Communication Flow Plan supported by Data Points — The Student Experience

**Student Applies to LPC**
- Congrats/Welcome to college and/or pathway
- Haven’t completed step reminder
- Potential engagement

**Login to CLASS-Web**
- Haven’t completed step reminder. Communicate what next step is and why it is important
- Potential engagement

**Login to Zonemail**
- Haven’t completed step reminder. Communicate what next step is and why it is important
- Potential engagement

**Apply for Financial Aid**
- Haven’t completed step reminder (HS Seniors info available?) Communicate what next step is and why it is important
- Potential engagement

**Complete Online Orient**
- Haven’t completed step reminder
- Potential engagement

**Take Placement**
- Haven’t completed step reminder
- Next step & importance
- Supports for Math/English/ESL per major
- Potential engagement

**First Semester Planning**
- Needs Survey at about 1.5 wks
- Involved parties send follow-up based on needs survey
- No CSEP, Come make SEP by Pathway
- Each teacher sends a welcome
- Potential engagement

**W Deadline**
- Interventions based on early alert (see section below)
- Registration Dates for next semester
- Potential engagement

**Census Date**
- Needs Survey at about 1.5 wks
- Involved parties send follow-up based on needs survey
- No CSEP, Come make SEP by Pathway
- Each teacher sends a welcome
- Potential engagement

**Attend First Day of Class**
- Haven’t completed step reminder
- Welcome to the Semester & Academic Calendar with implications of NGR/W etc.
- Students who don’t register based on their plan
- Potential engagement

**Pay Fees**
- Haven’t completed step reminder
- Students who don’t have a plan, who is not enrolled in the correct ENG/MATH/ESL (and they need a plan)
- Potential engagement

**Enroll in Courses**
- Haven’t completed step reminder
- Follow-up showing students their courses (push if pull not possible)
- Attachments with how to enroll
- Potential engagement

**Start of Next Term**
- In finals week, information about finals week support (tutorial center, library, student government)
- Congratulations on great semester
- We see you struggled in last term

**Finals Week**
- We see you dropped your course follow-up
- Notification that student hasn’t enrolled in next term (after registration date)
- Potential engagement

**Last Day of Term**
- Congratulation on great semester
- We see you struggled in last term
- Notification that student hasn’t enrolled in next term (after reg date)
- Potential engagement

**Legend**
- Student Experience
- Push (Automated Communication)
- Pull (Action by college personnel) to intentionally engage, usually to reduce equity gaps

**CATEGORY OF PUSH NOTIFICATION**

<table>
<thead>
<tr>
<th>Progress from Application to Enrollment</th>
<th>Please refer to Steps to Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milestone based on units (15, 30, 45, 60)</td>
<td>Please refer to milestone document</td>
</tr>
<tr>
<td>Persistence Indicators</td>
<td>Please refer to AB 705/1705, SEA &amp; MLEA, PSST</td>
</tr>
<tr>
<td>Interventions based on Early Alert</td>
<td>Please refer to Early Alert section</td>
</tr>
<tr>
<td>Equity Interventions</td>
<td>Please refer to Student Equity &amp; Achievement (SEA &amp; MLEA) Plans</td>
</tr>
<tr>
<td>Interventions Based on Undecided Major</td>
<td>After 15 units, notification to declare major</td>
</tr>
</tbody>
</table>
Role of Canvas

- To send out one-time information related to one’s pathway
- Provide a resource hub for student access
- Weekly notifications during the term with activities within pathway/campus (Smartshops, events, etc.)

PULL Data Points - Data Points that require an individual on campus to take an action

<table>
<thead>
<tr>
<th>COUNSELING FACULTY</th>
<th>PATHWAY STUDENT SUCCESS TEAM LEADS</th>
<th>INSTRUCTIONAL FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like my Pathway students filtered by...</td>
<td>I would like my Pathway students filtered by...</td>
<td>Students in my courses filtered by...</td>
</tr>
<tr>
<td>- Disproportionately impacted students (determined by definition from SEA)</td>
<td>- Disproportionately impacted students (determined by definition from SEA)</td>
<td>- Disproportionately impacted students (determined by definition from SEA) (anonymous) percentage</td>
</tr>
<tr>
<td>- GPA</td>
<td>- Needs Survey Data percentage</td>
<td>- Are students in my class receiving proactive English/ESL/Math Support (anonymous) percentage</td>
</tr>
<tr>
<td>- Major</td>
<td>- Who is in a persistence project class?</td>
<td>- What major are all of the students in my class(es)</td>
</tr>
<tr>
<td>- Who on my Pathway...</td>
<td>- Course success rates in the pathway (NGR, W, Unsuccessful) to identify bottlenecks</td>
<td>- Needs Survey Data (anonymous) percentage</td>
</tr>
<tr>
<td>- Is on probation, on Dismissal</td>
<td>- When student drops a course with a W; failed</td>
<td>- Are students in my class repeating this course (anonymous)? receiving tutoring (anonymous)?</td>
</tr>
<tr>
<td>- Doesn’t have an ASEP, doesn’t have a CSEP</td>
<td>- Pathway students who are part of a learning community or have they been in a Persistence Project class?</td>
<td>- Is anyone in my class part of a learning community or have they been in a Persistence Project class?</td>
</tr>
<tr>
<td>- Was denied a degree for the term</td>
<td>- AB 1705/705 Specific Data to Math, English, ESL:</td>
<td></td>
</tr>
<tr>
<td>- Was awarded their degree</td>
<td>- When a student enrolls in Math/English/ESL, push support information out</td>
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</tr>
<tr>
<td>- Has a low success score (determined by Ellucian Advise)</td>
<td>- Placement and enrollment in Math course(s) based on major code</td>
<td></td>
</tr>
<tr>
<td>- Has not enrolled in next term classes</td>
<td>- When a student NGR, drops a course with a W or unsuccessful, push support information and survey on why. Collect data on success &amp; throughput.</td>
<td></td>
</tr>
<tr>
<td>- Is not taking the correct courses per plan in DegreeWorks</td>
<td>- If NGR, Withdraw, or unsuccessful— who is not enrolling in the next semester, push encouraging information</td>
<td></td>
</tr>
<tr>
<td>- Is really doing well (3.0 GPA+)</td>
<td>- Success and completion data on the next class in the Math/English/ESL pathway if relevant.</td>
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<tr>
<td>- Has not submitted a transcript if they attended another college/university</td>
<td>- Disability type for DSPS Office with enrollment in a math course</td>
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<tr>
<td>Early Alert</td>
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<tr>
<td>- Dropped a class with a W grade; failed a class,</td>
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<tr>
<td>- Canvas data (missing ___ classes, failed a test)</td>
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<tr>
<td>- When student has xxx missing assignments</td>
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<tr>
<td>- 1 week has passed and student hasn’t logged into Canvas</td>
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</tbody>
</table>

Program Coordinating Faculty

- What are my bottle neck courses
- What are my expected enrollments in my next class (Ad Astra)
- What courses are missing along the pathway (which courses have I not offered for a student to obtain educational goal)
- Disproportionately impacted students (determined by definition from SEA)
- Needs Survey Data (anonymous) percentage
- What percentage of sections (by course) are part of a persistence project