2021-22 School of Continuing Education (SCE) Research Plan
Noncredit Impact on the Student-Centered Funding Formula
January 11, 2022

By continuing to support our students during the pandemic while aligning with the Student-Centered Funding Formula (SCFF), the SCE Research Plan addresses enrollment trends, equity, and student progress to maximize outcomes for Mt. SAC. The 2021-2022 plan is still significantly impacted by the pandemic, which is unavoidable. SCE continues to be committed to the missions of the College and the State system. We will continue to report relevant data from previous years as comparisons and to focus on growth, successes, and areas for further research and improvements.

Table 1 is current through 2019-20 and shows total noncredit FTES, including Career Development and College Preparation (CDCP) as well as regular noncredit FTES in comparison with other colleges. Despite the pandemic, Mt. SAC continues to be largest program in terms of noncredit FTES in the state. In 2019-20, we reported 8,137 noncredit FTES, which reflects a growth of 3% from the previous year and a 31% increase from 2015. The protection provided by the Chancellor's Office enabled an alternative attendance calculation that maintained the expected SCE noncredit growth. *Table 2* displays FTES that are funded at the enhanced CDCP rate and Mt. SAC again continues to offer the largest statewide CDCP programs. We reported 6,567 CDCP FTES in 2019-20, which is a 2% growth from the previous year and a 44% increase from 2015.

Table 1. Noncredit FTES Overall	Annual 2015-2016	Annual 2016-2017	Annual 2017-2018	Annual 2018-2019	Annual 2019-2020	% Change 2015-16 to 2019-20
State of California	67,262.84	67,765.68	69,013.00	70,694.11	68,921.84	2%
1. Mt. San Antonio	6,212.91	6,681.10	7,727.18	7,910.97	8,136.87	31%
2. LACCD	6,059.44	6,645.06	6,635.03	7,152.73	7,152.73	18%
3. San Diego Adult	8,337.13	8,482.56	8,391.13	7,527.24	6,872.55	-18%
4. Rancho Santiago	6,559.01	5,958.21	6,098.65	6,073.99	6,249.81	-5%
5. North Orange	5,863.80	5,214.49	5,136.81	5,148.54	5,147.66	-12%
6. San Francisco	6,830.90	6,205.88	6,277.24	5,842.01	4,956.41	-27%
7. Sonoma County	2,736.37	2,991.88	2,887.91	3,212.00	3212.00	17%
8. South Orange	2,265.71	2,589.07	3,190.50	3,211.34	3,209.05	42%
9. Glendale	2,763.47	3,077.30	2,997.07	2,824.02	2,295.37	-17%
10. Desert	647.27	779.07	727.92	1,395.73	1,555.02	140%
11. Santa Barbara	535.27	574.2	784.69	1,183.94	1,295.93	142%
12. Butte-Glenn	1,209.26	1,268.68	1,220.82	1,221.00	1,221.00	1%
13. Pasadena	1,219.52	1,222.92	1,186.58	1,163.17	1,052.44	-14%
14. Merced	951.66	788.9	873.41	964.27	862.54	-9%
15. West Valley-Mission	1,087.30	1,030.44	1,198.99	1,198.99	658.54	-39%

Table 2. Noncredit CDCP FTES	Annual 2015-2016	Annual 2016-2017	Annual 2017-2018	Annual 2018-2019	Annual 2019-2020	% Change 2015-16 to 2019-20
State of California	37,461.43	38,924.55	39,913.21	40,122.33	38,900.30	4%
1. Mt San Antonio	4,571.88	5,095.10	6,079.31	6,455.30	6,567.18	44%
2. San Diego Adult	6,204.79	6,403.46	6,326.66	5,481.75	5378.13	-13%
3. Rancho Santiago	5,907.15	5,180.67	5,008.52	4,532.43	5035.22	-15%
4. LACCD	4,070.09	4,687.71	4,423.70	4,572.46	4572.46	12%
5. San Francisco	5,053.34	4,499.68	4,179.52	4,072.41	3608.43	-29%
6. North Orange	2,967.52	2,665.69	2,678.43	2,245.49	2630.20	-11%
7. Glendale	2,556.72	2,918.61	2,905.03	2,422.83	1993.86	-22%
8. Desert	596.40	738.40	668.20	1,785.40	1399.48	135%
9. South Orange	154.50	255.11	895.35	1,053.06	1062.25	588%
10. Pasadena	929.23	1,058.82	1,055.53	918.27	874.09	-6%

Research Question 1. How do we continue expanding noncredit enrollment by engaging potential, current, and former students during pandemic times, particularly those in underrepresented groups?				
Objective	Measurable Outcomes	Data Source	Timeline	Status
A. Examine enrollment and trends by SCE program and demographics.	Headcount and enrollment for 2020-2021	Banner	Ongoing	Enrollment and demographic analysis completed for 2020-2021 (see tables 3-8 below). As we begin tracking 2021-2022 enrollment, Summer 2021 noncredit enrollment was strong with FTES estimated at 4,208. This is an increase over Summer 2020. SCE has a target of 7200-7300 FTES for 2021-2022 or an estimated 4% increase over 2020-2021. SCE Managers and Systems Analyst are creating a dashboard with IT, which includes enrollment and attendance by program, demographics, and course success metrics.

Table 3 Displays enrollments in courses for each SCE program and compares 2020-2021 enrollment to 2019-2020.

Table 3. Students Enrolled by Program*				
Program		2019-2020	2020-2021	Change
Adult Basic Education	ABE	1879	1751	-128
	AIME	71	152	81
	Adult Diploma	159	461	302
	HSE	206	340	134
	HSR	309	738	429
	OCHS	17284	15253	-2031
EOA/AWD	EOA	4062	1961	-2101
	AWD	494	165	-329
ESL	ESL	3039	2841	-198
	VESL	354	335	-19
Noncredit Labs	WIN	642	657	15
	LLC	3218	3225	7
	All other Noncredit Labs	15937	13299	-2638
STV	STV	620	365	-255
	STV Health	574	333	-241
	STV Mirrored	219	91	-128
	Voc Re-Entry	1551	1088	-463
* Enrollments are duplicated counts if students were enrolled in more than one program. Total unduplicated headcount for SCE is below.				
Unduplicated Headcount		**49,728**	**36,185**	**-13,543**

Table 4 shows unduplicated headcount by gender for SCE programs only, not including labs. Numbers for 2020-2021 were compared with 2019-2020 data and the comparison showed that male enrollment was down by 43% in 2020-2021 and female enrollment was down by 32%.

Table 4. Unduplicated Headcount by Gender – SCE Programs Only				
	2019-2020	2020-2021	Change	% Change
Female	13,953	9,483	-4,470	-32%
Male	9,730	5,520	-4,210	-43%

In *Table 5,* unduplicated headcount by ethnicity for 2020-2021 is compared with 2019-2020 data. While most ethnicities showed a decline, it is important to note the significant drops in headcount for our students of color, especially our Latinx and Asian students.

Table 5. Unduplicated Headcount by Ethnicity – SCE Programs Only				
	2019-2020	**2020-2021**	**Change**	**% Change**
American Indian or Alaska Native	41	28	-13	-32%
Asian	6384	4035	-2349	-37%
Black or African American	547	380	-167	-31%
Hispanic, Latino	14489	9015	-5474	-38%
Native Hawaiian or Other Pacific Islander	29	32	3	10%
White	1992	1383	-609	-31%
Two or More	201	130	-71	-35%

Analysis of enrollment by gender category and ethnicity was conducted. *Tables 6* and *7* display the results. The largest declines in enrollment were males of color, particularly Latino and male Asian students. The largest decline in female students were also Latinas and Asian.

Table 6. Ethnicity by Gender – Female Students				
	2019-2020	**2020-2021**	**Change**	**% Change**
American Indian or Alaska Native	32	19	-13	-41%
Asian	4076	2755	-1321	-32%
Black or African American	337	242	-95	-28%
Hispanic, Latina	7990	5397	-2593	-32%
Native Hawaiian or Other Pacific Islander	14	18	4	29%
White	1393	972	-421	-30%
Two or More	111	80	-31	-28%

Table 7. Ethnicity by Gender – Male Students				
	2019-2020	**2020-2021**	**Change**	**% Change**
American Indian or Alaska Native	9	9	0	0%
Asian	2308	1280	-1028	-45%
Black or African American	210	138	-72	-34%
Hispanic, Latino	6499	3618	-2881	-44%
Native Hawaiian or Other Pacific Islander	15	14	-1	-7%
White	599	411	-188	-31%
Two or More	90	50	-40	-44%

Headcount by age group in 2020-2021 is compared with 2019-2020 data in *Table 8*. The age group with the biggest change in 2020-2021 were students over the age of 65 which declined by 46%.

Table 8. Unduplicated Headcount by Age Group – SCE Programs Only				
	2019-2020	**2020-2021**	**Change**	**% Change**
17 & Under	17609	16774	-835	-5%
18-22	1661	1182	-479	-29%
23-29	1557	1148	-409	-26%
30-45	2716	2623	-93	-3%
46-64	2570	1983	-587	-23%
65+	3973	2164	-1809	-46%

Research Question				
1. How do we expand noncredit enrollment by engaging potential, current, and former students during pandemic times?				
Objective	Measurable Outcomes	Data Source	Timeline	Status
B. Enhance and develop tools, support services, instructional strategies, and resources utilized by faculty during emergency conditions that resulted in increased engagement and attendance.	Establishment of faculty workgroups; best practices institutionalized within departments	Banner attendance reports; faculty agendas and meeting minutes	Ongoing	SCE faculty and staff have been engaging in high touch outreach strategies by calling noncredit students directly. Orientations have transitioned to an online format. SCE programs have created and distributed instructor introduction videos and other resources to help students navigate Canvas and remote instruction. Faculty have adapted their instructional strategies for the online learning environment. AWD utilizes Kahoot, Flocabulary, Boom cards, breakout rooms with different student roles (facilitator, speaker, note taker), and group-based learning. ABE has developed weekly video updates for online students. STV has checked out equipment for students to develop their hands-on skills. To help support faculty and improve student achievement in online instruction, ESL started a professional learning

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Objective	Measurable Outcomes	Data Source	Timeline	Status
				community (PLC) to promote instructor collaboration through the sharing of best practices for instructional and retention strategies. As a division, the full-time faculty were awarded a SEAP mini-grant for instructional designers to enhance Canvas so that online learning will be more student-centered. Through instructional design, the overall goal of this project is to ensure that all students are provided with an equitable and accessible online learning experience. Faculty and instructional designers will also offer Canvas related professional development workshops for faculty by June 2022. For example, ESL held a retreat in Dec. 2021 focused on CidiLabs and Canvas.
C. Evaluate system barriers to enrollment.	Participate in Prioritizing Adult Community College Enrollment (PAACE) grant	Registration data by demographics, Banner registration	By June, 2022	In October 2021, SCE was chosen as one of 20 national finalists for the Prioritizing Adult Community College Education grants, awarded by Achieving the

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Objective	Measurable Outcomes	Data Source	Timeline	Status
	activities and scale interventions across the divisions and update website			Dream and the Lumina Foundation. The grant's purpose is to increase enrollment among minoritized adult learners in community colleges. SCE PACCE team members are designing behavioral interventions that will help eliminate barriers to student enrollment during the registration process. SCE was also selected to receive additional training in 2022.
	Examine SCE application processes for possible modifications			
	Advocate to reduce equity gaps and increase success for noncredit students across all learning environments			The President and SCE Provost continue to advocate for equitable statewide and national issues regarding noncredit and adult education including the following: • Noncredit distance education formula and open-entry/exit course attendance • Noncredit MIS data issues • SB68, college access for noncredit nonresidents and undocumented students • Policy changes for work experience in noncredit • Protection of adult education funding for noncredit community colleges

Research Question 1. How do we expand noncredit enrollment by engaging potential, current, and former students during pandemic times?				
Objective	Measurable Outcomes	Data Source	Timeline	Status
D. Develop outreach strategies and materials that are culturally connected to potential students and that consider pandemic times.	Engage in a marketing campaign to increase enrollment in SCE programs, with a focus on outreach to underserved communities.	Marketing materials; Enrollment data; lead lists; student videos	Ongoing	SCE launched a marketing campaign with Full Capacity Marketing in July 2021: "Build A Better Life." • Engage with potential adult learners by meeting the needs of those at the very beginning of the enrollment funnel with positive, relevant messaging and features a contact form for further information • Campaign includes social media and emails • Efforts in 2021-2022 will compare leads generated with actual enrollment. ESL has implemented several strategies that are focused on increasing Latinx student enrollment and retention: • Spanish language ads targeted specifically to Spanish speakers on Facebook • Bilingual beginner level class at Washington Elementary in Pomona • Registration and orientation materials and instructions translated to Spanish

Research Question 1. How do we expand noncredit enrollment by engaging potential, current, and former students during pandemic times?				
Objective	Measurable Outcomes	Data Source	Timeline	Status
	Expand outreach and onboarding to include nontraditional strategies and qualitative methodology			A fully online student orientation process has been developed and is currently being utilized in most SCE programs.
	Hire a Special Projects Manager for Noncredit Re-engagement			A Noncredit Re-engagement manager will start mid-January 2022 with the efforts of engaging, re-engaging, and enrolling noncredit students into short-term noncredit programs. A comprehensive plan for connecting and reengaging students will be developed by end of Winter and collaboration will take place between other divisions and support services on campus and the community.

Research Question				
2. How do we provide holistic student support, including support of basic needs, to our noncredit students, prioritizing those in disproportionately impacted groups?				
Objective	Measurable Outcomes	Data Source	Timeline	Status
A. Develop SCE processes to support underrepresented noncredit students' basic and educational needs including leveraging of external and internal resources.	Hire a Noncredit Basic Needs Technical Expert	Meeting minutes; Basic Needs Action Plan; SARS	Ongoing	A Noncredit Basic Needs Technical Expert was hired in December 2021 to begin coordination and implementation for this project. The critical need for noncredit students to access basic resources and technology support has been evident during the pandemic. In 2020-21, over 300 CARES Act/HEERF emergency grants, 170 Student Basic Needs Vouchers, and 544 loaner laptops and hotspots were distributed to enrolled SCE students.
	Ensure that noncredit students are accessing resources provided by state and federal funds	Basic needs resource distribution records, spreadsheets	Ongoing	
	Development of workplan to include internal and external collaboration and ensuring students have access to basic needs resources	Meeting notes, workplan drafts,	Winter 2022	Workplan development in progress
	Data collection and mechanism to track noncredit students accessing basic needs and impact of interventions	Smartsheets		

Research Question				
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Objective	Measurable Outcomes	Data Source	Timeline	Status
B. Implement the College's vaccination policy while promoting vaccinations (if safe for students) and student retention.	Develop tracking process; Gain access to Cleared4 noncredit student data from IT and Event Services Support noncredit students with vaccination process information and compliance	Cleared4; Banner	Winter 2021 - January 2022	December 2021 - granted access by Mt. SAC IT and Event Services for quicker access to student data. Development of tracking process in progress.
C. Develop quantitative and qualitative data reports related to diversity, equity, inclusion, social justice, anti-racism, and accessibility within SCE division for planning, outcomes, professional development, and student support. Support DI noncredit students' access to additional support, resources, and instructional opportunities to improve their success.	Focus groups with students; staff and faculty surveys Managers and faculty attend campus DEISA meetings; increase in student access to supports and success	Campus DEISA meetings agendas; Student records of engagement in DEISA activities		

Research Question 3. How do we support life enrichment and transitions to college and employment for noncredit students?				
Objective	Measurable Outcomes	Data Source	Timeline	Status
A. Support life enrichment, employment, and transitions to credit programs with CDCP and skill-building courses.	Increase in percentage of students transitioning from noncredit to credit courses, including adults with disabilities	Banner noncredit to credit transitions; NC student course success; NC student certificate completion	Fall 2021 and ongoing	Transition rates from noncredit CDCP programs to credit courses were examined for a three-year cohort from 2017-2018 and data show that transition rates remain strong at 23%. Programs with the highest rates of transition include STV and High School Referral. Male students transition at a higher rate than females and the highest rates by ethnicity include Black/African American and Pacific Islander students, although those populations are small. Transition rates by program and by demographics are outlined in tables 10-13 below.
	Examine a 5-year cohort of National Student Clearinghouse data to determine the post-secondary enrollment of students from SCE HS programs.	Post-secondary enrollment	Fall 2021	Data from the 2015-16 cohort of OCHS, HS Referral, HS Equivalency, and Adult Diploma students show the majority of the students enrolled in these programs further their education in post-secondary institutions. See tables 14 and 15 for more detailed information.

Research Question 3. How do we support life enrichment and transitions to college and employment for noncredit students?				
Objective	Measurable Outcomes	Data Source	Timeline	Status
	Increase of noncredit CDCP certificates Increase in the noncredit course completion rates for adults with disabilities			Noncredit CDCP certificate attainment in 2020-2021 is compared with 2019-2020 in table 16. Although certificates are down in 2020 compared to 2019, there were still 1,282 certificates awarded last year. The programs with the most certificates awarded were ESL and STV. Certificates by program and demographics are outlined in tables 17-20.

Transition from noncredit CDCP programs to credit courses were examined for a three-year cohort from 2017-2018. *Table 10* displays the number and percentage of students who started in a SCE CDCP program in the 2017-2018 academic year and then had transitioned to a Mt. SAC credit course by spring of 2021. As has been consistent with previous years, the programs with the highest transition rates include STV Mirrored, High School Referral, ABE, STV Health, and VESL. The rates of transition for STV mirrored and health indicate that noncredit CTE courses are a strong pathway to credit CTE and resources that have been dedicated to these programs should continue. Increased access to facilities will add to these successes.

Table 10. SCE Cohort Matriculation to Credit by CDCP Program Within 3 Years				
		2017 Cohort		
Department	Program	Total Enrolled	Transitioned to Credit (By Spring 2021)	%
ABE	Adult Basic Education	1511	544	**36%**
	Adult Diploma	192	48	**25%**
	High School Equivalency	148	26	**18%**
	High School Referral	287	114	**40%**
ESL	ESL	2725	272	**10%**
	Vocational ESL	227	72	**32%**
STV	STV Health	224	78	**35%**
	STV Mirrored	193	83	**43%**
	STV	345	101	**29%**
Total		**5852**	**1338**	**23%**

Tables 11 - 13 display the number and percentage of students who transition to credit from a SCE CDCP program by demographic category. Male students transition at a slightly higher rate than females. The largest age group for students that transition is 18-22. The ethnicity categories with the largest percentage of students that transition are Black/African American and Pacific Islander. Those with the lowest percentage of student who transition are Asian.

Table 11. SCE Cohort Matriculation to Credit by Gender			
	2017 Cohort		
Gender	Total Enrolled	Transitioned to Credit (By Spring 2021)	%
Female	3564	776	**22%**
Male	2118	523	**25%**
Unknown	170	39	**23%**
Total	**5852**	**1338**	**23%**

Table 12. SCE Cohort Matriculation to Credit by Age Group			
	2017 Cohort		
Age	Total Enrolled	Transitioned to Credit (By Spring 2021)	**%**
18-22	965	372	**39%**
23-29	1104	400	**36%**
30-45	1992	365	**18%**
46-64	1552	178	**11%**
65 & Over	238	23	**10%**
Unknown	1	0	**0%**
Total	**5852**	**1338**	**23%**

Table 13. SCE Cohort Matriculation to Credit by Ethnicity			
	2017 Cohort		
Ethnicity	Total Enrolled	Transitioned to Credit (By Spring 2021)	%
American Indian/AK Native	39	15	**38%**
Asian	2570	500	**19%**
Black/African American	211	88	**42%**
Hispanic/Latinx	2309	553	**24%**
Pacific Islander	27	11	**41%**
White	453	171	**38%**
Unknown/Unreported	243	0	**0%**
Total	**5852**	**1338**	**23%**

Table 14 displays the information provided by the National Student Clearinghouse for the 2015-16 cohort that were enrolled in SCE Off-Campus HS, HS Referral, HS Equivalency, and Adult Diploma programs.   The majority of these students subsequently enroll in post-secondary programs after finishing their courses at SCE.

Table 14. National Student Clearinghouse 2015-16 SCE Cohorts				
Program	OCHS	HS Referral	HS Equivalency	Adult Diploma
Number of Students Submitted	11,284	635	284	455
Number of Students Found	**8,817 (78%)**	**542 (85%)**	**106 (37%)**	**193 (42%)**
Total Degrees, Certificates, & Awards Earned	3,322	231	73	146
Associate Degrees	1,418	109	15	21
Associate Degrees earned at Mt. SAC	711	44	9	12
Bachelor Degrees	1,212	66	9	8
Master's Degrees/Grad Certificates	17	1	0	2
Certificate (units)	488	40	13	12
Certificate (units) earned at Mt. SAC	44	2	2	9
NC Award	30	4	27	96
NC Award earned at Mt. SAC	30	4	27	92
Graduated but degree not specified	157	11	9	11

Table 15 indicates the top post-secondary institutions attended by the 2015-16 cohorts. Mt. SAC is the top for all SCE students. Some of our students have also enrolled in schools such as Harvard, New York University, Cornell, Columbia, and Dartmouth.

Table 15. Top 10 Initial Postsecondary Institutions Attended by SCE Students
Mt. SAC
Citrus College
Cal Poly Pomona
Rio Hondo College
California State University - Fullerton
University of California - Riverside
Fullerton College
Chaffey Community College
Pasadena City College
University of California - Irvine

In addition to transitions, it is also important to examine noncredit CDCP certificates earned by SCE students. Certificates are another goal of many of our students. *Table 16* outlines certificates that were awarded by program for 2019-20 and 2020-2021. The programs with the most certificates awarded are ESL and STV. Although the number of certificates awarded in 2020-2021 was lower than in 2019-2020, there were increases for some programs. Both VESL and STV increased the number of certificates awarded last year. The increase in STV certificates was due to new health program certificates, such as Medical Assistant and Contact Tracer.

Table 16. Certificates Earned by Program		
Program	2019-2020	2020-2021
ABE	366	106
ESL	1001	657
VESL	39	44
STV	461	475
Total Certificates	**1867**	**1282**

Table 17 compares certificates awarded by ethnicity. The groups with the largest number of certificates awarded are Asian and Latinx students.

Table 17. Certificates Earned by Ethnicity				
	2019-2020		2020-2021	
	Number	% of Total	Number	% of Total
American Indian or Alaska Native	2	0%	1	0%
Asian	978	52%	684	53%
Black or African American	56	3%	29	2%
Hispanic, Latino	679	36%	442	34%
Two or More Races	16	1%	14	1%
White	103	6%	64	5%
Unknown	33	2%	48	4%
Total	**1867**	**100%**	**1282**	**100%**

Table 18 examines certificates awarded by ethnicity, excluding ESL, which has the largest number of certificates and the largest percentage of Asian students. When ESL students are not included, the student group with the largest number of certificates awarded is Latinx.

Table 18. Certificates Earned by Ethnicity – not including ESL				
	2019-2020		2020-2021	
	Number	% of Total	Number	% of Total
American Indian or Alaska Native	2	0%	1	0%
Asian	292	34%	216	35%
Black or African American	55	6%	28	4%
Hispanic, Latino	387	45%	276	44%
Two or More Races	16	2%	9	1%
White	85	10%	49	8%
Unknown	29	3%	46	7%
Total	**866**	**100%**	**625**	**100%**

The majority of certificates are awarded to female students, in both 2019-2020 and 2020-2021.

Table 19. Certificates Earned by Gender				
	2019-2020		**2020-2021**	
	Number	% of Total	Number	% of Total
Female	1238	66%	956	75%
Male	580	31%	269	21%
Unknown	49	3%	57	4%
Total	**1867**	**100%**	**1282**	**100%**

Table 20 indicates certificates earned by age group. The age groups with the most certificates awarded are 30-45 and 46-64.

Table 20. Certificates Earned by Age Group				
	2019-2020		**2020-2021**	
	Number	% of Total	Number	% of Total
17 and Under	3	0%	1	0%
18-22	210	11%	133	10%
23-29	334	18%	199	16%
30-45	667	36%	471	37%
46-64	446	24%	348	27%
65 & Over	184	10%	110	9%
Unknown	23	1%	20	2%
Total	**1867**	**100%**	**1282**	**100%**

Research Question 3. How do we support life enrichment and transitions to college and employment for noncredit students?				
Objective	Measurable Outcome	Data Source	Timeline	Status
B. Expand instructional strategies used by noncredit faculty that have resulted in successful outcomes such as retention, completion, and transition.	Increase in noncredit student success measures; faculty surveys and community of practice	Faculty survey data; Banner data	Spring 2022	
C. Support and implement policies and legislation impacting noncredit and adult education students transitioning to credit programs, such as Special Admit SB 554.	Increase the enrollment of HS Diploma or HS Equivalency nonresident and undocumented students from SCE and partnering adult schools through the Special Admit process	Banner course enrollment data; completion of Special Admit process	Fall 2021 and ongoing	Starting with summer 2021, SCE established, with the support of IT, Admissions, and Bursar's Office, a comprehensive Special Admit Process for qualifying noncredit students. Mt. SAC has admitted 10 Special Admit nonresident students since implementing the special admit process. These efforts will continue to increase in 2021-2022. The ABE department developed an Adult Special Admit Program (ASAP) webpage with eligibility information and a step-by-step application process. SCE staff, managers, and faculty counselors presented the process to regional adult schools to expand implementation within our region.

Research Question				
3. How do we support life enrichment and transitions to college and employment for noncredit students?				
Objective	Measurable Outcome	Data Source	Timeline	Status
D. Determine potential new curriculum and programs to meet the immediate and long-term needs of the community and to retrain unemployed or underemployed workers.	Development of new programs bridging to credit and work; Increase workforce development partnerships with co-location and other connections	EDC and C&I agendas, Faculty meeting minutes		STV has a partnership with Temco and has developed a new Logistics Technician course that has been offered once and will be offered again in Winter. In beginning discussions with One Million NIU nonprofit and ATT to use EST curriculum to train new Fiber Optics Technicians. Developed contract tracing program STV was awarded the national ReThink Adult Education as a runner up and one of 6 awardees and the only CA school granted the award. Funds will be used to provide pre-apprenticeship opportunities for students in the healthcare field. Developed partnerships with five ambulance companies for ride-alongs and potential placement opportunities. An additional skilled nursing facility has been added as a clinical site for the CNA program.

Research Question 3. How do we support life enrichment and transitions to college and employment for noncredit students?				
Objective	Measurable Outcome	Data Source	Timeline	Status
				CA Conservation Corps Partnership provides the opportunity for corps members to transition to community college. Community/Contract Education attained a new ETP contract for $583,950 that includes employers in the industries of: Wholesale Trade, Waste Management, Manufacturing, Mechanical Power Equipment, and Transportation and Warehousing.
E. Identify a tracking system to identify student employment post-completion.	Tracking the number of students who are employed after completing programs at SCE.			