

**SCFF Status Reports Spring 2020**

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No	Sara Parker	Major Outreach and Support Project	Our project proposal stated that our intended start date was Fall 2020. We have begun planning in accordance with that timeline and nothing has changed.	Nothing has changed.	10 departments are participating in this project for 20-21. All faculty leads have been identified for this project and have planned their fall schedules accordingly. A planning document has been developed and is due in early May.	Project will be implemented according to schedule in Fall 2020.	We had planned to look at: student persistence fall to spring for the social science majors as compared to general population, fall success rates as compared to general population, qualitative evidence from faculty leads. The data is likely to be thrown off by COVID-19 related challenges in regular course taking patterns. Still, we hope that the increased communication between faculty and students across the division, and the explicit efforts to connect students consistently to campus resources will make a difference in student outcomes even with COVID 19 disruption.	Do not anticipate much of an impact.	\$0. Funding was loaded for FY20 even though our project proposed to being in FY 21. I will request that the funds rollover.	100%	So far so good, thanks!
No	Jennifer Lange	Program Mapping - Chabot	Our initial mapping sessions with faculty were scheduled for April, so we are planning to push those into the summer.	The goals of turning more applicants into enrolled students whose path to their degree/cert is more direct remains the same. The timeline for completion of the maps will need to shift by at least one semester though, so the anticipated impact would then shift accordingly.	No work will be completed in Spring 2020 due to the need to reschedule the pilot Mapping Days. We plan to reschedule those programs (ECD; Global Studies - PoliSci, History, Econ, Geography, Anthropology; and STEM - Biology, Chemistry, Physics) in July.	In Fall 2020 we plan to begin the mapping process with the remaining highest declared majors: Business, Behavioral Science (Psychology, Sociology, Human Services), Computer Science, Health Science (Allied Health, Kinesiology, Nutrition), and Engineering.	We expect to see increases in FTES as well as a shorter term success metrics (Engl/Math completion, CTE units, certificate completion). Degree and transfer would be impacted, but these numbers aren't expected to be significant until 2-3 years after map deployment.	No changes, just a time shift.	\$0	100%	Flex time would be great! We need software in which to create and house the templates. Both InDesign and InCopy have been recommended to me, but I know nothing about these types of programs and would need help reviewing and selecting (jointly with LPC).
No	William Garcia	DegreeWorks Software Upgrade	Information Technology Services (ITS) has identified Strata Information Group (SIG) to serve as the third party vendor or consultant to help with the implementation and launch of the upgraded software.	Unfortunately, the pandemic has delayed the work to be performed by ITS and SIG. It is also important to note that with the migration to Banner 9 many projects were put onto the back burner and new technology related projects have emerged in response to the pandemic.	Given the recent extension of the shelter-in-place very little progress on the goals and objectives relating to this project will be completed or met. Assuming the shelter-in-place will be lifted for summer 2020 and the college will reopen, it is anticipated that this project will be fast tracked.	Assuming the shelter-in-place will be lifted for fall 2020 and the college will reopen, it is anticipated that this project will be fast tracked. If this is indeed the case, it is anticipated that testing in the upgraded software will occur along with needed training of assigned personnel who utilize the software.	Once DegreeWorks is implemented and launched, it is the hope of the colleges that the tool will be used to perform auto awarding of certificates and degrees to help meet the goals outlined per the new Student Centered Funding Formula (SCFF). In addition, data queried or collected will be able to help the colleges make better informed decisions about what courses to offer in future terms to help students fulfill major and program requirements.	To my knowledge, no funds awarded to this project have been expended thus far.	Not applicable	I would like to request that the entire allocation awarded to this project be carried over from Fiscal Year 2019-2020 to Fiscal Year 2020-2021.	Not at this time. Thank you.
No	Jamal Cooks	RISE College Classes in Santa Rita	Initially, we planned complete the application and financial aid process in the late spring, to start some preliminary classes in the Summer, and to provide college core classes like History, Business, and English in Fall 2020.	Based on the pandemic, we are unclear how this will impact our timeline. First, we will wait for the state and the county to lift the shelter in place. Second, we will need to get clearance from Santa Rita about the revised protocols, policies, and procedures, for face to face instruction in a classroom setting. Finally, we will need to meet with the employees to make sure that all the parties are still interested in participating in the program. Once we have that new information, we will be able to give a revised timeline.	The goal for Spring 2020 was to identify the tasks and personal needed to have the program ready to provide services for students in Santa Rita. During the Summer 2020, we will work to hire a coordinator, to solidify the application process, and to explore technology possibilities.	If the shelter in place is lifted by July, we will move students through the application process, to fill out financial aid forms, and to provide some student success orientation classes. Then, we will provide classes such as History, Business, and/or English.	FTES from students in Santa Rita and student completion will be our measures for success.	N/A	\$0	The entire budget	We are excited to begin the project.

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No	LaVaughn Hart	Guided Pathways-- Program Mapping and Career and Academic Pathways	We have moved our efforts to Fall 20. Realizing that faculty needed to dedicate their time to re-designing spring 20 class for virtual deliver, we have moved our plans for completing program maps and defining Career & Academic Paths to fall 20.	Our goals are the same and probably even more important as the pandemic shows us how important it is that students are able to access accurate information in a timely manner.	We have draft maps for over 90% of the programs at LPC. This spring and summer we will be developing our plans for finalizing the maps. Announcement of Project Lead positions have gone out to all faculty and the Project leads will be in place within the next few weeks. This will enable us to work together over the summer to finalize plans for moving forward in the fall to meet our goals and objectives.	Finalizing all program map; exploring how student facing maps will work, e.g., interactive web and print versions; engaging students in helping to develop the student facing maps; beginning the discussions on campus of Career and Academic paths; developing a persistence project to support students in staying on the path to complete their programs; developing focused professional development activities and resources for faculty/staff to support students staying on maps.	We anticipate that having easy to understand and accurate program maps will increase students' ability to complete their degrees and certificates in a timely manner. Therefore, we anticipate an increase in degrees and certificates awarded. We anticipate that having clear maps that students can use to decide that LPC has the programs that they want, will increase FTES. We anticipate that developing a persistence project provides concrete methods for faculty to encourage students to complete their course of study will increase FTES and completion.	As we received our allocation only a couple of weeks before the college closed due to COVID-19, we decided to delay implementation of our project until fall 20. The campus closure and resulting move of all classes to a virtual environment in the middle of the semester, has resulted in an increased workload for all engaged in this project, faculty, classified, administrators, and students. Therefore, we have held off on expending any of the funds until fall 20. We have developed our budget for next year and are moving forward with planning efforts to move the project forward during the summer and into next fall.	0	\$60,000	Will there be a regular reporting cycle, e.g., end of semester, end of academic year, etc.? Measuring outcomes will be difficult as many projects are working on increasing the same metrics, e.g., FTES and completion. How will each project be evaluated for their impact on these shared metrics?	
No	Matt Kritscher	Residency Determination	We were not able to begin on this project due to the Shelter in Place coupled with not being successful in recruiting staff to work overtime as planned and advised.	We are thinking of re-initiating the offer of overtime after graduation in June. We are open to advice from ESSS committee. We would like to request if the funds can be used for hourly as well as overtime.	We do not expect to complete our goals for Spring 2020, but hope to resume this work in June for Summer 2020. Some flexibility in hiring hourly would assist if no A&R staff wish to work overtime.	The main goal is to award more AB540 designations through the residency determination process where we have a five month backlog of petitions. We hope to decrease this backlog by at least 2-3 months and increase the AB540 designations by about 20% year over year in 20-21.	AB 540 designations and reduced response time in residency determination petition responses.	The overwhelming nature of transitioning to remote online services structures has made it difficult to recruit A&R staff to work overtime on this project. We hope that with the work from home transitions settling in, that we will be able to obtain staff support for this work.	0	\$5,000.00	Yes, perhaps we are not aware of other possible solutions to this intractable issue of not having enough staff to respond to petitions for reclassification of residency and are open to suggestions.	
Yes	Noell Adams	Adding Course Attributes to Chabot Courses in Banner	All project work is expected to be completed by July 2, 2020. Due to the campus closure, there was a delay in hiring the professional expert. Given that the project completion date has been extended, increases in the applicable SCFF metrics are anticipated in Year 2 as opposed to Year 1.	The goal of this project is to add attributes to Chabot courses in Banner in order to increase degree and certificate completions, FTES, and the number of students transferring to CSUs or UCs.	All project work is expected to be completed by July 2, 2020.		1) 1% increase in degrees and certificates awarded each year 2) 3 additional transfers each year 3) 1.5 FTES each year	Due to the campus closure, there was a delay in hiring the professional expert. The professional expert has now been hired and has started working.	\$0	\$6,150.00	I would like some support regarding how to effectively measure this project's impact on the SCFF metrics.	
				This will be achieved by engaging a professional expert to research course attribute data and enter into a spreadsheet. ITS will then remove existing course attribute data from Banner and upload the newly compiled course attribute data from the spreadsheet into Banner. This will entail adding the attributes to course records then applying them to students' academic history and electronic transcript files. Finally, ITS will configure CLASS-Web so that courses are searchable by attribute.								

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Yes	Noell Adams	Advanced Reporting from DegreeWorks	All project work is expected to be completed by June 30, 2020. Due to the campus closure and the increased demand on ITS, there has been a delay in setting up a contract with the technical consultant Strata Information Group (SIG). Even though the project completion has been extended, increases in the applicable SCFF metrics are still anticipated in Year 1.	The goal of this project is to set up advanced reporting from DegreeWorks to increase the number of degrees and certificates awarded.  This will be achieved by engaging a technical consultant to assist ITS with configuring DegreeWorks' Curriculum Planning Assistant (CPA) and writing SQL reports. Then, at the end of every semester, both colleges will run a report showing how close students are to completing their degree or certificate requirements, by percentage. Students identified as achieving 100% completion will be awarded their degree and/or certificate.	All project work is expected to NA be completed by June 30, 2020.		2% increase in number of degrees and certificates awarded each year	Due to the campus closure and the increased demand on ITS, there has been a delay in setting up a contract with the technical consultant Strata Information Group (SIG). Since the consultant fee/charges are the only expenses related to this project, no money has been spent to date. We do have a meeting with the consultant next week to discuss SOW and the resulting contract.	\$0	At this time, I do not anticipate carrying funds over. However, without having a SOW/quote from the consultant, I cannot be sure what the project expenses will be through June 30th.	Not at this time.
Yes	Michael Peterson	Inreach to Improve Math Momentum	Preparation for the SCFF Project began on schedule with a preliminary call campaign starting in December 2019 (funded by Guided Pathways), meetings with SCFF team members, and recruitment of leaders for the communities of practice. The pandemic has pushed forward our implementation by several weeks, with communities of practice beginning April 23rd and the next call campaign projected to start in late May.	We believe that the pandemic has made the two principal objectives of our SCFF project even more important: (i) reaching out to students to offer support and encourage them to continue their studies; and (ii) providing professional development for math faculty so that instructors can promote retention in the classroom setting. Our communities of practice are being modified to assist instructors with teaching in a variety of modes, including fully online and Emporium. The call campaign will require some logistical changes since we cannot access phones on campus; this means we may reach out to classified professionals for additional assistance or use technological resources such as Google Voice to help us make phone calls.	Our work for both goals will certainly carry over into Summer 2020. We anticipate completing calls to 500 students who were unsuccessful in the Spring 2020 semester. Any data collected during the call campaign - such as reasons students give for not succeeding - will be used as feedback for improving retention on campus. The communities of practice will share any best practices and resources that improve online teaching. In addition, the Emporium mode will be developing course materials, especially for Math 40 and any prerequisite topics students need to succeed in their first-level transfer courses.	The next call campaign will take place near the end of the Fall 2020 semester. Our communities of practice will extend to classes where fewer sections are offered: Math 34 and Math 47. In addition, the Emporium community of practice will work with greater emphasis on Math 30 and 39 course materials. We are currently reaching out to CSU East Bay to form a partnership in our professional development for STEM courses - this collaboration will hopefully begin in the fall.	Student retention will be the most important long-term metric to assess the progress of this SCFF project. In particular, we would like to determine the persistence rates of students who are unsuccessful in their math course. Given the pandemic, we realize that a variety of factors will be affecting retention rates in the short-term, so we may need to collect data over several semesters to gauge the success of this project. We will also be guided by other metrics such as success rates (including by course and teaching mode) and enrollment numbers.	Since our implementation has been pushed forward by several weeks, we will not have used as many F hours this semester as originally planned. Our scheduled work in the Emporium community of practice over the Summer 2020 semester is expected to make up for some of these lost hours.	Currently, I expect that we will have spent \$17,239.38 in F hour pay and benefits by the end of this fiscal year (June 30th). I have not received information yet from the College or District on how the \$1,784 in administrative overhead will be spent. There is also \$1,080 in hourly pay intended for students assistants to place calls.	Subtracting all hourly pay up to June 30th (along with the administrative overhead) leaves us with \$17,353.99 in carry-over. We expect that some of this carry-over will be spent during the Summer 2020 semester for the Emporium community of practice.	n/a

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Yes	Abigail Patton	Increasing AB540 Numbers through Intensive Outreach and Counseling	This project had already been in place prior to the pandemic. We have been intentionally reaching students in the Fall that we believe may be eligible for AB 540 status. Based on this outreach and our continued work to reach students and support them through the application, we have exceeded our goal (554 AB540) of increasing our AB 540 numbers from 504 to 556 according to the latest numbers reported by Financial Aid Director Kathy Medina. Our timeline for spending the funds have been impacted with the recent access to the funds and having to confine our outreach events to online only. Given school closures, our outreach specialist has not been able to physically visit schools or bring students to Chabot for outreach events or campus tours. She had 13 visits that had to be cancelled due to Shelter in Place. Instead, our outreach specialist has been reaching out to high school counselors and students directly via phone and email and conducting Zoom outreach events, presentations and drop-in sessions. For example, our outreach specialist conducted an online zoom presentation for San Leandro Adult School, and has planned sessions for Tennyson High School, Hayward High School, and Mount Eden High School. She will also be sharing Dream Center information with all regional high school counselors at the Chabot Area Counseling Collaborative zoom training and via Basecamp online platform.	We have met our goal of increasing the number of AB540 students from 504 to 554. We are still actively working with Admissions & Records to support students through the onboarding process, including working with a Dream Center counselor or outreach specialist to review and submit AB 540 in order to verify accuracy and completion in order to prevent delays in submission and approval. We are also working with students to complete the CA Dream Act Application for Financial Aid, and the matriculation process, including meeting with a Dream Center counselor to develop a Student Education Plan. As of now, the college has not yet rolled out our non-credit ESL course work. Once this option becomes available, we would like to assist undocumented students who are not currently AB 540 eligible with registering for these classes so they can continue taking courses to gain credits towards future AB 540 eligibility.	We have met our goal of increasing the number of AB540 students from 504 to 554. We are actively continuing to support students with completion of AB540, CA Dream Act Application for Financial Aid, and other matriculation steps. Our outreach specialist is continuing to work with our local feeder adult and high schools in online outreach events.	For Fall 2020 our goal is to increase the number of AB540 students by an additional 25 to a total of 579, and 25 more in the Spring for a total of 604. If Chabot offers ESL non-credit coursework, another goal would be to do some targeted recruitment to potential and current students that may benefit in completing non credit coursework to qualify for AB540 status. For the Fall semester, we will focus on promoting the Math 204 non credit classes offered. The goal is to enroll 15 FTEs in non-credit course work in Fall 2020 and Spring 2021.	The metrics we will use to measure project success and outcomes are: Increasing AB 540 numbers by 50 students (completed). Increase number of non-credit FTE's by 15 for Fall20, Spring 21.	Due to Covid-19 and the delay in setting up the budget for the project, we have not used any portion of the budget to date. Our Outreach Specialist and Counselor has been paid through our Catalyst Grant.	\$0	We will carryover the total \$57,785.	The most challenging aspect was getting access to the funding so late in the semester. We had to identify other funds to pay for the Outreach Specialist and because of Covid-19 and savings in other areas of our Catalyst Grant, we do not anticipate spending any of the SCFF funding allocation; however, it will be very helpful to have access to the funds in the beginning of the fiscal year.
Yes	Kristina Whalen	Banner Validity Project	This project paused as Academic Services responded to COVID 19. Curriculum Specialist assigned to the project needed to complete Catalog, rollout a new SLO cycle and add work related to Distance Ed Addendum to her work. Work planned to be completed by the end of this semester has been pushed to end of summer/early Fall.	No	See response to 1c. In summer we plan to have an audit complete of all programs in Banner, including major codes, CIP, TOP codes and units. Goal: identify an Ellucian Professional that can train our Curriculum Staff on implications of Banner Screen changes.	Move into the second phase of the project that involves an audit of all GE attributes for the local, CSU and IGETC GE patterns. Begin work of entering corrections based on audit report.	Transfer, certificates and degree completion	We had to the pivot new program data entry to A&R staff in order to meet deadlines for registration and had to expend funds to get that work done quickly.	2,850.87	\$15,025.13	I need consultation from a professional expert at Ellucian so my staff is trained and work can be completed with confidence. This is a small budget SCFF project and since the institution could use the training beyond this project, I'd like the training to be considered for billing elsewhere or this project to be connected to an existing Ellucian contract, if possible.
Yes	Kristina Whalen	Support for Noncredit	Wewere able to offer 100 sections of noncredit CDCP instruction but some CDCP instruction, such Math tutoring and the offerings at the Federal Correctional Institute have been halted due to COVID-19.	Until further notice our instruction at the prison is halted. The concurrent support in math and English has been impacted as the support was designed for high touch in-person support but we will not know the full extent until the semester concludes and reports are submitted to A & R.	We know that we have 11 completers of our Math Tutoring Certificate. We plan to do some curriculum work over the summer so that certificates may be offered next year. We plan to use the possible relaxing of processes for workforce development certificates to hasten the offering of needed certificates.	Since we are still evaluating how instruction will return to campus and in light of a budget decrease, plans are hard to articulate at this point. Some plans include: 1. Reestablish instruction at FCI. 2. In partnership with Tri-Valley Career Center and Livermore Adult School offer instruction to serve the following Business certificates: Customer Service Certificate – 45 Hours (Five, 9-hour Courses) Small Business Management Certificate – 45 Hours (Five, 9-hour Courses) 3. Noncredit Auto classes	FTES, CDCP program completers	Had to remove some late start classes from the schedule	still calculating.		None at this time.