



## **Student Centered Funding Formula Project Proposal Application**

Thank you for proposing a Student Centered Funding Formula project. Please read the Funding Formula Committee's Philosophy Statement prior to completing the application.

### **Funding Formula Committee Philosophy Statement:**

The Funding Formula Committee (FFC) strives to educate the Chabot-Las Positas Community College District about the State funding formula metrics, accurate data sources on the metrics, and best practices and efficient processes to fully benefit from the metrics. We aim to capitalize on the metrics while maintaining a central focus on student success and equity.

The FFC aims to recommend high-impact initiatives and processes that are fiscally responsible and lead to increased funding based on any of the State's three funding formula components:

- *Base Allocation:* FTES funding, Credit, Non-credit, CDCP, Special Admit and Incarcerated Education
- *Supplemental Allocation:* California Promise Grant, AB 540 students, and Pell Grant recipients
- *Student Success Allocation:* degrees, degrees for transfer, credit certificates, completion of 9 or more CTE units, transfers to four-year university, completion of transfer level math and English, attainment of a regional living wage and equity "bumps" for California Promise Fee Waiver and Pell Grant recipients

The FFC aims to do all the above, while also taking into consideration the initiatives' impacts on students meeting their educational goals, student equity, the College's strategic plans and educational missions, cost-benefit analyses, scalability and alignment of the initiatives across both Colleges.

The FFC strives for our committee processes to be respectful, transparent, equitable, collaborative, and grounded in data-driven analyses and evidence-based practices. We will aim to value and respect the time it takes for faculty members, Classified Professionals, Administrators, and student employees to accomplish new initiatives. We believe that all CLPCCD community members have valuable ideas and we will be most successful collectively strategizing to maximize our funding.

**Title of Project Proposal:** Strategic Enrollment Management Tool

**Today's Date** 3/9/2020

**1. Requestor(s):**

Full Name of Lead Contact for Request: <u>Kristina Whalen</u>	Title or Position <u>VP of Academic Servies</u>
Phone number <u>4241103</u>	Extension _____
Email <u>kwhalen@laspositascollege.edu</u>	
Department(s): <u>Other</u> <u>Academic Services</u>	
<p>o Location (check all that apply): <input type="checkbox"/> District    <input checked="" type="checkbox"/> Chabot    <input checked="" type="checkbox"/> LPC</p>	
<p>o How many requests have you submitted to the Funding Formula Committee to date? <u>1</u></p>	
<p>o Was this proposal, or a proposal similar to this, identified as part of Program or Area Review at the college?    <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	
<p>o List those who will be actively engaged in the proposed project (it is recommended to have consulted with the people listed below prior to submitting this application): Bruce Griffin, Vice-Chancellor--to confirm that the District does not own tool with the desired capability LPC CEMC; Chabot CEMC; LPC Dean, Nan Ho; Chabot Dean, Sara Parker; Faculty Bill Komanetsky, Guided Pathway Tech Coordinator (LPC); Jeff Drouin, DEMC co-chair; Andrea Magliocco, LPC Scheduler; District Technology Committee</p>	

## 2. Scope of Project

**2a In 350, or less, briefly describe the scope of this project in the space provided below. Make sure to include: 1) goals of the project, 2) population that will be impacted, 3) metrics that will be impacted, and 4) who will accomplish what pieces of the project**

Description & Goals: Over a 3-year period, this project will convene a task force to review technology solutions so that courses may be scheduled to maximize enrollment and ensure that students complete transfer patterns and degree requirements in a timely manner. Informed by an IEPI Integrating SEM/Guided Pathways workshop in November, representatives from LPC, Chabot, and District reviewed practices for strategic enrollment management and Guided Pathways, including the use of analytical tools. In sum, this project integrates best practices in Strategic Enrollment Management and Guided Pathways. In the first year, the District will embark on a needs assessment and review of available products for scheduling. Before the conclusion of year one (or sooner), the group will seek the endorsement of the District Technology Committee for a product and project implementation timeline that support the following goals:

1. Increase the average number of units taken by students by alleviating schedule "choke points".
2. Scheduling math and English so that transfer-level math and English (with support) sequences can be completed in the First-year
3. Minimize course overlap and maximize room optimization through block scheduling
4. Synchronize entry points into the semester so students have predictable (and marketable) start dates.

Three-year plan:

Year 1: Technologies shall be investigated and demonstrated, peer colleges and industry representatives consulted to find technologies which will solve this problem

Year 2: with the guidance of the district, chosen technologies shall be implemented and tested at colleges.

Year 3: Continuation of the use of these technologies

Population: This project encompasses the general student body at both Las Positas and Chabot

Metrics:

- FTES—increase of average units taken by students
- Math and English completion in the first year (no data exists specifically for Math and English)
- Completion metrics

Project leads and responsibilities: Initially we have a small cross-functional team of knowledgeable faculty, classified professional, and administrative staff supporting this project, with the goal of forming a whole District team that evaluates scheduling tools for functionality and fit with District and project goals.

**2b The cost-benefit analysis is critical to the application process. To the best of your ability, briefly describe the cost-benefit analysis and how this project will accomplish its outcomes.**

Working with the data analysis team at LPC survey data (in which students indicated they wanted to take another class) and the qualitative data (the reason they indicated they didn't) it was extrapolated that 30% of students wanted to take another class. 41% of the reasons were related to scheduling problems such as overlapping schedules, no available seats and/or conflicts with needed classes. The rest of the reasons (69%) were out of our control. This means that at LPC we have about 1,238 students that would have added another course to their schedule if the scheduling allowed it. Assuming that all of these classes were 3 unit lecture classes with a cap of 30 if one calculates how much FTES is generated by these students being able to get into these classes, it would add between 243-247 FTES a semester for LPC alone. Double that for the year and you have the LPC FTES calculation as shown in this proposal. Direct survey data from Chabot was not available to us, but we asserted that it would be a conservative estimate to just double the LPC number—so even though Chabot is a larger institution we can arrive at a reasoned number that doesn't overshoot by much.

**3. Estimated Impact on Student Centered Funding Formula (SCFF)**

1. Using the table below, read the list of SCFF funding categories in the column titled "SCFF Metrics" and identify which metrics are expected to be impacted with this project.
2. For each SCFF metric impacted, estimate the number of students/amounts of FTES to be generated, over and above what is typically generated in the metric. Input this number into the column entitled, "Estimated SCFF points generated by project" in the appropriate row. For example, if the project is estimated to generate an additional 100 Pell grants in Year 1 (FY19-20), then input the number "100" in column, "Estimated SCFF points generated by project," row "Pell Grants," under the group of columns for "Year 1 (FY19-20)".
  - How many additional students/FTES are estimated to result from this project in Year 2 (FY20-21)? Input this number into the column, "Estimated SCFF points generated by project," in the row for the appropriate SCFF metric and corresponding year.
  - How many additional students/FTES are estimated to result from this project in Year 3 (FY 2021-22)? Input this number into the column, "Estimated SCFF points generated by project," in the row for the appropriate SCFF metric and corresponding year.
3. For each SCFF metric with a number entered for "Estimated SCFF Points generated by project," the total monies generated per year will automatically populate.
4. These totals will be used later in the application (Question 4) when you are calculating the estimated expenses in comparison to the estimated revenue generation (i.e. the "return on investment").

*Table for Calculations on the next page-*

FY20-21 (Year 1)				FY21-22 (Year 2)			FY22-23 (Year 3)		
Base Allocation	Incremental Units	SCFF Contribution	Project Revenue Contribution	Incremental Units	SCFF Contribution	Project Revenue Contribution	Incremental Units	SCFF Contribution	Project Revenue Contribution
<i>Credit FTES</i>	0	\$3,958.57	\$ 0.00	972	\$4,074.16	\$3,960,083.52	972	\$4,157.33	\$4,040,924.76
<i>Credit FTES of Special Admit</i>	0	\$5,795.71	\$ 0.00	0	\$5,964.94	\$ 0.00	0	\$6,073.09	\$ 0.00
<i>Credit FTES of inmates in correctional facilities</i>	0	\$5,795.71	\$ 0.00	0	\$5,964.94	\$ 0.00	0	\$6,073.09	\$ 0.00
<i>Noncredit FTES</i>	0	\$3,555.48	\$ 0.00	0	\$3,659.30	\$ 0.00	0	\$3,651.92	\$ 0.00
<i>CDCP noncredit FTES</i>	0	\$5,795.71	\$ 0.00	0	\$5,964.94	\$ 0.00	0	\$607.31	\$ 0.00
<b>Total Base Allocation</b>			\$ 0.00			\$3,960,083.52			\$4,040,924.76
<b>Supplemental</b>									
<i>Pell Grant Recipients</i>	0	\$976.10	\$ 0.00	0	\$1,004.60	\$ 0.00	0	\$1,025.11	\$ 0.00
<i>California Promise Grant Recipients</i>	0	\$976.10	\$ 0.00	0	\$1,004.60	\$ 0.00	0	\$1,025.11	\$ 0.00
<i>AB540 Students</i>	0	\$976.10	\$ 0.00	0	\$1,004.60	\$ 0.00	0	\$1,025.11	\$ 0.00
<b>Total Supplemental</b>			\$ 0.00			\$ 0.00			\$ 0.00
<b>Student Success</b>									
<i>Associate degree for Transfer</i>	0	\$1,869.35	\$ 0.00	0	\$1,923.94	\$ 0.00	0	\$1,963.22	\$ 0.00
<i>Associate degree</i>	0	\$1,402.01	\$ 0.00	0	\$1,442.95	\$ 0.00	0	\$1,472.41	\$ 0.00
<i>Credit Certificate (18-units)</i>	0	\$934.68	\$ 0.00	0	\$961.97	\$ 0.00	0	\$981.61	\$ 0.00
<i>Transfer Level Math and English</i>	0	\$934.68	\$ 0.00	0	\$961.97	\$ 0.00	0	\$981.61	\$ 0.00
<i>Transfer to a four-year university</i>	0	\$701.01	\$ 0.00	0	\$721.48	\$ 0.00	0	\$736.21	\$ 0.00
<i>9 or more CTE Units</i>	0	\$467.34	\$ 0.00	0	\$494.93	\$ 0.00	0	\$490.80	\$ 0.00
<i>Achieved Living Wage</i>	0	\$467.34	\$ 0.00	0	\$480.98	\$ 0.00	0	\$490.80	\$ 0.00
<b>Total Student Success</b>			\$ 0.00			\$ 0.00			\$ 0.00
<b>Total by year</b>			\$ 0.00			\$3,960,083.52			\$4,040,924.76

#### 4. Budget Summary

Refer to the personnel needs and funding categories below to estimate the expenses that will be incurred to accomplish this project. Check all boxes that apply.

**Personnel Needs:**

- Admissions and Records    Maintenance and Operations    Institutional Research    Business Office    Full-time Faculty    Adjunct Faculty    Financial Aid  
 Classified Professionals    Other, *please detail the reason(s) and calculations for all of the costs listed in the budget spreadsheet below. For each line item, make sure to explain: 1) to what the money will go 2) to whom the money will go (e.g., overtime, part time, etc.) and 3) how the costs were calculated. Bullet point answers preferred.*

Other: Scheduler team for implementation (temp on-call or overtime)  
Faculty F-hour to serve on the review team  
Cost set aside to pay for training on each campus by professional expert

**Funding Category:**

- Technology    Supplies and Equipment    Travel and Mileage    Facilities Use    Administrative Support    Institutional Research    Marketing and Outreach  
 Curriculum    Other, *please detail the reason(s) and calculations for all of the costs listed in the budget spreadsheet below. For each line item, make sure to explain: 1) to what the money will go 2) to whom the money will go (e.g., overtime, part time, etc.) and 3) how the costs were calculated. Bullet point answers preferred*

Other:  
The potential purchase of scheduling software. The cost of the package would depend on the product purchased but would likely be under \$100,000 dollars for both Las Positas and Chabot; however, the District would have to agree to the on-going cost of maintaining the software. Because of the fast timeline of the SCFF proposals, we offer a one year exploration period in which modest compensation is given to an exploratory committee that will reach a decision point and provide a thoroughly vetted cost-benefit analysis. This is a project that will require input from the Schedulers employed at the District but should the software be adopted, it will not significantly overlap with the new adoption of FLAC.

Expense	Year 1	Year 2	Year 3
<b>Full-time and/or Adjunct Faculty</b>	\$ 5,000	\$ 5,000	\$ 0
<b>Classified Professionals</b> <i>(Permanent part-time or permanent full time)</i>	\$ 10000	\$ 7000	\$ 0
<b>Professional Experts</b> <i>(short-term temp on call)</i>	\$ 0	\$ 10000	\$ 0
<b>Specialists</b>	\$ 0	\$ 0	\$ 0
<b>Materials &amp; Supplies</b> <i>(consider marketing and outreach for this project)</i>	\$ 0	\$ 300	\$ 0
<b>Equipment &amp; Software</b>	\$ 0	\$ 90,000	\$ 10000
<b>Other</b>	\$	\$	\$
<b>Other</b>	\$	\$	\$
<b>Other</b>	\$	\$	\$
<b>Cost Benefit Totals</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Total Annual Revenue Projected:</b>	0.00	3,960,083.52	4,040,924.76
<b>Total Annual Expenses Projected:</b>	15,000.00	112,300.00	10,000.00
<b>Return on Investment Projected:</b>	-15,000.00	3,847,783.52	4,030,924.76

### 5. *Optional:* Additional Information

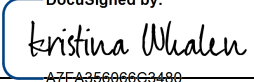
Provide additional information not asked about this project here, if needed.

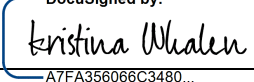
In between the 3-draft scheduling process at the Colleges, there has been rising interest from those in CEMC committees to analyze the schedule between drafts for overlapping classes and other metrics. There is a working belief that we schedule too many courses, meeting the same requirement, on top of each other. At LPC a "heat map" was manually put together in the Fall to demonstrate this issue but the map is too time-intensive to reproduce each semester, or between drafts, and it did not include math or English. We currently do not have an easily-accessible way for deans and program coordinators to look across the institution when scheduling so that scheduling conflicts or saturation can be avoided. Moreover, we have rough start times for classes but the many exceptions make it challenging for a student to put a full schedule together. These factors both suppress enrollment in sections and result in students taking fewer units.

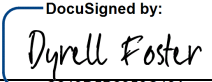
Once “Finish” is clicked this application will be emailed to the Dean/Area Manager, then the VP/Director and lastly to the President/VC for review and approval. Completed applications will then be forwarded to the FFC Proposal Subcommittee. Please see the Journey of a SCFF Application to see the process of SCFF project proposals and the FFC webpage for additional FFC/SCFF data.

**6. Reviewer’s Signatures**

*Please note: Approved projects will be reviewed when in progress against projected ROI for consideration of continued funding.*

Print Name: Kristina whalen	Signature: <small>DocuSigned by:</small>  <small>A7FA356066C3480...</small>	
<b>Dean or Area Manager or Supervisor</b>		<b>Date</b> 3/9/2020

Print Name: Kristina whalen	Signature: <small>DocuSigned by:</small>  <small>A7FA356066C3480...</small>	
<b>Vice President or Director</b>		<b>Date</b> 3/9/2020

Print Name: Dyrell Foster	Signature: <small>DocuSigned by:</small>  <small>C243D5B2358C48A...</small>	
<b>President or Vice Chancellor</b>		<b>Date</b> 3/9/2020

Thank you for taking the time to prepare this proposal.