Spring 2021 SEA Application Sample

1. What is your name?

Elizabeth Giles

2. What is your email address?

ergiles@sbcc.edu

3. Are there additional people who will be leading this project? If yes, please list their names.

N/A

4. In what department do you work primarily?

Transcript Evaluation Office

5. In what department(s) will the project be primarily based?

Transcript Evaluation Office, Academic Counseling Center, Information Technology, Admissions & Records

6. What is the title of your proposed project?

Starfish Degree Planner Implementation

7. What are you proposing to do? Write a short narrative that outlines the major activities that you are seeking SEA funding to support (Please limit to approximately 500 words/ 1 page summary).

The Starfish Degree Planner implementation team respectfully requests support from the SEA Committee for additional personnel hours necessary to complete the implementation of Starfish Degree Planner by our target date of February 1, 2022. This tool will give academic counselors the tools necessary to identify and assist students in disproportionately impacted (DI) groups to help them achieve their academic goals. Incorporation of SDP into the Starfish suite at SBCC provides a "one-stop shop" for degree planning and communication between faculty, staff, and students when leveraged alongside Starfish Early Alert and Starfish CONNECT.

Background: Due to unexpected technical issues with our current academic advising tool, Ellucian Degree Works (EDW), we are transitioning to Starfish Degree Planner, a tool which provides us with more functionality and accuracy by the beginning of Spring 2022. Counselors and staff will be required to help SBCC successfully make this transition.

8. Which equity gap(s) will your proposed project focus on? The 2019-2022 Student Equity Plan <https://bit.ly/33YB582> and the Vision for Student Success <https://bit.ly/2Lfk6aM> goal alignment plan document a number of equity gaps at SBCC. Please select/check the equity gap(s) from these plans that your project will focus on reducing or removing. (Please select all that may be impacted by your proposal).

- ❏ Progress: Female Black and African American
- ❏ Success: Black and African American

9. How will the proposed project reduce or remove the equity gap(s) that are the focus of this project? Please start with your rationale for why you believe this project will be effective and include additional information as available. Additional information could include: relevant experience with disproportionately impacted students, results from a current and related SBCC project, evidence from a related project at other colleges, or the results of related peer reviewed research (please limit to 250 words).

The goal is to improve outcomes for Black and African American female students as defined in the Student Equity Plan and the Vision for Student Success; in particular in the areas of:
Progress completing transfer-level math and English in the first year and increasing semester to semester retention and **Success** completing a certificate, degree or transfer to a four year institution.

We know that ensuring that students understand their educational path is a key component to their success and retention. As noted in the *2017 Association of American Colleges and Universities, Diversity and Democracy, Guided Pathways at Community Colleges: From Theory to Practice*, one of the main pillars of the Guided Pathways initiatives suggests that "*keeping students on a path* is a key component to student success and retention," especially among DI students. It is critical for "both students and advisors to see students' plans mapped out through graduation and keep track of students' progress. If students get off track or have trouble in a course, alert systems bring these issues to advisors' attention so they can steer students toward academic or other supports. Colleges also try to remove institutional barriers such as inconvenient schedules or cancelled classes."

As further evidence of the importance of educational plans, the EOPS program statewide has long held the requirement that all EOPS students, who are by definition disproportionately impacted, are required to have education plans on file and updated every semester in order to maintain program eligibility. This regulation is written into Title 5 Education Code.

By transitioning from Degree Works to Degree Planner there is better alignment and communication between academic counselors, faculty, and students as Degree Planner is already embedded in our Starfish Early Alert system. Educational plans will become more accessible to students as Starfish is already a tool that students are familiar with, thus encouraging more students to develop an educational plan; specifically those DI populations that may be less familiar with the process of developing an educational plan. Finally, in the future, Degree Planner can be used as an enrollment management tool to help schedule classes when students need them.

For example, academic progress can be tracked in Starfish based on the student's student education plan (SEP) in Degree Planner. In addition, if a student belongs to one or more DI populations this information is available for academic counselors in Starfish on the student's profile. With the combination of these two tools, if a student goes "off track" from their SEP an alert can be raised in Starfish that notifies the student's academic counselor. Using the counselor caseload model, academic counselors, including the Umoja specific counselor, can develop specific outreach practices and can then provide the appropriate intervention with specific attention paid to DI students and their specific needs.

In addition to the intervention example above, SDP also assists with progress and success for DI populations through the following: 1) In comparison to our current academic planning tool, SDP gives students the ability to accurately monitor their progress toward program completion. 2) It facilitates more effective advising meetings with students. 3) SDP provides increased clarity of transfer-level math and English requirements through the Requirements tab and detailed course descriptions in Starfish Degree Planner (Student Equity Plan Success Measure: Completion of Transfer-Level Math and English). 5) It increases access to class planning resources for our disproportionately impacted students.

Evidence from California Community Colleges and other institutions show proven best practices in educational settings. Including 1) Starfish Degree Planner (SDP) has already been successfully implemented at other Starfish CCC Pilot colleges. SDP was, in part, chosen because of the success metrics of other institutions that integrated SDP into their Starfish suite. 2) Evidence that leveraging degree auditing systems and online degree maps, as well as inclusive course and degree planning support can lead to improved graduation outcomes, per the University of California ([Advising Strategies to Support Timely Graduation](#)).

10. How will the effectiveness of the project be assessed? Some projects will have a direct effect on removing the equity gap and others will have an indirect relation to removing an equity gap. Both can be effective tools in reducing equity gaps. However, it is important to describe how an indirect relation will reduce or remove an equity gap in the project rationale (Please limit to 250 words).

Success will be measured through annual analysis of student outcomes in completion of transfer-level math and English, and transfer to four year institutions. SDP is one of many tools currently being implemented at SBCC to remove equity gaps and improve outcomes for DI populations. This tool helps students choose an academic path and stay on that path thereby increasing their Progress and Success as defined in SBCC Student Equity Plan and VfSS Alignment Plan.
Specifically, the effectiveness of this project can be assessed by:
1. Full implementation of the Starfish Degree Planner and counselor utilization by February 1, 2022
2. Increased number of students and counselors creating an education plan using the SDP, specifically, increased number of Black and African American students creating SEP's
3. Implementation of alert function when a student goes "off track" from their academic plan
4. Increased outreach to Black and African American students from academic counselors when they are "off track"

10a. Based on the rationale you provided in question 10 above, please describe *WHAT* will be measured (e.g., number of DI students completing the outcome, attendees at a workshop, documents translated into Spanish).

Increased number of Student Education Plans created for Black and African American students by all SBCC academic counselors.

10b. Based on the rationale you provided in question 10 above, please describe *HOW* it will be measured (e.g., count of students, self-report from students).

In cooperation with Institutional Research and IT, we will develop an analysis of the number/percentage of Black and African American students (adjusted for the overall decline in the student population) who have current, comprehensive education plans on file using the current system, Degree Works, and compare it with the number of Student Education Plans on file for Black and Afircan American Students once Degree Planner is fully implemented in 2022.

Effectiveness at SBCC will be compared to other Starfish Suite CCC pilot schools starting Fall 2022, and conducted annually.

Surveys will be used to measure the satisfaction of users (staff, faculty, and students) and identify areas for improvement starting Fall 2021 for staff and faculty and Spring 2022 for students, and continued at least once per term in Fall and Spring.

10c. Based on the rationale you provided in question 10 above, what would be a successful outcome (e.g., 100 students served, 60 attendees at the workshop, 90% of the documents translated)?

A successful outcome would be an increase in the percentage of Black and African American students (when adjusted for the overall decline in the student population) who meet with a counselor and complete a comprehensive educational plan. Over time, this should help increase our Black and African American students complete transfer-level math and English in the first year, increase fall to spring retention and who complete a certificate, degree or transfer to a four year institution.

11. What is the dollar amount that you are requesting from SEA for your proposal?

$50,000

12. What is the org that will be associated with this proposal?

This is an interdepartmental proposal from Academic Counseling Center, Admissions & Records, and the Transcript Evaluation Office. It will be housed under the ACC org 4830.

13. Who will be the budget manager for this proposal?

As the lead for this project I will be working closely with the department leads for Academic Counseling and Admissions & Records.

14. What other funds will be used to support this proposal (if any)?

This is a cooperative proposal between Information Technology and SEA to support the following items: Degree Planner software and consulting hours for implementation are funded by the Information Technology

department. Additional hours are supported by SEA-funded positions, such as the Lead Transcript Analyst and the Information Technology Lead.

15. How will your proposal be impacted if 75% of your request is approved?

Project will be delayed substantially past the rollout date of February 1, 2022. Attempting to complete the implementation without additional personnel hours will cause significant delays and surpass the project timeline by at least one academic year.

16. How will your proposal be impacted if 50% of your request is approved?

Project will be even more substantially delayed past the rollout date of February 1, 2022. Attempting to complete the implementation without additional personnel hours will cause significant delays and surpass the project timeline by at least one academic year, but more likely two academic years. A delay of this magnitude would leave academic counselors without an academic planning tool to create Student Educational Plans, which are part of the Vision for Student Success.

17. Have you received SEA funding for this proposal in the past? If so, please provide the amount and information and data to support the success of this project.

I have not submitted a proposal for this project in the past.