Options to Consider When Developing New Credit Courses: Lecture, Lab, or Both?

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The implementation of AB 705 provides a unique and exciting opportunity to develop new and innovative curriculum to improve student success and learning. When developing new credit courses, faculty may fail to fully understand the nuances of using different academic activities and how they affect student contact time, course units, faculty load, financial aid, cost of attendance, and state apportionment.

Colleges grant credit based on **total hours of student work**, whether that work is inside the classroom (e.g.: lecture or lab) or outside the classroom (e.g.: homework). California Code of Regulations, Title 5, §55002.5 states:

> *(a) One credit hour of community college work (**<u>one unit of credit</u>**) shall require a **minimum of 48 semester hours of total student work** or 33 quarter hours of total student work, which may include inside and /or outside-of class hours.*
>
> *(b) A course requiring **96 hours or more of total student work** at colleges operating on the semester system or 66 hours or more of total student work at colleges operating on the quarter system shall provide **at least 2 units of credit**.*
>
> *....*
>
> *(e) Credit hours for all courses may be awarded in increments of one units or less.*

Boards establish policy to define standards for credit hour calculations for all academic activities and expected ratios of in-class to outside-of class hours. LACCD's policies identify three academic activities with different ratios of contact to homework hours, which are outlined in Administrative Regulation E-113 (Unit/Hour Alignment).

Table 1. Standard Student Work Hours Per Unit of Lecture and Lab Courses

Academic Activity	Weekly Contact Hours (In-class)	Weekly Outside of Class Hours (Homework)	Total Contact Hours (18-week Semester)	Total Learning Hours (18-week Semester)
Lecture (Lecture, Discussion, Seminar, etc.)	1	2	18	3 x 18= 54
Lab A (#1) (Lab with homework, Studio, etc.)	2	1	36	3 x 18= 54
Lab B (#2) (Lab without homework, Clinical, etc.)	3	0	54	3 x 18= 54

During an 18-week semester, each of the examples above would result in one unit of credit, but very different total contact hours (18, 36, or 54). Therefore, a course with a lab could be a more effective way to provide instructional support to students than a lecture class, since it would provide students a higher number of in-class hours per unit and allow more time for supervised activities to support student learning. Additionally, lab courses are less costly for students,

because enrollment fees and financial aid limits are based on units attempted, not contact hours. For example, a student taking a 1-unit lab course meeting 3 hours/week would pay $46, while a student taking a 3-unit lecture class meeting for the same number of hours would pay $136. For federal financial aid purposes, students are limited to 150% of the unit requirement of their declared program of study. Thus, a student attempting to complete a 60-unit Associate Degree for Transfer is limited to financial aid for 90 units of attempted coursework.

Reducing the number of units (not hours) of co-requisite support classes, would also allow students to take courses in disciplines other than Math, English, and ESL during their first year. Finally, it is also important to note that in the LACCD, faculty assignments (and state apportionment funding) are based on weekly in-class hours, not units (AFT 1521 Collective Bargaining Agreement, Article 13). Therefore, a student would benefit from additional in-class hours, a college would receive higher apportionment, and a faculty member would receive more pay per each unit of a lab class, than per each unit of a lecture class.

While the number of units is a districtwide attribute for any given LACCD course, the hours of instruction are determined locally by each college. Faculty have the option of using either lecture, lab (with or without homework), or a combination of any of these. Keep in mind that in order to be eligible for state funding a course must meet for a minimum time of 50 minutes per session (for example, a 30 minute lectures would not be eligible for apportionment). When developing new curriculum, it is important to carefully consider the full implications, advantages, and disadvantages of using each type of academic activity.

Table 2. Possible Unit and Weekly Contact Hour Options for Co-Requisite Support Courses (Lecture, Lab, and Lecture/Lab*)

	1-Unit Course	2-Unit Course	3-Unit Course
Lecture Only (2 hr homework/hr)	1 hour of Lecture	2 hours of Lecture	3 hours of Lecture
Lab A Only (1hr Homework/hr)	2 hours of Lab A	4 hours of Lab A	6 hours of Lab A
Lab B Only (no homework)	3 hours of Lab B	6 hours of Lab B	9 hours of Lab B
Lecture + Lab A		1 hour of Lecture + 2 hours of Lab A	1 hour of Lecture + 4 hours of Lab A OR 2 hours Lecture + 2 hours Lab A
Lecture + Lab B		1 hour of Lecture + 3 hours of Lab B	1 hour of Lecture + 6 hours of Lab B OR 2 hours of lecture + 3 hours of Lab B
Contact Hours Range (Low-High)	1-3	2-6	3-9

*Lab A is the same as Lab #1 in LACCD administrative regulation E-113 with 1 hour of homework or outside student work/contact hour. Lab B is the same as Lab # 2 without homework.

LACCD IMPLEMENTATION OF AB705

UPDATE ON AB 705 IMPLEMENTATION

Institutional Effectiveness and Student Success Committee

June 20, 2018

Background to AB 705:
Research Findings on Impact of Placement Decisions

- Community colleges are placing **too many** students into remediation
  - *A large percentage of students placed into remedial courses elect not to enroll*
  - *Time/cost of remedial coursework discourages student enrollment*
  - *Placement tests tend to under-place students, and test results are not strongly predictive of student success in college-level courses*
  - *High school performance is a much stronger predictor of success in transfer-level courses rather than standardized placement tests*

- Assessment and placement negatively impact student equity
  - *Students of color are more likely to be placed into remedial courses*
  - *Students placed into remediation are much less likely to attain their educational goals*

- More students would complete transfer/degree requirements in math and English if **enrolled directly** in transfer-level English and math courses

AB 705 Legal Requirements

- Signed by Governor on Oct. 13, 2017; effective Jan. 1, 2018
- Colleges must *"maximize the probability that students will enter and complete transfer-level English and mathematics coursework in **one year** and that a student enrolled in ESL will enter and complete degree and transfer requirements in English within 3 years."*
- High school performance data (coursework, course grades, GPA) must be used for assessment and placement
  - Colleges can use self reported data or guided placement if transcript data is not available
- Students can only be placed into remedial coursework when they are "highly unlikely to succeed" in transfer-level course
- Must be implemented by Fall 2019

AB 705 Guidance in Practice

- All students will be placed directly in college level (Math guidance pending)
- 11th grade GPA is used to "place" students
  - 2.6 and above: Requiring no additional support
  - 1.9-2.5: Additional academic and co-requisite support <u>should be considered</u> to improve success rates
  - Less than 1.9: Additional academic and co-requisite <u>support should be provided</u> to improve success rates
- Lack of clarity as to whether support can be mandated at any level
- AB 1805: A community college shall inform students of their **<u>rights to access transfer-level coursework</u>** *and academic credit English as a second language (ESL) coursework,* and of the multiple measures placement policies developed by the community college

LACCD English and Math Placement: 2016-17

Placement Level	English	Math
Transfer Level	**10,025 (30%)**	**3,945 (10%)**
1 Level Below Transfer	10,684 (31%)	6,591 (18%)
2 Levels Below Transfer	7,429 (22%)	7,669 (20%)
3 Levels Below Transfer	3,748 (11%)	11,779 (31%)
4 Levels Below Transfer	91 (.5%)	8,009 (21%)
Level Undefined	1,837 (5.5%)	
Total	33,814	37,993

Impact of English Placement on LACCD Student Milestone Attainment

Students who place below transfer-level English and Math are much less likely to attain important milestones indicative of success

English or Math Placement Level	% Completed English 101	% Completed Math 200 Series
Transfer Level	**61%**	**74%**
1 Level Below Transfer	47%	30%
2 Levels Below Transfer	32%	15%
3 Levels Below Transfer	21%	10%
4 Levels Below Transfer	13%	4%

Chancellor's Office Placement Rules for Transfer Level English

High School Performance	Average Success Rate Students Enrolling Directly in Transfer-Level	One-Year Completion of Transfer-Level Students Enrolling One Level Below Transfer	AB 705-Compliant Placement	% LACCD Students
High School GPA ≥ 2.6	80%	40%	**Transfer-Level English Composition** No change in level of support required	70.3%
High School GPA 1.9-2.5	59%	22%	**Transfer-Level English Composition** Additional academic and co-requisite support should be considered to improve success rates	25.8%
High School GPA < 1.9	43%	12%	**Transfer-Level English Composition** Additional academic and co-requisite support should be provided to improve success rates	3.9%

➢ *Nearly all LACCD students would be placed into English 101 (currently 30% are placed at this level), almost 24K additional students per academic year*

What the DAS Has Recommended

- The District Academic Senate recommends a uniform placement model utilizing high school transcript data in alignment with the state provided model

- The District Academic Senate recommends that when credit co-requisite courses are used as support that the colleges <u>consider adopting and using the same or similar credit courses</u> and allow colleges the flexibility to adapt the course outlines to meet local needs within the areas of local, non-district elements

- <u>The District Academic Senate recommends that faculty carefully consider the impact of adding additional units for co-requisite courses in English, ESL, and Math on student financial aid, cost of attendance, homework and degree requirements, and ability to take courses in other disciplines when designing such courses; and consider ways to reduce the number of units (not hours) by exploring the use of laboratory or activity hours of instruction when appropriate</u>

What the DAS Has Recommended

- The District Academic Senate recommends that colleges provide additional support services, such as tutoring, supplemental instruction, or other alternatives to credit classes to offer additional opportunities to support students in their academic pursuits

- The District Academic Senate recommends that the District administration work with and support faculty in the development of a professional learning plan that will provide opportunities for faculty to learn new pedagogical skills and content to support students in the new learning and curricular models adopted by the colleges

- The District Academic Senate recommends that training is provided to develop effective practices in the support program, co-curricular offerings, or other tutoring programs

- The District Academic Senate recommends the District explore the feasibility of developing training models and opportunities for Math, English, ESL, Statistics, and faculty in related disciplines who would like to strengthen their background in teaching newly developed courses or courses they have not previously taught

The Student Experience

- What does the enrollment process look like for students?
- How will a student be placed into coursework?
- How will it impact ability to enroll in other courses?
- What impact will this have on financial aid?
- What will the student experience look like?

District Activities in Support of AB 705 Implementation

Support for AB 705 implementation in 2017-18

- Over 10 separate events/workshops/trainings

- Attended by nearly 950 faculty

- Topics include:
  - Pathways to Student Success
  - AB705 Implementation Summit
  - LACCD DAS District Discipline Day
  - Data Management & Implementation: Creating a Research Agenda for Student Success
  - AB705 Technical Support meeting for English Department Chairs
  - Student Success Initiative Retreat

Options Being Considered

- Creation of built in support components
  - ELAC 227-S
- Lab based support courses
  - 1-4 hours per week
- Lecture based co-requisites
  - 3 unit lecture

Questions?

New Funding Formula Elements

With the impending changes of our funding model, it may be prudent to consider whether some of these measures should also be added to our District Strategic Plan (DSP). In examining the new elements: (1) some measures are already captured in the DSP, (2) sometimes the measure may require some revision or a more precise definition, or (3) it may be that the DSP does not capture a funding element at all.

Base Allocation
- Credit FTES
- CDCP
- Noncredit
- Concurrent Enrollment
    - Goal 5, Objective 4, Measure 1 – Total FTES (Page 20)

Supplemental
- AB540 Students
    - Goal 1, Objective 4 (Page 2)
- Pell Recipients
    - Goal 2, Objective 6, Measure 1 – Percentage of eligible students receiving Pell Grant (Page 8)
- California Promise Grant (formerly known as the BOG Fee Waiver)
    - Goal 1, Objective 2 (Page 1)

Success
- AA/AS
    - Goal 3, Objective 2, Measure 3 – Number of students who received a degree (Pages 12-13)
- ADT
    - Goal 3, Objective 2, Measure 3 – Number of students who received a degree (Pages 12-13)
- Certificate over 18 units
    - Goal 3, Objective 2, Measure 4 – Number of students who received a certificate (Page 13)
- Transfer English and Math
    - Goal 2, Objective 7, Measure 4 – Percentage of new, first time students successfully completing at least one English and math class in their first year (Page 10)
    - May also need to consider removing or altering Goal 3, Objective 5 – We will increase the percentage of students completing transfer-level English and mathematics among those who begin at courses below transfer-level. (Page 16)
- Transfer
    - Goal 3, Objective 3, Measure 1 - Number of students who transfer to California Public, 4-year institutions (UC or CSU) (Page 13)
    - Goal 3, Objective 3, Measure 2 - Number of students who transfer to a 4-year institution (Page 14)
- 9 units CTE
    - Goal 3, Objective 4, Measure 1 - Percentage of students completing more than eight units in CTE courses in 6 years (Page 14)
- Living Wage
    - Goal 3, Objective 4, Measure 5 – Proportion of exiting students who attain a living wage (Page 15)

Success Equity (Same measures as above calculated for Promise Grant & Pell Recipients)
- AA/AS
- ADT
- Certificate over 18 units
- Transfer English and Math
- Transfer
- 9 units CTE
- Living Wage

2018-2023 District Strategic Plan Alignment

Goal	Objective	Proposed Measure	Target	Data Source
Goal 1: We will increase college going for the Los Angeles region through enhanced outreach to community and educational partners and expanded access to educational programs that meet community and student needs.	**Objective 1:** We will expand educational opportunities to local high school students by increasing the number of courses offered through dual enrollment.	**Measure 1.1.1:** Number of sections offered through dual enrollment	Need internal data. **TARGET: 25% increase.** The proposed methodology is to determine a 25% increase from the number of sections available in 2016 for dual enrolled students.	SIS/PeopleSoft
		Measure 1.1.2: Number of students who are dual enrolled	2017: ≈ 11,000 students or 8.6% of high schoolers **TARGET: 13,750 students.** The goal was determined by calculating a 25% increase (2,750) from number of students in 2016 who are dual enrolled (11,000 + 2,750 = 13,750).	SIS/PeopleSoft
	Objective 2: We will fully implement the LA College Promise and will seek to expand the promise to additional school districts and municipalities in the service area. **Number of California Promise Grant recipients**	**Measure 1.2.1:** Number of new LA College Promise students	2017: ≈ 4,000 students **TARGET: 6,000 students** The goal was determined by calculating a 50% increase (2,000) from 2017 student counts (4,000 + 2,000 = 6,000).	SIS/PeopleSoft
		Measure 1.2.2: Percentage of LAUSD schools served by LA College Promise program	2017: ≈ 70% or (191/271 eligible schools) **TARGET: 90% of LAUSD Schools (Secondary & Charter Schools)**	SIS/PeopleSoft & List of Eligible Schools on LACP website

Goal	Objective	Proposed Measure	Target	Data Source
	Objective 3: We, in partnership with Los Angeles Regional Adult Education Consortium, will increase educational opportunities to nontraditional students through the expansion of noncredit adult education courses focused on skills improvement and vocational training.	**Measure 1.3.1:** Number of noncredit adult education sections	2012: 539, 2013: 519, 2014: 518, 2015: 552, 2016: 602 **TARGET: 753 sections.** The goal was determined by calculating a 25% increase (150.5) from 2016 section counts and rounding to the nearest whole number (602 + 150.5 = 752.5 = 753).	DataMart
		Measure 1.3.2: Number of students enrolled in noncredit adult education courses	2012: 9,668; 2013: 9,698; 2014: 9,441; 2015: 11,405; 2016: 11,556 **TARGET: 14,445 students.** The goal was determined by calculating a 25% increase (2,889) from 2016 student counts (11,556 + 2,889 = 14,445).	DataMart
	Objective 4: We will improve outreach strategies for new and returning students through effective marketing and branding that increases the recognition of LACCD colleges and programs as premier in the community. **Number of AB540 students**	**Measure 1.4.1:** Number of first-time students	2014: 19,311; 2015: 19,008; 2016: 18,134 **TARGET: 22,668 first-time students.** The goal was determined by calculating a 25% increase (4,533.5) from 2016 student counts and rounding (18,134 + 4,533.5 = 22,667.5 = 22,668)	From Term File
		Measure 1.4.2: Number of returning students	Need internal data. **TARGET: # returning students.** The goal will be determined by calculating a 25% increase from 2016	

Goal	Objective	Proposed Measure	Target	Data Source
			student counts.	
		Measure 1.4.3: Percentage of students whose decision to enroll was impacted by newspaper, radio, or television advertisements	2017: 16.1% endorsed very much or quite a bit **TARGET: 25% of students endorsing very much or quite a bit.** The goal was determined by consensus.	Student Survey
		Measure 1.4.4: Percentage of students whose decision to enroll was impacted by social media	2017: 19.3% endorsed very much and quite a bit **TARGET: 25% of students endorsing very much or quite a bit.** The goal was determined by consensus.	Student Survey

Goal	Objective	Proposed Measure	Target	Data Source
Goal 2: We will develop a premier learning environment that places students as the first priority in the institution and effectively supports students in attaining educational goals.	**Objective 1:** We will have an excellent campus climate by improving student services, providing a safe learning environment, and by establishing a higher standard for customer service.	**Measure 2.1.1:** Percentage of student services with high satisfaction ratings (80% of students stating that they are somewhat or very satisfied). *(Student services include: Admissions and Records, Assessment and Placement Services, Associated Student Organization/Union, Athletics, Bookstore, Business and Fiscal Office, CalWORKs, Career and Employment Center, Child Care Center, College Sheriff, Disabled Student Programs and Services, EOPS or CARE, Financial Aid Office, Food Services, Foster Youth, General College Counseling Services, Health Center, Instructional or Computer Labs, International Student Program and Services, Library, On-campus Orientation, Online Orientation, PUENTE, Transfer Center, Tutoring Services, Umoja, and Veterans Office)*	Survey Options: Very Satisfied, Somewhat Satisfied, Not Satisfied, Not Applicable 2014: average of 59% were somewhat to very satisfied with services 2017: average of 60% were somewhat to very satisfied with services **TARGET: 90% of student services having high satisfaction ratings.** The goal was determined by consensus.	Student Survey
		Measure 2.1.2: To what extent do you agree with the statement, I feel safe and secure at this college?	Survey Options: Strongly Agree, Agree, Disagree, Strongly Disagree, N/A 2014: 10.1% disagree or strongly disagree 2017: 7.2% disagree or strongly disagree **TARGET: 3.6% of students stating they disagree or strongly disagree.** The goal was determined by reducing 2017 ratings by half, 50%.	Student Survey

Goal	Objective	Proposed Measure	Target	Data Source
	Objective 2: We will create an environment that is respectful to the needs of diverse populations and that embraces the diversity of opinions found in a global society.	**Measure 2.2.1:** At this college, how often do you engage with students who differ from you in terms of their religious beliefs, political opinions, or ethnic background?	Survey Options: Often, Sometimes, Seldom, Never 2014: 41.5% said often or sometimes (3.2) 2017: 78.6% said often or sometimes (3.2) **TARGET: 3.5 survey rating.** The goal was determined by consensus.	Student Survey (Q21A) (Q19F)
		Measure 2.2.2: My experience at this college, in and out of class, has improved my ability to understand people of other racial, cultural, or religious backgrounds?	Survey Options: Very much, Quite a Bit, Some, Very Little 2014: 75% said very much or quite a bit (3.2) 2017: 77.3% said very much or quite a bit (3.3) **TARGET: 3.5 survey rating.** The goal was determined by consensus.	Student Survey (Q25J) (Q22N)
	Objective 3: We will increase fulltime enrollment for students through the development of flexible programs focused on working students and students with barriers to attending traditionally scheduled programs.	**Measure 2.3.1:** Percentage of students enrolled full time	2012: 35,082 & 23.2%, 2013: 36,161 & 23.5%, 2014: 36,719 & 24.2%, 2015: 36,385 & 23.5%, 2016: 34,311 & 22.4% **TARGET: 26% of students enrolled full time.** The goal was determined by adding the value of 2 standard deviations (4 σ = 2.6%) to the average or mean performance of the last 5 years (μ = 23.4%) and rounding up to the nearest whole number	DataMart

Goal	Objective	Proposed Measure	Target	Data Source
			(23.4% + 2.6% = 26%).	
		Measure 2.3.2: Number of course enrollments	2011: 887,407, 2012: 749,753, 2013: 749,919, 2014: 801,331, 2015: 817,681 **TARGET: Exceed statewide performance in number of course enrollments.** The goal was determined by consensus.	CalPass/Strong Workforce Program Metrics
	Objective 4: We will review and refine curriculum and programs to ensure that they are responsive to student needs and meeting the economic, industry, and societal needs of the region.	**Measure 2.4.1:** Number of programs with zero completions	**TARGET: 0 programs.** The goal was determined by consensus, and will not include completions for the first four years a program is offered.	SIS/PeopleSoft
	Objective 5: We will provide facilities and technologies to effectively serve and connect with the modern student and enhance regular and effective communication.	**Measure 2.5.1:** To what extend do you agree with the statement, this college's Wi-Fi is reliable?	Survey Options: Strongly Agree, Agree, Disagree, Strongly Disagree 2014: 71.1% agree or strongly agree (2.9) 2017: 63.1% agree or strongly agree (2.8) **TARGET: 3.5 survey rating.** The goal was determined by consensus.	Student Survey (Q27E) (Q24G)

Goal	Objective	Proposed Measure	Target	Data Source
		Measure 2.5.2: In general, to what extend do you agree with the statement, my instructors adequately use available technology in and out of the classroom?	Survey Options: Strongly Agree, Agree, Disagree, Strongly Disagree 2014: 88.6% agree or strongly agree (3.3) 2017: 88.1% agree or strongly agree (3.4) **TARGET: 3.5 survey rating.** The goal was determined by consensus.	Student Survey (Q23I) (Q20I)
		Measure 2.5.3: How often do you use email, social media, or text messaging to communicate with an instructor?	Survey Options: Often, Sometimes, Seldom, Never, Not Applicable 2014: 64.6% said often or sometimes (2.9) 2017: 75% said often or sometimes (3.2) **TARGET: 3.5 survey rating.** The goal was determined by consensus.	Student Survey (Q26E) (Q23G)
		Measure 2.5.4: How often do you use email, social media, text messaging, or this college's website to keep informed about college events?	Survey Options: Often, Sometimes, Seldom, Never, Not Applicable 2017: 67.5% said often or sometimes (3.1) **TARGET: 3.5 survey rating.** The goal was determined by consensus.	Student Survey (Q23H)

Goal	Objective	Proposed Measure	Target	Data Source
	Objective 6: We will increase access to higher education by assisting students in gaining access to financial aid and ensuring that all students, whether in-person or online, receive orientation, multiple measures assessment, and educational planning.	**Measure 2.6.1:** Percentage of eligible students receiving Pell Grant May consider changing this measure to "Number and Percentage of eligible students receiving Pell Grant"	2011: 71%, 2012: 71%, 2013: 71%, 2014: 70%, 2015: 66% **TARGET: 74%.** The goal was determined by adding the value of 2 standard deviations (2 σ = 4.3%) to the average or mean performance of the last 5 years (μ = 69.8%) and rounding to the nearest whole number (69.8% + 4.3% = 74.1% = 74%).	DataMart
		Measure 2.6.2: Percentage of new students completing an English assessment before or in the first term or being placed using a multiple measure	2011: 72%, 2012: 75%, 2013: 73%, 2014: 78%, 2015: 78% **TARGET: 81%.** The goal was determined by adding the value of 2 standard deviations (2 σ = 5.5%) to the average or mean performance of the last 5 years (μ = 75.2%) and rounding to the nearest whole number (75.2% + 5.5% = 80.7% = 81%).	
		Measure 2.6.3: Percentage of new students completing a math assessment before or in the first term or being placed using a multiple measure	2011: 72%, 2012: 75%, 2013: 73%, 2014: 78%, 2015: 78% **TARGET: 84%.** The goal was determined by adding the value of 2 standard deviations (2 σ = 7.1%) to the average or mean	

Goal	Objective	Proposed Measure	Target	Data Source
			performance of the last 5 years (µ = 76.8%) and rounding to the nearest whole number (76.8% + 7.1% = 83.9% = 84%).	
		Measure 2.6.4: Percentage of new students completing orientation	2014: 58%, 2015: 72% **TARGET: 95%.** The goal was determined by consensus.	
		Measure 2.6.5: Percentage of new students creating an academic plan	2014: 66%, 2015: 77% **TARGET: 95%.** The goal was determined by consensus.	
	Objective 7: We will increase student persistence and successful course completion through effective practices in the classroom and through student services.	**Measure 2.7.1:** Persistence rate, Fall to Spring	2011: 86%, 2012-13: 87%, 2014: 88%, 2015: 89% **TARGET: 90%.** The goal was determined by adding the value of 2 standard deviations (2 σ = 2.3%) to the average or mean performance of the last 5 years (µ = 87.4%) and rounding up to the nearest whole number (87.4% + 2.3% = 89.7% = 90%).	SIS/PeopleSoft
		Measure 2.7.2: Persistence rate, Fall to Fall	2011: 74% 2012-2015: 75% **TARGET: 76%.** The goal was determined by adding the value of 2 standard deviations (2 σ = .9%) to the average or mean performance of the last 5 years (µ = 74.8%) and rounding up to the nearest whole number (74.8% + .9% = 75.7% = 76%).	SIS/PeopleSoft

Goal	Objective	Proposed Measure	Target	Data Source
		Measure 2.7.3: Persistence rate, three consecutive terms Scorecard Metric – Persistence: Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who enrolled in the first three consecutive terms.	Scorecard, Overall (State): 2006: 62% (70%), 2007: 64% (71%), 2008: 66% (72%), 2009: 72% (73%), 2010: 76% (76%). **TARGET: Exceed statewide performance in persistence.**	Scorecard
		Measure 2.7.4: Percentage of new, first-time students successfully completing at least one English and math class in their first year May consider changing this measure to "Percentage of new, first-time students successfully completing at least one transfer-level English and math class in their first year"	2011: 17%, 2012: 17%, 2013: 19%, 2014: 24%, 2015: 26% **TARGET: 29%.** The goal was determined by adding the value of 2 standard deviations (2 σ = 8.3%) to the average or mean performance of the last 5 years (μ = 20.6%) and rounding up to the nearest whole number (20.6% + 8.3% = 28.9% = 29%).	
		Measure 2.7.5: Successful course completion rates	2011: 63.8%, 2012: 67.5%, 2013: 65.9%, 2014: 65.7%, 2015: 65.8% **TARGET: Exceed statewide performance in in successful course completion rates.**	IEPI

Goal	Objective	Proposed Measure	Target	Data Source
Goal 3: We will increase student completion to exceed the statewide performance measures and increase attainment of milestones indicative of academic success.	**Objective 1:** We will decrease time to completion by enhancing academic and student support programs.	**Measure 3.1.1:** Average number of units accumulated by students earning an associate's degree	2016/17: 86 units **TARGET: 79 units.** The goal was set by CCCO, Objective 3 which calls for a decrease in the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 to 79 total units.	IRDS data (data excluded: units completed in concurrent HS status, Public Service Academy, & units repeated for higher grade. Students receiving multiple AAs of the same type were counted once.
		Measure 3.1.2: Median time to complete a degree	2011: 4.5, 2012-2015: 4.4 **TARGET: 4 years.** The goal was determined by calculating an approximate 10% decrease from previous years.	SIS/PeopleSoft
		Measure 3.1.3: Median time to complete a certificate	2013-2015: 3.7 **TARGET: 3 years.** The goal was determined by calculating an approximate 20% decrease from previous years.	SIS/PeopleSoft
		Measure 3.1.4: Graduation rates of full-time, first-time degree/certificate seeking undergraduates with 150% of normal time to completion	2011: 17%, 2012: 15%, 2013: 18%, 2014: 21%, 2015: 23% **TARGET: 26%.** The goal was determined by adding the value of 2 standard deviations (2 σ = 6.4%) to	IPEDS

Goal	Objective	Proposed Measure	Target	Data Source
			the average or mean performance of the last 5 years (μ = 18.8%) and rounding up to the nearest whole number (18.8% + 6.4% = 25.2% = 26%).	
	Objective 2: We will increase completion of degrees and certificates.	**Measure 3.2.1:** Completion rates Scorecard Metric – Completion: Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate or transfer-related outcomes.	Scorecard completion (overall): cohort 2006-2007: 42%, 2008: 41%, **2009: 40%**, 2010: 43%. **TARGET: 50%.** The goal was set by the District Board, which asked for a 10% increase in completion rates in the 2015-16 academic year.	Scorecard
		Measure 3.2.2: Number of students who got a degree or certificate	2011: 8,372, 2012: 9,449, 2013: 10,200, 2014: 11,055, 2015: 12,957 **TARGET: 15,549 students / 20% increase.** (12,957*.20) + 12,957 = 15,548.4 = 15,549. The goal was set by CCCO, Objective 1 which calls for an increase of 20% in the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets.	CalPass/Strong Workforce Program Metrics
		Measure 3.2.3: Number of students who received a degree May consider splitting up this measure	2015/16: 7,015; 2016/17: 8,046 **TARGET: 9,655 students/ 20% increase.** (8,046*.20) +	Degree File

Goal	Objective	Proposed Measure	Target	Data Source
		into two: "Number of students who received an AA/AS Degree" and "Number of students who received an ADT Degree"	8,046 = 9,655.2 = 9,655. The goal was set by CCCO, Objective 1 which calls for an increase of 20% in the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets.	
		Measure 3.2.4: Number students who received a certificate May consider changing this measure to: "Number of students who received a certificate over 18 units"	2015/16: 7,061; 2016/17: 7,565 **TARGET: 9,078 students/ 20% increase.** (7,565*.20) + 7,565 = 9,078. The goal was set by CCCO, Objective 1 which calls for an increase of 20% in the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets.	Degree File
	Objective 3: We will increase the number of students transferring to four-year institutions.	**Measure 3.3.1:** Number of students who transfer to California Public, 4-year institutions (UC or CSU)	2011: 4,628; 2012: 3,847; 2013: 4,855; 2014: 5,699; 2015: 5,395 **TARGET: 7,283 students / 35% increase.** (5,395*.35) + 5,395 = 7,283.3 = 7,283. The goal was set by CCCO, Objective 2 which calls for an increase of 35% in the number of CCC students transferring annually to a UC or CSU.	EPIE, Institutional Performance & Accountability page

Goal	Objective	Proposed Measure	Target	Data Source
		Measure 3.3.2: Number of students who transfer to a 4-year institution Strong Workforce Program Metric - Number of students who transferred: Unique individuals who transferred to a four-year institution	2010: 8,309, 2011: 7,523, 2012: 7,693, 2013: 8,975, 2014: 7,445 **TARGET: 10,050 students / 35% increase.** (7,445*.35) + 7,445 = 10,050.75 = 10,050. The goal was set using the CCCO, Objective 2 as a guide.	CalPass/Strong Workforce Program Metrics
	Objective 4: We will increase career and job placement rates in the field of study by enhancing business and industry partnerships, internships, and employment opportunities.	**Measure 3.4.1:** Percentage of students completing more than eight units in CTE courses in 6 years Career Technical Education: Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate, apprenticeship or transfer-related outcomes.	LACCD Scorecard (State): 2006: 48% (51%), 2007: 47% (51%), 2008: 47% (50%), 2009: 49% (52%), 2010: 52% (54%). **TARGET: Exceed statewide performance in percentage of students completing more than eight units in CTE courses.**	Scorecard
		Measure 3.4.2: Number of Skills Certificates awarded	2012: 1,575; 2013: 1,533; 2014: 1,884; 2015: 2,744; 2016: 3,520 **TARGET: 3,972 skills certificates.** The goal was determined by adding the value of 2 standard deviations (2 σ = 1,720.6) to the average or mean performance of the last 5 years (μ = 2,251.2) and rounding to the nearest whole number (2,251.2 + 1,720.6 = 3,971.8 = 3,972).	EPIE, Degrees and Certificates Awarded Document

Goal	Objective	Proposed Measure	Target	Data Source
		Measure 3.4.3: Median percentage change in wages for students who completed higher level CTE coursework (Skills Builder) Skills Builder: The median percentage change in wages for students who completed higher level CTE coursework in 2013-2014 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.	LACCD Scorecard (State): 2010/11: 6.7% (10%), 2011/12: 8.2% (11%), 2012/13: 8.0% (13.4), 2013/14: 18.5% (22.6%) **TARGET: Exceed statewide performance in the median percentage change in wages.**	Scorecard
		Measure 3.4.4: Percentage of students who report being employed in their field of study Job closely related to field of study: The proportion of students who reported that their current job is close or very close to their field of study (based on responses in the CTE Outcomes Survey)	LACCD data are incomplete (State) - 2011: (67%); 2012: (71%); 2013: (68%); 2014: (69%); 2015: (69%) **TARGET: 69%.** The goal was set by CCCO, Objective 4 which calls for an increase in the percent of exiting CTE students who report being employed in their field of study, from 60% to 69%	CalPass/Strong Workforce Program Metrics Career & Technical Education Outcomes Survey Reports
		Measure 3.4.5: Proportion of exiting students who attained a living wage Attained a living wage: Proportion of exiting completing and skills-builder students who attained the living wage for a single individual in the college's Doing What Matters region (based on a match to the state unemployment insurance wage file and Insight Center for Community Economic Development data)	LACCD (State) - 2010: 41% (49%), 2011: 39% (48%), 2012: 40% (47%), 2013: 39% (46%), 2014: 41% (48%) **TARGET: Exceed statewide performance in proportion of exiting students who attain a living wage.**	CalPass/Strong Workforce Program Metrics

Goal	Objective	Proposed Measure	Target	Data Source
	Objective 5: We will increase the percentage students completing transfer-level English and mathematics among those who begin at courses below transfer-level. May consider changing this measure to: "We will increase the percentage students completing transfer-level English and mathematics within their first year" Transfer Level Achievement: The percent of first-time students in 2014-15 who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first year.	**Measure 3.5.1:** Percentage of students completing transfer-level English, among those who begin at courses below transfer-level	First Year, Cohort (State) 2010: 18% (30%), 2011: 17% (31%), 2012: 17% (33%), 2013 22% (36%), 2014: 26% (38%) **TARGET: Exceed statewide performance in Transfer level achievement in English.**	Scorecard
		Measure 3.5.2: Percentage of students completing transfer-level mathematics, among those who begin at courses below transfer-level	First Year, Cohort (State) 2010: 8% (15%), 2011: 8% (14%), 2012: 8% (15%), 2013: 8% (16%), 2014: 8% (17%) **TARGET: Exceed statewide performance in Transfer level achievement in Math.**	Scorecard
	Objective 6: We will increase equity in the attainment of student milestones. Achievement gap will be calculated using the Percentage Point Gap Method outlined by CCCCO.	**Measure 3.6.1:** Persistence--Percentage of new students who are enrolled in their first 3 consecutive terms (measured overall and by Gender, Age, and Ethnicity) Persistence: Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who enrolled in the first three consecutive terms.	LACCD Scorecard, Overall (State): 2006: 42% (49%), 2007: 42% (49%), 2008: 41% (48%), 2009: 40% (47%), 2010: 43% (48%). **TARGET: 40% decrease in achievement gaps.** The goal was set by CCCO, Objective 5 which calls for a cutting of achievement gaps by 40% in 5 years.	Scorecard
		Measure 3.6.2: 30 units--Percentage of New Student Cohort Completing 30 Units in 3 Years (measured overall and by Gender, Age, and Ethnicity) 30 Units: Percentage of degree, certificate and/or transfer-seeking students starting	LACCD Scorecard, Overall (State): 2006: 63% (66%), 2007: 64% (67%), 2008: 63% (67%), 2009: 66% (68%), 2010: 68% (69%). **TARGET: 40% decrease in**	Scorecard

Goal	Objective	Proposed Measure	Target	Data Source
		first time in 2010-11 tracked for six years through 2015-16 who achieved at least 30 units.	**achievement gaps.** The goal was set by CCCO, Objective 5 which calls for a cutting of achievement gaps by 40% in 5 years.	
		Measure 3.6.3: Completion--Percentage of new students who earned a degree, certificate, or transfer within six years (measured overall &by Gender, Age, Ethnicity) Completion: Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate or transfer-related outcomes.	LACCD Scorecard, Overall (State): 2006: 42% (49%), 2007: 42% (49%), 2008: 41% (48%), 2009: 40% (47%), 2010: 43% (48%). **TARGET: 40% decrease in achievement gaps.** The goal was set by CCCO, Objective 5 which calls for a cutting of achievement gaps by 40% in 5 years.	Scorecard

Goal	Objective	Proposed Measure	Target	Data Source
Goal 4: We will improve organizational effectiveness at the ESC and among the colleges through streamlined processes, minimized duplication of efforts, and enhanced communication and training.	**Objective 1:** We will invest in professional development opportunities for faculty, staff, and administrators to enhance work performance, broaden skills for leadership and career advancement, leverage academic programs, and allow for effective and clear career pathways for all employees.	**Measure 4.1.1:** Number of events that provide professional development opportunities for faculty, staff, and administrators	**TARGET: 250 events, annually.** The goal was determined by consensus.	Need to create a method to capture the number of professional development events.
	Objective 2: We will improve recruiting, hiring, orientation and evaluation processes, and improve the customer service provided to all employees.	**Measure 4.2.1:** Percentage of evaluations completed per contract	Currently: approximately 72% are complete. **TARGET: 100% of evaluations.** The goal was determined by consensus.	
		Measure 4.2.2: Satisfaction with on-boarding process	**TARGET: 80% satisfaction rate with on-boarding process.** The goal was determined by consensus.	Need to create a survey to capture satisfaction rates.
	Objective 3: We will improve processes to increase responsiveness to and within colleges, limit barriers, and accelerate completion of required business processes and tasks. *(ESC Departments: Chancellor's Office, ADA Compliance Administration, Business Services, Diversity Programs and Services, Information Technology, Board of Trustees, Attendance Accounting, Curriculum Support, Dolores Huerta Institute, Institutional Effectiveness, Student Success, Workforce Development, Accounts Payable, Budget and Management*	**Measure 4.3.1:** Percentage of departments with high satisfaction ratings of responding to requests in a timely manner (80% of people stating that agree or strongly agree).	Survey Options: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree 2015/16: average of 69.8% agreed or strongly agreed with the statement **TARGET: 90% of departments having high satisfaction ratings.** The goal was determined by consensus.	ESC Services Survey

Goal	Objective	Proposed Measure	Target	Data Source
	Analysis, Central Financial Aid, General Accounting, Internal Audit, Payroll, Bond Programs, Facilities, Real Estate Program, Employee Relations, Employment Services, Operations, Risk Management, Total Wellness Program, General Counsel, Personnel Commission)	**Measure 4.3.2:** Percentage of departments with high overall satisfaction ratings (80% of people stating that agree or strongly agree).	Survey Options: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree 2015/16: average of 66.6% strongly agreed or agreed with the statement **TARGET: 90% of departments having high satisfaction ratings.** The goal was determined by consensus.	ESC Services Survey
	Objective 4: We will use state-of-the-art technology to improve communication, including the development of an effective website that assists students, employees, and the community in interacting with the District.	**Measure 4.4.1:** To what extent do you agree with the statement, I can easily find the information I need on the college website?	Survey Options: Strongly Agree, Agree, Disagree, Strongly Disagree 2017: 81.1% agree or strongly agree **TARGET: 3.5 survey rating.** The goal was determined by consensus.	Student Survey (Q24D)
		Measure 4.4.2: To what extent do you agree with the statement, information on the college website is current and accurate?	Survey Options: Strongly Agree, Agree, Disagree, Strongly Disagree 2017: 84% agree or strongly agree **TARGET: 3.5 survey rating.** The goal was determined by consensus.	Student Survey (Q24E)
	Objective 5: We will revise all District policies and procedures to implement the Community College League of California model policy.	**Measure 4.5.1:** Percent of policies reviewed and approved in the current cycle using the new model	**TARGET: 100%.** The goal was determined by consensus.	

Goal	Objective	Proposed Measure	Target	Data Source
Goal 5: We will improve fiscal integrity through enhanced resource development, institutional advancement, and effective use of existing resources.	**Objective 1:** We will enhance communication, support, and collaboration associated with grant development processes for curricular and student support programs.	**Measure 5.1.1:** Number and amount of grants awarded	Need internal data. **TARGET: 10% increase.** The goal was determined by consensus.	?
	Objective 2: We will develop community and business partnerships to assist the District in achieving its mission and enhance student success by providing additional support to students and appropriate referrals to external resources for non-academic needs.	**Measure 5.2.1:** Number and types of community partnerships	Need internal data. **TARGET: 10% increase.** The goal was determined by consensus.	Need to create a method to collect this information.
	Objective 3: We will enhance the District and College foundations and improve alumni relations leading to the development of endowments from which additional resources for students and academic and support programs can be drawn.	**Measure 5.3.1:** Amount of funds raised by Foundations	Need internal data. **TARGET: 10% increase.** The goal was determined by consensus.	Foundation Need to create a method to collect this information.
		Possible Measure 5.3.2: Number and amount of scholarships dispersed by the Foundations	Need internal data. **TARGET: 10% increase.** The goal was determined by consensus.	Foundation Need to create a method to collect this information.
	Objective 4: We will effectively use District and College resources and implement position control to support the ongoing improvements of academic and student support programs.	**Measure 5.4.1:** Total FTES May consider also reporting FTES breakdowns of Credit FTES, CDCP, Noncredit, and Concurrent Enrollment.	2011: 103,529; 2012: 97,858; 2013: 101,383; 2014: 104,568; 2015: 107,601 **TARGET: 110,266.** The goal was determined by adding the value of 2 standard deviations (2 σ = 7,277.5) to the average or mean performance of the last five years (μ = 102,987.8) and	Attendance & Accountability

Goal	Objective	Proposed Measure	Target	Data Source
			rounding up to the nearest whole number (102,987.8 + 7,277.5 = 110,265.3 = 110,266).	
		Measure 5.4.2: Expenditures per FTES	2011: $4,036, 2012: $4,148, 2013: $4,305, 2014: $4,371, 2015: $4,624, 2016: $4,869 **TARGET: $4,869.** The goal was determined by consensus to maintain the same expenditures per FTES as observed in 2016.	Expenditure Analysis from the Budget Office
		Measure 5.4.3: WSCH/FTEF	2012: 609, 2013: 573, 2014: 556, 2015: 536, 2016: 518 **TARGET: 540.** The goal was determined by consensus.	Databook-Accountability
		Measure 5.4.4: Average class size	2011: 41.0; 2012: 39.9; 2013: 37.7; 2014: 36.5; 2015: 35.2 **TARGET: 36.** The goal was determined by consensus.	Databook-Accountability
		Measure 5.4.5: Fund balance	2011-12: 14.5%, 2012-13: 13.1%, 2013-14: 13.6%, 2014-15: 13.4%, 2015-16: 20.9% **TARGET: Maintain the Fund Balance determined by the Board of Trustees.** The goal was determined by consensus.	Final Budget Document

Goal	Objective	Proposed Measure	Target	Data Source
	Objective 5: We will improve the resource allocation processes to be integrated with District strategic plan.	**Measure 5.5.1:** District-level decision making is effective in relation to budget development and resource allocation	Survey Options: Agree, Disagree 2014-16: 39.4% agree **TARGET: >50% agree.** The goal was determined by consensus.	LACCD District-Level Governance and Decision Making Survey
	Objective 6: We will effectively plan and use resources to build and maintain District and College facilities and infrastructure in support of the academic and student support programs.	**Measure 5.6.1:** To what extent do you agree with the statement, buildings are clean and well maintained?	Survey Options: Strongly Agree, Agree, Disagree, Strongly Disagree, N/A 2014: 75.5% agree or strongly agree (3.0) 2017: 73.9% agree or strongly agree (3.1) **TARGET: 3.5 survey rating.** The goal was determined by consensus.	Student Survey (Q21B) (Q17B)
		Measure 5.6.2: To what extent do you agree with the statement, learning facilities (equipment, classrooms, and labs) are adequate and up-to-date?	Survey Options: Strongly Agree, Agree, Disagree, Strongly Disagree, N/A 2014: 69.9% agree or strongly agree (3.1) 2017: 76.1% agree or strongly agree (3.1) **TARGET: 3.5 survey rating.** The goal was determined by consensus.	Student Survey (Q21M) (Q17M)
		Measure 5.6.3: Facilities Condition Index (FCI) (the ratio of repair cost/replacement cost used to indicate the condition of the building)	2010: 37.88%; 2013: 27.37%; 2016: 24.35% **TARGET: 20% FCI.** The goal was determined in consultation with the Facilities Department.	Fusion Data (Facilities)

Goal	Objective	Proposed Measure	Target	Data Source
		Measure 5.6.4: Capitalization Load Ratio (CAP Load) (the ratio of Net Operating Income to property asset value)	Lecture-2012: 197%; 2013: 188%; 2014: 187%; 2015: 185%. Laboratory-2012: 160%; 2013: 158%; 2014: 160%; 2015: 163% **TARGET: 150% CAP Load for Lecture and Laboratory Spaces.** The goal was determined by consensus.	Fusion Data (Facilities)
	Objective 7: We will develop and implement districtwide standards in information technology, facilities, and human resources that apply to all colleges.	**Possible Measure 5.7.1:** The development of districtwide standards	**TARGET: Yes.** The goal was determined by consensus.	IEPI Website

2018 – 19 Funding Formula Frequently Asked Questions

AS OF MAY 22, 2018

This document is a guide to the 2018 – 19 Funding Formula, in the form of a frequently asked questions list. The guide is split into five sections: A. Introductory (p.1), B. Base Allocation (p.2), C. Supplemental Allocation (p.5), D. Student Success Incentive Allocation (p.7), E. General (p.9).

A. Introductory

A1. What is the purpose of changing the funding formula?

The California Community College System, which serves 2.2 million students annually, has a mission that includes reducing equity gaps, providing educational access and opportunity, and strengthening the state's economy. The system has continued to face challenges in pursuing this mission: too few students reach their educational goals, and others take far too long to do so; access and achievement gaps exist for low-income and students of color; older and working adults are often left behind.

The objective of the new funding formula is to mitigate these challenges that the system has long struggled to address institutionally. A new funding formula that focuses on rewarding equity and success, in addition to but not fully focused on enrollment, is vital in guiding California Community Colleges in realizing their mission.

A2. How is the new formula different from the current formula?

The new funding formula has a three-pronged focus: Access, Equity, and Success.

Being based only in enrollment data, the current formula funds Access alone. The new formula still supports Access through enrollment-based funding, but also supports Equity and Success through additional allocations.

A3. What are the components of the new funding formula?

There are three major components. First, the Base Allocation comprises 60% of total systemwide funding and focuses on overall Access. It is determined by overall district enrollments and district size. Second, the Supplemental Allocation comprises 20% of total systemwide funding and focuses on supporting Equity. It is determined by the number of low income and low-income adult students in a district. Third, the Student Success Incentive Allocation comprises 20% of total systemwide funding and focuses on supporting Success. It is determined by the number of outcomes for various measures of student success in transfer, completion and wage earning.

A4. How were the allocation percentages of the new funding formula determined?

While the original proposal for the new funding formula allocated 50% to base funding and 50% to new factors, increasing the base funding component of the new formula from 50% to 60% improved funding for most districts. Thus, the 60%, 20%, 20% allocation was established.

B. Base Allocation

B1. What is the Base Allocation?

The Base Allocation is the enrollment-based component that is similar to the current funding formula. The Base Allocation is the sum of the Basic Allocation funding (derived from the number of colleges and centers in a district as well as its size), and the funding for Credit, Non-Credit, CDCP, Incarcerated and Special Admit enrollment FTES. Across all districts, this sum comprises 60% of the total systemwide revenue.

B2. Under the new formula, is current year FTES or a multiple year average FTES used to determine funding?

Under the new formula the basis of FTES funding is a 3-year average for Credit, Non-Credit, and CDCP FTES. For future projections, Projected Growth FTES is added in.

B3. How is the 3-year average calculated?

For 2018 – 19, the FTES that receives funding is the average of 2016-17 Actual FTES, 2017-18 P1 Actual FTES, and 2018-19 Projected Funded FTES (minus 2018-19 Projected Growth FTES).

B4. In this calculation, did you include Stability and Restoration FTES?

Yes, for the 2018-19 Projected FTES, Stability and Restoration were included.

B5. How is Projected Growth calculated?

For 2018-19 Projections, 2017-18 Growth FTES numbers were used as 2018-19 Growth FTES Projections.

B6. How are Projected Restoration and Stability Calculated?

The Governor's funding formula projects 2018-19 restoration and stability for each district. On the May 15, 2018 document posted on the CCCCO website (*Source Data for DOF Simulation of Administration's May Revision Funding Formula)*, the tab titled "2018/19FTESAssumptions" shows these assumptions, which the Department of Finance created.

B7. Why does the system use a 3-year average for Base Credit, Non-Credit, and CDCP FTES?

The three-year average FTES is used instead of the most recent year's FTES in order to financially protect districts from large enrollment swings and unexpected economic downturns. It is also used in order to increase district stability and predictability in planning, program implementation, and budgeting.

B8. What is the data source for the Base Allocation?

The data source for Credit, Non-Credit and CDCP data is Public CCC Office Apportionment data. The data source for Special Admit and Incarcerated numbers is the Data Mart.

B9. Are all types of students' FTES funded at the same rate?

No, all students are not funded at the same rates. CDCP Students, Special Admit Credit students, and Incarcerated Credit students are fully funded at $5,547 per FTES. Non-Credit students, including Incarcerated, are funded at $3,347 per FTES. Base Credit students are funded at $3,024 FTES.

B10. How were the funding rates set for Base Credit, Non-Credit, CDCP, Incarcerated and Special Admit FTES?

The funding rates for Non-Credit, CDCP, Incarcerated, and Special Admit students were set by growing their current base rates by the 2018-19 COLA of 2.71%. The Base Credit funding rate was set at 55% of the new fully-funded credit rate with the COLA addition, based on the total leftover funds available and total systemwide Credit FTES.

B11. Systemwide, are these rates the same for all districts?

Yes, except for the 10 districts with higher FTES rates from SB361.

B12. Will Non-Credit and CDCP rates increase in future years?

Yes, they will increase by COLA, and where applicable, any base increases identified in the annual budget.

B13. Is it possible for a district's Basic Allocation to shrink in 2018-19 or any future years with the new formula?

No, a district's Basic Allocation cannot shrink year-to-year assuming there is no decrease in district size.

B14. Are Special Admit and Incarcerated FTES being double counted when funded for the Base Credit FTES?

No, FTES for these groups are not double counted in the funding calculations.

B15. Is COLA being applied to the Basic Allocation?

Yes, in 2018-19 the Basic Allocation will grow by the 2.71% 2018-19 COLA Rate.

B16. Is COLA being applied to the Base Allocation as a whole?

Yes. In addition to the Basic Allocation COLA, Non-Credit, CDCP, Special Admit, and Incarcerated FTES rates will increase by the full 2.71% COLA. Base Credit FTES will be funded with remaining funds leftover for the 60% Base Allocation.

B17. Can the 3-year average change a district's status for its Basic Allocation?

No, a district's funding will not decrease for the basic allocation based on the 3-year average. The Chancellor's Office believes the Governor's intent is to leave the administration of the basic allocation unchanged from current practice.

B18. Why are Incarcerated and Special Admit FTES paid at the fully funded amount?

Incarcerated and Special Admit students are special FTES populations (Prison Inmates and High School Students, predominantly) that the state encourages districts to continue to serve. Thus, the new formula retains the current funding formula rates for these groups of students.

B19. Are Incarcerated and Special Admit populations excluded from the Supplement and Success Allocations?

No, they would be included in both metrics, although the number of students from these special populations would likely be small.

B20. Are Incarcerated and Special Admit FTES pulled out of the overall 3-year FTES average?

In calculating the 3-year average, Incarcerated and Special Admit FTES are included. However, the current year FTES numbers for these groups are then removed from the final 3-year Credit FTES average when determining funding. In other words, they are not double counted for the current year. These groups' FTES are then counted and funded separately.

B21. How will summer enrollments be counted?

Beginning in the 2018-19 fiscal year, FTES from 2019 summer term that crosses over fiscal years will be counted as FTES in the 2019-20 fiscal year. For future years, FTES associated with a summer term that crosses over fiscal years will be counted towards the following fiscal year. Districts may not shift their summer term FTES between fiscal years, per the proposed Trailer Bill.

B22. Will there be simulations for future years, especially to determine the impact of summer shift?

Yes

B23. What if your summer sessions start and end prior to June 30?

Summer classes that end prior to June 30th will be included in that current fiscal year. Classes ending after June 30th will be included in the following year.

B24. Is there no option to move Summer 2019 back to 2018-19?

Please see the response to Question B23.

B25. How would you report your summer 2019 FTES in a diagram?
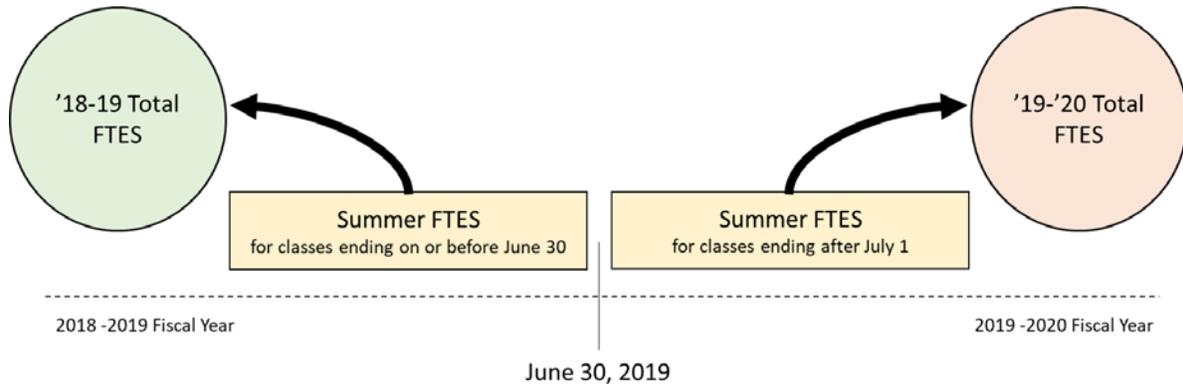
B26. If there is a deficit factor, do we get it funded the next year?

Calculation of a deficit under the new formula will remain unchanged from current practice in the existing formula.

C. Supplemental Allocation

C1. How is the Supplemental Allocation calculated?

The supplemental allocation is calculated by distributing the 20% of total systemwide revenue to districts based on their unduplicated headcounts of Pell, AB540, and Promise Grant 25 years and older+ students. All groups were funded at a rate of $1,526 per student in 2018-19 projections.

C2. How would a student in my district be funded for the Supplemental Allocation? Please provide an example.

If a student in your district is either a Pell Grant, AB540 student, he or she will be funded at the rate of $1,526. Likewise, a student who is eligible for Promise Grant and age 25 or older will also be funded $1,526. If the Pell/AB540 student is also eligible for the Promise Grant program and is age 25 or older, the student will be funded an additional $1,526, with a total funding of $3,052.

C3. How were the rates determined?

The total Supplemental Allocation funds available (20% of Total System Revenue) was divided by the total number of Pell, AB540 and Promise Grant 25+ students in the system, to establish dollars funded per student. The groups were weighted equally in order to signify identical levels of importance.

C4. What is the data source for the Supplemental Allocation?

The data source for Pell and Promise Grant 25+ students is the Data Mart. The data source for the AB540 students is the Chancellor's Office 320 Attendance Reports.

C5. What is the rationale behind choosing Pell, AB540, and Promise Grant 25+ students as measures of equity?

These groups represent the disadvantaged populations whom the California Community College System strives to empower.

C6. What year's students are used for a given year's funding?

The prior year's headcount data will be used to establish funding for the current year. For example, for '18-'19 projections, Projected '17-'18 Unduplicated Headcounts were used.

C7. How are projected headcounts calculated?

For each district, '16-'17 Actual Headcounts were grown by a projected rate equal to the previous 5-year average year-over-year percent change.

C8. Why are headcounts used instead of FTES?

Unduplicated headcounts are used instead of FTES because some of the data is only available on a headcount basis (e.g., AB540). Headcounts are also preferred because, although some of these students may generate low individual FTE, each individual still requires specialized services like counseling. Using headcounts in the funding calculation ensures such services can stay funded.

C9. Why aren't first generation students funded as part of the Supplemental Allocation?

At this time, the data on first generation students is not reliable for the system and using this data would create an unfair distribution of funds. As the data quality improves in future years, the Chancellor's Office will consider adding first generation students to the formula.

C10. Why aren't non-credit students funded as part of the Supplemental Allocation?

This is because they are funded at their full rate in the Base Allocation.

C11. Are students that are both Pell/AB540 and Promise Grant 25+ double counted?

Yes, a student who is both Pell/AB540 and Promise Grant 25+ would be counted twice. The population of such students, however, is very small.

D. Student Success Incentive Allocation (hereafter "Success Allocation")

D1. How is the Success Allocation calculated?

The Success Allocation is calculated by distributing the remaining 20% of the total systemwide revenue to districts based on their performance in various outcome metrics. Some metrics were weighted more than others. A single student outcome with a greater weight will generate more funding. Outcome metrics for Pell students received additional funding.

D2. What are the metrics and what are their weights?

The metrics are: Associates Degrees, Associates Degrees for Transfer, Certificates +18 Units, 9+ CTE Units Completion, Transfer, Transfer Level Math and English Completion within one year, and Regional Living Wage Attainment.

Each metric's weight will be provided in the table below.

D3. What is the rationale behind choosing these specific metrics and weights?

The process for selecting the success metrics, in addition to the supplemental metrics, took place over several months with involved input and consideration from several community college stakeholder groups.

D4. Which year's data is used in calculations?

Similar to the Supplemental Allocation, the prior year's data is used in calculating funding.

D5. Can you tell me about the data used and how projections were calculated?

All data information is contained in the table on the following page, which presents the metrics used, along with their weight values, definitions, data sources, availability date, and projection method. Outcome data for individual metrics is gathered both for all students, and also specifically for Pell students.

D6. Can you provide an example of how this works?

Yes. Please use the table on the following page for reference.

We will look at a singular outcome and how it is funded. If, in a prior year, one Pell recipient student from your district graduated with an Associate's Degree, this outcome would receive $4,608 in funding, broken down as follows. Weights can be thought of as points. Based on the entire number of outcomes and points systemwide and the total funds available in the Success Allocation, all outcomes are funded $876 per point. Pell student outcomes are funded an additional $660 per point. The outcome "Associate's Degree" is weighted 3 points. Therefore, the above outcome is funded (3 points x $876/point) + (3 points x $660/point), which is $4,608, from the Success Allocation. The same student is funded additionally from the other two Allocations.

Metric	Weight	Definition	Data Source	Date Available	Projection Method
Associate's Degree	3	Associate degree awards per academic year	Public CCC MIS Datamart	October	District 5-year average year to year growth
Associate's Degree for Transfer	4	Associate Degree for Transfer awards per academic year	Public CCC MIS Datamart	October	District 5-year average year to year growth
Certificates 18+ Units	2	Certificates requiring 18 or more units awards per academic year	Public CCC MIS Datamart	October	District 5-year average year to year growth
9+ CTE Units Completion	1	Students completing 9 or more CTE units per academic year	Chancellor's Office; CTE LaunchBoard (for growth calculation)	August	Statewide 5-year average year to year growth
Transfer	1.5	Students who transfer per academic year	Public CCC MIS Datamart; public CSU data on CCC transfers; public UC data on CCC transfers	November	District 5-year average year to year growth
Transfer Level Math & English Completion	2	Students who complete transfer-level math and English courses in their first year per academic year	Chancellor's Office	August	Statewide 5-year average year to year growth
Regional Living Wage Attainment	1	Students who attain a regional living wage within one year per academic year	Chancellor's Office; CTE LaunchBoard (for growth calculation)	August	Statewide 5-year average year to year growth

Table 1: Student Success Incentive Allocation

E. General Questions

E1. Will my district receive 60% of its funding from the Base, 20% from the Supplement Allocation, and 20% from the Success Allocation?

It is not necessarily true that an individual district will receive its funding in the 60% 20% 20% proportion. While the systemwide budget is being divided in this manner, the composition of individual districts' funding allocations will differ based on each one's own unique conditions and composition.

E2. How many years will my district be held harmless if its funding is reduced because of the new formula?

Districts will be held harmless to their 2017-18 Total Revenue for two years: 2018-19 and 2019-20.

In 2018-19, districts will be held harmless to their '17-18 revenues, and will receive one-time discretionary resources up to the '18-'19 COLA rate of 2.71% of the prior year's funding.

In 2019-20, districts will be held harmless to their '17-'18 revenues only.

In 2020-21 and years thereafter, districts will be held harmless to their '17-'18 per FTES rate multiplied by the district's new FTES.

E3. Will my district be held harmless beyond 2 years if its enrollment or outcomes drop after the formula is adopted?

Refer to E2 above. Districts will not be fully held harmless beyond two years; however, they will be held harmless to their '17-'18 FTES rate multiplied by their current year's FTES.

E4. If a district is to get more via their '17 – '18 Fiscal Year apportionment versus the new formula, will COLA be applied to the '17 – '18 amount?

Yes. Besides Basic Aid districts, all districts will receive a minimum '18 – '19 Total Revenue of '17-'18 Revenue plus COLA.

E5. Will the state still use the P-2 reported amount for the next year's funding?

Yes, this will be used, along with prior year data for the metrics that are not yet available at that time.

E6. Will the systemwide budget increase as outcomes improve?

The systemwide budget may increase as success outcomes improve. Many factors impact changes in the systemwide budget beyond the Chancellor's office.

E7. How can I find the source for the data used to determine my funding?

Answers to this are in the table above, but we are also working on a Data Dictionary to guide districts.

E8. Can someone at my district verify the data and run the reports used for the new funding formula?

Most data elements can be verified locally using the 320, Data Mart, MIS and Clearinghouse data. Living wage data is not available at this time.

E9. Will districts with differential rates for FTES funding continue to be funded at their higher rates?

Yes, their fully funded and non-credit differential rates will increase from their previous rates by the '18-'19 COLA rate of 2.71%. Their differential credit FTES rates will change proportionate to the systemwide change, explained in Question B10 above.

E10. How does the new formula impact basic aid districts?

The calculation of Basic Aid districts' funding will change according to the new formula; these districts will not receive COLA funds beyond being held harmless. The total dollar values of these districts' funding will not increase unless they experience FTES growth or positive performance on success and equity metrics.

E11. How will stabilization be defined in future years?

Stabilization has been replaced by using a three-year rolling average for FTES funding. Stabilization will not be available in future years.

E12. What happens with restoration?

Because stabilization is no longer available, restoration is also no longer available.

E13. How will the Chancellor's Office monitor the implementation of the new funding formula in future years, including modifying metrics and their weights?

The trailer bill requires the Chancellor's office to develop a plan to monitor the effects of the new funding formula.

E14. How will the new funding formula affect my district's master planning process?

The proposed Trailer Bill stipulates that districts shall align their master plans and budgets with the systemwide goals of the new funding formula. Local performance goals are also to be aligned with the systemwide goals, and are encouraged to be numerated, measurable via current data, and planned according to a specific timeline. Please refer to the proposed Trailer Bill for details.

E15. How will external auditing requirements change with the new funding formula?

Instructions in the audit report required by Section 84040 will include directives to ensure that districts are not annually granting multiple degrees and certificates to the same student to generate additional revenue via the new funding formula. For more details, please refer to the proposed Trailer Bill

E16. What is going to happen to the FON calculation, given the new apportionment given to the Base Allocation?

FON is calculated based on Credit FTES, not funding, so there will be no change in the calculation of FON on account of the new funding formula.

E17. The estimates were upon P1. If there were a significant increase in P2 FTES, would an update be done at a later date?

Yes.

E18. Why would we use the deferred maintenance and instructional support to fund the new formula?

The Chancellor's Office funding formula proposal included using these funds. However, the Governor's May Revision does not include them so they are no longer being considered.

E19. If there was only $ 175 million in the Governor's proposal for the funding formula how did we end up with over $ 456 million in the new formula? Were funds taken from another area? Do the new numbers include lumping in the COLA; Growth and one-time funds into the pot?

The Chancellor's Office proposal included $476 million in new on-going funds (COLA $161M; Growth $60M; Hold Harmless $175M; Physical Plant $80M). The Governor's May Revise spends less on the new Formula or $340 million in new on-going funds (COLA $173M, Growth $60M; Hold Harmless $107M) and then uses a combination of one-time and on-going funds totaling $116M (total includes Basic Aid District's Hold Harmless) to provide hold harmless and a COLA to certain districts in 2018/19.

E20. Did the Governor accept all of the Chancellor's Recommendations on Funding? If not, where are the differences?

The Governor accepted some but not all of the Chancellor's recommendations. Please refer to the Memorandum dated May 11, 2018 from Christian Osmeña, Vice Chancellor for College Finance and Facilities Planning.

E21. As colleges earn more and more points in future years, will colleges get less and less?

Metrics, weights, and the overall distribution of the systemwide revenue may change in the future depending upon on success and equity measures improve over time. This also depends on the available resources of the state.

E22. How will the Financial Aid Technology Improvements and Open Educational Resources funds be distributed?

Program staff is working on these allocations so it is unclear at this time how these funds will be distributed.

E23. Is it possible to have a spreadsheet detailing my individual district's projected changes under the new funding formula, similar to the systemwide simulation?

We hope to make this available in the future.

E24. Will the Chancellor's Office be conducting a budget workshop this year?

Yes, the Budget Conference will be held during the last week of July.