Comprehensive Advising Monitoring System (CAMS)

Requirements Analysis Recommendations

8/26/2011
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Two Commerce Square
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CAMS Requirements Analysis

Overview

The state of Texas has mandated that all community colleges must demonstrate progress for improving student completion of developmental education courses. In addition to complying with state regulations, Alamo Colleges would like to take a proactive approach to advising and helping students to be successful. The Comprehensive Advising and Monitoring System (CAMS) will include instructional and support activities starting with monitoring and advising prospective students interested in Alamo Colleges through completion of the student’s goal. The processes will be consistent across the colleges and include evaluative activities to ensure continuous improvement. The CAMS includes documented procedures, processes, reports and software packages, all focused on supporting students and providing a cohesive experience across all five colleges.

This document outlines the recommendations based on the analysis and definition of requirements for Alamo Colleges Comprehensive Advising Monitoring System (CAMS). The key activities of this project included the following.

- Held meetings with Alamo Colleges personnel to understand the requirements for CAMS. Discussions were divided into four categories.
  - Pre-Assessment – Included information provided to prospective students before they apply to Alamo Colleges. This discussion also included requirements and touch points leading up to assessment testing.
  - Post-Assessment – Included procedures and tools used to provide information, orient students to Alamo Colleges and assist them in the registration process.
  - First and Continuing Semesters – First Semester included procedures and tools used to guide new students through their first semester. Continuing Semesters included procedures and tools designed to alert students who are experiencing difficulty in a course and to empower students.
Ongoing Touch Points – Included procedures and tools to monitor student progress and provide feedback and guidance to students throughout their academic career.

- Discussed scope and timing.
- Reviewed and revised requirements for CAMS.
- Prioritized requirements for CAMS.
- Presented final requirements document, titled CAMS Requirements_Final.docx
- Developed and presented detailed recommendations.
Supporting Assumptions

A cross-functional team from Alamo Colleges was identified to complete the requirements definition. Participants included advisors, faculty, deans, IT staff, financial aid representatives and district employees. Analysis focused not only on requirements, but also on the resources required to implement the recommendations.

Each recommendation is based on one or more requirements found in the document CAMS Requirements Final.docx. Recommendations are also based on a number of assumptions, including the following.

ACES Portal

Alamo Colleges' portal, ACES, is the official source of information for students, faculty and staff. All automated communications will be distributed as either portal announcements or email messages sent to the recipient’s Alamo Colleges email address.

Shared Software Solutions with Banner Integration

Individual colleges have developed or purchased a variety of software solutions to support the needs of their college. The student experience varies, depending on which college is designated as the student's home college. These stand-alone applications are not integrated with district systems (e.g. Banner) and are not consistently available to students attending different colleges, which does not support the goal of providing a cohesive experience across all five colleges.

Recommendations included in this document will be implemented across all colleges. Software solutions will be integrated with Banner and accessible through the ACES portal. A consistent set of tools will be available to all students, faculty and staff.
Resources

Alamo Colleges will require resources with the appropriate skills and availability to implement the recommendations across the colleges. The implementation will require a combination of Alamo resources representing the different colleges and district resources, as well as external resources that possess the right combination of local knowledge and experience in implementing similar solutions (software setup and configuration, business process design, organizational design, report definition and development, training deployment, etc.). Estimates are currently based on overall recommendations. Resource requirements will be calculated with more precision during the detailed planning and decision making stages of the CAMS.

Functional expertise will provide the training and support that are essential to the successful implementation of new products and software features and the integration of existing software with Banner:

- Implementation of Banner prospective student module (3 – 4 months)
- Implementation of Self-Service for Faculty and Advisors (1 – 2 weeks)
- Implementation of advising software (4 – 8 weeks)
- Selection and implementation of learning module software (2 – 4 months)

A number of recommendations will require reports and processes to be designed, developed, tested and implemented. Outside resources will be needed to augment Alamo Colleges’ district reporting team for 6 – 10 months.

Technical assistance may be necessary to define and create targeted groups for Luminis.
Comprehensive Advising Monitoring System (CAMS)
Requirements Analysis Recommendations

**Recommendation Matrix**

The Recommendation Matrix provides a high-level tabular summary of recommendations, priority, approximate level of effort and CAMS modules affected by the recommendation.

**Recommendation Priorities (P)**

Each recommendation has been assigned a priority in the column titled “P”. The table below describes each priority.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Priority</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>High</td>
<td>Requirements with a high priority address a critical impact on business processes. They are required to meet the commitment of mandatory activities to be implemented by Fall 2012. Implementation of these requirements will remedy a gap in knowledge, functionality, controls, etc…</td>
</tr>
<tr>
<td>M</td>
<td>Medium</td>
<td>Requirements with a medium priority address a meaningful inefficiency in business processes. Implementation of these requirements will remedy unnecessary redundancies, manual efforts, etc…</td>
</tr>
<tr>
<td>L</td>
<td>Low</td>
<td>Requirements with a low priority address enhancements which will make business processes more efficient. Some are currently in development and will be included in the system but do not require significant planning. They do not necessarily relate to current business processes. Implementation of these requirements will increase overall efficiency.</td>
</tr>
</tbody>
</table>

**Mandatory (M) / In-Progress (IP)**

Some recommendations support pledges Alamo Colleges has made to the board or Texas state requirements. An M in this column identifies the recommendation as mandatory.

An IP in this column is an indication that the execution of this recommendation is currently in progress.
Level of Effort (E)

Each requirement has been assigned a level of effort in the column titled “E”. The table below describes each priority.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Priority</th>
<th>Description</th>
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<tbody>
<tr>
<td>H</td>
<td>High</td>
<td>Requires significant commitment of time and resources to design, build and implement the solution.</td>
</tr>
<tr>
<td>M</td>
<td>Medium</td>
<td>Requires 1 – 3 months.</td>
</tr>
<tr>
<td>L</td>
<td>Low</td>
<td>Does not require a significant amount of resources and can be implemented in less than a month.</td>
</tr>
</tbody>
</table>

Status and Operational Owner

Two columns in the matrix are not populated in this document: Owner and Status and Operational Owner. These columns are intended to be utilized by the institution for initial planning purposes.

Supports DE

An X is found in this column if the recommendation contributes to Alamo Colleges’ commitment to supporting developmental education students.

<table>
<thead>
<tr>
<th>#</th>
<th>Recommendation</th>
<th>P</th>
<th>Mandatory / In-Progress</th>
<th>E</th>
<th>Status</th>
<th>Operational Owner</th>
<th>Supports DE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Redesign “Apply for Admission” web pages</td>
<td>H</td>
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<td>IP</td>
<td>M</td>
<td></td>
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<tr>
<td>2</td>
<td>Communicate with prospective students in a thoughtful manner.</td>
<td>H</td>
<td>M</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Develop a New Student tab in ACES</td>
<td>M</td>
<td>M</td>
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<tr>
<td>4</td>
<td>Load THEA aggregate scores and sub scores into Banner</td>
<td>H</td>
<td>IP</td>
<td>L</td>
<td></td>
<td>X</td>
<td></td>
</tr>
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<td>H</td>
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<td>Develop a student profile report for advisors</td>
<td>M</td>
<td>H</td>
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<tr>
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<td>Develop tabs, groups, channels and targeted announcements for ACES portal.</td>
<td>M</td>
<td>H</td>
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</tr>
<tr>
<td>16</td>
<td>Enforce mandatory course requirements across colleges.</td>
<td>H</td>
<td>M</td>
<td>M</td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>17</td>
<td>Enforce pre-requisite requirements across colleges.</td>
<td>H</td>
<td>M</td>
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1. Redesign “Apply for Admission” web pages

This recommendation supports Pre-Assessment requirements 1 through 5 in the CAMS Requirements document. It also supports Alamo Colleges’ pledge to the board that they will publish a registration calendar each semester which includes deadlines for admission, registration and financial aid, the pledge to stop accepting applications for a semester three weeks prior to the first day of the term and the pledge to provide entering students with a list of certificates / degrees that address their interests and readiness for college-level courses.

The Alamo Colleges website has great potential to offer prospective students helpful information and encouragement through the use of videos, surveys and testimonials. Prospective students often look to college websites to assist them in the decision process (What are my options? Why Alamo Colleges? How do I apply?, What will it cost?). Alamo Colleges can provide guidance to prospective students by presenting them with information and answers in an interesting and intuitive manner. Some work is already in progress to accomplish this recommendation.

Prospective students will be able to explore these web pages and gather valuable information without having to declare themselves as a prospect or apply for admission.

The admissions web pages will include a checklist and deadlines to guide prospective students through the application process, emphasizing deadlines for submitting an application for admission and financial aid.

Alamo Colleges would like to provide an interactive survey to prospective students, presenting information to the student based on their answers to various questions. Lone Star College System offers an Online Enrollment Guide to prospective students at http://lonestar.edu/enrollment-guide.htm. They may be willing to share this tool with Alamo Colleges.
Benefits

- Communicates options available at Alamo Colleges in a clear, non-intrusive manner.
  - High school programs
  - Certificate programs
  - Associate degrees
  - Continuing education
  - Transferring to a four year college
- Prospective students can explore web pages at their convenience.
- Reduces anxiety experienced by prospective students considering entering or returning to college.
  - Student testimonials
- Provides prospective students with a list of steps and a timeline for applying to Alamo Colleges.
  - Application process
    - New and Transfer students
    - Returning students
  - Financial aid
  - Placement testing
  - Tuition and Fees
- Identifies resources available to answer questions and provide guidance.

Key Activities

- Identify a person who will be responsible for enforcing the deadlines for submitting an application. This person will need to submit a request at the appropriate time, asking IT to make a term unavailable on the Apply Texas website.
- Create a web team consisting of representatives from each of the five colleges and district.
- Review Alamo Colleges’ website.
- What is working?
- What is missing?
- What changes are needed?

- Research higher education websites.
  - What are other institutions doing?
  - Features that may appeal to prospective students

- Define design criteria.
  - Look and feel
  - Topics
  - Information provided
  - Presentation method (text, video, interactive assessment)
  - Provide an interactive experience for prospective students to explore options available at Alamo Colleges.

- Develop and review mockups.
  - Solicit feedback from high school students, new students, admissions, advising and financial aid

- Finalize the design.

- Launch and test a beta version.
  - Test functionality
  - Verify links and content

- Create a timeline and execution plan for official launch.
  - Technical requirements
  - Communication
    - Within Alamo Colleges
    - High Schools
  - Go-Live schedule
  - Ongoing maintenance

- Launch and maintain new prospective student web pages.
Estimated Effort

- Web team review and research (4 – 6 weeks).
- Develop and review mockups (6 – 8 weeks).
- Finalize design (1 week).
- Launch and test beta version (2 – 4 weeks).
- Create timeline and execution plan for official launch (1 week).
- Launch and maintain new prospective student web pages – ongoing.

Cost Considerations

- Actual design work may need to be outsourced (4 – 8 weeks).

Sample References

Many other institutions have been successful and creative in the design of web pages for prospective students.

- Gadsden State Community College [http://gadsdenstate.edu/]
- Florida Keys Community College [http://www.fkcc.edu/]
- Valencia Community College [http://valenciacollege.edu/]
- Tarleton State University [http://www.tarleton.edu/futurestudents/index.html]
- Lone Star College System [http://lonestar.edu/future-students.htm]
2. Communicate with prospective students in a thoughtful manner

This recommendation supports Pre-Assessment requirement number 2 in the CAMS Requirements document.

A Banner ID is currently not assigned to a prospective student until they submit an application through Apply Texas. Banner baseline includes a Recruiting module that has not yet been implemented at Alamo Colleges. This module includes features to allow the assignment of Banner IDs to prospective students before they apply for admission. It also includes the ability to create and assign Communication Plans to prospective students.

The previous recommendation allows prospective students to freely explore the Alamo Colleges website and gather valuable information. This recommendation begins the process of gathering information, allowing Alamo Colleges to communicate with prospective students in a thoughtful manner.

A link will be added to the admissions web pages as part of this recommendation. Prospective students will be able to show an interest in Alamo Colleges and request additional information by entering their contact information and areas of interest into a web inquiry form. The information requested will be just enough to open channels of communication. This data will be loaded into Banner and the prospective student will be assigned a Banner ID. Alamo Colleges will be able to use the functionality of Banner’s Communication Plan to send targeted messages to these prospective students.

St Philip’s has created a page where prospective students can enter contact information and request information. This is used only by St Philip's and not integrated with Banner.

Benefits

- The online prospect feature would allow Alamo Colleges to capture data on prospective students (recruits) showing an interest in attending. Alamo Colleges defines the block of data elements that will be captured, identifying data elements that are required. Data
collected can vary, based on the category chosen (new college student, transfer, continuing education, etc.).
  o Name and Address
  o Demographic data (birth date, ssn, citizenship)
  o Email address
  o High school data
  o College Data
  o Intended major
  o Entry term
  o How I learned about Alamo Colleges
  o Interests

- Prospective students are stored in Banner and assigned a Banner ID.
- The Communication Plan feature can be used to track contacts made to prospective students and send targeted communications.
  o Send a reminder to a prospect who has not yet applied
  o Send a link to information regarding financial aid
  o Send a note to high school students informing them of an upcoming fair or high school visit
- Analysis can be performed using data stored in the prospect tables.
  o Baseline reports – Statistics on “How I Learned” answers, statistics based on source of inquiry. A report is also available to list or delete data for prospects who have not applied.
  o Additional reporting needs will need to be identified.
- The module also allows for batch processing. Although the Alamo Colleges do not currently focus on active recruiting of new students, prospect data can be purchased from sources including SAT and ACT and loaded into the Banner system.
Key Activities

- Identify and train the people / office responsible for configuring and managing the recruitment module.
- Define the Prospect Support Cycle (i.e. September 2011 – July 2012 for fall 2012).
- Define tools for gathering recruits (web inquiry form, recruiters at high schools, batch loads).
- Define Communication Plans (Mailings, Emails).
  - When will communications be sent?
  - How will communications be sent?
  - What population is targeted for each communication?
- Perform system configuration.
  - Populate validation tables in consultation with admissions offices
  - Configure system for web inquiries, batch loads, etc.
  - Define communication plans in consultation with key offices (admissions, advising, and financial aid).
  - Define procedures for loading inquiries into Banner
  - Identify the interaction points between the Recruiting module and the Admissions module and how will they be managed.
- Test configuration in Banner native and Web for Prospects.
- Develop and update corresponding business processes.
- Communicate with stakeholders (admissions offices, advising, and financial aid).
  - What is the goal?
  - How is Alamo Colleges gathering data (online, batch loads)
  - What communications are being sent and when?
  - Contact person to discuss sending a communication
  - Recruiting cycle and go-live timing
- Create links to the online inquiry on the Alamo Colleges website.
- Manage live system.
  - Review and load prospect data into Banner
Estimated Effort

- Training for Banner Recruiting (2 weeks).
- System Configuration (validation tables, communication plan, communication materials) (5 weeks).
- System Testing and Documentation (3 weeks).
- Ongoing Maintenance (4 - 6 weeks).
- Develop initial reports (4 – 6 weeks)
  - Identify and document reporting needs
  - Develop initial reports

Cost Considerations

- Consulting support to configure and support the Banner Recruiting Module (3 – 4 months).
- Consulting support to develop initial report specifications and create reports (4 – 6 weeks).
3. Develop a New Student tab in ACES

This recommendation supports Pre-Assessment requirements 1 through 5 in the CAMS Requirements document.

Some advisors expressed a need to create a “Prospective Student Portal”. This portal would have a look and feel similar to the current ACES portal. SunGard does provide the ability to create a Prospect Portal for customers licensing Luminis.

Many institutions allow the creation of accounts by invitation only. An invitation is sent to an applicant once their application is received. Alamo Colleges accepts applicants within a few days of application. The student is assigned an Alamo email address and granted access to the ACES portal at the time of acceptance.

It is our recommendation, based on the short turnaround period between the time a person applies to Alamo Colleges and the time they are assigned an ACES account, that Alamo Colleges utilize the existing portal to communicate effectively with new students. This can be done by creating a New Student tab (folder tabs displayed when a person logs into ACES), creating a group for new students and sending targeted messages to new students.

Applicants currently receive an email acknowledging their application and instructing them to access their ACES account. This message is often ignored. We recommend working with public relations to present the applicant with a message that attracts their attention, clearly defines ACES as the "Official Communication Center" and encourages the applicant to log in and explore.

Alamo Colleges plans to identify and implement learning module software in 2012. New students will be required to complete subject matter modules before they are allowed to take the THEA test. New students will be also required to complete a “College Knowledge” module before they are allowed to register. The learning module software will be accessible to students through the ACES portal. The new student tab should include links to the learning modules.
The creation of a separate portal for prospects requires a significant commitment of time and resources on the part of the district IT department. IT would be the department responsible for creating and managing the portal. This includes account creation, authentication, security, channel development and transition of accounts to the enterprise portal (as prospects turn into students). Comprehensive testing is critical. Not only would the new portal need to be successful, it must not compromise the integrity of the existing ACES portal.

**Benefits**

- Offers a personalized, customizable web experience to new students.
- Messages can be pushed to new students through the portal.
- A new student tab will provide a centralized place for new students to learn more about Alamo Colleges.
  - Introduce students to Alamo Colleges
  - Answer questions on academic offerings
  - Provide contacts for various support services.
  - Financial aid information.
  - Advising and testing information.
- Advisors will be able to track a student’s progress and verify completion the required learning modules. Students will have easy access to the modules from the new student tab.

**Key Activities**

- Define the targeted population in a logical manner
  - First Time In College (FTIC) – What data elements identify a student as FTIC?
  - New transfer student – What data elements identify a student as a new transfer?
- Develop a plan for creating and managing content
- Design content for the new student tab.
• Develop a communication plan for new students.
• Develop a testing and implementation schedule.
• Test functionality.
• Execute the go-live plan.
• Ongoing maintenance following go-live.

Cost Considerations

• The creation of a prospective student portal would require a significant commitment of time and resources on the part of the district IT department. The creation of a group and tab for new students in the existing portal is much more manageable.

Sample References

A number of institutions have created prospective student portals. Many institutions allow account creation by invitation only.

• American University  http://www.american.edu/admissions/prospective_student_portal.cfm
• Messiah College  http://myfuture.messiah.edu
• Lehigh University  https://cp5.cc.lehigh.edu/pacwa/site/portalHomef.html
• Villanova University  http://mynova.villanova.edu/pacwa/site/portalHomef.html
4. Load THEA aggregate scores and sub scores into Banner

This recommendation supports Post-Assessment requirement number 2 in the CAMS Requirements document.

The majority of new students at Alamo Colleges are required to take the THEA test. Test scores are used to advise students and make sure the students are registered for courses that are appropriate for their current level of comprehension. Test results include aggregate scores and a number of sub scores.

Alamo Colleges has developed a custom process to load THEA scores into Banner. Currently only the aggregate scores are loaded into Banner. It would be helpful for advisors to see the sub scores in addition to the aggregate scores. Some work is already in progress to accomplish this recommendation.

Benefits

- Provide faculty and advisors with additional information regarding how a student performed on the THEA test.
- Sub scores will allow faculty and advisors to target more specifically the areas in which a student needs improvement and provide the appropriate guidance.
- Data can be used to determine PASS requirements.

Key Activities

- Define codes for THEA sub scores on Banner form STVTESC. This form also requires the user to enter a valid range of scores for each test.
- Review the layout of the file currently provided to IT and map the sub scores to the appropriate test codes in Banner.
- Modify the current THEA load process to include the THEA sub scores.
### Estimated Effort

- Define THEA sub score codes in Banner and map scores to the existing THEA file layout (1 day).
- Modify the THEA load process to include the sub scores (1 week).
- Test the load process in a test instance (1 week).
- Sign off on test results and move the new process into production (1 day).
5. Provide students with information and software allowing them to interpret THEA test scores and complete their IEP

This recommendation supports Post-Assessment requirement number 9 in the CAMS Requirements document. It also supports Alamo Colleges' pledge to require Developmental Education (DE) students to complete an Individual Education Plan (IEP) before they are allowed to register.

The majority of new students at Alamo Colleges are required to take the THEA test. Test scores are used to advise students and make sure the students are registered for courses that are appropriate for their current level of comprehension. Test results include aggregate scores and a number of sub scores.

Currently students must rely on advisors to interpret their scores, explain the results and determine what courses the student is eligible to enroll in. Some initial work has been done on developing a user friendly matrix explaining the meaning of the THEA scores. This information would be available to students at the Assessment and Testing Centers and on the Alamo Colleges website. The matrix will outline the options available to students based on their THEA scores, and guide them through the available goal pathways.

Students with test scores that classify them as DE will be directed to an advisor who will help them to complete their IEP. The IEP outlines the plan for an individual student to meet his or her developmental education requirements. This must be completed before the student is allowed to register. A software review and selection process will be necessary to define the process for completing an IEP.

Benefits

- This simple tool will provide students with a better understanding of the THEA scores and their meaning.
- A user friendly guide will help alleviate some of the anxiety associated with taking the THEA test.
• Advisors will have software available to assist a student in completing their IEP and validate the completion.
• Each DE student will have a plan to complete the DE requirements based on an identified goal.

Key Activities

• Develop a user friendly matrix explaining the meaning of the THEA scores – in progress.
• Place the matrix on the Alamo Colleges website along with existing information regarding the THEA test.
• Distribute the matrix to the Assessment and Testing Centers.
• Create a link to the matrix in ACES.
• Conduct a software search to identify a tool that DE students will use to complete their IEP.
  o Define requirements
  o Review software solutions
  o Select a software solution
• Implement the IEP software solution
  ▪ Actual software
  ▪ Banner integration
  ▪ Documentation and training
• Update the matrix to include IEP information

Estimated Effort

• Develop a user friendly matrix explaining the meaning of the THEA scores (1 – 2 weeks).
• Place the matrix on the Alamo Colleges website along with existing information regarding the THEA test (1 day).
• Distribute the matrix to the Assessment and Testing Centers (1 day).
• Create a link to the matrix in ACES (1 day).
• Conduct a software search to identify a tool that DE students will use to complete their IEP (1 – 2 months).
• Implement the IEP software solution (1 – 4 months, depending on solution).
• Update the matrix to include IEP information (1 – 3 days).

Cost Considerations

• Cost of software solution.
• Consulting support may be needed to evaluate and implement software (1 – 3 months).
6. Develop procedures for entering transfer work in a timely manner

This recommendation supports Post-Assessment requirement number 2 in the CAMS Requirements document.

CSI is responsible for entering transfer work into Banner. The current staff of eleven people is having difficulty resolving the backlog of transcripts waiting to be entered into the Banner system. The recent implementation of EDI transcripts has offered some relief to the processing effort. CSI is also testing character recognition software that has potential to speed up the data entry process. The transfer articulation process still presents a major obstacle to achieving efficiency in the processing of transfer work.

Individual colleges are making decisions regarding equivalent courses in order to serve their students. However, a process has not been defined to obtain agreement among all five colleges and enter the course equivalent into Banner in a timely manner, ensuring consistent transcript evaluation. Coding equivalent courses into the Banner system in a timely manner will significantly improve the articulation of transfer work into the Banner system.

Our recommendation is to create a team representing all five colleges and task them with the review and approval of equivalent courses for Alamo Colleges. Individual transfer articulation decisions should be documented and submitted to this team for review. The team should meet monthly to review course equivalents and determine the appropriate articulation for all colleges. Decisions should be forwarded to CSI for entry into Banner.

Alamo Colleges plans to implement Banner Workflow in the future. The approval process of equivalent courses can be created as a workflow once the process is defined and working smoothly.

Benefits

- Increased efficiency and accuracy will be achieved in the processing of transfer work.
- Data will be available to advisors in a timely manner.
• Students will have an accurate transcript to access through their ACES account in a timely manner.

• Effort is currently duplicated as individual colleges evaluate the same courses as transfer work. Defining course equivalents in Banner will reduce this duplicate effort and ensure consistency across the Alamo Colleges...

### Key Activities

• Create a transfer articulation review team with the authority to approve course equivalents for Alamo Colleges
  - The Alamo Colleges Curriculum Council is recommended.

• Define a process for documenting transfer articulation decisions for review by all colleges.

• Define a process and timeline for reviewing course equivalents and communicating decisions to CSI.
7. Define and implement a process for calculating academic standing and communicating standing with students

This recommendation supports Post-Assessment requirement number 3 in the CAMS Requirements document.

Academic standing was not accurate at the time Alamo Colleges went live with Banner. CSI is in the process of reviewing the academic standing parameters and updating the process in Banner.

Student notification of academic standing has not been automated. Process flows were created in 2009, documenting the process of calculating academic standing and notifying students who are not in good standing. The catalog calls for

- Notification to be sent to students’ Alamo email address when their academic standing changes.
- Written notification to be sent to students when they are on Academic Dismissal.

CSI has been tasked with implementing the process that is documented in the ecatalog. The AVC for Student Success is waiting for clarification on some issues before moving forward. The outstanding issues need to be addressed in a timely manner in order for the process to be fully documented and implemented.

Key Activities

- Obtain clarification on outstanding issues currently stalling the implementation of this process.
- Verify academic standing rules defined in Banner.
- Define and implement a process to notify students when they are not in good standing.
  - Develop specifications to send an automated email to students on Academic Probation.
- Develop specifications and process to send written notification to students on Academic Dismissal.
  - Define and develop a process to track and analyze each student's history and progress in academic status and send appropriate email communications to the student.

**Estimated Effort**

- Clarify outstanding issues (2 weeks).
- Document and implement a process to notify students when they are not in good standing. (4 - 6 weeks).
- Define and develop a process to track and analyze each student's history and progress in academic status and send appropriate email communications to the student (1 – 2 months).

**Cost Considerations**

- Consulting support to define and develop processes (1 – 3 months).
8. Load pertinent application data supplied by TCC into Banner

This recommendation supports Post-Assessment requirement number 4 in the CAMS Requirements document.

Advisors have expressed a desire to have access to all application data supplied by TCC. Only a portion of the application data is currently loaded into Banner. Modify the existing process to load all data elements found in the Apply Texas application into Banner. Examples are educational goal and job status.

Benefits

- Provides additional information to advisors that can be used to provide guidance to students.

Key Activities

- Identify application data currently provided by TCC that is not loaded into Banner and determine which data elements would be helpful to advisors.
- Identify a place where this data should be stored in Banner.
- Develop coding schemes, where appropriate.
- Modify the current application load process to include data elements.
- Communicate availability and location of data to the user community.

Estimated Effort

- Identify data that needs to be loaded (1 day).
- Identify place to store data in Banner and develop coding schemes (1 week).
- Modify the current application load process to include data elements (2 – 4 weeks).
- Test modified application load process (2 weeks).
- Implement the new load process into production.
9. Define Developmental Education students using student attributes

This recommendation supports First and Continuing Semester requirements 2, 4 and 6 in the CAMS Requirements document. It also supports Ongoing Touch Point requirements 1, 2, 3 and 5.

Alamo Colleges has made it a priority to monitor progress of developmental education students and take steps to improve student completion of developmental education courses. Alamo Colleges has not created a process to code students as developmental education students for tracking purposes. Currently, the highest test score must be identified for the first date the student started attending Alamo Colleges. The student is considered to be in the developmental education program if that score is below a cutoff score and the student is not a Continuing Education student and the student is not in a predefined set of certificate programs and the student is not in an ABE program. This broad definition introduces the possibility of error in defining an exact population.

We recommend creating student attributes to identify developmental education students. Attributes are assigned to students based on effective term. Attribute codes will be needed for DE Math, DE English and DE Reading. The attributes should be added to a student when the student is identified as a developmental education student. Attributes can be copied to a new effective term once the student is no longer classified as DE and the attribute can be removed. Additional attributes can be created to record a student as “Previously DE”. This process will allow the population of developmental education students to be clearly identified at any given time.

Benefits

- Provides a clear definition of a developmental education student in the Banner system and supports Alamo Colleges’ commitment to monitoring and supporting DE students.
- Attributes can be used to send targeted communications to DE students.
- Streamlines logic used to select DE students for reporting, significantly reducing the possibility of error when using a complex set of logic to identify DE students. This simplifies the reporting process.
- Provides historical data for DE students.
  - Captures the term a student is classified as DE.
  - Identifies the term when a student is no longer classified as DE.
- Alamo Colleges is planning to integrate advising software with Banner. The establishment of a coding scheme for DE students will significantly increase the possibility of including this data as part of the integration.

**Key Activities**

- Establish a student attribute for developmental education on Banner form STVATTS.
- Define a process for identifying and coding students as developmental education students on Banner form SGASADD.
  - How is the population identified?
  - Who will assign the student attribute?
- Identify a process for maintaining the developmental education attribute.
  - What logic will be used to determine that a student no longer needs to be classified as DE?
    - Define requirements for a process to identify students and possibly automate adjustment of attributes.
  - Who will be responsible for removing the student attribute?
- Assign the developmental education attribute to current DE students.
- Communicate the process and the existence of this new attribute to the user community.

**Estimated Effort**

- Define a process for identifying DE students, coding students as developmental education and maintaining the attributes (4 weeks).
• Code existing DE students with the developmental education attribute (time will vary, depending on the number of students and whether or not the process can be automated) (1 – 2 months).
• Define and develop process for managing attributes (1 – 2 months).

Cost Considerations

• Consulting support may be needed to define and implement a process (2 – 4 months).
10. Define a set of advising tools and requirements for all colleges

This recommendation supports Post-Assessment requirement number 7 in the CAMS Requirements document. It also supports First and Continuing Semester requirements 2 and 6 and Ongoing Touch Point requirements 1, 2, 3 and 5. Additionally, this recommendation supports Alamo Colleges’ pledge to the board that a degree completion plan will be developed within the first semester of enrollment and the pledge that student progress will be monitored and students will be advised both face-to-face and through on-going emails through the Alamo Colleges’ email system.

Each of the five colleges has its own advising staff. Individual colleges have adopted advising tools that work for them. None of these tools are integrated with Banner and no software solutions have been identified to be used by all five colleges.

Northwest Vista is currently using several products to support their advising effort

- HOLA, Hands On-Line Advising, is a self-paced, modular, virtual advising experience for students at Northwest Vista College.
- Who’s Next is a content management system designed to record student visits in counseling and advising centers.
- BoldChat is an integrated website communication package including chat, email management and click-to-call.
- FOCUS-2 is an on-line, interactive career and education planning system with features such as self-assessment, career exploration and decision making.

St. Philip’s is also using several products to support their advising effort

- Who’s Next records student visits in counseling and advising. It is also used to track students that have come in for tutoring.
- Velaro and Sightmax are live-chat products used by students to chat with Advisors.
- Smart Thinking is online tutoring available to students 24 hours a day.
- Learning module software from Pearson, McGraw Hill and Cengage
Palo Alto is using Early Alert software. This software allows faculty to create an alert for a student. The faculty member enters alert details manually and the alert is sent to the Education Support Specialist. The administrative portion of the Early Alert software is used to refer the student to the appropriate area for counseling or assistance.

San Antonio College has been researching options for advising software. They have identified GradesFirst as the software package that best meets their needs. Some existing clients have successfully integrated this software with Banner. GradesFirst is a comprehensive, mature product that appears to offer the flexibility and components required by Alamo Colleges.

Components include

- Flexible configuration options
- An Early Alert component, accessible to faculty and advisors
- Centralized repository for advising data (student academic profile, schedules, progress reports, alerts, tutoring information, meeting notes)
- Online appointment scheduling
  - Integration with personal calendars
- Flexible communication options (email, text, facebook messages, etc)
- Query tools can be used to identify at risk students
  - Query tools can also be used to identify students who have earned credit and have not yet declared a major.
- GradesFirst supplies a variety of reports for use by advisors or administrative offices

It is our recommendation that Alamo Colleges perform a thorough evaluation of GradesFirst to validate initial indications that this software meets the needs and requirements of Alamo Colleges. SAC’s IT director mentioned SAC may have the opportunity to pilot the GradesFirst software solution. While the pilot will be managed by SAC, this is also an opportunity to review GradesFirst as a district-wide solution. We recommend including a small number of individuals from each college in planning and implementing the pilot test.
Comprehensive Advising Monitoring System (CAMS)
Requirements Analysis Recommendations

Alamo Colleges is committed to monitoring and supporting the progress of developmental education students. Features available in GradesFirst will allow users to select students based on a variety of parameters and send communications to these students.

The adoption of a single comprehensive advising software solution will allow Alamo Colleges to define processes to be used by all five colleges. Data will be centralized and, depending upon how security is configured, available to all colleges.

The software selection would most likely replace the existing Early Alert software used by Palo Alto. It will also replace some applications currently used by individual colleges, while other applications may prove to be companion products used along with the advising software.

Alamo Colleges plans to identify and implement learning module software in 2012. Some modules will be mandatory, while other modules may be available to students seeking self-improvement. The learning module software will be accessible to students through the ACES portal. The new student tab should include links to the learning modules.

Hola allows students to navigate through modules at their own pace. Students must successfully answer quiz questions in order to complete the module. St. Philip's is also using modularized learning software that could prove to be companion products to the advising software. Alamo Colleges should evaluate these and other modular learning software and identify a solution to be used consistently by all colleges.

DegreeWorks, the degree audit software selected by Alamo Colleges, will also be available to faculty, advisors and students. Students will use DegreeWorks to create their degree plan, a requirement of the SDEV course. This software also provides students and advisors with the ability to perform interactive “what if” scenarios as part of their degree planning and analysis.

**Benefits**

- GradesFirst is a mature product with a comprehensive set of features.
  - Many features meet the requirements defined by Alamo Colleges
  - Allows faculty easy access to Early Alert features
GradesFirst is a hosted product. No hardware of software installation is required.

Information provided by the vendor indicates GradesFirst can easily be integrated with Banner.

GradesFirst allows for single sign on and can be incorporated into the ACES portal.

Periodic enhancements will be delivered as part of the upgrade process.

Software support is provided by GradesFirst.

A number of institutions have implemented this software.

A single software solution for modular learning will present all students with a consistent path to completing mandatory and self-improvement modules.

Key Activities

- Obtain a list of clients in Texas and other states who have integrated GradesFirst with the Banner ERP system.
  - Contact institutions; discuss the software features and integration requirements.
- Pilot GradesFirst at SAC with the intent of expanding the software to all colleges once the functionality is validated.
- Define requirements for the GradesFirst data extract coming from Banner. Include categories that will allow the software to be useful for all five colleges.
  - Categories to assign students to their home college. The student base record includes class, but it does not include college. Each college would have their own category. The definitions may need to be even broader to accommodate Continuing Ed (i.e. SAC, SAC-CE, PAC, PAC_CE...)  
  - Developmental Education categories (DEMATH, DEENGLISH, DERADING). The attributes recommended earlier in this documented would be used to populate this group.
  - Dual Credit Student category (student attribute).
  - Look at other student attributes used at Alamo Colleges. Categories may be useful for these attributes.
  - FTIC category
  - Transfer student category
  - Categories based on academic standing
  - Think about other groups that you would like to target. A category can be defined if logic can be attached to the group.
  - How is the integration accomplished?
What tasks or data extracts will be the responsibility of Alamo Colleges?
- How is the integration data defined (include file layouts, data dictionary)?

- Work with GradesFirst to configure and evaluate GradesFirst as the advising software solution for Alamo Colleges.
  - Investigate the possibility of storing additional data in GradesFirst (test scores).
- Develop documentation and provide software training.
- Develop and execute a plan to integrate all five colleges into the software solution.
- Evaluate modularized learning software, including those currently used by Northwest Vista and St. Philip's. Select solutions to be used by all colleges.
  - Software should allow tracking required for Alamo Colleges to fulfill the pledges made to the board.
    - Students will complete a series of activities prior to enrollment some of which may be mandatory.
    - Students will participate in a preparatory session prior to taking the assessment exam.
    - Alamo Colleges will assist students in improving their readiness for college by advising, providing information on available resources and monitoring student progress.

### Estimated Effort

- Consult with GradesFirst on typical implementation timeline (1 – 4 months).
- Evaluation and implementation of modularized software solution (1 – 6 months, depending on complexity).
- Design and implement process for monitoring students’ response to the requirements (1 – 3 months).

### Cost Considerations

- Purchase price of software.
• Cost of training.
• Consulting support may be needed to configure the software and integrate the software with Banner.
• Consulting support may be needed to develop content for modularized software.
• Consulting support may be needed to define and document a process for monitoring student response to requirements.
• Consulting support may be needed to design and develop reports.
11. Implement an Early Alert system to be used across colleges

This recommendation supports First and Continuing Semester requirements 5 and 6 in the CAMS Requirements document. It also supports Alamo Colleges’ pledge to the board that students will receive feedback from faculty on progress in the class and will be advised when they need to be more actively involved in class.

Palo Alto College currently uses an Early Alert system that is not integrated with Banner. A faculty member initiates alerts by manually entering information regarding the student, the course and details describing the alert. Alerts are reviewed by the Education Support Specialist and assigned to a member of the Early Alert system. Members are able to view their assignments and record comments regarding the alerts. Functionality is limited. The Early Alert software does not include any reporting options. Reports are created manually in Excel.

The GradesFirst software system discussed in the previous section includes Early Alert functionality. A faculty member is able to record an alert for students at any point in the semester. Students are notified of the alert and the data is stored for review by advisors. Periodic email communications can be sent to faculty reminding them to record alerts for at risk students. The email includes a link to the Early Alert feature in GradesFirst.

Midterm grades are included in the data extract used to integrate GradesFirst with Banner. Alamo Colleges would like to send an email message to any student who is assigned a midterm grade less than or equal to a C. This can be accomplished using the selection features included in GradesFirst.

It is our recommendation that Alamo Colleges perform a thorough evaluation of GradesFirst to validate initial indications that this software meets the needs and requirements of Alamo Colleges.
Benefits

- The selection of a mature software system with Early Alert functionality will not require the significant amount of resources that will be required to design and build a customized Early Alert system.
- Software support and enhancements are provided by a third party.
- The process of creating an alert is simple. A faculty member is more likely to utilize this functionality if it is not a time consuming process.
- Reports can be executed to perform analysis on alerts entered into the system.
  - This will eliminate the current manual tracking process.
- Banner baseline does not need to be modified.
- Emails can be generated by faculty and/or staff to students. When defined thresholds are reached by individual students, email alerts can be sent to advisors for follow-up.

Key Activities

- Implement GradesFirst as recommended earlier in this document.
- Document the Early Alert process
  - Functionality
  - Ownership of tasks
  - Timeline
- Develop a plan to communicate with students, faculty and staff.

Estimated Effort

- Most of the effort will be included in the implementation of the advising software solution.
  - Early alert functionality should be included in SAC’s pilot testing.
- Faculty and staff will be involved in development of communications.
12. Develop procedures to identify and support students showing unsatisfactory performance and encourage students showing satisfactory performance

Several requirements defined by those who participated in the requirements analysis meetings focused on providing support and feedback to all students. Alamo Colleges would like to take a proactive approach to help students be successful in meeting their academic goals. This recommendation supports First and Continuing Semester requirement number 2 in the CAMS Requirements document. It also supports Ongoing Touch Point requirements 1, 2, 3, 4 and 7.

Our recommendation is to develop procedures to reach out to students who are struggling and offer encouragement to those who are taking positive steps to achieve their goals. Some contact points are particular to DE students, while others are targeted to all students.

The exact approach will depend on what advising software solution is selected. The features included in the advising software will allow colleges to identify and contact students. The specific scenarios defined as critical points of contact are as follows:

1. Provide positive feedback to DE students who successfully complete their first developmental education course.
   a. GradesFirst allows users to select a group of students based on specific criteria. This touch point will most likely be accomplished using the advising software.
2. Reach out to DE students receiving an unsatisfactory grade in any course. Parameters used to identify the successful student can be modified to identify the student who was not successful in their DE course. Another avenue for identifying these students is the Banner baseline report SFRRGAM. This report will identify students who are registered for a course and did not successfully complete the pre-requisite for that course. We have recommended running this report on a regular basis once grades have been posted.
   a. There was some discussion of activating a registration hold for this population of students. This action is not recommended at this time. Registration holds are one approach to getting students to meet with an advisor. Overuse of registration holds will result in frustration and long lines for students and advisors.
3. Provide encouragement to DE students taking a highest level DE course in math or English. GradesFirst includes features to identify and communicate with this population.

4. Reach out to any student who receives an unsatisfactory grade in their first college level course in math or English in an effort to support the student and provide assistance to get them back on track.
   a. This particular touch point is most likely too complex for the advising software. Further investigation will be necessary once software selection is complete. IT may need to assist in the accomplishment of this goal. A process should be developed to identify students who have institution history for a specific term, receive an unsatisfactory grade in a college level course and do not have a satisfactory grade in their academic history for a college level course. A message should be sent to the student encouraging the student to schedule an appointment with an advisor.
   b. There was some discussion of activating a registration hold for this population of students. This action is not recommended at this time. Registration holds are one approach to getting students to meet with an advisor. Overuse of registration holds will result in frustration and long lines for students and advisors.

5. Provide positive feedback to students who earn a GPA >= 2.0 after two semesters.
   a. This particular touch point most likely too complex for the advising software. Further investigation will be necessary once software selection is complete. IT may need to assist in the accomplishment of this goal. A process should be developed to identify DE students have institution history for a specific term and have institution history for one additional term and have an overall GPA >= 2.0. A congratulatory message should be sent to the students who meet the selection criteria.

6. Provide positive feedback to students who earn 15 credits and students who earn 30 credits.
   a. GradesFirst allows users to select a group of students based on specific criteria. This touch point will most likely be accomplished using the advising software. Further investigation will be necessary once software selection is complete.
7. Provide positive feedback to students meeting 50% of their degree requirements.
   a. This particular touch point is too complex for the advising software. Logic for
determining this particular touch point will need to be investigated and defined.

Benefits

- These communications are one way to show support for students who are struggling and
  students who are making progress towards their goals.
- Advising software will allow users to monitor student progress and reach out to students
  in a variety of ways.
- Provides a method for monitoring the success and progress of defined student groups.

Key Activities

- Select a software solution for advising.
- Develop selection criteria within the advising software to achieve the desired touch
  points.
- Define reporting needs for touch points that are beyond the capabilities of the advising
  software.
  - Develop and test processes
- Document a process
  - Who will be responsible for executing the touch point process?
  - When will the process be executed?

Estimated Effort

- Most of the effort will be included in the implementation of the advising software solution.
- Define and develop processes for touch points not met by the advising software.
Cost Considerations

- Consulting support may be needed to define and develop custom processes (2 - 4 months).
13. Provide advisors access to Self-Service for Faculty and Advisors

This recommendation supports First and Continuing Semester requirement number 6 in the CAMS Requirements document.

Banner Self-Service for Faculty and Advisors is included in baseline. Advisors are provided with options to view information on students without having to navigate through Banner forms. Data is presented in a user friendly manner that is not always available using the Banner forms. Prior to Banner Student Release 8.3, advisors only had access to the self-service options if a student was assigned to them as an advisee. This option was not feasible for Alamo Colleges.

Release 8.3 of Banner Student introduced additional flexibility for providing self-service access to advisors. Advisors need to be coded as advisors on Banner form SIAINST. However, it is no longer a requirement that the student be assigned to the advisor. Banner forms GTVSDAX and SOAFACS can be configured to allow advisors the ability to view information for any student using self-service.

Allow advisors the option of using Self-Service for Faculty and Advisors to view student data.

- Code all advisors as such on Banner form SIAINST – This process is already in place.
- Configure Banner forms GTVSDAX and SOAFACS to allow advisors access to the appropriate options in self-service.
- Activate self-service options for advisors that are not currently activated using webtailor.

Benefits

- Provides advisors with the option of viewing student data using Banner forms or self-service to provide just-in-time information about progress in developmental education or completion of specific courses.
- Data, particularly transcript data, is formatted in a more readable manner than data displayed through Banner forms.
Key Activities

- Code all advisors as such on Banner form SIAINST.
- Configure Banner forms GTVSDAX and SOAFACS to allow advisors access to the appropriate options in self-service.
- Activate advising options in Banner self-service.
- Test access and update info text as needed.
- Document functionality of self-service options available to advisors.
- Configure access in production and communicate availability to advisors.

Estimated Effort

- Code all advisors as such on Banner form SIAINST (Alamo already does this)
- Configure Banner forms GTVSDAX and SOAFACS to allow advisors access to the appropriate options in self-service (2 hours).
- Activate advising menus and options in Banner self-service (1 hour).
- Test access and update info text as needed (1 – 2 weeks).
- Create documentation for faculty and advisors (1 week).
- Configure access in production and communicate availability to advisors (1 day).

Cost Considerations

- Consulting support may be needed to define and implement a process (1 – 2 weeks).
14. Develop a student profile report for advisors

This recommendation addresses First and Continuing Semester requirement number 5 in the CAMS Requirements document.

All FTIC students are required to consult with an advisor. Advisors often find themselves accessing multiple forms in Banner during the advising process. A student profile report will provide a single place for advisors to view a complete academic picture of a student. We saw functionality that could potentially meet this need in the demonstration of GradesFirst. Advisors were able to select a student and view a variety of data on their advising screen.

The requirements document outlines the data that would be most helpful to advisors in a student profile report. Such a report could be developed in-house as either an option in self-service or a paper report. We recommend postponing any effort to develop such a report until advising software has been selected and configured. Baseline options available in Self-Service for Faculty and Advisors, recommended earlier, will also provide advisors with data in a more useful format.

Benefits

- Provides a single place for advisors to access the information they need to advise students.

Key Activities

- Identify and document any information gaps as the advising and early alert software is implemented.
- Evaluate information gaps and decide whether or not a student profile report is still required.
  - If necessary, the report will need to be defined and developed.
  - Develop documentation and provide training for faculty and advisors to utilize the tools available to assist in supporting students through the CAMS.
15. Develop tabs, groups, channels and targeted announcements for ACES portal

This recommendation supports First and Continuing Semester requirement number 2 in the CAMS Requirements document. It also supports Ongoing Touch Point requirements 1, 2, 3, 4 and 7.

Alamo Colleges uses SunGard’s Luminis product to provide a portal to faculty, staff and students. Luminis allows institutions to provide targeted information to the campus community based on individual interests and characteristics. The portal solution, ACES, is the official communication center of Alamo Colleges. Groups, channels and targeted announcements can be used to communicate more effectively with students.

Customized SQL statements can be used to populate groups appropriately. An example of this would be to create a Developmental Education group and populate the group using an SQL statement. Announcements can then be sent specifically targeted to DE students.

Luminis also allows tabs and channels to be created and published based on the courses a student is taking, groups the student belongs to or specific attributes (birth date, major, home college, etc.). Tabs are the folder tabs visible to a user when they log in to ACES. Channels are used to populate the tabs. A Student Support tab could provide students with links to time management tools, study habit tips, college support areas, student manuals and a glossary of terms.

Benefits

- Places emphasis on the ACES portal as the college information center (students’ home base).
  - Alamo Colleges will utilize existing software to accomplish goals of providing information and support to students.
- Allows important messages to be targeted appropriately and pushed to students as announcements.
• Provides students with easy access to important information.
  o Allows information to be categorized and presented in an organized manner
  o Places tools for academic success at the students’ fingertips.

<table>
<thead>
<tr>
<th>Key Activities</th>
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<tbody>
<tr>
<td>• Contact other institutions using the Luminis portal. Many institutions have been very creative in their Luminis implementation and are willing to share their code and methodology.</td>
</tr>
<tr>
<td>• Define groups based on data available in the Banner system. Targeted announcements can then be created and pushed to students who are included in a particular group.</td>
</tr>
</tbody>
</table>
  o Developmental Education Students
  o FTIC Students
  o Students with Unsatisfactory Academic Standing
| • Define new tabs and channels to present useful information and resources to students in a thoughtful manner. |
  o Student Support
  o Financial Resources
  o Adult Learner Resources
  o Developmental Education Resources
  o International Student Resources |
| • Use Luminis Announcements to communicate important dates, events and reminders. |

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<tr>
<th>Estimated Effort</th>
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<tr>
<td>• This will be an ongoing effort. Alamo Colleges use SunGard Higher Education’s Summit Conference, list services and user conferences as an opportunity to brainstorm and gather information regarding Luminis.</td>
</tr>
</tbody>
</table>
Cost Considerations

- Consultants with expertise in Luminis could provide valuable tools and direction for expanding the features and functionality of Luminis (2 – 4 weeks).
16. Enforce mandatory course requirement across colleges

This recommendation supports First and Continuing Semester requirement number 1 in the CAMS Requirements document. It also supports Alamo Colleges’ pledge to the board that students may not be added to a class once the class has met.

The SDEV course is required for FTIC students or any transfer student with less than 15 credits. Students complete their degree plans in this course. Some students attempt to avoid this requirement by dropping the course after classes have started. Some students who fail the SDEV course do not register to take it again the following semester. Approximately 30 – 40% of FTIC students are missed and enforcement is not consistent across colleges.

DegreeWorks, the degree audit software selected by Alamo Colleges, will also be available to faculty, advisors and students. Students will use DegreeWorks to create their degree plan. This software also provides students and advisors with the ability to perform interactive “what if” scenarios as part of their degree planning and analysis.

Our recommendation is to develop a process to activate a registration hold on students who have not successfully completed the SDEV course. The process should prompt for a term code. The logic should select all students with less than 15 credit hours earned. It should then check to see if the student is currently enrolled in an SDEV course, has an SDEV course in academic history with a grade of at least C or is registered to take an SDEV course in an upcoming term. The process should activate the student’s registration hold if the SDEV requirements are not met. Logic will need to be included in this process to accommodate any exceptions that may exist. This process should be run periodically throughout the semester so that the hold is activated when students drop the SDEV course. It is particularly important that this process be run before registration opens for an upcoming semester. The registration hold will force students to see an advisor before registering for classes.

Additionally, Alamo Colleges will need to develop a process to validate a student's completion of a degree plan. Students complete their degree plan in DegreeWorks. DegreeWorks currently
interfaces with Banner. Analysis should be performed on the interface to determine the feasibility of using the interface to validate a student’s completion of a degree plan.

A process is also needed to prevent students from adding a class once that class has met. This process should prompt for a term code. The process should select all sections having a maximum enrollment > 0 and a starting date and time <= the current date and time. The maximum enrollment for these sections should be set to zero, preventing students from adding the course to their schedule.

Alamo Colleges also requires DE students to take classes every fall and spring semester (continuous enrollment) until they meet the DE academic requirements. A report will be needed to identify any DE student who has not registered for the upcoming fall or spring semester. These students will need to be contacted and advised to register for classes.

**Benefits**

- Requirements are clearly defined and a process can be implemented quickly and consistently across colleges.
- Students who drop their SDEV course will have to see an advisor before they are allowed to register for classes.
- This process should significantly reduce the percentage of students who are now missed and never complete an SDEV course.

**Key Activities**

- Create and test a process to activate the registration hold using the logic described above.
- Schedule the process to run nightly.

**Estimated Effort**

- Create and test SDEV process (1 – 2 months)
• Create and test schedule update process (1 – 3 weeks)

Cost Considerations

• Consulting support to develop report specifications and create reports (1 – 2 months).

17. Enforce pre-requisite requirements across colleges

This recommendation supports First and Continuing Semester requirement number 2 in the CAMS Requirements document.

Many courses have pre-requisites that need to be met before a student is allowed to register for the course. The error checking configuration in Banner is coded to assume that a student will pass the pre-requisite course if they are currently enrolled in the course.

Students who do not successfully complete a course’s pre-requisite should not be allowed to remain registered for that course. Colleges use the Banner baseline report SFRRGAM to identify students who did not successfully complete pre-requisites that were in-progress at the time of registration.

Advisors have indicated that this listing is run too close to the start of classes. A very large list is provided to advisors and they do not have the resources available to review each problem student and advise them. This tight timeline is often unavoidable. SFRRGAM is only an effective tool after grades have been posted. Particularly in summer terms, there is very little time between the end of one session and the start of the next session. This process is also dependent on the timely submission of grades by faculty.

Our recommendation is to run SFRRGAM on a regular basis once grades have been processed for the term. The list will get smaller as the courses with pre-requisite errors are dropped from the students’ schedules. This will be helpful to advisors when there are a few weeks between terms.
Benefits

- Identify students who have not met pre-requisite requirements before classes begin.
- A course with unmet pre-requisites can be dropped from a student’s schedule before they start attending the class.
- Students will have time to adjust their schedule and register for the appropriate classes.

Key Activities

- Begin running SFRRGAM for an upcoming term once grades have been processed for the current term.
- Run SFRRGAM on a regular basis and distribute the list to the advising offices.
18. Drop students who do not attend the first week of class

This recommendation supports Alamo Colleges' pledge to the board that students who do not attend class at least once during the scheduled sessions of the first week of class will be dropped.

A process is currently in place allowing faculty to assign a grade to a student indicating the student should be withdrawn from a course. A report is generated for CSI and CSI withdraws the student from the class.

A similar process should be developed to drop students who do not attend the first week of class. CSI should use a unique RSTS code to reflect the fact that the student was dropped for not attending.

Benefits

- Students who do not attend the first week of class are removed from the roster.
- Students dropped after the first week of class can be identified by RSTS code.

Key Activities

- Use the current process for withdrawing students as a model to develop a process for dropping students who do not attend the first week of class.
  - Create a unique RSTS code
  - Allow faculty access to assign a grade indicating the student should be dropped
  - Develop a report to be used by CSI
- Communicate the policy and procedures clearly to faculty.
- Provide faculty with a contact for questions and clarification.

Estimated Effort

- Create and test process for dropping students (2 – 4 weeks)
• Document the process and communicate the information to faculty. (1 week)
19. Develop reports to calculate Texas momentum points

This recommendation supports First and Continuing Semester requirements 3 and 4 in the CAMS Requirements document. It also supports Ongoing Touch Point requirements 6 and 7.

Alamo Colleges will need to develop reports to calculate momentum points for state reporting. Exact specifications have not yet been provided for each momentum point.

Reports will need to be developed to identify and calculate momentum points for

- Successful completion of the first college level math course.
- Successful completion of the first college level English course.
- Successful completion of the developmental education series in math.
- Successful completion of the developmental education series in English.
- Successful completion of 15 semester hours.
- Successful completion of 30 semester hours.
- Earning a certificate of less than one year (workforce).
- Earning an associate degree.
- Transferring to a 4-year institution.
  - Develop reports

Cost Considerations

- Consulting support to develop report specifications and create reports (1 – 2 months).
Appendix A - Participants

A cross-functional team from Alamo Colleges was identified to complete the requirements definition. Participants included advisors, faculty, deans, IT staff, financial aid representatives and district employees.

<table>
<thead>
<tr>
<th>College / Division</th>
<th>Participant</th>
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| District          | Dr. Jo Carol Fabianke, Associate Vice-Chancellor for Academic Partnerships and Initiatives  
                   Roger Castro, District Director of Information Technology Services  
                   Dr. Lisa Alcorta, Director of Academic Student Success  
                   Jennifer Alvizo, Project Coordinator of Academic Student Success  
                   Carrie Tupa, Co-Director, Workbased English Solutions: Special Projects  
                   Westside Education and Training Center, Alamo Colleges  
                   Kenny Patterson, Client Services Manager |
| CSI               | Susan Espinoza, Associate Director, Center for Student Information  
                   Cindy Mendiola-Perez, Associate Vice Chancellor for Academic Partnerships |
| Northeast Lakeview College | Jennifer Riske, English Instructor  
                            Michael Ximenez, Coordinator Student Services Support-Retention |
| Northwest Vista College | Noe Ortiz, Director of Financial Aid  
                            James Searles, First Year Experience Team Lead Student Success  
                            Caroline Kuyumcuoglu, Coordinator of Developmental Learning Labs  
                            Debbie Gaitan, Director of Advising and Career Services  
                            Bryant Bonner, Director of Information and Communication Technology |
| Palo Alto College | Sonia Josso, Coordinator of the Welcome Advising Center  
                     David Amaya, Network Administrator / Engineer  
                     Eloisa Cordova, Education Support Specialist |
| St. Philip’s College | Dr. Ruben Izaguirre, Director of Student Support Services  
                        Christina Cortez, Student Success Team Leader  
                        Sarai LaBoy, Interim Coordinator of College Technology |
<p>| San Antonio College | Emma Mendiola, Interim Dean of Student Affairs |</p>
<table>
<thead>
<tr>
<th>Dr. Conrad Krueger, Dean of Arts and Sciences</th>
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<tr>
<td>Usha Venkat, Director of Technology Services</td>
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