Institutional Practices to Increase Student Centered Formula Performance Outcomes

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2019 CCLC Convention, November 22, 2019
Overview of Presentation

• Initial Incubation of Ideas—SCFF Begins
  • Development of Templates for Research, Action Planning, and Policy

• Cabinet Action
  • Funding and Follow up on Planned Activities

• Supplemental Allocation
  • Financial Aid—Inreach/Follow Thru/Technology

• Progress on Base Allocation—FTES
  • Academic Year FTES Pattern: Flat Credit, Growth in Noncredit, Overall Steady Growth
  • Areas of Credit Growth: CTE, Online, Dual Enrollment
  • Noncredit Progress: Short-term Vocational, Vocational ESL
  • Noncredit Support of SCFF—Tutoring, Transition to Credit English 1A, CTE Success, Noncredit Corequisite Courses.

• Progress on Student Success Allocation
  • Transfer English & Math: AB 705 use of Assessment Questionnaire Placement
  • Math & English Enrollment Patterns by Transfer Level
  • Scheduling and Classroom Utilization
  • Automated Award of Certificates and Associate Degrees
  • Counseling Completion Center
Initial Incubation of Ideas—SCFF Begins

• Wednesday, June 27, 2018—Governor Brown Signs Budget Bill, AB 1809

• Thursday, July 5, 2018—All Day Management Team Study & Analysis

• Thursday, July 26, 2018—All Day Shared Governance Planning Session

Base Allocation: 70%
2018-19 Base Credit Rate with COLA: $3,727

Supplemental Allocation: 20%
Pell & BOG Grant and AB 540 Students: 1 point
California Promise Grant Students: 1 point
Supplemental Rate Per Point: $919
Student Success Incentive Allocation: 10%

Success Metrics (7.25%)
Associate degree: 3 points
Associate degree for transfer: 4 points
Credit certificates requiring 18+ units: 2 points
Completion of 9 CTE units: 1 point
Transfer to 4-year institutions: 1.5 points
Completion of transfer-level math and English: 2 points
Attainment of regional living wage: 1 point
Success Rate per Point: $440

Success Equity Metrics' (2.75%)—Pell & BOG students
Associate degree: 4 ½ points
Associate degree for transfer: 6 points
Credit certificates requiring 18+ units: 3 points
Completion of 9 CTE units: 1 ½ point
Transfer to 4-year institutions: 2 ¼ points
Completion of transfer-level math and English: 3 points
Attainment of regional living wage: 1 ½ point
Success Equity Rate per Point: $111

Learning and Analyzing the Metrics

These icons draw attention to team collaboration
### Research, Data, and Information Gathering
1. Completion Data
2. Noncredit Growth History
3. Impact of Multiple Measures Placement
4. Enrollment Analysis
5. Data Integrity and Completeness

### Action Planning
1. Managing Noncredit Growth to Support SCFF
2. Manage Summer Swing
3. Dual Enrollment
4. Complete Transfer Math & English in 1st Year
5. Students Take Courses in Their Ed Plan
6. Use of Ed Plan Data for Course Scheduling
7. Automated Award of Degrees and Certificates
8. Financial Aid
9. First Year Experience

### Policy Review
1. Use of Categorical Funds to Enhance SCFF
2. Establish First Year Experience Cohort Model
3. Reg System to Finish Final Program Courses
4. Review Associate Degree requirements

For each of these activities, and Action Plan was developed—NEXT SLIDE
# Financial Aid Action Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Objectives</th>
<th>Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Reporting</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve Student Use of FA $$</td>
<td>Increase Retention &amp; Completion of FA Students</td>
<td>Director, Financial Aid Assistant</td>
<td>Fall 2019</td>
<td>Increased Staff and Training</td>
<td>VPSS and Director, Financial Aid</td>
<td>Initiated</td>
</tr>
<tr>
<td>Increase Financial Literacy Training</td>
<td>Increase FA Awards</td>
<td>Director, Financial Aid Associate VP, Student Services Dean, Counseling Dean, Student Services, Associate Dean, Success &amp; Equity</td>
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<tr>
<td>Decrease Process Time for FAFSA Verification</td>
<td>Increase Retention</td>
<td></td>
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<tr>
<td>Improve Student Contact to Complete FAFSA</td>
<td>Increase Completion</td>
<td></td>
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<tr>
<td>Technology, e.g., App on Missing Data</td>
<td>Increase Supplemental Points</td>
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<tr>
<td>FA Liaisons to Cohort Programs</td>
<td>Increase Success Equity Points</td>
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<td>Hire FA Navigators</td>
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<td>Increase application and filing completion rates for special populations (AB 540, Foster Youth, etc)</td>
<td>Involve outreach to cohorts</td>
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<td>Form/Join CCC Financial Aid Consortium</td>
<td>Increase FA Recipients</td>
<td>Spring 2020</td>
<td>Agreements</td>
<td>VPSS</td>
<td>Concept</td>
<td></td>
</tr>
<tr>
<td>Increase Student Units Per Year</td>
<td>Effective Use of FA $$</td>
<td>Spring 2020</td>
<td>Student Workshops</td>
<td>VPSS</td>
<td>Planning</td>
<td></td>
</tr>
<tr>
<td>Improve Recovery Rate from FA Probation</td>
<td>Retention &amp; Completion</td>
<td>Spring 2020</td>
<td></td>
<td>VPSS</td>
<td>Initiating</td>
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During the following months, funding was approved to support activities in the SCFF Maximization Plan. To date, about 1.2 M.

### August 21, 2018

9. Cabinet continued discussion of the Student Centered Funding Formula, today focusing on prioritizing and funding immediate actions discussed in the convenings on July 5th and 26th. For Group #2—Student Services, Cabinet focused on the activities and objectives marked in GREEN on the attached matrix included in last week’s Cabinet Notes. Added to that matrix is a funding column with the following outcomes—New Resource Allocations to be considered next week.

<table>
<thead>
<tr>
<th>Ed Plans</th>
<th>Purchase software to create student semester course schedules from Ed Plans with data analytic capabilities to improve course scheduling and program sequencing (possibly EAB or EduNav).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hire 2 Educational Advisors as coaches in special programs</td>
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<tr>
<td></td>
<td>Hire 1 Educational Advisor in A&amp;R for graduation petition follow up</td>
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<tr>
<td></td>
<td>Fund IT to develop a report of students within 1 or 2 courses of completing a degree or certificate</td>
</tr>
<tr>
<td>Auto Award</td>
<td>Hire 1 educational advisor to work with students to clarify major designation</td>
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<tr>
<td></td>
<td>Fund IT to develop system for accessible process to update major in Banner</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Purchase software to analyze and address FAFSA completion issues</td>
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<tr>
<td></td>
<td>Hire 2 liaison FA positions to directly reach students</td>
</tr>
<tr>
<td></td>
<td>Hire 1 new FA manager to oversee inreach/completion</td>
</tr>
</tbody>
</table>

For Group #1—Instruction, Cabinet focused on the activities and objectives marked in GREEN on the attached matrix included in last week’s Cabinet Notes. A general discussion took place on the needs below. More specific funding recommendations will be considered at next week’s Cabinet.

- Consider hiring full-time noncredit faculty for Math Review and English Review course offerings.
- Consider supporting the expansion of dual enrollment with staff, a counselor, and an assistant director.
- Consider increasing capacity and coordination for tutoring, supplemental instruction, and the success centers.
President’s Cabinet continued to monitor and guide progress on a regular basis.
• Staff hired to assist students in completing application process (2 FTE classified; 1 manager)

• Direct follow up provided to students who have initiated the FAFSA/Dream Act process but are incomplete – contacted 646 students; connected with 181 (28%)

• 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

• 6,422 more students disbursed aid Fall 2019 over Fall 2018

• 2018-19 = 16,496 Pell awards for entire year

• 2019-20 = 16,972 Pell awards YTD
Issue: large numbers of files selected for verification (12,257 in 2018-19)

- **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
- 1800 more Pell Grants awarded ($1.485M) Fall 2019 over Fall 2018
Total FTES Growth has been steady with a dip in 2018-19 now recovering in 2019-20.

Credit FTES has been flat with most growth in Noncredit CDCP.
## Major Areas of Credit Growth

<table>
<thead>
<tr>
<th>Enrollment Type</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE</td>
<td>21,247</td>
<td>21,194</td>
<td>21,941</td>
<td>22,103</td>
<td>+ 4%</td>
</tr>
<tr>
<td>Online</td>
<td>5,407</td>
<td>6,748</td>
<td>9,130</td>
<td>11,300</td>
<td>+109%</td>
</tr>
<tr>
<td>Special Admit Dual Enrollment*</td>
<td>85</td>
<td>394</td>
<td>736</td>
<td>1,150</td>
<td>+1,253%</td>
</tr>
</tbody>
</table>

*Dual Enrollment Projections for 2019-20: 25 High Schools, 90 Sections, 340 FTES

Dual Enrollment in SCFF is fully funded: 2018-19 rate $5,457

Added: Director (2017), Assistant Director (2019), and two staff (2017 & 2019)
Unduplicated Student Noncredit Counts

- 2014-15: 40,945
- 2015-16: 41,768
- 2016-17: 43,373
- 2017-18: 45,835
- 2018-19: 46,177

Base Allocation: Noncredit Progress on SCFF
Overall FTES Growth 2014-2019

Noncredit growth has been primarily in CDCP FTES (53% CDCP growth since 2014-15). CDCP 2018-19 rate $5,457.
Short-term Vocational programs increased from 2 to 23 with largest growth in health and business industry with labor market data and credit pathways determining viability.
Vocational English as a Second Language continues to expand by creating additional pathways that transition into our own credit degree and certificate programs including business, hospitality, and health.
• Converted Academic Support Centers to collect Noncredit Tutoring FTES
  • Research to target action
  • IT enabled online enrollment for noncredit
  • Faculty/Learning Resource Tech for Line of Sight
  • 2018-19 enrollment is 19,783 (unduplicated)

• Created Academic Intervention in Math & English (AIME) courses

<table>
<thead>
<tr>
<th>2018-19 Total AIME English Enrollment</th>
<th>Attempted ENGL 1A</th>
<th>In ENGL 1A Fall19</th>
<th>% Enrolled or taken 1A</th>
<th>Successful in ENGL 1A</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>133</td>
<td>46</td>
<td>33</td>
<td>59%</td>
<td>33</td>
<td>72%</td>
</tr>
</tbody>
</table>
To meet the AB 705 mandate and better serve students, Mt. SAC collaborated across departments to develop the technology for an online assessment tool called the Assessment Questionnaire (AQ). The AQ simplified the placement process and increased the number of students placed in transfer-level English and math.
English transition to high school performance placement began in Summer 2018
Math transition to high school performance placement began in Summer 2019
Automated Award Existing Process

• Existing process requires students to petition for a certificate or degree which is verified and awarded through the degree audit function in Degree Works.
• Students directed to confirm their degree goals and majors.
• After updated, use degree audit functionality to determine eligible students.
• Communicate with students to confirm their certificate(s)/degree(s) to be posted to their academic records.
• For 2018-19, 3,713 certificates and degrees were awarded automatically.

Degree audit in Degree Works assesses that the student has met the requirements of their major of record. To assist in keeping the major of record accurate and current, students are asked to verify/update their declared major each time they register.
The steps below extend this process to those who have not petitioned for a certificate or degree.

• Step 1: Identify current students meeting degree requirements
  • Auto Award **First Cut Criteria Implemented by IT**: Completed 60+ units, English 1A, Math 100 level, GPA of 2.0+, did not receive a degree.
  • Of 1707, 901 transcripts reviewed by staff, 221 met Associate Degree requirements.

• Step 2: Sent “Award Pending” Letters to inform students of option

• Step 3: 198 degrees will have been awarded during 2018-19.
GOAL: To make direct contact with students who may be “closer than you think” to completion

• Step 1: First Cut Criteria Implemented by IT: Completed 45+ units, GPA of 2.0+, currently enrolled, completed English 1A and/or transfer level math

• Step 2: Counselors paired with support staff make contact (email followed by call) with 1,576 targeted students for follow-up to:
  • Clarify status and ed plan
  • Provide Students with priority counseling appointments/workshops

• Step 3: Direct contact made with 451 students (29%) and 173 students completed a counseling appointment (11%)

• 1,076 had completed transfer level English and Math
Key Factors in SCFF Performance Progress

1. Strategic Planning
2. Cross Unit/Cross Silo Teamwork and Collaboration
3. Research (Data Analysis & Focus Groups) to Inform Decisions
4. Leadership Guidance, Support, Follow Up
5. Regular, Transparent, Consumable Information to All Parties
6. Strategic Reallocation & Appropriation of Resources
7. Targeted, Integrated Development & Application of Technology
8. Regular Feedback and Course Corrections, Including Deleting Projects
9. Patience and Persistence
Questions