Mt. San Antonio College Research Agenda: Student Centered Funding Formula

<mark>April 20, 2020</mark> (Note: <mark>Yellow</mark> highlights indicate latest changes)

In President's Cabinet notes, there are many projects that focus on **Student Centered Funding Formula (SCFF) —Continued Follow Up**:

A. **Tracking Students in Support Cohorts (Student Support Cohort System Workgroup**

On August 27, 2019, President's Cabinet was joined by the Student Support Cohort System Workgroup: Dale Vickers, Chief Technology Officer; Antonio Bangloy, Director of Enterprise Application Systems; Barbara McNeice-Stallard, Director of Research and Institutional Effectiveness; and Wook Kim, Professional Expert, Research & Institutional Effectiveness. Wook Kim led a discussion of design principles for the collection and analysis of data on students participating in support cohorts. The team will use EOPS as a pilot for the project. [Update: as of September 16, 2019, Audrey recommended we change from EOPS to Arise]

On November 26, 2019, Cabinet was joined by Dale Vickers, Chief Technology Officer, and Barbara McNeice Stallard, Director of Research and Institutional Effectiveness, to provide an update on the efforts of the **Student Support Cohort System Workgroup**. The update is attached. The purpose of the Student Support Cohort System Workgroup is to examine the needs of students from a holistic perspective while creating foundational data metrics that are typically collected across similar programs and/or services. Our goal remains the same based on our 1st meeting discussions - all areas should have a foundation of information being collected and each center should have custom sections too. All work should be funneled to a central repository so the College can review and track college-wide indicators of success. The beginning use of a casement management type process was evident in some areas (even with pictures of each student). Arise is the program of focus for the **Analytics** component noted below.

Overview: Since our last progress report in August 2019 to PC, the work has progressed as follows:

✓ **Meetings**: Meetings were held to allow deeper discussions and progress reports: Workgroup, Academic Support Centers Coordination Project, as well as Research and Institutional Effectiveness (RIE) and Information Technology (IT) Departments.
✓ **Program/Service Description**: Teams are being asked to validate information about their programs and centers: who they service, what types of services, where they host their data, and the metrics they want to collect now and in the future. A database of this information is being created.
✓ **Metrics**: Common metrics are being drafted and cross validated from Student Services, Academic Support Centers

Coordination Project, and the Student Equity Research meeting. These three groups were examining their common metrics separately. Now that they are being brought together, there are many common, common metrics of value to the College and programs/services. This process validated the work of the groups.

✓ **Analytics**: Big Data Analytics are progressing using Python as the analytical tool. The team is learning more about the software, metrics to put into the software, and the predictive nature of it. Agile (aka Sprint) method is being used to do quick Sprints (e.g., 2-3 weeks of work) and evaluate its outcomes. Analyses have yet to yield viable predictive analytics, but we still have ideas to try! The team is also exploring the new software program, EAB, for analytics and case management processes.

Big Data Conference: Members of the team (Barbara McNeice-Stallard, Lisa DiDonato, Jaime Rodriguez, and Wook Kim) attend the Big Data conference sponsored by the WASC Senior College and University Commission - *Putting Analytics to Work: Enhancing Institutional Productivity in the Age of Big Data*, January 14, 2019, Kellogg West Conference Center, Cal Poly Pomona. The conference allowed the team to learn of different views in Big Data and to leverage those ideas to this project. The team also learned how to use Qualtrics (survey software) in different manners.

Chris Schroeder, Darwin Macatiag, Antonio Bangloy, and Barbara McNeice-Stallard met to discuss the concepts of Big Data and the analytics that are available as students roam the campus. The likelihood of using those metrics for this project remains remote.

COVID-19 immediately halted our work and it will begin again in May, 2020. The work will focus on examining the EAB Navigate Analytics and continue with the Sprints to see if the Big Data analytics can produce results.

Academic Support Coordination Project Quarterly Report

On September 3, 2019, President's Cabinet was joined by Madelyn Arballo, Vice President for Continuing Education, and Meghan Chen, Dean of Library and Learning Resources, to present the **Academic Support Coordination Project Quarterly Report** (attached). Within the report, it states that, "Cohort Tracking Project. Barbara has assigned a researcher (Wook Kim) to this project who is going to reach out to several student services centers, the writing center, and ASAC as a starting point for designing an APEX template for tutoring centers. Currently, the idea is that one APEX template for student services and one APEX template for academic support will be developed by IT. Each center would be able to customize those templates further. A representative from the Academic Support Centers project needs to be present at these meetings." Barbara will work with John Cardenas on this project. Wook should be invited to future large group ASC meetings.

On November 6, 2019, as part of the Cohort work, Barbara McNeice-Stallard and Lisa DiDonato, in collaboration with John Cardenas, Rafael Delgado, and Lester Lawenko, led the Academic Support Team in common metric discussions. The audience reviewed the Workgroup's Cohort tracking project, re-engaged with their own description of their centers/programs, and began identifying their common metrics. Audrey Yamagata-Noji, Student Services showcased the work they are doing to examine how services students are using are being recorded and what other services and/or metrics they would like to be recorded. Lisa DiDonato also updated the group on the work RIE-IT are leading on predictive analytics using Arise data. Lisa DiDonato is now the assigned researcher to this project.

On December 10, 2019, President's Cabinet was joined by Madelyn Arballo, Associate Vice President of Continuing Education, and Meghan Chen, Dean of Library and Learning Resources, to provide the **Academic Support Coordination Quarterly Report.** Their next report out is 3/10/2020. **In their report, they noted that:**

The Tutoring Coordinators group held its semester meeting on 11-6-2019 during which Research and Institutional Effectiveness (RIE), presented an overview of the Cohort Tracking Project and how it involves the tutoring centers. The core of the presentation was by Dr. Yamagata-Noji, VP of Student Services, who shared Student Services data points and metrics which encompass quantitative and qualitative examples that made the conceptual very concrete and easy to grasp. She generously shared her vision and presentation slides with the group.

Each tutoring center whose representative was in attendance filled out a data matrix so that RIE would have common data for the next "sprint" of the Cohort Tracking Project. This next phase will enable the college to have a more complete understanding of the academic support programs and services students use as part of their Mt. SAC journey toward their educational goals.

Other notable outcomes/efforts include:

- ✓ In 2018-19, 51% of students used tutoring centers. If we increase our ability to record services used, this number should increase.
- ✓ 386 students used online tutoring via NetTutor, an online tutoring service provided through CVC-OEI, which represents a 40% increase in the number of users compared to 2017-18.
- ✓ All tutoring centers have been structurally supported by having faculty assigned as faculty of record and establishing student registration and data collection processes.
- ✓ A draft of a job description for Tutors is being created and will be vetted appropriately
- ✓ Progress is being made to have all academic support centers have PIEs
- ✓ On September 8, 2019, the second **Tutoring and Student Success Fair** was held. Some 22 different areas participated. The top 10 tables visited were: WIN (202 students), Writing Center (176), TERC (167), Library

(166), ASAC (143), MARC (133), Speech & Science (129), STEM (116), LLC (71), and EOPS/CalWORKS (62). Student feedback: 410 respondents (110 more students than the first fair), ***100% stated that they learned something new about our various tutoring services***. Additionally, ***408 said they are more likely to use our tutoring services because of attending the Tutoring and Student Success Fair***.

✓ Tutoring Center/Program Survey: The intent of the survey is to collect information regarding current practices in onboarding, ongoing training, and tutoring pedagogy; also asking centers to identify gaps and areas of support needed. Results will be released in early 2020.

✓ Canvas-Based Online Tutor Training Module: the team created a Canvas shell that houses a full breadth of potential topics that tutoring centers and programs can access once the module has been completed.

On April 7, 2020, President's Cabinet was joined by Meghan Chen, Dean of Library and Learning Resources, and Madelyn Arballo, Associate Vice President, School of Continuing Education, to provide a quarterly update on Academic Support Centers. The focus for the last three weeks has been getting the Academic Support Centers that already have a brand up and running with online tutoring, and services are set to begin this week. Student assistants have transitioned to short-term hourly employees, and are now able to start. They have been staggering start times of the Centers over the next two weeks to arm employees with the tools they need to provide services online. Staff have been working hard to figure out the deliveries and platforms to use; training is also being rolled out. Tutors and students can interact in the online discussion spaces. The regulatory requirement of "line of sight" (direct supervision of tutoring) has been established for every tutoring center except one. Madelyn reported that they are still looking for clarification on positive attendance in asynchronous processes as the platforms do not offer what we need for record keeping. Help is needed from instructional faculty to lead their students to the virtual tutoring centers. The following centers have established processes to deliver online learning support:

• Accessibility Resource Centers for Students (ACCESS)
• Academic Support and Achievement Center (ASAC)
• Art Design Lab
• EOPS/CalWORKs
• Language Learning Lab (LLC)
• Math Activities Resource Center (MARC)
• Speech and Sign Success Center (SSSC)
• STEM
• Tech Ed Resource Center (TERC)
• Writing Center (WC)
• WIN

==Next report as needed.==

B. **Noncredit Support of SCFF & Multiple Measures**

On June 25, 2019, President's Cabinet was joined by Madelyn Arballo, Associate Vice President of Continuing Education, and Tami Pearson, Dean of Continuing Education and Workforce Development, to provide the scheduled report on Noncredit Support of SCFF & Multiple Measures Placement following AB 705 (attached).

On October 8, 2019, President's Cabinet was joined by Madelyn Arballo, Associate Vice President of Continuing Education; Tami Pearson, Dean of Continuing Education and Workforce Development; and Shannon Rider, Special Projects Manager, who presented a scheduled report (attached) on **Noncredit Support of the Student Centered Funding Formula and Multiple Measures** placement. The report is the continuing update on five SCFF research questions. Key observations:

1. Converted all but 2 noncredit labs to collecting full FTES apportionment.
2. Implemented an online registration process through Banner Self-Service for 4 tutoring labs
3. Mt. SAC now the largest noncredit FTES program in the state: 7,936.01 FTES, 32% growth since 2014-15.
4. Fastest growth since 2016-17 is in VESL Career Paths, 246.9%, and Short-term Vocational, 202.1%.
5. Mt. SAC Adult Basic Education connected with PACT (Parole and Community Team), attends monthly meetings, and a few previously incarcerated signed up to earn diplomas or gain skills.
6. Adult Secondary Credit Transitions 2017-18 to 2018-19 totaled 99 of 606 or 16%.
7. Overall, 2055 of 8556 (24%) noncredit students transitioned to credit from 2015-16 to Spring 2019.
8. 5114 students attained a CDCP Certificate from Summer 2016 to Summer 2019: 2747 Asian, 1742 Latinx.
9. Discussions began with Pomona, Bonita, and Rowland on Mt. SAC offering CTE courses on high school campuses.
10. In 2017-18 of 13,372 high school students taking noncredit a-g courses 1810 (14%) took credit courses at Mt. SAC with an 80% pass rate.
11. Two courses on basic math and English were developed for AIME—Academic Intervention in Math and English.
12. 113 students took an AIME English course in 2018-19, 59% subsequently enrolled in English 1A, and 72% passed.
13. Articulated with 25 noncredit mirrored Short Term Vocational courses with 21 students earning CTE credit.
14. Staff from SCE STV co-locate at Pomona AJCC. Staff from the AJCC reciprocate and co-locate at Mt. SAC.

==January 14, 2020: President's Cabinet was joined by Madelyn Arballo, Associate Vice President for the School of Continuing Education; Shannon Rider, Manager, Strong Workforce Program; and Tami Pearson, Dean of Continuing Education and Workforce Development, to present the quarterly progress report (attached) on the Noncredit Support of SCFF & Multiple Measures Project.==

==Next report out is 5/4/2020.==

C. **Implementing SCFF Research Agenda and Data Reporting/Analytics**

See table below for update as of September 17, 2019. Information on the June 18, 2019 President's Cabinet meeting went as follows:

President's Cabinet was joined by Barbara McNeice-Stallard, Director of Research and Institutional Effectiveness, who presented an update (attached) on the Student Centered Funding Formula Research Agenda and Data Reporting/Analytics. Cabinet discussed the report and suggested changes that are reflected in the attached document which was revised before posting. Cabinet agreed that Barbara and Bill will follow up with local K-12 districts to assure that they are fully participating in CalPASS-Plus in a timely fashion.

President's Cabinet was joined by Barbara McNeice-Stallard, Director of Research and Institutional Effectiveness, who presented this update on the **Student Centered Funding Formula Research Agenda and Data Reporting/Analytics**. Members of Cabinet (Bill, Audrey) and Madelyn Arballo, Dale Vickers, and Barbara presented twice on Mt. SAC's SCFF work – CCLC conference and a webinar for the RP Group. Both sessions allowed the field to understand the leadership nuances of the Mt. SAC work and how the College is joining together to improve its efforts for student success.

See table below for update on all projects as of April 20, 2020.

Next report out is July/August.

D. **CalPASS-PLUS follow up for K-12 full participation**

On June 18, 2019, President's Cabinet agreed that Barbara and Bill will follow up with local K-12 districts to assure that they are fully participating in CalPASS-Plus in a timely fashion.

Over the past few months, staff from Research (Maria Tsai) and IT (Antonio Bangloy, Chuong Tran, Dale Vickers, Barbara McNeice-Stallard) began meeting with the California Community Colleges Technology Center (John Hadden, Michael Rajkumar, Monica Zalaket, Jennifer Coleman) to determine if data we currently ask for in the AQ is elsewhere in the labyrinths of data available at the Chancellor's Office.

By December 11, 2019, the team determined that a small percentage is currently accessible and more might be possible in the future. Work is continuing. Per John Hadden's email of December 12, 2019, he noted the following:

"Analysis:
- *AQ Currently uses 65 fields (a combination of input and output fields)*
- *MMPS can currently deliver data for 3 of those fields*
- *Given our access to verified data, when available, MMPS could provide data for an additional **27 fields** for a total of 30 fields that could serve as input into the AQ.*

Some caveats:
- *MMPS does not have verified data for all students*
- *No verified data is available for out of state students*
- *MMPS's ability to provide verified data for all fields is closely tied to the data source. For example, CCGI has access to in-progress data where other data sources may/do not.*
- *Recommendations based on self-reported data will not provide most of the input data that would be available when verified data is available.*

As I mentioned during the meeting yesterday, adding the additional fields will require approval and then prioritization on the MMPS roadmap, I'm unable to provide any type of timeline for when we would be able to incorporate the additional data elements. I will work with the Chancellor's Office on this request."

April 16, 2020: Currently, we have your request in our backlog. We continue to collaborate with the Chancellor's Office on the prioritization of features and requests for enhancements. However, your request has not yet been approved for moving into our development cycles. I wish I had better news, or that I could provide a timeline for when we would start the work. I will keep you posted when the status of that changes.

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Next report out is July/August.

E. Auto Award/Near Completion/Selection of Major

On August 13, 2019, Cabinet was joined by George Bradshaw, Dean of Enrollment Management; Francisco Dorame, Dean of Counseling; and Dale Vickers, Chief Technology Officer; to report on Auto Award of Degrees and Degree Completion. Using the Degree Works Degree Audit function combined with several prescreening criteria, the team has identified students who were qualified to earn a degree or certificate but did not petition to do so. Through "Award Pending" letters (attached), qualifying students are informed that they are eligible for the awards. They are asked to respond within two weeks if they do not wish to receive the award. For those not responding, follow up phone calls and emails are made by A&R staff. There were 967 auto-award degrees awarded last year. Cabinet also discussed the Completion Center (presentation attached) and the number of degrees and certificates awarded through this process.

On December 3, 2019, Cabinet was joined by George Bradshaw, Dean of Enrollment Management; Francisco Dorame, Dean of Counseling; Dale Vickers, Chief Technology Officer; Antonio Bangloy, Director of Enterprise Applications Systems; and Allen Castillo, Senior Systems Analyst/Programmer. The team provided a visual presentation of progress on the Auto Award/Near Completion project. The presentation featured Argos reports showing currently enrolled students who are close to completing an associate degree—cuts are shown for 85%, 85-90%, and 90-95% completion of courses needed for the student's declared major. The data is based on extracts from DegreeWorks (MAP or Mountie Academic Plan-link) using the Degree Audit feature of DegreeWorks. The reports are available only to counselors who use this information when meeting with students and planning their course schedules to achieve completion of the degree. Additionally, the Argos reports show related degrees that students are close to completing—also useful information for the counseling sessions.

Completion Center

Based on PC feedback 9/17/2019, Lisa is now meeting with the Completion Center (Francisco Dorame) to understand their work further and to provide more demographics of the students. Information Technology is piloting a system to allow Counsellors to view which degrees, certificates students could get if they took a few more courses.

Next report out is (5/12/2020)

F. Auto Award counselor-aided student assent system (Audrey, George, Francisco, Dale)

Report out combined with above.

G. EAB Navigate Schedule Building & Data Analytics

On August 20, 2019, Cabinet was joined by the Student Support Workgroup (Dale Vickers, Chief Technology Officer; Antonio Bangloy, Director of Enterprise Application Systems; George Bradshaw, Dean of Enrollment Management; Francisco Dorame,

Dean of Counseling, and Monica Cantu-Chan, Director of IT Project Implementation, to discuss the implementation of EAB Navigate for 1) student semester schedule building from their education plan, 2) students utilizing one touch registration from that schedule, and 3) data analytics from the student registrations to inform instructional class scheduling. The full EAB Team is listed on the attachment. Mt. SAC's EAB team will meet with representatives from EAB on August 29th. The agenda for this Project Launch Onsite visit is attached. The lead person from the company will be on campus the day before the meeting as a "secret shopper" to experience our student's interaction with the educational planning, schedule building, and registration process, and he will meet with Audrey as preparation for the team meeting.

On November 19, 2019, Cabinet was joined by Francisco Dorame, Dale Vickers. Tom Mauch, Antonio Bangloy, and Monica Cantu-Chan for an update (attached) on the EAB Navigate Schedule Building & Data Analytics project. Cabinet was pleased that significant progress continues. An example of the progress include the status of the Academic Planning:
- 100% completion for Certificates (including data entry validation)
- 100% completion for AA, AS and AS-T degrees
- Counseling validation of Academic Plans to begin November 25, with an estimated completion date of December 20.

On February 18, 2020, President's Cabinet was joined by Francisco Dorame, Dean of Counseling; George Bradshaw, Dean of Enrollment Management; Antonio Bangloy, Director of Enterprise Applications Systems; Monica Cantu-Chan, Director, IT Project Implementation; and Caron Gomes, Systems Analyst, Counseling, to provide an update on implementation of EAB Navigate software for student intake, communication, class schedule building, and one-click registration. Progress is moving forward with several key benchmarks that must be met to begin an anticipated pilot this summer.

Next report out is 5/19/2020.

H. **Increasing Financial Aid Awards: ProVerify software and Case Management**

On July 23, 2019, Cabinet was joined by Dale Vickers, Chief Technology Officer, Antonio Bangloy, Director, Enterprise Application Systems, and Chau Dao, Director, Financial Aid to provide an update on increasing financial aid awards (Financial Aid Completion Plan).

On August 20, 2019, President's Cabinet was joined by Chau Dao, Financial Aid Director. Dr. Dao provided a comparison (attached) of the first financial disbursement for Fall 2018 versus Fall 2019. Great news! The number of students receiving aid is up from 4,478 to 6,679 and the aid is up from $1,853,707 to $2,791,333.

Barbara will work with FA to provide data on impact of their in reach & outreach work.

On October 1, 2019, Cabinet received information that the second 2019-20 Pell Disbursement report (attached) as of September 12 shows 8,040 Pell Grant recipients up from 5,699 at the same period a year ago. Wow! Great work by our Financial Aid team.

On November 19, 2019, Cabinet received information that the latest data on Financial Aid Processing (attached) shows remarkable progress from recent innovations: As of mid-November, 54% of Financial Aid files were complete and verified for 2018-2019 and 76% are complete and verified for 2019-2020. This means 1,880 more Pell Grants and $1,484,790 more grant dollars to students

In the November, 2019 CCLC Presentation it is clear that the work with ProVerify and other aspects of the Financial Aid Office's work to improve efficiencies are having a tremendous impact:

- Financial Aid Awarded
  - Fall 2018: only 54% of submitted FAFSAs had been awarded
  - Fall 2019: 76% of submitted FAFSAs have been awarded
- Fall 2019: instituted Financial Aid Lab for direct application assistance
- Pell
  - 1,880 more students awarded Pell for October 2019 over October 2018 ($1.485M)
  - 2018-19 = 16,496 Pell awards for entire year
  - 2019-20 = 16,972 Pell awards YTD
- **ProVerify** (third party vendor)

  - Enables students to complete IRS verification online

  - Enables parents to submit verification documentation electronically (DocuSign)

  - Enables students to track their progress and understand what still needs to be done

  - Enables staff to readily see students' status

Next report out is as needed.

Educating the College on SCFF

President's Cabinet is also educating the College on the ever changing nuances of the SCFF and taking action to protect the District budget accordingly:

- On June 4, 2019…
  - President's Cabinet discussed how this Mt. SAC SCFF Research Agenda will be presented at the Community College League of California in November, 2019. Bill, Audrey, Dale, and Barbara will demonstrate how *Institutional Practices to Increase Student Centered Formula Performance Outcomes* are being accomplished at the college. The session will focus on the Student Centered Funding Formula and how it has shifted college income basis from enrollment to a blend of enrollment, financial aid awards, and student outcome performance. The presenters will talk about implementing a research, planning, budgeting, and action agenda to improve overall college funding while staying true to the college mission.
- On June 11, 2019…
  - The Budget Conference Committee has concluded its work (attached) including the following actions:
    - Changes to the Student Centered Funding Formula:
      - Cap the student success allocation at 10% of the total formula allocation
      - Clarify that for 2018-19, transfer data is based on publicly available information
      - Starting in 2019-20, transfer data is based on recently enrolled students
      - Implement a three-year rolling average for the student success metrics
      - Implement an unduplicated count for the highest award obtained
  - Cabinet also discussed the negative impacts on Mt. SAC's allocations through the Student Centered Funding Formula (attached) including:
    1. no funding for the $5,147,484 earned at 2018-19 P1;
    2. cut of $1,902,468 in the "constrained" 2018-19 P1 due to lack of SCFF funding, and
    3. cut of $1,293,937 for 2018-19 and ongoing due to Chancellor's Office error in miscounting transfer students
  - Cabinet discussed actions to maintain a sustainable balanced budget under the uncertain future of the Student Centered Funding Formula. In particular, decisions that increase the compensation of employees based on reclassification and/or reorganization was identified as needing to be accompanied by a commitment for additional ongoing funding for such changes. The following process was approved.
    - Reclassifications that result in additional ongoing costs will require approval of funding through the New Resource Allocation process.
    - Changes in job descriptions that include range changes will continue to require Board approval but will not be implemented until a New Resource Allocation is approved for the additional ongoing funding.
    - Request to Fill forms will be signed by Fiscal Services only when all compensation is fully funded.

- On June 25, 2019…
  - The Community College League of California has produced a summary (attached) of Student Centered Funding Formula "Factors and Rates [from the] May Revise 2019-20 Budget." These are the point values that drive college unrestricted general funds through the SCFF each year.
  - Given the complexities that have emerged in implementation of the Student Centered Funding Formula, particularly this year, Bill has written "Budgeting in the Era of the Student Centered Funding Formula" (attached) in an effort to produce a comprehensive but understandable narrative about how SCFF has drastically changed not just the formula by which we receive funds but also the way Mt. SAC carries out our budget building process.
- On August 13, 2019…
  - The Chancellor's Office 2019-20 Memo on the July Advance Principal Apportionment (attached). The memo describes the three changes enacted this year in the budget act for 2019-20, AB 74 (link) that apply to the "success metrics" 10% of the SCFF formula:
    - Three-year averages of each of the measures are used in the allocation.
    - Only the highest of all awards are counted for the year and only if the student was enrolled in the district in the year the award was granted.
    - It amends the definition of a successful transfer. Under the definition that will be used beginning with the 2019-20 apportionment, "a student must have completed 12 or more units in the district, exited the CCC system in the following year, and be enrolled in a four-year university in that year of exit."
- On August 27, 2019…
  - At the Budget Workshops in July, the Chancellor's Office presentation (attached) announced that:
    - SCFF rates will be recalculated for 2019-20 so that the funds are distributed 70% base (enrollment), 20% equity (financial aid), and 10% student success. (See page 24 of the attachment.)
    - As shared in last week's Cabinet notes, new changes in the formula for 2019-20 include that
      - only the highest award earned in the same year will be counted,
      - the success/completion metrics will be averaged over the last three years, and
      - a transfer student is now defined as taking 12 units at the college during the year prior to transfer.
    - Timeline for the 2019-20 fiscal year "recalculation" mentioned in the first bullet will be P1 for base FTES (data through fall 2019 semester) and a final date of January 14, 2020 for supplemental (financial aid) and success/completion data reported "for apportionment purposes" (page 30) through MIS submission.
    - By recalculating the SCFF metric dollar values after January 14th, districts will not know the input dollar values on SCFF performance and will this not know the actual SCFF apportionment for 2019-20 until recalculation.
    - The Chancellor's Office distributed 2019-20 Advance Exhibit R (attached) instead of Exhibit C which would have had the specifics of the SCFF allocations elements for each district—now not known until next year. Districts will thus now get as an "advance apportionment" which is the "hold harmless" minimum revenue or the "constrained" 2018-19 P2

apportionment (called "Total Computational Revenue" TCR).

- ▪ Mt. SAC's 2018-19 P2 was $187,627,396 just slightly above our hold harmless value of $187,112,691.
- ▪ And more changes are on the way. See pages 37, 38 and 39 of the attachment.
- ▪ Given the uncertainty of the apportionment of 2019-20, Cabinet is recommending that the Mt. SAC 2019-20 budget assume an unrestricted general fund revenue of the hold harmless minimum revenue guarantee.
  - o The SCFF Faculty Flex Day presentation is attached. Included are details on the 2018-19 SCFF allocations mess throughout the year—from Advance (July 18) to first P1 (March 19) to second P1 (April 19) to P2 (June 19) and including legislative action for 2019-20. Also described are the impacts on Mt. SAC budgeting practices as they were under FTES funding to now under Student Centered Funding Formula.
- • On November 22, 2019 the Mt. SAC group (Bill, Audrey, Madelyn, Dale, and Barbara) presented at the Community College League for California on the College's work on SCFF as noted above (see June 4, 2019). The room was packed beyond capacity (more chairs had to be brought in) and the audience asked deep, thoughtful questions about how we do our work, how we work together, where we get the resources to do the work, how much the software costs, and how the leadership work all came together. It is clear that the College's work on SCFF is what other colleges may wish to do also and to do so they would need strong alliances and trust across their campus.
- • On December 9, 2019 the Mt. SAC group (Bill, Audrey, Madelyn, Dale, and Barbara) presented this same work via a webinar for the Research and Planning (RP) Group for California Community Colleges. Over 90 logins were in use throughout the session. Different types of questions were asked than at the CCLC session such as details regarding why our math placement levels were not as dramatic as the English levels (because English started earlier – math will catch up). They also wanted to know more about the implications of giving students awards that they'd earned, but not applied for.
- • On January 14, 2020, President's Cabinet discussed the Student Centered Funding Formula (SCFF) Oversight Committee of the Chancellor's Office. The Committee make their Priority One Recommendations to:
  - o Include first-generation students in the funding formula, and
  - o Define first-generation students as those for whom neither parent has a bachelor degree.
- • On February 25, 2020, President's Cabinet discussed the P1 Rebenched 2019-20 SCFF allocation to Mt. SAC. The Chancellor's Office Schedule C was also discussed. Note that the increase in this year's funding is from a base of $187,483,410 to $197,283,690 in a total computational revenue. However, due to a state property tax shortfall which currently stands at $330M, the Chancellor's Office has imposed a deficit factor of 3.6897% which is reflected in the attached Schedule C and lowers our current allocation to $190,004,430, which is $2.521M above the adopted budget for 2019-20. However, in past years, the property tax shortfall has been substantially resolved by the end of the fiscal year. Morris reported that the SCFF allocation will be rebenched at P2 and Exhibit C revised by late June. As a result, Cabinet delayed consideration of several 2019-20 requested items until the New Resource Allocation consideration at the first Cabinet meeting in July.
- • On March 3, 2020, President's Cabinet reviewed the Chancellor's Office memo on SCFF 2019-20 P1 Rebenching and 2018-19 Recalculation along with the Exhibit C 2019-20 allocation for Mt. SAC and for all CCC districts.
- • Other Funding Education:

- o On March 3, 2020, President's Cabinet reviewed a memo from the Chancellor's Office on AB 806 which grants permanent extension of priority enrollment to homeless and formerly homeless students.
- o On March 3, 2020, President's Cabinet reviewed a memo from the Chancellor's Office on AB 943. The bill allows colleges to use Student Equity and Achievement Program (SEAP) funds to provide emergency financial assistance to eligible students to overcome unforeseen financial challenges that would directly impact a student's ability to persist in the student's course of study.
- o On April 7, 2020, President's Cabinet reviewed CCLC's analysis of the CARES Act. Of the $2.2 trillion in funding, $30 billion is targeted for education with $13.5 billion for K-12 and $14.25 billion for higher education. Discernment to colleges and universities will be based 75% on Pell Grant FTES and 25% on other FTES. $1 billion is reserved for Minority Serving Institutions. Of the higher ed allocations, roughly half will go to students (regardless of financial aid status) for direct emergency aid and the remaining to the institutions for COVID-19 fiscal impact going forward (from the date either of receipt of funds or of action on the CARES Act). All funding is one time.

Research Agenda

The following is an update on the status of **C. Implementing SCFF Research Agenda and Data Reporting/Analytics (Barbara, 6/18)**. These are projects prioritized for action to impact student success. These projects, while focused on the Student Centered Funding Formula, are certainly helping students with their Guided Pathways to Success (GPS). There is somewhat of an overlap between these projects and the SCFF-Continued Follow-up projects listed above.

Priority	Topic	Questions	Lead(s)	Completed
	A. Completion Data			
2	**Degrees and Certificates**	**What are the stumbling blocks to completion?**	**Instruction, RIE**	**ongoing**
Notes/reporting				

Multiple places where there students could use more assistance. We first need to know what our business operations are.

Group #1 of the Pathways Workgroup oversees Research, Integrated Planning, and Collaborative Inquiry. They worked with many across campus to build a visual display of What needs to happen for students to earn degree or certificate or to transfer? This work included faculty, staff, and managers from areas such as Counseling, Admissions and Records, High School Outreach, Research and Institutional Effectiveness, School of Continuing Education, and more. Each area provided analyses of the Strengths, Weaknesses, Opportunities, and Threats (SWOT). Based on this work, losses on the pipeline from admission to completion were found and some already are fixed. For example, students who wished to graduate had to go to Admissions and Records to complete a paper form. There is now a process for issuing awards that aligns with College and Financial Aid policies and does no hard to students.

Second, we need to know more about students' perspectives. In Summer 2019, Research Department worked with Richard Myers, English to conduct one pilot study with evening credit students. The study allowed students to draw their Guided Pathways to Success experiences. These 22 flipchart drawings, some might call *participatory diagramming or graphic elicitation*, are allowing us to see where students are being well supported and where they see roadblocks. Student Intern, John Phu from Cal State LA is helping to make sense of it along with Marcell Gilmore, Research. The Research Office will conduct more studies in fall 2019 with noncredit and day-time credit students to gather students' input. Suggested classes and people to help with the data collection and analyses are requested.

In fall 2019, RIE gathered more posters from different students: English 1C, ESL, Psychology. This work is being transformed by Studio 13. More to come post-COVID-19.

On July 23, 2019, Audrey reported that the Completion Center is open in 9G under the direction of Francisco Dorame. Staffing is hired and counselors have been assigned. Staff is working on a plan to ensure students are aware of completion requirements. Per the August 13, 2019

Priority	Topic	Questions	Lead(s)	Completed
PC presentation on the Completion Center (Counseling and Student Records) there continues to be some excellent work calling students who are close to completing their majors. See Section E above for update (page8). George Bradshaw gives a Pod Cast on the process for obtaining an award. Timeline: Fall 2019
1	Degrees and Certificates	Where are the losses on the pipeline from admission to completion?	RIE, Instruction	ongoing
Notes/reporting				
Same as above.
2	Degrees and Certificates	What impact does academic support (tutoring, SI, etc.) have on reducing these losses?	RIE, Instruction	ongoing
Notes/reporting				
At the beginning of this document, there is an outline of work done on the SCFF-Continued Follow-Up project A. Tracking Students in Support Cohorts (Student Support Workgroup). The Cohort Project will allow the College to combine students' usage of programs/services across the College. It is important to measure many aspects of student success such as learning styles and affective domain (e.g., well-being) that help the student be able to achieve their outcomes (degrees). The Academic Support Services provide many of these services to the students. An academic referral to Counseling may require academic and person counseling. Research Department conducted a few interviews in summer 2019 to better understand operations and services. It is time for action. Barbara will meet with John Cardenas to review the Academic and Student Support Services programs work in capturing students' use of their programs. Barbara, Antonio, and Wook Kim along with Lisa DiDonato will be using Arise program as the pilot for this work as opposed to EOPS. Wook continues to work with IT to examine the technology they are using to record students' use of services. IT and Research will continue their conversations about the technology platforms being used. See Section A for update (page 1). Timeline: Summer/Fall 2019
3	Degrees and Certificates	How many local certificates do we have that are below 16 units?	RIE, Instruction	Done
Notes/reporting				
Datamart Report provided input on the number that were being awarded.

Priority	Topic	Questions	Lead(s)	Completed
3	**Degrees and Certificates**	**Which programs have low numbers of students completing?**	**RIE, Instruction**	**Done**
Notes/reporting				
Our program review, Planning for Institutional Effectiveness (PIE), allows programs to see all award data across the College. Programs discuss the data and actions needed. As per the above introduction, a new tool, developed by consultant Ganesh Nathan, the Degree Completion Analytics Dashboard (sample report attached) is capable of deriving the number of students who are 80%, 90%, and 95% complete with a degree or certificate. The dashboard displays a Division Summary, a Courses Remaining Report (for each student giving courses needed to finish their declared major), and an Eligible Degrees Report (with other degrees for which a student is near completion).				
2	**Transfers**	**How many transfers does each program produce?**	**RIE**	**ongoing**
Notes/reporting				
When students obtain a certificate and/or degree, the Research team can send their information to the National Student Clearinghouse to secure their transfer status (e.g., program of study, degree conferred). Some programs would expect their students to transfer, while others would not. For students without a program award, Research Department will need to work with IT to determine which students appear to be taking courses related to which program of study using MAP (aka Degree Works). Timeline: Summer/Fall 2019				
3	**Transfers**	**What is the status of our CalPASS+ agreements?**	**RIE, Dual Enrollment, High School Outreach**	**ongoing**
Notes/reporting				
Mt. SAC has been a CalPASS+ Member for at least the last 10 years. The High Schools that we work with are not all in CalPASS+ and those who are part of the Data Co-Op do not consistently submit their data. This makes data-driven decision making difficult. Barbara and Bill will work together on this project. Report might include: ✓ # of USD (and high schools) with MOU ✓ # with data submissions & consistency ✓ What important to USD? Improves students' placement into English and Math using more granular data. In Fall 2019, Dr. Scoggins began work with the others to discuss the need for more systematic high school data. Communications began with John Hadad jhadad@ccctechcenter.org from the Tech Center (jhadad@ccctechcenter.org) and Tim Calhoon tcalhoon@ccctechcenter.org too. CCGI is minimal. Andy Newman <anewman@ccctechcenter.org>is the lead for the Tech Center's Enabling Services team that can assist in				

Priority	Topic	Questions	Lead(s)	Completed

getting us setup to receive the K-12 data. Colleges would be able to access this data for their local implementation of AB 705 if they are not using the CCCApply approach.

The Chancellor's Office is developing Memorandum of Understandings (MOUs) with the Dept of Education with other educational sectors for data exchange. They do have agreement with CDE, but the information was receive in a format difficult to use. Chancellor's Office is developing a version of CCCApply that allows HS data and it has a backend that connects to CalPASS, CGI (state tested and it does not work for California), and CalPADS.

Since September, 2019, staff from Research (Maria Tsai) and IT (Antonio Bangloy, Chuong Tran, Dale Vickers, Barbara McNeice-Stallard) began meeting with the California Community Colleges Technology Center (John Hadden, Michael Rajkumar, Monica Zalaket, Jennifer Coleman) to determine if data we currently ask for in the AQ is elsewhere in the labyrinths of data available at the Chancellor's Office. On December 11, 2019, the team determined that a small percentage is currently accessible and more might be possible in the future. Work is continuing. Per John Hadden's email of December 12, 2019, he provided:

> *"a summary of our findings below, along with some relevant exceptions/limitations based on the availability of verified data.*

> *Analysis:*
> - *AQ Currently uses 65 fields (a combination of input and output fields)*
> - *MMPS can currently deliver data for 3 of those fields*
> - *Given our access to verified data, when available, MMPS could provide data for an additional 27 fields for a total of 30 fields that could serve as input into the AQ.*

> *Some caveats:*
> - *MMPS does not have verified data for all students*
> - *No verified data is available for out of state students*
> - *MMPS's ability to provide verified data for all fields is closely tied to the data source. For example, CCGI has access to in-progress data where other data sources may/do not.*
> - *Recommendations based on self-reported data will not provide most of the input data that would be available when verified data is available.*

Priority	Topic	Questions	Lead(s)	Completed
		As I mentioned during the meeting yesterday, adding the additional fields will require approval and then prioritization on the MMPS roadmap, I'm unable to provide any type of timeline for when we would be able to incorporate the additional data elements. I will work with the Chancellor's Office on this request." April 16, 2020: Currently, we *have* your request in our backlog. We continue to collaborate with the Chancellor's Office on the prioritization of features and requests for enhancements. However, your request has not yet been approved for moving into our development cycles. I wish I had better news, or that I could provide a timeline for when we would start the work. I will keep you posted when the status of that changes. John Hadad | Product Manager Multiple Measures Initiative (MMI) Central Administrator Project (CAP) California Community Colleges Technology Center (CCCTC) jhadad@ccctechcenter.org office: 530-413-8583 Timeline: post-COVID-19		
3	Transfers	Do we have state data on UC and CSU transfers by TOP code?	RIE	ongoing
Notes/reporting				

There is an Assembly Bill in Legislature that would establish a statewide-integrated database with longitudinal data. It could be used for research purposes only with security protections. Another Assembly Bill that would establish an oversite CPEC-type body that would own it (as an independent body). Would all institutions want to cooperate? Threatens the independent of the UC system to share data. AB 1306 (Obernolte) Creates the California Cybersecurity Integration Center IC). (UC Named) It appears to not be supported.

There is an interest in the Chancellor's Office to have granular data with respect to the metrics used for special programs:
o How are you using the money?
o Which students are receiving the money and benefiting from it (e.g., equity, fairness, best practices).

Transfer data from National Student Clearinghouse shows us the students' major. Need to find UC/CSU data by TOP Code.

Timeline: Post-COVID-19

| 1 | Counseling | What is it about the | Counseling | Ongoing |

Priority	Topic	Questions	Lead(s)	Completed
	Case Management	**student/counselor interaction should be analyzed for impact on success?**		

Notes/reporting
Per Francisco Dorame (6/18/2019), a systematic process for allowing Counseling Interns at Mt. SAC was created in 2017-18. This process allows Counseling Department to improve upon our abilities to offer internships. In the past, internship requests would be received on an individual basis. The following creates a systematic process for tracking and monitoring the interns. This makes it more purposeful: (1) how we vet the interns, (2) how we give priority to students who needed hours to complete their graduate program, and (3) how we evaluate our internship process. The following is an overview of the three types of internships offered: 1. Counseling Interns (traditional): Unpaid volunteers who complete the Interest Form. Set number of hours per graduate school requirement. Primary role is to shadow a Counselor (appointments, workshops, meetings, classrooms) to secure the first-hand experience. Also, the Counseling Interns will get some level of experience to engage in a counseling session so that the Counselor can provide them with feedback. Have 6-8 Counseling Interns per semester. Counseling Interns must provide a report to their graduate program. They come from many colleges including U of La Verne, LB State, APU, Cal State San Bernardino, etc. At Mt. SAC, many other employees are also part of the process of helping the Counselling Interns. This is a non-paid position because they have to secure a number of hours for their graduate program. Based on the number of hours required for each graduate program, we ask them to do some of those hours for Mt. SAC during one semester, typically (about 250 hours). They must complete an Interest Form to demonstrate their reasons for approaching Mt. SAC, their expertise, and their desired learning.   2. Counseling Students close to their degree or just completed their degree: Paid and processed as Professional Experts or more frequently as Hourly Staff. For example, we have 4 interns working on STEP program. They are recruiting students (outreach, call, and information sessions) as part of the onboarding process. Work with Instruction to build the workshop schedules within STEP. Assuring students are successfully completing Edu Plans and registration. We have similarly placed an hourly staff to work in the Completion Center. Tend to work based on the hours needed for each project. They must complete an Interest Form to demonstrate their reasons for approaching Mt. SAC, their expertise, and their desired learning.   3. Blended from above: Unpaid volunteers who complete the Interest Form. Work on a specific project. These are short-term projects (workshops, panelists). Bridge program asks them to do a specific program on Health and Wellness and another one on Study Skills. These interns already have some tangible experience. Another area where they provide assistant is in Career and Transfer Services. This blended Internship approach allows for opportunities for them to showcase their skills so they can build more experience in higher education. It is about matching their expertise with the College needs so that they are provided experience and the College is provided expertise. Tend to work based on the hours needed for each project and related to the needs for their graduate internship, if relevant. They must complete an Interest Form to demonstrate their reasons for approaching Mt. SAC, their expertise, and their desired learning.

Priority	Topic	Questions	Lead(s)	Completed
In summary, the above opportunities allow the College to provide internships for about 15 to 16 interns per semester. This is an excellent service to the Community and to the discipline of Counseling. This may overlap with the SCFF-Continued Follow-Up project A. Tracking Students in Support Cohorts (Student Support Workgroup) as it relates to well-being.				
3	Counseling Case Management	What factors trigger students when they need extensive discussion with counselors?	Counseling	ongoing
Notes/reporting				
Added counselor case management system by using Degree Works and ability for counseling professionals to act as a team (note fields to update next counselor). Phase 2 for future: Success Centers and Support Cohorts that are not active members of the case management system. We need to identify and collect information about them. A counsellor would like to know if students are going to DREAM, REACH centers and to which tutoring centers and for which courses. Reviewing that information will allow further discussions with students about their actions and thus counselor can advise them as to next level to improve their outcomes. We have the systems, but not the inputs. Whole workload and training that goes with that. Writing Center has the data, but how do you get it into Degree Works or Referential System? For example, the Success Center could have a profile and the Support Center could have a profile. Both allow each Center to see what the student is doing, congratulate them on it, and suggest more actions such as "Pay special attention to student next time comes into your center." Navigator versus MyPath versus Mt. SAC way. Which way? The Chancellor's Office Data Warehouse project (Alex Jackle) could help, at the state level, do profiles of students to show that we need to invest more in XYZ. What are the successful interventions that work? Talk to those leaders to ask them what they are doing and how well it is working! Pride Center – this is a safe place for them – psychosocial safeness for them; what are the elements necessary to create this? Safeness – self-defined gender identify is a key element to safeness? How do we ensure that the technology backend is aligned with these needs for case management?				
2	Close to	How many students have ≥45 units?	Enrollment Mgt	ongoing

Priority	Topic	Questions	Lead(s)	Completed
	Completion	What are their characteristics?		

Notes/reporting

For Fall 2019 enrollment, Marketing worked with Enrollment Management to try a smaller scale project (due to vendor limitations). This project was not nearly as effective. It is recommended that the College re-consider other vendors for the future.

On May 7, 2019, President's Cabinet reviewed the Call Center Engagement Campaign in partnership with BlackBoard (proposal attached). Engagement campaigns are designed to help proactively move students through applying/ registering, improve student engagement, optimize enrollment and retention, and improve the overall student journey. Blackboard and Mt. San Antonio College mutually determined the campaign objectives and target populations. The Spring 2019 Call Center Impact Report (attached) defines the three target populations and shows engagement campaign outreach results. Of the 10,703 target population, 8,333 were voice messaged, 2,783 were engaged with live conversation, and 7,169 enrolled. Of that number, 197 were deemed incremental gains in enrollment for a 440% financial return on the original investment of $85,000 for the contract. The Call Center Impact report shares several additional campaign insights. Target groups were:
• GROUP 1– Missed Fall Term (Criteria 1 – Enrolled in spring 2018 or summer 2018; Criteria 2 – Missed Fall 2018 enrollment; Criteria 3 – remove if enrolled in winter 2019; Criteria 4 – No holds and no probation; Find registration date for Spring 2019.)
• GROUP 2 – Attended in Fall, but Have Not Registered for Spring. (Criteria 1 – Attended in Fall 2018; Criteria 2 – Has not registered for Spring 2019; Criteria 3 – Registration Date has Passed; Criteria 4 – No holds and no probation; Find registration date for Spring 2019.)
• GROUP 3- Applied for Fall, but did not enroll. (Criteria 1 – Applied to attend in Fall 2018; Criteria 2 – Did not enroll in classes in Fall 2018)

To recap, Uyen Mai, Director of Marketing and Communication noted that:

- "Blackboard ended up taking a $1.5Million contract with Strong Workforce, so we could no longer work with them on the Call Center.
- For Spring 2019, we tried a company called Answer Connect to provide reminder phone calls. They could only accommodate 1,500 calls.
- For Fall 2019, Marketing created a Call Center in-house with work study students. We called about 4,000 students, beating out the professional call center, at least for quantity. We're looking forward to seeing how the data comes out once enrollment numbers are reached in Winter/Spring."

In the future, they are going to try using RAVE to leave students reminder messages automatically. For higher-level contact, in-house call center students will be asked to call students to walk them through some specific needs they may have.

Priority	Topic	Questions	Lead(s)	Completed
As of April 20, 2020 the update is as follows: o RAVE was fully implemented in March 2020. This allowed for communicating with students via text, email, and leaving a voice message. RAVE will be used for upcoming *general* announcements about enrollment. Announcements with custom student information or targeted populations will continue to go through IT. o Due to COVID-19, Marketing's call center utilizing work study students is on a brief hiatus. The past data indicated that students who received a voice message were more likely to enroll than those receiving a phone call. As such, using RAVE during these times is an efficient use of resources. Timeline: Summer & Fall 2020 enrollment cycles				
1	**Close to Completion**	**How many of these have CSU "golden four" for transfer? What incentives would motivate these students to complete?**	**Transfer, RIE**	**ongoing**

Notes/reporting

This question aligns with the above enrollment project.

	B. Noncredit			
2	**Noncredit Growth Potential**	**What is the annual growth in noncredit FTES statewide and by college over the last five years?**	**SCE**	**Ongoing**

Notes/reporting

On March 26, 2019, Madelyn Arballo attended President's Cabinet. She provided an update on this question.

Extensive research and data analysis have answered the question and served as a springboard for increases in both scope and effectiveness of noncredit in support of the outcomes within SCFF. Cabinet discussed each of these, expressed appreciation for the extent of new and expanded initiatives, and set direction and priorities for future work

On June 25, 2019, President's Cabinet was joined by Madelyn Arballo, Associate Vice President of Continuing Education, and Tami Pearson, Dean of Continuing Education and Workforce Development, to provide the scheduled report on Noncredit Support of SCFF & Multiple Measures Placement following AB 705 (attached).

Priority	Topic	Questions	Lead(s)	Completed
Section first Section B above for updates (page 5).				
3	Noncredit Growth Potential	High school credit recovery is slowing down as is ESL enrollment, what data is available on this and other future growth trends in the Mt. SAC extended service area?	SCE	Ongoing
Notes/reporting				
Same as above				
2	Noncredit Growth Potential	What are the growth opportunities to partner with K-12 in non-credit and dual enrollment?	SCE	Ongoing
Notes/reporting				
Same as above.				
1	Noncredit Growth Potential	What are the growth potential for alignment with credit programs on campus, e.g., English and Math Review courses to support Multiple Measures Placement?	SCE	ongoing
Notes/reporting				
Same as above.				
	C. Auto Award of Degrees and Certificates			
2	Increase Auto Award	What is the degree and certificate potential growth through Auto Award?	A&R	done
Notes/reporting				
George Bradshaw, Dean of Enrollment Management, shared an analysis (attached) of degrees, certificates, and awards for the last three years at President's Cabinet March 12, 2019. Strong growth in associate degrees for transfer - a 61% increase from 2016-17.				

Priority	Topic	Questions	Lead(s)	Completed
For auto awarding, there were a saw a small number, 113, Awarded Auto Petition.				
2	Increase Auto Award	What policy/process challenges will Auto Award create?	A&R	done

Notes/reporting

Communications on Auto Awards from George Bradshaw in Nov/Dec 2018 to President's Cabinet shows different student groups and how auto-issuing awards was being handled.

| 3 | Increase Auto Award | How do we match non-current (past five years) student transcripts with degree and certificate requirements? | A&R | done |

Notes/reporting

Communications on Auto Awards from George Bradshaw in Nov/Dec 2018 to President's Cabinet shows different student groups and how auto-issuing awards was being handled.

On September 16, 2019, George noted:

- We've been awarding degrees and certificates via the "auto-award" really an auto petition process since 2012
- An Argos report is run after we roll grades for every term. With this report we can determine the students who met all of the requirements for either the degree or certificate the student has listed as their major
- Once we have the list A&R will double check the information to ensure accuracy
- With the data review accomplished A&R will send the students a letter notifying them of their accomplishment and notifying them of the timeline whereby they need to respond if they do not want the degree/certificate
- If A&R does not hear back prior to the deadline, the campus will issue the degree/certificate
- What was new for 2018-2019 was the decision to look back at past enrollments (up to 5 years back) for students who were in "faux" majors (i.e., majors that the campus can't award actual degrees) such as Transfer Biology, Transfer Chemistry, etc.
- Once these "faux majors" were evaluated for "next best degree fit" we were able to award additional degrees, see the attached document.
- You'll notice the spike in Fall for both Degrees and certificates. This was directly related to the strategic look back at past enrollments with faux majors on file.
- In 2019-20 the College will only look at current students for this process.

Priority	Topic	Questions	Lead(s)	Completed
3	Increase Auto Award	How can we allow current students to readily update their major and then trigger a counselor review?	Enrollment Mgt	done
Notes/reporting				
Students have to re-verify their major each time they begin the enrollment process for a semester.				
3	Increase Auto Award	How to prompt students to update their major with a pre-registration action item including a confirmation of major?	Enrollment Mgt, Counseling	done
Notes/reporting				
Students have to re-verify their major each time they begin the enrollment process for a semester.				
1	**Priority for 1 or 2 Courses to Completion**	**How many students are 1 or 2 courses short of completion?**	Enrollment Mgt	done
Notes/reporting				
On April 30, 2019, President's Cabinet was joined by Francisco Dorame, Dean of Counseling; Dale Vickers, Chief Technology Officer; and Antonio Bangloy, Director of Enterprise Applications Systems, to discuss the Auto Award/Near Completion/Selection of Major/Counselor-Aided Student Assent System.				
• A new tool, developed by consultant Ganesh Nathan, the Degree Completion Analytics Dashboard (sample report attached) is capable of deriving the number of students who are 80%, 90%, and 95% complete with a degree or certificate. The dashboard displays a Division Summary, a Courses Remaining Report (for each student giving courses needed to finish their declared major), and an Eligible Degrees Report (with other degrees for which a student is near completion).				
Section first Section B above for updates (page 5).				
	D. Enrollment Analysis			
2	Continuing Students	Which students are not returning for the following term?	Enrollment Mgt	ongoing
Notes/reporting				
Section first Section E above for updates (page 8).				
3	Continuing Students	*How can we maximize* enrollment of continuing students?	Enrollment Mgt	ongoing
Notes/reporting				

Priority	Topic	Questions	Lead(s)	Completed
Section first Section E above for updates (page 8).				
1	**New Students**	**How can we maximize enrollment of new students, particularly for those qualifying for financial aid?**	**Enrollment Mgt**	ongoing
Notes/reporting				
	E. Impact of Multiple Measures Placement			
1	**Implementing AQ**	**What is the profile of students who follow/do not follow AQ recommendations? Success rates of each group? Disproportionate impact (DI)?**	**RIE**	**Ongoing**
Notes/reporting				
Rpt to MM Task Force 2/28/2019 Need DI Timeline: fall 2019				
2	**Implementing AQ**	**What is the predictive validity of the high school performance data used for MMP in producing successful course completion?**	**RIE**	done
Notes/reporting				
Rpt to MM Task Force 2/28/2019				

Priority	Topic	Questions	Lead(s)	Completed
1	Implementing AQ	How successful is the use of corequisites for similarly qualified students? Disproportionate impact?	RIE	done
Notes/reporting				
Rpt to MM Task Force 2/28/2019				
1	Implementing AQ	What themes emerge when student focus groups are asked about the AQ process?	RIE	done
Notes/reporting				
Rpt to MM Task Force 2/28/2019				
1	Guided Self Placement	What models have proven effective in guided self-placement? When counselor input is added to the MMP model, what impact is observed on student successful course completion?	Counseling	ongoing
Notes/reporting				
"What models have proven effective in guided self-placement?" The models we are using include: • Videos on math, English, and Read • Counselor interview • AWE & DRP • High school and college coursework (taking next level) based on AQ • Training and updates from discipline faculty				
1	Impact of MMP on FTES	What changes has MMP had on FTES in English 1A/Math 100s and below? Disproportionate impact?	RIE, Instruction	done
Notes/reporting				

Priority	Topic	Questions	Lead(s)	Completed
Rpt to MM Task Force 2/28/2019				
3	Impact of MMP on FTES	How effectively is MMP data used to schedule the appropriate number of sections?	Instruction	ongoing
Notes/reporting				
Rpt to Enrollment management.				
1	Impact of MMP on FTES	How effective are corequisite courses in supporting student success in transfer level Math and English?	RIE, Instruction	done
Notes/reporting				
Rpt to MM Task Force 2/28/2019				
1	Impact of MMP on FTES	How effective are noncredit Math and English review classes in supporting student success in first class taken?	SCE	ongoing
Notes/reporting				
On March 26, 2019, Madelyn Arballo attended President's Cabinet. She provided an update on this question. Extensive research and data analysis has answered the question and served as a springboard for increases in both scope and effectiveness of noncredit in support of the outcomes within SCFF. Cabinet discussed each of these, expressed appreciation for the extent of new and expanded initiatives, and set direction and priorities for future work <mark>See Section B above for updates (page 5).</mark>				
2	Impact of MMP on Completion	What changes has MMP had on program completion? Has higher MMP had an effect on earlier entry into and completion of programs?	RIE	Yet to begin
Notes/reporting				
(Too early to tell…)				
	F. Financial Aid			
3	Reduce time to award	What is the current process time to	FA	done

Priority	Topic	Questions	Lead(s)	Completed
		verify FAFSA?		
Notes/reporting				
To address these issues, Financial Aid implemented ProVerify. *ProVerify* is an automated verification solution that retrieves electronic tax data directly from the IRS within 72 hours of completing an e-Signed IRS Form 4506-T. Students and their parents do not have to obtain a tax transcript from the IRS.				
1	**Improve FA processing**	**What effective practices are in use at other colleges?**	**FA**	done
Notes/reporting				
Financial Aid implemented ProVerify.				
3	**Identify FAFSA Data Barriers**	**What FAFSA data is left incomplete?**	**FA**	done
Notes/reporting				
To address these issues, Financial Aid implemented ProVerify. This implementation allows the staff more time to work with the students on their individual needs. The work shift for FA staff is that we will be increasing follow-up campaign to get all FA files completed. Hiring is nearly complete for additional FA Specialists, and FA Manager to help in this capacity.				
3	**Fix FAFSA Data Barriers**	**How can student's best acquire missing FASFA data?**	**FA**	done
Notes/reporting				
To address these issues, Financial Aid implemented ProVerify. This implementation allows the staff more time to work with the students on their individual needs. The work shift for FA staff is that we will be increasing follow-up campaign to get all FA files completed. Hiring is nearly complete for additional FA Specialists, and FA Manager to help in this capacity.				
2	**Improve Student Follow Up**	**How effective is our contact with student who are missing data? Email? Text?**	**FA**	done
Notes/reporting				
To address these issues, Financial Aid implemented ProVerify. This implementation allows the staff more time to work with the students on their individual needs. The work shift for FA staff is that we will be increasing follow-up campaign to get all FA files completed. Hiring is nearly complete for additional FA Specialists, and FA Manager to help in this capacity.				
	G. Data Integrity and Completeness			
1	**Transfer Data, e.g. CalPASS**	**What can we learn from transfer data sources: National Clearinghouse,**	**RIE**	ongoing

Priority	Topic	Questions	Lead(s)	Completed
		CalPASS, UC and CSU data exchange?		

Notes/reporting

There are many data points we can learn from these data sources including:
- ✓ Transfer institution
- ✓ Major
- ✓ Bachelor degree conferred, program of study
- ✓ When transferred
- ✓ Which semesters at transfer institution
- ✓ Swirl: If also came back or went to other community colleges

Mt. SAC has been a CalPASS+ Member for at least the last 10 years. The High Schools that we work with are not all in CalPASS+ and those who are part of the Data Co-Op do not consistently submit their data. Barbara and Bill will work with the Tech Center to see about accessing this data. (see previous section on updates for AQ)

What is an excellent research project for transfer? We could begin with Access. RIE provided transfer data to the ACCESS department. ACCESS is reviewing it. RIE will be able to provide a more in-depth outline of the findings, after discussing them with ACCESS, in a future update.

Priority	Topic	Questions	Lead(s)	Completed
3	Pell/Promise/ AB540 data	**What is our data verification when reporting Pell? BOG? AB540?**	FA	done

Notes/reporting

FA and IT verified MIS reports and alignment with Argos Rpts

Priority	Topic	Questions	Lead(s)	Completed
2	Pell/Promise/ AB540 data	**Are we missing key data that is blocking these reports?**	FA	done

Notes/reporting

No. We are not missing any key data.

Priority	Topic	Questions	Lead(s)	Completed
2	Pell/Promise/ AB540 data	**Do the Chancellor's Office SCFF databases reflect our own data integrity?**	FA	done

Notes/reporting

Yes. FA and IT reviewed CO requirements, MIS reporting, and internal Argos Reports.

Daniel Berumen, RIE is working with Enrollment Management workgroup to see how closely he can predict our SCFF metrics. In conjunction with Rosa Royce, she will predict the funding potential.

Priority	Topic	Questions	Lead(s)	Completed
	On December 2, 2019 the Chancellors Office released the data for the SCFF for 2018-19 and previous two years. New calculations were done which necessitated RIE and Fiscal validating the data. Anomalies were found and are being discussed with the CO.			
1	**Acquire Reliable Wage/Earnings Gain Data**	**What sources are being used by the Chancellor's Office?**	**RIE**	**ongoing**

Notes/reporting

The Chancellor's Office Data Element Dictionary for the Student Success Metrics (SSM) uses the following for earnings/wages: Employment Development Department Unemployment Insurance Wage File is used to measure earnings. Exempt employment status means that some of our students would not be in this EDD database. A more comprehensive wage data source, such as the IRS, is needed to find students who are self-employed, for example. Email was sent to K. Booth 6/18/2019 to gather more EDD exception information.

Depending on the metric, how they make the calculation as detailed below:

Calculate median annual earnings:
● Annualize earnings in the second fiscal quarter after the academic year of exit

      Multiply quarterly fiscal wages by four, using the quarterly wages in the second fiscal quarter immediately following the selected year AND
● Adjust for inflation

      Use the CA CIP-U fiscal year averages from 1955 used to create deflator table used to adjust for inflation

      Denominator: SM 100 students who were matched in the UI wage file, who did not transfer and who exited higher education:
● Were matched in the UI wage file

      Wage record found in any of the four quarters following selected year AND
● Did not transfer in the year following the selected year

      No valid course enrollment reported by CSU, UC, and the National Student Clearinghouse for any postsecondary institution AND
● Exited the community college system

      Student Enrollment file is null for the academic year following the selected year

Next steps are to work with the Chancellor's Office to secure a more comprehensive data source.

Timeline: TBD

2	**Acquire Reliable Wage Gain Data**	**Is the LaunchBoard data accurate for Mt. SAC?**	**RIE**	**ongoing**

Priority	Topic	Questions	Lead(s)	Completed
Notes/reporting				
Moving target. Chancellor's Office data corrected and re-corrected many times. There were coding issues and logic changes. Using data provided by the Chancellor's Office was required and difficult.				
2	**Acquire Reliable Wage Gain Data**	**How can we improve student participation in the "leaver's survey" for matching major with job class?**	**Instruction, RIE**	**ongoing**
Notes/reporting				

The Career Technical Education Outcomes Survey (CTEOS) data contains three sources of data: (1) Self-reported survey, (2) data from the Chancellor's Office MIS Unit, and (3) Burning Glass. CTEOS is conducted on a yearly basis with all California Community Colleges by the Chancellor's Office via a contract with Santa Rosa Junior College. It is free to the Colleges.

For the 2017-18 CTEOS self-reported survey, the cohort of students will include those who in the 2015-2016 academic year met one or more of the following criteria:

✓ Completers: Have received a vocational/CTE award that is Chancellor's Office approved and enroll in 0-5 units each semester the next year (not enrolled or only minimally enrolled).

✓ Terminal Certificates: Received a vocational/CTE award of at least 6 units that is not Chancellor's Office approved (such as certificates with less than 12 units) and are not enrolled the following year.

✓ Skills Builders: Have completed 9 units that are SAM coded A-D, with at least one course SAM coded A-C (within the prior 3 years), have not received a vocational/CTE award of 6 or more units, and are not enrolled the following year.

CTE Deans response:

> CTE faculty and managers discussed this topic many times over the past few years. They continue to remind students about the survey and ask for their participation. CTE Deans and faculty work closely with the Research Office to administer a short in-class survey to measure students' current views on their program of study. Results are periodically shared with students. It is through this use of survey data that faculty are reminding students of the value they place on their opinions.

> How do we improve the contact information? There are opportunities to use faculty members' knowledge of students' up-to-date contact information. There are many programs where they know their students very well – cell, where working. This information, however, does not always make it into the centralized Banner system via the students' portal. Banner data is what the Research Office uses to extract contact information and give it to CTEOS. If the student is still at the College or is no longer enrolled, what are the options we can use to provide this up-dated information to the CTEOS survey administrators? How can we use this information to continue our contact with the students for enrollment, related campus events, and alumni communications?

Priority	Topic	Questions	Lead(s)	Completed
	9/9/2019 note from CTE Meeting: Strongworkforce (Dejah Swingle) is compiling an alumni database (contact person is Jacinta); Goal is to attain updated information from the Banner system and other sources like the Strongworkforce Alumni database. Timeline: Fall 2020.			
2	Integrate Wage Gain Data Into Banner	How can we use wage data for strategic planning at the college level? Program level?	All	ongoing

Notes/reporting

Wage data will be added to the metrics being tracked by the Institutional Effectiveness Committee (IEC) for the College's Strategic Plan. On a yearly basis, this data will be reviewed, evaluated against a goal, and action taken accordingly

Program-Level Planning (Per Dejah Swingle 9/12/2019)

In addition to the wage data generated by CTEOS, U.S. Bureau of Labor Statistics Standard Occupational Code (SOC) regional wage data is incorporated into reports generated by the Center of Excellence when a program in development is submitted for regional approval. Regional wage data for specific SOC codes is incorporated into CTE program review. The CTE programs also use the SOC wage data for the Los Angeles region to qualify for Strong Workforce funding.

It may be interesting to compare the wage data generated by the CTEOS with the SOC regional wage data to gauge if Mt. SAC graduates are obtaining regional wage levels after graduation. Differences in wages obtained could be discussed at program advisory committees.

As of April 21, 2020, data was gathered. An analyses and narrative will be provided at a future update.

Timeline: Summer 2020.

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