

Standardized Attendance Accounting Method (SAAM) Impact on Rancho Santiago Community College District (RSCCD)

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Why Are We Here?

- ▶ CCCCO is phasing out Student Centered Funding Formula (SCFF) for calculating FTES and implementing Standardized Attendance Accounting Method (SAAM)
- ▶ What does this mean?
 - ▶ FTES calculation
 - ▶ Funding

Standardized Attendance Accounting Method (SAAM) Implication on FY 2024-2025

Term	FY24.25 CURRENT FTES @P-1			FY24.25 NEW FTES @P-1			FTES Change	% FTES Change
	SAC	SCC	TOTAL	SAC	SCC	TOTAL		
Summer	1,699.25	704.64	2,403.89	1,713.18	724.71	2,437.89	34.00	1.41%
Fall	5,771.63	2,362.31	8,133.94	5,750.03	2,333.77	8,083.80	(50.14)	-0.62%
Winter IS	725.11	342.37	1,067.48	748.63	351.66	1,100.30	32.81	3.07%
Spring	5,581.21	2,264.28	7,845.50	5,635.94	2,284.55	7,920.49	74.99	0.96%
Grand Totals			19,450.81	19,542.47			91.67	0.47%

Sample Comparison Exercise Fall 2024

Rancho Santiago Community College District

RG0540A - Standardized Attendance Accounting

SELECTED CRITERIA		EXECUTION DETAILS		
REPORTING TERM	2024FA	PRINTED		
SECTION LOCATION	SAC	ENVIRONMENT		
SUMMARY				
CURRENT FUNDING METHOD	NEW FUNDING METHOD	CURRENT FTES	NEW FTES	FTES DIFFERENCE
AAD	STANDARD	96.07	92.93	(3.14)
D	STANDARD	137.68	132.27	(5.41)
ID	STANDARD	1,379.65	1,424.45	44.80
AAW	STANDARD	240.28	240.35	0.07
IW	STANDARD	1,137.32	1,182.33	45.01
W	STANDARD	2,179.38	2,076.45	(102.93)
PAC	PAC	601.25	601.25	-
TOTAL		5,771.63	6,281.09	(21.60)

FY 2024-2025 Exhibit C

Supporting Sections									
Section Ia: FTES Data and Calculations									
variable	a 2022-23 Applied #3	b 2023-24 Applied #3	c 2024-25 Restoration	d 2024-25 Decline	e 2024-25 Adjustment	f = b + c + d + e 2024-25 Applied #1	g = f (except credit = (a + b + f)/3) 2024-25 Applied #2	h 2024-25 Growth	i = g + h 2024-25 Funded
Credit	18,232.79	18,136.42	-	-	-	18,136.42	18,168.54	-	18,168.54
Incarcerated Credit	-	-	-	-	-	-	-	-	-
Special Admit Credit	1,334.45	1,334.45	-	-	-	1,334.45	1,334.45	-	1,334.45
CDCP	6,216.00	6,820.67	-	-	-	6,820.67	6,820.67	-	6,820.67
Noncredit	1,510.83	2,270.54	-	-	-	2,270.54	2,270.54	358.23	2,628.77
Total FTES>>>	27,294.07	28,562.08	-	-	-	28,562.08	28,594.20	358.23	28,952.44
Total Values>>>		\$166,706,824	\$0	\$0	\$0				
Change from PY to CY>>>		\$15,495,925							
variable	j = g x l 2024-25 Applied #2	k = h x l 2024-25 Revenue	l 2024-25 Growth Revenue	m = j + k 2024-25 Rate \$*	2024-25 Total Revenue	n	o = f + h 2024-25 Applied #0	p = n - o 2024-25 Applied #3	q = p x l 2024-25 Unfunded FTES Value
Credit	\$96,191,962	\$	-	\$5,294.42	\$96,191,962	19,086.66	18,136.42	950.24	\$ 5,030,973
Incarcerated Credit	-	-	-	\$7,424.53	-	-	-	-	-
Special Admit Credit	9,907,662	-	\$7,424.53	-	9,907,662	1,866.50	1,334.45	532.05	3,950,220
CDCP	50,640,271	-	\$7,424.53	-	50,640,271	7,409.11	6,820.67	588.44	4,368,877
Noncredit	10,137,003	1,599,357	\$4,464.58	-	11,736,360	2,751.18	2,628.77	122.41	546,498
Total	\$166,876,898	\$1,599,357			\$168,476,255	31,113.45	28,920.31	2,193.14	\$ 13,896,568

Recommendation#1: Boost Equity Metrics

The Student Centered Funding Formula (SCFF) has **three parts**:

SCFF Component	What It Funds	Is There a Cap?
Base Allocation	Credit FTES (enrollment)	Yes – enrollment growth is capped
Supplemental Allocation	Low-income student counts (Pell, Promise, AB540)	No – not capped
Student Success Allocation	Outcomes (degrees, transfers, etc.), especially for low-income students	No – not capped

Recommendation#1: Boost Equity Metrics - continued

RSCCD Comparison of Equity Metrics 2024 VS. 2025

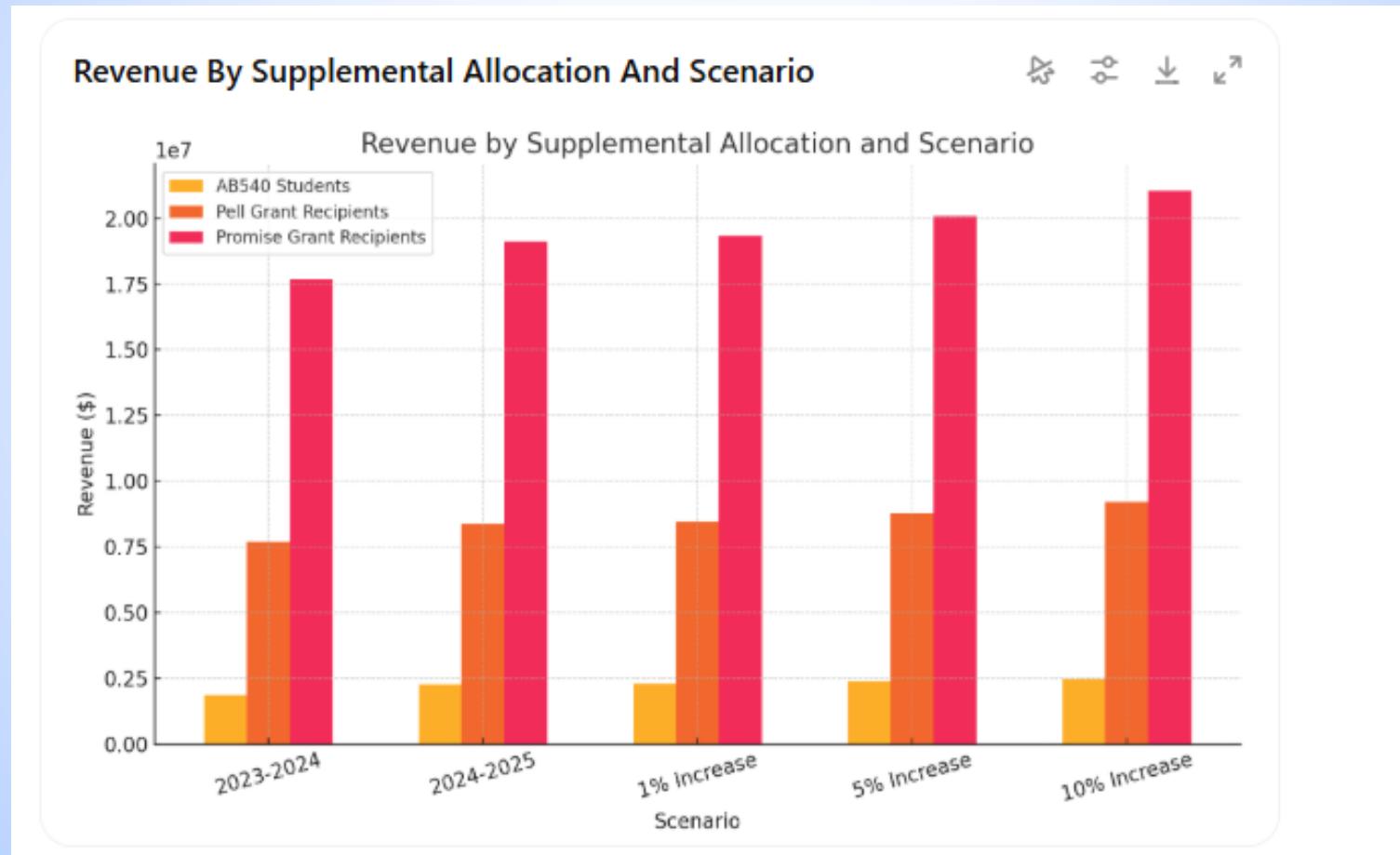
2023-2024		Headcount	Rate	Revenues (\$)			
Supplemental Allocation		1,504		1238.71	1,863,020		
AB540 Students		6,202		1238.71	7,682,479		
Pell Grant Recipients		14,272		1238.71	17,678,869		
						<u>27,224,368</u>	
2024-2025							
Supplemental Allocation		Headcount	Rate	Revenues (\$)	Added Revenues (\$)	Increase	% Increase
AB540 Students		1,803		1251.96	2,257,284	299	20%
Pell Grant Recipients		6,688		1251.96	8,373,108	486	8%
Promise Grant Recipients		15,286		1251.96	19,137,461	1,014	7%
						29,767,853	2,543,485

Recommendation#1: Boost Equity Metrics - continued



Equity Metrics Growth Scenario (1%, 5%, and 10%)

Recommendation#1: Boost Equity Metrics - continued



Recommendation#1: Boost Equity Metrics - continued

Strategies to Boost Equity Metrics and Stakeholders

- ▶ Break down student success data by race/ethnicity, gender, income, and disability status and use it to identify gaps (Institutional Effectiveness and IT Services)
- ▶ Create, expand and promote Equity and Success Centers focused on supporting students from underrepresented groups/Tap funding sources that address issues of underrepresented groups such as SEA, UMOJA, AANPHI, Basic Needs, Dream Resource Center, LGBTQ Fund etc. (Student Services Deans and Program Coordinators)
- ▶ Require FAFSA completion for enrollment or registration. (Associate Dean, Financial Aid and IT Services)
- ▶ Offer multilingual support to boost financial aid application rates. (Associate Dean, Financial Aid, Financial Aid Office Staff)
- ▶ Host “financial aid parties” or classroom presentations via online platforms and face to face to get more students to apply to the Promise Program or Pell Grant (Financial Aid Office Staff, Targeted Faculty and their classes)

Recommendation #2: Degree Audit

Implement Degree Audit System for
Completion Tracking & Re-engagement

Recommendation #2: Degree Audit – continued

What is Degree Audit?

Degree Audit is a System or Digital Tool that compares a student's completed coursework with program requirements to track academic progress in their chosen degree, certificate, or transfer goal.

- ▶ **It can track requirements**

Which general education, major, and other requirements have been met and which are still pending.

- ▶ **Provide Course-by-Course Breakdown**

Student's completed courses, grades, and units, and identify relevance for ultimate goal (general education, major).

- ▶ **What-If Scenarios**

Some systems may allow students to run audits for alternative majors or certificates to explore how their current credits would apply if they switched programs.

- ▶ **Transfer Integration**

Can include requirements for major universities transfer patterns.

- ▶ **Real-Time Updates**

Many modern systems (like DegreeWorks, Ellucian, or Starfish) are connected to student information systems (SIS) and update as soon as grades are posted or enrollments change.

Recommendation #2: Degree Audit – continued

Why Degree Audits Matter - Stakeholders

- ▶ Help students stay on track to graduate or transfer on time – clearer pathways to completion (Students)
- ▶ Allow advisors to make data-informed course planning decisions (VP of Academic Affairs, Counselors, Financial Aid Offices, VP of Student Services) .
- ▶ Streamlined course scheduling and academic planning (VP of Academic Affairs, Counselors) .
- ▶ Can be used to identify students who are close to completion (which boosts completions and SCFF funding) – (Students, VP of Student Services).
- ▶ Improves equity and access by making requirements more transparent and easier to understand.
- ▶ Higher retention and graduation rates (SCFF impact).
- ▶ Financial Aid Compliance

Recommendation #2: Degree Audit – continued

SCFF Rule:

“One Outcome per Type per Year”

SCFF only counts one of each award type per student per academic year per district.

Section III: Student Success Allocation							
	Points	2021-22 Headcount	2022-23 Headcount	2023-24 Headcount	Three Year Average	Rate = Point Value x Points	Revenue
All Students - Point Value \$738.23							
Associate Degrees for Transfer	4	1,146	1,104	1,112	1,120.67	\$ 2,952.94	\$3,309,260
Associate Degrees	3	1,329	1,176	1,276	1,260.33	2,214.70	2,791,265
Baccalaureate Degrees	3	7	15	19	13.67	2,214.70	30,268
Credit Certificates	2	450	1,030	1,392	957.33	1,476.47	1,413,473
Transfer Level Math and English	2	887	897	947	910.33	1,476.47	1,344,079
Transfer to a Four Year University	1.5	651	1,484	1,183	1,106.00	1,107.35	1,224,731
Nine or More CTE Units	1	3,785	4,776	4,716	4,425.67	738.23	3,267,180
Regional Living Wage	1	5,370	7,086	5,100	5,852.00	738.23	4,320,149
All Students Subtotal		13,625	17,568	15,745	15,646.00		\$17,700,405
Pell Grant Recipients - Point Value \$186.21							
Associate Degrees for Transfer	6	542	545	603	563.33	\$ 1,117.26	\$629,388
Associate Degrees	4.5	574	532	587	564.33	837.94	472,879
Baccalaureate Degrees	4.5	5	11	9	8.33	837.94	6,983
Credit Certificates	3	165	289	331	261.67	558.63	146,174
Transfer Level Math and English	3	329	337	388	351.33	558.63	196,265
Transfer to a Four Year University	2.25	264	598	482	448.00	418.97	187,699
Nine or More CTE Units	1.5	1,492	1,404	1,714	1,536.67	279.31	429,213
Regional Living Wage	1.5	673	999	455	709.00	279.31	198,034
Pell Grant Recipients Subtotal		4,044	4,715	4,569	4,442.67		\$2,266,635
Promise Grant Recipients - Point Value \$186.21							
Associate Degrees for Transfer	4	852	809	819	826.67	\$ 744.84	\$615,733
Associate Degrees	3	969	837	943	916.33	558.63	511,890
Baccalaureate Degrees	3	7	15	16	12.67	558.63	7,076
Credit Certificates	2	288	475	574	445.67	372.42	165,975
Transfer Level Math and English	2	501	497	547	515.00	372.42	191,796
Transfer to a Four Year University	1.5	427	914	693	678.00	279.31	189,375
Nine or More CTE Units	1	2,250	2,447	2,915	2,537.33	186.21	472,475
Regional Living Wage	1	1,655	2,222	1,097	1,658.00	186.21	308,735
Promise Grant Recipients Subtotal		6,949	8,216	7,604	7,589.67		\$2,463,055
Total Headcounts		24,618	30,499	27,918	27,678.33		
Total Student Success Allocation						\$22,430,095	

Recommendation #2: Degree Audit – continued

Revenue increase projection with Degree Audit implementation

		<u>Revenue 2024-2025</u>	<u>1% increase</u>	<u>5% increase</u>	<u>10% increase</u>
<u>All students</u>	Associate Degree for Transfer	\$3,309,260	\$33,093	\$165,463	\$330,926
	Credit Certificates	\$1,413,473	\$14,135	\$70,674	\$141,347
<u>Pell Grant Recipients</u>	Associate Degree for Transfer	\$629,388	\$6,294	\$31,469	\$62,939
	Credit Certificates	\$146,174	\$1,462	\$7,309	\$14,617
<u>Promise Grant Recipients</u>	Associate Degree for Transfer	\$615,733	\$6,157	\$30,787	\$61,573
	Credit Certificates	\$165,975	\$1,660	\$8,299	\$16,598
	Total projected revenue increase		\$62,800	\$314,000	\$628,000

Recommendation #3: Efficient Use of Existing Resources

Plan for more efficient class sizes and eliminate low demand, low impact class offerings.

Recommendation #3: Efficient Use of Existing Resources – continued Analysis of sample class course

Example: ENGL- 101 Freshman Composition

Total Sections	89
Max	28
Min	3

Sections with less than 20 Enrolled

Number of Sections	20
Total Enrolled	228
Average Class Size	11.4

Increased Class Size

Minimum Class Size	20
# of Sections Needed	11
Class Sections Removed	8

Recommendation #3: Efficient Use of Existing Resources - continued

Revenue of 4 Unit Cours w/ 20 Enrolled		
20 students x 4 units X 18 Weeks		= 2.74 FTES = \$14,522
Cost of 4 Unit Lecture		
	Min	Max
Salary	6,978.00	8,854.00
Benefit (25%)	1,744.50	2,213.50
Other Overhead (50%)	3,489.00	4,427.00
Total Cost Per Section	12,211.50	15,494.50
Cost Savings for 8 Sections	97,692.00	123,956.00

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