The Paths of Invention and Reinvention

Pamela Ralston, Interim EVP
Faculty In-Service
August 24, 2018
Knowledge emerges only through invention and reinvention, through the restless, impatient, continuing, hopeful inquiry [people] pursue in the world, with the world, and with each other.

Paolo Freire
Restless, Impatient, Hopeful Inquiry
As a public community college dedicated to the success of each student . . .

Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.
Pursuing that Work Together
Our Core Principles

Santa Barbara City College’s core principles guide all aspects of instruction, organization, and innovation:

● Student-centered policies, practices, and programs

● Participatory governance

● A psychologically and physically supportive environment

● Free exchange of ideas across a diversity of learners

● The pursuit of excellence in all college endeavors.
Guided Pathways Funding

Leverages ALL CCC Funding in Support of Student Success

Total CC Funding
$8.6 billion (Prop 98)

California Student Success
$1.2 billion

Fund for Student Success

Technology Projects: Common Assessment Initiative/Student Planning (CASI)
Framing the Reinvention

SBCC Guided Pathways is a college-wide undertaking that provides a framework for integrating existing programs and services through a student-centered approach designed to increase student success while closing equity gaps.
Cohort: First Time Ever in College--includes students who enrolled in a community college for the first time in the fall of the selected year, excluding current and past concurrent enrollment students and other students with prior community college credit.
Guided Pathways Inquiry: Where Our Students are Succeeding

Participation

Transferable Math and English Completion

Momentum Points
Size of starting cohort at SBCC: 2477

Average credits attempted in 1 year
Average degree-applicable credits in 1 year
Full-time status
Fall to Spring persistence
College-level course success rate
Transferable Math and English Completion

Students Who Completed Within One Year:

- transfer level math in 1 year
- transfer level English in 1 year
- both math and English in 1 year
Momentum Points

FIRST TERM
Earned 6+ credits
Earned 12+ credits
Earned 15+ credits
Attempted 15+ credits

FIRST YEAR
Earned 15+ credits
Earned 24+ credits
Earned 30+ credits
Attempted 30+ credits
Where We Stood in 2015-16: Strengths

P: 24 Units attempted in year 1 on average
P: 22 Degree-applicable units attempted in year 1 on average
P: 76% Persisted from first to second term

M: 33% Earned 12+ credits in term 1 (top in state)
M: 50% Earned 15+ credits in year 1
M: 31% Earned 24+ credits in year 1 (top in state)
Where We Stood in 2015-16:
Areas to Improve

Transferable Math and English Completion in First Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>SBCC</th>
<th>Moorpark College</th>
<th>Foothill College</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>32%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>18%</td>
<td></td>
<td>32%</td>
</tr>
<tr>
<td>English and Math</td>
<td>13%</td>
<td></td>
<td>23%</td>
</tr>
</tbody>
</table>
Equity in 2015-16

College-Level Course Success Rate

77% Students

- American Indian or Alaska Native: 68%
- Asian: 75%
- Black or African American: 56%
- Hispanic: 71%
- Two or More Races: 74%
- White: 78%
- Unknown: 86%
Equity in 2015-16

Persisted from Term 1 to Term 2

76% Students

- American Indian or Alaska Native: 0%
- Asian: 89%
- Black or African American: 60%
- Hispanic: 75%
- Two or More Races: 73%
- White: 80%
- Unknown: 71%
Equity in 2015-16

Successfully Earned 12+ College Credits in First Term

33% Students
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.

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

- Early alert systems aligned with interventions and resources to help students stay on the pathway, persist, and progress.

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

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

- Instructional support and co-curricular activities aligned with classroom learning and career interests.
Reinventing Placement
AB 705 requires colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school GPA.
Timeline for AB 705
Development and Implementation Timeline

Fall 2017
Gather information and engage stakeholders regarding current assessment practices including discipline faculty, counselors, institutional research and assessment staff

Review the legal requirements of AB 705

Fall 2018
Shift local assessment and placement practices to include high school data as a primary predictor for all students in spring 2019

Submit locally developed curriculum changes for approval

Spring 2018
Develop methods to make high school data central in the assessment and placement process.

Begin curricular exploration and development consistent with the law.

Engage professional learning to support curricular shifts in math, English and ESL.

Spring 2019
Approve locally-developed curriculum in math and English

Connect new assessment and placement rules with curriculum

Publish new structures in college materials
How will AB 705 changes and Guided Pathways impact our enrollment?
Credit Headcount - Fall

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
<th>Change</th>
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<tbody>
<tr>
<td>2013</td>
<td>17,769</td>
<td>+0.4%</td>
</tr>
<tr>
<td>2014</td>
<td>17,842</td>
<td>+0.4%</td>
</tr>
<tr>
<td>2015</td>
<td>17,111</td>
<td>-4.1%</td>
</tr>
<tr>
<td>2016</td>
<td>15,666</td>
<td>-7.8%</td>
</tr>
<tr>
<td>2017</td>
<td>15,037</td>
<td>-2.8%</td>
</tr>
</tbody>
</table>
Fall 2017

15,072 Students
148,268 units enrolled

Fall 2018

13,950 Students (-7.44%)
140,048 units enrolled (-5.54%)
Students Less than 20 years old, In-District Status – Excluding Dual Enrollment

Legend
- Full Time
- Part Time

<table>
<thead>
<tr>
<th>Year</th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>788</td>
<td>626</td>
</tr>
<tr>
<td>2014</td>
<td>740</td>
<td>537</td>
</tr>
<tr>
<td>2015</td>
<td>714</td>
<td>509</td>
</tr>
<tr>
<td>2016</td>
<td>925</td>
<td>437</td>
</tr>
<tr>
<td>2017</td>
<td>1,117</td>
<td>358</td>
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</tbody>
</table>
New Formula – Student Centered Funding Formula

• The new formula consists of three components:
  • Base Allocation—Enrollments (FTES)
  • Supplemental Allocation—Counts of low-income students
  • Student Success Allocation—Counts of outcomes related to the Vision for Success, with “premiums” for outcomes of low-income students
**New Formula:** Phased In Over Three Years

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Allocation</td>
<td>70%</td>
<td>65%</td>
<td>60%</td>
</tr>
<tr>
<td>Supplemental Allocation</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Student Success Allocation</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
</tr>
</tbody>
</table>
## Base Allocation

**Funding per FTES**

- Comparison Old Funding Formula 2017-18 to New Funding Formula 2018-19

- Credit rate will decline in 2019-20 and 2020-21 as more funding is shifted to Student Success Allocation

<table>
<thead>
<tr>
<th>FTES Type</th>
<th>2017-18 Rate</th>
<th>2018-19 Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>$5,151</td>
<td>$3,727</td>
</tr>
<tr>
<td>Non-Credit</td>
<td>$3,097</td>
<td>$3,347</td>
</tr>
<tr>
<td>CDCP</td>
<td>$5,151</td>
<td>$5,457</td>
</tr>
<tr>
<td>Inmate Credit</td>
<td>$5,151</td>
<td>$5,457</td>
</tr>
<tr>
<td>Inmate Non-Credit</td>
<td>$3,097</td>
<td>$3,347</td>
</tr>
<tr>
<td>Dual Enrollment</td>
<td>$5,151</td>
<td>$5,547</td>
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</tbody>
</table>
Supplemental Allocation

• District receives funding based on counts of all of the following in the prior year:
  • Pell Grant recipients
  • California College Promise Grant recipients (BOG Fee Waivers)
  • AB 540 students

• 2018-19 Rate = $919 per count
# Student Success Allocation

<table>
<thead>
<tr>
<th>8 Measures - Funding Rates</th>
<th>All Students</th>
<th>Promise (BOG) Students</th>
<th>Pell Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate degrees granted</td>
<td>$1,320</td>
<td>$333</td>
<td>$500</td>
</tr>
<tr>
<td>Baccalaureate degrees granted</td>
<td>$1,320</td>
<td>$333</td>
<td>$500</td>
</tr>
<tr>
<td>Associate degrees for transfer (ADT) granted</td>
<td>$1,760</td>
<td>$444</td>
<td>$666</td>
</tr>
<tr>
<td>Credit certificates (16 units or more) granted</td>
<td>$880</td>
<td>$222</td>
<td>$333</td>
</tr>
<tr>
<td>Completion of nine or more CTE units</td>
<td>$440</td>
<td>$111</td>
<td>$167</td>
</tr>
<tr>
<td>Successful transfer to four-year university</td>
<td>$660</td>
<td>$167</td>
<td>$250</td>
</tr>
<tr>
<td>Completion of transfer-level mathematics and English courses within first academic year of enrollment</td>
<td>$880</td>
<td>$222</td>
<td>$333</td>
</tr>
<tr>
<td>Attainment of regional living wage</td>
<td>$440</td>
<td>$111</td>
<td>$167</td>
</tr>
</tbody>
</table>
Chancellor’s Office simulation from July 2018 provided SBCC with $6,898,479 in additional funding compared to the old funding formula.

SBCC Fiscal Services Office updated this simulation with the most recent available FTES and Student Success data.

The updated simulation provides SBCC with $9,169,121 in additional funding compared to the old funding formula. This includes the 2.71% COLA, and the districts projected growth in Noncredit FTES.
How Are We Positioned Going Forward?