Welcome to the SEM Workshop!
Today’s Expected Outcomes

1. Learn how to access the available SEM resources.

2. Achieve an in-depth understanding of the foundations of SEM and a holistic approach to SEM.

3. Gain skills and knowledge in calculating FTES.

4. Learn about developing and managing an efficient and productive schedule while aligning to Guided Pathways efforts.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session/Meeting</th>
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</thead>
<tbody>
<tr>
<td>8:00 - 9:00</td>
<td>Breakfast and Registration</td>
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<tr>
<td>9:00 - 9:15</td>
<td>Welcome and Overview</td>
</tr>
<tr>
<td>10:10 – 11:00</td>
<td>FTES Basics and the New Funding Formula</td>
</tr>
<tr>
<td>11:00 – 11:15</td>
<td>Break</td>
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<tr>
<td>11:15 – 12:05</td>
<td>Aligning Guided Pathways and SEM</td>
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<tr>
<td>12:15 - 1:30</td>
<td>Lunch</td>
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<tr>
<td>1:30 - 3:30</td>
<td>Deep Dive Session A: Understanding &amp; Maximizing FTES</td>
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<tr>
<td>1:30 - 3:30</td>
<td>Deep Dive Session B: Developing/Managing the Class Schedule</td>
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<tr>
<td>3:45 - 4:00</td>
<td>Debrief</td>
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</table>
1. What does it mean to your college?

2. Which upcoming changes do you believe will impact your college’s current approach to SEM?

3. What will remain the same that will continue in support of your SEM efforts?
Student Success Continuum

Bontranger (2008)
Core Purpose of SEM

✓ Optimize Enrollment
✓ Promote Student Success
✓ Ensure Fiscal Viability
✓ Quality and Relevant Programs
✓ Equitable Access and Outcomes
✓ Data-rich Environment
✓ Communications and Marketing
✓ Collaboration
SEM Organizing Framework

Strategies & Practices
- Scheduling & Program Pathways
- Support & Services
- Marketing & Communications
- Outreach & SSSP
- Success & Completion
- Retention & Persistence

Approach
★ Mission Driven
★ Data Informed
★ Targeted Enrollment Goals
★ Equity Focused

Foundation
- Leadership & Collaboration
- Student-centered Budget
- Infrastructure

Participate | Collaborate | Innovate
SEM Institutional Self-Assessment

Participate | Collaborate | Innovate
Your Turn!

1. Select one or two areas in the Self-Assessment.

2. Determine your level of agreement for each of the descriptors and provide sample practices.

3. Discuss your levels of agreement and overall strengths and opportunities. Use the *Probing Questions* to dive deeper.

4. Record any Ah ha! moments.
FTES Basics and the New Funding Formula

John Mullen, Senior Consultant, Fiscal Services CCC
Chancellor’s Office
Sources of Authority

California Legislature

*Education Code*

Board of Governors of the California Community Colleges

*Title 5 of the California Code of Regulations*
Sources of Authority

State Board of Education

Average Daily Attendance (ADA)

Board of Governors of the California Community Colleges

Full-time Equivalent Student (FTES)
Q: How has Apportionment Revenue traditionally been allocated?

A: On the basis of Full-time Equivalent Students (FTES) in attendance, as reported to the Chancellor’s Office on the CCFS-320 Report three times each year.
Full-Time Equivalent Student

1 FTES =

1 student
15 hours per week
2 semesters of 17.5 weeks
(3 quarters of 17.5 weeks)
= 525 contact hours
Full-Time Equivalent Student

- A unit of measure based on hours of student attendance
- Not a head count of students
- Not based on the total number of units of credit in which students are enrolled
An Hour is An Hour

- No, it’s actually 50 minutes
- All hours of instruction are counted equally
  - Lecture
  - Laboratory
  - Activity
Attendance Accounting Methods

- Weekly Student Contact Hour
- Daily Student Contact Hour
- Actual Hours of Attendance (Positive Attendance)
- Alternative Attendance Accounting Method (Independent Study/Work Experience)
- Noncredit Distance Education
When are students counted?

- FTES is not based on the number of students who enroll in a course
- FTES is not based on the number of students who complete the course
- For census-based classes, students are counted 20% if the way through the course
- For positive attendance classes, the hours attended by each student are recorded and added together
Full-Time Equivalent Student (FTES) Reporting Periods

First Period: July 1 – December 31
Second Period: January 1 – April 15
Third Period: April 16 – June 30

Reports due: January 15
April 20
July 15
When to Report a Section

- Attendance for weekly and daily census sections is reported in the period in which the census date falls.
- Attendance for positive attendance sections is reported in the period in which the last class meeting occurs.
When to Report a Section

- **Summer Shift Exception**: Attendance for daily census sections with census date before July 1 and ending date after July 1 may be reported in either fiscal year.
The New Funding Formula
“...California’s state leaders have truly delivered on a promise to put students first and set an example for the rest of the nation by adopting a new funding formula that incentivizes student success...”

—Chancellor Eloy Ortiz Oakley
While the system has made significant strides in improving student success, serious challenges remain.

• Most students who enter a community college never complete a degree or certificate or transfer.
Students who do reach an educational goal take a long time to do so.

Achievement gaps persist (across student groups and across regions).
Discussions about a new funding formula began more than a year ago, given concerns among system stakeholders that enrollment—the traditional driver of funding—has been stagnant in many districts.
Student Centered Funding Formula

In reforming funding for community college districts, the aim is to do the following:

• Encourage progress toward the Vision for Success adopted by the Board of Governors.
Student Centered Funding Formula

• Provide groups of students that have faced barriers to success with additional support to meet our goals.
• Make resources most useful to community college districts by making them stable, predictable, and flexible.
Community college finance should further the activities the Chancellor’s Office is undertaking through the Guided Pathways framework.
The new formula calculates apportionments generally using three allocations:

- Base Allocation
- Supplemental Allocation
- Student Success Allocation
Student Centered Funding Formula

*Base Allocation*—Current factors (primarily credit FTES).

*Supplemental Allocation*—Counts of low-income students.

*Student Success Allocation*—Counts of outcomes related to the *Vision for Success*, with “premials” for outcomes of low-income students.
Student Centered Funding Formula

Noncredit FTES (and some other FTES) will be funded at current rates. The rates are calculated to provide a three-year transition.
Student Centered Funding Formula

For the *Supplemental Allocation*, a district will receive one “point” based on the counts of all of the following in the prior year:

- Pell Grant recipients.
- California College Promise Grant recipients.
- AB 540 students.
For the *Student Success Allocation*, points are assigned on the basis of eight measures:

1. Associate degrees for transfer granted
2. Associate degrees granted (excluding ADTs)
Student Centered Funding Formula

3. Baccalaureate degrees granted

4. Credit certificates (16 units or more) granted

5. Completions of transfer-level mathematics and English courses within first academic year of enrollment
Student Centered Funding Formula

6. Successful transfers to four-year university

7. Completions of nine or more CTE units

8. Attainments of regional living wage
Points assigned for each measure will be weighted as follows:

1. Associate degrees for transfer granted
   - All students: 4
   - Pell Grant Premium: 4
   - Promise Grant Premium: 6
2. Associate degrees granted (excluding ADTs)

All students 3
Pell Grant Premium 3
Promise Grant Premium 4.5
Student Centered Funding Formula

3. Baccalaureate degrees granted

- All students: 3
- Pell Grant Premium: 3
- Promise Grant Premium: 4.5
4. Credit certificates (16 units or more) granted

   All students 2
   Pell Grant Premium 2
   Promise Grant Premium 3
Student Centered Funding Formula

5. Completions of transfer-level mathematics and English courses within first academic year of enrollment

All students  2
Pell Grant Premium  2
Promise Grant Premium  3
6. Successful transfers to four-year university

All students 1.5
Pell Grant Premium 1.5
Promise Grant Premium 2.25
Student Centered Funding Formula

7. Completions of nine or more CTE units

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>1</td>
</tr>
<tr>
<td>Pell Grant Premium</td>
<td>1</td>
</tr>
<tr>
<td>Promise Grant Premium</td>
<td>1.5</td>
</tr>
</tbody>
</table>
Student Centered Funding Formula

8. Attainments of regional living wage

   All students  1
   Pell Grant Premium  1
   Promise Grant Premium  1.5
## Point Values

<table>
<thead>
<tr>
<th>Allocation</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Allocation</strong></td>
<td></td>
</tr>
<tr>
<td>Dollars per Credit FTES</td>
<td>$ 3,727</td>
</tr>
<tr>
<td><strong>Basic Allocation</strong></td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Supplemental Allocation - Dollars per point</strong></td>
<td>$ 919</td>
</tr>
<tr>
<td><strong>Student Success Allocation - Dollars per point</strong></td>
<td>$ 440</td>
</tr>
<tr>
<td><strong>Student Success Equity Allocation – Dollars per point</strong></td>
<td>$ 111</td>
</tr>
</tbody>
</table>
Questions?

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Break
Aligning SEM with the Guided Pathways

Janet Fulks ASCCC, Guided Pathways Lead, Capacity Building
Presentation Goals

• Establish common connections between SEM and GP
• Illustrate key areas & opportunities
• Inspire integration of SEM and GP on your campus
• Describe a “balanced curriculum” and SEM’s role
Guided Pathways Framework

Four Pillars of Guided Pathways

- Create clear curricular pathways to employment and further education.
- Help students choose and enter their pathway.
- Help students stay on their path.
- Ensure that learning is happening with intentional outcomes.

Participate | Collaborate | Innovate
Key Elements of Guided Pathways

- **Programs that are fully mapped out and aligned with further education and career advancement while also providing structured or guided exploration for undecided students.**

- **Redesigning and integrating basic skills/developmental education classes to accelerate students to college-level classes.**

- **Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage.**

- **Structured onboarding processes including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get off to the right start in college.**

- **Responsive student tracking systems aligned with interventions and resources to help students stay on the pathway, persist, and progress.**

- **Instructional support and co-curricular activities aligned with classroom learning and career interests.**
Scheduling & Program Pathways
Clearly defined program pathways that lead to concise student education planning, and class schedule development.

Support & Services
Wrap around support services that promote student success e.g., counseling, education and career planning, tutoring, appropriate assessment, and just in time orientation.

Marketing & Communications
Market analyses and varied marketing strategies that focus on targeted student groups, promote educational value, and position the institution as reputable.

Outreach & SSSP
Focused recruitment and admissions policies, processes and practices that ensure students enroll and move toward success and completion with ease.

Success & Completion
Scalable strategies and interventions that improve student success and completion outcomes e.g., high school bridge programs, articulated pathways.

Retention & Persistence
Strategies and interventions that improve course and program retention and persistence e.g., learning communities, early alert, tutoring, accelerated classes.

Mission Driven
Clear SEM purpose and enrollment goals that are linked to the college strategic goals and mission.

Data Informed
Widely available, current and reliable retroactive and prospective snapshot and trend data e.g., enrollment, outcomes, demographics, community, and labor market demand.

Targeted Enrollment Goals
Enrollment goals for targeted student groups e.g., First-time, CTE, online, basic skills, and URM groups.

Equity Focused
Strategies, interventions and attitudes that seek to close gaps in access and achievement.

Leadership & Collaboration
Intentional and collaborative efforts to plan and manage the efficacy and quality of programs and services, and optimize enrollment, fiscal viability and student success.

Student-centered Budget
Budget decisions and processes that clearly support student success and fiscal viability.

Infrastructure
- Ubiquitous access and use of technology that delivers efficient processes, reliable data and information, quality instruction, and valuable support services.
- Policies and procedures that support enrollment, student success, and fiscal viability.
- Facilities that accommodate program and course needs efficiently.
## CCC GP Structure

### 14 Key Elements for GP Development:

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Design</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Shared metrics</td>
<td>5. Intersegmental alignment</td>
<td>10. Integrated technology infrastructure</td>
</tr>
<tr>
<td>3. Integrated planning</td>
<td>6. Guided career and major exploration</td>
<td>11. Strategic professional development</td>
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<tr>
<td></td>
<td>7. Improved basic skills</td>
<td>12. Aligned learning outcomes</td>
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<tr>
<td></td>
<td>8. Clear program requirements</td>
<td>13. Assessing and documenting learning</td>
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<tr>
<td></td>
<td></td>
<td>14. Applied learning opportunities</td>
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</tbody>
</table>
What’s SEM Got to Do With It?

Bontranger’s Student Success Continuum (2018)
Connections
GP – cannot succeed without evaluating and redesigning the outcomes of three key areas

1. Curriculum
2. Program Review
3. Enrollment Management
Reconsider historical questions

• A student needs to register: Let’s see what classes are open?

• A schedule is being developed: Have departments turned in their schedules?

• A master schedule is being reviewed: How many students were on waitlists?

• Section numbers are being determined: How many faculty do we have available?

• What is your ed goal and major?

• What is the institutional balance of GE and majors courses across departments?

• What do current SEPs telling us about student course needs?

• How and when do we schedule sections to allow all students to complete?
## Scheduling and Program Pathways

<table>
<thead>
<tr>
<th>SEM Framework</th>
<th>Potential GP Application</th>
<th>My Thoughts &amp; Your Thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduling &amp; Program Pathways</td>
<td>How does scheduling integrate program completion overall across the institution?</td>
<td>No program is one department!</td>
</tr>
<tr>
<td></td>
<td>Have you considered General Education (GE)?</td>
<td>See second worksheet. About 2/3rds of every program is GE</td>
</tr>
<tr>
<td></td>
<td>How do you guarantee that all course required are available for all students (online, evening, evening, part-time, parents, etc)?</td>
<td>This is not a simple percentage of offerings at varied times: what programs are these students trying to complete?</td>
</tr>
<tr>
<td></td>
<td>Who is responsible to look at the actual pathway and availability beyond just the heavy lift of making the schedule?</td>
<td>Who is in the room to integrate the plans?</td>
</tr>
<tr>
<td></td>
<td>Could innovative measures contribute to better pathways (dual enrollment, HS curriculum, online exchange)?</td>
<td>How do we maximize the resources available to help students complete versus only advising for our institutions?</td>
</tr>
</tbody>
</table>
## Support and Services

<table>
<thead>
<tr>
<th>SEM Framework</th>
<th>Potential GP Application</th>
<th>My Thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support and Services</td>
<td>How will you use student data from SEPs to build your schedule?</td>
<td>If the goal is completion we need to factor this in from the student focused lens. What are their scheduling needs for completion? How accurate are SEPs? How closely are students following them?</td>
</tr>
<tr>
<td></td>
<td>How will you allow scheduling for the support necessary for AB 705?</td>
<td>If a previously 4 or 5 unit math class is now 8 units (with a co-requisite), how is that scheduled? How is lab vs lectures calculated into the room and faculty needs?</td>
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</tbody>
</table>
Potential Challenges

• Student Ed Plans – SEM
• Program Pathways – SEM
• All pathways accessible – only through SEM
• Student Patterns 15 units, two years, summer, dual enrollment
• General Education
Key opportunities

General Education - clarified, linked, meaningful
Not courses - but programs
Scheduling not departmental - but institutional
Completion – not by luck but facilitated
Clarity – relentless clarity
Transparency – not territoriality
Key Connection 1: Shared Purpose

**Guided Pathways:**
- Improve program completion and close equity gaps
- Dramatically increase students’ pursuit of advanced higher education and securing of gainful employment

**SEM:**
- Improve student access and success (retention, persistence, completion)
- Optimize enrollment
- Ensure fiscal viability
Key Connection 2: Common Principles

Guided Pathways:
• Centered on student success
• Focused on equitable student access and outcomes
• Informed by data and information
• Adopted as an institutional transformation effort

SEM:
• Centered on student success
• Focused on equitable access and student outcomes
• Informed by data and information
• Driven by institutional mission
1. Shared Purpose
   – Improve student access and success
2. Common Principles
   – Student centered, equity focused, and data driven/informed
3. Aligned Approach
   – Holistic and inclusive
Lunch
Deep Dive Session #1
Understanding FTES and Scheduling Classes to Maximize FTES Yield
Break
Deep Dive Session #2
Developing and Managing the Class Schedule
CLOSING REMARKS & NEXT STEPS
SEM Program

**SEM Academy**
College teams clarify and plan SEM projects.

**Mid-point Convening**
All SEM Program colleges and coaches convene for progress check-in.

**Outcomes Preparation**
Colleges begin evaluating progress and outcomes of SEM projects with support from coaches.

**Project Engagement**
College teams begin implementing SEM projects with support from coaches.

**Project Engagement**
College teams continue implementing SEM project with support from coaches.

**Final Convening**
All SEM Program colleges and coaches convene for final outcomes check-in.
Promising Practices

1. FTES Forecasting Model
2. Outreach and Recruitment, Marketing and Life Long Learning
3. Math Pathways: Developmental Education Reform
4. Cluster Analysis for Enrollment Planning
5. Dual Enrollment Program
6. Go2Foothill Online Orientation
7. A Simple Approach to FTES Forecasting
8. Weekly Enrollment Updates
9. Zero-Based Scheduling
10. Scheduling Effectiveness - Student vs. College
11. Pasadena City College Pathways
12. A Data-Informed, Goal-Based Enrollment Management Plan
13. The Stand: Food Pantry and Professional Clothing Closet
14. Targeted Digital Media Marketing
15. SEM: An Integrated Approach
16. Prior Learning Assessment
Eight Resource Guides

- A Roadmap for SEM Planning
- Calculating and Understanding FTES and Productivity
- Data Tools & Metrics for SEM
- Developing and Managing the Class Schedule
- High Impact Retention, Persistence & Success Practices for SEM
- Targeted Marketing for SEM
- Understanding CCC Budget and Reporting Part I (F320 Report)
- Understanding CCC Budget and Reporting Part II (Schedule C, FON and 50% Law)

The Basics of Community College Funding
Thank you!

https://prolearningnetwork.cccco.edu/ask