


CONNECTED18

Colorado Community College System

Case Study



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Colorado Community College System
13-College System in Colorado

The Colorado System and Navigate


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After Partnering with EAB, Three Schools Were Chosen to Pilot Navigate




COLORADO
COMMUNITY COLLEGE SYSTEM


- > 13 community colleges in CO
- > Serves nearly 144,000 students
- > Largest higher education system in the state of CO
- > Serves 48% of all underrepresented students in the state
- > 60% of students are completely debt-free
- > EAB member since April 2016



- Large, urban school
- Low dual enrollment and large military population
- Willingness to try new approaches



- Small, rural school
- Hispanic-serving institution
- Not tied to legacy technology systems












- Midsize, urban school
- Innovative culture
- High transfer rate
- Largest dual enrollment

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Customized Approach to Implementation


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Each Pilot School Directed Its Efforts to Address Institutional Priorities

	Institutional Student Success Priorities	Navigate Focus Areas for Pilot
	<ul style="list-style-type: none"> ✓ Reducing summer melt ✓ Increasing overall enrollment and FTE enrollment ✓ Increasing first-term advising to support academic planning 	<ul style="list-style-type: none">  Guided Onboarding  Academic Planning and 1-Click Registration
	<ul style="list-style-type: none"> ✓ Increasing TRIO enrollment ✓ Providing holistic, coordinated care to all students ✓ Engaging faculty as frontline student support 	<ul style="list-style-type: none">  Intake Survey  Progress Reports and Early Alerts
	<ul style="list-style-type: none"> ✓ Implementing an effective early alert system that engages faculty optimally ✓ Increasing advising capacity ✓ Sharing and coordinating student care 	<ul style="list-style-type: none">  Appointment Scheduling  Progress Reports and Early Alerts

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Overview 5




**PIKES PEAK
COMMUNITY
COLLEGE**

- ▶ Colorado Springs, CO
Students: 20,000
Campuses: 3
Military Affiliation: 25%
% Part-Time: 60%
% Pell Recipients: 49%
- ▶ Milestone Guidance Launched: March 2017
Academic Planning and One-Click Registration Launched: January 2018


▶ **Background and Challenges**

- PPCC has experienced a 16% decline in enrollment since the 2011-2012 academic year.
- In addition to other challenges, the English and Math placement test served as a significant barrier to enrollment for many students.
- Degree planning was not a standard part of the student experience and varied widely based on individual advisor practices and student proactivity.

▶ **Solution**



Redesigned Placement Process for English and Math Courses




Launched Navigate Academic Planning and One-Click Registration

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English and Math Placement Evolution 6

Making It Easier for Students to Begin Their Academic Journeys


2016



Placement Testing

- Students had to **take a placement test** before registering for classes in their first term
- Challenge: Delays in registration and barrier to enrollment


2017



Placement Testing or Academic History Form

- Students were asked to submit an **academic history form** if they wanted to be placed without testing
- Challenge: Forms missing information or still difficult to assess without a conversation

2018



Academic History Form or Advising Appointment

- Advisors **review transcripts and existing test scores** to recommend appropriate Math and English courses
- Students are still able to take the placement test if they think they should be in a higher-level course

Had to Change the Culture Around Placement Testing

Experienced **pushback from many faculty**, especially the Math department

➤

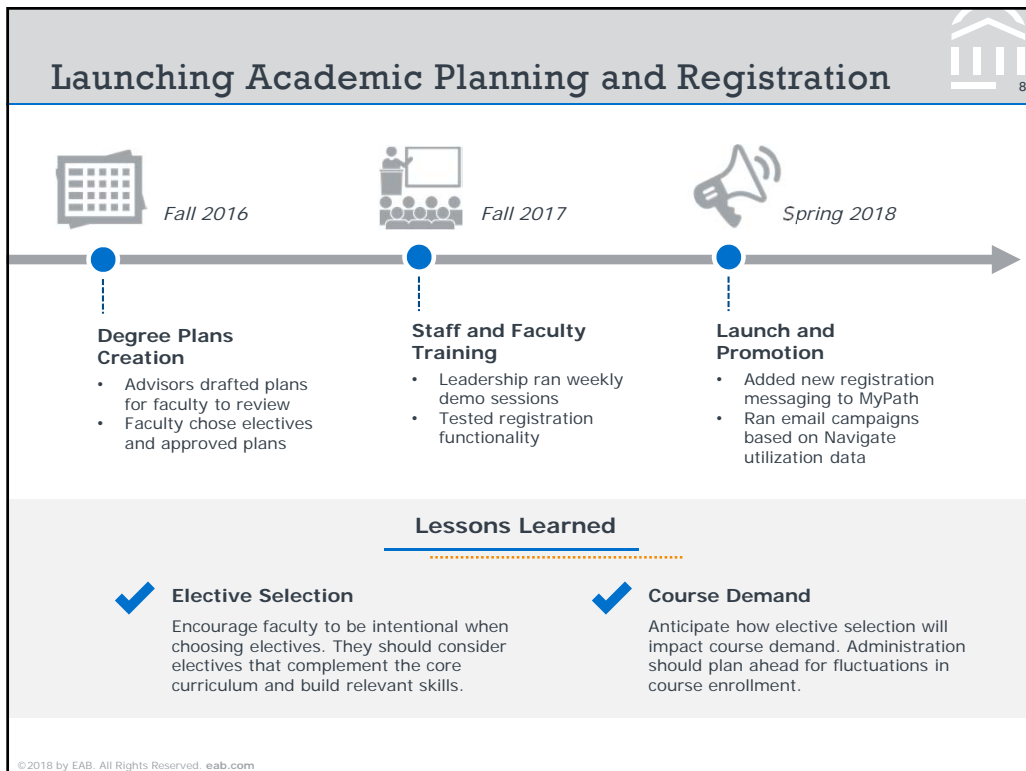
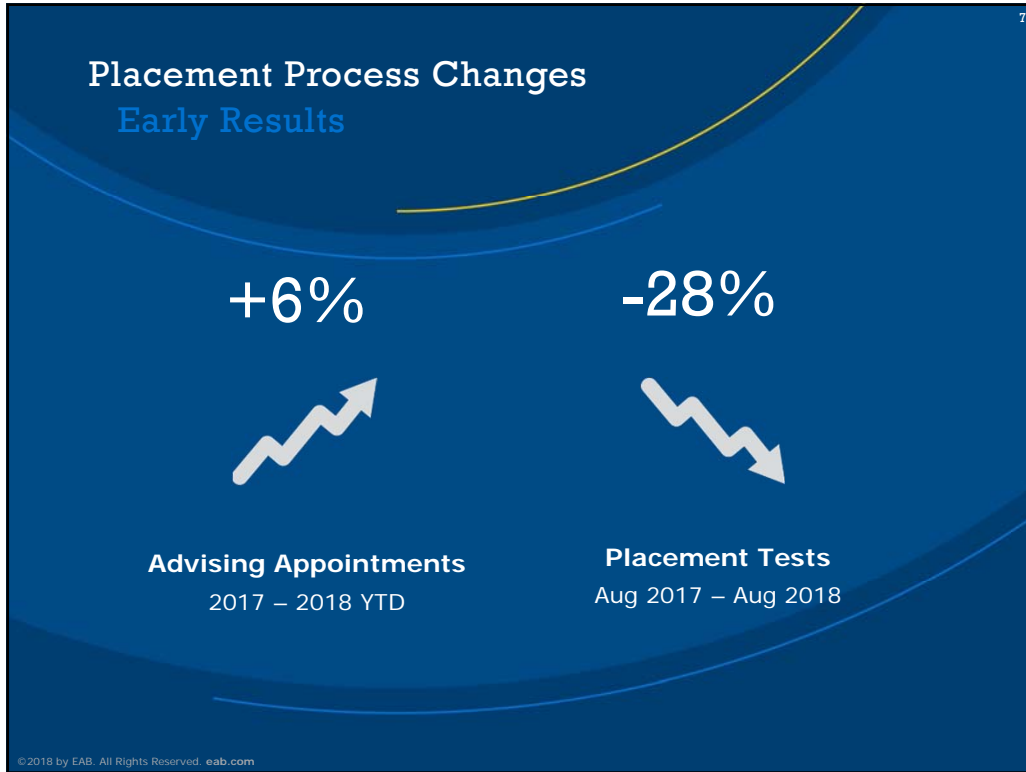
Had to Change the Culture

Held a **series of meetings** at the division level to bring faculty along with the changes

Had to Change the Culture

Flexible model appeased faculty members and pushback ceased after process change resulted in similar levels of student success

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Summer and Fall Registration Campaign 9

Used Navigate Utilization Report to Tailor Student Communication

Type of Communication: Email
Objective: Nudge students to log in to Navigate or return to Navigate to complete registration steps

```

graph TD
    A[Ran Navigate utilization report (Biweekly)] --> B[Cross-referenced report with applicant list (Summer and Fall)]
    B --> C[Emailed applicants with a tailored message]
    C --> D["Log in to Navigate and take your next steps"]
    C --> E["Log back in to Navigate and take your next steps"]
            
```

Dear Example,

The summer semester begins next week on Tuesday, May 29. It's not too late to consider taking classes this summer!

Take a moment to log back into [Navigate](#). You may have time sensitive to-do's on your Path before becoming a student at Pikes Peak Community College.

Whether you are considering taking classes during summer, fall, or both semesters, Navigate will help you stay on track!

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Fall Registration Campaign 10

Reached Out to Students Who Scheduled Classes but Did Not Register

Type of Communication: Email
Objective: Nudge students who scheduled classes to complete the registration process

```

graph TD
    A[Ran scheduled, not registered, report] --> B[Emailed applicants with tailored messaging]
            
```

Campaign Challenges:

- Many students had already registered
- Needed to filter out students who did not register for all scheduled classes

Type of Communication: Phone
Objective: Nudge students who scheduled classes to complete the registration process

```

graph TD
    A[Ran scheduled, not registered, report] --> B[Compared report to Banner to confirm registration status]
    B --> C[Called students to troubleshoot registration issues]
            
```

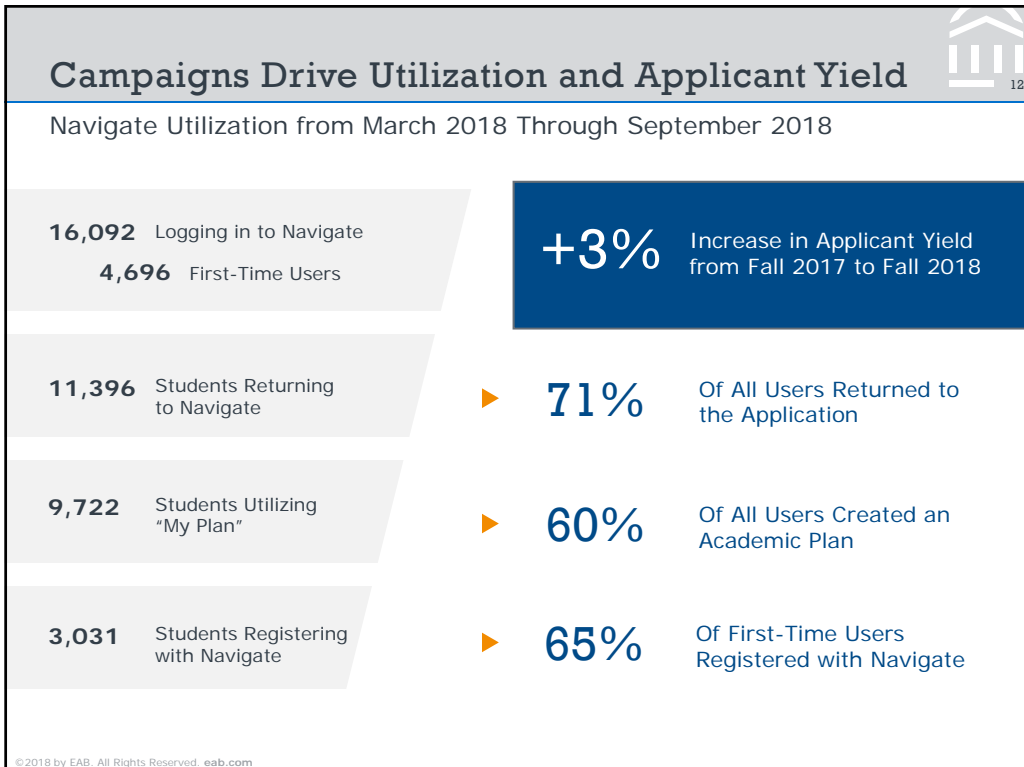
Primary Registration Issues:

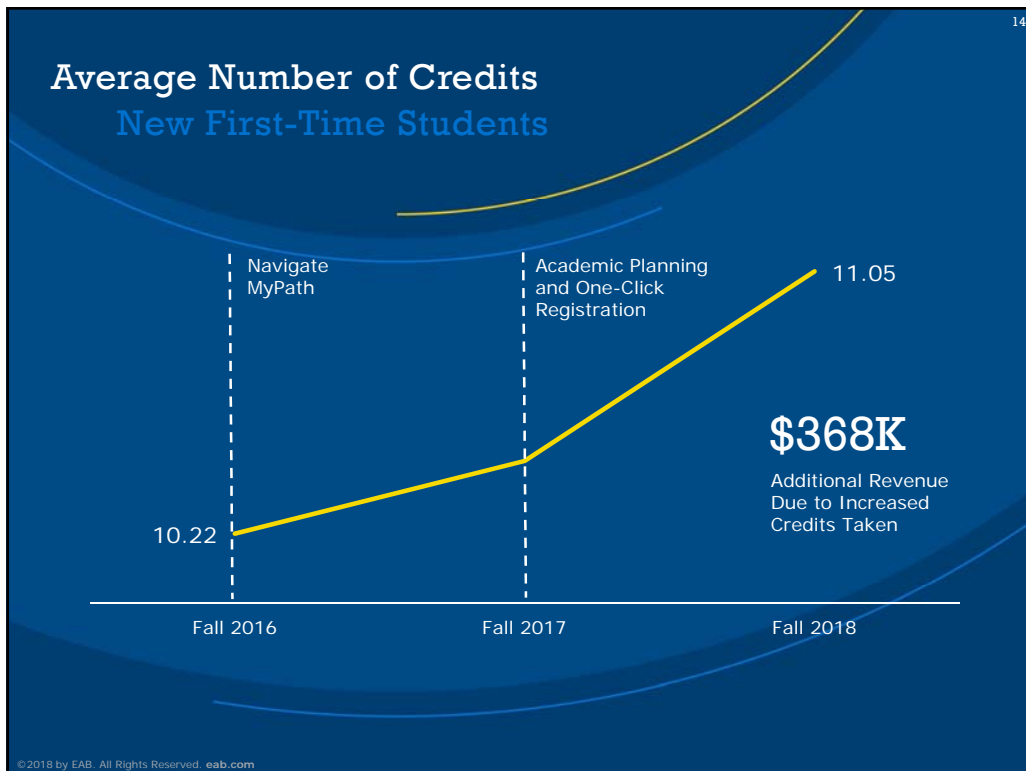
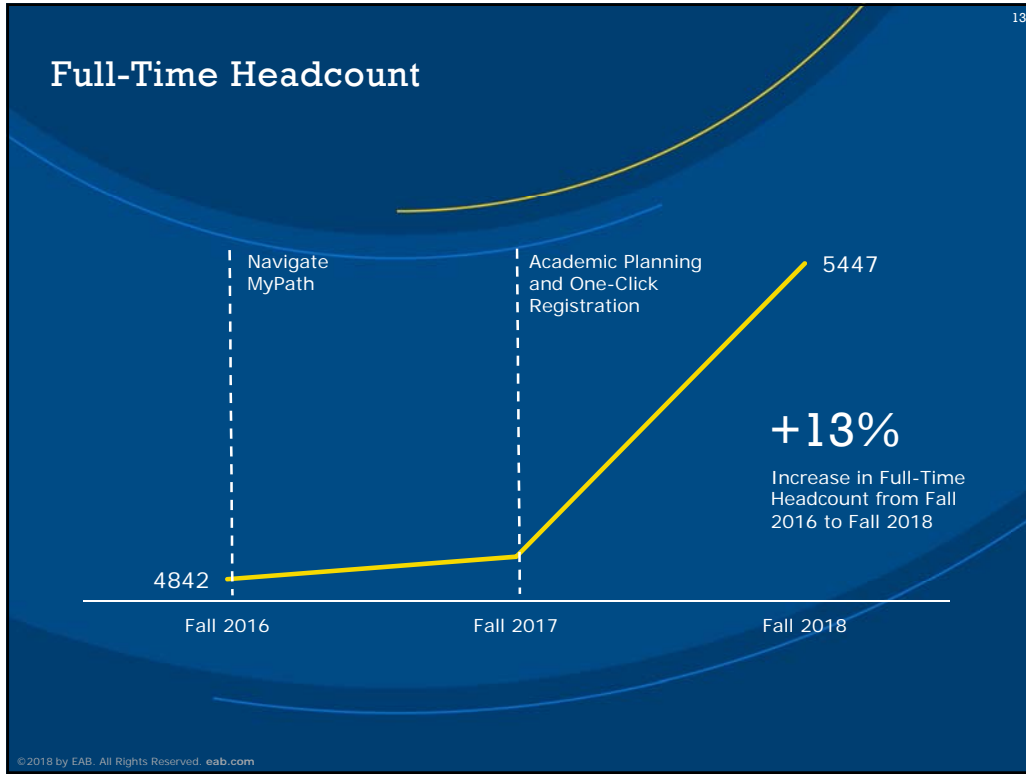
- Prerequisite and corequisite issues
- Questions about course location
- Financial concerns

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Making an Impact





Overview



- ▶ Enrollment: 5,000
Campuses: 3
Advisors/Coaches: 12
% Part-Time: 65%
% Pell Recipients: 78%
- ▶ Onboarding Module Launched: November 2016
Progress Reports and Early Alerts Launched: Sept 2017

▶ Background and Challenges

- Without the appropriate tools, Pueblo Community College's (PCC's) advisors, faculty, and staff were unable to collaborate effectively and ended up working in silos.
- TRIO program administrators received low faculty response rates to progress reports, a key measure of student performance. In addition, TRIO program enrollment was not as high as expected.

▶ Solution



Leveraged **Navigate Topics** to assess TRIO eligibility and make appropriate referrals



Used **Navigate Early Alerts** to bolster faculty engagement and provide coordinated care to TRIO students

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PCC's TRIO Program

Started in 1980, PCC's TRIO program helps first-generation, low-income students and students with disabilities reach their full potential and achieve academic success.



- PCC's TRIO SSS program is currently funded to **serve 229 students** each year.
- The program is staffed by **four full-time TRIO coaches**.
- It is expected that TRIO coaches have at least **four touchpoints** with each student per semester.



TRIO Program Not Without Challenges

Low Program Enrollment

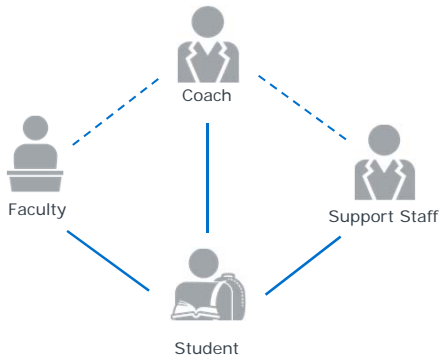
Despite high level of need on campus

-  **63%** First-Generation
-  **41%** Low-Income

43% Of TRIO Program Capacity Filled in Fall 2016

Lack of Coordinated Care

Despite high-touch nature of TRIO program



22% Faculty Response Rate to TRIO Progress Reports in Fall 2016

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Three Key Questions Guide Pilot Group Selection

Questions Focus on Capacity, Benefit to Students, and Evaluation

Q1: Which staff have the capacity to pilot these interventions effectively?

▶ TRIO Advisors

- ✓ Did not have the capacity to implement with all advisors at once
- ✓ TRIO coaches were best suited due to reporting structure

Q2: Which students would benefit the most from these interventions?

▶ TRIO Students

- ✓ TRIO and TRIO-eligible are the most at-risk students on campus
- ✓ Lack of faculty-coach collaboration was a big limitation of the program


Q3: Where are we most likely to see success that we can build upon?

▶ TRIO Program


- ✓ Had baseline data to measure improvements against
- ✓ Knew success in TRIO would allow us to garner expansion support


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Boosting TRIO Enrollment Through Technology


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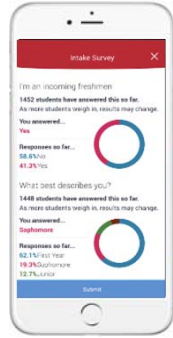
Three-Pronged Approach to Increasing Enrollment

- 

Program Referrals
Began referring students who opted in to qualifying Navigate Topics, such as first-generation and transfer
- 

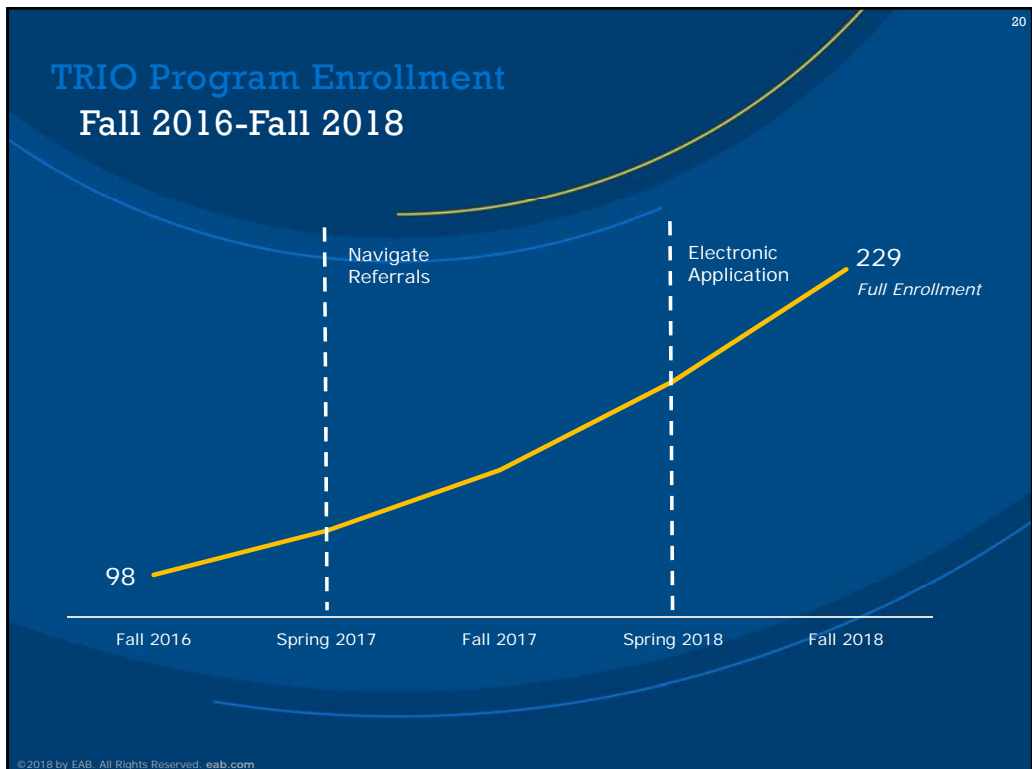
Electronic Application
Moved from a paper application to an electronic one, making it easier for students to access and complete
- 

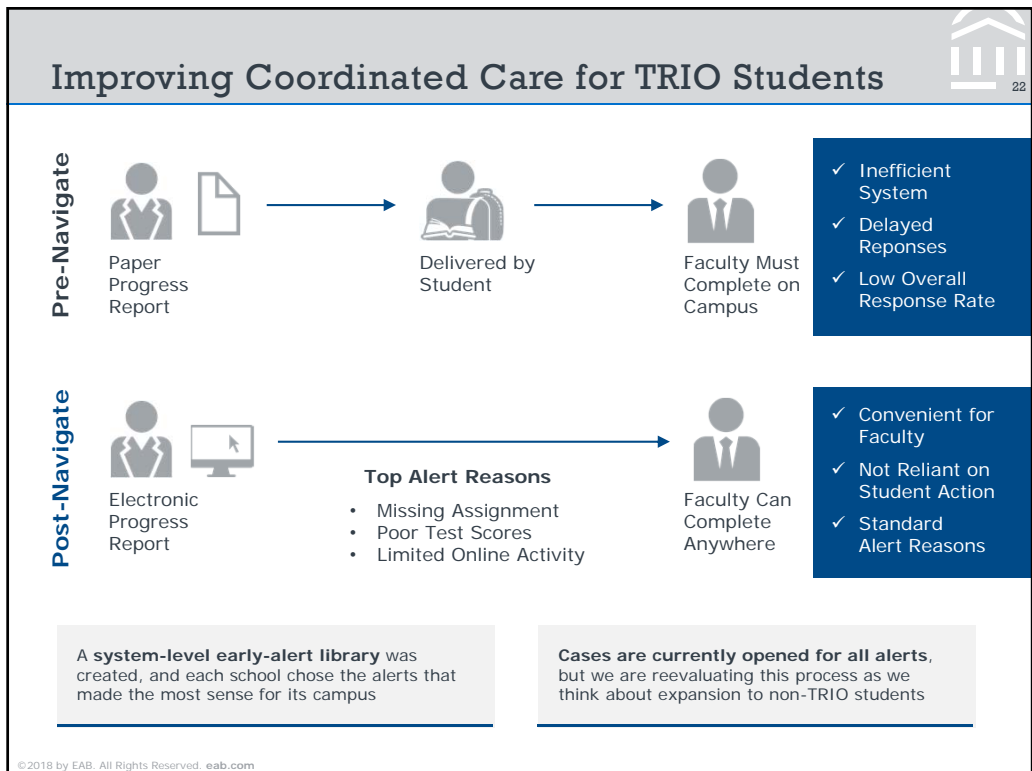
Timed Nudges
Began nudging students who started the application but abandoned it before completion



Utilized information gathered through the **Navigate Intake Survey** to conduct strategic student outreach

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Faculty Response Rate Soars with Navigate

Faculty Response Rate to TRIO Progress Reports

Fall 2016 Paper Request: 22%

Fall 2017 Navigate Request: 94%

72% difference

“With previous progress reports, I would have to input all of my personal and course information for each student along with their early alert. With Navigate, I don’t have to waste time documenting the same information over and over and I can quickly raise an alert for multiple students at the same time. That ease of use and time-savings is greatly appreciated!”

– Math Faculty Member

“Progress Reports have helped us to provide students with resources and interventions in a timely manner. Navigate has also empowered students to take an active role in their education and really understand what they can expect when it comes to earning their degree, something especially helpful for the first-generation college students served by our program.”

–TRIO Program Director

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Lessons Learned Through TRIO Pilot

Creating a Coordinated Care System Is An Iterative Process

Expand Incrementally

- Expanding too quickly will overwhelm staff and result in details being overlooked
- We will be starting our expansion work with only 600 additional students and three additional coaches

Be Transparent

- Don’t let students be surprised or confused when coaches are addressing academic issues
- We will be adding automated emails to students from the faculty member who issued the alert

Empower Faculty

- Faculty want to influence and help students but don’t always know how
- We will be providing faculty with even more training and support so that they can address student issues directly

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Using the Pilot Results to Expand Model 25

Aiming to Create a Self-Sustaining Model That Allows for Reinvestment


	Standard Advising	TRIO Model + Navigate	TRIO Model Expansion + Navigate
Advisor-to-Student Ratio	800-1	70-1	200-1
Target Student Contacts per Semester	As Needed	4	10
Persistence Rate	63%	82%	???

Colorado Opportunity Scholarship Initiative (COSI)

- ✓ 2-year, 600k grant from Department of Higher Education
- ✓ Aims to increase completion rates for at-risk students
- ✓ Not limited to transfer, can serve students seeking any credential

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ARAPAHOE COMMUNITY COLLEGE

- ▶ Littleton, CO
 - Students: 9,600
 - Campuses: 3
 - % Military Affiliation: 5%
 - % Part-Time: 72%
 - % Degree-Seeking: 77%
 - % First-Generation: 48%
 - % Pell Recipients: 30%
 - 3-Year Graduation Rate: 20%
- ▶ Early Alerts Launched: September 2017
- ▶ Appointment Scheduling Launched: May 2018

- ▶ **Background and Challenges**
 - Arapahoe struggled to gain traction with other early alert systems and faculty were wary of new success technology.
 - Departments and offices operated in silos, which lead to uncoordinated and overwhelming student communication.
 - Advising appointments were also very difficult to manage and track and assigned caseloads were not easy to maintain.
- ▶ **Solution**



Timed Progress Reports and Faculty Early Alerts



Fall Registration Campaigns and Text Nudging

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A Broken Early Alerts System



Arapahoe Experienced Many Challenges with Past Early Alert Systems



Passive Alert System

Early alerts were issued at the faculty's discretion and varied greatly across and within departments



Poorly Timed Reminders

Email reminders were very minimal and not optimally timed to solicit actionable early alerts



Time-Consuming Data Entry

Faculty had to enter a lot of redundant information each time they wanted to issue an early alert



No Feedback Loop

Faculty did not receive an update after they issued an early alert



No Case Tracking

Early alerts did not generate cases that were trackable

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Faculty Training for Early Alerts Launch



Training Was Incorporated into a Wide Variety of Settings

Wave 1 Training

- 
Email Communication
 Email messages from VP of Instruction and VP of Student Affairs
- 
Demonstrations
 Demonstrations completed at All-Campus and All-Instruction meetings
- 
Workshops
 Session offered at "Building College Community Week," Professional Development Days and Advising Institutes
- 
Ad-Hoc Trainings
 Trainings completed as needed for specific faculty or departments

Wave 2 Training

- 
Focused Training for Non-Adopters
 Looking at utilization data to target those departments or faculty who did not adopt fully




As an instructor, having a trail of referrals from other instructors and being able to identify a trend regarding a student's situation or behavior is helpful. Knowing that you are not the only one seeing at-risk behaviors is reassuring. You are not failing as an instructor, something larger is happening. Let's help if we can. The academic alerts help to keep you grounded and informed.

– Faculty Advisor




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Navigate Early Alerts at Arapahoe




Care and Concern Outreach Coordinator
Issues [Progress Report](#)



Faculty Member
Submits [Early Alert](#)



Care and Concern Outreach Coordinator



Assistant Director of Advising

Staffing for Early Alerts

- 1. Care and Concern Outreach Coordinator**
 - ✓ Role created to case manage early alerts
 - ✓ Central point person who understands progress reports and campaigns
- 2. Student Success Technology Coordinator**
 - ✓ Role proposed to manage administrative aspects of the technology
 - ✓ Would allow Outreach Coordinator to focus on responding to early alerts




Triage and Assign Cases

Assigned to Advisor

When early alert is academic in nature or there are few alerts for the same student

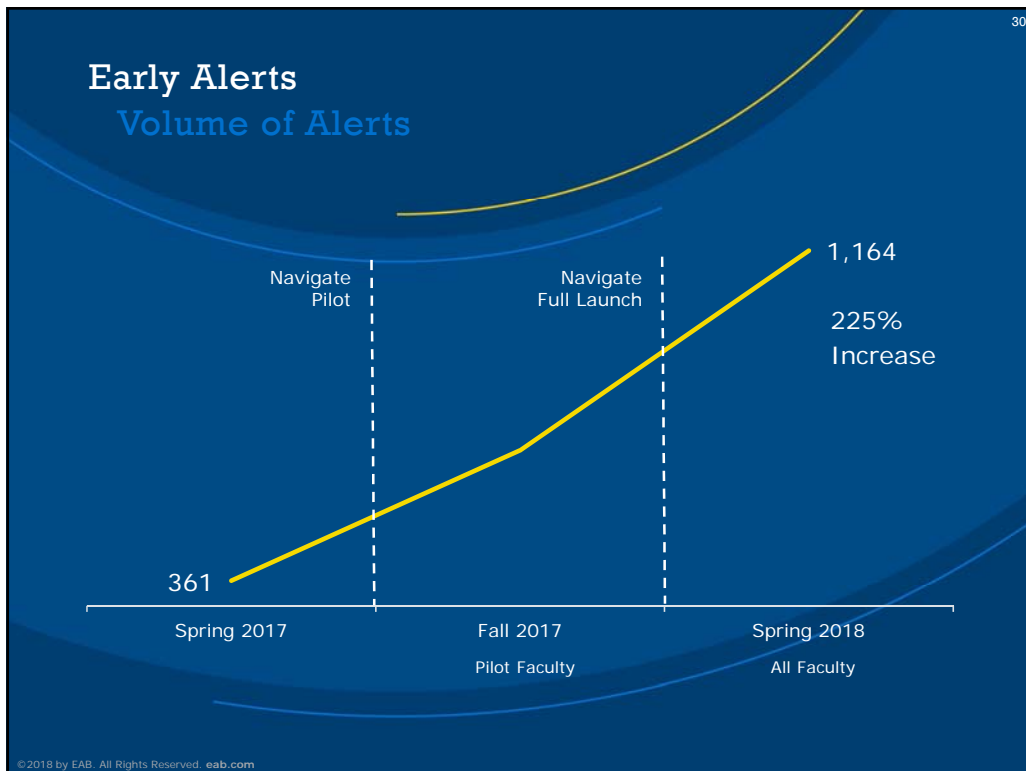
Manages Directly

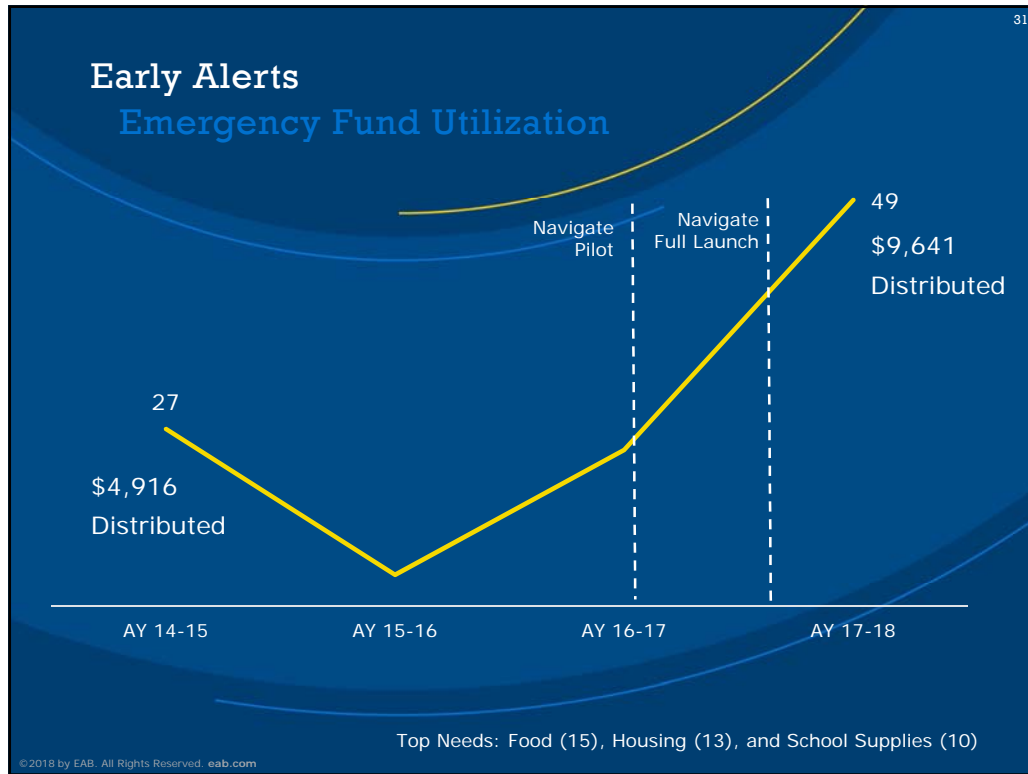
When early alert is psychosocial in nature or there are numerous alerts for the same student

3 contact attempts made within one week

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“Using academic alerts has raised my awareness of issues beyond the classroom. **I have found myself asking deeper questions about the student.** Is there a family or financial issue impeding their success? Would a minor homework extension help this particular student to succeed?”

– Faculty Member

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