BAKERSFIELD COLLEGE

Budget Proposal
Investment for SCFF Yield

2022-2023

Submitted by:
Dr. Zav Dadabhoy
President, Bakersfield College

March 2022

Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

(661) 395-4211
president@bakersfieldcollege.edu
BakersfieldCollege.edu

March 18, 2022

Dr. Sonya Christian
Chancellor's Office
Kern Community College District
2100 Chester Avenue
Bakersfield, CA 93301

Dear Chancellor Christian,

BC has been focused on our college outcomes as they relate to the SCFF metrics. Per your request, we have set focused targets for each component of SCFF. The College still has more work to do to meet the targets that we set and the five investment proposals in this document, totaling **$6,905,746** will help us to achieve these targets.

We are making big steps towards achieving our goals as outlined in the California Community College's *Vision for Success.* As we look to continue this positive work, please accept this proposal developed by BC's executive team with the goal of maximizing our SCFF yield.

Each proposal has specific three-year target outcomes that BC's leadership team has vetted. We are confident that each is achievable, and realistic, once fully implemented.

Sincerely,

Zav Dadabhoy, President
Bakersfield College

BAKERSFIELD COLLEGE

Executive Summary

Embedded ERP Analysts x3				Page 5
Request Detail:				
Request:	Year 1	Year 2	Year 3	
ERP Analyst (3)	**$ 405,000**	**$ 415,125**	**$ 425,503**	**$ 1,245,628**

SCFF Targets and KPI:				
Increase in FTES from more accurate reporting:	30	70	100	
	30 FTES x $4,009	70 FTES x $4,009	100 FTES x $4,009	**$ 801,800**
Recovered CCPG awards previously unreported:	300	400	600	
	300 Awards x $948	400 Awards x $948	600 Awards x $948	**$ 1,232,400**
Increase in FTES from Fully Integrated Technology Systems	50	100	200	
	50 FTES x $4,000	100 FTES x $4,000	200 FTES x $4,000	**$ 1,400,000**

Expected SCFF Increase from 3 Embedded ERP Analysts:	**$ 3,434,200**

Summary: The placement of three Embedded ERP Analyst positions within critical functional areas will have a direct return on the SCFF Funding, through more accurate FTES reporting, recovered CCPG awards, and through more efficient, more powerful integration of technology systems and data platforms.

Student Re-Enrollment Center					Page 6
Request Detail:					
Request:		Year 1	Year 2	Year 3	
10 Staff Positions		$1,053,827	$1,075,007	$1,096,716	**$3,225,550**

SCFF Targets and KPI:					
Scenario 1 (5% Rescue Rate)	FTES	50	127	215	
	FTES $	$200,827	$508,153	$862,643	
	All Gains	$244,123	$617,705	$1,098,425	**$1,960,253**
Scenario 2 (7.5% Rescue Rate)	FTES	75	153	228	
	FTES $	$301,240	$611,609	$912,849	
	All Gains	$366,184	$926,557	$1,572,927	**$2,865,668**

Summary: The development of a Student Re-Enrollment Center will directly impact the SCFF by seeking out students who have disengaged or fallen by the wayside using high tech methods, and re-engage them in their educational journey using high-tough methods. The rate of their re-engagement is estimated to be between 5% and 7.5%, with significant SCFF impact.

Transfer Pathways				Page 9
Request Detail:				
Request:	Year 1	Year 2	Year 3	
Program Manager	**$ 113,164**	**$ 115,510**	**$ 117,915**	**$ 346,589**
SCFF Targets and KPI:				
SCFF allocation for increased transfer numbers:	70	100	140	
	70 Transfers x $838.50	100 Transfers x $838.50	140 Transfers x $838.50	**$ 259,935**

Summary: Hiring a Transfer Pathways Program Manager will positively and directly impact the SCFF through the focused increase in the number of yearly transfer completions, and through more accurate tracking of these numbers.

International Student Program				Page 10
Request Detail:				
Request:	Year 1	Year 2	Year 3	
Personnel	$ 214,889	$ 373,928	$ 381,860	
Non-Personnel	$ 70,000	$ 70,000	$ 70,000	
Total:	**$ 438,141**	**$ 445,928**	**$ 453,910**	**$ 1,337,979**
SCFF Targets and KPI:				
International Students taking 24 units per year:	75	100	125	
	75 Students x $7608	100 Students x $7608	125 Students x $7608	**$ 2,282,400**

Summary: The rejuvenation of our International Student Program, and its subsequent development to a new level for the college will provide direct funding on a per-student basis, as well as bring a diverse student population to our campus, enriching the college.

Inter-State Distance Education				Page 11
Request Detail:				
Request:	Year 1	Year 2	Year 3	
Out of State Fees	$ 250,000	$ 250,000	$ 250,000	**$ 750,000**
SCFF Targets and KPI:				
Out-of-State Students taking 6 units per year:	100	125	150	
	100 Students x $1902	125 Students x $1902	150 Students x $1902	**$ 713,250**

Summary: Post COVID, the college's enhanced capacity and broad expertise in online learning, as well as the sudden rise to market saturation in the immediate area for online students, prompts a thoughtful, purposeful exploration of a larger area of geographical student recruitment. Although California does not currently participate in SARA, the college would benefit from the recruitment of students outside the state through the recruitment of students willing to pay out-of-state tuition.

Detailed Narrative of Proposals:

Embedded ERP Analyst Positions at BC (x3)

A 3-year Investment of $1,245,628

In response to the implementation of the SCFF, Bakersfield College has identified a need for connecting positions to bridge the gaps between functional departments and the IT infrastructure, in order to facilitate the agility required to respond to a constantly changing environment. Under the new SCFF, the apportionment for Bakersfield College, and therefore the KCCD, is directly tied to specific performance metrics as expressed by the college. These metrics are influenced by the college's ability to:

1. Schedule the right courses at the right time in the right modality, ensuring availability for students.
2. Effectively capture, organize and accurately report the college's MIS data, as well as reflect that data back to the college in the form of key performance indicators.
3. Report and track student eligibility for and engagement with financial aid programs.
4. Develop automation and innovative information solutions that will enhance student engagement and completion based on the SCFF metrics.

In these important areas, it is critical that the college maintain a short feedback loop with our MIS data and Banner business operations. This allows the institution to be agile and responsive, moving and pivoting with the ever-changing student needs and environmental shifts. The SCFF, requires an embedded, highly connected technical strategy in order to maximize our effectiveness in meeting the standards set by the Student-Centered Funding Formula. To address this critical institutional need, Bakersfield College requests the development of three embedded positions, classified as ERP Analysts, working directly with three critical areas of our college infrastructure. These will be embedded within the following areas of the college:

- Admissions and Records - to focus on enrollment, registration, and MIS reporting.
- Financial Aid - to focus on eligibility and engagement with financial aid programs, and accurate MIS reporting to ensure maximum SCFF yield.
- Innovation and Development - To develop connections with enterprise applications and data analytics to drive innovative solutions across the college.

Currently, the data generated by these departments and areas of campus is connected via a feedback loop. By embedding ERP Analyst positions within these critical areas, the feedback loop will be shortened, allowing the college to respond to the shifting needs of students in tangible, meaningful ways that impact our performance on the SCFF.

To be effective, these positions should:

- Report directly to the central IT structure.
- Be embedded within the respective departments at BC (A&R, Financial Aid, Scheduling)
- Have access to and knowledge of field-level data within Banner.
- Monitor and support engagement and integration with external apps via APIs (Ad Astra and Starfish).
- Focus on the improvement of SCFF metrics.

Examples of SCFF revenue increases that have come from deep investigation by Bakersfield College staff of data elements and processes related to the SCFF include "finding" 29 FTES in fall 2020 due to better analysis, understanding, and use of attendance accounting metrics. That one instance increased apportionment revenue by approximately $145,000. A multi-year analysis of financial aid has resulted in a resolution of reported discrepancies in Pell Grant awards. It is essential that Pell grant awards be reported accurately as each Pell Grant recipient is valued directly at $948 and also has an additional valuation under the SCFF. Currently, work is ongoing on CCPG awardees to resolve an apparent discrepancy of up to 5% in CCPG award reporting. The

ability to fully report all CCPG awardees accurately would potentially result in an additional $1,340,000 in annual revenue under the SCFF. These examples are potentially just the tip of the iceberg because we have not had staff dedicated to improving critical, complex reporting loops that directly impact funding.

There is room for improvement at Bakersfield College within the framework of the SCFF. This improvement needs to be supported by embedded ERP Analyst positions within the BC structure, and connected to the IT structure at the district level to be most effective. The development of these embedded ERP analyst positions is the single most significant action that we can undertake as a district.

Student Re-Enrollment Center
A 3-year Investment of $3,225,550

Summary

Enrollment trends continue to decline at higher education institutions across California and the nation. This decline is due in part to the size/population of traditional college-age students compared to previous generations. Additionally, the effects of COVID on higher education enrollment suggest that many students are choosing not to enroll or re-enroll at colleges. Bakersfield College has been monitoring decreasing student persistence rates as follows:

First-time Degree Seeking Cohort (BC Home College)	Fall 2016 to Spring 2017	Fall 2017 to Spring 2018	Fall 2018 to Spring 2019	Fall 2019 to Spring 2020	Fall 2020 to Spring 2021
Fall-to-Spring Persistence Rates	74.4%	74.4%	70.9%	70.8%	66%

Bakersfield College has established the following goals for progression, retention, and completion to achieve a higher return on SCFF metrics, as well as to achieve the institution-set goal of attaining an 81% Fall-to-Spring persistence rate by Fall 2024. A systematic focus on student continuation (progress or retention) can achieve a 15% increase in returning student yield from semester to semester by doing the following:
- Identify non-returning students
- Establish clear strategies for communication and in-reach
- Assign responsibility and ownership over student cohort
- Define role and structure of GP Completion Team
- Examine college systems and processes to boost:
  - Improved focus on customer service
  - Student support
  - Faculty role in enrollment outcome
  - In-reach activities (captive audience)
  - Communication
  - Affinity groups

Staffing Structure

To address this need and achieve the College's progression and completion goals, student intervention efforts are needed to reengage previously enrolled students who have dropped out or stopped out, as well as

to increase the average unit load per student. To this end, the following staffing structure is proposed to pursue this opportunity:

- Two (2) Program Managers to provide administrative leadership, vision and daily operational support
- Two (2) Financial Aid Technician II positions to provide direct student support on matters related to financial aid eligibility, application, disbursement/award, as well as other college affordability issues. These efforts will also result in increased Supplemental SCFF metrics related to Pell, AB540 and CCPG applications and awards
- Two (2) Admissions & Records II positions to provide direct student support on matters related to registration and academic records thereby reducing barriers for students to return to the College, while increasing the ease of transfer upon completion.
- Four (4) Educational Advisor positions to meet with students regarding degree audits and course selection. With a concerted effort, Educational Advisors can utilize a case management approach to ensure that returning students select and register the correct courses, as well as maximize their unit load, which enhance SCFF metrics for enrollment and student progression and completion.

Action Plan
The Student Reengagement Team will coordinate and engage in several targeted 'search and rescue' / outreach campaigns that identify eligible students for returning, such as:

- Intentional data searching of student enrollment activities and trends to identify:
  - Registered, but under-enrolled, students to increase time to completion, maximize financial aid eligibility, and increase the average unit load per student
  - Students registered for the current semester, but not registered for the summer and/or the following semester
  - Students registered within the last academic year, but currently not enrolled
  - Identifying and outreaching to students who are eligible for more financial aid award than they are receiving
- Messaging to students who became disengaged with enrollment since Spring 2020 (during COVID protocol)
- Recruitment of students to engage in Bridge to BC
- Educational Advisors to develop weekly messaging campaigns as 'success reminders' to under enrolled or disengaged students
- Mining Ocelot/ChatBot activity to identify individual students interested in returning, or at risk of dropping/stopping out

Outcomes

The staffing model for the Student Reenrollment Center should result in a positive annual ROI by year 3 or year 4, depending on the effective "rescue rate" the center is able to achieve. We have modeled the fiscal impact of two scenarios assuming the center will have 6 FTE available for direct engagement with former students (prospective re-enrollees). This level of staffing assumes 30 contacts per FTE per week. As staff

rescue and reenroll more former students, there will be multiple positive impacts on the SCFF that build and compound over time. There will be an initial increase in FTES associated, this FTES increase is assumed to persist at typical rates over subsequent terms, creating a compounding effect going forward. Additionally, there will be an impact on supplemental student factors as many of these students will be Pell, CCPG, and/or AB 540 students. Finally, there will be both short-term and long-term positive impacts on student success factors such as completion of transfer-level math and English in the first year, completion of 9 CTE units, and completion of degrees, certificates, and transfer. As more students are rescued and reenrolled, these positive impacts grow commensurately.

We modeled two scenarios which extrapolate the fiscal impacts of two different levels of effectiveness of the Student Reenrollment Center. As shown in the table below, the first scenario assumes a 5% rescue rate (i.e., 1 contact in 20 will lead to reenrollment). In this scenario, the center achieves a positive annual ROI in year 4 and a total net positive ROI is achieved by year 8.

Scenario 1 (rescue rate = 5%)	Year 1	Year 2	Year 3	Year 4	Year 5
FTES, Supplemental, Short-Term Success	$244,123	$617,705	$1,048,618	$1,264,075	$1,371,803
Downstream Awards/Transfer			$49,807	$99,614	$49,807
ROI	$(830,877)	$(457,295)	$(26,382)	$189,075	$296,803

In scenario 2, we model the impact of a 7.5% rescue rate. In this scenario, the center will show a positive annual ROI by year 3 and a net positive ROI by year 4. While both scenarios ultimately provide a net positive ROI, the effectiveness of the search and rescue efforts is a critical factor in determining the timing.

Scenario 2 (rescue rate = 7.5%)	Year 1	Year 2	Year 3	Year 4	Year 5
FTES, Supplemental, Short-Term Success	$366,184	$926,557	$1,572,927	$1,896,112	$2,057,705
Downstream Awards/Transfer				$74,710	$149,421
ROI	$(708,816)	$(148,443)	$497,927	$821,112	$982,705

Annual ROI of Student Reenrollment Center
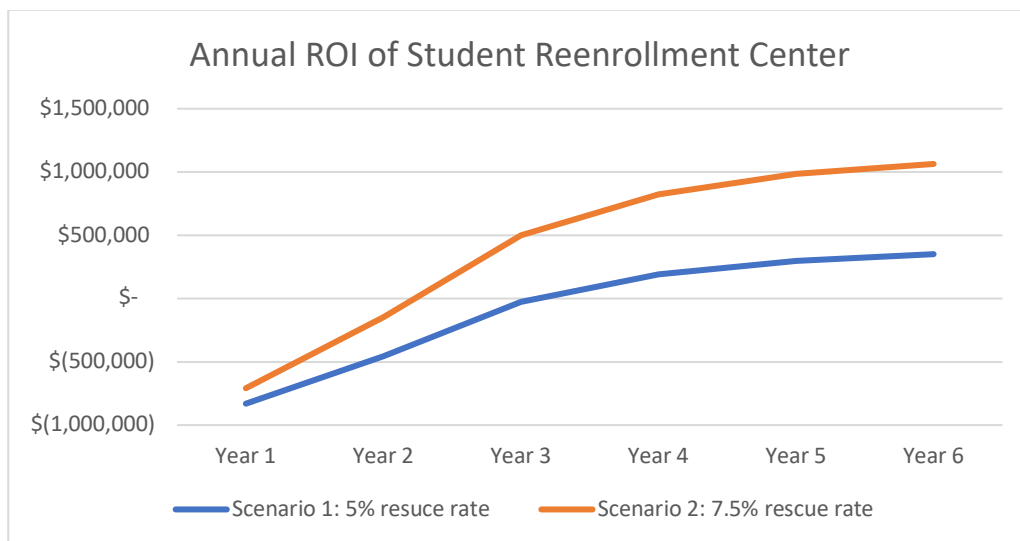
A 3-year Investment of $346,589

Bakersfield College has been intentional in their work with growing their transfer programs over the years and has greatly increase student ADT completion. Our goal is to have one streamlined process for pathways by providing supportive services designed to increase retention, promote engagement and planning, facilitate communication, and increase completion for ADT students.

Figure 2. Five-Year ADT Completions & Five-Year Transfer Trend
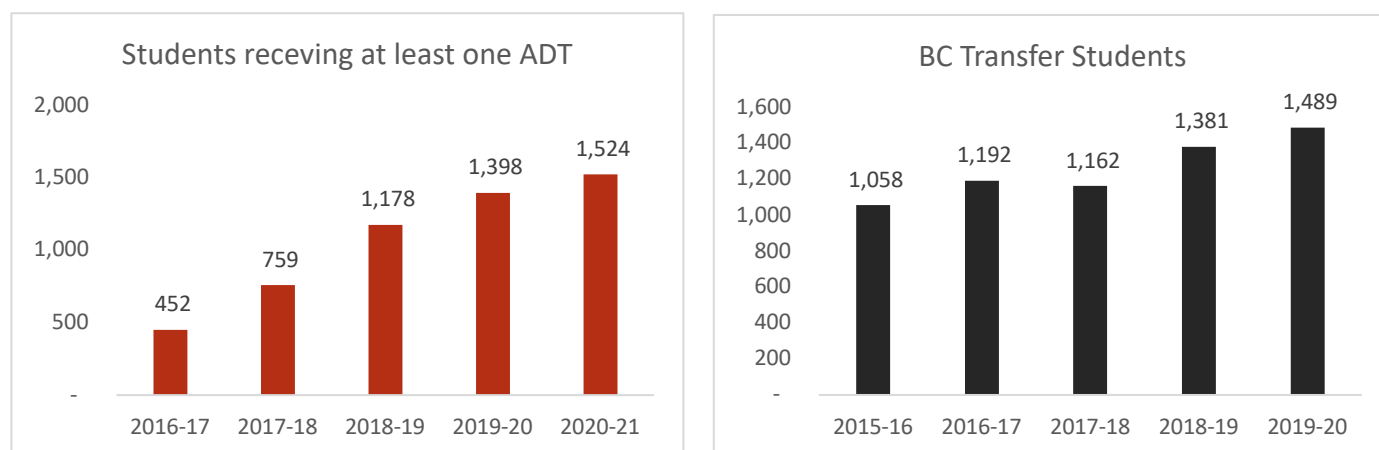
While ADT completions have increase sharply over the past five years, increases in actual transfer number have increase more moderately (Figure 2). Each successful transfer increases the SCFF allocation by a minimum of $838.50 (more if the student has Pell, CCPG, or AB 540 status). Improving the annual growth in the number of transfer students by 50% to match the trend in ADTs would result in an increase in the SCFF apportionment of approximately $60,000 in the first year increasing to $120,000 within three years as transfer rates are increased and time to transfer is decreased.

The Program Manager for Transfer Pathways manages day-to-day programming to engage transfer-student with support programs at the college, increasing attainment of transfer-related milestones and facilitating transfer. The position will coordinate department classified and hourly staff and efforts commensurate with an established transfer-pathway timeline to ensure maximum engagement and experience in preparation for transfer. Assist in developing and arranging a transfer-pathway annual timeline and coordinating with 4-year universities to market and develop a presence at the College, including a comprehensive communication plan using technology tools and resources. Work with high school counselors and Bakersfield College Outreach and Early College programs to coordinate and align efforts on a seamless transition to the upper-division transfer pathway discipline.

International Student Programs and Services
A 3-year Investment of $1,180,677

Executive Summary:

The revitalization of a comprehensive International Student Programs and Services at Bakersfield College will continue to contribute to the college's core value of diversity, by incorporating cultural contexts and multiple perspectives of learning experiences and student engagement. Bakersfield College provides the opportunity for international students to access and experience an American education while providing a great option to lower overall costs of earning a bachelor's degree.

This proposal and action plan seeks to establish a robust Office of International Student Programs and Services and seeks to actively recruit, admit, retain, and meet the needs of international students and their dependents on F-1 and F-2 visas. In serving these students, the program also aids to support and streamline services between this office and the office of admissions and records to facilitate and efficiently respond to prospective and actual applicants to the college. This program will be part of the student's educational journey and provide support to ensure completion, while recognizing the continual desire for a bachelor's degree via transfer pathways and beyond. A robust plan would be developed with a team under a strategic, efficient, and streamlined approach intersecting with various critical student service areas of the college. To do this, the college is proposing to:

1. Fund critical positions to facilitate the process, progress, and programming geared toward international students' retention, graduation, and transfer, which will eventually develop into a sustainable program and resource for the community (see Figure1: 5-year projection plan of a revenue analysis).
2. Utilize data and best practices in recruitment technology to strategically and effectively communicate and matriculate prospective students through the admission funnel, while developing a robust marketing plan and partnering with various recruiting agencies designed to specifically recruit international students for community colleges.
3. Dedicate efficient admission evaluation processing of applications for eligibility with swiftness toward issuance of an I-20 for Visa purposes.

Figure 1: International Student Programs & Services - Revenue Analysis						
		2022-2023	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**
Students		**75**	**100**	**125**	**150**	**200**
Revenue						
Units per year	24	1,800	2,400	3,000	3,600	4,800
Enrollment Fee	46	**82,800**	**110,400**	**138,000**	**165,600**	**220,800**
Non-Resident Tuition	271	**487,800**	**650,400**	**813,000**	**975,600**	**1,300,800**
Total College Rev.		**572,400**	**763,200**	**954,000**	**1,144,800**	**1,526,400**

Keeping an approximate amount of $3,333 instruction costs per student in mind, the International Student Programs & Services will begin seeing a net gain in revenue vs. costs in year three at $87,110 and will eventually become a sustainable program and resource for the campus over time.

Inter-State Distance Education Plan
A 3-year Investment of $750,000

Currently, the state of California does not participate in SARA (State Authorization Reciprocity Agreements), which allow for students outside of California to easily take Bakersfield College classes without additional expenses and fees charged to KCCD by other states. While California may soon join the SARA network, the current status of the state requires college wishing to offer distance education courses to students residing outside of California to track these students, and ensure that appropriate interstate authorizations and agreements are signed, and fees paid.

Bakersfield College wishes to expand the offering of the college's rich and diverse set of distance education credit and noncredit courses to students outside the state of California. To accomplish this, the college will need to carefully track students outside of the state, and enter into agreements to offer courses to states outside of California. This will require the payment of fees, as well as the development of individual agreements with other states and the careful tracking of students, including the reporting of those students to other states.

To effectively accomplish this work, BC is proposing the establishment of a fund for paying the interstate fees.

Future Growth:
To support future growth, if needed, BC is also considering a DA III position in the future to manage the tracking and reporting of distance education students, as well as the required interstate agreements. This position would also assist with follow up and exit surveys to develop improvements in the retention and success of distance education students through high touch contacts and the gathering of relevant data.

Appendix

Search & Re-enrollment Center Detail

Two scenarios for the ROI of the Reenrollment Center were modeled.

Assumptions include:
-Reenrolled students will enroll in 11.5 units per term
-Reenrolled students will persist at a rate of 75% per subsequent term
-10% of Reenrolled students will complete transfer-level math & English in their first year
-Reenrolled students will participate in financial aid & AB 540 at typical rates
-20% of reenrolled students will attain a degree across years 3, 4, & 5
-20% of reenrolled students will transfer across years 3, 4, & 5
-Likely reenrollment/rescue rates would vary between 5% and 7.5%

Scenario 1 (rescue rate = 5%)	Year 1	Year 2	Year 3
FTES, Supplemental, Short-Term Success	$244,123	$617,705	$1,048,618
Just FTES	*$200,827*	*$508,153*	*$862,643*
Downstream Awards/Transfer			$49,807
ROI (annual)	$(830,877)	$(457,295)	$(26,382)

Scenario 2 (rescue rate = 7.5%)	Year 1	Year 2	Year 3
FTES, Supplemental, Short-Term Success	$366,184	$926,557	$1,572,927
Just FTES	$301,240	$611,609	$912,849
Downstream Awards (20% award/transfer)			$74,710
ROI (annual)	$(708,816)	$(148,443)	$497,927