

# MERCED COLLEGE



**Made in Merced. Built for the World.**



# ACBO Institute + Team Project

Standardized Attendance Accounting Method (SAAM)

Presented by SAAM Taskforce: Liveth Barragan, Alicia Cuevas,  
Courtney McClair, Narine Navasardyan and Chantal Sosa

# AGENDA

- Introduction to Merced Community College
- Transition to the new Standardized Attendance Accounting Method
- Implications of SAAM
- Recommendations
- Next Steps/Conclusion
- Q&A

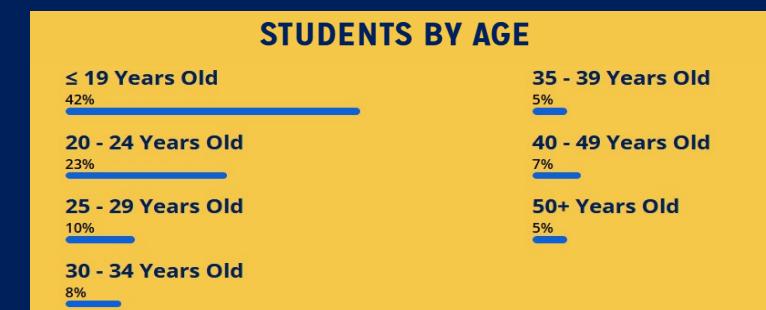
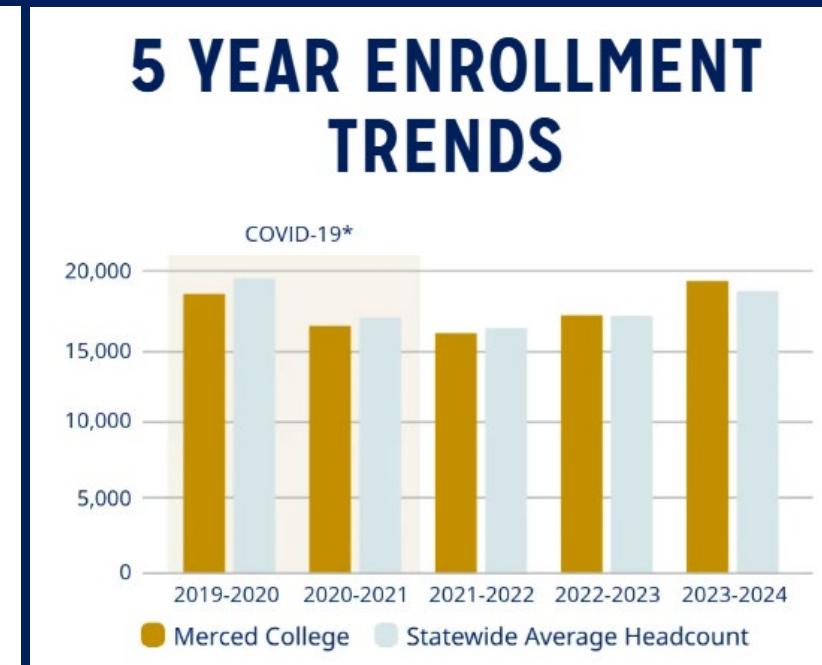
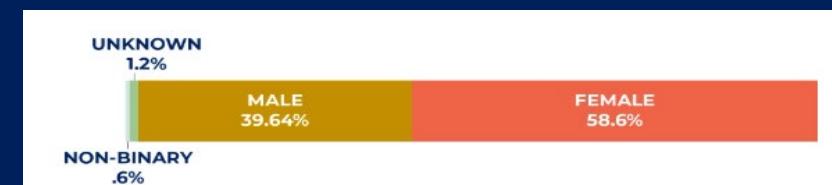
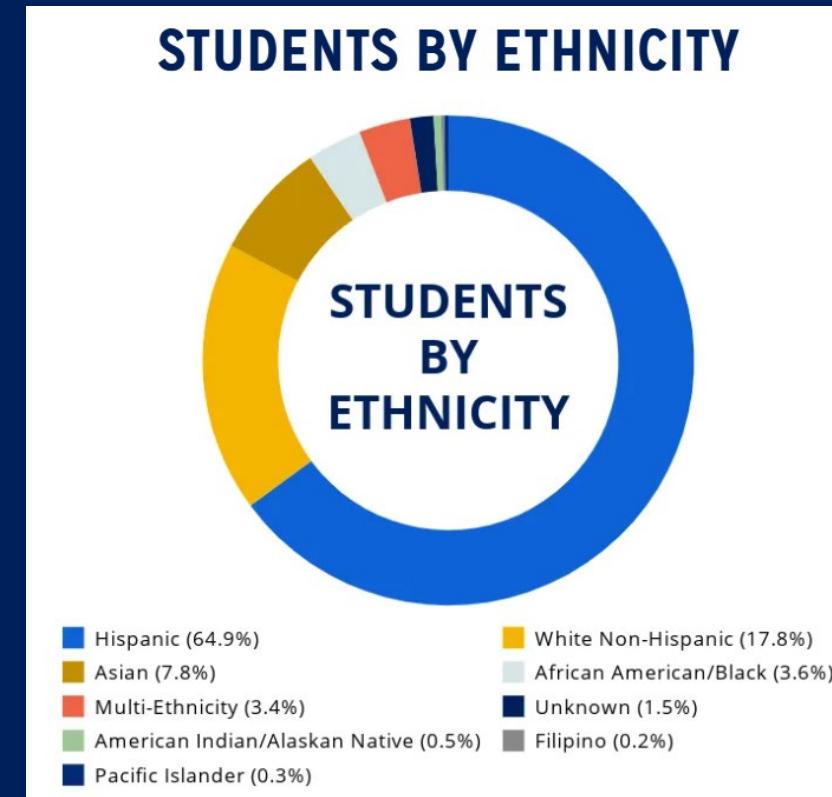
# Transition to Standardized Attendance Accounting Method (SAAM)

- Effective FY 2026 –27, new **Title 5 regulations** will go into effect.
- Districts must **phase out existing attendance accounting methods**, including:
  - Weekly census
  - Daily census
  - Alternative attendance accounting methods
- All credit FTES must be calculated using the **Standardized Attendance Accounting Method (SAAM)**.
- The goal is to establish a **uniform, equitable approach** to FTES reporting across all California Community Colleges.



# About Merced Community College District

- Single College District
- Located in heart of California, the Central Valley Hub of California's agricultural production.
- 2024-25 P1 : FTES 10,789.85
- Serving 18K students



# Implications of New Standardized Attendance Accounting Method for Merced College

## Impact on FTES:

- Increase Credit FTES by 2.8%
- Unfunded Credit FTES would increase by 291.73
- Revenue increase by less than 0.1%, less than \$100,000
- Financial implications are immaterial

## Proposed Strategy:

- Assess economic feasibility of potential growth areas using the SCFF funding model.
- No urgency to adopt Title 5 regulation, standardize attendance accounting method (SAAM)



# RECOMMENDATIONS

# Recommendation 1: Improve Retention

- Target Pell-eligible and first-gen students
- Expand early intervention and student support to reduce drop outs
- Invest in basic needs programs and partnerships to support students
  - Such as housing, food, and transportation for students

**DEIA:** Prioritize vulnerable first gen and low-income students.

**Stakeholders:** Students, Parents, Community Partners, Counselors, Faculty, Student Services (ex. Financial Aid, EOPS/CARE, Student Equity).

# Recommendation 1: Estimated Impact

Section II: Supplemental Allocation	Points	Headcount	5% Retention Increase	Rate	Increase
AB540 Students	1	344	17	\$1,251.96	\$21,283.32
Pell Grant Recipients	1	5,468	273	\$1,251.96	\$341,785.08
Promise Grant Recipients	1	9,150	458	\$1,251.96	\$573,397.68
<b>TOTAL</b>		<b>14,962</b>	<b>748</b>		<b>\$936,466.08</b>

# Recommendation 2: Redirect Growth to Funded Areas

- **Increase dual enrollment by 10%**
  - Increase course offering for transfer level general education classes that align with high school A-G requirements
- **Increase student success by 5%:**
  - Short-term certificates aligned with Strong Workforce funding among existing students
  - Associate Degrees for Transfer
  - Dual associate degrees

**DEIA:** Extend access to high school populations and working learners

**Stakeholders:** K-12 Districts, Counselors, Faculty, Strong Workforce teams.

# Recommendation 2: Estimated Impact

Section I: Base FTE Allocation	Potential Increase in FTES	Rate	Est. Revenue
Special Admit: Dual Enrollment 10% increase	50.04	\$7,424.53	\$371,523
Section III: Est. Student Success Allocation	Potential Increase in Headcount	Rate	Est. Revenue
<b>All Students:</b>			
ADT	35	\$2,952.94	\$103,353
Credit Certificates	15	1,476.47	\$22,147
<b>Pell Grant Recipients:</b>			
ADT	22	\$1,117.26	\$24,803
Credit Certificates	10	558.63	\$5,447
<b>Promise Grant Recipients:</b>			
ADT	29	\$744.84	\$21,861
Credit Certificates	13	372.42	\$4,711
<b>TOTAL</b>			<b>\$182,322</b>

# Recommendation 2: Estimated Impact

Section III: Est. Student Success Allocation			
All Students	Headcount	Rate	Est. Revenue
Associate Degrees for Transfers	708	2,952.94	2,090,681
Credit Certificates	295	1,476.47	435,558
			\$2,526,239
Pell Grant Recipients			
Associate Degrees for Transfers	444	1,117.26	496,062
Credit Certificates	195	558.63	108,933
			\$604,995
Promise Grant Recipients			
Associate Degrees for Transfers	587	744.84	437,220
Credit Certificates	253	372.42	94,222
			\$531,442
Est. Total Student Success Allocation			\$3,662,675

Section III: Est. Student Success Allocation			
All Students	Headcount	Rate	Est. Revenue
Associate Degrees for Transfers	743	2,952.94	2,195,215
Credit Certificates	310	1,476.47	457,336
			\$2,652,551
Pell Grant Recipients			
Associate Degrees for Transfers	466	1,117.26	520,865
Credit Certificates	205	558.63	114,379
			\$635,244
Promise Grant Recipients			
Associate Degrees for Transfers	616	744.84	459,081
Credit Certificates	266	372.42	98,933
			\$558,014
Est. Total Student Success Allocation			\$3,845,809

Estimated Increase: \$553,845

# Recommendation 3: Optimize Course Scheduling

- Shift resources from persistently low -yield courses to high -impact programs aligned with SCFF metrics and transfer pathways .
  - Completion-weighted course productivity audits
  - Reallocation of faculty load and course inventory
  - Adopt predictive scheduling tools

**DEIA:** Prioritizes courses that are bottlenecks for degree/certificate completion—supporting equity in outcomes.

**Stakeholders:** Office of Instruction, Guided Pathways, Institutional Research, Academic Deans and Faculty Leads

# Recommendation 3: Estimated Impact

## Reallocating 50 FTES

Section III: Est. Student Success Allocation	Potential Increase in Headcount	Rate	Est. Revenue
<b>All Students:</b>			
ADT	25	\$2,952.94	\$73,824
Credit Certificates	25	1,476.47	\$36,912
<b>Pell Grant Recipients:</b>			
ADT	20	\$1,117.26	\$22,345
Credit Certificates	20	558.63	\$11,173
<b>Promise Grant Recipients:</b>			
ADT	5	\$744.84	\$3,724
Credit Certificates	5	372.42	\$1,862
		<b>TOTAL</b>	<b>\$149,839</b>

# Conclusion

- Merced CCD can maximize enrollment and revenue by shifting its focus into other potential funding areas.
- Potential revenue increase by approximately \$1.5M.

## Next Steps:

- Adopt S AAM in FY 2025-26
- Launch targeted implementation strategies to increase Student Success and Success Equity Metrics
- Engage instruction, outreach, and equity teams in decision-making

# QUESTIONS

