2018-19 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 increasing student attendance, advocacy; examination of student, regional and state data; increased noncredit transitions; competency-based coursework in basic skills and Career and Technical Education (CTE); and a diversity of support services.

Research Question:				
1. What is the annual growth in noncredit FTES statewide and by college over the last five years?				
Objective	Measurable Outcomes	Data Source/ Methodology	Timeline	Status
A. 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; Argos reports	Winter 2019	Complete
B. Monitor trends in 18-19 FTES and determine areas of growth that support noncredit and credit success and completion	Percent changes in FTES	Argos Reports	Spring 2019- Ongoing	In Progress

New ARGOS enrollment reports created

Identified opportunities to collect attendance in academic support labs that were designated as "no apportionment." Assigned faculty in labs without line of site supervision (TERC, STEM, and Speech and Sign Center). Others to be explored for 2019-20 are Art Design Lab and Business Technology Lab. |
| C. Examine enrollment trends by demographics at Mt. SAC | Enrollment percentages by category | Mt. SAC Banner Data Warehouse | Winter 2019 | Complete |

D. Examine data systems and technology support for noncredit programs and labs to increase efficiency of enrollment and collection of student attendance	Increased FTES, streamlined registration process	Banner testing, ARGOS	Fall 2018 - Fall 2019	In Progress SCE and IT staff have met with most academic support lab staff. Streamlined paper registration forms were created and some center/program staff were trained on FTES data collection. SCE staff, IT staff, and lab staff have updated process for consistent scheduling and attendance collection. Currently a self-service process to automate online registration for labs is in Banner TEST and will be move to production to pilot among two labs. It is hoped that this will be in PROD by Fall 2019. This will definitely decrease lost attendance due to the paper registration process.
E. Examine and update SCE data systems with Banner add-on screens for noncredit programs.	Banner add-on for database components; noncredit increased retention rates	New Banner noncredit pages	Fall 2019 - ongoing	Consultant worked closely with SCE and IT staff to develop ESL screens in Banner which will replace outdated ESL database. ESL database was sent to PRODUCTION in June 2019. The new add-ons are currently in use. The consultant is now working with ABE to replace outdated ABE system.

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 noncredit 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	7,727.18	37.45%
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%
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%

1B. *Update for 18-19*
Noncredit enrollment trends for 2018-19 have been inconsistent and more difficult to predict than in previous years. Some SCE programs and noncredit labs serving students have experienced significant declines. Three additional labs have been added for collecting apportionment, which has helped the decline in noncredit lab FTES. It should be noted that with the onset of AB705 and increases in embedded tutoring, then decreases in academic support center FTES is expected. Although the some of the noncredit decline was not evident from past years' enrollment trends, there has been enough growth in high school, vocational, adults with disabilities, and VESL programs to off-set any declines. In 2018-19, SCE's noncredit program FTES actually increased by approximately 466 FTES, but the net gain after filling in the gap for declining noncredit programs is projected to be +**210 FTES.**

| Table 2. Noncredit FTES Overall	Annual 2013-2014	Annual 2014-2015	Annual 2015-2016	Annual 2016-2017	Annual 2017-2018	Annual 2018-19	% Change 2013-14 to 2018-19
Mt San Antonio	5,621.73	6,028.71	6,212.91	6,681.10	7,727.18	7,937*	41.18%

Projected for 2018-19 (P3)

Table 3 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 Mt. SAC's School of Continuing Education's (SCE) 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 3. 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 shows 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
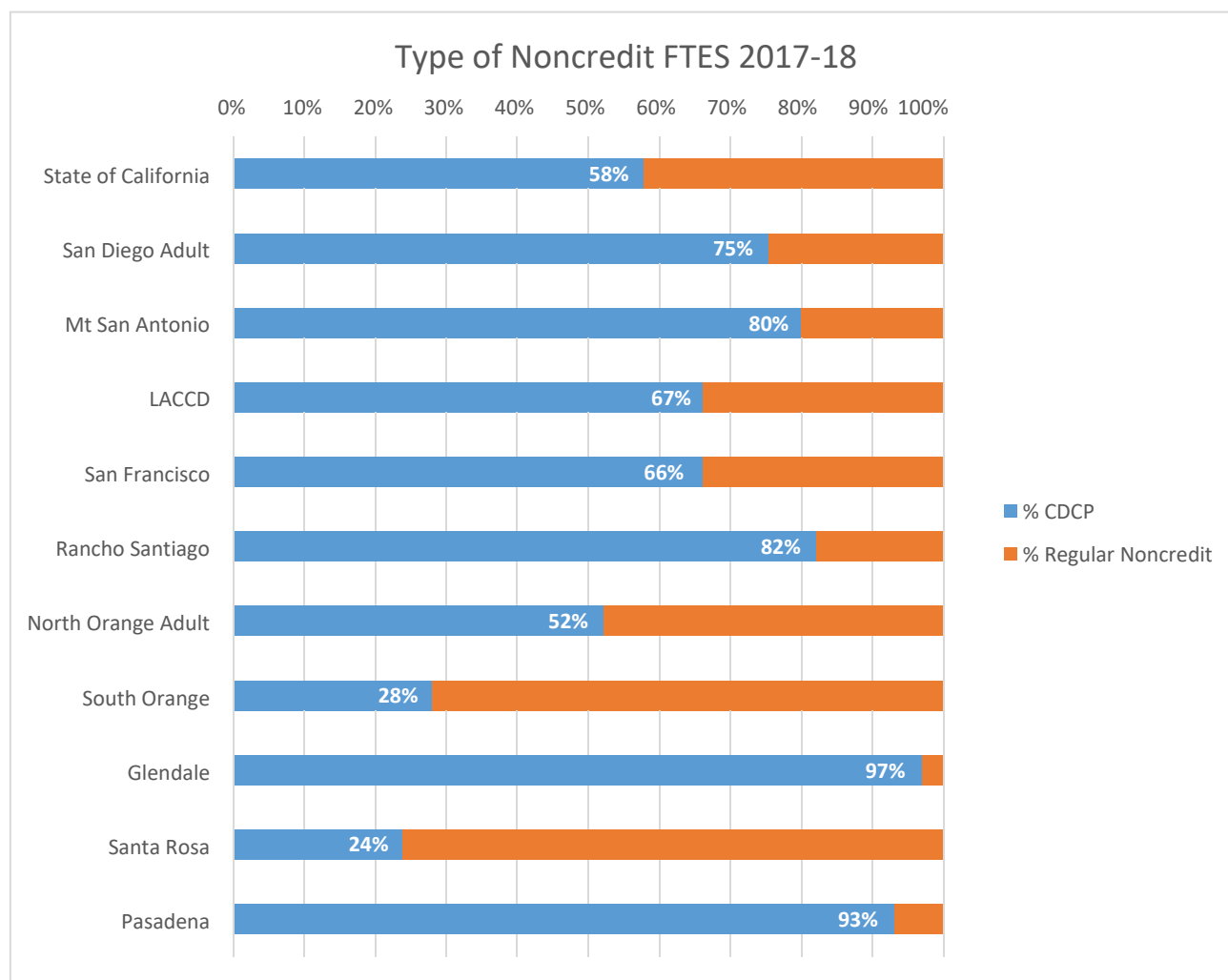
1C. The tables below display the noncredit enrollment at Mt. SAC by gender, ethnicity and age during the 2017-18 and 2018-19 academic years.

Table 4. Gender Enrollment Trends by Noncredit Program		2017-18			2018-19		
Department	Program	Female	Male	Unknown	Female	Male	Unknown
Adult Basic Education	Adult Basic Education	59%	37%	4%	64%	31%	5%
	Adult High School Diploma	45%	52%	3%	47%	49%	4%
	High School Equivalency	47%	49%	4%	57%	39%	4%
	High School Referral	53%	42%	5%	47%	42%	11%
	Off-Campus High School	49%	50%	1%	49%	50%	1%
EOA/AWD	Adults with Disabilities	36%	50%	14%	36%	51%	13%
	Education for Older Adults	73%	17%	10%	74%	17%	9%
ESL	ESL	64%	34%	2%	64%	34%	2%
	VESL Career Paths	70%	26%	4%	67%	31%	2%
Noncredit Labs	Language Learning Center	56%	42%	2%	59%	40%	1%
	WIN	33%	66%	1%	33%	66%	1%
	All Other Noncredit Labs	53%	46%	1%	53%	45%	2%
Short-Term Vocational	Health Careers	82%	15%	3%	65%	32%	3%
	STV	55%	43%	2%	60%	36%	4%
	STV Mirrored	45%	51%	4%	44%	53%	3%
	Vocational Re-Entry	76%	18%	6%	77%	17%	6%
SCE Overall		55%	42%	3%	56%	42%	2%
SCE Overall Without Off-Campus High School		59%	38%	3%	59%	38%	3%

Table 5. Age Group Enrollment Trends by Noncredit Program													
Department	Program	2017-18						2018-19					
		17 & Under	18-22	23-29	30-45	46-64	65+	17 & Under	18-22	23-29	30-45	46-64	65+
Adult Basic Education	Adult Basic Education	5%	27%	24%	24%	18%	2%	8%	22%	24%	27%	17%	2%
	Adult High School Diploma	1%	55%	26%	15%	3%	0%	1%	55%	26%	13%	5%	0%
	High School Equivalency	0%	19%	30%	31%	19%	1%	0%	14%	26%	38%	21%	1%
	High School Referral	40%	60%	0%	0%	0%	0%	66%	34%	0%	0%	0%	0%
	Off-Campus High School	63%	37%	0%	0%	0%	0%	85%	15%	0%	0%	0%	0%
EOA/AWD	Adults with Disabilities	0%	1%	24%	33%	26%	16%	0%	3%	23%	35%	26%	13%
	Education for Older Adults	0%	0%	1%	3%	18%	78%	0%	0%	1%	2%	19%	78%
ESL	ESL	0%	8%	15%	47%	27%	3%	0%	10%	14%	46%	27%	3%
	VESL Career Paths	0%	7%	16%	49%	26%	2%	0%	8%	16%	44%	30%	2%
Noncredit Labs	Language Learning Center	0%	44%	25%	19%	11%	1%	1%	47%	20%	19%	12%	1%
	WIN	0%	90%	10%	0%	0%	0%	0%	94%	6%	0%	0%	0%
	All Other Noncredit Labs	0%	51%	31%	13%	4%	1%	0%	57%	27%	12%	4%	0%
Short-Term Vocational	Health Careers	0%	23%	29%	21%	25%	2%	0%	30%	32%	19%	17%	2%
	STV	0%	12%	17%	26%	29%	16%	2%	20%	21%	24%	26%	7%
	STV Mirrored	0%	10%	21%	36%	29%	4%	0%	18%	20%	32%	24%	6%
	Vocational Re-Entry	0%	1%	2%	5%	25%	67%	0%	1%	2%	4%	25%	68%
SCE Overall		20%	34%	15%	12%	9%	10%	29%	28%	13%	12%	9%	9%
SCE Overall Without Off-Campus High School		1%	33%	22%	18%	12%	14%	2%	34%	19%	18%	13%	14%

Table 6. Ethnicity Enrollment Trends by Noncredit Program																	
Department	Program	2017-18								2018-19							
		American Indian/AK Native	Asian	Black/African American	Filipino	Hispanic/Latino	Pacific Islander	White	Not Reported	American Indian/AK Native	Asian	Black/African American	Filipino	Hispanic/Latino	Pacific Islander	White	Not Reported
Adult Basic Education	Adult Basic Education	2%	9%	7%	2%	62%	1%	13%	4%	2%	11%	6%	3%	59%	1%	11%	7%
	Adult High School Diploma	2%	6%	5%	3%	72%	1%	9%	2%	2%	8%	4%	2%	67%	1%	10%	6%
	High School Equivalency	2%	11%	6%	1%	67%	0%	9%	4%	1%	12%	6%	3%	63%	1%	9%	5%
	High School Referral	1%	17%	3%	3%	56%	1%	10%	9%	1%	17%	2%	3%	54%	1%	9%	13%
	Off-Campus High School	1%	8%	2%	2%	67%	0%	6%	14%	1%	6%	2%	2%	57%	1%	4%	27%
EOA/AWD	Adults with Disabilities	0%	4%	2%	2%	20%	0%	10%	62%	1%	6%	2%	1%	18%	1%	9%	62%
	Education for Older Adults	0%	16%	2%	3%	11%	0%	16%	52%	0%	17%	2%	3%	11%	0%	17%	50%
ESL	ESL	0%	66%	0%	0%	29%	0%	3%	2%	0%	63%	0%	0%	30%	0%	3%	4%
	VESL Career Paths	1%	59%	0%	0%	35%	0%	5%	0%	1%	51%	1%	1%	39%	0%	5%	2%
Noncredit Labs	Language Learning Center	2%	26%	2%	3%	55%	1%	11%	0%	2%	25%	2%	2%	56%	1%	11%	1%
	WIN	2%	4%	13%	2%	58%	3%	18%	0%	3%	5%	11%	2%	59%	3%	17%	0%
	All Other Noncredit Labs	2%	12%	3%	3%	67%	1%	12%	0%	2%	12%	3%	3%	66%	1%	13%	0%
Short-Term Vocational	Health Careers	2%	13%	5%	5%	60%	1%	9%	5%	1%	11%	3%	5%	62%	1%	12%	5%
	STV	0%	25%	4%	3%	41%	0%	14%	13%	1%	21%	2%	2%	53%	1%	11%	9%
	STV Mirrored	3%	17%	3%	4%	50%	0%	16%	7%	2%	20%	2%	2%	50%	1%	18%	5%
	Vocational Re-Entry	1%	19%	3%	2%	17%	0%	20%	38%	1%	19%	4%	2%	16%	0%	21%	37%
	SCE Overall	1%	16%	3%	2%	58%	1%	10%	9%	1%	16%	3%	2%	54%	1%	10%	13%
SCE Overall Without Off-Campus High School		2%	19%	3%	2%	54%	1%	12%	7%	2%	20%	3%	2%	53%	1%	12%	7%

Research Question: **2. Adult high school diploma and high school equivalency enrollments 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?**				
Objectives	Measureable Outcomes	Data Source/ Methodology	Timeline	Status
A. Examine enrollment trends by SCE Program	Percent change in enrollment	Banner	Winter 2019	Ongoing
B. Evaluate process to outreach to Mt. SAC students without high school credentials	Percent change of local adults earning high school diplomas or equivalency	Internal and External Outreach	Fall 2019	ABE sends letters and emails to credit students without diplomas as a recruitment tool. For students who have earned a large number of units, there is also follow-up with a phone call. Will add text messaging as communication tool. Tracking is needed for these students. Classroom presentations for ESL students are now done every semester. Some outreach has also occurred in EOPS, CalWORKS, ARISE, and REACH. Summer outreach plans: local districts without adult schools, foster group homes, and PACT (Parole and Community Team). This effort includes mandatory orientation for formerly incarcerated into the community. The event is held at Cal Poly and ABE staff and faculty will attend.
C. Explore the potential for parent education, particularly near community centers	Development and growth of new parent education programs	Community Outreach	Fall 2019	A new parent ed COR was created and moving through the approval process (Common Core for Parents). Class is to assist parents and guardians improve knowledge and strategies for supporting children's academic success (CAEP program area).

2A. *Table 7* below outlines the enrollment trend by SCE program. With the exception of Adult Basic Education, ESL, 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	2016-17	2017-18	2018-19	% change 2016-17 to 2018-19
Adult Basic Education	Adult Basic Education	2099	1995	2045	-2.6%
	Adult High School Diploma	416	370	333	-20.0%
	High School Equivalency	227	248	217	-4.4%
	High School Referral	524	578	448	-14.5%
	Off-Campus High School	12963	15766	16974	30.9%
EOA/AWD	Adults with Disabilities	309	496	629	103.6%
	Education for Older Adults	4080	4380	4245	4.0%
ESL	ESL	4417	4475	4410	-0.2%
	VESL Career Paths	209	423	725	246.9%
Noncredit Labs	Language Learning Center	3859	3897	4245	10.0%
	All Other Noncredit Labs	15762	15152	13201	-12.2%
Short-Term Vocational	Health Careers	231	399	384	66.2%
	STV	141	301	426	202.1%
	STV Mirrored	343	343	362	5.5%
	Vocational Re-Entry	1656	1579	1540	-7.0%

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, and 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. Thus, 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 although reasons behind this decrease need to be examined for internal and external impacts.

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). SCE has committed resources and courses to serve AWD students. Although this program will not likely support the SCFF or MM, it addresses a large and critical 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 STV 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. STV students who chose immediate employment demonstrate employment gains that result in Strong Workforce Program outcomes and funding. STV Mirrored courses are articulated and 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. Moreover, Short-term Vocational programs are developed to meet the regional labor market need.

Research Question:				
3. What are the growth opportunities to partner with K12 in noncredit and dual enrollment?				
Objectives	Measureable Outcomes	Data Source/ Methodology	Timeline	Status
A. Increase completion rates of HS Equivalency, HS Diploma, and K12 high school courses and track those students who enroll at Mt. SAC	Completion/ Transition Rates	Banner	Spring 2019	In Progress
B. Collect 2017-18 credit enrollment data for Adult Secondary programs and report on measures of student success (credit transition, completions, credit and noncredit certificate and degree completions, persistence, and others TBD).	Enrollment/ Success Rates	Banner	Spring 2019	In Progress – data from additional cohorts to be analyzed Data from 2017-18 indicates over 8% of our Adult Secondary students transition from SCE to credit courses. Once they transition, they do very well in their credit courses, with an overall pass rate of 78%. Further data on Off-campus HS students taking more than two semesters of a Mt. SAC HS class will be gathered for larger cohorts.
C. Develop competency-based noncredit courses in English, math, reading, and CTE including additional required courses offered in early college high schools and adult schools	Enrollment, Sections Offered	Banner	Fall 2019	Expanded high school course offerings at the Mt. SAC Early College HS by 3 classes to include Expository Writing, Integrated Math, and Biology starting 2019-20 Increase partnership with Regional Consortium partners to offer STV

				programs (C.N.A. and Appliance Repair) to cohorts in the partner's facilities starting in late Summer/Fall 2019 (Pomona Unified) Offered Welding program to Duarte Unified students which partners with local businesses (offering again in Summer 2019) Decrease in ROP offerings within our community, created opportunity to partner with K12s that directly lead to credit CTE enrollment, particularly with articulation agreements in place Short-Term Vocational program development has resulted in 23 approved CDCP Certificates of Completion in a variety of vocational areas.
D. 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 counseling faculty have entered BS Counseling 3: Transitions to College into WebCMS, and the course is currently going through the approval system

3A. *Table 8* below displays the number and percent of HS Diploma, HS Equivalency, and Off-Campus HS students that transition to Mt. SAC credit courses in 2018-19. The table shows the amount of students who were enrolled in these programs during the 2017-18 academic year who then transitioned to a credit course during the 2018-19 academic year.

Table 8. Adult Secondary Credit Transitions 2017-18 to 2018-19			
Program	Enrollments	Transitions to Credit	Percent Transitioned
Adult High School Diploma	363	59	16.3%
High School Equivalency (GED, HiSet)	243	34	14.0%
Off-Campus High School	15766	1282	8.1%
Total	16372	1375	8.4%

Table 9 indicates that students who transition from Adult Secondary programs (HS Diploma, HS Equivalency, and Off-Campus HS) to credit courses at Mt. SAC do very well in their credit courses. Overall, 78 percent of the students who transitioned in 2018-19 passed (grade of A, B, C, or P) their credit course. This is a reflection of the wrap around support and solid noncredit instruction.

Table 9. Success in Credit Courses after Transition				
Program	Transitions to Credit	Success in Credit Course	In Progress (Spring 2019 and Summer 2019)	Percent Successful in Credit Course (Excluding In Progress)
Adult High School Diploma	59	39	2	68.4%
High School Equivalency (GED, HiSet)	34	31	3	100.0%
Off-Campus High School	1282	996	10	78.3%
Total	1375	1066	15	78.4%

Research Question: **4. What is the growth potential for alignment with credit programs on campus, e.g., CTE and English and Math Review courses to support Multiple Measures Placement?**				
Objectives	Measureable Outcomes	Data Source/ Methodology	Timeline	Status
A. 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	Ongoing	Chancellor's Office approval for College and Career Readiness math and English (CTE). Offered in Winter 2019 to pre-EMT students; continued offering of short-term Healthcare math to Nursing and Psych Tech students. Continued success data for these students in credit allied health programs to follow for 2018-19. Skill building course teaching students to safely and competently utilize tools for CTE courses approved by Chancellor's Office and will start Summer 2019. Course requested and created by credit Electronics faculty for a broad range of CTE disciplines. Offered ESU class in Short-Term Vocational programs (IHSS and EST) to meet the demand of more ESL students entering these courses and transitioning them to credit programs.

				Recently developed articulation agreements with 25 noncredit mirrored STV courses started in Fall 2018. As a result, students have earned college CTE units from taking a noncredit mirrored course. Data on how many students have earned college units is not yet available.
B. 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 New noncredit courses	Banner	Spring – Fall 2019	In Progress – Academic Intervention for Math and English (AIME); short-term courses preparing incoming Freshman for English and math placements. More robust math and English skill building, competency-based courses developed by noncredit and credit faculty were submitted into WebCMS in May 2019. A noncredit course to prepare students for exams required for entrance into healthcare programs was submitted through the course approval process. These courses were requested by credit allied health faculty.
C. Targeted outreach via text messages, portal, and email to students not enrolled in credit English and math OR who have dropped English and math credit courses	Enrollment	Banner	Ongoing	Purchased license in Fall 2018 to send mass emails to credit students without transfer level math and English and those who drop math or English mid-semester; text messages also sent to same students. Message contains invitation to attend English and math prep courses.
D. 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	Summer 2019	Pre-college math and English classes being offered to incoming student athletes and existing athletes who have not taken English or math

Research Question: 5. How can noncredit student services be expanded in outreach, case management, and transitioning students from the community, adult schools, and noncredit programs to credit programs and services?				
Objective	Measurable Outcomes	Data Source/ Methodology	Timeline	Status
A. Explore the feasibility of a case management approach to ensure noncredit students enroll in credit courses after taking noncredit coursework	Credit Enrollment, Success Rates	Banner	In Progress	Fall 2019 - adjunct counseling needed
B. Identify resources for students who need additional support to succeed in their college courses or obtain employment	Student access to resources; Success Data	AJCC data share, SARS reports, SCE database	Spring 2019-ongoing	In addition to counseling, noncredit students are provided the opportunity for ancillary support from America's Job Center of California (AJCC), bus passes, and career development courses. Staff from SCE STV department co-locate at the local Pomona AJCC. Staff from the AJCC reciprocate the partnership and co-locate at the College.
C. Expand college support services to students attending Adult Education Regional partner schools	Counselor appointments, transitions to Mt. SAC credit programs	SARS, counselor tracking	Fall 2019-ongoing	SCE counselor holds office hours onsite at two K-12 partner schools and provides transition workshops and counseling classes to 5 other K-12 adult school sites. Moreover, there has been a very successful Adult Education College Day with over 100 K-12 adult ed students in attendance. They were provided guidance in transitioning to Mt. SAC credit programs. Credit faculty, student services managers, and SCE counselors provided the information.