

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

Update - January 14, 2020

## Noncredit to Credit Transitions: A Closer Look



1 in 4



24% of SCE students who began in a CDCP program in 2015-16 transitioned to credit courses by 2018-19

1,718 total students

from 2015-16 transitioned to credit by 2018-19

Transition students have an impact on the **Success and Supplemental Metrics**

The information below shows the number of noncredit transition students from the 2015-16 cohort who have met SCFF outcomes and measures within three years

### Impact on Success Metrics

#### Associate Degrees



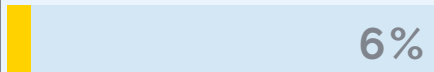
Total students receiving AS/AA Degrees = 270

#### ADTs



Total students receiving ADT Degrees = 83

#### Certificates 16+ Units



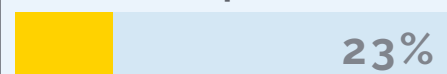
Total students receiving Certificates = 100

#### Transfer Level English Completion



Total students completing transfer level English = 557

#### Transfer Level Math Completion



Total students completing transfer level math = 398

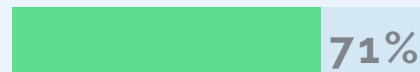
#### 9 or More CTE Units



Total students completing 9+ CTE Units = 652

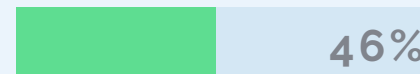
### Impact on Supplemental Metrics

#### Promise Grant (BOG) Recipients



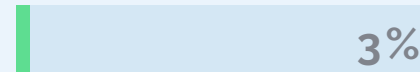
Total students receiving Promise Grant = 1224

#### Pell Grant Recipients




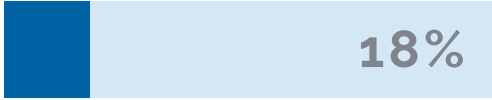
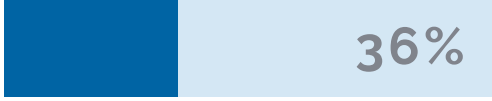
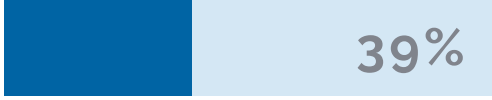
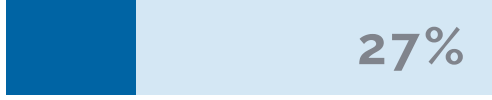


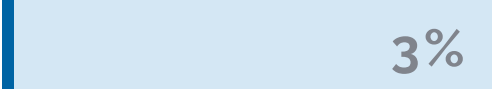
Total students receiving Pell Grant = 782

#### AB540 Students



Total AB540 students = 53

# Demographics of the Noncredit Transition Student

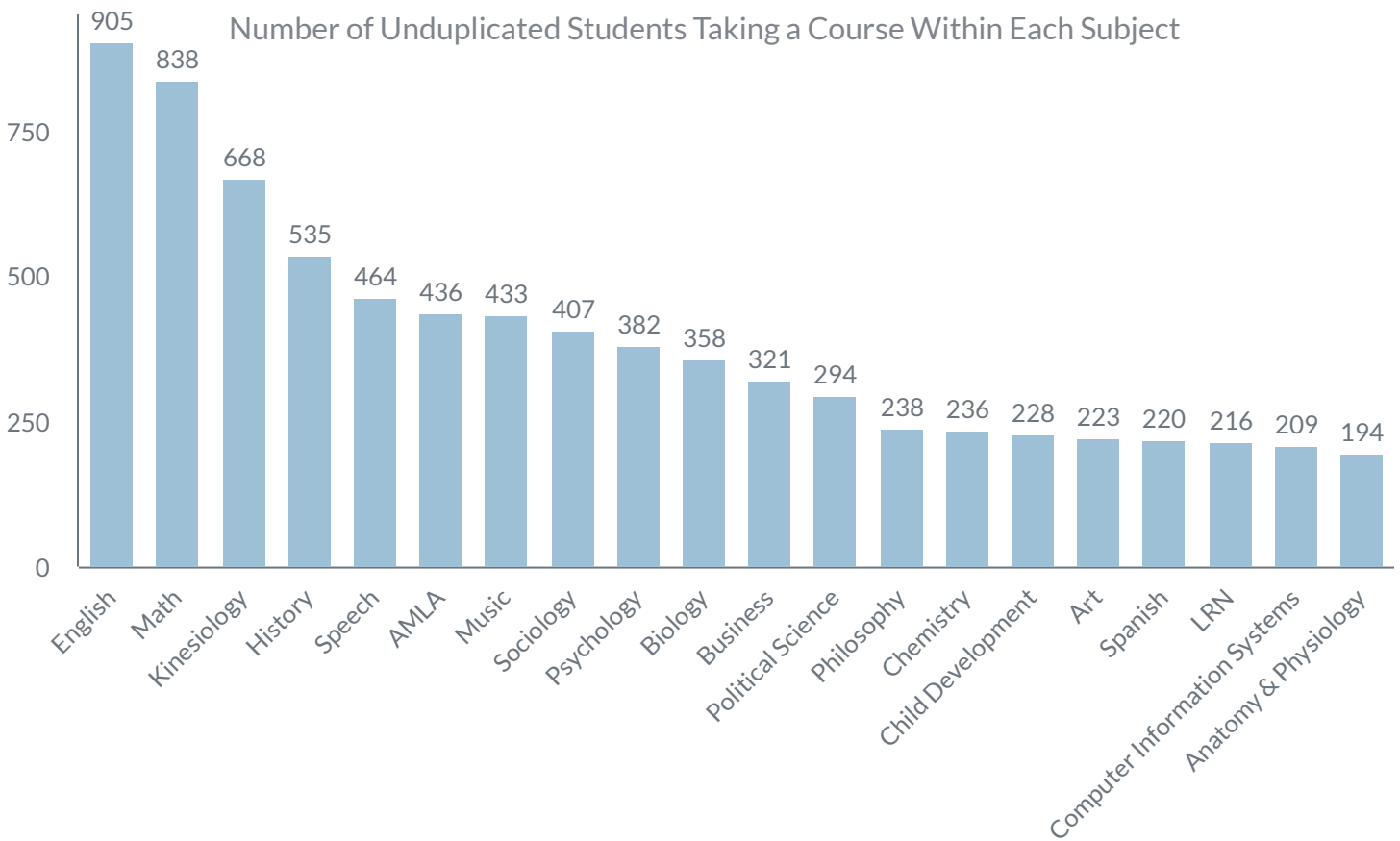
Ethnicity	Total Enrolled in 2015-16	% of Total Enrolled Who Transitioned by 2018-19	Number of Total Enrolled Who Transitioned by 2018-19
<b>American Indian/Alaskan Native</b>	N = 40	 <b>55%</b>	22
<b>Asian</b>	N = 2965	 <b>18%</b>	543
<b>Black/African American</b>	N = 215	 <b>36%</b>	77
<b>Filipino</b>	N = 132	 <b>39%</b>	52
<b>Hispanic/Latinx</b>	N = 2972	 <b>27%</b>	788
<b>Pacific Islander</b>	N = 13	 <b>69%</b>	9
<b>White</b>	N = 546	 <b>40%</b>	221
<b>Unknown/Not Reported</b>	N = 192	 <b>3%</b>	6

## NOTES

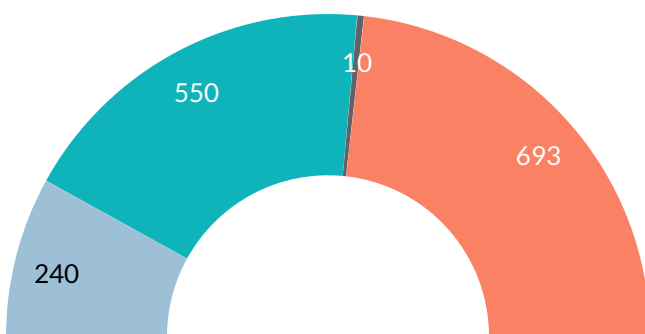
The percentages above indicate that noncredit CDCP students who identify as Asian are the least likely to transition to credit courses at Mt. SAC, despite being one of the largest populations enrolled in SCE CDCP courses. Reasons for this most likely include the fact that these students are largely enrolled in ESL courses and their main educational goal is language acquisition. The majority of these students already have degrees and/or jobs in their chosen field.

# Programs/Courses of Study

## Top 20 Credit Course Subjects Taken by Noncredit Transition Students

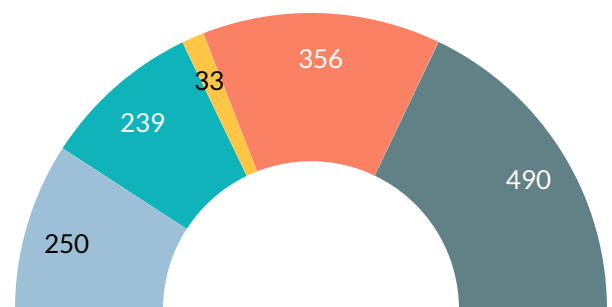


### English Course Enrollments \*



■ ENGL 67 (16.08%)   ■ ENGL 68 (36.84%)  
 ■ ENGL 90 (0.67%)   ■ ENGL 1A or Higher (46.42%)

### Math Course Enrollments \*



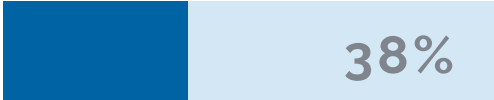
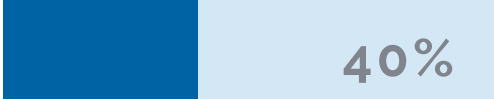


■ MATH 50 (18.27%)   ■ MATH 51 (17.47%)  
 ■ MATH 61 (2.41%)   ■ MATH 71 (26.02%)  
 ■ MATH 100 or Higher (35.82%)

\* The counts above are duplicated - students may have started in levels below transfer course.

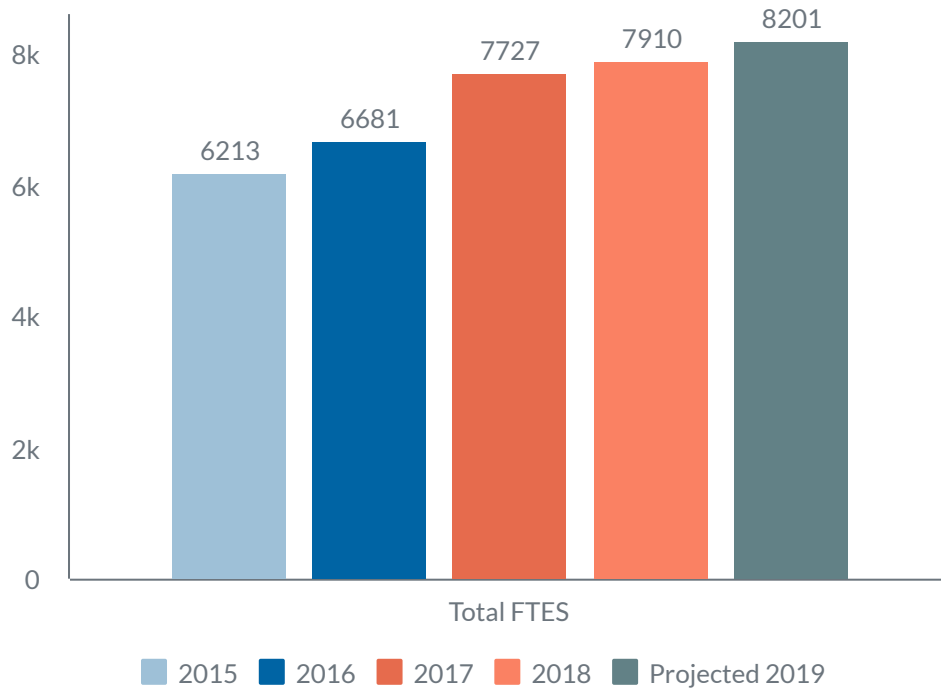
## Mirrored Student Transition Data

Nearly half of the noncredit SCE students who take a mirrored course transition to a credit course in the same term or subsequent term. The charts below depict the percentage of these students who transition to credit, as well as their success rates in their credit courses.

Year	Total Students Enrolled in a Mirrored Course (Unduplicated)	% of Total Enrolled Who Transitioned to Credit	% Successful in Credit Course
<b>2015</b>	N = 326	 <b>45%</b> Total = 148	<b>81%</b> Total = 120
<b>2016</b>	N = 362	 <b>48%</b> Total = 173	<b>77%</b> Total = 133
<b>2017</b>	N = 350	 <b>38%</b> Total = 132	<b>80%</b> Total = 106
<b>2018</b>	N = 426	 <b>40%</b> Total = 170	<b>80%</b> Total = 136

## Enrollment and Growth

### FTES 5 Year Growth



### NONCREDIT FTES 2018-19 (ACTUAL)



**7910**

**CDCP FTES: 6237**  
**NC FTES: 1673**

▲ 2.4% + 2017

### PROJECTED NONCREDIT FTES 2019-20



**8201**

**CDCP FTES: 6632**  
**NC FTES: 1569**

▲ 3.7% + 2018



## Future Plans for Program Expansions and Enrollment Management

- ✓ Manage growth and enrollment declines which have become more unpredictable in the past 3 years. Focus on high need students, re-entry students seeking transitions, and immigrant populations.
- ✓ Evaluate retention in all programs and provide support where needed.
- ✓ Provide access to targeted populations through Distance Ed offerings.
- ✓ Expand Adults with Disabilities to address Employment First Policy (AB1041) to provide employment for people with intellectual disabilities. Faculty are designing workforce preparation courses.
- ✓ Offer AIME and Short-Term Vocational classes on high school campuses (partner with HS Outreach).
- ✓ Redesign the School of Continuing Education website to improve relevancy and communication for noncredit students.



## Future Data Collection and Evaluation

- ✓ Identify more closely programs with re-entry populations and align services for these students.
- ✓ Extract further data on mirrored student pathways and course-taking patterns, completions.
- ✓ Evaluate retention across all programs and provide support where needed.
- ✓ Collect qualitative data from students across programs. Spring 2020 data collection will include AIME, mirrored, and ESL. Other programs will follow in subsequent semesters. Data collected will inform programs in providing services and instruction.
- ✓ Monitor and plan based on local economy and employment demand.
- ✓ Examine intake and outreach processes in ESL.



## Student Transitions

- ✓ Review financial aid data with faculty, particularly counseling, who have been interacting with credit counselors and Financial Aid.
- ✓ Develop a transfer workshop event for VESL and ESL Level 6 students (counselor-driven).
- ✓ Identify and connect more with students lacking literacy or high school credentials and unmet basic needs.
- ✓ Increase collaborations with AJCCs to connect students interested in immediate employment.
- ✓ Bring together the necessary Student Services, Instruction, and IT parties to implement SB554, special-admit status for noncredit students. The bill became law on January 1, 2020.
- ✓ Increase follow-up for students who entered the workforce.