

MERCED COLLEGE



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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)

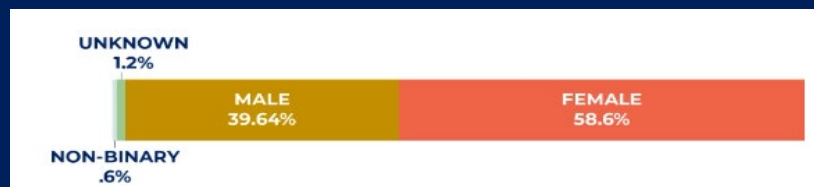
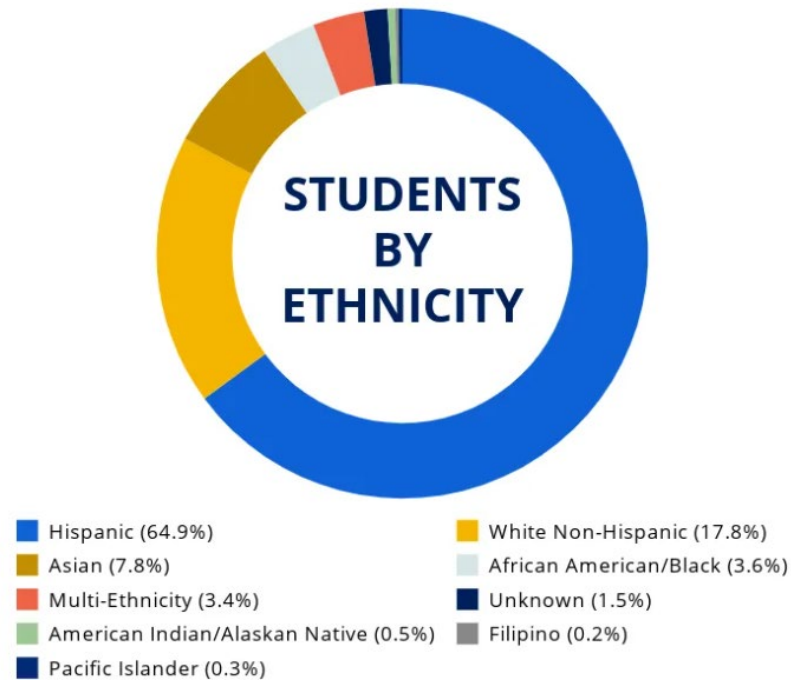
- Effective FY 2026 –27, new Title 5 regulations will go into effect.
- Districts must phase out existing attendance accounting methods , including:
 - Weekly census
 - Daily census
 - Alternative attendance accounting methods
- All credit FTES must be calculated using the **Standardized Attendance Accounting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



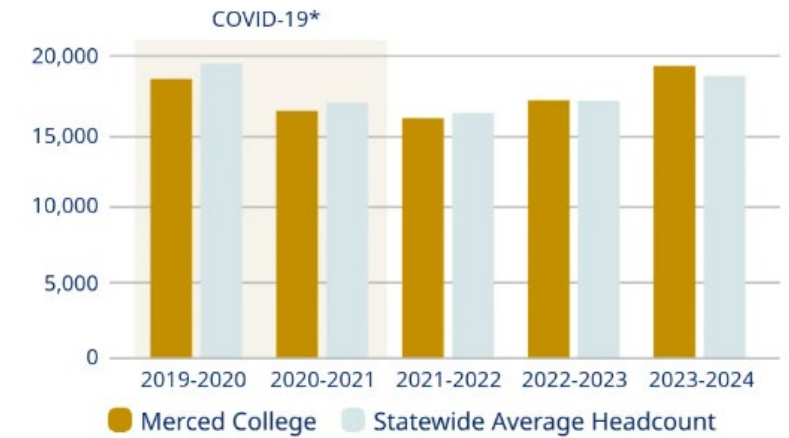
About Merced Community College District

- 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

STUDENTS BY ETHNICITY



5 YEAR ENROLLMENT TRENDS



STUDENTS BY AGE



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
TOTAL		14,962	748		\$936,466.08

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
All Students:			
ADT	35	\$2,952.94	\$103,353
Credit Certificates	15	1,476.47	\$22,147
Pell Grant Recipients:			
ADT	22	\$1,117.26	\$24,803
Credit Certificates	10	558.63	\$5,447
Promise Grant Recipients:			
ADT	29	\$744.84	\$21,861
Credit Certificates	13	372.42	\$4,711
		TOTAL	\$182,322

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
	1,003		\$2,526,239
Pell Grant Recipients			
Associate Degrees for Transfers	444	1,117.26	496,062
Credit Certificates	195	558.63	108,933
	639		\$604,995
Promise Grant Recipients			
Associate Degrees for Transfers	587	744.84	437,220
Credit Certificates	253	372.42	94,222
	840		\$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
	1,053		\$2,652,551
Pell Grant Recipients			
Associate Degrees for Transfers	466	1,117.26	520,865
Credit Certificates	205	558.63	114,379
	671		\$635,244
Promise Grant Recipients			
Associate Degrees for Transfers	616	744.84	459,081
Credit Certificates	266	372.42	98,933
	882		\$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
All Students:			
ADT	25	\$2,952.94	\$73,824
Credit Certificates	25	1,476.47	\$36,912
Pell Grant Recipients:			
ADT	20	\$1,117.26	\$22,345
Credit Certificates	20	558.63	\$11,173
Promise Grant Recipients:			
ADT	5	\$744.84	\$3,724
Credit Certificates	5	372.42	\$1,862
		TOTAL	\$149,839

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

