East Bay College Agile Network (CAN)

Executive Summary for the EB CAN Formative Analysis

Imperative for Change

"Produce an equity centered network design between CSUEB and CLPCCD focused on greater transfer agility, supporting students to find their best path forward to include concurrent enrollment, opportunities to complete programs on each campus, and coordinated support across the network to reach higher ed completion."

Establishing Scope for Scalable Recommendations Within Ecosystem

- Complex ecosystem with students arriving to the EB CAN (K-12, No Prior, Other Community, & 4 Year), Working within the "EB CAN" as they progress towards certificate, associate or bachelors or Exiting the EB CAN with degrees/certificates, transferring or obtaining no degree.

- Continuing Student Success efforts within each institution is a base requirement. However, with strong work to date it allows the focus to expand to the broader EB CAN and managing transitions across campuses while still allowing for future potential to scale these efforts to other institutions. Specifically:

  a. Success moving from one campus to another (CLPCCD to CSUEB, CSUEB to CLPCCD and CLPCCD to CLPCCD)

  b. Success helping students take classes at any campus (i.e cross-registering)

Three Key Student Transfer Experiences Findings

- Students navigate a transfer process (from CLPCCD to CSUEB) that has potential gaps such as being unaware of transfer options or process, unsure of which courses need to take to transfer, not having a chosen program, experiencing challenges with application, not feeling connected or belonging or not having their correct courses when they go to register.

- Students moving from CSUEB to CLPCCD often transfer due to academic performance or financial constraints yet lack the necessary guidance to secure a soft landing that supports academic confidence, develops a path to degree completion or helps with course selection.

- Students moving with CLPCCD to CLPCCD have an easier time transferring, however, the resources and processes are quite different upon arrival.

Framework for Scalable Impact

Through the assessment, EAB's team designed a scalable framework for EB CAN Success that includes:

- **Two Foundational Elements:**

  a. **Data Sharing & Performance Sharing**: Ensuring data is flowing between campuses to provide for a more seamless student experience; identify new areas of data exchange opportunity.

  b. **Student "Advising" and Planning**: Providing students with holistic advising and planning to allow them to move between campuses with less barriers.

- **4 Steps in Student Experience of:**

  a. **Building Awareness**: Making students aware of transfer options across campuses through web, campus visits, events and promotional materials

b. **Cultivating Interest**: Providing students with program selection support, pathways guidance and support in building their plan

c. **Applying & Admitting**: Allowing for students to take the steps towards applying and ultimately awarding admission

d. **Registering & Arriving:** Finishing off the transition through registering for coursework, applying previous credits and orienting to the new campus life

Key Recommendations from the EBCAN Formative Analysis

The 4 work teams of Technology & Data, Communications & PR, Systems & Support and Pathways will examine the following recommendations to form a course of action.

Framework Element	Recommendations
Data Sharing & Performance Sharing	• Define the Data Requirements • Develop method/location for capturing information that can then be fed into partner systems • Develop comprehensive ecosystem performance dashboard showing student flow and success
Student "Advising" and Planning	• Develop common roles, expectations and communication channels for a variety of transfer advising (ensure student transition across groups is seamless) • Scale current niche transfer student programs and expand transfer counselor program to handle increased demand • Provide shared access to student "academic plans" and "notes" • 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
Building Awareness	• Revise website layout and user pathing and key information • Update marketing and promotion materials and align co-branding • Create dynamic self-service financial aid planning resources and consider eliminating or deferring application and transcript fees for prospective CLPCCD transfer students • Coordinate campus visits and events and make publicly available calendar of activities
Cultivating Interest	• Create cross-sector faculty learning communities to help students find a right fit program of study • Align guided pathways efforts from the CLPCCD to CSUEB'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
Applying & Admitting	• Review the current journeys for CSUEB transfer admits to ensure content is relevant and timely • Develop early campus visits to help build connection and prepare students for their pending arrival
Registering & Arriving	• Ensure student's academic plans and intended first term are 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 for CSUEB transfers