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

- 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

Tech Color

FACULTY ROLE

These icons draw attention to team collaboration

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

Templates for Research, Action Planning, and Policy Development--Categories

Research, Data, and Information Gathering	Action Planning
1. Completion Data 2. Noncredit Growth History 3. Impact of Multiple Measures Placement 4. Enrollment Analysis 5. Data Integrity and Completeness	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

Activity	Objectives	Responsible	Timeline	Resources	Reporting	Action Taken
Improve Student Use of FA $$	Increase Retention & Completion of FA Students	Director, Financial Aid Assistant Director, Financial Aid Associate VP, Student Services Dean, Counseling Dean, Student Services, Associate Dean, Success & Equity	Fall 2019	Increased Staff and Training	VPSS and Director, Financial Aid	Initiated
Increase Financial Literacy Training						Initiated
Decrease Process Time for FAFSA Verification	Increase FA Awards Increase Retention Increase Completion Increase Supplemental Points Increase Success Equity Points					Planning
Improve Student Contact to Complete FAFSA						Increasing
▪ Technology, e.g., App on Missing Data						Planning
▪ FA Liaisons to Cohort Programs						Concept
▪ Hire FA Navigators						Concept
▪ Increase application and filing completion rates for special populations (AB 540, Foster Youth, etc)	Involve outreach to cohorts					Concept
Form/Join CCC Financial Aid Consortium	Increase FA Recipients		Spring 2020	Agreements	VPSS	Concept
Increase Student Units Per Year	Effective Use of FA $$		Spring 2020	Student Workshops	VPSS	Planning
Improve Recovery Rate from FA Probation	Retention & Completion		Spring 2020		VPSS	Initiating

President's Cabinet Action Notes

Bill Scroggins, *President & CEO* • Irene Malmgren, *VP of Instruction* • Audrey Yamagata-Noji, *VP of Student Services*
Mike Gregoryk, *VP of Administrative Services* • Ibrahim "Abe" Ali, *VP of Human Resources*

MT. SAC
t. San Antonio College

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.

Ed Plans	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).
	Hire 2 Educational Advisors as coaches in special programs
	Hire 1 Educational Advisor in A&R for graduation petition follow up
	Fund IT to develop a report of students within 1 or 2 courses of completing a degree or certificate
Auto Award	Hire 1 educational advisor to work with students to clarify major designation
	Fund IT to develop system for accessible process to update major in Banner
Financial Aid	Purchase software to analyze and address FAFSA completion issues
	Hire 2 liaison FA positions to directly reach students
	Hire 1 new FA manager to oversee inreach/completion

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.

During the following months, funding was approved to support activities in the SCFF Maximization Plan. To date, about 1.2 M.

President's Cabinet Action Notes

Bill Scroggins, *President & CEO* • Virginia Burley, *Interim VP of Instruction* • Audrey Yamagata-Noji, *VP of Student Services*
Mike Gregoryk, *VP of Administrative Services* • Ibrahim "Abe" Ali, *VP of Human Resources*

July 9, 2019

Items for future agendas (items for the next Cabinet meeting are shown in BOLD:
  A. Tracking Students in Support Cohorts (Student Support Workgroup (Dale, Antonio, Barbara, 8/27)
  B. Noncredit Support of SCFF & Multiple Measures (Madelyn, 9/24)
  C. Implementing SCFF Research Agenda and Data Reporting/Analytics (Barbara, 9/17)
  D. CalPASS-PLUS follow up for K-12 full participation (Barbara, Bill, 9/17)
  E. Auto Award/Near Completion/Counselor-aided student assent system (Audrey, George, Francisco, Dale, 8/13)
  F. *EAB Navigate* Schedule Building & Data Analytics (Student Support Workgroup--Dale, 8/20)
  G. Increasing Financial Aid Awards: *ProVerify* software and Case Management (Audrey, Chau, Dale, 7/23)
Quarterly Reports to Cabinet
  a. Room Utilization/Capacity-Load Ratio Project (**Gary, Mika, Joumana, Kevin Owen, 7/9**)
  b. Dual Enrollment at Local High Schools Quarterly Report(Joumana, Joel & Francisco, 9/10)
  c. Academic Support Coordination Project Quarterly Report (Madelyn, Meghan, 7/23)

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

Tech Color
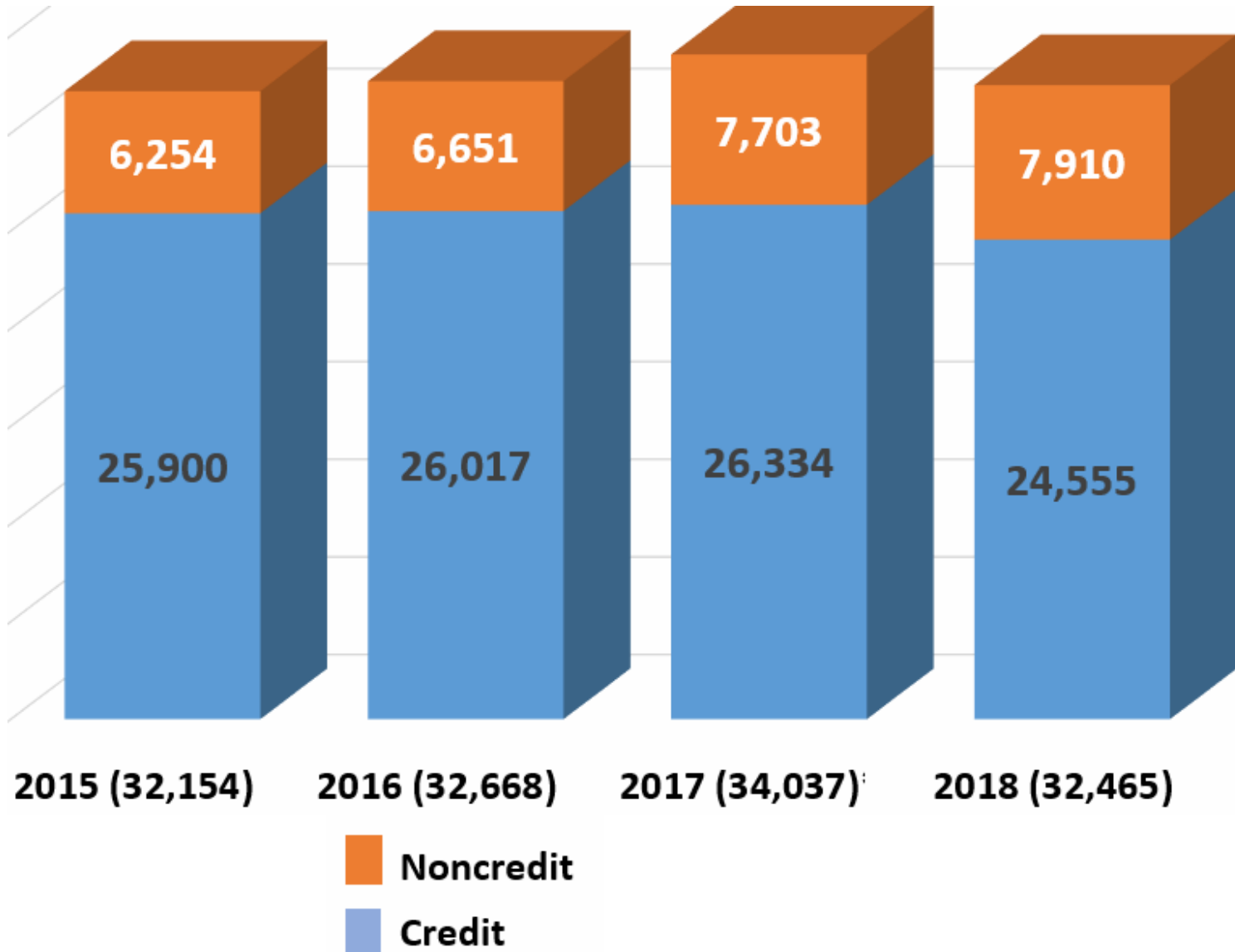
Total FTES Growth has been steady with a dip in 2018-19 now recovering in 2019-20.

Credit FTES has been flat with most growth in Noncredit CDCP

Major Areas of Credit Growth

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

***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)

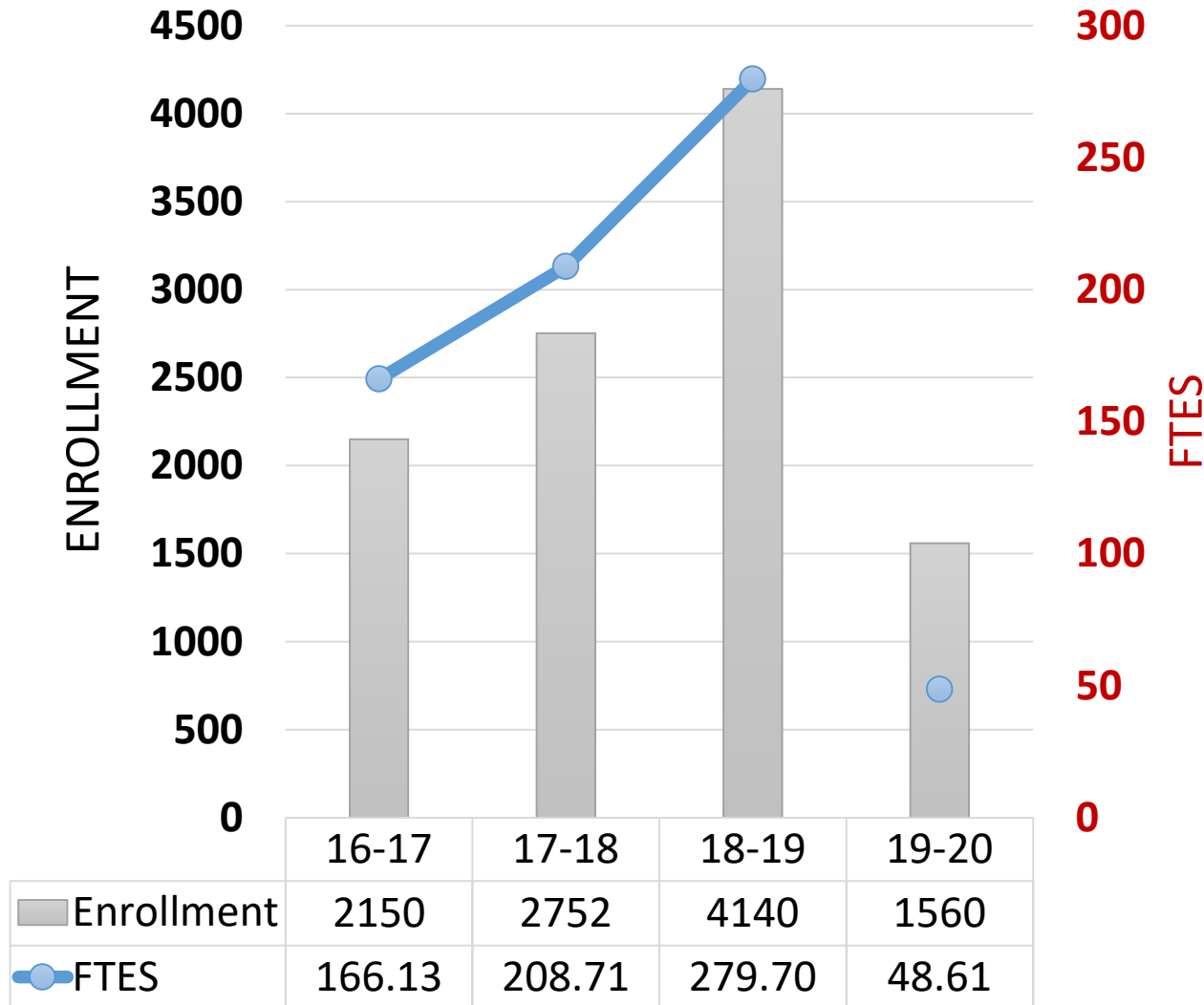# Base Allocation: Noncredit Progress on SCFF Overall FTES Growth 2014-2019

Unduplicated Student Noncredit Counts
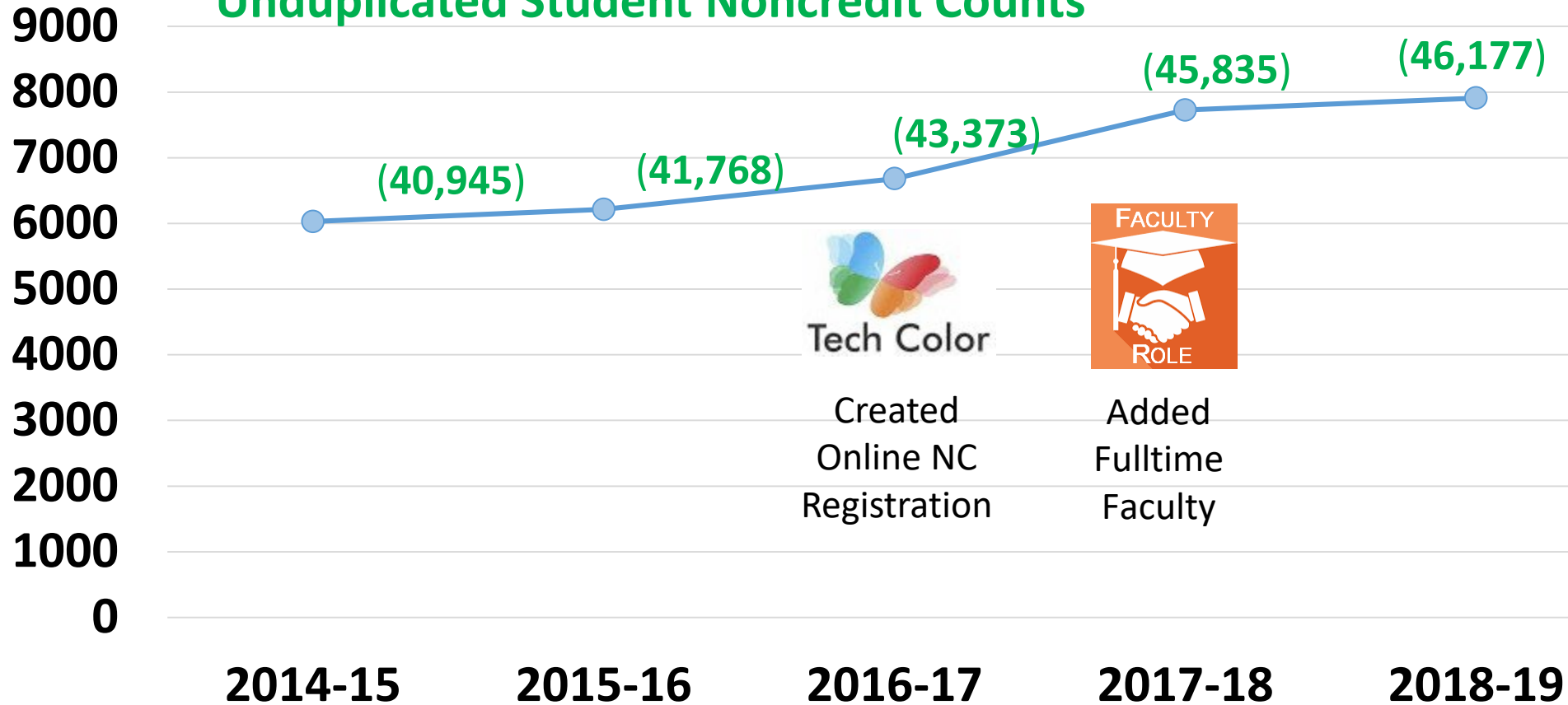
Noncredit growth has been primarily in CDCP FTES (53% CDCP growth since 2014-15).
CDCP 2018-19 rate $5,457.

(40,945) (41,768) (43,373) (45,835) (46,177)

Created Online NC Registration

Added Fulltime Faculty

9000 8000 7000 6000 5000 4000 3000 2000 1000 0

2014-15 2015-16 2016-17 2017-18 2018-19

	16-17	17-18	18-19	19-20
Enrollment	2150	2752	4140	1560
FTES	166.13	208.71	279.70	48.61

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.
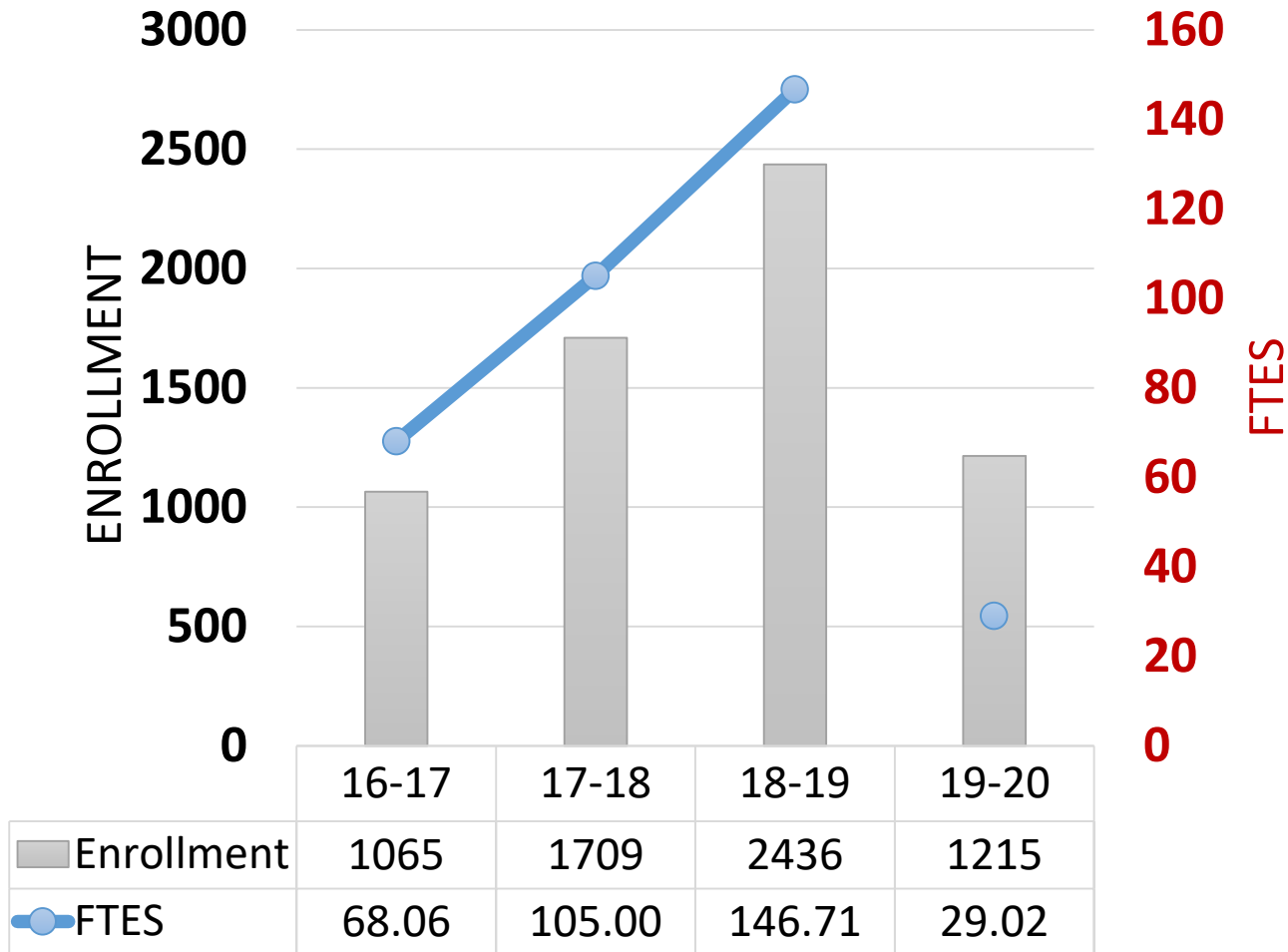
Noncredit Tutoring & Support of English & Math

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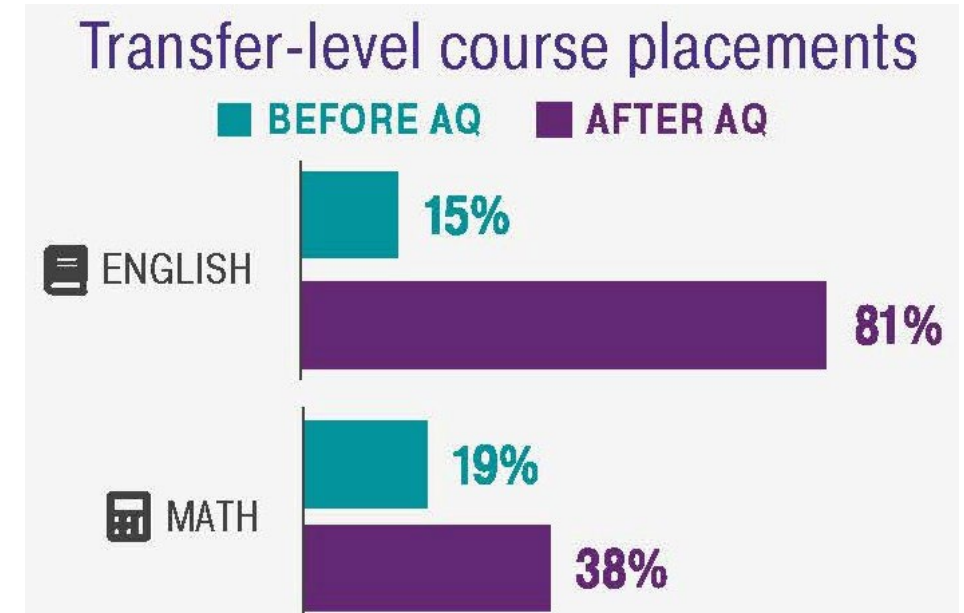- Created Academic Intervention in Math & English (AIME) courses

2018-19 Total AIME English Enrollment	Attempted ENGL 1A	In ENGL 1A Fall19	% Enrolled or taken 1A	Successful in ENGL 1A	Success Rate
133	46	33	59%	33	**72**%

- 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.
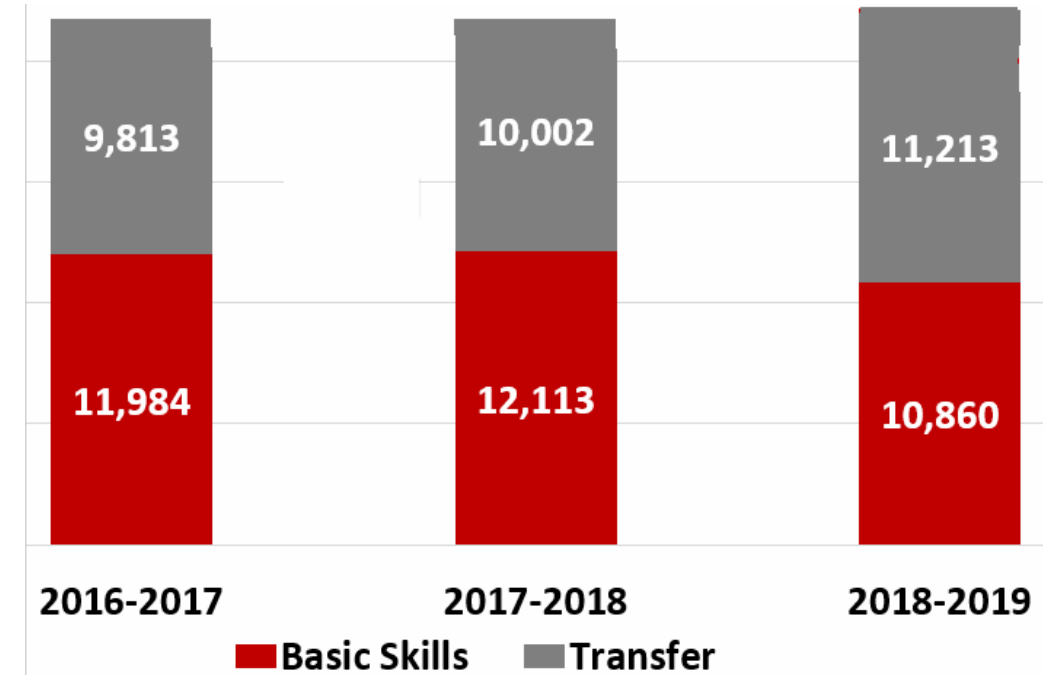
Transfer-level course placements
- BEFORE AQ
- AFTER AQ

ENGLISH
15%
81%

MATH
19%
38%

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English

Math

English bar chart (Basic Skills in red, Transfer in gray):
- 2016-2017: Transfer 10,491; Basic Skills 9,122
- 2017-2018: Transfer 10,647; Basic Skills 8,531
- 2018-2019: Transfer 14,531; Basic Skills 2,974

Math bar chart (Basic Skills in red, Transfer in gray):
- 2016-2017: Transfer 9,813; Basic Skills 11,984
- 2017-2018: Transfer 10,002; Basic Skills 12,113
- 2018-2019: Transfer 11,213; Basic Skills 10,860
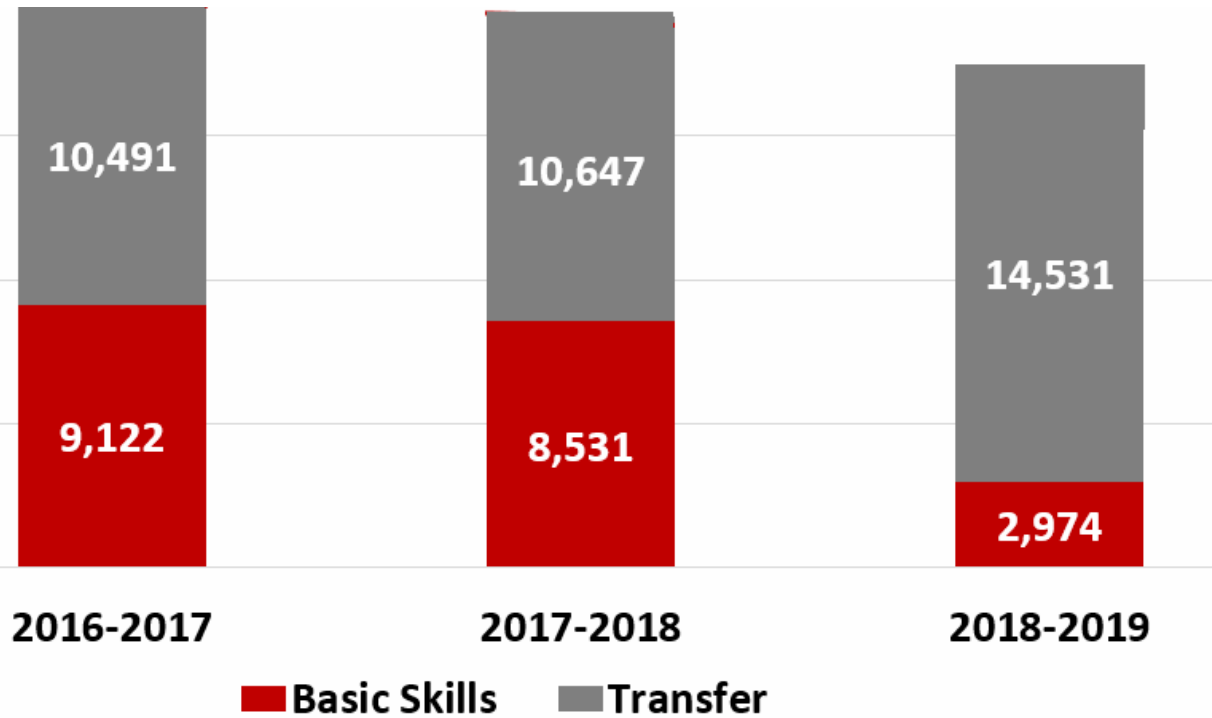
English transition to high school performance placement began in Summer 2018

Math transition to high school performance placement began in Summer 2019

- 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 registe

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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

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