2019-20 School of Continuing Education (SCE) Research Plan
Noncredit Impact on the Student-Centered Funding Formula

COVID-19 ADDENDUM – May 12, 2020

The COVID-19 pandemic has resulted in the need to re-evaluate our research agenda. We are continuing to support the Support and Supplemental portions of the SCFF, but in light of the current situation we have redirected our research questions to supporting noncredit student achievement and college success. Thus, we are making data-informed decisions about our courses and programs and how to design our support. Our new research questions will be utilized to anticipate what we will be facing in the current online environment as well as the future impact on college outcomes.

Data were updated below for noncredit FTES after the final recalculation for 2018-19. *Table 1* shows total noncredit FTES, including Career Development and College Preparation (CDCP) as well as regular noncredit FTES. Mt. SAC is the largest program in terms of noncredit FTES in the state, and our program is projected to continue its growth. The P1 projection for 2019-2020 for Mt. SAC is 8,201 FTES.

Table 1. Noncredit FTES Overall	Annual 2014-2015	Annual 2015-2016	Annual 2016-2017	Annual 2017-2018	Annual 2018-2019	% Change 2014-15 to 2018-19
State of California	65,595.13	67,262.84	67,765.68	69,013.00	70,694.11	8%
1. Mt. San Antonio	6,028.71	6,212.91	6,681.10	7,727.18	7,910.97	31%
2. San Diego Adult	8,606.22	8,337.13	8,482.56	8,391.13	7,527.24	-13%
3. LACCD	4,993.31	6,059.44	6,645.06	6,635.03	7,152.73	43%
4. Rancho Santiago	6,640.71	6,559.01	5,958.21	6,098.65	6,073.99	-9%
5. San Francisco	7,449.70	6,830.90	6,205.88	6,277.24	5,842.01	-22%
6. North Orange	6,007.22	5,863.80	5,214.49	5,136.81	5,148.54	-14%
7. Santa Rosa	2,569.06	2,736.37	2,991.88	2,887.91	3,212.00	25%
8. South Orange	2,002.31	2,265.71	2,589.07	3,190.50	3,211.34	60%
9. Glendale	2,873.21	2,763.47	3,077.30	2,997.07	2,824.02	-2%
10. Desert	546.94	647.27	779.07	727.92	1,395.73	155%
11. Butte-Glenn	1,094.94	1,209.26	1,268.68	1,220.82	1,221.00	12%
12. West Valley-Mission	798.94	1,087.30	1,030.44	1,198.99	1,198.99	50%
13. Santa Barbara	772.49	535.27	574.20	784.69	1,183.94	53%
14. Pasadena	1,365.92	1,219.52	1,222.92	1,186.58	1,163.17	-15%
15. Merced	918.45	951.66	788.90	873.41	964.27	5%

Table 2 displays FTES that are funded at the enhanced CDCP rate. Mt. SAC is the largest noncredit program in state in terms of CDCP FTES. The growth in CDCP FTES at Mt. SAC was 59% since 2014-15, 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 with high rates of success.

Table 2. Noncredit CDCP FTES	Annual 2014-2015	Annual 2015-2016	Annual 2016-2017	Annual 2017-2018	Annual 2018-2019	% Change 2014-15 to 2018-1
State of California	36,338.96	37,461.43	38,924.55	39,913.21	40,122.33	10%
1. Mt San Antonio	4,070.63	4,571.88	5,095.10	6,079.31	6,455.30	59%
2. San Diego Adult	6,386.23	6,204.79	6,403.46	6,326.66	5,481.75	-14%
3. LACCD	2,852.36	4,070.09	4,687.71	4,423.70	4,572.46	60%
4. Rancho Santiago	5,870.05	5,907.15	5,180.67	5,008.52	4,532.43	-23%
5. San Francisco	5,606.17	5,053.34	4,499.68	4,179.52	4,072.41	-27%
6. Glendale	2,604.98	2,556.72	2,918.61	2,905.03	2,422.83	-7%
7. North Orange	3,309.00	2,967.52	2,665.69	2,678.43	2,245.49	-32%
8. Desert	521.2	596.4	738.40	668.20	1,785.40	243%
9. South Orange	149.72	154.50	255.11	895.35	1,053.06	603%
10. Pasadena	313.43	929.23	1,058.82	1,055.53	918.27	193%

Research Question How do we support our students' continuity of education and support services in emergency conditions and beyond?				
Objective	Measurable Outcomes	Data Source	Timeline	Status
A. Examine enrollment and student engagement trends by SCE course and demographics since the transition to remote instruction.	Number of students still engaged each week vs. how many dropped after the transition	Spreadsheet template by CRN; Banner	March 30 – ongoing	Weekly participation tracking spreadsheet developed by faculty and currently in use. During the first three weeks after the transition to remote instruction, 50.1% (7,387) of students remained engaged in their courses.

Table 3 outlines the number and percentage of SCE students that have remained engaged by program since the transition to remote instruction. Courses that have maintained the highest enrollment and engagement include: Adults with Disabilities, Off-Campus High School, Vocational Re-Entry (PowerPoint, Basic Computing), and STV (Medical Assistant, Personal Care Aide, Payroll & Accounting). Some Older Adult courses have increased enrollment. These include: Healthy Aging, Lifelong Learning, and Brain Health. Courses with the lowest student engagement include Adult Basic Education (Adult Diploma, High School Equivalency, and High School Referral).

Table 3. Students Engaged by Program Since March 30, 2020			
Program	# Registered	# Engaged	% Engaged
Adults with Disabilities	229	192	84%
Off-Campus High School	1112	779	70%
Vocational Re-entry	1582	1017	64%
Short-term Vocational	192	111	58%
Vocational ESL	759	428	56%
STV Health	287	151	53%
ESL	3225	1665	52%
Education for Older Adults	5409	2543	47%
High School Referral	183	84	46%
Adult Diploma	906	235	26%
Adult Basic Education	775	168	22%

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B. Identify tools, instructional strategies, and resources utilized by faculty during emergency conditions that have increased engagement.	Establishment of faculty workgroups; best practices institutionalized within departments	Banner attendance reports; faculty agendas and meeting minutes	Spring 2020 - ongoing	Faculty workgroups formed; gathering successes based on courses with higher retention and student engagement
C. As appropriate, develop differentiated instruction modalities that will retain and increase enrollment by recruiting students not able to attend in person.	Assessment of course delivery modalities proposed for college DE plan	Faculty meeting notes and records	Spring 2020	Spring 2020 NC faculty have identified which noncredit courses would be appropriately offered as DE or correspondence ed. Emphasis is on developing CDCP programs and those which enhance student health and safety.
Develop and approve with the Distance Learning committee noncredit DE and correspondence ed addendums.	NC addendums for DE and correspondence education		Spring 2020	The DL Committee has modified their Purpose and Function and added a NC faculty to DL membership. Additionally, a Senate workgroup was formed to create NC addendums for DE and correspondence ed
Review CCCCO competency-based instruction efforts to determine how NC can support the development of credit CBE and to strengthen CBE in noncredit.			Spring - Fall 2020	

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C (Continued). Approval of NC DE and correspondence course addendums through the campus curriculum approval process.	Approval of NC DE and correspondence ed addendums	EDC, C&I agenda and minutes	Fall 2020	
Schedule and offer noncredit DE and correspondence courses.	Banner schedules	Banner; ARGOS	Winter - Spring 2021	
Measure enrollment trends in noncredit DE and correspondence courses.	Course data	Banner enrollment data	Summer 2021	
D. Conduct a student need analysis to determine the barriers to success in an online learning environment and the resources needed to expand equitable access for SCE students so as not to disrupt intended pathways.	Survey data; outcomes by demographics; resources identified	Student survey	Spring 2020	Student survey has been developed and was sent to students on May 11. Survey will be open for two weeks. Analysis of results will follow.
Led by SCE counselors, develop an SCE student needs plan that serve as an ongoing guiding document to ensure coordination and leveraging of resources.	Establish workgroup; development of plan to prioritize and access resources for students' needs	Student survey; meeting agendas; data on student populations; resource list	Ongoing	A workgroup consisting of counselors and support staff was established in May 2020. Workgroup will create a plan that includes identifying criteria and populations for those who qualify for potential aid during the COVID-19 pandemic.

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E. Conduct a faculty needs analysis to determine the resources and supports SCE faculty need for success in an online environment.	Survey data; data discussions among faculty	Faculty survey	Spring 2020	Survey was administered to faculty via Qualtrics and results are currently being analyzed. Results will be shared with the division and the college and will be used to identify strengths and needs of faculty related to SPOT/additional training, and technology needs.
F. Examine and support data systems and technology support for online noncredit programs and labs to increase efficiency of enrollment and collection of student attendance.	Streamlined processes; IT support	Banner; ARGOS; Apex; Academic Center meetings	Spring 2020 - Ongoing	SCE Division Coordinator and AVP have worked closely with IT to develop several improvements during the transition to remote learning: - Processes to support online tutoring labs - Fully online application and enrollment system with web-based URL - Developed asynchronous positive attendance methodology to accurately calculate apportionment - Established lab registration process for online tutoring and processing lab synchronous and asynchronous data collection - Set up eSARS system for MARCS - Online chat feature to answer students' questions in real-time

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G. Advocate to reduce equity gaps for noncredit students in online learning environment.	Legislative visits; CCCO engagement; noncredit coalition meetings		Spring - Fall 2020	AVP currently among 3 NC practitioners meeting monthly with VC Academic Affairs regarding noncredit issues
H. Complete the development of an SCE workforce development plan that will respond to the unemployed, displaced, and vulnerable populations of students and industry both for immediate needs impacted by COVID-19 and beyond.	Completion of WDP; expansion of College and external partnerships	LMI data; EDD data	Ongoing	A draft plan had been developed prior to COVID-19. The plan is currently being reviewed to determine adjustments needed to be made in light of the current economic situation and the predicted dire economic status for the community for the foreseeable future.
Determine what new curriculum and programs can be developed to meet the needs of the community and to retrain unemployed workers.	Development of new programs bridging to credit and work	EDC and C&I agendas		New programs and partnerships have been created to provide students with opportunities for work in areas of high demand. These partnerships include: CHERP (Community Home Energy Retrofit Project), LA County Probation, Temco, Career Expansions, GRID.
Examine credit for prior learning options that will support credit and noncredit completion and transitions.				