School of Continuing Education (SCE) Research Plan
Noncredit Impact on the Student-Centered Funding Formula

Introduction: Although noncredit student outcomes are not counted in the Supplemental and Success portion of the SCFF, there are ways that noncredit courses and programs can impact credit student success through advocacy, examination of student data and regional and state data, increased noncredit transitions, competency-based coursework in basic skills and CTE, and a diversity of support services.

Research Objective/Question:					
1. What is the annual growth in noncredit FTES statewide and by college over the last five years?					
Activities	Measurable Outcomes	Data Source/ Methodology	Timeline	Lead	Status
1A. Examine trends in FTES data (including trends in CDCP) at the state level and by other colleges with significant NC programs compared to Mt. SAC	Percent change in FTES	CCCCO – Attendance Accounting FTES Reports; Apportionment Reports	Winter 2019	SCE	Complete
1B. Examine enrollment data by demographics at Mt. SAC	Enrollment percentages by category	Mt. SAC Banner Data Warehouse	Winter 2019	SCE	Complete

1A. Data were examined for the largest noncredit programs, as well as the average State growth. The following two tables are based on second principal apportionment period submissions (Exhibit C). Colleges that consistently had 1000 or more noncredit FTES annually are included as well as their percentage of growth change from 2013 to 2017. Table 1 shows total noncredit FTES. The total FTES includes Career Development and College Preparation (CDCP) as well as regular FTES. As of 2017-18, Mt. SAC is the second largest noncredit program in terms of noncredit FTES in the state*. The growth in FTES at Mt. SAC was 34% since 2013-14, while the average for the state of California was 6%. The table also shows that Mt. SAC is among the top three colleges for overall noncredit FTES growth over the past five years.

*Pending correction of San Francisco calculation error in 2017-18 320 Report

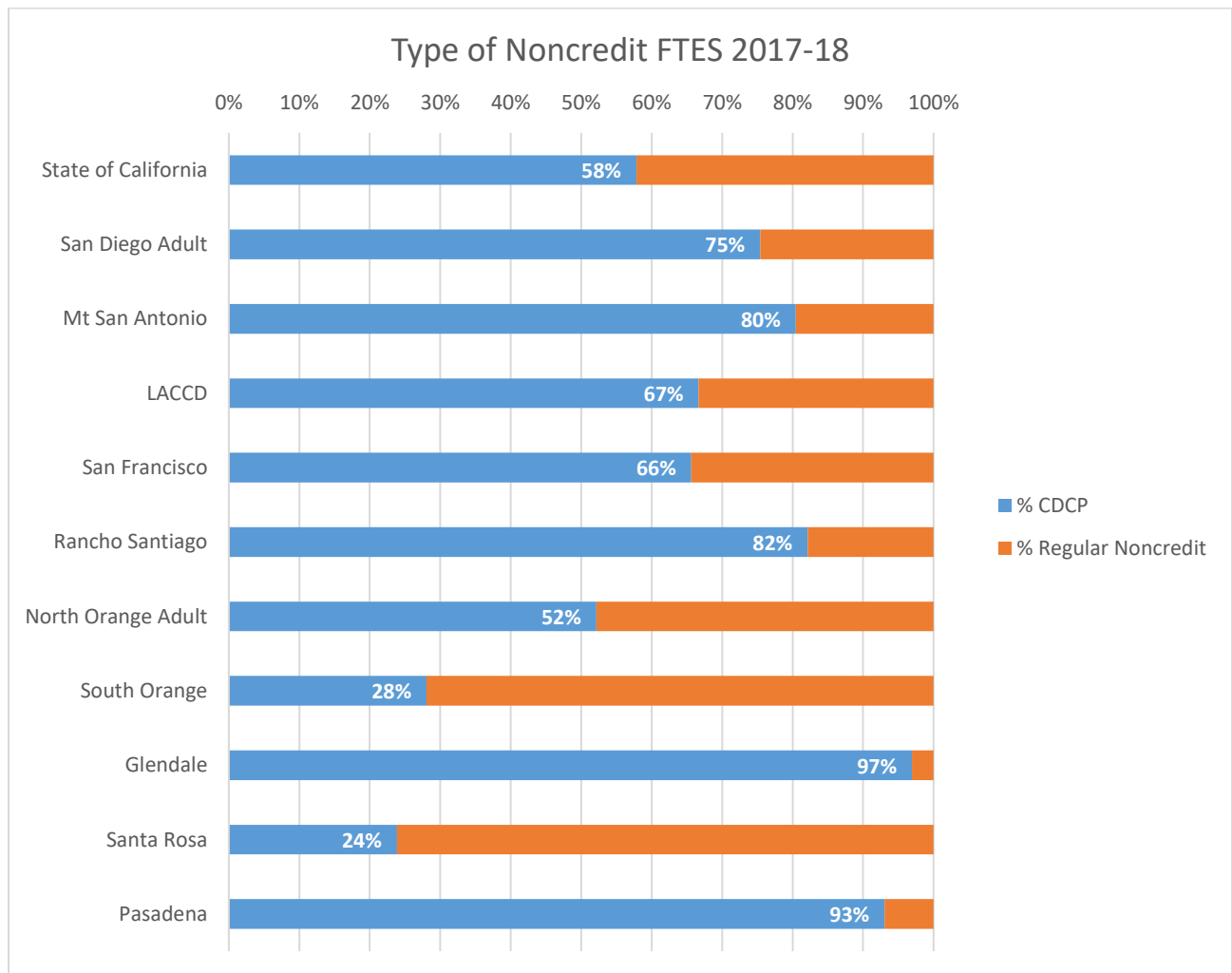| Table 1. Noncredit FTES Overall	Annual 2013-2014	Annual 2014-2015	Annual 2015-2016	Annual 2016-2017	Annual 2017-2018	% Change 2013-14 to 2017-18
State of California	64,918.62	65,595.13	67,262.84	67,765.68	69,013.00	6.31%
1. **San Diego Adult**	8,475.34	8,606.22	8,337.13	8,482.56	8,391.13	-0.99%
2. **Mt San Antonio**	5,621.73	6,028.71	6,212.91	6,681.10	7,556.10	34.41%
3. **LACCD**	4,953.05	4,993.31	6,059.44	6,645.06	6,635.03	33.96%
4. **San Francisco**	8,516.22	7,449.70	6,830.90	6,205.88	6,369.03*	-25.21%

Table 1. Noncredit FTES Overall	Annual 2013-2014	Annual 2014-2015	Annual 2015-2016	Annual 2016-2017	Annual 2017-2018	% Change 2013-14 to 2017-18
5. Rancho Santiago	6,464.60	6,640.71	6,559.01	5,958.21	6,098.65	-5.66%
6. North Orange Adult	5,912.15	6,007.22	5,863.80	5,214.49	5,136.81	-13.11%
7. South Orange	1,957.00	2,002.31	2,265.71	2,589.07	3,190.50	63.03%
8. Glendale	2,725.09	2,873.21	2,763.47	3,077.30	2,997.07	9.98%
9. Santa Rosa	2,773.06	2,569.06	2,736.37	2,991.88	2,887.91	4.14%
10. Pasadena	1,090.25	929.75	1,280.62	1,218.63	1,134.40	4.05%

Table 2 displays FTES that are funded at the enhanced CDCP rate. Mt. SAC is the second largest noncredit program in state in terms of CDCP FTES. The growth in CDCP FTES at Mt. SAC was 106% since 2013-14, which demonstrates SCE's strong commitment to credit and employment pathways. Moreover, students completing noncredit certificates are more likely to enroll into credit programs and complete transfer courses, degrees, and certificates.

Table 2. Noncredit CDCP FTES	Annual 2013-2014	Annual 2014-2015	Annual 2015-2016	Annual 2016-2017	Annual 2017-2018	% Change 2013-14 to 2017-18
State of California	34,996.88	36,338.96	37,461.43	38,924.55	39,913.21	14.05%
San Diego Adult	6,289.78	6,386.23	6,204.79	6,403.46	6,326.66	0.59%
Mt San Antonio	2,956.29	4,070.63	4,571.88	5,095.10	6,079.31	105.64%
Rancho Santiago	6,216.65	5,870.05	5,907.15	5,180.67	5,008.52	-19.43%
LACCD	3,014.00	2,852.36	4,070.09	4,687.71	4,423.70	46.77%
San Francisco	6,091.65	5,606.17	5,053.34	4,499.68	4,179.52	-31.39%
Glendale	2,434.36	2,604.98	2,556.72	2,918.61	2,905.03	19.33%
North Orange Adult	3,316.50	3,309.00	2,967.52	2,665.69	2,678.43	-19.24%
Pasadena	28.35	313.43	929.23	1,058.82	1,055.53	3623.21%
South Orange	158.63	149.72	154.50	255.11	895.35	464.43%
Santa Rosa	559.41	559.67	131.53	736.16	688.72	23.12%

Figure 1 show the comparison of CDCP and regular noncredit FTES by college in the 2017-18 academic year. Mt. SAC has one of the largest percentages of FTES in the enhanced funding CDCP category. It is important to maintain a high CDCP presence, due to higher apportionment rates, emphasis on college and employment transitions, and responding to community need.

Figure 1

Type of Noncredit FTES 2017-18

College	% CDCP
State of California	58%
San Diego Adult	75%
Mt San Antonio	80%
LACCD	67%
San Francisco	66%
Rancho Santiago	82%
North Orange Adult	52%
South Orange	28%
Glendale	97%
Santa Rosa	24%
Pasadena	93%

Legend: ■ % CDCP ■ % Regular Noncredit

1B. The tables below display the noncredit enrollment at Mt. SAC by gender, ethnicity and age during the 2017-18 academic year.

Table 4. Gender Enrollment by Noncredit Program 2017-18				
Department	Program	Female	Male	Unknown
Adult Basic Education	Adult Basic Education	59%	37%	4%
	Adult High School Diploma	45%	52%	3%
	High School Equivalency	47%	49%	4%
	High School Referral	53%	42%	5%
	Off-Campus High School	49%	50%	1%
EOA/AWD	Adults with Disabilities	36%	50%	14%
	Education for Older Adults	73%	17%	10%
ESL	ESL	64%	34%	2%
	VESL Career Paths	70%	26%	4%
Noncredit Labs	Language Learning Center	56%	42%	2%
	WIN	33%	66%	1%
	All Other Noncredit Labs *	53%	46%	1%
Short-Term Vocational	Health Careers	82%	15%	3%
	STV	55%	43%	2%
	STV Mirrored	45%	51%	4%
	Vocational Re-Entry	76%	18%	6%
SCE Overall		55%	42%	3%

Table 5. Age Group Enrollment by Noncredit Program 2017-18							
Department	Program	17 & Under	18-22	23-29	30-45	46-64	65+
Adult Basic Education	Adult Basic Education	5%	27%	24%	24%	18%	2%
	Adult High School Diploma	1%	55%	26%	15%	3%	0%
	High School Equivalency	0%	19%	30%	31%	19%	1%
	High School Referral	40%	60%	0%	0%	0%	0%
	Off-Campus High School	63%	37%	0%	0%	0%	0%
EOA/AWD	Adults with Disabilities	0%	1%	24%	33%	26%	16%
	Education for Older Adults	0%	0%	1%	3%	18%	78%
ESL	ESL	0%	8%	15%	47%	27%	3%
	VESL Career Paths	0%	7%	16%	49%	26%	2%
Noncredit Labs	Language Learning Center	0%	44%	25%	19%	11%	1%
	WIN	0%	90%	10%	0%	0%	0%
	All Other Noncredit Labs *	0%	51%	31%	13%	4%	1%
Short-Term Vocational	Health Careers	0%	23%	29%	21%	25%	2%
	STV	0%	12%	17%	26%	29%	16%
	STV Mirrored	0%	10%	21%	36%	29%	4%
	Vocational Re-Entry	0%	1%	2%	5%	25%	67%
SCE Overall		20%	34%	15%	12%	9%	10%

Table 6. Ethnicity Enrollment by Noncredit Program 2017-18									
Department	Program	American Indian/ America	Asian	Black/ African America	Filipino	Hispani c/Latino	Pacific Islander	White	Unknow n
Adult Basic Education	Adult Basic Education	2%	9%	7%	2%	62%	1%	13%	4%
	Adult High School Diploma	2%	6%	5%	3%	72%	1%	9%	2%
	High School Equivalency	2%	11%	6%	1%	67%	0%	9%	4%
	High School Referral	1%	17%	3%	3%	56%	1%	10%	9%
	Off-Campus High School	1%	8%	2%	2%	67%	0%	6%	14%
EOA/AWD	Adults with Disabilities	0%	4%	2%	2%	20%	0%	10%	62%
	Education for Older Adults	0%	16%	2%	3%	11%	0%	16%	52%
ESL	ESL	0%	66%	0%	0%	29%	0%	3%	2%
	VESL Career Paths	1%	59%	0%	0%	35%	0%	5%	0%
Noncredit Labs	Language Learning Center	2%	26%	2%	3%	55%	1%	11%	0%
	WIN	2%	4%	13%	2%	58%	3%	18%	0%
	All Other Noncredit Labs *	2%	12%	3%	3%	67%	1%	12%	0%
Short-Term Vocational	Health Careers	2%	13%	5%	5%	60%	1%	9%	5%
	STV	0%	25%	4%	3%	41%	0%	14%	13%
	STV Mirrored	3%	17%	3%	4%	50%	0%	16%	7%
	Vocational Re-Entry	1%	19%	3%	2%	17%	0%	20%	38%
SCE Overall		1%	16%	3%	2%	58%	1%	10%	9%

Research Objective/Question:
2. Adult high school diploma and high school equivalency enrollment are slowing down, what data are available on adult secondary enrollment decline and future growth trends in all noncredit areas in the Mt. SAC extended service area?

Activities	Measureable Outcomes	Data Source/ Methodology	Timeline	Lead	Status
Examine trends by SCE Program	Percent change in enrollment	Banner	Winter 2019	SCE	Complete

2. Table 7 below outlines the enrollment trend by SCE program. With the exception of Adult Basic Education, Noncredit Labs, and Vocational Re-entry, all programs have experienced a general growth over the past three years.

Table 7. Three Year Enrollment Trend by Noncredit Program					
Department	Program	2015-16	2016-17	2017-18	% change 2015-16 to 2017-18
Adult Basic Education	Adult Basic Education	2117	2099	1995	-5.8%
	Adult High School Diploma	453	416	370	-18.3%
	High School Equivalency	272	227	248	-8.8%
	High School Referral	631	524	578	-8.4%
	Off-Campus High School	11277	12963	15766	39.8%
	HS Referral and Off Campus High School (Combined)	11908	13487	16344	37.3%
EOA/AWD	Adults with Disabilities	139	309	496	256.8%
	Education for Older Adults	3841	4080	4380	14.0%
ESL	ESL	4153	4417	4475	7.8%
	VESL Career Paths	260	209	423	62.7%
Noncredit Labs	Language Learning Center	3950	3859	3897	-1.3%
	All Other Noncredit Labs *	16226	15762	15152	-6.6%
Short-Term Vocational	Health Careers	209	231	399	90.9%
	STV	127	141	301	137.0%
	STV Mirrored	335	343	343	2.4%
	Vocational Re-Entry	1778	1656	1579	-11.2%

The decrease in enrollment in Adult High School Diploma and High School Equivalency can be attributed to the increase in high school completions and intervention opportunities available to students through online programs, charter schools, other growth in adult school offerings in our region. The decrease in noncredit labs can be attributed to the college-wide changes in English and math placement, Multiple Measures implementation, and AB705. Due to these changes, the College is now embedding tutoring support within the classrooms, lab requirements are less, and specialized centers funded solely through

categorical dollars have shifted some populations from apportionment collecting centers. Vocational Re-Entry programs have shown a decrease in enrollment since 2015-16 due to higher employment rates.

Some of the SCE programs that have experienced the biggest growth in the past three years include Vocational ESL (VESL), Short-Term Vocational (STV), and Adults with Disabilities (AWD). The School of Continuing Education has committed resources and courses to serve AWD students. Although this program will not likely support the SCFF or MM, it addresses a huge unmet regional need.

The increase in VESL students is a direct commitment to supporting the SCFF and guided pathways. A primary objective of VESL Career pathways is transition to credit programs. SCE's STV's programs have established educational and career ladders, especially in the field of healthcare and have met the regional demand for more healthcare workers. The courses are entry level but lead directly into credit CTE programs. Some STV students chose immediate employment demonstrate employment gains which result in Strong Workforce Program outcomes and funding. STV Mirrored courses are articulated and also have the potential for an even greater impact on the Funding Formula if the Chancellor's Office MIS buildout for 9 CTE units included articulation/credit by exam.

Research Objective/Question: 3. What are the growth opportunities to partner with K12 in noncredit and dual enrollment?					
Activities	Measureable Outcomes	Data Source/ Methodology	Timeline	Lead	Status
3A. Increase completion rates of HS Equivalency, HS Diploma, and K12 high school courses and track those students who enroll at Mt. SAC	Completion/ Success Rates	Banner	Fall 2019	SCE/ RIE	In Progress
3B. Develop competency-based noncredit courses in English, math, and reading including courses offered in early college high schools and adult schools	Enrollment, Sections Offered	Banner	Fall 2019	SCE/ RIE	See below #4
3C. Develop and offer noncredit counseling courses in First Year type Experience program, Early College HS, and K12 adult schools	Enrollment, Sections Offered	Banner	Fall 2019	SCE/ RIE	SCE faculty will submit a noncredit counseling course in Spring 2019 for adult education students, entering freshmen and high school students.

Research Objective/Question:						
4. What are the growth potential for alignment with credit programs on campus, e.g., CTE and English and Math Review courses to support Multiple Measures Placement?						
Activities	Measureable Outcomes	Data Source/ Methodology	Timeline	Lead	Status
4A. Expand and enhance noncredit ESL, math, and English college bridge and preparation courses, including CTE (VESL, Healthcare Math, HESI Prep)	Enrollment, Sections Offered, Completion/ Success Rates	Banner	Fall 2018 - ongoing	SCE/ RIE	CO approval for College and Career Readiness math and English (CTE). Offered in Winter 2019 to pre-EMT students; continued offering of healthcare math to Nursing and Psych tech students Skill building course teaching students to safely and competently utilize tools for CTE courses approved by CO and will be late start spring and summer 2019. Course requested and created by credit Electronics faculty for a broad range of CTE disciplines.
4B. Offer noncredit competency-based courses for students in First Year Experience-type program (Expository Writing, math skills for stats and college algebra; short-term review), K12 adult school students	Enrollment, Sections Offered, Completion/ Success Rates	Banner	Spring 2019	SCE/ RIE	In Progress – Academic Intervention for Math and English (AIME) More robust class created by noncredit and credit faculty and approved by English faculty
4C. Targeted outreach via text messages, portal, and	Enrollment	Banner	Fall 2018 - ongoing	SCE/ IT	Purchased license to send emails to

email to students not enrolled in credit English and math OR who have dropped English and math credit courses					students without math and English completed and those who drop math or English midsemester; text messages also sent.
4D. Develop case management approach to ensure noncredit students enroll in credit math and English courses after taking noncredit coursework	Enrollment, Completion/ Success Rates	Banner	Spring 2019 - ongoing	SCE/ RIE	
4E. Coordinate NC math and English courses and interventions to incoming student athletes and existing athletes who have not taken or passed English or math	Enrollment, Sections Offered, Completion/ Success Rates	Banner	Fall 2019	SCE/ RIE	Ongoing; summer intervention in planning stages with WIN and ABE faculty