

# Starfish Enterprise Success Platform

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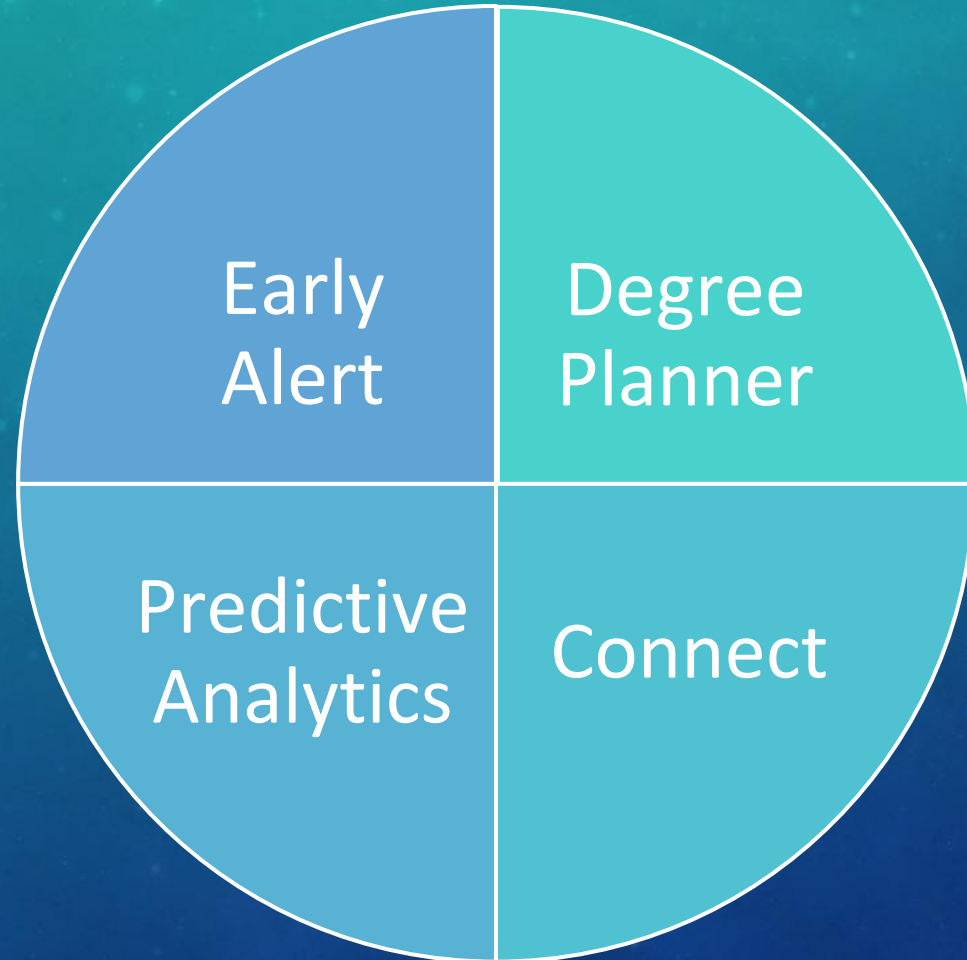
# HOW DID THIS COME TO BE....

- **Educational Planning Initiative (EPI)**
  - One of three Chancellors Office initiatives: OEI, CAI, EPI
  - Goal is to help students make informed choices, clarify Goals and Plan for Success
  - Assist Under-Resourced Counseling Services
  - Encourage coordination within and Between Colleges
- **SCCCD Recap**
  - 2014: FCC one of the original Pilot Schools for all 3 initiatives, all campuses added for continuity
  - 2014: Starfish is selected as the Ed Planning tool for the state
  - 2015: Data integrations and preliminary district set up
    - Starfish Success Platform district adoption (degree planner/early alert)
  - 2016: Campus teams selected and begin implementation
  - 2017: Data clean up and campus integration / Degree Planner Pilots
  - 2018: Full roll out
- **Moving Forward:** Integration with Guided Pathways models

The background is a teal-to-blue gradient with a subtle pattern of small white dots. On the right side, there are several technical graphics: a large circular gauge with a scale from 0 to 200, a smaller circular gauge below it, and a dashed circular arrow in the bottom right. In the top left, there is a partial circular graphic. The text is centered on the left side of the image.

# STARFISH ENTERPRISE SUCCESS PLATFORM: HOW IS IT DIFFERENT?

# HOLISTIC MODEL





# Empowering Faculty & Staff

- ▶ Simple tools to register concerns, make referrals, and acknowledge progress
- ▶ Scheduling Modules that can be shared across campus(es)
- ▶ Integration of academics /Canvas Grade Book with student success
- ▶ Notifications when concerns are resolved (“closing the loop”)
- ▶ Electronic Ed Planning
- ▶ Communication across silos
- ▶ Enrollment Management functionality
- ▶ Enhanced Data and Reporting







# Empowering Students

- ▶ A network of clearly-defined, helpful, personal resources
- ▶ Student Success & Academic plans that connect to individual goals
- ▶ Self-scheduling for meetings and appointments online and in one place
- ▶ Policies that encourage persistence and grit
- ▶ Access to electronic Ed Plans, including “what if” scenarios
- ▶ Improved communication with faculty and staff
- ▶ Ability to proactively seek help

# The Starfish Enterprise Success Platform & Guided Pathways @ReedleyCollege



Four Pillars of Guided Pathways	 Early Alert	 Degree Planner	 Holistic Advising	 Analytics
<b>1. Create clear curricular pathways to employment and further education</b>		<ul style="list-style-type: none"> <li>Electronic Student Education Plans (SEPs)</li> </ul>	<ul style="list-style-type: none"> <li>Tools give counselors more time to discuss the alignment of pathways to future educational opportunities.</li> <li>Shared meeting notes and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Predictive Analytics can be used to help design the most effective pathways to degrees and certificates and identify potential barrier.</li> </ul>
<b>2. Help students choose and enter their pathways</b>	<ul style="list-style-type: none"> <li>Student Dashboard for students (displays appointments, announcements and tracking items like flags, referrals, to dos.)</li> <li>Raise a Hand functionality for students to be able to “raise a flag” and get help</li> </ul>	<ul style="list-style-type: none"> <li>Students and Counselors can review curricular options for pathway using established curricular pathways and view time to completion</li> </ul>	<ul style="list-style-type: none"> <li>Students and counselors can monitor progress on pathways.</li> <li>PAIRIN Career Assessment and Placement module will assist in exploring careers (2018)</li> </ul>	<ul style="list-style-type: none"> <li>SSMX (Student Success Inventory Matrix) allows earlier student-readiness &amp; determination impacts from student interventions.</li> </ul>
<b>3. Help students stay on their paths</b>	<ul style="list-style-type: none"> <li>Early Alert will allow faculty and students to proactively identify students who need assistance</li> <li>Tutorial and other services can be pushed to students</li> </ul>	<ul style="list-style-type: none"> <li>Alerts students if they go off-path.</li> <li>Provides status updates for interaction with counseling team.</li> <li>Provides scheduling options for course schedule.</li> <li>Facilitates registration</li> </ul>	<ul style="list-style-type: none"> <li>Proactive counseling identification tools allow counselors to push out just in time interventions</li> <li>Connect texting option will allow faculty to easily communicate with students</li> <li>Faculty &amp; departmental Office Hours access for students</li> </ul>	<ul style="list-style-type: none"> <li>Analytics will review success and achievement data to assess progress on guided pathways and student success indicators.</li> <li>Student Retention Scores provides valuable predictors to keep students on track.</li> </ul>
<b>4. Ensure that learning is happening with intentional outcomes</b>	<ul style="list-style-type: none"> <li>Early alert will assist students in completing courses and program successfully</li> </ul>	<ul style="list-style-type: none"> <li>Degree plans will be designed with intentional outcomes in mind</li> <li>Course Forecast Demand Reporting will allow institution to offer proper course sections at adequate times.</li> </ul>	<ul style="list-style-type: none"> <li>Intervention Analysis Reports; Tracking Reports will allow colleges to measure improved indicators.</li> </ul>	<ul style="list-style-type: none"> <li>Analytics will assist in the design of programs to address course pattern bottlenecks</li> <li>Benchmarking allows comparison at like institutions</li> </ul>




# PLATFORM DASHBOARD

The background features a teal-to-blue gradient with a subtle starry pattern. On the right side, there are several faint, semi-transparent circular gauges and dials. One prominent gauge has a scale from 0 to 200 with tick marks every 10 units. Other gauges include dashed lines and arrows, suggesting motion or data flow.



# FACULTY DASHBOARD

[Home](#) [Appointments](#) [Students](#) [Services](#) [Insight](#) [Admin](#)   Yasmin Gold [help](#) [support](#) [logout](#)

[Add Office Hours](#) [Add Appointment](#) [Add Group Session](#) [Scheduling Wizard](#) [Reserve Time](#) [Record Attendance](#)

Outstanding Progress Surveys: [College Composition II \(ENGL112.014.02\): Progress Survey](#), [more...](#)

### Recent Changes

Last 30 days | Created Tracking Item

- New Referral:** [Albright, Randy](#): Refer to Writing Center: 09-22-2014
- Raised Flag:** [Berger, Jeff](#): Poor Class Performance: 09-17-2014
- Raised Flag:** [Lands, Rachel](#): Behavior Concern: 09-16-2014
- Raised Flag:** [Gilmore, Lexy](#): Improve Coursework: 09-16-2014
- Raised Flag:** [Albright, Randy](#): Poor Participation: 09-16-2014
- Raised Flag:** [Lands, Rachel](#): Housing: 09-16-2014

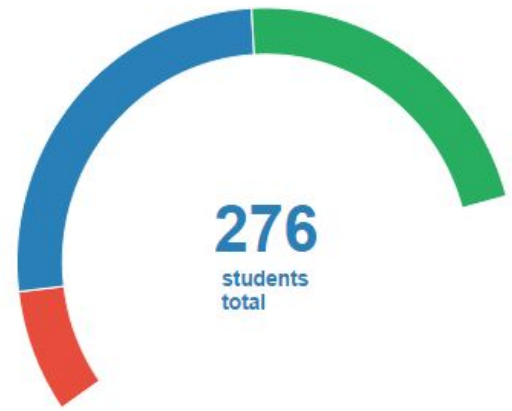
### Appointments

Next 30 days

- [Lands, Rachel](#): Tomorrow at 9:00 am *General Concern*  
Location: Anders Hall, Room 301
- [Lands, Rachel](#): 09-30-2014 at 9:00 am *Choosing a Major*  
Location: Anders Hall, Room 301
- [Lands, Rachel](#): 10-02-2014 at 9:15 am *General Concern*  
Location: Anders Hall, Room 301

[View Calendar](#)

### My Students' Success Scores



108 with **good** success scores  
[View Students](#)

129 with **ok** success scores  
[View Students](#)

39 with **poor** success scores  
[View Students](#)

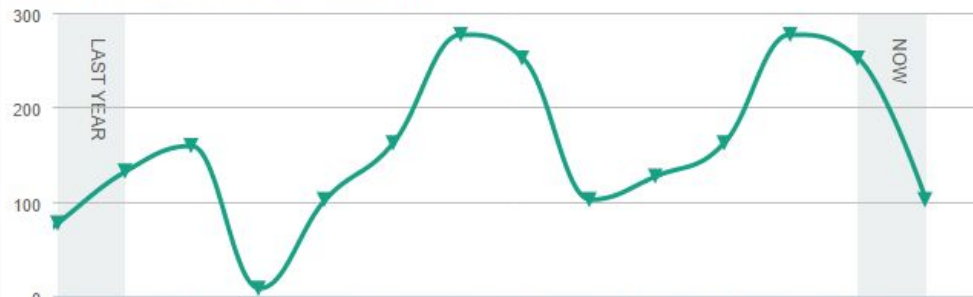
276 students total

Data As Of: Sep 22 2014 10:35 PM

### Active Concerns Overview

#### Active Concerns

Active Flags, Referrals, To-Dos, and Success Plans



Month	Active Concerns
Aug	100
Sep	150
Oct	100
Nov	150
Dec	280
Jan	250
Feb	100
Mar	150
Apr	280
May	250
Jun	100

### My Services

#### Advising Center

703-555-9876  
[advising@starfishcollege.edu](mailto:advising@starfishcollege.edu)  
MWF 8am - 5pm, TTh12-6pm  
<http://starfishcollege.edu/advising>

Waiting Room  
There are no students in the waiting room.

#### African American Students Association

703-555-5656

# STUDENT ATTRIBUTES

## Lexy Gilmore



- Flag
- Referral
- To-Do
- Kudos
- Success Plan
- Message
- Note
- Appointment
- File
- Intake

- Overview
- Info**
- Success Plans
- Degree Planner
- Courses
- Tracking
- Meetings
- Notes
- Network

<b>Transfer:</b>	Yes		
<b>High School GPA:</b>	3.15		
<b>First Term:</b>	Summer Session B 2016		
<b>ACT Composite:</b>		<b>SAT Composite:</b>	1497
<b>ACT Math:</b>	24	<b>SAT Math:</b>	513
<b>ACT Science:</b>	35	<b>SAT Reading:</b>	497
<b>ACT English:</b>	29	<b>SAT Writing:</b>	487
<b>ACT Reading:</b>	25		
<b>ACT Writing:</b>	21	<b>TOEFL Composite:</b>	

### Placement Scores:

### Cohorts

Athletes, Disabled Probational Students, PAR At-Risk Group, Pell Grant Students, Probational Students, Veterans

### Demographics

<b>Date of Birth</b>	03-14-1981 (35 years)	<b>Gender</b>	Female
<b>Pell Grant Eligible</b>	Yes	<b>Race/Ethnicity</b>	American Indian/Alaskan Native
<b>First Generation Student</b>	Yes	<b>Residency Type</b>	In-state



**85**  
**Good**

Since: 02-19-2017

- lgilmore4377
- [Lexy.Gilmore@starfishcollege...](mailto:Lexy.Gilmore@starfishcollege...)
- [test@starfishcollege.edu](mailto:test@starfishcollege.edu)
- (757) 622-4487
- (757) 622-4487
- V/TTY 585-475-2614

# STUDENT DASHBOARD

Home Services Lexy Gilmore 5

Dashboard

WEDNESDAY TODAY

10:00 am

**Appointment**

- Reason: Discuss prior test/paper
- Chrysler Hall, Room 301
- College Composition II (ENGL112.014.02)
- Gregory Cooper

12:30 pm

**Appointment**

- Reason: Problem with Roommate
- Res Hall Office - Smith 131
- Paul Jackson

WEDNESDAY 04-29-2015

10:00 am

**Group Session**

- Reason: Homework Help
- Anders Hall, Room 301
- Calculus I (MATH.101.109.01)
- Yasmin Gold

Recent Kudos

★ Good Work in Class

1

Financial Aid Counseling

Added by Sara Hand

Significantly Overdue

Our Financial Counseling Group is expert in helping student budget, know about grants that are available, and helping to get student affordable loans to pay for college and expenses. See them in the Smith Building, 1st floor, Suite 2B.

Re-evaluate Academic Plan

Academic Recovery Plan: 1 of 6 Open Items

Added by Yasmin Gold

Added on 05-16-2014

You must work with your academic advisor to re-evaluate and adjust your academic plan to improve your success outcomes and get off academic probation. Once your new plan is created, it must be approved by the Director of Retention.

# EARLY ALERT



# RAISING FLAGS – KUDOS AND CONCERNS

## Plan Generated

- Automatic based on established parameters
- Can be automated with Canvas gradebook










## Student Generated

- “Raise a Hand” feature
- Enables students to ask for help and connect to the right support

## Referral

- Manual flag generated by instructor or service area
- Can be both a flag or a kudos

# RAISE A FLAG

Name	No Feedback	Grade Above 90	Tutoring	Excessive Class Absences	In danger of Failing
 <a href="#">Gilmore, Lexy</a> lgilmore4377		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Excessive Class Absences</b> Something has changed with <u>Lexy</u> - she has missed several classes, although her work has been excellent and submitted on time. I overheard her with her lab partner talking about a roommate issue, I'm not sure if that is relevant. Can you reach out and see if she is ok?					
 <a href="#">Jorgenson, Max</a> mjorgenson4387	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <a href="#">Kato, Wataru</a> wkato4460		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <a href="#">Knopf, Lester</a> lknopf4399	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <a href="#">Lam, Wataru</a> wlam4534	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <a href="#">Meyer, Lynn</a> lmeyer4468		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**\* Tutoring**

Lynn joined this course section late and seems to be struggling to catch up. Can you please reach out to her for tutoring and a general advising check-in? She's a bright

# COLLABORATE AND TRACK STUDENT PROGRESS

**Lexy Gilmore**



- Flag
- Referral
- To-Do
- Kudos
- Success Plan
- Message
- Note
- Appointment
- File
- Intake

- Overview
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- Courses
- Tracking**
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View:  Status:  Active  Resolved  Both Created By:  Anyone  Me

Item Name	Status	Created	Due	Assignee	Context
⊕ Poor Class Participation	Active	11-14-2016 by Maitz, Don			Microbiology II (SCI-BIOL202-600-201603)
⊕ Excessive Class Absences	Active	11-14-2016 by Gold, Yasmin			Freshmen Seminar (UNIV-FRSH101-600-201603)
➔ Visit Veterans Educational Services	Active	11-13-2016 by Gold, Yasmin			
➔ Visit Veterans Educational Services	Active	11-13-2016 by Gold, Yasmin			
⊕ Poor Scores on Recent Assessments	Active	11-13-2016 by Maitz, Don			
⊕ ★ Grade above 90	Active	11-02-2016 by Gold, Yasmin	11-01-2016		General Biology II (SCI-BIOL201-600-201603)
⊕ ✓ Create academic plan	Active	11-02-2016 by Gold, Yasmin	10-31-2016		
⊕ ➔ Visit health services	Active	11-02-2016 by Gold, Yasmin	11-01-2016		



**72**  
**Good**  
↑  
Since: 11-13-2016

- lgilmore4377
- Lexy.Gilmore@starfishcollege...
- test@starfishcollege.edu
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# CONNECT & MESSAGING

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# MESSAGING TEMPLATES

Lexy Gilmore



- Flag
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## Overview

- Info
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## Student Information

- ✓ Class Level: Freshman
- ✓ On Financial Aid since 11/3/2016
- ✓ Academic Probation since 11/3/2016
- ✓ Current GPA: 2.00

## Success Plans

- Academic Probation (Status: In Progress)
- Academic Probation (Status: In Progress)
- Veterans Success Plan (Status: In Progress)
- Achieve Good Academic Standing (Status: In Progress)

## Student Files

- National Student Survey of Engagement

## Course Averages

### Create Referral for Lexy Gilmore

Never Mind Save

\* Referral

Course Context

Assignee ?

Comment

Campus Housing

- ➔ **Advising Exit Interview**  
Refer the student to their academic advisor for the exit interview required for graduation.  
*\* Disclosable under FERPA*
- ➔ **Budgeting Training**  
All students receiving financial aid must complete this training session in their final semester at the university.  
*\* Disclosable under FERPA*
- ➔ **Campus Housing**  
Raise this intervention if the student needs to connect with their RA.  
*\* Disclosable under FERPA*
- ➔ **Disability Resource Center request**  
The Disability Resource Center (DRC) ensures qualified students with disabilities equal access to programs, services and activities.



85

Good

↑

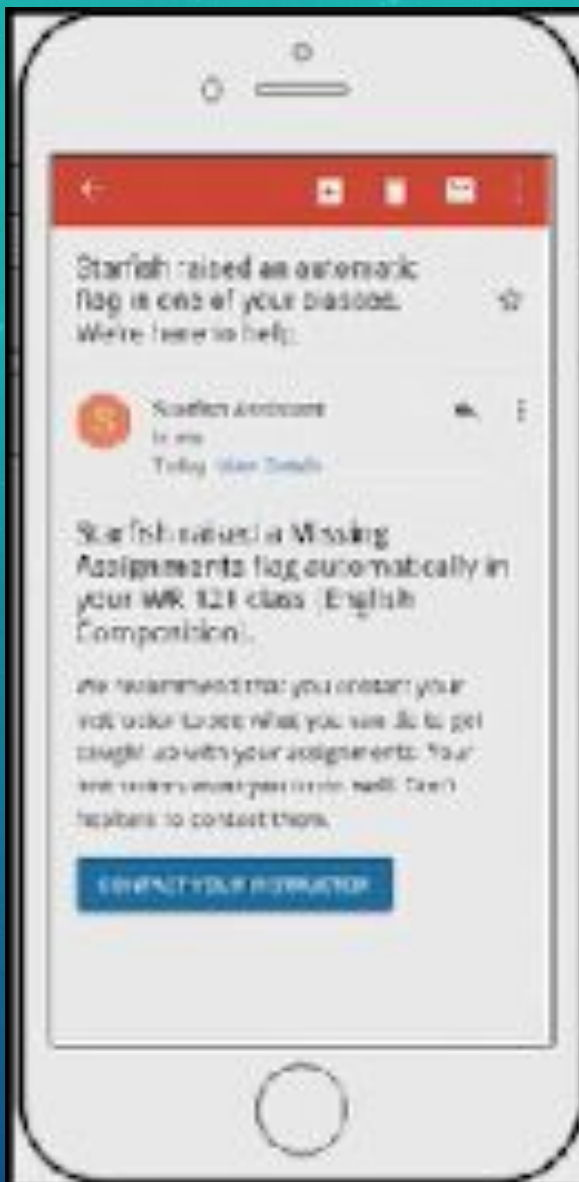
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# KIOSK/WAITING ROOM SERVICE

Internship & Career Counseling		Scholarship and Financial Aid		Center for Teaching and Learning	
				🕒 M-F 9am-5pm	
Students Waiting Without Appointments	0	Students Waiting Without Appointments	0	Students Waiting Without Appointments	4
Longest Wait Time	0 minutes	Longest Wait Time	0 minutes	Longest Wait Time	1:32 hours
There are no students waiting.		There are no students waiting.		1 LGILM4294 2 RALBR4324 3 GALLE7285 4 JHANC6937	
📅 indicates students with appointments					





# DEGREE PLANNER

The background features a teal-to-blue gradient with a field of white dots. Faint, light-colored circular patterns are scattered across the image, including a large circular scale on the right side with numerical markings from 80 to 200, and several smaller circular motifs with arrows in the corners.

# DEGREE PLANNER OVERVIEW

- Degree Planning and scheduling - tools to help students map out a multi-year plan of their goal
- Student Ed Plans (SEP's) –why we are doing this in the first place!
  - Students will have *24/7 electronic* access to their plan.
  - Improved approval of plan and courses with counselors.
  - Built-in degree audit
  - Greater communication between students, faculty, staff and Counselors
  - Scheduling and enrollment management components

# DEGREE PLANNER



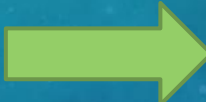
Date: \_\_\_\_\_  
Catalog Year: \_\_\_\_\_

Name: \_\_\_\_\_  
SID: \_\_\_\_\_  
Major: \_\_\_\_\_  
Counselor: \_\_\_\_\_

Goal: \_\_\_\_\_

## CSUF Engineering STUDENT EDUCATIONAL PLAN Guide for RC

Summer	Units	Fall	Units	Spring	Units	Comments:
_____	_____	<b>MATH-4A</b> (or Math 102 & 103)	<b>4</b> (or 3+5)	<b>MATH-4B</b> (or short-term Math 4A & 4B)	<b>4</b> (or 4+4)	<b>Engineering:</b>
_____	_____	<b>ENGL-1A</b> (Mech Engr)	<b>4</b>	<b>ENGR-2* (Civ. &amp; Mech Engr)</b>	<b>4</b>	*Engr-2 has a Math-102 & Math 103 prerequisite
_____	_____	<b>ENGR-1 or 10 (Mech Engr)</b>	<b>1-2</b>	<b>ENGR-3 for Civ. &amp; Elec Engr</b>	<b>(4-3)</b>	<b>CSUF ENGR Legend:</b>
_____	_____	<b>(CSU GE)</b>	<b>(3)</b>	<b>ENGR-17 (Civ. &amp; Geo Engr)</b>	<b>(3)</b>	Civ = Civil Engineering Comp = Computer Engr = Electrical Engineering Geo = Geomatics Engineering Mech = Mechanical Engineering
<b>Total Units:</b>	_____	<b>Total Units:</b>	<b>12-17</b>	<b>Total Units:</b>	<b>15-16</b>	
<b>Summer</b>	<b>Units</b>	<b>Fall</b>	<b>Units</b>	<b>Spring</b>	<b>Units</b>	
<b>Chem-3A</b> (If student has no HS Chemistry and needs CHEM-1A for ENGR-4 -Elec & Mech ENGR)	_____	<b>MATH-5A</b> COMM-1, 2, 4 & or 25 (CSU-40 - Comp, Elec, & Elec Engr) or (CHEM-1A - Elec & Mech Engr) or (CHEM-2A - Geo, Comp, & Geo Engr)	<b>5</b> <b>3</b> <b>4-5</b>	<b>MATH-5B</b> <b>PHYS-4A</b> <b>PHYS-1C</b> (Mech base or Phys-1) (or other base) <b>ENGR-2* (Civ. &amp; Mech Engr)</b> Or CSCI-41 - (Comp Engr) (or CSU GE)	<b>4</b> <b>4</b> <b>3</b> <b>4-3</b>	<b>Engineering GE exemptions:</b> CSUF exempts CSU GE A3, E and the 3rd Area C course. Please research any GE exemptions for other CSU campuses.
<b>Total Units:</b>	_____	<b>Total Units:</b>	<b>12-13</b>	<b>Total Units:</b>	<b>14-15</b>	
<b>Summer</b>	<b>Units</b>	<b>Fall</b>	<b>Units</b>	<b>Spring</b>	<b>Units</b>	
<b>ECON-1A or 1B for Comp &amp; Elec Engr</b>	<b>3</b>	<b>MATH-6</b> <b>PHYS-4B</b> (ENGR 4 +4L - Elec & Mech) or (ECON-1 - Civ & Geo Engr) &/or (CSU GE)	<b>4</b> <b>4</b> <b>4</b> <b>(3)</b>	<b>MATH-7 or 17</b> <b>PHYS-4C</b> (ENGR-4 - Geo, Comp, Elec, & Mech base) (or ECON-1 - Civ, Elec, & Mech base) &/or (CSU GE)	<b>4-5</b> <b>4</b> <b>4</b> <b>(3)</b>	<b>UC Engineering:</b> The UC system advises minimum UC transfer requirements rather than apply the ICS/IC pattern. There are two English courses, one Math and four transfer courses from at least two subject areas: Arts/Humanities, Social/Behavioral sci & Physical/Biological Science See A&SIST.org for UC campus major requirements. <a href="#">Cal Poly SLO link</a>
<b>Total Units:</b>	<b>3</b>	<b>Total Units:</b>	<b>12-15</b>	<b>Total Units:</b>	<b>12-17</b>	



My Art History R.5204.AA-T Plan  
Art History R.5204.AA-T  
CSU General Education Pattern - Reedley  
Plan Status: Approved through Spring 2019  
Catalog Year: 2015-2016

Student ID: # \_\_\_\_\_

Email: \_\_\_\_\_@MY.SCCCD.EDU  
Institution: Reedley

Term	Course Information	Units
Summer 2017	No courses scheduled	0 Units
2016-17 Total Units: 0		
Fall 2017	COMM-2 - COMM-2-55512 - INTERPERSONAL COMMUNICATION INTERPERSON COM Registration# 55512	3
15 Units	CRIM-28 - CRIM-28-55891 - PROBATION AND PAROLE PROB & PAROLE Registration# 55891	3
	CRIM-6 - CRIM-6-88176 - CRIMINAL LAW Registration# 88176	3
	ENGL-3 - ENGL-3-55769 - CRITICAL READING AND WRITING CRIT RDG & WRIT Registration# 55769	3
	HIST-20 - HIST-20-55912 - WORLD HISTORY I TO 1600 WORLD HISTORY I Registration# 55912	3
Spring 2018	ART-5 - ART HISTORY 1	3
15 Units	ART-7 - BEGINNING DRAWING	3
	Placeholder	3
	AREA B1: Physical Science (3 units minimum)	

Note on Math overrides in Datatel TSUM for engineering students. Example: student is starting at MATH-5A. Override MATH-201 for ECON-1A or 1B, MATH-102 & MATH-103 for ENGR-2, MATH-4A for CSCI-40/ENGR-40 and MATH-4B for MATH-5A.

Counselor's Signature \_\_\_\_\_

Student's Signature \_\_\_\_\_

Thank you | Questions?

