East Bay College Agile Network (CAN)

Prepared for September 10, 2020

- ➢ 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

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

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."

EB CAN efforts need to be scalable to incorporate changes on the entry and exist of CAN.
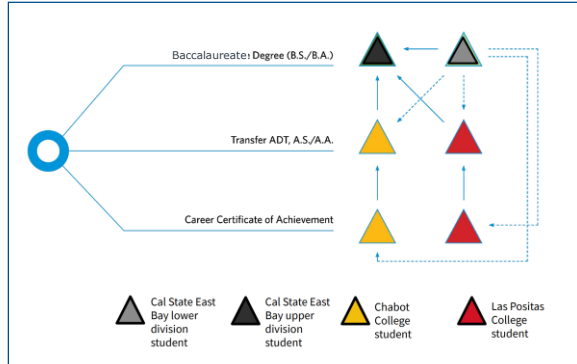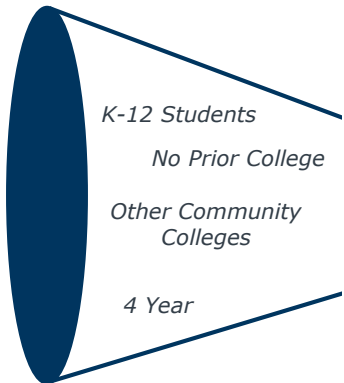
Evaluating the Two Most Impactful Experiences

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

Most of Your Student Success Efforts to Date	Expanded Focus of Efforts as EB CAN	Future Scalable Focus Area
Student Success at YOUR Institution is baseline requirement	Managing Transitions to Ensure Student Success Across EB CAN	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

Increasing population and success rates

25-47% Of all CLPCCD Transfers to CSU/UC go to CSUEB[5]

21% Of all CSUEB Transfer credits from Chabot/Las Positas[1]

10% Of all CSUEB Students have at least 1 course from CLPCCD[2]

2X Increase in Admitted Students from Chabot/Las Positas in Last 3 Years[4]

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

~.25 higher GPA than other CSUEB students at ~ same average lifetime credits[2]

Most common majors are BUADBS, PSYCBA, HSCBS, SOCBA, HDEVBA[2]

~77 average transfer credits[2]

~65-70% stay in the same major that they entered when they graduated[3]

"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
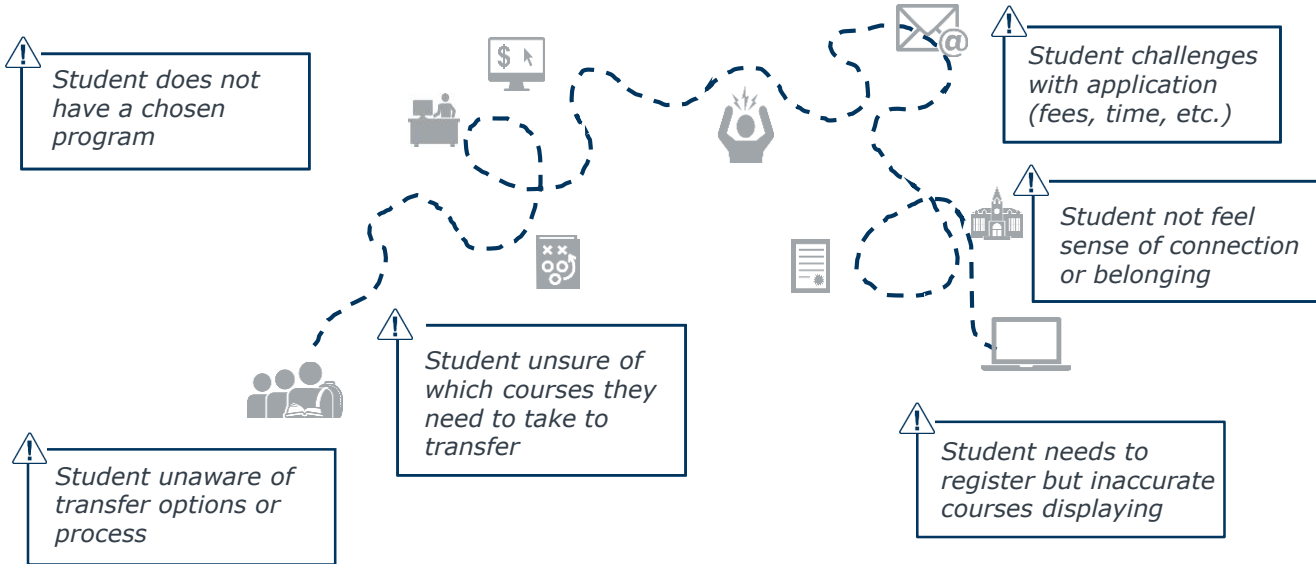2 All current CSUEB as of Spring 2020
3 Graduates from 2013 to 2020
4 Fall and Spring 2018 to 2020
5 CLPCCD IR for AY 2018-19

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 not feel sense of connection or belonging*

⚠ *Student unsure of which courses they need to take to transfer*

⚠ *Student unaware of transfer options or process*

⚠ *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."

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	Interest	Applying & Admitting	Registering & Arriving
Student might be aware of the other campus	Student would primarily switch due to program of study, personal convenience or connection to student services	Student able to easily apply online	Student uses same SIS and process for registering coursework. But must navigate different resources and support.
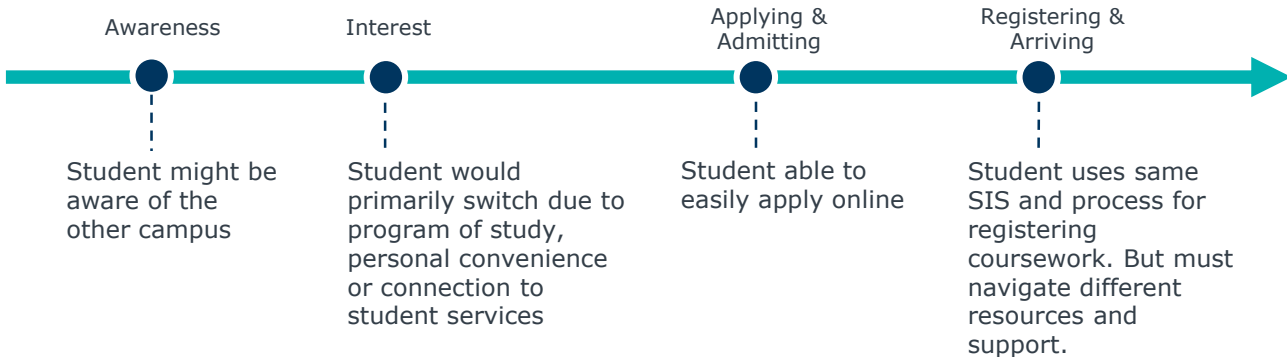
Identification of academic pathways and student experience is a must

	Concerned about **Availability of Academic Pathway**	Concerned about **Competition for Transfers** (CSUEB) **or Increasing Pressure for Completion** (CLPCCD)	Concerned about **State Regulations**	Concerned about **Lack of Qualified Applicants**
CSU EB *(74 respondents)*	66%	50%	31%	34%
CLPCCD *(59 respondents)*	63%	75%	64%	36%
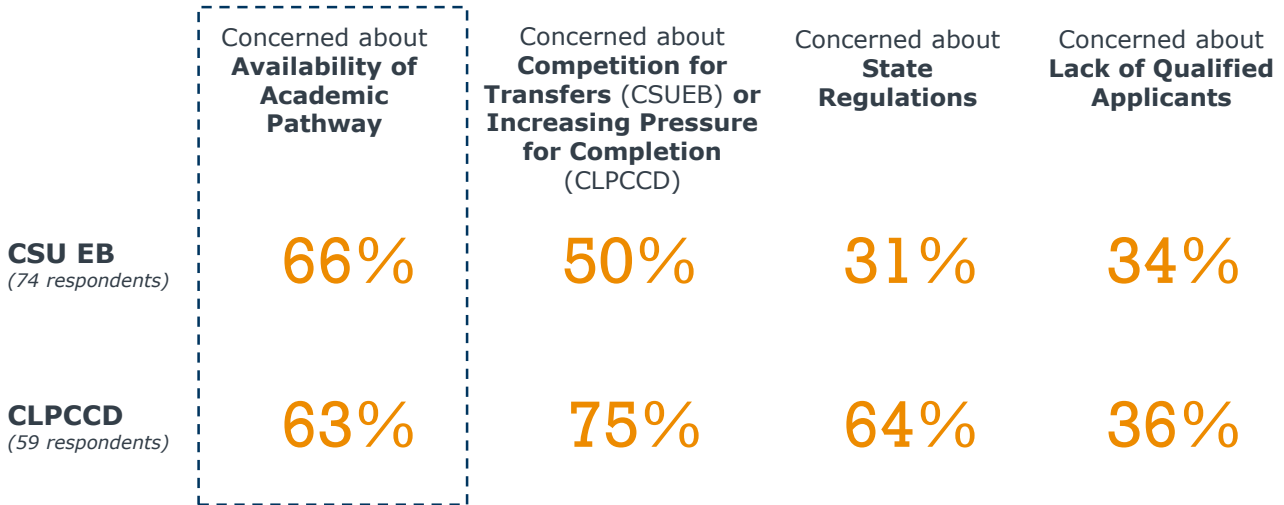
Consistent concern over ability to pathway student from one campus to another

1) Extremely or Somewhat Concerned

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

Legend Details

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

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
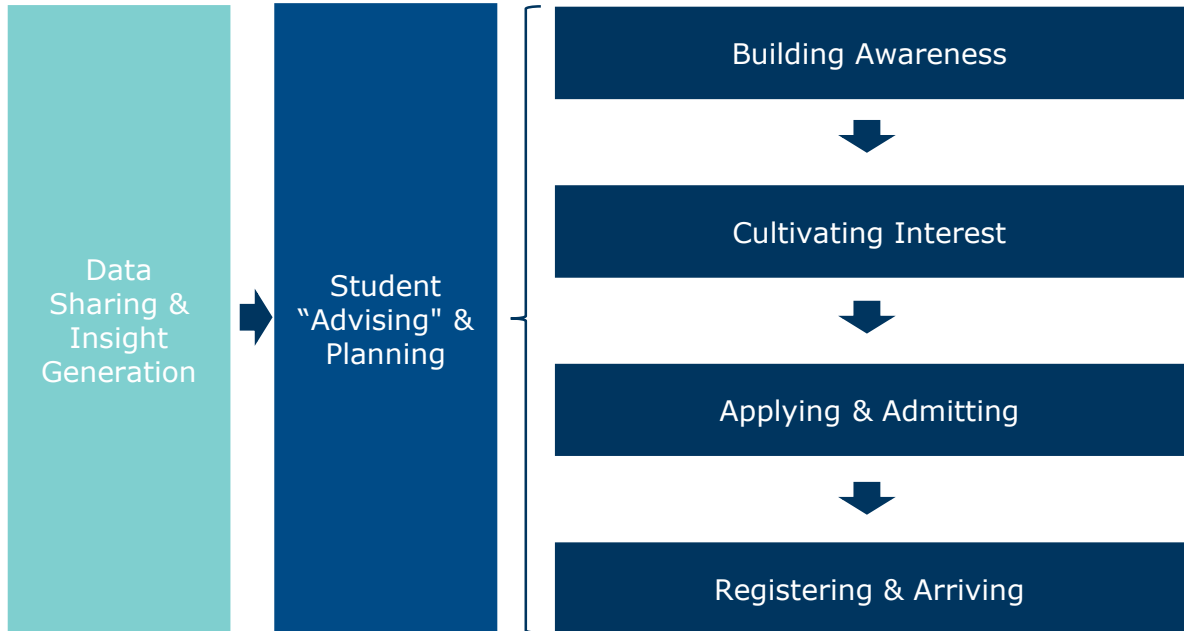
Areas of Opportunity

Variety of opportunity across different student experiences

	CCLPD to CSUEB	CSUEB to CCLPD	CLPCCD to CLPCCD	Cross-Registered
Building Awareness	◐	◔	◐	◔
Cultivating Interest	◐	◔	◐	◔
Applying & Admitting	◐	◕	◕	◕
Registering & Arriving	◐	◐	◐	◐

Data & Performance Sharing ◔

Student "Advising" & Planning ◐

Legend
- ◔ Minimal
- ◐ Beginning
- ◕ Building
- ● Systemic
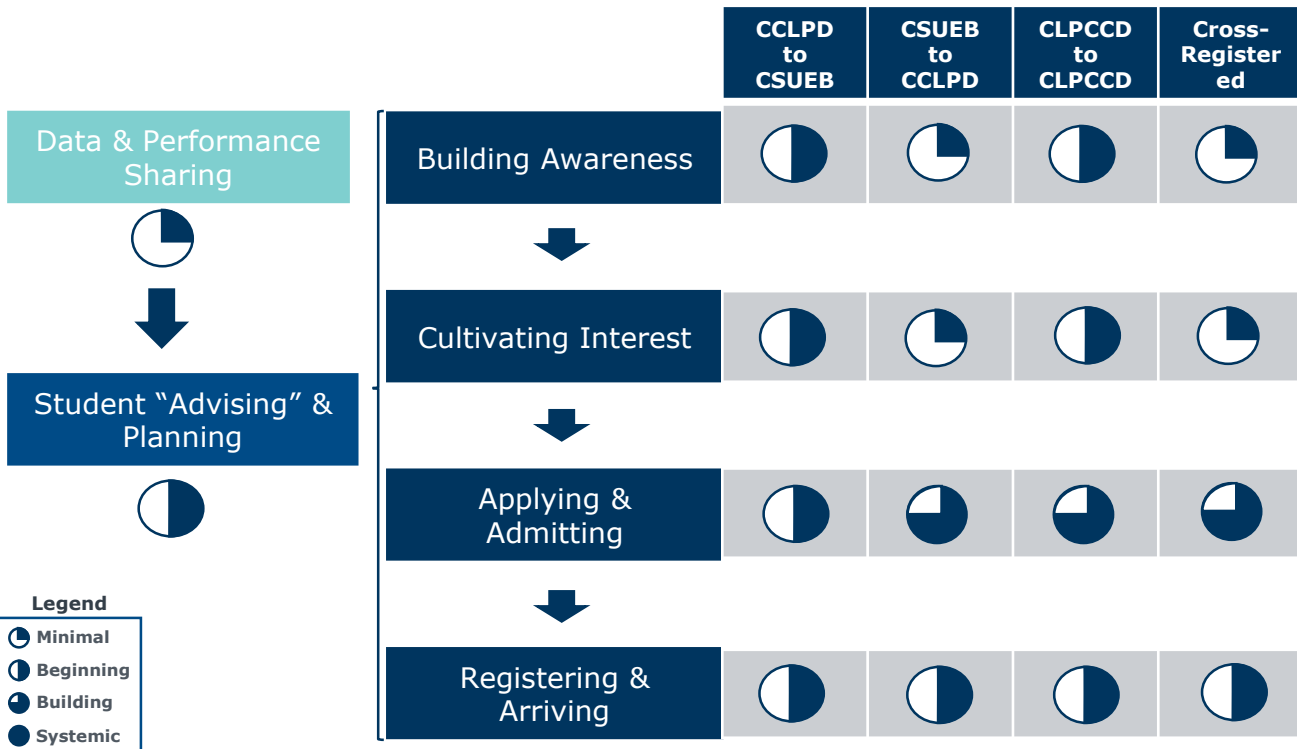
Exploring the Key Drivers

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
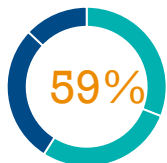
59% Transfer goals not defined or, if defined, need strategy to achieve them
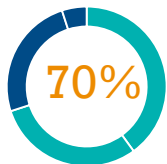
70% Minimal Tracking of Potential Transfer Students (until application)
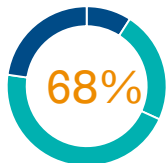
68% Cross institutional transfer success data appears to be collected and available but not consistently shared or used

⚠ 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)

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

	Performance Monitoring	Proactive management	Service Support
Common ID	X	X	X
Credits/ Transcript		X	X
Current Major	X	X	X
Degrees Awarded	X		
Transfer Intent	X	X	
Address/ Contact Information		X	X
Academic Plan		X	X
Notes		X	X

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

Data and Performance Sharing (3 of 3)

Building enduring, data-informed partnership

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)

Advising & Planning (1 of 3)

The challenge in creating a consistent student experience

Operating on Different Technology…

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

…With Multiple "Advisors"

CSU Department Advisor

Chabot/Las Positas Transfer Centers

Special Programs/ Support

Chabot/Las Positas Counselor

CSU Admissions Counselor

Chabot/Las Positas Faculty

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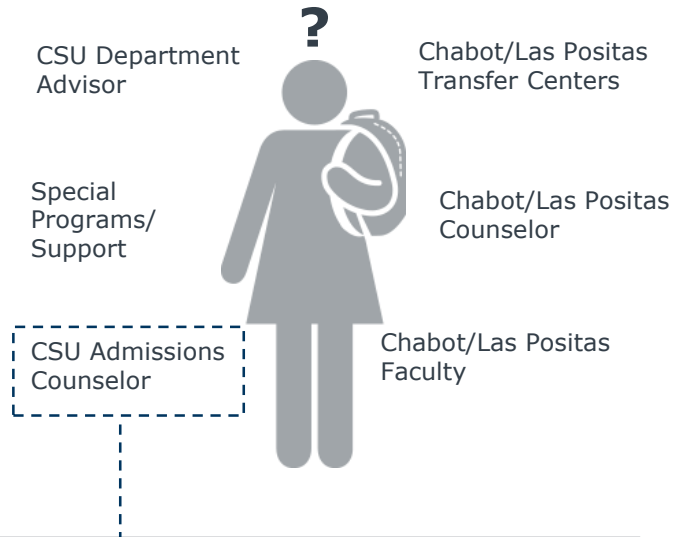
The CSUEB Transfer Admission Counselor was commonly noted as *the* key player and critical to the success across CSUEB and CLCCD. As one person noted, "(this person) is everything"

49%
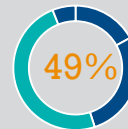
Staff surveyed indicated transfer staff are available but unable to manage volume

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	2	3	4	5	6
Application to CSUEB	**Program Declaration**	**Joint Advising**	**Automatic Credit Estimate**	**Admission**	**Early Major Advising**

Shared Data and Academic Pathway Info Underpins the Network

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

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

- 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

- 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)

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

- Suggested first-year schedule provided
- Personalized introduction from major advisor

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.

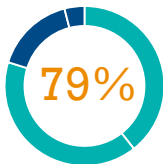▶ Continue to refine and improve the credit estimation/evaluation process for faster student turnaround

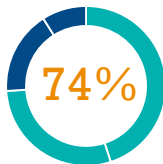## Developing the foundation of student knowledge to support decisions

What We Heard From Your Team

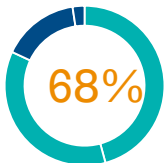*Through Survey to 139 Participants+ of the Opportunity with..*

79%

Web Content (Receiving)

74%

Web Content (Departing)

68%

Printed (Receiving)

73%

Printed (Departing)

Website Audit of CSUEB Admissions for Transfer (See Appendix)

Key Features		Rating	Findings	Opportunity
Setup & Navigation	1. Site is optimized for use on various screen sizes (e.g. mobile, tablet)	★	Site optimizes for mobile device viewing / Desktop view reacts when window is resized	
	2. Transfer webpage is accessible via the main "admissions" page through an obvious button or dropdown list	↑	1 click to get from Admissions page to Transfer page / Above the fold and easy to find	
	3. Visit section of main admissions site has distinct links for transfer	↑	No distinct transfer links on visit page	Include specific opportunities for transfer students.
Application	4. "Apply" button is on home page, above the fold, and easy to see	↑	Apply button readily available top menu and maintains presence while scrolling	
	5. It is clear which application a student should complete (e.g. transfer vs. adult)	↔	Specific directions and menus for transfer / 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)	Provide alternative directions when target campus not available and clearly provide next steps.
	6. Application deadlines are advertised on admissions page	↔	Cal State Apply: Must open Transfer section to see deadlines / CSUEB Admissions page: Deadlines available but some outdated, not consistent with Cal State Apply or other places on website	Include future app dates on CSUEB website and ensure consistency across site.
	7. Apply page features: List of application questions; Courses; application questions; Admissions; Complete; Financial			
Partnerships & Pathways	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 csu.edgewoodtheguarantee.com and Associate Degree for Transfer webpage	Highlight top 2-year partnerships, with clearly identifiable links and logos. Clarify or remove links to Enrollment Plan.
Aid	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.
	8. Financial aid admissions site / transfer			
	9. Scholarship clearly advertised deadlines & form	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 CO-to-CSUEB program/course lookup), limited course availability in guides	Include Cross-Reg information. Increase presence of ASSIST tool and cross-link across site.
	10. Information students to e	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.
Contact Information				
Credit Evaluation	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	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 website, but not easy to find	Consolidate checklists/steps pages for transfer into one area.
SEO	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

Legend: ★ Gold Standard- Reflect Best practice Comprehensive feature | ↔ Some room for improvement | △ Recommended: Prioritize change / Lacking key feature

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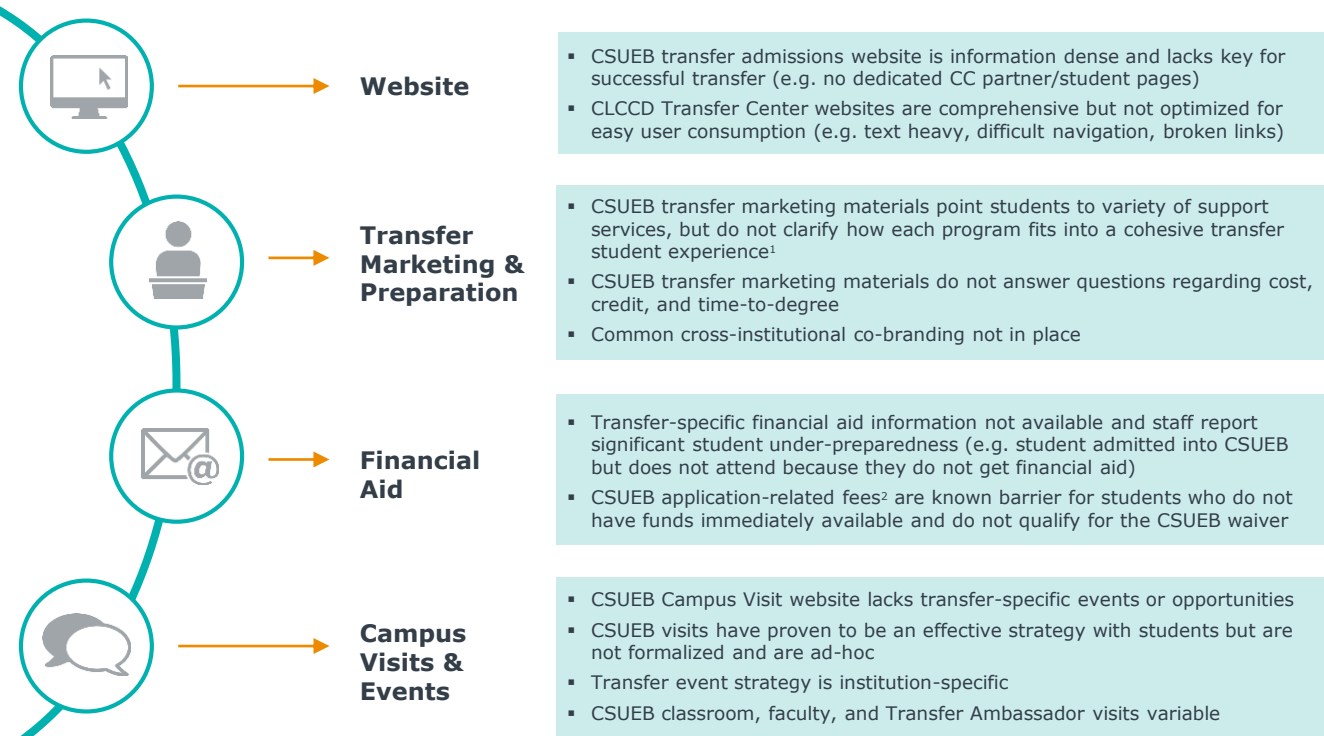
Website
- CSUEB transfer admissions website is information dense and lacks key for successful transfer (e.g. no dedicated CC partner/student pages)
- CLCCD Transfer Center websites are comprehensive but not optimized for easy user consumption (e.g. text heavy, difficult navigation, broken links)

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[1]
- 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[2] 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

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

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.

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	Student mentions intent to transfer	Transcript request	Student arrives at CSUEB
Vague transfer questions do not promote or determine CSUEB transfer path	**No trigger to engage CSUEB** beyond a recommendation to meet with visiting transfer advisor and visit ASSIST.org	**CSUEB not notified until transcript arrives** and no preexisting data sharing creates some delay in credit evaluation	**Student navigates on their own from scratch** as they try to engage a departmental advisor at CSUEB

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

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

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

Course ID (CID)

- Articulation aligned to common course outlines
- Controlled by CC academic senate and infrequently updated

Informal Methods

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

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

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

EXAMPLE

31

Connect Students with Meaningful Experiences

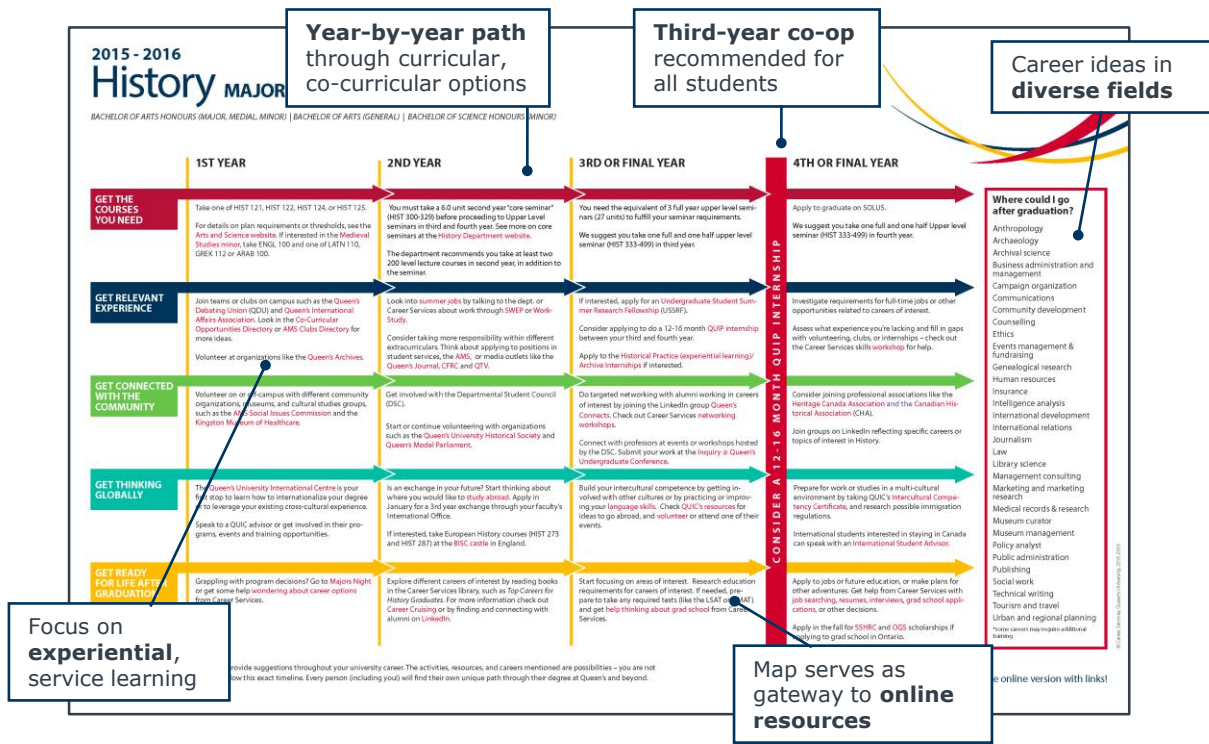Example of how queen's helps students sequence academic and cocurricular activities

Year-by-year path through curricular, co-curricular options

Third-year co-op recommended for all students

Career ideas in **diverse fields**

Focus on **experiential**, service learning

Map serves as gateway to **online resources**

2015 - 2016
History MAJOR

BACHELOR OF ARTS HONOURS (MAJOR, MEDIAL, MINOR) | BACHELOR OF ARTS (GENERAL) | BACHELOR OF SCIENCE HONOURS (MINOR)

	1ST YEAR	2ND YEAR	3RD OR FINAL YEAR	4TH OR FINAL YEAR	
GET THE COURSES YOU NEED	Take one of HIST 121, HIST 122, HIST 124, or HIST 125. For details on plan requirements or thresholds, see the Arts and Science website. If interested in the Medieval Studies minor, take ENGL 100 and one of LATN 110, GREK 112 or ARAB 100.	You must take a 6.0 unit second year "core seminar" (HIST 300-329) before proceeding to Upper Level seminars in third and fourth year. See more on core seminars at the History Department website. The department recommends you take at least two 200 level lecture courses in second year, in addition to the seminar.	You need the equivalent of 3 full year upper level seminars (27 units) to fulfill your seminar requirements. We suggest you take one full and one half upper level seminar (HIST 333-499) in third year.	Apply to graduate on SOLUS. We suggest you take one full and one half Upper level seminar (HIST 333-499) in fourth year.	
GET RELEVANT EXPERIENCE	Join teams or clubs on campus such as the Queen's Debating Union (QDU) and Queen's International Affairs Association. Look in the Co-Curricular Opportunities Directory or AMS Clubs Directory for more ideas. Volunteer at organizations like the Queen's Archives.	Look into summer jobs by talking to the dept. or Career Services about work through SWEP or Work-Study. Consider taking more responsibility within different extracurriculars. Think about applying to positions in student services, the AMS, or media outlets like the Queen's Journal, CFRC and QTV.	If interested, apply for an Undergraduate Student Summer Research Fellowship (USSRF). Consider applying to do a 12-16 month QUIP internship between your third and fourth year. Apply to the Historical Practice (experiential learning)/ Archive Internships if interested.	Investigate requirements for full-time jobs or other opportunities related to careers of interest. Assess what experience you're lacking and fill in gaps with volunteering, clubs, or internships – check out the Career Services skills workshop for help.	CONSIDER A 12-16 MONTH QUIP INTERNSHIP
GET CONNECTED WITH THE COMMUNITY	Volunteer on or off campus with different community organizations, museums, and cultural studies groups, such as the AMS Social Issues Commission and the Kingston Museum of Healthcare.	Get involved with the Departmental Student Council (DSC). Start or continue volunteering with organizations such as the Queen's University Historical Society and Queen's Model Parliament.	Do targeted networking with alumni working in careers of interest by joining the LinkedIn group Queen's Connects. Check out Career Services networking workshops. Connect with professors at events or workshops hosted by the DSC. Submit your work at the Inquiry @ Queen's Undergraduate Conference.	Consider joining professional associations like the Heritage Canada Association and the Canadian Historical Association (CHA). Join groups on LinkedIn reflecting specific careers or topics of interest in History.	
GET THINKING GLOBALLY	The Queen's University International Centre is your first stop to learn how to internationalize your degree or to leverage your existing cross-cultural experience. Speak to a QUIC advisor or get involved in their programs, events and training opportunities.	Is an exchange in your future? Start thinking about where you would like to study abroad. Apply in January for a 3rd year exchange through your Faculty's International Office. If interested, take European History courses (HIST 273 and HIST 287) at the BISC castle in England.	Build your intercultural competence by getting involved with other cultures or by practicing or improving your language skills. Check QUIC's resources for ideas to go abroad, and volunteer or attend one of their events.	Prepare for work or studies in a multi-cultural environment by taking QUIC's Intercultural Competency Certificate, and research possible immigration regulations. International students interested in staying in Canada can speak with an International Student Advisor.	
GET READY FOR LIFE AFTER GRADUATION	Grappling with program decisions? Go to Majors Night or get some help wondering about career options from Career Services.	Explore different careers of interest by reading books in the Career Services library, such as Top Careers for History Graduates. For more information check out Career Cruising or by finding and connecting with alumni on LinkedIn.	Start focusing on areas of interest. Research education requirements for careers of interest. If needed, prepare to take any required tests (like the LSAT or GMAT) and get help thinking about grad school from Career Services.	Apply to jobs or future education, or make plans for other adventures. Get help from Career Services with job searching, resumes, interviews, and grad school applications, or other decisions. Apply in the fall for SSHRC and OQS scholarships if applying to grad school in Ontario.	

Where could I go after graduation?

Anthropology
Archaeology
Archival science
Business administration and management
Campaign organization
Communications
Community development
Counselling
Ethics
Events management & fundraising
Genealogical research
Human resources
Insurance
Intelligence analysis
International development
International relations
Journalism
Law
Library science
Management consulting
Marketing and marketing research
Medical records & research
Museum curator
Museum management
Policy analyst
Public administration
Publishing
Social work
Technical writing
Tourism and travel
Urban and regional planning
*some careers may require additional training

...provide suggestions throughout your university career. The activities, resources, and careers mentioned are possibilities – you are not ...follow this exact timeline. Every person (including you!) will find their own unique path through their degree at Queen's and beyond.

...e online version with links!

Source: Queen's University, "Major Maps," http://careers.queensu.ca/students/wondering-about-career-options/major-maps-2015; EAB interviews and analysis.

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

Additional **major and minor opportunities** help students identify areas of interest

Real alumni career tracks support career planning and major choice

Functional knowledge outcomes support skill articulation

Career planning advice encourages students to design an intentional college experience

Career-readiness competencies help students think beyond academic skills

Source: "Experience Map: Computer Science," *University of Windsor;* EAB interviews and analysis.

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 adaption communication or progress tracking when student indicates intent to transfer

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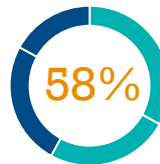
Staff at CSUEB reported that while CSUApply exists it, it is not tailored for the prospective transfer experience

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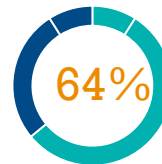
Staff at CLPCCD reported that while basic application exists it it not tailored for the prospective transfer experience

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

Challenges with new arrivals

| *Unsure of What Credits to Take* | *Navigating New Registration* | *Managing the "Shock"* | *Building New Connections* |
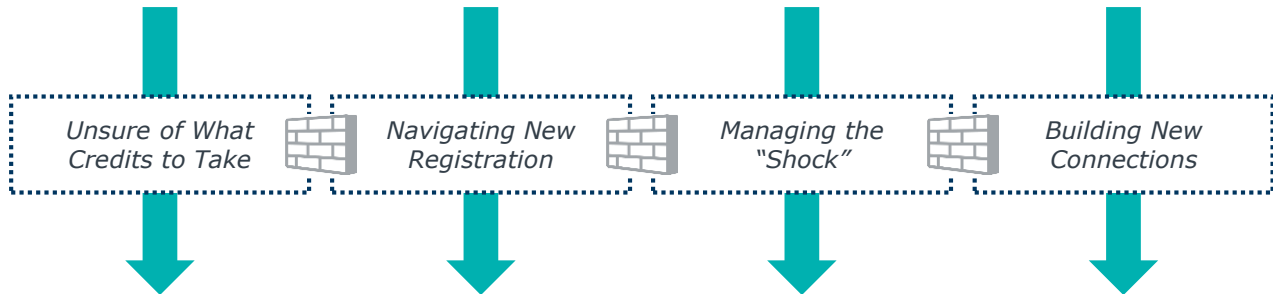
Expedite credit transfer

- 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

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

59%

Said need strategy to achieve transfer goals

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

53%

Said Faculty/Staff relationships exist but activities not coordinated

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).

79%
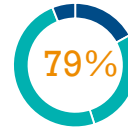
Said more senior Leadership engagement with consistent follow-up

Aligning your top recommendations with your Work Teams

1   **Technology and Data**

2   **Communications PR**

3   **Systems & Support**

4   **Pathways**

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

	Key Features	Rating	Findings	Opportunity
Setup & Navigation	1. Site is optimized for use on various screen sizes (e.g. mobile, tablet)	⭐	• Site optimizes for mobile device viewing • Desktop view reacts when window is resized	
	2. Transfer webpage is accessible via the main "admissions" page through an obvious button or dropdown list	⬆	• 1 click to get from Admissions page to Transfer page • Above the fold and easy to find	
	3. Visit section of main admissions site has distinct links for transfer	↔	• No distinct transfer links on visit page	Include specific opportunities for transfer students.
Application	4. "Apply" button is on home page, above the fold, and easy to see	⬆	• Apply button readily available top menu and maintains presence while scrolling	
	5. It is clear which application a student should complete (e.g. transfer vs. adult)	↔	• Specific directions and menus for transfer • 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)	Provide alternative directions when target campus not available and clearly provide next steps.
	6. Application deadlines are advertised on admissions page	❗↔	• Cal State Apply: Must open Transfer section to see deadlines • CSUEB Admissions page: Deadlines available but some outdated, not consistent with Cal State Apply or other places on website • No admit decision timelines stated	Include future app dates on CSUEB website and ensure consistency across site. Include admit decision dates.
	7. Apply page has the following features: • List of terms they are accepting applications for • Counselor contact info for applicants to reach out to with questions • Admission requirements • Completion steps • Financial aid steps	↔	• CSEUB How to Apply redirects to Cal State Apply • List of terms available by CSU campus • Counselor info not available; contact directs to calstateapply@calstate.edu vs. CSUEB admissions team member • Application Checklist; Admission Requirements available on CSUEB site (not Cal State Apply) • Application Guide and steps to apply available; complex detail • Financial aid linkage available in menu	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).
Aid	8. Financial aid section of main admissions site has distinct links for transfer	△	• No distinct transfer links	Include transfer information and impact on aid and incoming transfer credit.
	9. Scholarships and financial aid are clearly advertised alongside key deadlines & FAQs	❗△	• Scholarship deadlines or guidelines not advertised on Transfer Admissions site	Provide detail on transfer student scholarship eligibility.
Contact Information	10. Information request form (to allow students to self select into inquiry pool)	↔	• RFI available on main Admissions page, but not on Transfer Admissions • Contact list available in menu	Link RFI across Admissions pages to enable easier discovery.

Website Audit: https://www.csueastbay.edu/admissions

Legend

⭐ Gold Standard: Reflects Best practice	↔ Some room for improvement
⬆ Comprehensive feature	△ Lacking key feature
	❗ Recommended: Prioritize change

	Key Features	Rating	Findings	Opportunity
Partnerships & Pathways	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 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	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	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	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

Legend

⭐ Gold Standard: Reflects Best practice

⬆️ Comprehensive feature

⬌ Some room for improvement

△ Lacking key feature

⚠️ Recommended: Prioritize change

Reduce barriers for prospective students

applicants' final college transcripts listing grades for any courses in progress. While the final transcript deadline is July 1 for fall semester and Oct. 1 for spring semester, we urge students to submit them earlier so that we can provide a preliminary evaluation during mandatory summer orientation to help with planning their fall schedules.

APPLY   GIVE   MENU   SEARCH

GRADUATE ADMISSION
REQUIREMENTS

Structure content to strategically use white space.

Upper-division transfer students are required to:

- Have completed 60 or more transferable semester (90 quarter) units

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

- 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

ADMISSION APPEALS

- 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:

CHECK YOUR ADMISSION STATUS

AFTER YOU'RE ACCEPTED

1. Oral Communication (usually 3 semester units): a public speaking course (A-1 at California community colleges)

FREQUENTLY ASKED QUESTIONS

2. Written Communication (usually 3 semester units): a freshman English composition course (A-2 at California community colleges)

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

3. Critical Thinking (usually 3 semester units): a logic or argumentation/debate course (A-3 at California community colleges)

Keep text succinct, but informative.

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

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, Cocurricular, and Support Services Info

4 Career Outcomes Information

Students often struggle to navigate and connect institutions' siloed, disparate academic and cocurricular 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.

HISTORY | Bachelor of Arts
EXPERIENTIAL MAJOR MAP

EAB University

	FIRST YEAR	MIDDLE YEARS	LAST YEAR
CULTIVATE Learning and Academic Excellence	• Review general education requirements and pick the best-fit thematic curriculum pathway • Review program requirements with your academic advisor • Register for Introduction to History (HIST 105)	• Apply for the Problem-Based Learning Fellowship program • Consider adding a minor or certificate in another field such as business, marketing, or computer science • Meet with an advisor to check progress to degree	• Work with an advisor to ensure you have no outstanding course requirements • Complete your senior capstone • Submit your capstone paper to the EAB University Historical Review or another journal for an opportunity to get published • Apply to graduate
ENGAGE Globally and Locally	• Participate in Orientation Abroad and the corresponding reflection seminar • Sign up for a foreign language course and join a foreign language club • Visit the International Student Center to learn about study abroad opportunities, clubs, on-campus events, and spring break community impact	• Speak with a professor about research opportunities in your department • Submit a study abroad program and funding application to the Study Abroad Office • Visit the Center for Service Learning and Civic Engagement or the Global Affairs Center for volunteer opportunities • Attend speaker and special events hosted by the History Department	• Integrate electives with a global or local focus (Virtual DC or Sustainability in DC) • Participate in multicultural events and complete the Multicultural Certificate • International students interested in staying in the country should connect with the International Student Advising Center
PREPARE for Postgraduation Success	• Consider taking a first-year history field exposure course • Attend the College-to-Career orientation session with Career Services and fill out the career fields of interest form • Speak with Career Services about on-campus and summer job opportunities	• Meet with Career Services about internship opportunities • Take on a leadership role in a student club or association • Attend the Career Fair to explore postgraduation career opportunities	• Attend an alumni networking event • Complete the Curriculum-to-Career course to translate your experience in preparation for the student expo • Assess professional skill and experience gaps and take corresponding Career Services workshops and Career Readiness courses • If considering graduate school, take a scholarship proposal-writing workshop and discuss options with your advisor

ACADEMIC SUCCESS CHECKLIST
- ☐ Discover library resources
- ☐ Book an appointment with your academic advisor
- ☐ Visit the writing and tutoring center
- ☐ Complete FAFSA and academic scholarship applications

72% Of history students study abroad

89% Of history students complete an internship

CAREER DEVELOPMENT CHECKLIST
- ☐ Join a student group
- ☐ Make an appointment with a career advisor
- ☐ Apply for on-campus jobs
- ☐ Complete the College-to-Career course series
- ☐ Participate in a mock interview
- ☐ Complete Career Services Certificate of Readiness

CAREER INFORMATION

▶ What Skills Do Employers Want?
- Communicate clearly and effectively
- Work in a team
- Solve problems and make decisions
- Analyze quantitative data
- Lead and influence others

▶ This Major Gives Me the Skills to:
- Understand how political, social, economic, and cultural change occurs
- Connect current events to historical trends and narratives
- Research and synthesize large amounts of material and identify relevant information
- Prioritize tasks, meet deadlines, and manage time
- Present ideas clearly and concisely
- Engage with complex narratives

▶ What Careers Can I Pursue?
- Museum curator
- Advancement officer
- Lawyer
- Program coordinator
- Social policy researcher
- Marketer
- Government consulting

▶ Where Our Students Go One Year Out:

Volunteering/Interning 8%
Full-Time Employment 42%
Pursuing Further Education 50%