

CCC APPLY PROBLEM DIAGNOSIS

Journey to Student Success Project

9/1/2018

ABOUT THIS PROJECT



ideas42 has partnered with the Foundation for California Community Colleges to discover and reduce barriers that hinder students' progress through the early phases of matriculation and educational path-choosing. More details about this project can be found [here](#).

OUTLINE

1. Revisiting the Problem
2. What is Diagnosis?
3. How Did we Get Here?
4. Key Barriers to Student Success
5. Next Steps

REVISITING THE PROBLEM

WE DEFINED HOW WE WANT TO HAVE IMPACT...



1. **UPSTREAM:** The application concretizes intention and pulls students in.
2. **DIRECT:** More students get through the application process.
3. **DOWNSTREAM:** The application sets students up to matriculate and complete.

Conclusion: **Direct** and **downstream** impact are most important. By designing a better application, we **can help more students finish applying** and **set them up for success.**

... AND MADE SURE WE WERE WORKING ON THE RIGHT PROBLEM

Prospective students in California intend to apply to community college, but don't end up matriculating. We want students to successfully apply and matriculate.



Focused on a **specific behavior**



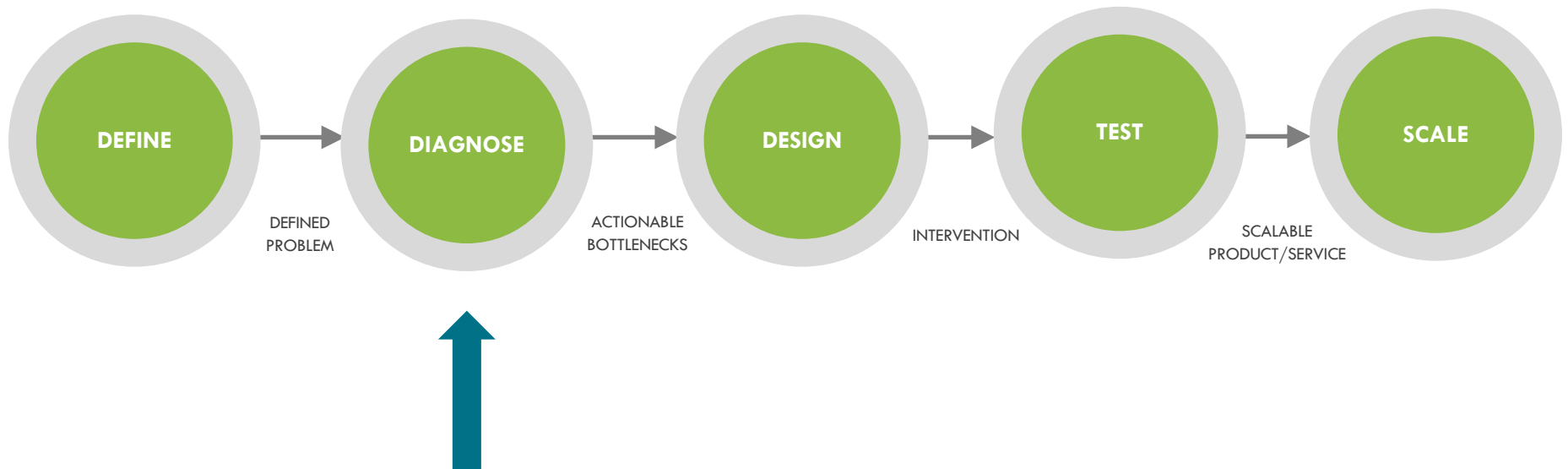
Defined at the **right level**, not too broad or too narrow



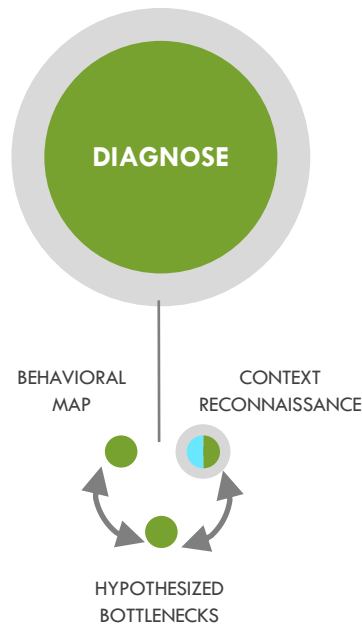
Stated **without embedded assumptions**

WHAT IS DIAGNOSIS?

DIAGNOSIS: THE SECOND STEP OF OUR APPROACH



WHAT IS DIAGNOSIS?



Diagnosis is how we create and refine hypotheses around what is causing the defined problem. We do this through two, iterative activities:

1. **Behavioral Mapping:** What are all of the reasons that the problem *might* be happening?
2. **Context Reconnaissance:** What evidence do we see in qualitative or quantitative data that helps us prioritize hypotheses?

THIS PROCESS IN PRACTICE

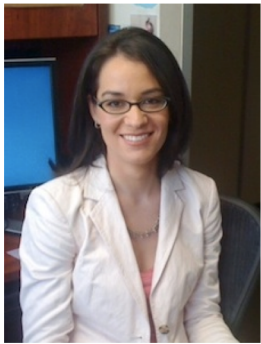


CURRENT STATUS: Generated hypotheses for why our problem exists, and investigated their validity through site visits to schools across California. Found 5 key barriers to student success.

UP NEXT: Generate design recommendations to address the key barriers that students face in the CCCApply process.

HOW DID WE GET HERE?

FIRST, WE TALKED TO EXPERTS TO GUIDE OUR THINKING



Judy Scott-Clayton

Associate Professor of Economics and Education
Senior Research Associate, Community College Research Center,
Teacher's College



Sue Dynarski

Professor of Public Policy; Professor of Education; Professor of Economics, **University of Michigan**



Chris Hulleman

Associate Professor, Curry School of Education at the **University of Virginia**



Davis Jenkins

Senior Research Scholar, Community College Research Center,
Teacher's College



Todd Rogers

Professor of Public Policy, Kennedy School of Government, **Harvard University**



Phil Oreopolous

Professor of Economics and Public Policy,
University of Toronto

THESE EXPERTS REAFFIRMED THE IMPORTANCE OF A BEHAVIORAL APPROACH

“The most important thing is having a plan! Someone needs to ask students why are you here? Someone needs to help show them how to get from where they are to where they want to be.” – **Davis Jenkins**



“It shouldn’t be an application, but an intake procedure... [provide an option for a] “Make It Go Away” type opt-in but once that is done, dump as much data as possible about the student automatically so **people have to “DO” minimal things.**” – **Sue Dynarski**



“We want the students to get contacted really quickly. ‘Hey, your effort here mattered and we would like to have you at our school. You are welcome here... Here’s how to keep going.’ “
– **Chris Hulleman**



WHERE DID WE GO? WHAT DID WE DO?

To gain student and staff perspective on the reasons students intend to apply to community college, but don't end up matriculating, we gathered first hand experiences across California

Site Visits: 5



Students Interviewed: 37

Current	AA/AS
Prospective	Transfer
Non-enrollee	Non-credit
Traditional	Certificate
Non-traditional	

Staff Members Consulted: 21

Outreach	Student Success
Admissions	Counseling
Technology	College Relations
	Non-credit
First Year Experience	

WE LEARNED FROM STUDENTS IN TWO WAYS

Asking Open-Ended Questions

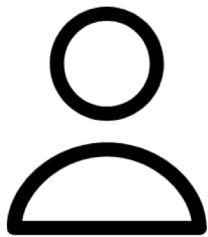
Can you describe your experience filling out the application?

How did the questions make you feel?

How did you feel when you were done?

Did you complete the whole thing at once?

What did you expect would happen next?



User-Testing Early Prototypes

http://www.cccapply.org

Alex | Application to Mission College

1 → 2 → 3

Part 2: Your College Plan

Choosing a Major:
Some students know what major they want to pursue when they start college. Do you know which major you are interested in?

No Yes

Choosing a Pathway:
Which of the following areas are you most interested in studying right now?

- Arts, Humanities, Communication and Design
- Business
- Social Behavioral Sciences and Human Services
- Health Science
- Industry, Manufacturing and Construction
- Public Safety
- Science, Technology, Engineering, and Math
- Education

KEY BARRIERS TO STUDENT SUCCESS

5 KEY BARRIERS TO STUDENT SUCCESS



1. Hassles



2. Ambiguity



3. Identity



4. Lack of Scaffolding



5. Uneven Channels



BARRIER 1: HASSLES

OVERVIEW: HASSLES



Seemingly small impediments to completing the application can have outsized consequences for students' abilities to finish the process fully, quickly, and accurately.

WHAT DO WE KNOW ABOUT HASSLES?

In contexts ranging from FAFSA completion¹, to contributing to retirement accounts², small hassles can create complexity that gets in the way of people completing a process. Hassles are likely to trigger us to **procrastinate** and experience **prospective memory failure**:

Procrastination

A series of decisions to delay an action over time. A process full of small hassles provides participants ample opportunities to delay taking an unpleasant action until tomorrow.

Prospective Memory Failure

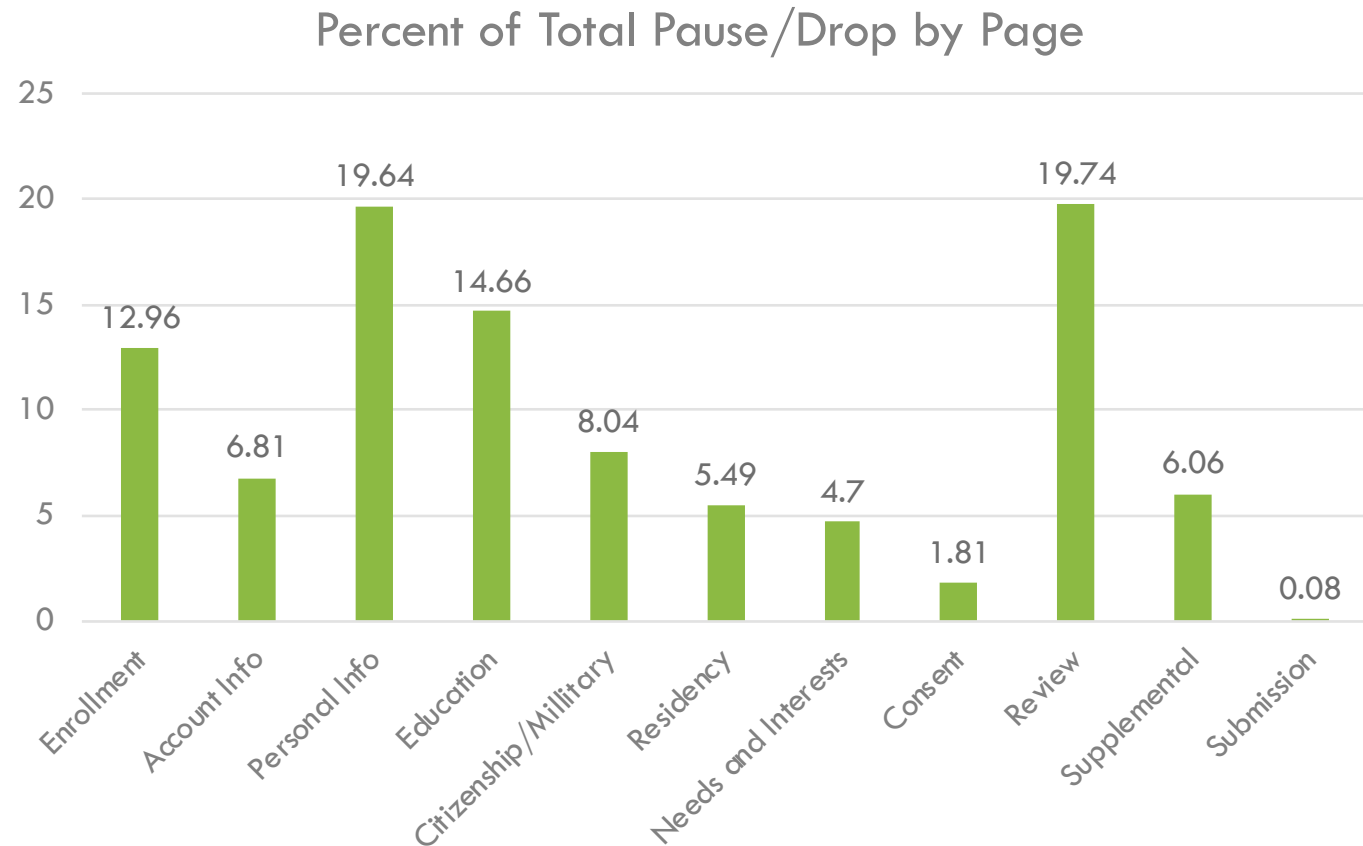
We forget to do things! When hassles cause students to abandon an application in order to find paperwork or information, they might forget to come back all together.

1. Bettinger, Eric P., Bridget Terry Long, Philip Oreopoulos, and Lisa Sanbonmatsu. "The Role of Simplification and Information in College Decisions: Results from the H&R Block FAFSA Experiment." Cambridge, MA: National Bureau of Economic Research, 2009. <http://www.nber.org/papers/w15361>.

2. Choi, James, David Laibson, Brigitte C Madrian, and Andrew Metrick. *For Better or for Worse: Default Effects and 401(k) Savings Behavior*. Vol. Perspectives on the Economics of Aging. A National Bureau of Economic Research Conference Report. Chicago: University of Chicago Press, 2004.

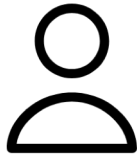
MULTIPLE APPLICATION STEPS = MANY OPPORTUNITIES FOR DROP-OFF

- 81.47% of applications have no indicator for Last Page, meaning that they are finished all the way through.
- For the remaining 19% the distribution is as follows



APPLICATION REQUIRES INFORMATION THAT MAY NOT BE READILY AVAILABLE

“I'd sometimes pause at a section just because of my personal situation; my father is present but not in a way that he's a reliable contact; when I needed information about him, it would be 3-5 business days to get a reply back [from him].”



High School Education

High school education level as of 09/02/2018

Received high school diploma from U.S. school

High school completion date: Month: -- Select --, Day: -- Select --, Year: []

Please indicate the type of number:

Social Security Number Taxpayer Identification Number

By providing my Social Security Number (or Taxpayer Identification Number) I confirm that I have read and understand the federal regulations provided in the instructions. Your Social Security Number must be accurate to ensure the integrity of the system.

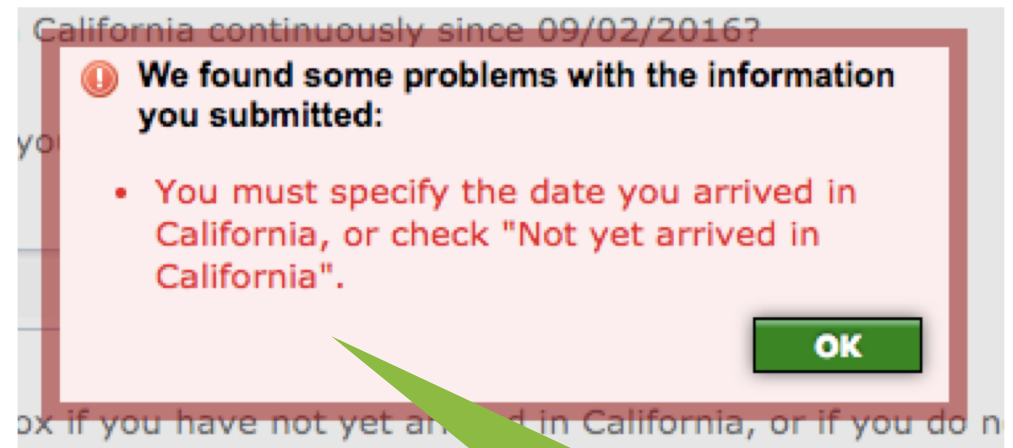
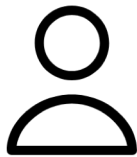
Social Security Number or Taxpayer Identification Number: []

Repeat Social Security Number or Taxpayer Identification Number: []

Complex information not readily available.

INCORRECT ANSWERS AND ERRORS DELAY SUBMISSION

“My address wasn't listed, so it ended up stalling my application process; it took time to get a hold of someone, application didn't verify my address.”



Frequent error codes make completion more challenging.

OR LEAD TO BIGGER HASSLES DOWN THE ROAD

“After I submitted it, it said I should get an email. A lot of people said they got it right away. **My email turned out to be wrong so I had to call. I waited two weeks**, but then I was like, there's no way. I asked my friends who applied. I was like, ‘I want to go to college!’”



“It might be towards the end; they ask your address, and they said to click something if you're out of state, and I only saw one option for the country, **so I chose US territory, and it was classified as out of state, and then the fees were crazy**; I didn't know what I had done, and the application had been submitted, so I had to come here to talk with someone; **I knew something was wrong, and it took awhile to figure out what I had done in the application.**”



SUMMARY: HASSLES



Seemingly small impediments to completing the application can have outsized consequences for students' abilities to finish the process fully, quickly, and accurately.

Psychology

Hassles can trigger **procrastination** and **prospective memory failure**.

Evidence

Data shows that students abandon at hassle-filled points. Administrators and students cite many examples of hassles.

Context

The application has many steps, and requires a lot of information that isn't always on hand.



BARRIER 2: AMBIGUITY

OVERVIEW: AMBIGUITY



Students are often not sure of why a question is being asked, how the information is being used, and whether there is a correct answer. Because of this, they delay submission or fail to submit entirely.

WHAT DO WE KNOW ABOUT AMBIGUITY?

Ambiguity encompasses many psychological concepts. But it's clear from the literature that most people have a hard time evaluating risk, especially in situations where outcomes are unclear. Notably, psychologists have studied **ambiguity aversion** and **zero-risk bias**:

Ambiguity Aversion

In lab experiments, people tend to prefer a less ambiguous gamble to a more concrete gamble with similar odds¹. Broadly taken, this literature suggests that ambiguity can be a barrier to action.

Zero-Risk Bias

We have a special affinity for reducing the risk of a bad outcome all the way to zero². If students are only focused on legal risk, they may overemphasize that compared to the risk of not finishing an application.

1. Epstein, Larry G. "A Definition of Uncertainty Aversion." *The Review of Economic Studies* 66, no. 3 (July 1, 1999): 579–608. <https://doi.org/10.1111/1467-937X.00099>.

2. Viscusi, W. Kip, Wesley A. Magat, and Joel Huber. "An Investigation of the Rationality of Consumer Valuations of Multiple Health Risks." *The RAND Journal of Economics* 18, no. 4 (1987): 465. <https://doi.org/10.2307/2555636>.

STAFF AND STUDENTS BOTH NOTE JARGON IN THE APPLICATION

Outreach staff point to jargon creating ambiguity

Q: Are there questions that your students struggle with?

A: Full address. You wouldn't think it but its true. Most of them don't know what a zip code is. When do they need to write a letter? They're 17 they don't need that. They also have questions about the difference between a mailing address or a permanent address.



Students may personalize or internalize this lack of knowledge

Q: What was your experience of filling out the application like?

A: It was pretty easy, but there were certain questions that I didn't understand. Not because it was hard, just because it was me that didn't understand.



WHERE ELSE IS THERE JARGON?

- Obtain an associate degree and transfer to a 4-year institution
- Transfer to a 4-year institution without an associate degree
- Obtain a 2-year associate degree without transfer
- Earn a career technical certificate without transfer
- Discover/formulate career interests, plans, goals
- Prepare for a new career (acquire job skills)
- Advance in current job/career (update job skills)
- Maintain certificate or license
- Educational development
- Improve basic skills
- Complete credits for high school diploma or GED
- ✓ Move from noncredit coursework to credit coursework
- 4 year college student taking courses to meet 4 year college requirements
- Undecided on goal

Educational Terms

(Credit, Noncredit, Term, Enrollment Status)

Special Residency Categories

Yes No

Are you or your spouse a full-time employee of any of the following colleges/universities?

- California Community College
- California State University or College
- University of California
- Maritime Academy

Yes No

Are you a full-time credentialed employee of a California public school enrolling in college for purposes of fulfilling credential-related requirements?

Yes No

Have you been employed as a seasonal agricultural worker for at least a total of two months of each of the past two years?

Yes No

Have you ever been in [court-ordered foster care](#)?

Residency Terms

(Credential-related, seasonal agricultural worker, etc.)

STUDENTS AND STAFF CITE MANY OTHER SOURCES OF AMBIGUITY

Lack of clarity around **why** something is asked

“Some of the questions on the application shouldn't have anything to do with whether you go to school. They want to know about income and kids, but education should be about individuals and shouldn't have to do with family things.” - Student



Not knowing **what comes next**.

“They all have this format where you apply, get your ID, have prerequisites, etc., but that's never in the application process, you never know what will happen next; it would be nice to have something after you submit the application that tells you the steps that might happen.” - Student

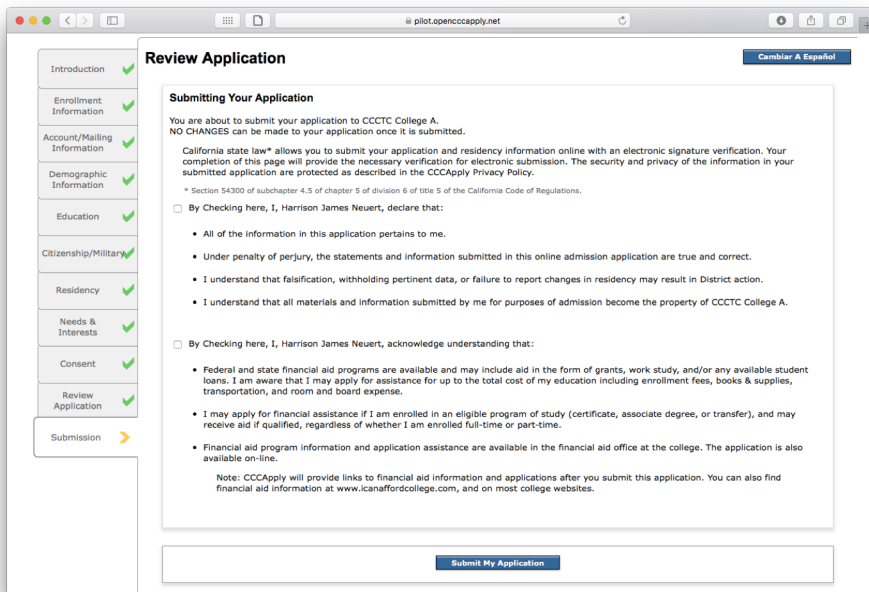


Lack of **help text**

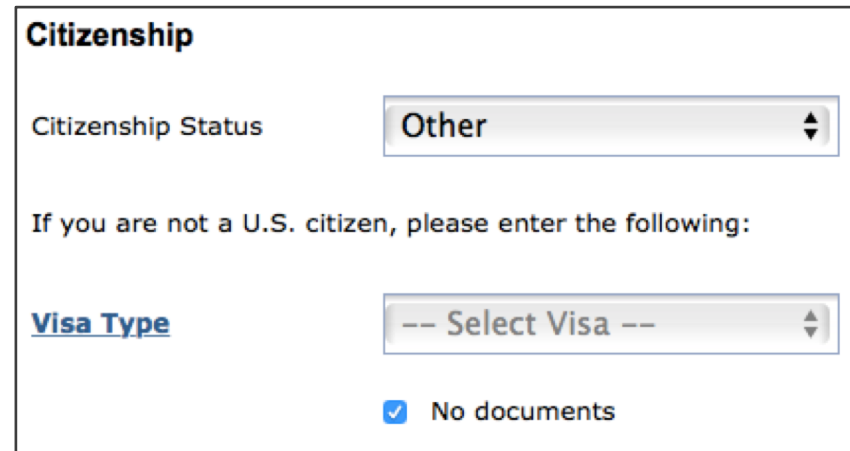
“There is no guidance in the application in case students get stuck; no help bubbles or videos or anything.” - Staff



APPLICATION CONTEXT CAN REINFORCE AMBIGUITY



Strong Legal Language



Immigration Concerns

SUMMARY: AMBIGUITY



Students are often not sure of why a question is being asked, how the information is being used, and whether there is a correct answer. Because of this, they delay submission or fail to submit entirely.

Psychology

People generally prefer situations with less ambiguity, even if there is some risk involved in the outcome.

Evidence

Students and staff mention being confused by jargon and unsure of how answers to questions might be used.

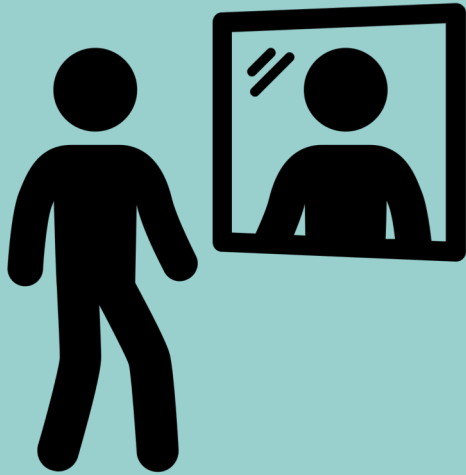
Context

The application looks and feels “official” which reinforces the need to get things right.



BARRIER 3: IDENTITY

OVERVIEW: IDENTITY



Students bring many identities with them when they apply to college. Some of these identities are sensitive, and the application asks about them in ways that can appear invasive or evaluative.

WHAT DO WE KNOW ABOUT IDENTITY?

There is a deep and nuanced literature around how priming different identities can alter performance on tasks, especially in education settings. In particular, questions about identity can invoke **stereotype threat** and **priming effects**.

Stereotype Threat

Lab experiments show that performance on a task is impacted when an individual feels that an identity they hold is not associated with success. In studies with Asian American women, invoking stereotypes around either race or gender impacts average performance on a math test.¹

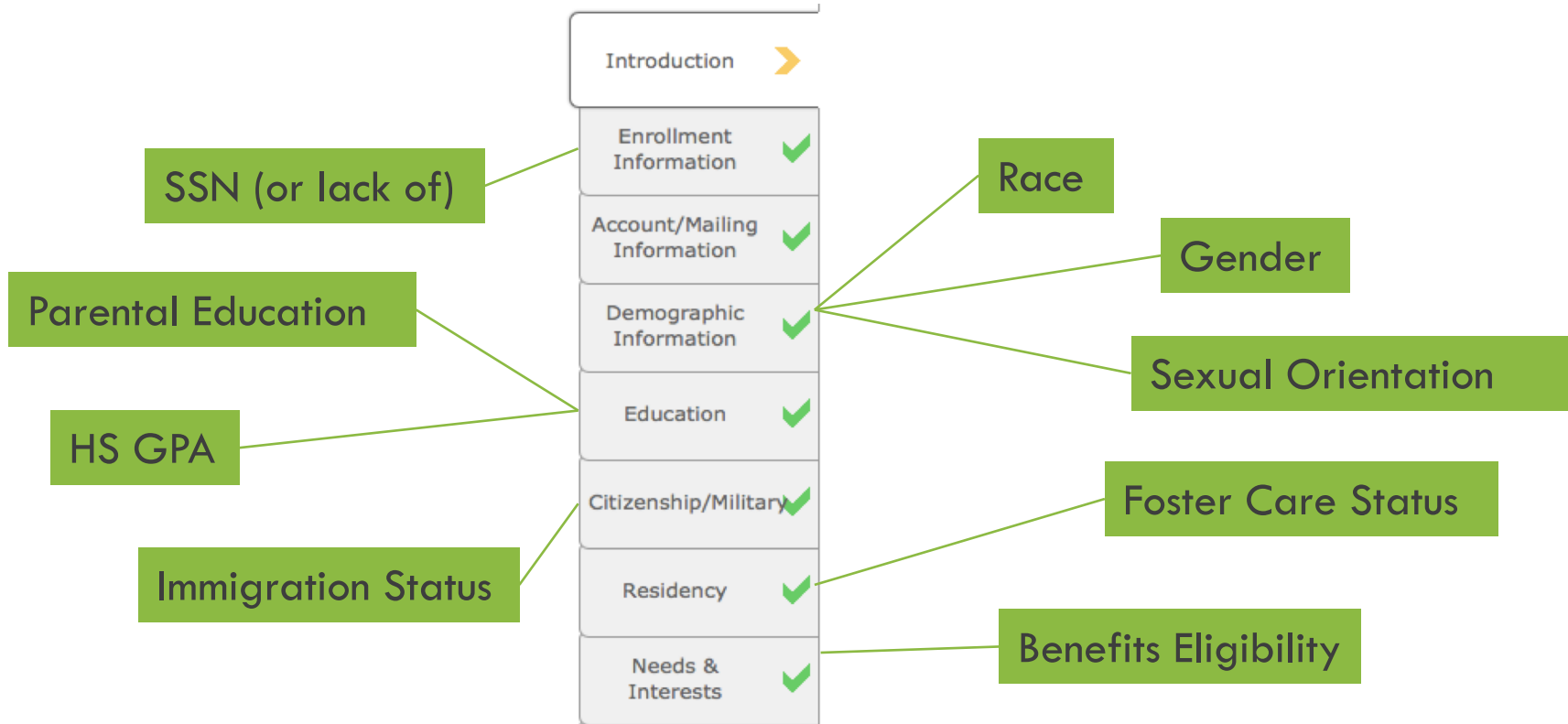
Priming Effects

Outside of invoking specific, cultural stereotypes, priming certain identities can impact how people behave. One study found that priming students with a college-going identity through a savings program was associated with higher graduation rates.²

1. Shih, Margaret, Todd L. Pittinsky, and Nalini Ambady. "Stereotype Susceptibility: Identity Salience and Shifts in Quantitative Performance." *Psychological Science* 10, no. 1 (1999): 80–83.

2. Elliott, William, Gina Chowa, and Vernon Loke. "Toward a Children's Savings and College-Bound Identity Intervention for Raising College Attendance Rates: A Multilevel Propensity Score Analysis." *Sociology Mind* 01, no. 04 (2011): 192–205. <https://doi.org/10.4236/sm.2011.14025>.

MANY APPLICATION PAGES CONTAIN SENSITIVE QUESTIONS



WE SEE EVIDENCE AROUND IDENTITY FROM APPLICATION DATA

Our analysis of 2017 application data shows some disparities in finishing the application all the way through by race.

Hispanic students are more likely to pause or drop off at any point in the application than their non-hispanic peers. This difference is fairly large (approx. 4.1 percentage points) and statistically significant ($p < .01$)

Black students are more likely to pause or drop off at any point in the application than their non-black peers. This difference is small (approx. 1.1 percentage points) but statistically significant ($p < .01$)

Both black and Hispanic students are slightly more likely to drop or pause on the Personal Information page specifically. These differences are less than a percentage point in magnitude, but statistically significant ($p < .01$ for both)

PREVIOUS ANALYSIS OF COMMENTS HAVE ALSO SHOWN EVIDENCE AROUND IDENTITY



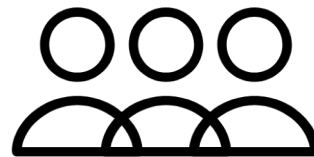
The personal information page in particular emerged as a theme in text analyses of negative comments.

STUDENTS DON'T KNOW WHY THEY ARE BEING ASKED PERSONAL QUESTIONS

"I feel like the gender one made sense but the sexual orientation one was weird - it's just a student going to college, why do they need to know who is gay or straight? What would it change? Maybe once you're there you might want to join a club, but I wasn't sure."

"Why do they need to know sexual orientation and all that? Is it for statistics?"

"[When first applying] everything is unsure. You don't know where this information is going to turn up or who is going to see it and I remember feeling frazzled even though I have support."



PRIVACY IS IMPORTANT BUT CONTEXT CAN BE A CHALLENGE

"I would feel comfortable [answering personal information questions] as long as it's kept private, that's the main thing." - Student

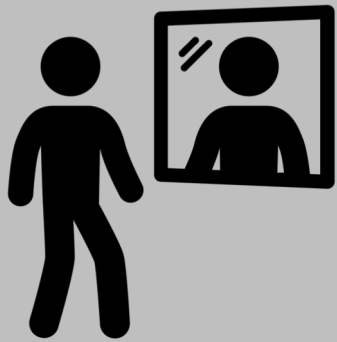


vs.

"They're sitting in a computer lab filling out information right next to each other and its not comfortable in front of that many people." - Staff



SUMMARY: IDENTITY



Students bring many identities with them when they apply to college. Some of these identities are sensitive, and the application asks about them in ways that can appear invasive or evaluative.

Psychology

Priming people to consider particular identities can alter their performance on tasks.

Evidence

The personal information page has consistently high drop-off. Students mention confusion around this page.

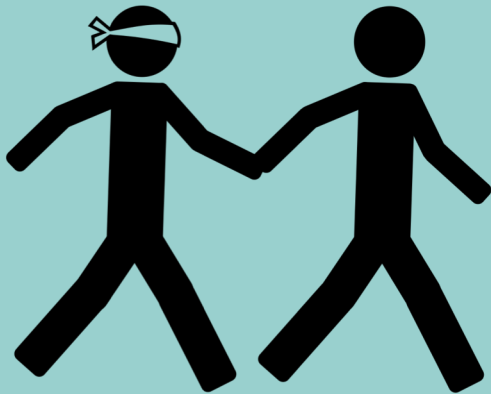
Context

Many students fill out this page in front of friends or family, which can add a layer of sensitivity.



BARRIER 4: LACK OF SCAFFOLDING

OVERVIEW: LACK OF SCAFFOLDING



Students are expected to make important decisions about their college and future plans without full guidance around how to best make those choices.

WHAT DO WE KNOW ABOUT SCAFFOLDING?

Incoming students often lack pre-established educational goals¹ so choosing one without help can be daunting. Scaffolding, such as Guided Pathways, provides relevant contextual information about how to choose a goal and then how to achieve it, enabling informed decision making². A lack of scaffolding is likely to trigger us to be **overconfident** in our own decisions and to over rely upon **availability heuristics**:

Overconfidence

In the absence of immediate guidance, students rely on their own ability to make important decisions, believing they are making sound choices much more often than they objectively are.

Availability

Without full information to reference, students choose the options that are most familiar to them based on the information they can easily recall and on the examples of other people they have been exposed to.

1. Gardenhire-Crooks, Alissa, Herbert Collado, and Barbara Ray. "A whole 'nother world: Students navigating community college." New York, NY: MDRC, 2006. <https://files.eric.ed.gov/fulltext/ED493007.pdf>

2. Scott-Clayton, Judith. "The Shapeless River: Does a Lack of Structure Inhibit Students' Progress at Community Colleges?" New York, NY: Community College Research Center, Working Paper No. 25, 2011. <https://ccrc.tc.columbia.edu/media/k2/attachments/shapeless-river.pdf>

STUDENTS ARE FORCED TO MAKE IMPORTANT DECISIONS EARLY IN THE PROCESS

Introduction ✓

Enrollment Information >

Account/Mailing Information ✓

Demographic Information ☹

Education

Citizenship/Military

Residency

Needs & Interests ✓

Consent ✓

Review Application

Enrollment Information

Enrollment Information for CCCTC College A

Term Applying For

Educational Goal

Major Category

Intended Major or Program of Study

 Accounting Basics
 Administration of Justice for Transfer CSUGE- AS-T
 Art History 1B
 Computer Science 101
 Electrical Engineering 101A
 Spanish 101A
 Test Major 1234
 Test Major for Admin 2

Questions about goals and majors appear in the very first section of the application

If you don't select one, you get an error message and cannot proceed

! We found some problems with the information you submitted:

- You must select the intended major or program of study.

OK

THERE IS LITTLE GUIDANCE AROUND THESE CHOICES

Outreach staff point to lack of scaffolding

“The question [about goals] is on the application, but there isn't any depth to it; no guidance around the choice that they're making or how it fits into the big picture.”



Educational Goal

✓ -- Select --

Obtain an associate degree and transfer to a 4-year institution

Transfer to a 4-year institution without an associate degree

Obtain a 2-year associate degree without transfer

Earn a career technical certificate without transfer

Discover/formulate career interests, plans, goals

Prepare for a new career (acquire job skills)

Advance in current job/career (update job skills)

Maintain certificate or license

Educational development

Improve basic skills

Complete credits for high school diploma or GED

Move from noncredit coursework to credit coursework

4 year college student taking courses to meet 4 year college requirements

Undecided on goal

WITHOUT GUIDANCE, STUDENTS MAKE UNINFORMED CHOICES

“[Students] also don't know the difference between getting a bachelors or associates; the [application] questions have no depth, are asking them to make uninformed choices.”
- Staff



“Junior year ... I didn't know what I wanted to do. I was on nursing because my mom was focused on it.” - Student



“Before an [application] workshop I give them a presentation about a major and why its important to think about it. None of the students know what they want or they think they want to be an architect but then choose an art major.” - Staff



STUDENTS UNDERSTAND THE IMPORTANCE OF THESE CHOICES AND WANT HELP MAKING THE RIGHT ONE

“Might be nice to actually have the type of job [you can get] indicated by the major, or how to get there - what do you need? a degree? a certificate?”

“It would be cool for them to have a list of 4-year colleges you could transfer to with the programs or things you could transfer to. This info would be good in the beginning.”



Guided Pathways could provide some of the scaffolding that students need and want, to help them make informed choices around their future goals and careers.

WRONG CHOICES CAN CREATE MORE HASSLES

Incorrect major choice means having to go back and change it, and at times, registration holds.

Choosing “**undecided**” = ineligible for financial aid

“[It's bad] if [students] are obligated to choose a major then they have to go through more processes to change it later. I get why [schools] probably want a student who knows what they want but I also understand the struggle of not knowing what to choose in your career...”

“[Student] see the ‘not eligible for financial aid’ next to undecided so they just pick a major, but then later they need to change their major.”



SUMMARY: LACK OF SCAFFOLDING



Students are expected to make important decisions about their college and future plans without full guidance around how to best make those choices.

Psychology

A lack of scaffolding can lead to **Overconfidence** and over reliance on only the most **Available** options.

Evidence

Students report being unsure of which Goal or Major are best for them. Staff report unintended consequences from choosing incorrectly.

Context

Application forces students to make up front choices without information about possible repercussions.



BARRIER 5: UNEVEN CHANNELS

OVERVIEW: UNEVEN CHANNELS



Campus outreach staff and first-year programs are strong channels to completion throughout the application and matriculation processes. However, not all students have the same level of access to these channels.

WHAT DO WE KNOW ABOUT CHANNELS?

Channel Factors, or minor situational factors that have a large impact on the completion of a target behavior¹, help many students successfully apply and matriculate to community colleges in California. **Channel Factors** can also **reduce the effects of other constraining factors** that we have seen at play in the application and matriculation processes:

Channel Factors

Channel Factors either increase impelling forces or reduce constraining forces, making it easier for students to perform a desired behavior.

Channel Factors can also help counteract tendencies to procrastinate, can insulate against failures of prospective memory, can help students more easily access supports that serve as scaffolds to their decision making, and more.

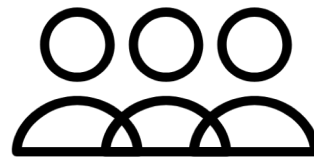
1. Ross, L., & Nisbett, R. E. *McGraw-Hill series in social psychology. The person and the situation: Perspectives of social psychology*. New York, NY, England: McGraw-Hill Book Company, 1991

HIGH SCHOOL STUDENTS HAVE STRONG CHANNELS

“I talked to my counselor about financial aid and that’s what helped me start right after H.S.”

“[College] representatives went to our [high] school and helped us with everything step by step.”

“I talked to the METAS counselors about my [military] goals and one of the counselors who had been in the military encouraged me to try college.”



OTHER STUDENTS NEED STRONGER CHANNELS

Non-traditional students report having people they can ask for help **less often** than high schoolers

Spring applicants and **adult learners** often run into problems

“I think since it's my first time moving forward with my education I expected to have a little more help from the school.” - Student



“I'm not too keen, not too understanding, on how the credits or tuition or all that work. I'm new to the system, I'm still learning.” - Student

“Students who apply on their own and run into issues must come into the school in person to move past those barriers and that is a concern. Spring group is qualitatively different and have different issues with the application; more adult learners.” - Staff



STAFF POINT TO THE BENEFITS OF OUTREACH

“Too many steps aren’t aligned well and there are a whole host of [students] that don’t come through our outreach office. When [those students] don’t have this alignment with timing it makes it very difficult to not lose priority registration and do it so that all of their classes aren’t full when they finally can choose them.”

“I pull out and complete residency packets with [students]... there is no way they would be able to do [it] on their own.”

“Working with [students] one on one helps. We see a drastic difference between those who are doing it on their own and those with some guidance. I cant imagine a student who is going through it on their own, particularly one who is first in the family, there is a huge difference in their ability to complete.”



CCCAPPLY INHIBITS ACCESS TO HELP FOR THOSE MOST AT RISK STUDENTS

Individual schools can only reach out to students who have already submitted their application. This is a missed opportunity to channel more students to successful application.

Students who drop off on earlier hassle-filled pages or from ambiguous questions, don't get further assistance from their intended school

- Introduction ✔
- Enrollment Information ✔
- Account/Mailing Information ✔
- Demographic Information ✔
- Education ✔
- Citizenship/Military ✔
- Residency ✔
- Needs & Interests ✔
- Consent ➤

Consent

Cambiar A Español

Request for Consent to Release Information

The community colleges you attend and the Chancellor's Office of the California Community Colleges request your help. We ask that you agree to allow us to release necessary personal information about you to various agencies and organizations so we can do research, plan programs and offer special services to you (such as transfer opportunity information or state financial aid). If you do agree to give your consent, your information will not be sold, used for commercial purposes, released to the public, or given to other government agencies for purposes of determining benefits (other than financial aid), except where specifically required by law. In addition, if you do consent to release of your information, those organizations and agencies to which your information is given are prohibited by law from using it for any unauthorized purpose or releasing it to anyone else. If you do not give your consent, personal information about you will not be shared with other organizations or agencies except where allowed by law. You should also know that answering "no" to this question will not prevent release of certain "directory information" about you. To learn more about directory information or how to block its release, see the [Privacy Policy](#).

I authorize the Chancellor's Office, California Community Colleges, and the community colleges I am attending to release necessary personal information contained in my education records, including my Social Security number, for the purposes described in the [Full Statement of Consent](#).

I consent I do not consent

Save
Continue

SUMMARY: UNEVEN CHANNELS



Campus outreach staff and first-year programs are strong channels to completion throughout the application and matriculation processes. However, not all students have the same level of access to these channels.

Psychology

Channel Factors, help more students complete the application and matriculation steps.

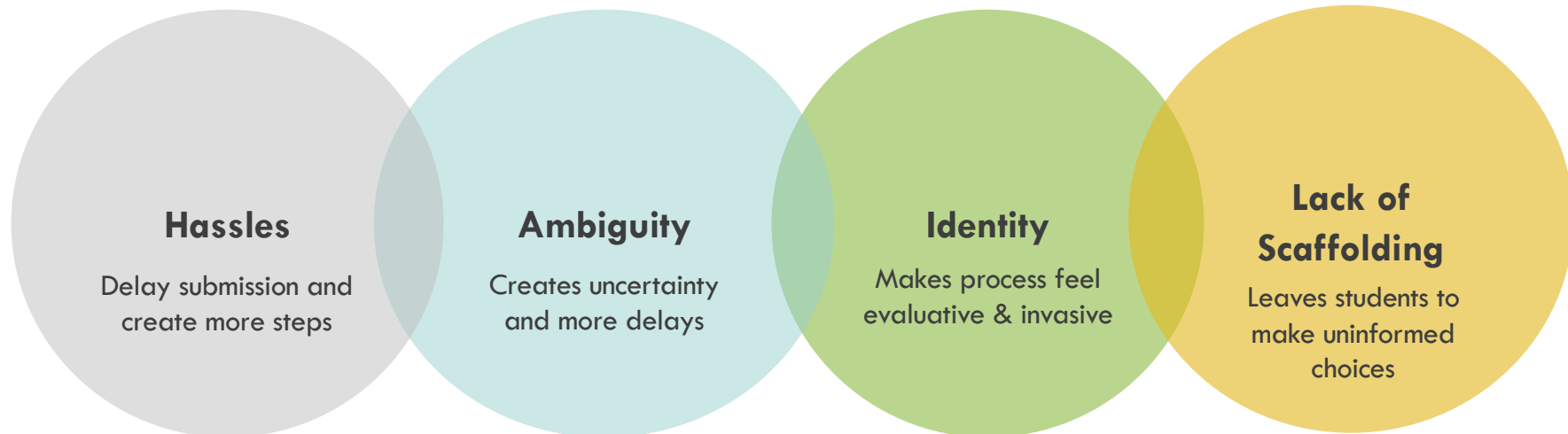
Evidence

Students with access to college staff while still in HS or on campus reported fewer barriers to application completion and matriculation. The opposite was often true for other students.

Context

The current version of CCCApply inhibits some students from reaching channels in time for the available help to matter.

IN SUMMARY, BARRIERS INTERACT AND MULTIPLY CHALLENGES FOR STUDENTS

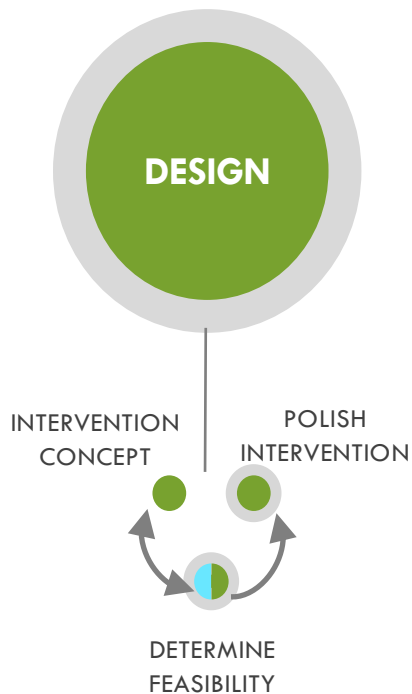


But, effective **CHANNELS** can help students sail through the process more easily



UP NEXT: DESIGN

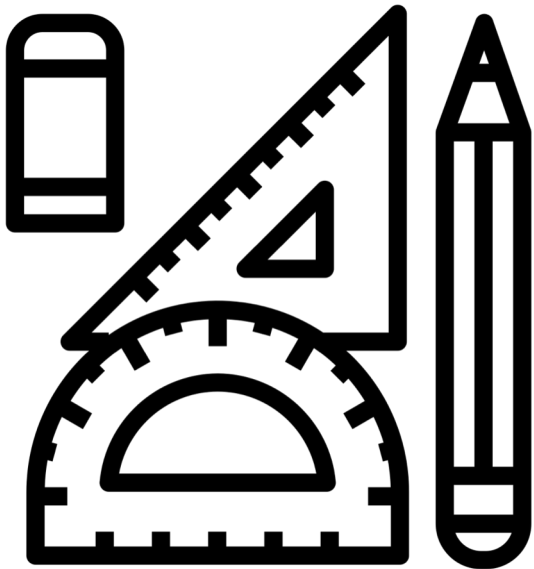
HOW DO WE DESIGN?



We generate ideas that address the behavioral bottlenecks identified during diagnosis. Then, we synthesize ideas and select those designs that are impactful, feasible and scalable.

Where possible, we then user-test and iterate on design ideas to ensure they can be implemented, are easy to use, and scalable.

WHAT WILL WE DESIGN?



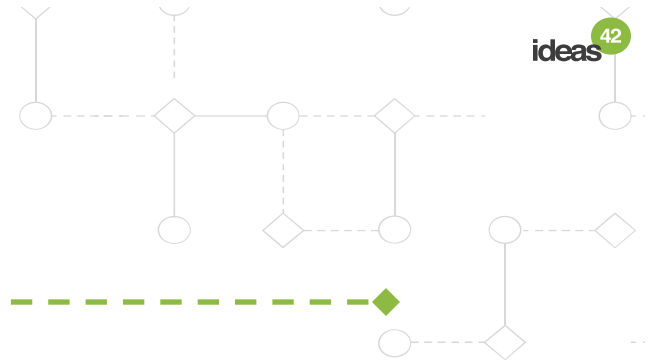
ideas42 will contribute to the CCCApply redesign in 2 ways:

- Contribute** to the Chancellor’s Office “**Quick Fixes**” working group aimed at getting more people through the application process
- Deeper design concepts** that will attempt to make more of a downstream impact, increasing the number of students who successfully apply and matriculate.

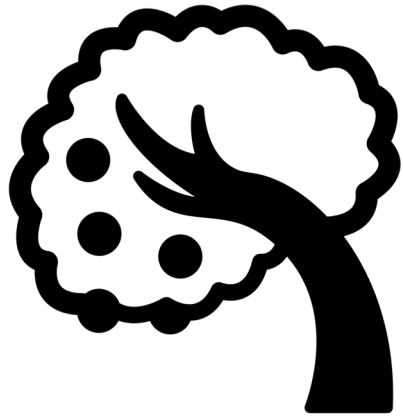


Low Hanging Fruit

APPLICATION QUICK FIXES



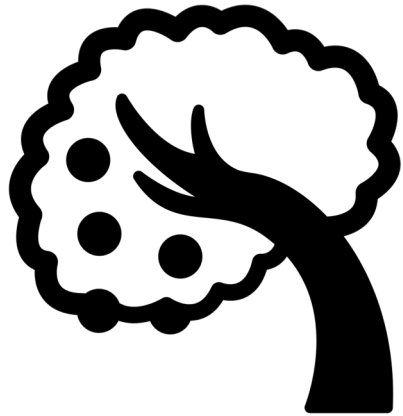
CHANCELLOR'S OFFICE COMMITTEE



As part of a larger group effort to improve CCCApply, ideas42 has contributed to a list of “Quick Fixes”, some of which will appear in the **September 28** release of application changes.

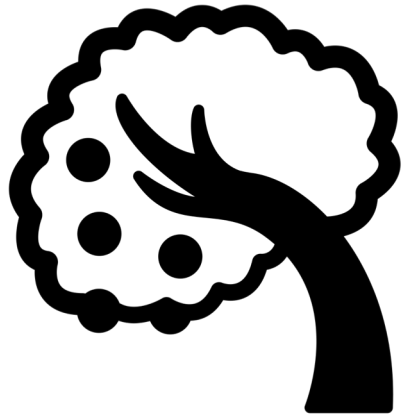
*See Appendix 3 for a complete list of workgroup recommendations

QUICK FIXES: CHANGES MADE



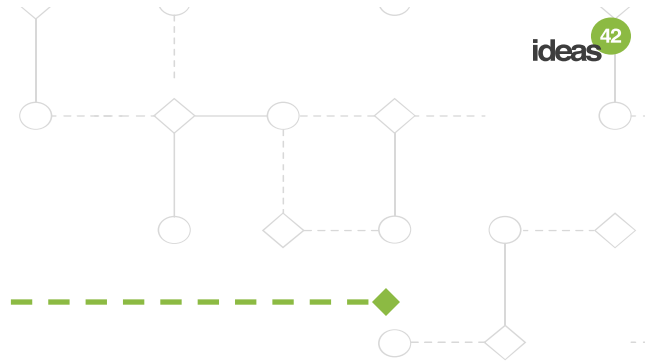
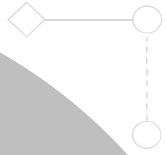
- ✓ Remove “Introduction” and “Review” Pages
- ✓ Advised against requiring extensive Middle School Information
- ✓ Rename “Personal Information” page as “Demographic Information” and move it to the end of the application
- ✓ Affirmed removal of ‘day’ field as a required part of high school graduation date

QUICK FIXES: CHANGES SUGGESTED



These changes suggested by ideas42, have not yet been made, but will be revisited in future releases of CCCApply:

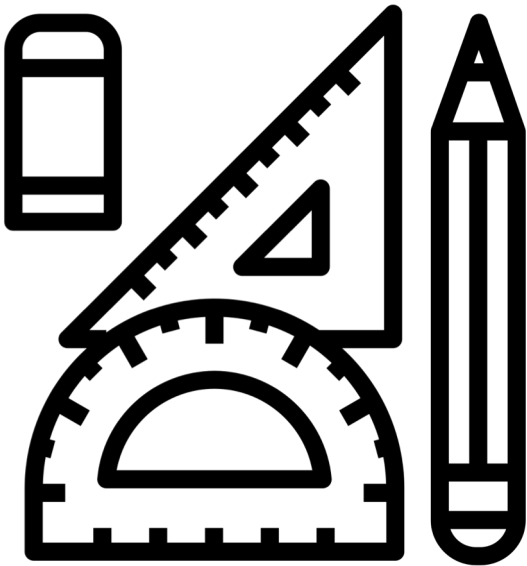
- Contested further expansion of **Race/Ethnicity Category**
- Affirmed suggestion to **move consent** to release student information **to a point much earlier** in the process
- Eliminate need for SSN**. If this isn't possible, minimize the number of questions asked around it, eliminating or at least softening, the legal jargon surrounding it



NEXT STEPS

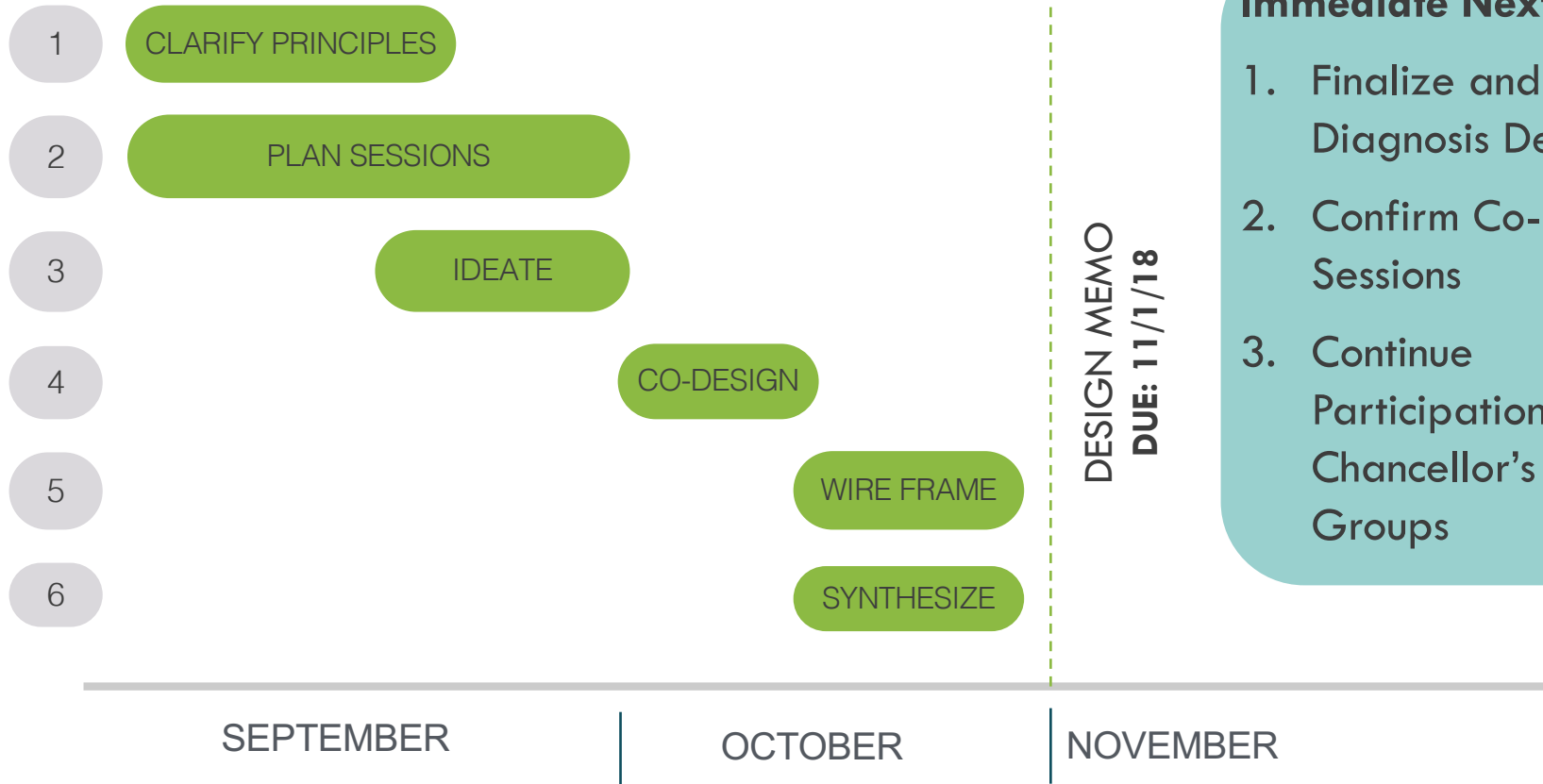


DESIGN STAGE DELIVERABLES



- Medium-fidelity wireframes** outlining how we envision the page to look, feel, and flow
- Written explanations of the **design principles** that we would like to incorporate and why

NEXT STEPS



Immediate Next Steps:

1. Finalize and Share Diagnosis Deck
2. Confirm Co-Design Sessions
3. Continue Participation in Chancellor's Office Groups



Questions

APPENDIX 1: DIAGNOSIS MATERIALS

LINKS TO INTERVIEW GUIDES & WIREFRAMES

- ❑ [Round 1 Student Interview Guide](#) (Used at Cosumnes River College and Sierra College)
- ❑ [Round 2 Student Interview Guide](#) (Used at LA Mission College, Pasadena City College and Fresno City College)
- ❑ [Round 2 Student Interview Wireframes](#) (Used at LA Mission College, Pasadena City College and Fresno City College)
- ❑ [Conversation Guide – Admin and Staff](#) (Used at all colleges)

APPENDIX 2: WORK GROUP RECOMMENDATIONS

FULL LIST OF LOW-HANGING FRUIT RECOMMENDATIONS

Venue	Topic	Description	Status
8/17 Workgroup	Residency Questions	Flagged these as confusing for students who often misunderstand what is being asked	
8/3 Workgroup	Address	Flagged "permanent address" as jargon, citing student interviews	
8/3 Workgroup	Goals/Majors	Suggested that more work is necessary here. Sierra may move to only asking about meta-major.	
8/3 Workgroup	Consent	Reiterated desire to see this moved forward, need for college-level contact	
8/3 Workgroup	Financial Aid	Flagged that students don't know about costs, need for more thinking	
8/3 Workgroup	Date of Graduation	Affirmed suggestion to remove day field, or to scaffold	
Email	Personal Info	Suggested not expanding race/ethnic categories as much	
7/25 Call with Patty	Education	Suggested against adding extensive required information about Middle Schools	
7/20 Workgroup	Intro Page	Affirmed suggestion to remove	Approved for Sept. Release
7/20 Workgroup	SSN	Affirmed suggestion to soften "big orange box" messaging	Approved for Sept. Release
7/20 Workgroup	Personal Info	Affirmed suggestion to rename to "Demographic Info" and move to end of app	Approved for Sept. Release
7/20 Workgroup	Review Page	Affirmed suggestion to remove this	Approved for Sept. Release
7/20 Workgroup	Consent	Affirmed suggestion to combine review/consent for now, would prefer consent to go earlier though	Approved for Sept. Release