

To: William Scroggins, Richard Mahon
From: Madelyn Arballo *ma*
Date: August 12, 2019
Subject: Analysis of census-based attendance collection

On Tuesday August 13, I will accompany Ashley Walker and Carlos Cortes to speak on behalf of AB1727 to the Department of Finance and Governor's Office Staff. Some context on the bill below:

AB-1727 Community colleges: career development and college preparation courses (Weber)

- An act to amend Section 84760.5 of the Education Code, relating to postsecondary education
- Census-based (CB) attendance collection for managed enrolled noncredit courses, including distance education
- Eliminating "sequence" of courses and replacing with "complement" of courses for a CDCP certificate
- Not intended for open-entry/exit
- CDCP courses only (short-term vocational, ESL, ABE, workforce preparation)
- Currently in Suspense, expected to move to Senate Appropriations and to pass through the Legislature

complement

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 84760.5 of the Education Code is amended to read:

84760.5. (a) For purposes of this chapter, the following career development and college preparation courses and classes for which no credit is given, and that are offered in a sequence of ~~courses~~ *courses, through both face-to-face and distance education instructional methods*, leading to a certificate of completion, that lead to improved employability or job placement opportunities, or to a certificate of competency in a recognized career field by articulating with college-level coursework, completion of an associate of arts degree, or for transfer to a four-year degree program, shall be eligible for funding subject to subdivision (b):

Managed enrolled courses eligible for CB attendance collection at Mt. SAC would include short-term vocational, VESL, and off-campus high school courses (K-12 students). There may be a few basic skills courses but they would be cohort-based offered on demand. Please see the next page for an analysis if we were to apply the CB attendance portion.

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Initial analysis of potential impact at Mt. SAC of census-based attendance collection

The first two tables show the breakdown percentage by CRN of current managed enrolled courses (eligible for CB attendance) and open-entry/exit courses. These tables include both CDCP and non-CDCP, **however**, managed enrolled are all CDCP. The first table includes academic support lab CRNs and the second excludes them.

	Open Enr CRNs	Managed Enr CRNs	% Managed Enr CRNs
2016-17	2714	960	26%
2017-18	2736	1232	31%
2018-19	2764	1364	33%
Excludes academic support labs serving credit students			
	Open Enr CRNs	Managed Enr CRNs	% Managed Enr CRNs
2016-17	1393	960	41%
2017-18	1410	1232	47%
2018-19	1483	1364	48%

These tables below show FTES and % difference with the application of CB attendance for managed enrolled courses:

Census Classes Hours/FTES						
	Current Hours	Census Hours	Current FTES	Census FTES	FTES diff	% Difference
2016-17	1585442.6	1706730.96	3019.89	3250.92	231.03	8%
2017-18	1953378.24	2116548.65	3720.72	4031.52	310.80	8%
2018-19	2163486.21	2323229	4120.93	4425.20	304.27	7%
Census Classes Minus 3 Students per Census Day						
	Current Hours	Census Hours	Current FTES	Census FTES	FTES diff	% Difference
2016-17	1585442.6	1529676.84	3019.89	2913.67	-106.22	-4%
2017-18	1953378.24	1887706.64	3720.72	3595.63	-125.09	-3%
2018-19	2163486.21	2074534.1	4120.93	3951.49	-169.43	-4%
Methodology: Took 20% date for each class and figured the census week and actual count of students in that week (SFRO029 shows student count by week); multiplied total hours x # of students in that week = census hours/525 = FTES (Data provided by K. Yeo, SCE)						

As you can see, if we used CB method then Mt. SAC would most likely gain FTES without any changes in head count. Although we assume this data to be accurate, we considered margins of error and variations in recent noncredit enrollment trends. Due to our large headcount, there is an opposite effect on FTES attainment with the margin of error of 3 students applied. However, anecdotally we believe that at census time, there won't be a loss of 3-6 students and subsequently not a loss of FTES.

There are considerations for implementing CB attendance collection, particularly for off-campus high school programs and the processes needing to be established for such a large program. On-campus VESL and STV would most likely have few challenges and could potentially implement CB quickly. We would also need to rely heavily on our IT department for implementation. Fortunately, applying a CB attendance process would not be mandatory, so we would most certainly have the time to communicate with faculty and staff, test the process, offer training, and prevent potential decreases in apportionment. We are planning on further evaluation at the course, program, and semester-level because there are variations in data that need inquiry.

This is an *initial* evaluation and if the bill passes, we would begin a deeper dive into the data and implementation. Please let me know if there are any further data or analysis you would like us to add. Thank you.