprise Success Platform which combines Degree Educational Planning and Early Alert retention tools to help students map out a multi-year plan to successfully complete their associate degree, certificate, or transfer career pathway. Degree Planner is an electronic education planning tool that takes key information that a student puts into the system (e.g., the degree path the student chooses), and then builds a multi-year plan based on information that the college or district has included in their system. Through this tool, students have access to their academic plans and the ability to communicate with their counselors. The tool also has a built-in degree audit, which college evaluators can use to check for completion of graduation requirements, transfer, Intersegmental General Education Transfer Curriculum/California State University certifications, and degree postings. Degree planning software gives students and...
counselors the opportunity to look ahead at course sequencing and illustrates the path for how students can reach their educational goals without taking excess credits. Colleges can also build alignments with their feeder high schools to offer early college credit (i.e. dual enrollment, adult education) to bridge program pathways toward completion.

Another tool that is utilized by California Community Colleges is DegreeWorks. This is a web-based tool to help students and counselors monitor progress toward a degree and/or certificate completion. DegreeWorks contains modules that include: Student Planning, Advising Support, Degree Audit, and Transfer Articulation. Counselors and other authorized staff have access to DegreeWorks for the purpose of supporting students’ progress throughout their academic career. DegreeWorks looks at the program requirements found in the college catalogs and the coursework completed to produce an easy-to-read degree audit. The audit is divided into block requirements of how courses were taken or proposed count toward program requirements. Checkboxes exist within each block to easily outline completed courses and requirements. DegreeWorks also allows the opportunity to explore “What If Scenarios,” to determine how courses meet requirements for programs other than a current declared major. These tools enable colleges to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently.

These degree audit tools also offer predictive analytics using past data to predict course-taking trends and behavioral patterns. This information can be very useful to make decisions about course and program offerings and scheduling. These tools that are used for enrollment and onboarding (e.g., CCCApply and CCC MyPath, software degree planning, financial aid, and early alert systems) offer comprehensive student data (e.g., demographics, student enrollment status, and outcomes) to calculate the likelihood of a student being retained the following semester. SEM targeted enrollment groups (e.g., first-year, basic skills and Career Technical Education students) can be queried individually to predict enrollment behavior by using significant data points such as: degree program selected, enrollment status (first-term, full-time vs. part-time), number of completed terms, GPA, financial aid status, developmental courses taken and/or completed, ethnicity, age, and work status. The predictive enrollment patterns by targeted enrollment group can then be provided to case management teams so that they can determine possible ways to support student success. Information gathered through predictive analytic data may also be disseminated to the larger support teams and additional stakeholders.

Another SEM strategy in the area of student support is the automatic awarding of degrees and certificates to students based on the completion of units and requirements. However, for some students this jeopardizes not only their financial status, it also may jeopardize other areas of their lives that they wish not to be impacted by the completion of college. College personnel may use degree planner data to inform students of their eligibility to receive a degree or certificate, and if a student is interested in applying for the award, he/she may do so of their own volition.
The number of community college degrees and certificates a college awards is now part of the formula embedded in the new Student Centered Funding Formula metrics. Completions of degrees and certificates are also found in the VFS, GP, and SEM goals, and are undeniably tied to higher wage earnings. It is for these reasons that reverse transfer is an important SEM strategy that colleges should explore. Reverse transfer essentially allows a student who has transferred to a four-year university without completing an associate degree to use the transfer credits to complete an associate degree. Many students return to community colleges after a stint at a university for a variety of reasons (e.g., financial hardship or to complete remedial courses). Reverse transfer involves the transfer of credits from a four-year institution to a two-year institution in order to complete an associate degree or certificate. This can lead more quickly to employment, or an internship while the student continues to pursue his/her four-year degree at a university. According to the National Student Clearinghouse, 78% of students who transfer from a community college to a university do so without an associate degree. A description of the reverse transfer model that is currently being used at the Los Angeles Community College District can be found in the Practical Applications section of this guide.

Guiding Questions

For Discussion

1. Which student engagement tools does your college currently use to keep students informed of their academic progress?

2. How can the tools discussed in this section support your SEM activities and goals?

3. How can these tools help engage instruction and student services in data-informed and equity-focused conversations around integrated planning at your campus?

4. How does your college keep students engaged throughout their educational journey?

5. How does your college utilize technology to improve scheduling and course selection for completion?

6. How can a degree planning system help your college plan for successful student transfers?
COHORT MANAGEMENT

At the core of the three foundational initiatives, VFS, GP, and SCFF, as well as other major statewide initiatives (AB19 and AB705), colleges are asked to be more intentional in their approach to serving students. Cohort management is another area within support services where instruction and support services come together to provide the level of intentionality needed to promote student success. Under the category of Cohort Management there are numerous support services strategies and practices that link to the SEM core tenets of optimizing enrollment and improving student success for targeted student groups. Cohort management allows faculty and staff to work across disciplines to align what students learn with what students need for post-secondary success such as degree and certificate completion, transfer, and gainful employment.

It involves a focus on equity in access and success (e.g., retention and persistence) utilizing strategies and practices that are cohort-based, including:

- Learning communities
- Case management teams
- Early Alert systems
- College Promise programs

Learning Communities

Student advising has historically provided cohort management through special programs or learning communities that target specific groups. These provide an equitable and holistic approach with intentionality, as well as high levels of student engagement in order to improve retention. Some of the more common learning communities are as follows:

- **UMOJA**—is a learning community, transfer support program that focuses on the African American experience through the study of culture, history, literature, and identity.
- **Puente**—is a two-semester program that links students, a counselor, an English instructor, community mentors, and the University of California and other colleges in an effort to increase the number of students who transfer from two-year colleges to four-year colleges. The goal of the Puente Program is to increase the number of educationally underserved students who enroll in four-year colleges and universities.
- **MANA**—is a transfer support program that focuses on strategies advantageous for college success. It focuses on the Pacific Islander American-student experience and features three primary components, ethnic studies, communication, and academic support.
- **Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education**—are committed to providing access to higher education for individuals challenged by academic and socioeconomic barriers.
- **First-Year Experiences (FYE)** helps ease a student transition from high school to college by providing services including, but not limited to a summer experience, priority registration, counseling, and a first-year community support.
One fundamental change seen recently is the move from special programs and learning communities to cohort management for all students scaled across the institution. For example, some colleges have successful models of learning communities based on student cohort groups, which lead to higher levels of engagement and overall success. These colleges might use these models as templates that bring instructional and support services together.

Case Management Team
Colleges are increasingly restructuring counseling and academic support services to case management teams (CMT) based on SEM targeted student groups as a way to broaden the composition of learning community cohorts. The CMT model promotes retention, persistence, and success because it not only assists students through the enrollment process but also focuses on supporting the ongoing performance of students. The CMTs are problem-solvers, cheerleaders, and career coaches. They monitor student progress and help students stay on their education and career path. The CMTs are better able to monitor student progress and, more importantly, proactively address any apparent detours from a student’s chosen academic path.

The CMTs are generally comprised of a combination of discipline faculty, counselors, staff, peer mentors, institutional research staff, and administrators. This cross-functional team does in-depth reviews of student enrollment and outcomes data to determine possible ways to support their students’ success. Colleges provide comprehensive data reports that are specific to their particularly cohorts of students (e.g., first-time students, students within a specific placement range, and ethnicity) and share this information with the CMTs.

The CMTs perform some of the following services for students within their targeted student caseload groups:

- Provide intrusive and proactive advising to students by utilizing both in-person and automated delivery systems (e.g., push out messages and to-do checklists)
- Provide the students with ongoing wrap-around support
- Refer assigned students to tutoring and other academic support services as needed
- Create ongoing and collaborative relationships with students by recognizing momentum points to celebrate progress

Early Alert Systems
The VFS, GP and the SCFF all call for colleges to embrace the use of technology to improve the delivery of services to students. The use of technology to promote cohort management can be done using an early alert system that connects student services with instructional support for the purposes of supporting the student with both academic and nonacademic needs. An Early Alert system such as the one found in the software, Starfish, is a retention tool that allows students to know where they stand academically in a class at strategic points in a semester. It encourages faculty-to-student interactions, and provides referral services to students in need of academic and nonacademic assistance. Messages can be sent to all students or individual students, and
referrals can be sent if a student is struggling in a particular subject and needs tutoring services or other on-campus student services. The system also permits automated messaging to students based on defined criteria (e.g., kudos or encouragement on progress).

College Promise Programs
One emerging practice that provides cohort management to First-Year students is the California College Promise program. The legislation of AB19 helped to create the California College Promise, which provides funds to districts to cover the fees of first-time, full-time students. Subsequently, colleges are developing first-year free programs for incoming full-time students that pay for fees, and may cover textbook cost, transportation, and other academic and professional support. Most of these programs go beyond the financial support and embed intentional first-year supports that include counseling and career development, and that utilize the program’s academic resources. Many colleges are also extending their promise programs to fund and support second- and third-year Promise Program cohorts.

Guiding Questions
For Discussion

1. How do support services and instruction at your college help students with early career exploration and make it an integral feature of the student experience?

2. What type of learning communities does your college offer or would like to offer?

3. What role do discipline faculty have in Early Alert systems role at your college?

4. How are the counselors, staff, administrators, librarians, and instructional faculty integrated into your case management teams?

5. What are the most impactful student support cohort management practices at your institution?
Practical Application

PASADENA COMMUNITY COLLEGE PATHWAYS PROGRAM 2.0:
THREADING CAREER FROM ORIENTATION TO COMPLETION
(PASADENA CITY COLLEGE)

Fast Facts
Fall 2018 Headcount: 29,267                     Location: Pasadena, CA
Fall 2018 FTES: 10,608                          Structure: Single-college district
Fall 2017 FTEF: 562.6

Background
Pasadena City College (PCC) Pathways staff understand the importance of engaging students in the process of career exploration and supporting their choice of a major and academic goal. Program staff have been engaged in this work for several years. We began by looking at our students’ journey to completion to see where within the program we could insert career development curriculum and guide students to program and campus resources. A Pathways counseling lead worked closely with career center personnel to map out the scaffolded curriculum from the beginning of the student journey in the Pathways program through to completion and to revise existing program outcomes. The research and development was conducted by the counseling lead, career center leads, and PCC Pathways program core team. The program’s existing infrastructure -- summer orientation (Jam) through completion -- lent itself well to the new curriculum. Additionally, work with College 1, our first year success seminar, revealed opportunities to embed career curriculum within the course. Currently, students in the PCC Pathways Program are accessing career/major curriculum and resources throughout their first year.

Work on this redesign was fully supported by campus leadership as it was intentionally creating curriculum that was somewhat customized and supported student completion. This is reinforced by the new funding formula that is calling on the colleges to be more intentional about supporting students through to completion. Leadership provided the space for the work to be done and contributed to the development where needed. As this new curriculum does not assume that students have previously engaged in career exploration, there is an evaluative process that links students to the most appropriate career development curriculum. PCC Pathways students are grouped appropriately, and a Student Success Coach monitors their engagement. This allows the program to intentionally support and bridge engagement gaps and facilitate the process of students’ transitioning to college. Training for the success coaches, faculty, and staff on equity and the equity gaps that exist at PCC brings an awareness and intentionality to the outreach, and communications coming from the program.

Process and Procedures
Pathways staff, college researchers, and external evaluators from UCLA are evaluating the career exploration curriculum for effectiveness and scalability. In 2018-19, approximately 3,000 first-year Pathways students were required to engage as part of the program, and career exploration
has now extended into the second and third years of the program. The collaboration that is needed to continue to develop and refine how the campus intentionally infuses career across a student’s experience is ongoing as we try to provide career exploration curriculum, resources, and services to all students.

This effort has been led by representatives from the Counseling Department and the Career Center with ongoing support from the entire PCC Pathways team, consisting of two managers, three faculty leads, and classified staff. Ongoing training is provided at all levels of the program to create a shared understanding of the purpose and effective implementation of the curriculum.

Outcomes and Effectiveness
As this is the first year we have layered in career exploration with increased intention, data gathered has mostly been about the program and not directly related to the career curriculum yet. This continues to be gathered. However, we do have broad program outcomes that are linked to success and retention showing an increase in full-time student enrollment, graduation rates, and course success and retention.

Benefits
Students are getting more exposure to the career exploration process and are, therefore, thinking about their choice of career and major sooner. They are making a connection between their programs of study and future career. They are working to develop academic goals and are becoming more motivated and persistent. Anecdotally, students are more intentionally selecting courses tied to their goals as they are making decisions sooner. They are gaining exposure to career events and networking as part of the program requirements, which students often do not do when these activities are optional.

Lessons Learned
Perhaps the most significant implementation challenge is scale. A greater level of training is required for all parties engaged in delivering, facilitating, and reinforcing activities and curriculum related to career development for it to be effective. Frequent evaluation and support for those facilitating these activities to ensure effectiveness is needed as well. Career exploration is not everyone’s area of expertise and, therefore, needs to be developed among those involved in its implementation, most importantly, classroom instructors. In the future, more robust professional development is needed for the entire campus community in order for the impact of career exploration to be observed campus-wide.
A REVERSE TRANSFER PILOT (LOS ANGELES COMMUNITY COLLEGE DISTRICT)

Fast Facts
Fall 2018 Headcount: 13,388  Location: Los Angeles, CA
Fall 2018 FTES: 35,744  Structure: Multi-college district
Fall 2017 FTEF: 1,744.6

Background
Even with the implementation of Associate Degree for Transfer (ADT) pathways, many students continue to bypass the associate degree on their way to a bachelor’s degree. In California, the availability of multiple transfer pathways may actually encourage upper division students to transfer without first completing an associate degree. The Campaign for College Opportunity (2016) reports that just 8% of transfer students enrolled across the California State University (CSU) system during the 2014-2015 academic year completed an ADT.

Once they arrive at a four-year institution, community college transfer students face considerable challenges to completion. This is apparent across the CSU system, where the on-time graduation rate for the Fall 2010 cohort of upper division transfer students was 27.8%. Monitoring student outcomes across a longer time frame reveals just how dire these completion challenges are. This means that a quarter of transfer students who have spent years accumulating credits across California Community College (CCC) and CSU campuses leave without a degree.

While transfer degrees have made significant gains statewide, there are still many students transferring without completing a degree. In Fall 2015, California State University, Northridge (CSUN) enrolled 5,878 transfer students, of which 4,848 (82.5%) transferred without an associate degree. An analysis of CSUN’s Fall 2010 cohort of transfer students found that, after six years, nearly 1 in 5 (909 transfer students) had left without completing a bachelor’s degree. These students, representing the 20.8% who transfer without an associate degree, leave higher education with no return on their investment and none of the benefits associated with degree attainment.

The Los Angeles Community College District serves as a primary feeder to CSUN, with Los Angeles Mission College, Los Angeles Pierce College, and Los Angeles Valley College representing the majority of community college transfers. We understand the adverse economic impacts that a transfer student—and our region—faces when a degree remains out of reach and see an urgent need to redesign institutional policies and practices to address this challenge.

The L.A. Compact convened leaders through its Student Success Work Group to discuss these issues and develop solutions. Based on national best practices, a reverse transfer model was proposed. The group assessed readiness and an initial partnership was developed between CSUN, Los Angeles Valley College, Los Angeles Mission College, and Los Angeles Pierce College. The program contains two distinct reverse transfer pathways, which received initial funding through the Governor's Innovation in Higher Education Awards program and from
private philanthropic grants. The first pathway focuses on transfer students who leave the university without completing a baccalaureate degree. The second pathway focuses on first-time freshmen cohorts who are academically disqualified from the university. In both cases, CSUN identifies the student population and works collaboratively with the colleges to exchange student records and electronic transcripts. For the first pathway, the colleges conduct a degree audit to identify those who have already met all associate degree requirements or to identify what courses are missing. The community colleges then work to either immediately confer the earned degree or assist the student in re-enrolling in the community college to complete remaining requirements. Students may complete a transfer degree to matriculate back to their university if they wish. For the second pathway, both campuses are working to jointly reach out to disqualified CSUN freshmen and assist them in enrolling in a transfer pathway at a participating community college.

Based on the pilot results, the L.A. Compact will recommend state policy changes and work with other local area colleges to adapt the reverse transfer pathways at other institutions. The practice coincides with the California Community Colleges Chancellor's Office’ Vision for Success, which calls for an increase in the number of transfer degrees and a 20% success increase. Since those that drop out at the university level include historically underrepresented groups, the practice of reverse transfer has a direct impact on equity.

Process and Procedures
CSUN works to identify students meeting the program criteria and reaches out to the students in order to refer them to the community college from which the student had matriculated. The community colleges provide core student services and reach out to students. The students’ course completions from both the community college and university are assessed to determine whether the student has already completed all degree requirements. In those situations, a degree is conferred immediately. Alternatively, counselors may identify courses that may be missing and help students enroll in those courses for degree completion. The student retains the ability to re-enroll at the university through the completion of a transfer degree. Through the L.A. Compact, additional CSU campuses are lined up to engage in the process as well and replicate the pilot successes.

Outcomes and Effectiveness
The number of students who complete their degree with CSUN will be the outcome measurement. Students who meet the criteria for reverse transfer are tracked at multiple points from the initial contact to participation in the practice and to the final completion of their degree. This practice is linked to both college- and district-wide indicators of effectiveness.
CSUN has already pulled transfer student records from fall 2014, 2015, and 2016 and created a list of 547 students who:

- Transferred from Mission, Pierce, or Valley colleges with at least 3 credits completed in residence.
- Did not report an associate degree at time of their admission to CSUN
- Were no longer enrolled at CSUN, but left in good academic standing

Based on college review of this list, more than one hundred students already completed all requirements for associate degrees and will have their degrees conferred in spring of 2019 (see Table 1).

### Table 1. 2019 Degree-ready Students

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>STUDENTS IDENTIFIED</th>
<th>STUDENTS DEGREE READY</th>
<th>RELATIVE INCREASE IN COLLEGE DEGREE COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>91</td>
<td>16</td>
<td>1.2%</td>
</tr>
<tr>
<td>Pierce</td>
<td>293</td>
<td>75</td>
<td>0.5%</td>
</tr>
<tr>
<td>Valley</td>
<td>164</td>
<td>38</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

As is indicated, each college will see an increase in degree completion of 0.5-1.2% by conferring degrees already earned. The colleges are currently working with the more than 500 students still needing some requirements to complete their programs in spring.

**Benefits**

Students benefit directly from reverse transfer by either being awarded a first-time associate’s degree that they have already achieved or by building on credits they already earned to obtain their degree. Those who need additional courses and are only one semester away from completion receive priority registration.

**Lessons Learned**

A pivotal condition for the success of this practice was establishing an agreement for data sharing in order to streamline the process to serve students. Direct inclusion of individuals who oversee data and have authority to grant access to the relevant data in the work group is key to the practice. Further, a central convener that is apart from the colleges and universities and can hold all parties accountable for maintaining the project as a priority is a necessity.
STARFISH EARLY ALERT (CRAFTON HILLS COLLEGE)

Fast Facts
Fall 2018 Headcount: 6,408
Fall 2018 FTES: 2,182
Fall 2017 FTEF: 172
Location: Yucaipa, CA
Structure: Multi-college district

Background and Purpose
In 2012, the statewide Student Success Task Force developed a set of recommendations focused on improving student success and completion throughout the California Community College (CCC) system. Among those recommendations was a mandate to use technology such as online educational planning and placement tools to help students and create greater efficiency. When the CCC Chancellor’s Office invited colleges to participate in a pilot project to implement a new online educational planning and degree audit software, Crafton Hills College (CHC) became one of eight colleges in the pilot program. Initially, CHC was interested in creating a more student- and counselor-friendly educational planning tool; the college was not in the market for a new early alert tool. However, during the planning and setup process, Hobsons acquired Starfish Early Alert, and the two products merged. This was adventitious for CHC. Though the college had an early alert system in place, the tool was difficult to use; faculty complained that there was no feedback when they sent an early alert notice, and the link between noticing a student was struggling and their accessing support was not easy to make. Starfish Early Alert had the features the college needed to build a stronger retention approach. The College began building the system with the vendor in January of 2016, piloted the software with a small group of volunteer faculty in spring of 2017, and rolled out to the entire campus in fall of 2017.

The entire District has supported the implementation of Starfish Early Alert. Two core implementation groups, responsible for the implementation of Starfish at each of the colleges in the district, have included District IT staff, and Student Services and instructional personnel. At CHC, counselors and student success staff run the day-to-day operations, following up on tracking items and closing loops. To ensure buy-in from instructional faculty, an instructional faculty member on reassignment trains instructional faculty in the value, use, and best practices of Starfish and maintains the system settings for the campus.

Shared leadership has been paramount to the success of this project. At CHC, the Vice President of Student Services served as the Executive Sponsor and Steering Team Liaison of the Hobson’s/Starfish implementation. Both Deans of Student Services are members and functional leaders of the Starfish/Hobson’s workgroup. They participate in all meetings, support and coordinate the work of others on the team, and promote collaborative decision-making processes and district-wide communication. The Director of District IT serves as the technical lead for the project. Most importantly, counseling and instructional leads have been designated for the project. College and district leadership supported a Leading from the Middle team from each campus to focus on the Starfish Early Alert. Each of the two teams included district IT representation.
The goal of Starfish Early Alert—to better retain, support, and guide CHC students—is closely linked with the mission of CHC, “To advance the educational, career, and personal success of our diverse campus community through engagement and learning.” Both the college and Starfish believe, “…engaging post-secondary students with a connected, informed campus community increases their chances of reaching their academic and life goals.” The mission of the San Bernardino Community College District is to transform lives through the education of our students for the benefit of our diverse communities,” which resonates with Hobson’s mission of “connecting learning to life by matching students to opportunity across a lifetime of education decisions.” The close alignment of the college’s purpose and the vendor’s mission made Starfish a good fit for CHC and the San Bernardino Community College District.

According to the 2017 CHC Equity audit, students in the 20-24 age range struggle with math and English throughput, degree and certificate completion, and transfer. Starfish appears to have the potential to decrease this equity gap by increasing course success and retention. For example, African American students in classes that did not use Starfish had a 62.63% pass rate, versus a 64.9% success rate in courses that did use Starfish, a difference of +2.27%. Additionally students of all ages in classes using Starfish were more likely to complete their courses successfully, whether their instructor issued them a kudo or whether their instructor used multiple tracking items. Although we are still in the beginning phases of implementation and in the second year of data collection, we are optimistic that these numbers are just the beginning of a positive trend.

Process and Procedures
Team members from both colleges worked collaboratively to build the Starfish Early Alert system. This required close communication with faculty, staff, management, and the Academic Senates on both campuses. Collaboration, communication and feedback centered on the mutually agreed-upon enabled features, the wording of messaging templates, and shared workflow processes.

During the campus pilot in spring of 2017, as well as the full campus rollout during the 2017-2018 academic year, the team talked about Starfish whenever and wherever possible, for example flex days, in service days, committee meetings, and professional development workshops. The team purchased and distributed promotional items such as pens, pins, mugs, and notepads, hung Starfish flags throughout campus and decorated walkways with Starfish signage.

Once the system was in full implementation, an instructional faculty member provided project leadership. Additionally, a “Flag Triage” team was responsible for various aspects of the implementation. The two Deans of Student Services provided leadership, guidance, and resources. The primary faculty member on the project holds the title Faculty Lead of Starfish Support. She receives .25 reassigned time to devote to the project. Her duties include:

- Providing ongoing trainings to campus members in a variety of forms (demos, workshops, open labs, one-on-ones, department meetings, video tutorials, and informational emails)
• Answering questions and troubleshooting issues as they arise
• Acting as the liaison between the campus and/or district and the vendor for help tickets, updates, and other communication needs
• Leading the project’s marketing efforts and promoting faculty engagement with the system (posters, fliers, awards, incentives, promotional items, etc.)
• Monitoring the general system maintenance and upkeep (settings, services, tracking items, cohorts, and more)
• Updating the campus Starfish settings manual
• Working with the office of research and planning to collect and analyze data
• Keeping the campus updated on project information through campus Starfish website as well as monthly newsletters and biweekly emails

The Flag Triage team, which comprises counselors, student success advisors, and other staff, monitors the tracking items, contact students identified through the system as needing support, connect them to campus resources, and provide follow up and closure. They share the load of working with all students, including those served by Extended Opportunity Programs and Services, Cooperative Agencies Resources for Education Program, CalWORKs, Guardian Scholars, Disability Support Programs and Services, and the Veterans Resource Center, etc. CHC leadership recognized early the need for close collaboration between Student Services and Instruction. Instructional faculty have a critical role in providing student inputs, and Student Services have an equally important role in addressing student-tracking items. Starfish has truly been a uniting project. An example of our collaboration included strategically moving our campus’s Extended Opportunity Programs and Services midterm reports from paper progress surveys to Starfish. This quickly helped broaden faculty adoption of the software and helped the team to learn how to overcome faculty concerns about the new process. Having a strong implementation team at Crafton was, and still is, essential in our success and efficiency in building the system and its current and ongoing success.

Currently, anyone who is new to the system receives direct training and guidance from the Faculty Lead of Starfish Support. We also have online resources available to those who prefer a more independent approach to learning the system. The Faculty Lead distributes information about Starfish via biweekly “Fish Food Friday” emails and monthly newsletters.

Outcomes and Effectiveness
The college collects and analyzes data to gauge instructor use of the Starfish tool and to determine the relationship between use of Starfish and students’ grades, completion, and course success. The college research team disaggregates the data by gender, age, and race/ethnicity. The college plans to disaggregate the data further. Our data show that, when examined on a pass/fail basis, students in classes that were using Starfish tended to have higher success rates if the instructor issued a kudo, and tended to have higher success rates if the instructor made a practice of raising multiple types of Starfish flags. Prior to the implementation of Starfish, faculty use of the previous early alert
program was low, with few instructional faculty using the system at any given time. Within the first year of full campus rollout of Starfish Early Alert, 154 faculty members used the system at least once, over half of our full- and part-time faculty.

The effects of these results are powerful. When the impact of Starfish on student course withdrawal is examined, a strong pattern emerges. Students who receive any type of Starfish feedback from their instructors, whether the information is complimentary (kudo), or an expression of concern (e.g., a “to-do,” or a referral), tend to be less likely to withdraw from class than their peers enrolled in classes that do not use Starfish. It is also noteworthy to mention that our preliminary data shows students who received at least one kudo also were more likely to earn a grade of A, B or C, and less likely to earn a grade of D or F grades when compared to students in courses not using Starfish.

Goal 1 of the District Strategic Plan is to “Increase student success while preserving access, enhancing quality, and reducing attainment gaps associated with income, race, ethnicity, age, and gender.” There are six key performance indicators associated with this goal. They include: (a) percent of students with an educational plan, (b) fall to spring retention, (c) number of degrees and certificates awarded annually, (d) number of students graduating within 3 years, (e) number of transfers to four-year colleges and universities, and (f) course success rate. The data cited in Table 1 suggest Starfish has the potential to affect course success positively.

Table 1. Average success rate for sections using Starfish compared to sections that do not.

<table>
<thead>
<tr>
<th>COURSE</th>
<th># OF SECTIONS</th>
<th># OF GOR</th>
<th>AVE. SUCCESS RATE</th>
<th># OF SECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>55</td>
<td>1382</td>
<td>73.4%</td>
<td>27</td>
</tr>
<tr>
<td>Mathematics</td>
<td>54</td>
<td>1737</td>
<td>60.3%</td>
<td>28</td>
</tr>
<tr>
<td>Kinesiology (Fitness)</td>
<td>38</td>
<td>437</td>
<td>80.5%</td>
<td>31</td>
</tr>
<tr>
<td>History</td>
<td>12</td>
<td>475</td>
<td>80.8%</td>
<td>4</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>13</td>
<td>363</td>
<td>78.2%</td>
<td>15</td>
</tr>
<tr>
<td>Chemistry</td>
<td>12</td>
<td>297</td>
<td>61.3%</td>
<td>7</td>
</tr>
<tr>
<td>Anatomy</td>
<td>11</td>
<td>342</td>
<td>71.9%</td>
<td>12</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>10</td>
<td>244</td>
<td>74.2%</td>
<td>2</td>
</tr>
<tr>
<td>Child Development</td>
<td>10</td>
<td>245</td>
<td>71.8%</td>
<td>2</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>10</td>
<td>244</td>
<td>68.0%</td>
<td>7</td>
</tr>
</tbody>
</table>

Source: Crafton College Office of Institutional Effectiveness, Research, and Planning
Benefits
In courses using Starfish, students receiving feedback through the system are more likely to complete successfully and less likely to withdraw. While Starfish has only been in place for one pilot semester and one full semester, the preliminary data suggest that students in courses using Starfish who receive any type of feedback are less likely to withdraw. Over time, this will increase enrollments. The project has necessitated close communication and collaboration among CHC, San Bernardino Valley College (SBVC), and District IT, resulting in a shared sense of mission and a mutual understanding of the importance of the project to student success.

Lessons Learned
A high level of communication was necessary to align the goals of both colleges and the district. Additionally, as the project developed, it became necessary to find fiscal resources to relieve District IT of some of the unanticipated workload in data coding and system setup. Using Student Success and Support Program funds, the District contracted with an outside data agency to help with these tasks. A third challenge was in sustaining the project through changes in team composition and leadership. For example, the college's starting project manager, a Lead Evaluator, accepted a faculty position at another institution. The college identified a replacement project manager, and added key players: a faculty liaison (who later became the “Faculty Lead of Starfish Support”) and campus data specialists. Throughout the implementation of Starfish, the CHC team increased in number, and their roles on campus and within the district became more diverse. Fourth, implementation of Starfish was uneven for the two colleges, primarily because our sister college adopted Starfish a year after CHC opted into the state EPI. To promote broad district participation in Starfish, the CHC faculty lead has accepted an overload assignment to work with SBVC faculty to teach about Starfish, and to increase its use in SBVC classes. A fifth, and possibly the most important challenge, was to develop and sustain faculty buy-in. This was particularly critical because the faculty at CHC did not like the old early alert system; it was difficult to use, which deterred most instructional faculty from using it. Because of the negativity associated with the term “early alert”, it was important to rebrand this new “communication” tool. As the project continued to grow and develop, the college has continued to define roles and responsibilities for leading and providing oversight of the project, to determine how the campuses will continue to work together to update and make changes in the system, and to ensure the involvement of the district technology team in the maintenance of the system. In retrospect, the challenges were necessary to allow the CHC and the District Starfish team to learn together and to grow as a group.

- [https://www.craftonhills.edu/current-students/counseling/starfish/index.php](https://www.craftonhills.edu/current-students/counseling/starfish/index.php)
- [https://www.craftonhills.edu/current-students/counseling/starfish/resources-for-instructional-faculty.php](https://www.craftonhills.edu/current-students/counseling/starfish/resources-for-instructional-faculty.php)
- [https://www.craftonhills.edu/current-students/counseling/starfish/resources-for-counseling-faculty-student-support-staff.php](https://www.craftonhills.edu/current-students/counseling/starfish/resources-for-counseling-faculty-student-support-staff.php)
- [https://www.craftonhills.edu/current-students/counseling/starfish/resources-for-students.php](https://www.craftonhills.edu/current-students/counseling/starfish/resources-for-students.php)
- [https://www.youtube.com/playlist?list=PLBJL-0o-31xouKUWaX92qcJmEOj809sVs](https://www.youtube.com/playlist?list=PLBJL-0o-31xouKUWaX92qcJmEOj809sVs)
STUDENT EQUITY AND ACHIEVEMENT PROGRAM (SEAP) established in Education Code (EC) 78222, consolidates the Basic Skills Initiative (BSI), Student Equity (SE), and the Student Success and Support Program (SSSP) with the intent of supporting Guided Pathways and the system-wide goal to eliminate achievement gaps. As a condition of receiving funds, a district shall comply with the following: maintain an equity plan per EC 78220; provide matriculation services per EC 78212; adopt placement policies per EC 78213 (AB 705) and provide all students with an educational plan.

EARLY ALERT is a strategy for communicating with students when barriers or success issues become apparent. Early alerts sometimes involve the use of technology so that instructors, counselors, and staff can tailor an alert (communication) or customized message regarding the needs and resources available. Several software programs provide this tool (e.g., SARS, Starfish, and Banner).

COLLEGE PROMISE PROGRAMS are partnerships that align local K-12 school districts, community colleges, and public university segments to provide clear pathways for students to follow in order to achieve their educational goals. In addition, a successful program should also improve college readiness, access, and the overall success of its participants.

CCCAPPPLY is a California Community Colleges website (www.cccapply.org) that supports a common online admissions application accepted by most colleges in the system. It also provides a “one-stop shop” for student access to the California Community Colleges.

CCC MYPATH: is a no-cost, college-configurable guided pathways and student onboarding platform that complements/supplements existing local portal/tools.

STUDENT SUCCESS AND SUPPORT PROGRAM (SSSP) is targeted core services: orientation; assessment; counseling, advising, and other education planning services needed to assist a student in making an informed decision about education goals, course of study, and to develop an education plan, and follow up for at-risk students. In accordance with SB 1456, the formula to allocate funds for the program included the following elements:

- The number of students to receive services at each college.
- The number of students who received orientation, assessment, counseling, advising, and other educational planning services, and follow up for at-risk students.

STARFISH by Hobsons is an end-to-end enterprise student success and retention solution that supports students from onboarding to career exploration. The technology combines in-class data integration, case management, alerts, predictive analytics and academic planning with strategic, sustained support.
DEGREE PLANNER is an online technology that guides students through program selection and course requirements to help them understand what they need to do to complete their desired program, build an academic plan to stay on track, and make important decisions regarding their enrollment.
SEM Resource Guide in the Series

- A Roadmap for Strategic Enrollment Management Planning
- Understanding and Calculating FTES and Efficiency
- Data Tools and Metrics for Strategic Enrollment Management
- Developing and Managing the Class Schedule
- High Impact Retention, Persistence, and Success Practices for Strategic Enrollment Management
- Support Services for Strategic Enrollment Management
- Targeted Marketing and Communications for Strategic Enrollment Management
- Understanding CCC Budget and Reporting Part I (CCSF-320 Report)
- Understanding CCC Budget and Reporting Part II (Exhibit C, Fifty Percent Law, and FON)