



SANTA BARBARA CITY COLLEGE

The Paths of Invention and Reinvention

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Faculty In-Service

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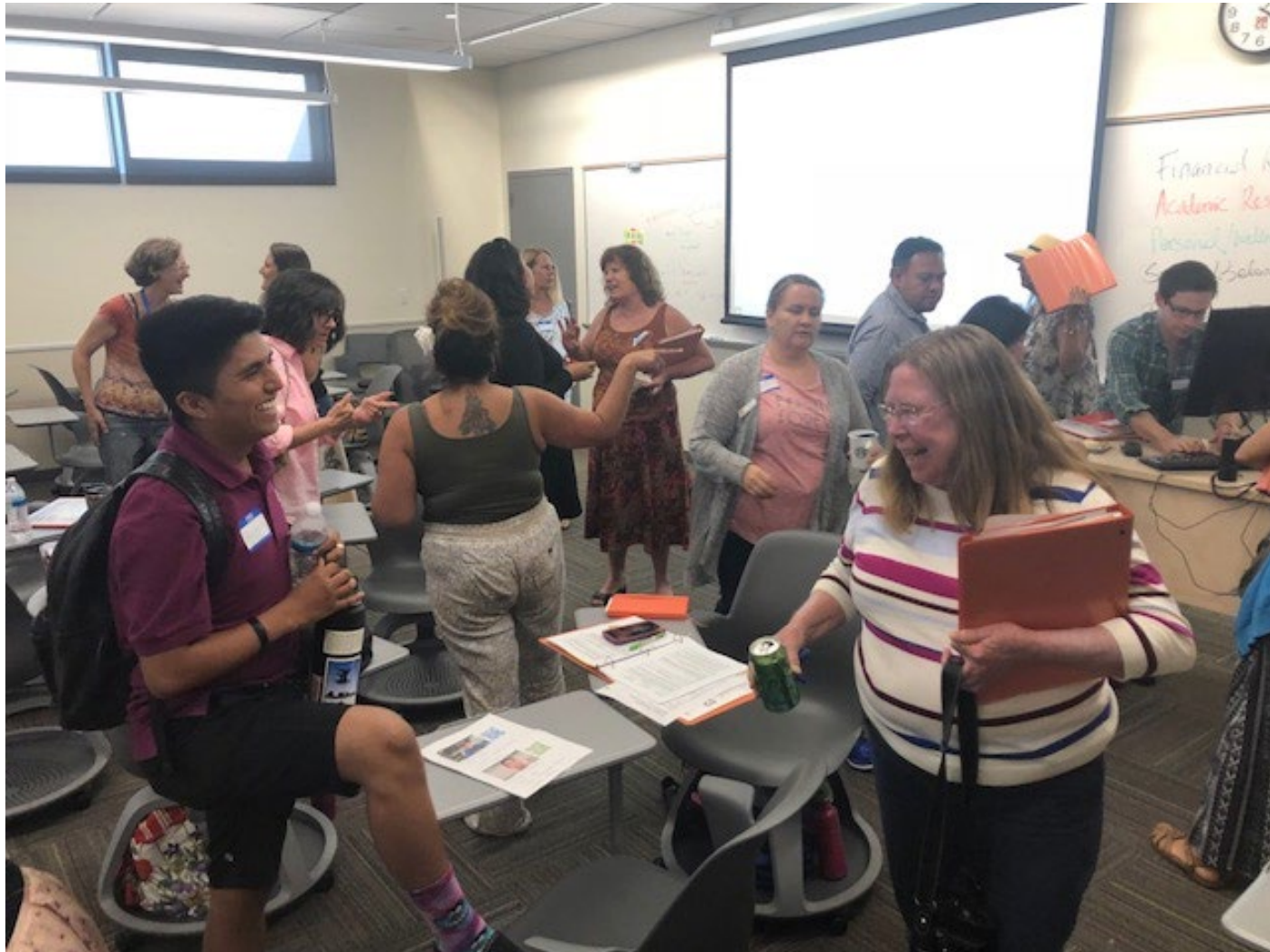


Knowledge emerges only through invention and reinvention, through the restless, impatient, continuing, hopeful inquiry [people] pursue in the world, with the world, and with each other.

Paolo Freire



Restless, Impatient, Hopeful Inquiry





Our Mission

As a public community college dedicated to the success of each student . . .

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



STATE INITIATIVES, LOCAL GOALS





Pursuing that Work Together





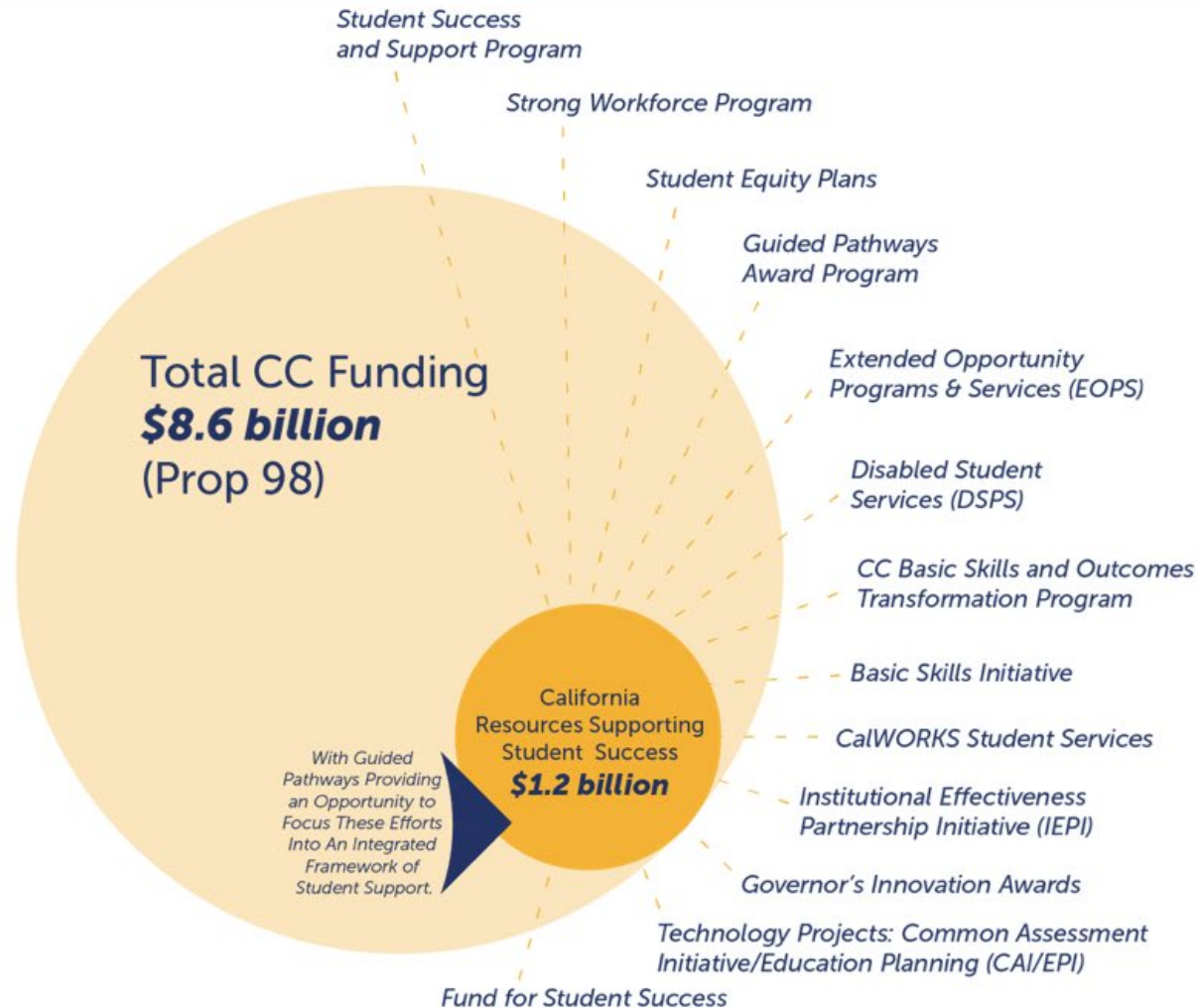
Our Core Principles

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

- Student-centered policies, practices, and programs
- Participatory governance
- A psychologically and physically supportive environment
- Free exchange of ideas across a diversity of learners
- The pursuit of excellence in all college endeavors.

Guided Pathways Funding

Leverages ALL CCC Funding in Support of Student Success





Framing the Reinvention

SBCC Guided Pathways is a college-wide undertaking that provides a framework for integrating existing programs and services through a student-centered approach designed to increase student success while closing equity gaps.

GUIDED PATHWAYS TAB

First-time ever in college
Cohort

Santa Barbara City College
College

2015-2016
Academic Year

Cohort: First Time Ever in College--

includes students who enrolled in a community college for the first time in the fall of the selected year, excluding current and past concurrent enrollment students and other students with prior community college credit.

LaunchBoard Data site



Guided Pathways Inquiry: Where Our Students are Succeeding

Participation

Transferable Math and English
Completion

Momentum Points



Participation of Students

Size of starting cohort at SBCC: 2477

Average credits attempted in 1 year

Average degree-applicable credits in 1 year

Full-time status

Fall to Spring persistence

College-level course success rate



Transferable Math and English Completion

Students Who Completed Within One Year:

transfer level math in 1 year

transfer level English in 1 year

both math and English in 1 year



Momentum Points

FIRST TERM

Earned 6+ credits

Earned 12+ credits

Earned 15+ credits

Attempted 15+ credits

FIRST YEAR

Earned 15+ credits

Earned 24+ credits

Earned 30+ credits

Attempted 30+ credits



Where We Stood in 2015-16: Strengths

P: 24 Units attempted in year 1 on average

P: 22 Degree-applicable units attempted in year 1 on average

P: 76% Persisted from first to second term

M: 33% Earned 12+ credits in term 1 (top in state)

M: 50% Earned 15+ credits in year 1

M: 31% Earned 24+ credits in year 1 (top in state)



Where We Stood in 2015-16: Areas to Improve

Transferable Math and English Completion in First Year

English

32% SBCC

56% Moorpark College

Math

18% SBCC

32% Foothill College

English and Math

- 13% SBCC
- 23% Foothill College

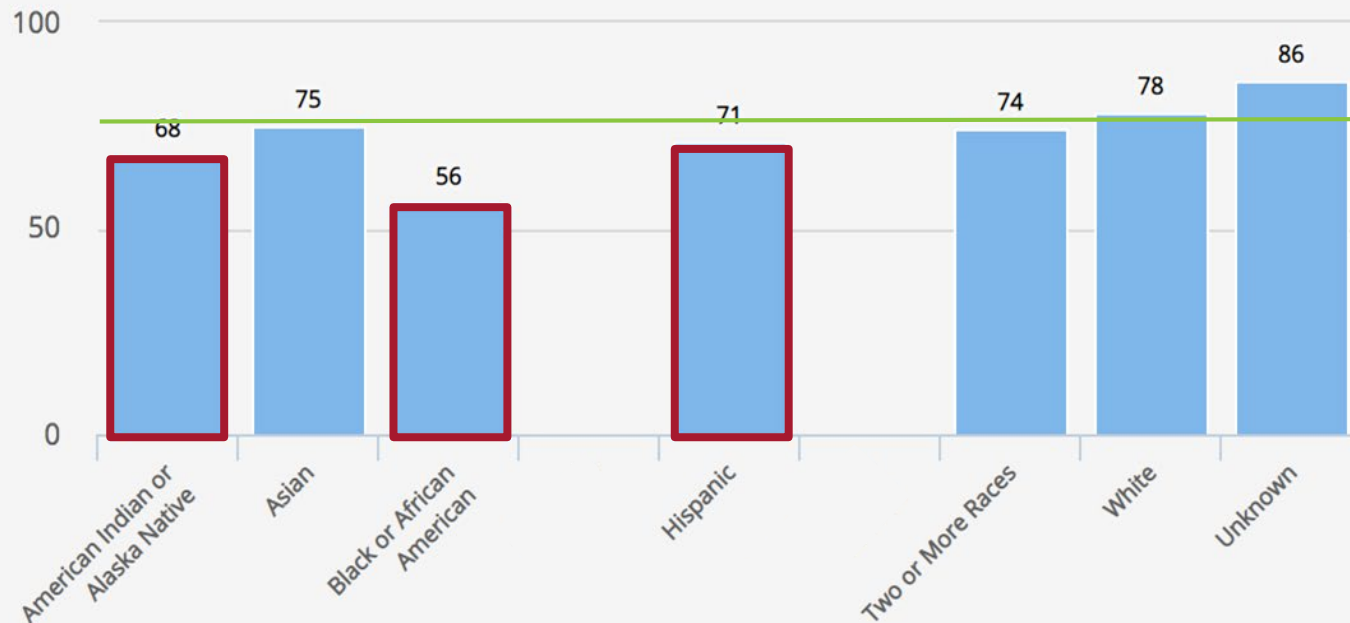


Equity in 2015-16

College-Level Course Success Rate

77%

Students



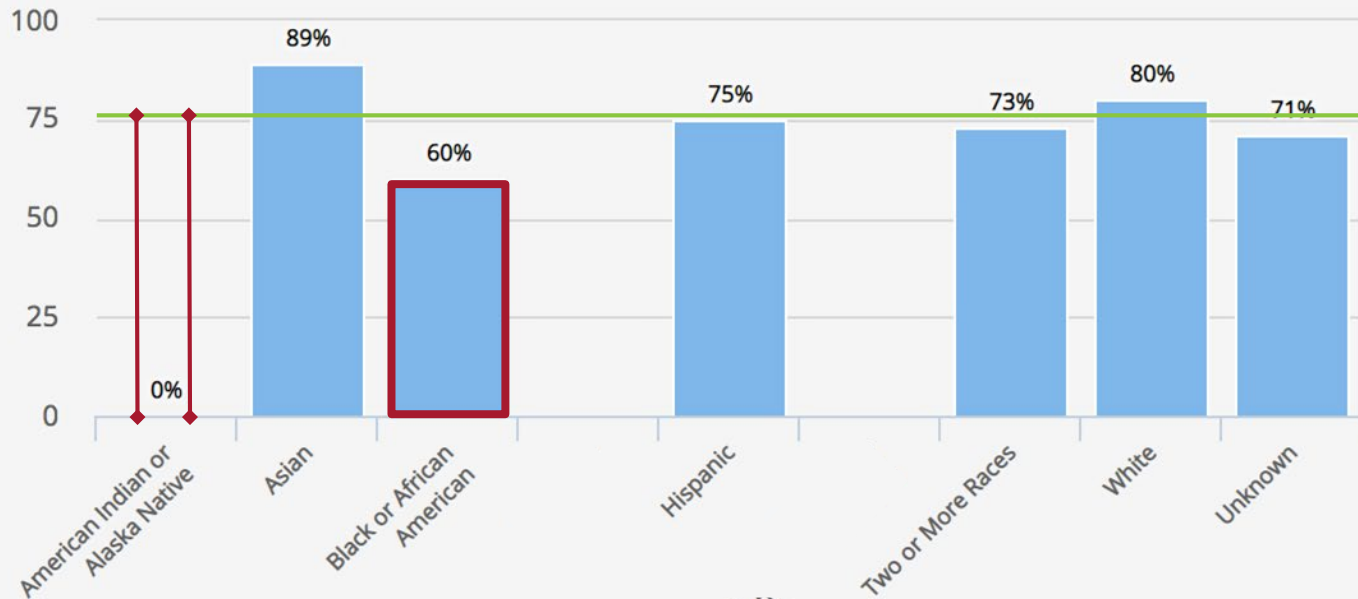


Equity in 2015-16

Persisted from Term 1 to Term 2

76%

Students





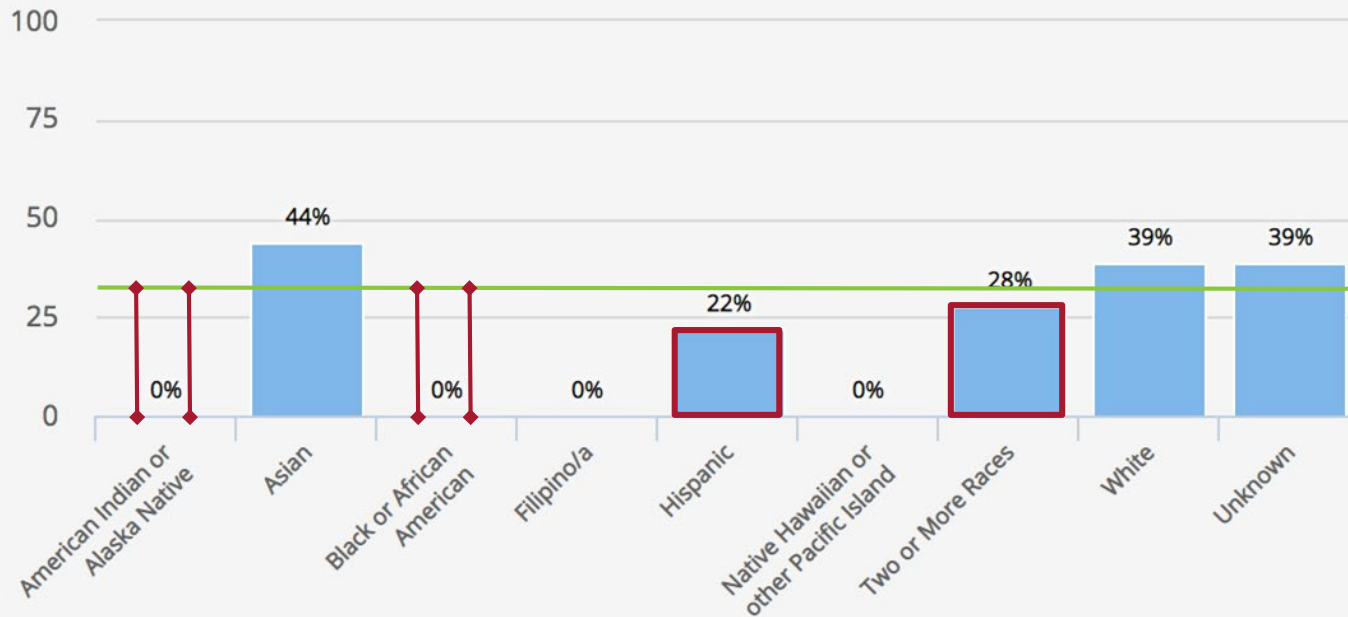
Equity in 2015-16

Successfully Earned 12+ College Credits in First Term

33%



Students



Key Elements of Guided Pathways

Programs that are fully mapped out and aligned with further education and career advancement while also providing structured or guided exploration for undecided students.



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



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



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



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



Instructional support and co-curricular activities aligned with classroom learning and career interests.





Reinventing Placement





AB 705 requires colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school GPA.



Timeline for AB 705

Development and Implementation Timeline

Fall 2017

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

Review the legal requirements of AB 705

Fall 2018

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

Submit locally developed curriculum changes for approval

Spring 2018

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

Begin curricular exploration and development consistent with the law.

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

Spring 2019

Approve locally-developed curriculum in math and English

Connect new assessment and placement rules with curriculum

Publish new structures in college materials

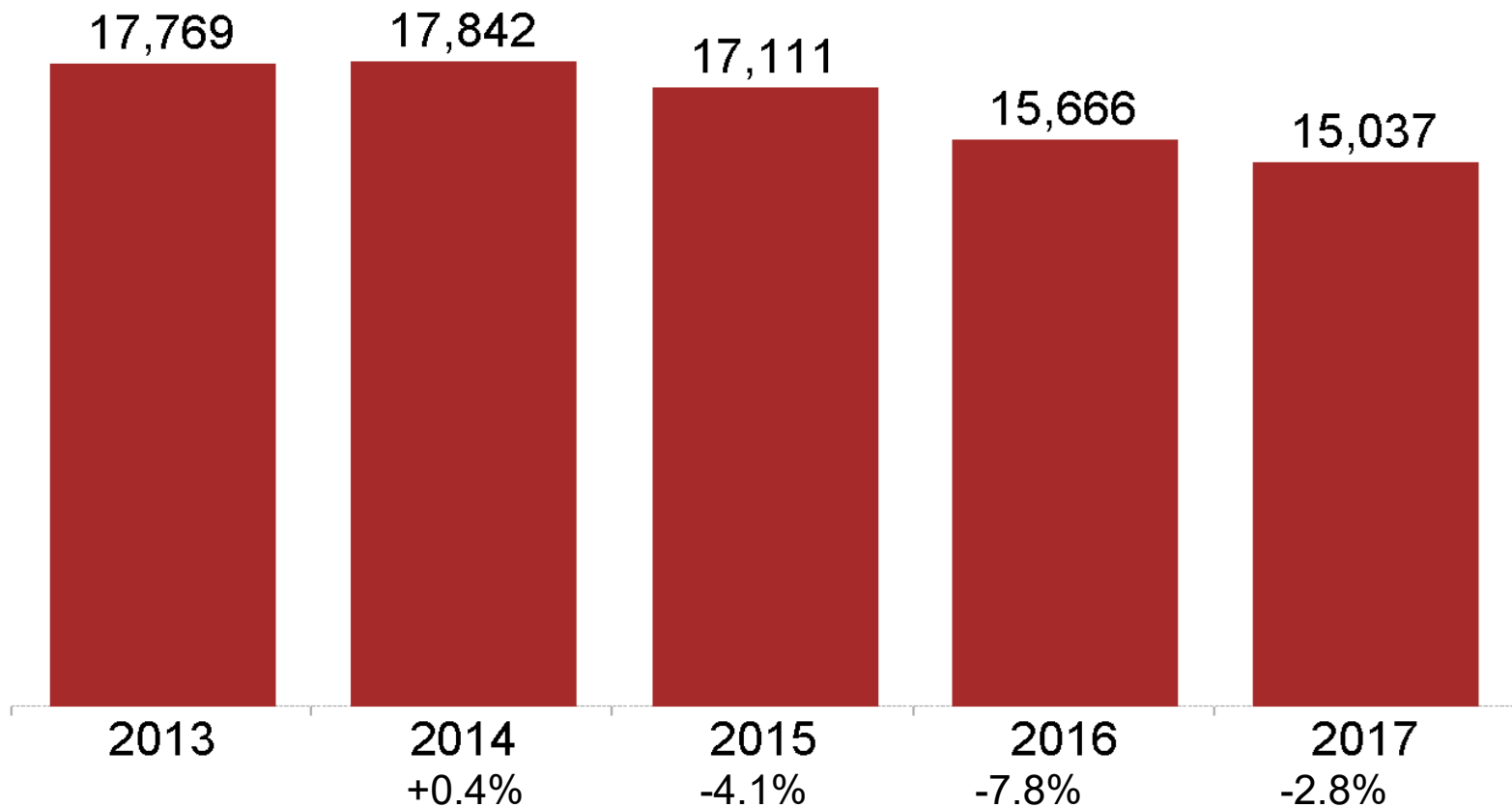


How will AB 705 changes and Guided Pathways impact our enrollment?





Credit Headcount - Fall





Fall 2018 Current Enrollment

Fall 2017

15,072 Students

148,268 units enrolled

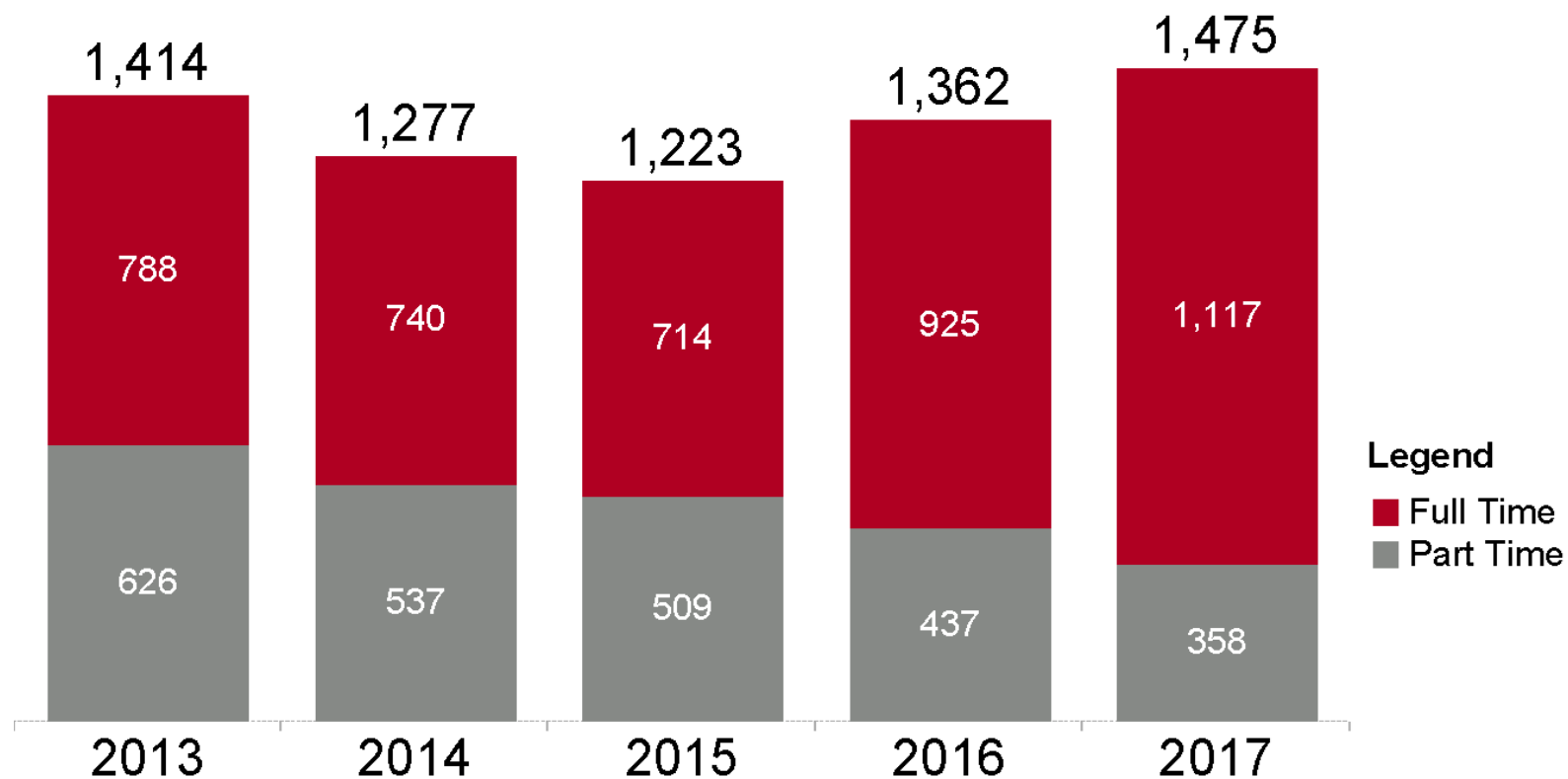
Fall 2018

13,950 Students (-7.44%)

140,048 units enrolled (-5.54%)



Students Less than 20 years old, In-District Status – Excluding Dual Enrollment



New Formula – Student Centered Funding Formula

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

New Formula: Phased In Over Three Years

	2018-19	2019-20	2020-21
Base Allocation	70%	65%	60%
Supplemental Allocation	20%	20%	20%
Student Success Allocation	10%	15%	20%

Base Allocation

Funding per FTES

- Comparison Old Funding Formula 2017-18 to New Funding Formula 2018-19
- Credit rate will decline in 2019-20 and 2020-21 as more funding is shifted to Student Success Allocation

FTES Type	2017-18 Rate	2018-19 Rate
Credit	\$5,151	\$3,727
Non-Credit	\$3,097	\$3,347
CDCP	\$5,151	\$5,457
Inmate Credit	\$5,151	\$5,457
Inmate Non-Credit	\$3,097	\$3,347
Dual Enrollment	\$5,151	\$5,547

Supplemental Allocation

- District receives funding based on counts of all of the following in the prior year:
 - Pell Grant recipients
 - California College Promise Grant recipients (BOG Fee Waivers)
 - AB 540 students
- 2018-19 Rate = \$919 per count

Student Success Allocation

8 Measures - Funding Rates	All Students	Promise (BOG) Students	Pell Students
Associate degrees granted	\$1,320	\$333	\$500
Baccalaureate degrees granted	\$1,320	\$333	\$500
Associate degrees for transfer (ADT) granted	\$1,760	\$444	\$666
Credit certificates (16 units or more) granted	\$880	\$222	\$333
Completion of nine or more CTE units	\$440	\$111	\$167
Successful transfer to four-year university	\$660	\$167	\$250
Completion of transfer-level mathematics and English courses within first academic year of enrollment	\$880	\$222	\$333
Attainment of regional living wage	\$440	\$111	\$167



From SBCC Budget Presentation, 8/23/2018

Chancellor's Office simulation from July 2018 provided SBCC with **\$6,898,479** in additional funding compared to the old funding formula.

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

The updated simulation provides SBCC with **\$9,169,121** in additional funding compared to the old funding formula. This includes the 2.71% COLA, and the districts projected growth in Noncredit FTES.



How Are We Positioned Going Forward?

