East Bay College Agile Network (CAN)

Prepared for September 10, 2020
Goal Summary

- CSUEB and Chabot/Las Positas Community College District embark on effort to create an East Bay College Agile Network with the primary goal of creating an equitable agile transfer network to drive student success.

- Through surveys, data analysis, focus groups and process mapping sessions the EAB team was able to gain an understanding of performance to date and the structure for an approach to best manage the effort moving forward.

- The recommendation follows a scalable framework (to allow for an expansion to other institutions or populations) that supports students where they are in their journey and optimizes their chance of student success.
  - Foundational elements of Data Sharing & Advising/Planning
  - Leveraging those foundational elements to manage the student experience across:
    - Student Awareness
    - Cultivating Interest
    - Applying/Admitting
    - Registering/Arriving
Methodology and Approach

Cross-Functional Survey
- 75 CSUEB + 64 CLPCCD responses to in-depth questionnaire reviewing the current network to capture current perspectives on program performance

Inquiry Groups/ Process Mapping
- 9 sessions with ~50+ key institutional representatives around main elements of your agile network
- Provides insight on current program and aligns team on objectives and challenges

Website & Materials Audit
- Review of transfer website and application against national best practices
- Outlines steps necessary to improve website utilization and application completion

Student Focus Group
- 10 students across 3 student focus groups to understand their experience

CSUEB Data Scan
- Review of feeder percentages as well as student success outcomes from Chabot and Las Positas

Leveraging EAB’s Broader Transfer Research

50+ Custom Transfer Consulting Projects
80+ Interviews with 4-year EMs about transfer opportunity
100+ On-sites with 2-year presidents on strategic issues
500+ Interviews with 2-year students about transfer challenges
Imperative for EB College Agile Network

While likely creating “wins” with enrollment, diversity and resource utilization, the real focus of the effort is on completion/student success.

The Percentage of Respondents Who Said Primary Reason For This Work is “Improve Completion”

- **CSUEB**: 47%
- **CLPCCD**: 32%

“Produce an equity-centered network design between CUSEB and CLPCCD focused on greater transfer agility, supporting students to find their best path forward to include dual enrollment, opportunities to complete programs on each campus, and coordinated support across the network to reach higher ed completion.”
Complex Ecosystem

EB CAN efforts need to be scalable to incorporate changes on the entry and exist of CAN.

**Arriving to the “EB CAN”**

- K-12 Students
- No Prior College
- Other Community Colleges
- 4 Year

**Working within the “EB CAN”**

**Exiting the “EB CAN”**

- Associate Degree
- Bachelors Degree
- Certificate
- 2 Year Transfer
- 4 Year Transfer
- No Degree
Evaluating the Two Most Impactful Experiences

Focus on these two experiences for biggest impact and improvement to student success within the network

Most of Your Student Success Efforts to Date

Student Success at YOUR Institution is baseline requirement

Expanded Focus of Efforts as EB CAN

Managing Transitions to Ensure Student Success Across EB CAN

Future Scalable Focus Area

Student Success before arrival (i.e. expand population) or when leave EB CAN (i.e. expand ecosystem)

1 Success Moving From One Campus to Another
   • **CLPCCD -> CSUEB**
   • **CSUEB -> to CLPCCD**
   • **CLPCCD -> CLPCCD**

2 Success Helping Students Take Classes at Any Campus
   With Same Home Campus
Momentum Already Building for EB CAN

Increasing population and success rates

25-47% Of all CLPCCD Transfers to CSU/UC go to CSUEB

21% Of all CSUEB Transfer credits from Chabot/Las Positas

10% Of all CSUEB Students have at least 1 course from CLPCCD

2X Increase in Admitted Students from Chabot/Las Positas in Last 3 Years

In Yield of Admitted Students to Enrolled from Chabot and Las Positas

~.25 higher GPA than other CSUEB students at ~ same average lifetime credits

~77 average transfer credits

~65-70% stay in the same major that they entered when they graduated

"The Bay Area is a pipeline. Its almost assumed you’re going to end up at EB once at CLPCCD." – Student Quote

In their words...why choose CSUEB?

• Location/Sense of Community (family, local, church)
• Cost
• Speed to acceptance

1 All transferred courses since Fall 2012
2 All current CSUEB as of Spring 2020
3 Graduates from 2013 to 2020
4 Fall and Spring 2018 to 2020
5 CLPCCD IR for AY 2018-19
But Experience Transferring Has Its Challenge

Students able to find path to success but fall through cracks

- Student does not have a chosen program
- Student challenges with application (fees, time, etc.)
- Student unsure of which courses they need to take to transfer
- Student not feel sense of connection or belonging
- Student needs to register but inaccurate courses displaying

Student Focus Group Quotes

“I couldn’t get an appointment every semester”

“The day seeing the CSU counselor was great...so helpful”

“Don’t expect the counselors to have all the answers. Do a lot of research and create your own allies to help you get through it’

“Didn’t meet with counselor until last semester. Was going off a transfer sheet. There was not a lot of information provided. There were a lot of services but didn’t know until much later. Transfer sheet is a general guide for transfer. Had to do manual matching, etc.”
Process for Within CLPCCD or from CSUEB

Simpler process but also less “safety net” for students as they transition

From CSUEB To CLPCCD

Students Transferring Due to
- Academic performance
- Financial constraints

And Yet No “Owner” to Help Create Soft Landing
Students seek out advice/guidance from any relationship developed

Students need help with
- Academic confidence
- Path to degree completion
- Immediate course selection

From CLPCCD To CLPCCD

Awareness
Student might be aware of the other campus

Interest
Student would primarily switch due to program of study, personal convenience or connection to student services

Applying & Admitting
Student able to easily apply online

Registering & Arriving
Student uses same SIS and process for registering coursework. But must navigate different resources and support.
Your Staff See Pathways and Experience as Key

Identification of academic pathways and student experience is a must

<table>
<thead>
<tr>
<th>Concerned about</th>
<th>CSU EB (74 respondents)</th>
<th>CLPCCD (59 respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of Academic Pathway</td>
<td>66%</td>
<td>63%</td>
</tr>
<tr>
<td>Competition for Transfers (CSUEB) or Increasing Pressure for Completion (CLPCCD)</td>
<td>50%</td>
<td>75%</td>
</tr>
<tr>
<td>State Regulations</td>
<td>31%</td>
<td>64%</td>
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<tr>
<td>Lack of Qualified Applicants</td>
<td>34%</td>
<td>36%</td>
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</table>

Consistent concern over ability to pathway student from one campus to another

1) Extremely or Somewhat Concerned
# Definitions Within Framework

<table>
<thead>
<tr>
<th>Framework</th>
<th>Definition</th>
<th>Pages</th>
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<tbody>
<tr>
<td>Data and Performance Sharing</td>
<td>Ensuring data is flowing between campuses that provide for a more seamless student experience and identify new areas of opportunity.</td>
<td>15 to 17</td>
</tr>
<tr>
<td>Student “Advising” and Planning</td>
<td>Providing students with holistic advising and planning experience that allows for them to move between campuses</td>
<td>18 to 20</td>
</tr>
<tr>
<td>Building Awareness</td>
<td>Making students aware of transfer options across campuses through web, campus visits, events and promotional materials</td>
<td>21 to 24</td>
</tr>
<tr>
<td>Cultivating Interest</td>
<td>Providing students with program selection support, pathways guidance and support in building their plan</td>
<td>25 to 32</td>
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<tr>
<td>Applying &amp; Admitting</td>
<td>Allowing for students to take the steps towards applying and ultimately awarding admission</td>
<td>33 to 34</td>
</tr>
<tr>
<td>Registering &amp; Arriving</td>
<td>Finishing off the transition through registering for coursework, applying previous credits and orienting to the new campus life</td>
<td>35 to 36</td>
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**Legend**

- **Minimal**: Does not engage transfer-friendly practices in a significant way (i.e., routinely and/or at scale)
- **Beginning**: Beginning to engage in transfer-friendly practices, but has not moved toward systematizing it
- **Building**: Engages in transfer-friendly practices and has moved toward systemic implementation
- **Systemic**: Engages in transfer-friendly practices systemically & has fully embedded it into institutional culture
Framework for EB CAN Success

Building the framework of support within EB CAN while maintaining flexibility to scale across other institutions

Foundational Elements

- Data Sharing & Insight Generation
- Student "Advising" & Planning

- Building Awareness
- Cultivating Interest
- Applying & Admitting
- Registering & Arriving
Areas of Opportunity

Variety of opportunity across different student experiences

Data & Performance Sharing

Student “Advising” & Planning

Legend
- Minimal
- Beginning
- Building
- Systemic

<table>
<thead>
<tr>
<th>Building Awareness</th>
<th>CCLPD to CSUEB</th>
<th>CSUEB to CCLPD</th>
<th>CLPCCD to CLPCCD</th>
<th>Cross-Registered</th>
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<th>CSUEB to CCLPD</th>
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<th>CCLPD to CSUEB</th>
<th>CSUEB to CCLPD</th>
<th>CLPCCD to CLPCCD</th>
<th>Cross-Registered</th>
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Exploring the Key Drivers
Data and Performance Sharing (1 of 3)

Challenges for providing seamless student experience with “siloed” data access

What We Heard From Your Team

Percentage of 139 survey respondents who agreed with this statement

- Transfer goals not defined or, if defined, need strategy to achieve them
  - 59%

- Minimal Tracking of Potential Transfer Students (until application)
  - 70%

- Cross institutional transfer success data appears to be collected and available but not consistently shared or used
  - 68%

Lack of Data Sharing Causes Poor Experience

- Receiving institution is unaware of student intent (or their intended major) until after application (upon which they may not be in the best position to transfer). Student intent to transfer and data collection at point of application variable.
- Advisors unaware of student coursework being taken on other campus and how it might apply at receiving institution.
- Student-submitted transcript is currently the only shared information.
- Advisors unaware of other conversations that may have occurred with student or their current academic plan.
- Institution unable to identify the full funnel of potential students (and their current performance).
Recommendations

Data and Performance Sharing (2 of 3)

Respect privacy but enable a seamless experience through opt-out data sharing agreements

Three Goals for Data Sharing

1. **Performance Monitoring**
   To monitor outcomes for different groups of students

2. **Proactive Management**
   To identify potential concerns and/or provide support to students at various stages

3. **Service Support**
   To transfer information that ensures students will have support services needed

Suggested Data Points and Purpose

<table>
<thead>
<tr>
<th></th>
<th>Performance Monitoring</th>
<th>Proactive Management</th>
<th>Service Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common ID</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Credits/ Transcript</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Current Major</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Degrees Awarded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer Intent</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Address/ Contact Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Plan</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

*Develop audit/logging capabilities so we know when and how information received*
Recommendation

Define the Data Requirements

• Review data points and confirm the various use cases
• Identify sources of the data

Develop method/location for capturing information that can then be fed into other systems.

• For example: student intent data would be accessed by Enrollment CRM, student notes and academic plans could be shared within a common system, a shared access system (like Navigate) or through regular importation of the data across institutions in some other fashion.

Develop comprehensive ecosystem performance dashboard showing student flow and success. Examples could include:

• Student enrollment while at each campus (never transferred, transferred)
• Student intent (intending institution, program and timeframe)
• Student retention, graduation and time to degree (never transferred, transferred)
What We Heard

Advising & Planning (1 of 3)

The challenge in creating a consistent student experience

Operating on Different Technology...

<table>
<thead>
<tr>
<th></th>
<th>CSUEB</th>
<th>Chabot College</th>
<th>Las Positas</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIS</td>
<td>PeopleSoft</td>
<td>Banner (single instance)</td>
<td></td>
</tr>
<tr>
<td>Degree Audit and Academic Planning</td>
<td>PeopleSoft &amp; Smart Planner</td>
<td>Degree Works and SEP (separate instance, may move to one)</td>
<td>Degree Works and SEP (separate instance, may move to one)</td>
</tr>
<tr>
<td>Student Success Management</td>
<td>Navigate</td>
<td>SARS, Cranium Café, TutorTrac</td>
<td>SARS, Cranium Cafe, TutorTrac</td>
</tr>
<tr>
<td>Recruitment CRM</td>
<td>Salesforce</td>
<td>Ellucian Recruit (in process as single instance)</td>
<td></td>
</tr>
</tbody>
</table>

...With Multiple “Advisors”

CSU Department Advisor

Special Programs/Support

CSU Admissions Counselor

Chabot/Las Positas Transfer Centers

Chabot/Las Positas Counselor

Chabot/Las Positas Faculty

The CSUEB Transfer Admission Counselor was commonly noted as the key player and critical to the success across CSUEB and CLCCD. As one person noted, "(this person) is everything"

Staff surveyed indicated transfer staff are available but unable to manage volume

49%
Recommendations

Advising and Planning (2 of 3)

Example of how a more aligned and agile advising process guides the student experience from CLPCCD to CSUEB

1. Application to CSUEB
   - Ask specifically for transfer destination and program
   - Feed data to CSUEB with data sharing agreement
   - Promote CSUEB transfer pathways

2. Program Declaration
   - Share data with CSUEB upon declaration (or even upon initial intent)
   - Create joint scheduling ability with a CSUEB transfer advisor
   - Provide aligned program maps

3. Joint Advising
   - CC advisor flag for the student when they are off path
   - Proactive management of student risks or concerns
   - Advice about experiences to have to prepare for four-year

4. Automatic Credit Estimate
   - Credit estimate available on demand and/or within 1-3 days of student request prior to CSUEB application
   - Transcript automatically sent to CSUEB without (or with adjusted transcript fee)

5. Admission
   - Personalized welcome to an academic department
   - Official credit evaluation provided with or before admission decision

6. Early Major Advising
   - Suggested first-year schedule provided
   - Personalized introduction from major advisor

Shared Data and Academic Pathway Info Underpins the Network
Recommendations

Advising and Planning (3 of 3)

Connecting recommendations with data sharing and other process changes

**Recommendation**

- Develop common roles, expectations and communication channels for a variety of transfer advising (ensure student transition across groups seamless)
  - Example: Advisors can collect information on intent, update student’s shared transfer record, and provide pathway details and refer in processes. Transfer counselors can provide more tailored advice on transfer. Transfer centers can make opportunities available for awareness and cultivate interest.

- Scale current niche transfer student programs and expand transfer counselor program to handle increased demand

- Provide shared access to Student “Academic Plans” and “Notes”
  - A few options for consideration: Develop Custom Resource That Holds Academic Plans and Notes from Various Resources OR Expand Navigate to the 2 Year Institutions and Provide Cross-Institutional Access to Applicable Advisors for Student With Transfer Intent

- Develop “Relationship” connection points for the key on-campus advisors/counselors (especially those programs with highest admit rates) to discuss roadmaps, new student challenges and further opportunities for collaboration.

- Continue to refine and improve the credit estimation/evaluation process for faster student turnaround
What We Heard From Your Team

**Through Survey to 139 Participants** of the Opportunity with..

- **Web Content (Receiving):** 79%
- **Web Content (Departing):** 74%
- **Printed (Receiving):** 68%
- **Printed (Departing):** 73%

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**Website Audit of CSUEB Admissions for Transfer**

(See Appendix)

<table>
<thead>
<tr>
<th>Key Features</th>
<th>Rating</th>
<th>Findings</th>
<th>Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Information on how to apply</strong>: Look at applicant instructions and forms - clearly visible on main website.</td>
<td>![ highlights or other indicators indicating issues]</td>
<td>Missing key information, such as deadlines, important dates, and fees.</td>
<td>|</td>
</tr>
<tr>
<td><strong>2. Type of website</strong>: Easy to use on mobile screens (e.g., mobile-friendly design). Website clone visible.</td>
<td>![ highlights or other indicators indicating issues]</td>
<td>Website does not respond well on smaller screens.</td>
<td>|</td>
</tr>
<tr>
<td><strong>3. Transfer page is easily accessible on the main, “admissions” page through an obvious button or link.</strong></td>
<td>![ highlights or other indicators indicating issues]</td>
<td>Transfer page is not easily found.</td>
<td>|</td>
</tr>
<tr>
<td><strong>4. Visit sections of main calendar site have distinct transfer page.</strong></td>
<td>![ highlights or other indicators indicating issues]</td>
<td>No distinct transfer section on main site.</td>
<td>|</td>
</tr>
<tr>
<td><strong>5. Is there a call to action on main page?</strong></td>
<td>![ highlights or other indicators indicating issues]</td>
<td>No call to action on main page.</td>
<td>|</td>
</tr>
<tr>
<td><strong>6. Use of navigation</strong>: Links are clean, easy to read, and consistent throughout the site.</td>
<td>![ highlights or other indicators indicating issues]</td>
<td>Links are inconsistent and difficult to navigate.</td>
<td>|</td>
</tr>
<tr>
<td><strong>7. Program pathways and articulation agreements for both Departing and Receiving are detailed.</strong></td>
<td>![ highlights or other indicators indicating issues]</td>
<td>Program pathways are not clearly outlined.</td>
<td>|</td>
</tr>
<tr>
<td><strong>8. Financial aid information</strong>: Clearly visible.</td>
<td>![ highlights or other indicators indicating issues]</td>
<td>Financial aid information is not easily found.</td>
<td>|</td>
</tr>
<tr>
<td><strong>9. Information on how to apply for financial aid</strong>: Clearly visible on main website.</td>
<td>![ highlights or other indicators indicating issues]</td>
<td>Financial aid information is not clearly visible.</td>
<td>|</td>
</tr>
<tr>
<td><strong>10. Admissions activity at each 2-year college partner is readily available on the website.</strong></td>
<td>![ highlights or other indicators indicating issues]</td>
<td>Admissions activity is not clearly visible.</td>
<td>|</td>
</tr>
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**Website Audit:** [https://www.csueb.edu/admissions](https://www.csueb.edu/admissions)

**Legend:**
- Gold Standard: Best Practice
- Yellow Standard: Above Average
- Red Standard: Below Average
- Green Standard: Below Standard

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Areas of opportunity for student awareness

- **Website**
  - CSUEB transfer admissions website is information dense and lacks key for successful transfer (e.g. no dedicated CC partner/student pages)
  - CLCCD Transfer Center websites are comprehensive but not optimized for easy user consumption (e.g. text heavy, difficult navigation, broken links)

- **Transfer Marketing & Preparation**
  - CSUEB transfer marketing materials point students to variety of support services, but do not clarify how each program fits into a cohesive transfer student experience
  - CSUEB transfer marketing materials do not answer questions regarding cost, credit, and time-to-degree
  - Common cross-institutional co-branding not in place

- **Financial Aid**
  - Transfer-specific financial aid information not available and staff report significant student under-preparedness (e.g. student admitted into CSUEB but does not attend because they do not get financial aid)
  - CSUEB application-related fees are known barrier for students who do not have funds immediately available and do not qualify for the CSUEB waiver

- **Campus Visits & Events**
  - CSUEB Campus Visit website lacks transfer-specific events or opportunities
  - CSUEB visits have proven to be an effective strategy with students but are not formalized and are ad-hoc
  - Transfer event strategy is institution-specific
  - CSUEB classroom, faculty, and Transfer Ambassador visits variable

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1. For example, Transfer Connections, Smooth Transitions, Transfer Academy, TSP, Transfer Ambassadors
2. App fee: $75, transcript fee: $5-10 x 3-6 transcripts, ~$30-$60
Student Awareness (3 of 4)

Keep it simple

Address their concern about the cost of college

- 60% say their number one concern is to avoid drowning in debt

Provide them with a frictionless user experience

- 62% will not use apps or websites that are difficult to navigate

Use plain language that they can understand

- 50% increase in response rate when student-centric language is used

Maintain their focus with instantaneous information

- 8 sec attention span

Recommendation

Website:
- **Layout and User Pathing:** Improve the layout of transfer pages and transfer content for easier consumption across CSEUB Admissions and CLCCD Transfer Center websites, create strong user pathways and linkages for ease of navigation across sites.

- **Information:** Simplify language and reduce text, ensure all critical transfer student information is available online and easy to find, consider creating an East Bay-specific Transfer website "hub" that contains a singular location for all outgoing/incoming transfer students at CSUEB and CLCCD.

Transfer Marketing and Preparation

- **Marketing and Preparation Materials:** Create transfer marketing and preparation materials that are transfer student-centric and answer key questions about cost and financial aid planning, academic planning and transfer credit, and time-to-degree and completion (i.e. The 3 C’s to Effective Transfer Marketing: Cost, Credit, and Completion)

- **Co-Branding:** Create a singular, cross-institution (CSUEB and CLCCD) co-brand on transfer and transition opportunities across the East Bay region. Ensure co-branding is adopted and implemented across all participating institutions.
**Recommendation**

**Financial Aid**

- **Planning:** Create a dynamic, easy to find, self-service transfer student financial aid planning resource that highlights unique considerations for transfer students (e.g. transfer scholarships, transfer credit).

- **Affordability:** Consider removing application and transcript fees for prospective CLCCD transfer students.

**Campus Visits and Events**

- **Coordination:** Coordinate campus visits and events to optimize staff time and use of Transfer Ambassador group.

- **Calendar:** Create publicly available calendar with shared transfer events across CSUEB and CLCCD, noting clear objectives and stakeholders for participation. Include transfer visit information on CSUEB Admissions Visit site.
What We Heard

What is Cultivating Interest? (1 of 6)

The more challenging activity with the most stakeholders involved

### Building Awareness
Making students aware of transfer options across campuses through web, campus visits, events and promotional materials

**Key Stakeholders:**
- Communications and PR
- Transfer Offices

### Cultivating Interest
- Selecting degree program with career goals in mind
- Navigating the student pathways to degree with that program
- Helping students understand their credits and application of them

**Key Stakeholders:**
- Faculty
- CLPCCD Advisors/Counselors
- CSUEB Advisors
- CSUEB Admissions
- Transfer Offices
- Learning Communities
- Financial Aid
- Registrar
- Special Programs
- Communications

### Applying for Admission
Allowing for students to take the steps towards applying and ultimately awarding admission

**Key Stakeholders:**
- Transfer Offices
- CSUEB Admissions
- Registrar
Finding a student’s goals earlier and creating a shared plan

- **Application**
  - Vague transfer questions do not promote or determine CSUEB transfer path

- **Student mentions intent to transfer**
  - No trigger to engage CSUEB beyond a recommendation to meet with visiting transfer advisor and visit ASSIST.org

- **Transcript request**
  - CSUEB not notified until transcript arrives and no preexisting data sharing creates some delay in credit evaluation

- **Student arrives at CSUEB**
  - Student navigates on their own from scratch as they try to engage a departmental advisor at CSUEB

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**What’s Not Working?**

- Loss of potential transfers by not proactively making the CSUEB connection
- Students build no connection with their intended transfer institution
- CSUEB has no ability to plan for enrollment and course capacity before transfers apply
- Students accumulate unproductive credits before transfer and in early terms at CSUEB
Further discussion of first-year experience programming and courses

**Discussion of First-Year Experience Course Challenges**

1. **Finding a Course with Capacity**
   Participants cited a lack of scale in offering enough courses that contribute to degree pathways.

2. **Gaining Insight into a Field of Study**
   Working group expressed concern that introductory courses do not help students choose a major because they are designed for a broad, general education audience.

3. **Helping Undecided Students Find a Place**
   Career and field of study exploration important to get students quickly onto a right-fit pathway.
System Proliferation Causes Confusion (4 of 6)

Too many sources of truth to help students and staff

**ASSIST.ORG**
- Unclear branding as referred to with various names like transfer worksheet, transfer guide, etc.
- Site still undergoing changes
- Programs somewhat out of date
- Relatively static display

**Course ID (CID)**
- Articulation aligned to common course outlines
- Controlled by CC academic senate and infrequently updated

**Transfer Equivalency System**
- Not user-friendly system
- Static display of information
- Significant student effort required to find courses
- Requires knowledge of degree paths and academic jargon

**Informal Methods**
- Transfer coordinators communicate regularly
- CSUEB transfer advisor can communicate some changes
- PeopleSoft and DegreeWorks

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Don’t Miss an Alignment Opportunity (5 of 6)

Align guided pathways across the ecosystem

Current CLPCCD Effort
Continue program planning and curricular streamlining efforts with an invitation to CSUEB colleagues

CSUEB Program Planning
Join effort with disciplinary representatives to align learning outcomes and requirements

Items for Cross-Sector Discussion
- Learning outcomes for each program of study
- Experiential learning ideas
- Pathing students back to CSUEB after time at the CC
- Course capacity planning
- Pedagogical innovation and course modalities
- Career outcomes and job opportunities

Benefits of Partnership and Collaboration
- Faster notification of requirement changes
- Uncover learning outcome mismatches
- Course planning and scheduling accuracy
- Advising partnerships and introductions for students
- Teaching and learning technique improvement
Recommendations

Cultivating Interest (6 of 6)

Creating alignment across institutions

- Create a cross-sector faculty learning community on helping students find a right-fit program of study
- Align guided pathways efforts from the CLPCCD to CSU East Bay’s curriculum with formal discipline-based relationships
- Focus on as many systems as necessary but as few as possible to manage course equivalencies across institutions
- Review and develop communication journeys for current Transfer intent students by managing through key “stages” for transfer
- Ensure common/shared system for tracking intent and progress
Connect Students with Meaningful Experiences

Example of how Queen’s helps students sequence academic and cocurricular activities

**Example of how Queen’s helps students sequence academic and cocurricular activities**

Focus on experiential, service learning

Map serves as gateway to online resources

Third-year co-op recommended for all students

Career ideas in diverse fields

EXAMPLE

Design an Engaging Map Cover Page

Sell majors with experiential opportunities and alumni career outcomes

Student testimonials help prospective students envision the major experience

Career outcomes data helps students with major choice

Real alumni career tracks support career planning and major choice

Career-readiness competencies help students think beyond academic skills

Additional major and minor opportunities help students identify areas of interest

Functional knowledge outcomes support skill articulation

Career planning advice encourages students to design an intentional college experience

Source: “Experience Map: Computer Science,” University of Windsor; EAB interviews and analysis.
What We Heard

Applying and Admission (1 of 2)

Applying can be cumbersome but not preventative

Applying to CSUEB

Application
- The CSUApply website provides a comprehensive step-by-step guide for incoming transfer students, but is difficult to navigate and lengthy
- Application deadlines are very early in the cycle (November 1 deadline) and oftentimes extended without much notice to community college partners.
- CSUEB, Chabot, and LP extend significant resources on application completion workshops and drop-in appointments.
- Students report that the application process is incredibly challenging, oftentimes "questioning the questions".

Communication Flow
- Post-application, students are fed through a drip email campaign and messaging is not specific to transfer concerns (i.e. cost, credit, time to degree), these emails do not provide a direct connection to transfer resources or customized based on student journey.

Applying to CLPCCD

Application
- Application pages for Chabot and Las Positas lack consistency and are different
- Student completes online application for admission
- Application timelines are open and flexible (obviously tied to registration dates)

Communication Flow
- Do not provide a standard student communication flow post-application
- Do not consistently adaptation communication or progress tracking when student indicates intent to transfer

58% of Staff at CSUEB reported that while CSUApply exists it, it is not tailored for the prospective transfer experience

64% of Staff at CLPCCD reported that while basic application exists it it not tailored for the prospective transfer experience
Recommendations

Applying and Admission (2 of 2)

Helping students to transition

- Review the current journeys for CSUEB transfer admits to ensure content is relevant and timely.
- Develop early campus tours/visits to help build connection and prepare students for their pending arrival.

Recommendations related to student awareness and cultivating interest will also impact the work here.
What We Heard

Registering and Arriving (1 of 2)

Challenges with new arrivals

**Unsure of What Credits to Take**

**Navigating New Registration**

**Managing the “Shock”**

**Building New Connections**

**Expedite credit transfer**
- Students must submit transcripts and wait on several layers transfer evaluation review

**Leverage Shared Student Plan**
- Different registration systems and ensure clear guides to navigating the system
- Make available their pathway approved plan to make registration easier
- 40% of CSUEB staff report advising only available at point of registration and 53% for CLPCCD.

**Supporting students at CSUEB**
- Students report financial shock upon arrival to CSUEB and require more information about scholarships and financial aid
- Other “shocks” include housing, academic rigor and CSUEB processes

**Orientation and Personalized Contact**
- Transfer orientation exists at CSUEB but minimal transfer specific orientation for CLPCCD (75% of staff said minimal to nothing for transfer orientation)
- Unclear how students should build connections with “advisors” and community
- Organize “campus tours/visits” for pending transfers
Ensuring seamless final transition

- Ensure student’s academic plans and intended first term are already in alignment through the academic pathways and planning conversations
- Accelerate the Transfer Credit Process through automated transcript receipt and earlier review
- Build personalized welcome emails from assigned counselors/advisors for new upcoming students so they know where to go for initial support
- Review “orientation/welcome” to CLPCCD from CSUEB transfers
Developing a True Partnership

Creating the connections and regular follow-up on progress

1. Clarity of Purpose
   - Examine CSUEB and CLPCCD strategic plan alignment
   - Engage University senior leadership to ensure buy-in
   - Develop shared performance transfer goals focused on collaboration
   - Establish results management framework for review and accountability

2. Learning & Development
   - Establish information sharing program to build knowledge and expertise
   - Establish regular partnership meetings (e.g. bi-annual President-to-President meeting, monthly advisor/counselor roundtables) for information sharing and training opportunities

3. Communication
   - Hold President/Provost bi-annual summits with key players to review performance, discuss solutions and explore new opportunities
   - Create scalable system and infrastructure for sharing real-time updates (deadlines) across CSUEB and CLCCD (and longer-term planning (CSUEB Roadmaps, CLCCD Guided Pathways)).

- 59% said need strategy to achieve transfer goals
- 53% said Faculty/Staff relationships exist but activities not coordinated
- 79% said more senior Leadership engagement with consistent follow-up
While Implementing Key Recommendations

Aligning your top recommendations with your Work Teams

1. **Technology and Data**
   - Identify the Data Requirements
   - Develop method/location for capturing information that can then be fed into other systems
   - Develop comprehensive ecosystem performance dashboard showing student flow and success
   - Develop automated transcript submission process

2. **Communications PR**
   - Review Layout and User Pathing on websites
   - Review information on websites
   - Create co-branding for CLPCCD and CSUEB
   - Prepare updated marketing and preparation materials
   - Create self service transfer financial aid resource
   - Create communication journeys for current transfer intent students based on stage

3. **Systems & Support**
   - Develop common roles and expectations for the variety of transfer advising
   - Expand current Transfer counselor program with more resources to handle the demand
   - Provide common shared access to Student “Academic Plans” and “Notes”
   - Develop “Relationship” Connection Points for the Various On-Campus Advisors
   - Review calendar and coordination of Campus Visits and Events
   - Develop personalized communications for students moving between the campuses

4. **Pathways**
   - Align guided pathways efforts from the District to CSU East Bay’s curriculum with formal discipline-based relationships
   - Focus on as many systems as necessary but as few as possible to manage course equivalencies across institutions
   - Create a cross-sector faculty learning community on helping students find a right-fit program of study
Appendix
<table>
<thead>
<tr>
<th>Key Features</th>
<th>Rating</th>
<th>Findings</th>
<th>Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Setup &amp; Navigation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Site is optimized for use on various screen sizes (e.g. mobile, tablet)</td>
<td>⭐</td>
<td>• Site optimizes for mobile device viewing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Desktop view reacts when window is resized</td>
<td></td>
</tr>
<tr>
<td>2. Transfer webpage is accessible via the main “admissions” page through an obvious button or dropdown list</td>
<td>⬆️</td>
<td>• 1 click to get from Admissions page to Transfer page</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Above the fold and easy to find</td>
<td></td>
</tr>
<tr>
<td>3. Visit section of main admissions site has distinct links for transfer</td>
<td>↔️</td>
<td>• No distinct transfer links on visit page</td>
<td>Include specific opportunities for transfer students.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. “Apply” button is on home page, above the fold, and easy to see</td>
<td>⬆️</td>
<td>• Apply button readily available top menu and maintains presence while scrolling</td>
<td></td>
</tr>
<tr>
<td>5. It is clear which application a student should complete (e.g. transfer vs. adult)</td>
<td>↔️</td>
<td>• Specific directions and menus for transfer</td>
<td>Provide alternative directions when target campus not available and clearly provide next steps.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• When term was selected, unable to select CSUEB and unclear why (further digging indicated that the immediate term was closed and future terms not open)</td>
<td></td>
</tr>
<tr>
<td>6. Application deadlines are advertised on admissions page</td>
<td>↔️</td>
<td>• Cal State Apply: Must open Transfer section to see deadlines</td>
<td>Include future app dates on CSUEB website and ensure consistency across site.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• CSUEB Admissions page: Deadlines available but some outdated, not consistent with Cal State Apply or other places on website</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• No admit decision timelines stated</td>
<td>Include admit decision dates.</td>
</tr>
<tr>
<td>7. Apply page has the following features:</td>
<td>↔️</td>
<td>• CSEUB How to Apply redirects to Cal State Apply</td>
<td>Simplify Admission and Application guidelines and policies across Cal State Apply and CSUEB Admissions. Clarify where students should submit questions (campus-specific vs. application issue).</td>
</tr>
<tr>
<td>• List of terms they are accepting applications for</td>
<td></td>
<td>• List of terms available by CSU campus</td>
<td></td>
</tr>
<tr>
<td>• Counselor contact info for applicants to reach out to with questions</td>
<td></td>
<td>• Counselor info not available; contact directs to <a href="mailto:calstateapply@calstate.edu">calstateapply@calstate.edu</a> vs. CSUEB admissions team member</td>
<td></td>
</tr>
<tr>
<td>• Admission requirements</td>
<td></td>
<td>• Application Checklist; Admission Requirements available on CSUEB site (not Cal State Apply)</td>
<td></td>
</tr>
<tr>
<td>• Completion steps</td>
<td></td>
<td>• Application Guide and steps to apply available; complex detail</td>
<td></td>
</tr>
<tr>
<td>• Financial aid steps</td>
<td></td>
<td>• Financial aid linkage available in menu</td>
<td></td>
</tr>
<tr>
<td><strong>Aid</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Financial aid section of main admissions site has distinct links for transfer</td>
<td>⬇️</td>
<td>• No distinct transfer links</td>
<td>Include transfer information and impact on aid and incoming transfer credit.</td>
</tr>
<tr>
<td>9. Scholarships and financial aid are clearly advertised alongside key deadlines &amp; FAQs</td>
<td>⬇️</td>
<td>• Scholarship deadlines or guidelines not advertised on Transfer Admissions site</td>
<td>Provide detail on transfer student scholarship eligibility.</td>
</tr>
<tr>
<td><strong>Contact Information</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Information request form (to allow students to self select into inquiry pool)</td>
<td>⬆️</td>
<td>• RFI available on main Admissions page, but not on Transfer Admissions</td>
<td>Link RFI across Admissions pages to enable easier discovery.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Contact list available in menu</td>
<td></td>
</tr>
</tbody>
</table>

Website Audit: [https://www.csueastbay.edu/admissions](https://www.csueastbay.edu/admissions)
### Key Features

<table>
<thead>
<tr>
<th>Partnerships &amp; Pathways</th>
<th>Rating</th>
<th>Findings</th>
<th>Opportunity</th>
</tr>
</thead>
</table>
| 11. 2-year college partnerships (even nascent ones) are clearly highlighted in both name and logo | ![ ] | • No partnerships, logos, links to partner websites from Admissions site, reference to “Enrollment Plan”  
• Redirects to [www.adegreewithaguarantee.com](http://www.adegreewithaguarantee.com) and Associate Degree for Transfer webpage | Highlight top 2-year partnerships, with clearly identifiable links and logos.  
Clarify or remove link to Enrollment Plan. |
| 12. 2-year college partners have co-branded 4yr on their website and have linked to partnership content on the 4yr website  
➢ Las Positas Transfer Center  
➢ Chabot Transfer Center | ![ ] | • Las Positas: CSU Transfer Admission Guarantee (TAG) and CSUEB Cross-Registration program detail provided but form static; CSU Campus website link broken  
• Chabot: CSU admissions info available, CSUEB counselor name/contact info available, CSU Transfer Admission Guarantee (TAG) available, Cross Registration available | LP: Include logos, fix/improve links, digitize Cross-Reg form  
Chabot: Centralize resources by university. |
| 13. Program pathways and admissions material for each 2-year college partnership are clearly titled and easy to find, download, and print | ![ ] | • Associate Degree for Transfer page provides program-level guide  
• CSUEB Cross-Registration program information not available  
• ASSIST: California state articulation and transfer guide system (supports CC-to-CSUEB program/course lookup), limited course availability in guides | Include Cross-Reg information.  
Increase presence of ASSIST tool and cross-link across site. |
| 14. Admissions activity at each 2-year college partner is readily available including upcoming campus visits, events, and points of contact | ![ ] | • Activity/Visits: N/A – not assessing due to COVID-19  
• Point of contact: available on Chabot site, but no others | Have clear institutional contacts across top partners. |
| Credit Evaluation | Rating | Findings | Opportunity |
| 15. Information on how to submit transfer credits is readily available and credit evaluation portal exists to enable self-assessment  
*Includes visible list of all 2-year colleges with links to equivalency guides and credit transfer policies* | ![ ] | • California Community College Courses: Private or out-of-state colleges: Transfer Equivalency System (TES) available  
• ASSIST: California state articulation and transfer guide system  
• Unclear how to submit courses if unable to find; students will have transferable credits outlined in a CSU Degree Audit Report post-enrollment | Provide clear steps for prospective students to get a preliminary/unofficial credit evaluation. |
| Admitted Student | Rating | Findings | Opportunity |
| 16. Admitted Student/Pay your Deposit  
*Includes step-by-step list of actions required between admission and enrollment* | ![ ] | • Dedicated transfer admitted student page available  
• Checklist available on MyCSUEB portal and on website, but not easy to find | Consolidate checklists/steps pages for transfer into one area. |
| SEO | Rating | Findings | Opportunity |
| 17. Search for school name and professional programs (e.g.: "business degree") leads to information relevant for transfer students at the top of the fold on search engine pages | ![ ] | • Transfer admissions site top of fold with transfer search, transfer-specific program information not available | Consider transfer-specific digital and SEO. |

**Website Audit:** [https://www.csueastbay.edu/admissions](https://www.csueastbay.edu/admissions)

### Legend

- **Gold Standard:** Reflects Best practice
- **Comprehensive feature**
- **Some room for improvement**
- **Lacking key feature**
- **Recommended:** Prioritize change
Website Best Practice

Reduce barriers for prospective students

Minimize scrolling for user (aim for two full scrolls per page) and number of clicks to find information.

Structure content to strategically use white space.

Application readily available, but not all information is "above the fold". Prioritize key information to top section.

Upper-division transfer students are required to:

- Have completed 60 or more transferable semester (90 quarter) units
- Have a grade point average (GPA) of 2.0 or better in all transferable units attempted. Non-local students may be held to a higher GPA requirement. For a list of local areas served, visit our Enrollment Plan.
- Be in good standing at the last college or university attended
- Have completed at least 30 transferable semester (45 quarter) units of college coursework with a grade of C or better in each of the courses, at a level at least equivalent to courses that meet the General Education requirements at Cal State East Bay, and, specifically, four courses completed in the following areas:

  1. Oral Communication (usually 3 semester units): a public speaking course (A-1 at California community colleges)
  2. Written Communication (usually 3 semester units): a freshman English composition course (A-2 at California community colleges)
  3. Critical Thinking (usually 3 semester units): a logic or argumentation/debate course (A-3 at California community colleges)

Use the Gunning Fog Index to reduce website jargon. Aim for scores of 8-10
Example

Example Academic Pathway Outcome

How to Build an Experiential Major Map

Four Key Elements for Designing Experiential Major Maps

1. Road Map for Timing of Student Activity
2. Key Pillars of the Student Experience
3. Academic, Co-curricular, and Support Services Info
4. Career Outcomes Information

Students often struggle to navigate and connect institutions' siloed, disparate academic and co-curricular opportunities. Faculty, academic leaders, and student services leaders can guide students in their decision-making by clearly articulating how academic and nonacademic opportunities fit together. To enable this articulation, leading institutions provide experiential major maps that help students make informed coursework decisions, encourage integration of complementary experiences, and drive engagement at opportune moments on their pathways to degree.

Look to the example at right to learn how each element is used in map design.