

2019-20 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. Continue examining 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	Ongoing	Ongoing
B. Examine enrollment trends by SCE Program	Percent change in enrollment	Banner	Ongoing	Ongoing
C. Examine Mt. SAC noncredit enrollment trends by demographics	Enrollment percentage by category	Banner	Ongoing	Ongoing
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	Spring 2019-Spring 2020	<p>Converted all but 2 noncredit labs to collecting full apportionment. Design Center Lab will begin collecting apportionment in winter 2020.</p> <p>Implemented an online registration process through Banner Self-Service for 4 tutoring labs in fall 2019 to test the process, which is successful. There are plans for all labs to eliminate paper registrations for the labs</p>

				by spring 2019. In addition to registration, the self-service can be done in class, thus addressing the faculty referral 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2019-ongoing	IT consultant worked closely with SCE and IT staff to develop ESL screens in Banner which will replace outdated ESL database.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 PROD in June 2019. The new add-ons are currently in use. The consultant is now working with ABE to replace outdated ABE parallel system.

1A. Data were examined for the largest noncredit programs, as well as the average State growth. The following two tables are based on Annual Apportionment (P3) reports from 2014-2018 and the Second Principal Apportionment Period (P2) submissions (Exhibit C). Colleges that consistently had or recently achieved 1000 or more noncredit FTES annually are included as well as their percentage of growth change from 2014 to 2019. Table 1 shows total noncredit FTES. The total FTES includes Career Development and College Preparation (CDCP) as well as regular noncredit FTES. As of the Second Principal Apportionment Period from 2018-19, **Mt. SAC is the largest noncredit program in terms of noncredit FTES in the state.** The growth in FTES at Mt. SAC was 31% since 2014-15, while the average percent change for the state of California was 7%. The table also shows that Mt. SAC is among the top three colleges for overall noncredit FTES growth over the past five years.

Table 1. Noncredit FTES Overall	Annual 2014-2015	Annual 2015-2016	Annual 2016-2017	Annual 2017-2018	P2 Report 18-19	% Change 2014-15 to 2018-19
State of California	65,595.13	67,262.84	67,765.68	69,013.00	70,056.81	7%
1. Mt. San Antonio	6,028.71	6,212.91	6,681.10	7,727.18	7,936.01	32%
2. San Diego Adult	8,606.22	8,337.13	8,482.56	8,391.13	7,540.28	-12%
3. LACCD	4,993.31	6,059.44	6,645.06	6,635.03	7,231.44	45%
4. San Francisco	7,449.70	6,830.90	6,205.88	6,277.24	5,651.83	-24%
5. Rancho Santiago	6,640.71	6,559.01	5,958.21	6,098.65	5,580.28	-16%
6. North Orange	6,007.22	5,863.80	5,214.49	5,136.81	5,105.88	-15%
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	3,174.88	59%
9. Glendale	2,873.21	2,763.47	3,077.30	2,997.07	2,652.92	-8%
10. Desert	546.94	647.27	779.07	727.92	1,607.27	194%

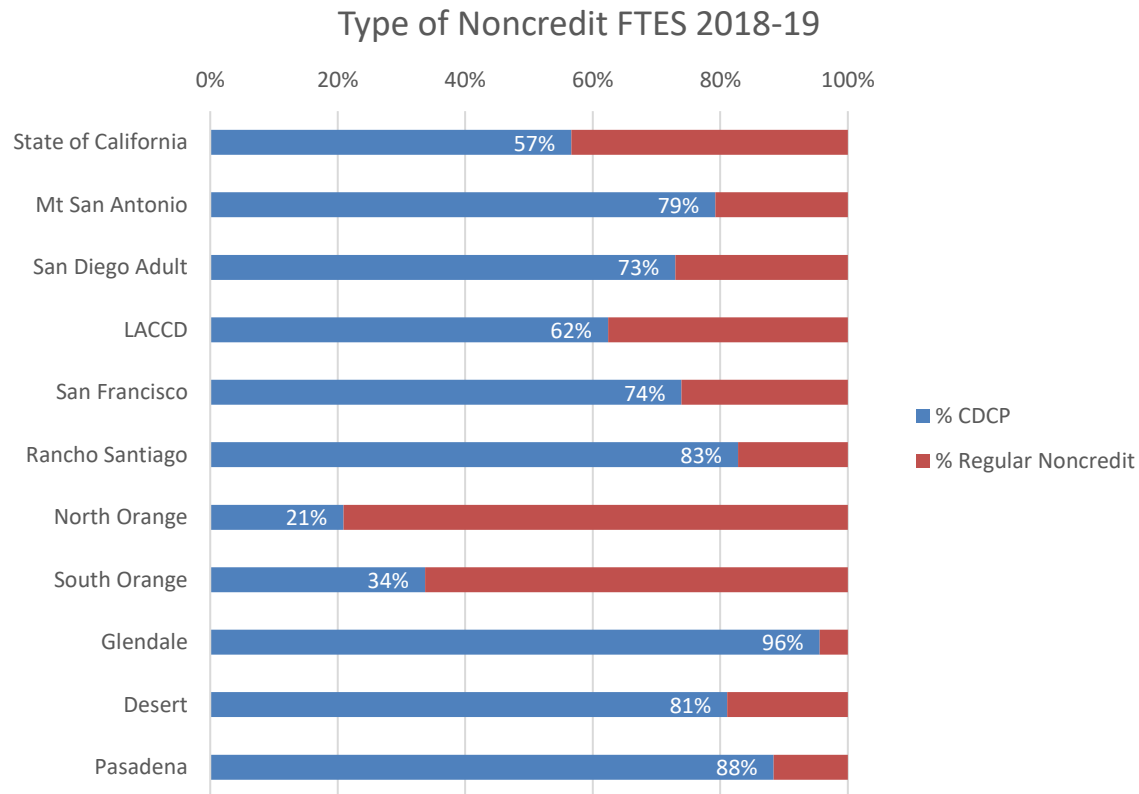
11. Butte-Glenn	1,094.94	1,209.26	1,268.68	1,220.82	1,220.82	12%
12. West Valley-Mission	798.94	1,087.30	1,030.44	1,198.99	1,196.99	50%
13. Santa Barbara	772.49	535.27	574.20	784.69	1,112.16	44%
14. Pasadena	1,365.92	1,219.52	1,222.92	1,186.58	1,067.89	-22%
15. Merced	918.45	951.66	788.90	873.41	1,029.54	12%

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 per the 18-19 Second Annual Apportionment (P2) Report. The growth in CDCP FTES at Mt. SAC was 53% since 2014-13, which demonstrates Mt. SAC 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 with high rates of success.

Table 2. Noncredit CDCP FTES	Annual 2014-2015	Annual 2015-2016	Annual 2016-2017	Annual 2017-2018	P2 Report 18- 19	% Change 2014-15 to 2018-1
State of California	36,338.96	37,461.43	38,924.55	39,913.21	39,666.58	9%
1. Mt San Antonio	4,070.63	4,571.88	5,095.10	6,079.31	6,236.94	53%
2. San Diego Adult	6,386.23	6,204.79	6,403.46	6,326.66	5,500.65	-14%
3. Rancho Santiago	5,870.05	5,907.15	5,180.67	5,008.52	4,619.32	-21%
4. LACCD	2,852.36	4,070.09	4,687.71	4,423.70	4,512.28	58%
5. San Francisco	5,606.17	5,053.34	4,499.68	4,179.52	4,177.63	-25%
6. Glendale	2,604.98	2,556.72	2,918.61	2,905.03	2,536.14	-3%
7. Desert	521.2	596.4	738.40	668.20	1,303.37	150%
8. South Orange	149.72	154.50	255.11	895.35	1,070.21	615%
9. North Orange	3,309.00	2,967.52	2,665.69	2,678.43	1,066.14	-68%
10. Pasadena	313.43	929.23	1,058.82	1,055.53	943.76	201%

Figure 1 shows the comparison of CDCP and regular noncredit FTES by college in the 2018-19 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



1B. Table 3 below outlines the enrollment trend by SCE program. With the exception of Adult Basic Education, ESL, Noncredit Academic Support Labs, and Vocational Re-entry, all programs have experienced significant growth over the past three years.

Table 3. 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%
	NC Academic Support 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. Since 2015, Vocational Re-Entry programs have shown enrollment decreases and some of these shifts have been due to changes in facilities with smaller classroom spaces and less availability for rooms in some facilities.

Some of the SCE programs with biggest growth in the past three years include Vocational ESL (VESL), Short-Term Vocational (STV), Adults with Disabilities (AWD), and Summer High School. SCE has committed resources and increased course offerings to serve AWD students. Although this program will not widely support the SCFF or MM and does not collect CDCP funding rate, it addresses a large and critical unmet regional need. Currently there are 70,000 students in the San Gabriel and Inland Empire region who are reported as being underserved which reflects a 98% unmet need.

The increase in VESL is a direct commitment to supporting the SCFF and students' goals through guided

pathways. One of the primary objectives of VESL Career pathways is to transition to credit programs. SCE STV programs have established educational and career ladders, including transfer level degrees, healthcare, business, and hospitality. Many of these CTE courses are entry-level but lead directly into credit CTE programs. STV students who chose immediate employment demonstrate employment outcomes that result in WIOA II and Strong Workforce Program outcomes and funding. STV Mirrored courses are articulated and have the potential for an even greater impact on the SCFF if the Chancellor's Office MIS buildout for 9 CTE units included articulation/credit by exam.

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							
Department	Program	2017-18			2018-19		
		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/Latinx	Pacific Islander	White	Not Reported	American Indian/AK Native	Asian	Black/ African American	Filipino	Hispanic/Latinx	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 HS		2%	19%	3%	2%	54%	1%	12%	7%	2%	20%	3%	2%	53%	1%	12%	7%

Research Question:

2. Noncredit programs serve adult students with varying needs by creating pathways that transform lives and impact the community through goal attainment including post-secondary enrollment, certificate attainment, employment, and skill-building.

Objectives	Measureable Outcomes	Data Source/ Methodology	Timeline	Status
A. Evaluate process to outreach to Mt. SAC students without high school credentials.	Increase in ASE students enrolled at Mt. SAC earning high school diplomas or equivalency	Internal and External Outreach	Fall 2019 - ongoing	<p>There are 24% of adults in our region without a HS diploma or equivalent. ABE has increased internal and external recruitment for potential students without high school credentials.</p> <p>Presentations delivered last year to EOPS, CalWorks, Arise, and Reach about HS diploma/equivalency and presentations will be repeated in 2019-20.</p> <p>In spring 2019, ABE connected with PACT (Parole and Community Team) and attends monthly meetings with other schools and service providers to previously incarcerated individuals. A few have signed up to earn diplomas or gain skills. In fall 2019, ABE staff began attending GRET (GAIN regional education and training) meetings to recruit students in the region who don't possess HS credentials.</p> <p>To further recruit credit students without diplomas, ABE sends texts and emails to these students. For students who have earned a large number of units, there is also follow-up with a phone call.</p>

B. Create parent education courses and offer focus on locations within the community.	Course approval, enrollment	Community Outreach, Course approval process, Banner	Spring 2020	A new parent education COR was approved locally and is waiting for CO approval. (Common Core for Parents). Depending on approval, course may begin winter or spring 2020
C. Collect 2017-18 cohort enrollment data for Adult Secondary programs enrolling in credit and report on measures of student success from 2018-present. These include credit transition, completions, credit and noncredit certificate and degree completions, persistence, and others that consider the student experience (satisfaction, barriers, and other qualitative metrics).	Enrollment, Success Rates	Banner, survey data	Spring 2019 - ongoing	Ongoing – see data below
D. Report success in certificate attainment and transfer to credit for 15-16 noncredit cohort matriculation to credit for CDCP programs.	Enrollment, Success Rates, Transition Data	Banner	Fall 2019 - ongoing	Ongoing

The following tables show student outcomes with traditional quantitative measures of success that indicate a need for deeper qualitative analysis.

2C. Table 7 shows the number of students enrolled in an adult high school diploma or equivalency program in 2017-18 who then transitioned to a Mt. SAC credit course within one academic year. The table indicates that 16% of students who were enrolled in these programs during the 2017-18 academic year then transitioned to a credit course during the 2018-19 academic year. These data also indicate that students who transition from these programs to credit courses at Mt. SAC do very well in their credit courses. There is still, however, more that needs to be done, specifically in Adult HS Diploma. An increase in direct instruction in 2019-20 for the program is expected to improve different success metrics including credit success. Overall, 71% 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 7. Adult Secondary Credit Transitions 2017-18 to 2018-19					
Program	Enrolled	Transition to Mt. SAC Credit	Percent Transition	Success in Credit Course	Percent Successful in Credit Course
Adult High School Diploma	363	64	18%	41	64%
High School Equivalency	243	35	14%	29	83%
Total	606	99	16%	70	71%

2D. Table 8 displays the number and percentage of students who started in a SCE CDCP program in the 2015-16 academic year and then had transitioned to a Mt. SAC credit course by spring of 2019. Overall, 24% of SCE CDCP students transitioned to credit within three years. The programs with the highest transition rates include ABE, STV Mirrored, STV Health, High School Referral and VESL. The rate 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 8. SCE 2015-16 Cohort Matriculation to Credit by CDCP Program (by Spring 2019)				
Department	Program	Total Enrolled	Transitioned to Credit	%
ABE	Adult Basic Education	2117	754	36%
	Adult Diploma	453	107	24%
	GED	272	64	24%
	High School Referral	631	248	39%
ESL	ESL	4153	491	12%
	Vocational ESL	260	99	38%
STV	STV Health	209	88	42%
	STV Mirrored	334	163	49%
	STV	127	41	32%
Total		8556	2055	24%

The tables below display the number and percentage of students who transition to credit from a SCE CDCP program by demographic category.

Table 9. SCE 2015-16 Cohort Matriculation to Credit by Gender (by Spring 2019)			
Gender	Total Enrolled	Transitioned to Credit	%
Female	5050	1202	24%
Male	3381	832	25%
Unknown	125	21	17%
Total	8556	2055	24%

Table 10. SCE 2015-16 Cohort Matriculation to Credit by Age Group (by Spring 2019)			
Age	Total Enrolled	Transitioned to Credit	%
17 & Under	6	0	0%
18-22	1348	520	39%
23-29	1960	725	37%
30-45	3065	562	18%
46-64	1922	218	11%
65 & Over	251	30	12%
Unknown	4	0	0%
Total	8556	2055	24%

Table 11. SCE 2015-16 Cohort Matriculation to Credit by Ethnicity (by Spring 2019)			
Ethnicity	Total Enrolled	Transitioned to Credit	%
American Indian/AK Native	140	25	18%
Asian	3615	693	19%
Black/African American	277	90	32%
Filipino	155	57	37%
Hispanic/Latinx	3715	923	25%
Pacific Islander	10	9	90%
White	426	252	59%
Non Reported	218	6	3%
Total	8556	2055	24%

Table 12 shows the number of SCE students who earned a CDCP certificate between summer 2016 and summer 2019. Overall, 5114 CDCP certificates were awarded during this time. Further research needs to be done to determine how many of these students enrolled in credit programs and their success, including the type of credit pathway.

Table 12. CDCP Certificate Attainment Summer 2016 - Summer 2019		
Department	Certificate Earned	Total
ABE	Basic Career Readiness	86
	Basic Skills	581
	Financial & Database Mgmt	22
	GED Preparation	37
	HSE Mathematics	19
	HSE Reading and Language Arts	30
	HSE Science	28
	HSE Social Studies	8
	Secondary Education	196
ABE Total		1007
ESL	ESL - Beginning Level	1355
	ESL - Intermediate Level	1364
	ESL - Advanced Level	1033
	VESL Career Paths	119
ESL Total		3871
STV	Accounting	19
	Business Mgmt - Level 1	4
	Cert Nurs/Acute Care Nurs Asst	11
	Elec Sys Tech - Cabling/Wiring	36
	Floral Design	16
	In Home Support Services	86
	Interior Design	1
	International Business Level 1	3
	MasterCAM	2
	Office Computer Applications	41
	Small Business Mgmt - Level 1	9
	Welding	8
STV Total		236
SCE Total		5114

The tables below display the number and percentage of students who earned a CDCP certificate between summer 2016 and summer 2019 by demographic category.

Table 13. CDCP Certificate Attainment Summer 2016-Summer 2019 by Gender		
Gender	Total	%
Female	3207	63%
Male	1741	34%
Unknown	166	3%
Total	5114	100%

Table 14. CDCP Certificate Attainment Summer 2016-Summer 2019 by Age Group		
Age	Total	%
17 & Under	77	2%
18-22	800	16%
23-29	904	18%
30-45	2041	40%
46-64	1131	22%
65 & Over	132	3%
Unknown	29	1%
Total	5114	100%

Table 15. CDCP Certificate Attainment Summer 2016-Summer 2019 by Ethnicity		
Ethnicity	Total	%
American Indian/AK Native	31	0.6%
Asian	2747	53.7%
Black/African American	97	1.9%
Filipino	50	1.0%
Hispanic/Latinx	1742	34.1%
Pacific Islander	21	0.4%
White	244	4.8%
Unknown	182	3.5%
Total	5114	100%

Research Question:

3. What are the opportunities to partner with K12 in noncredit and dual enrollment to support credit enrollment and success?

Objectives	Measureable Outcomes	Data Source/ Methodology	Timeline	Status
A. Continue supporting HS Referral, Off-campus HS, Early College Academy in achieving high success rates in noncredit high school a-g courses and track success for those students who enroll at Mt. SAC	Course success, Transition Rates,	Banner	Spring 2019	In Progress; data show course success in noncredit HS courses taken by district HS students. Also shown are noncredit bridge courses taken by students at the Early College Academy and also some data on their credit course success.
B. Track Early College students who took a noncredit "bridge" course for success in college-level credit course in the same discipline (Spanish, Expository Writing)	Success in credit courses	Banner	TBD	Need to identify tracks or schedule for student enrollment into English 1A and Spanish 1. Discussion on course sequence among noncredit and credit faculty to be encouraged
C. Identify a cohort for Clearinghouse data to determine the post-secondary enrollment of HS Referral and Off-campus HS programs.	Post-secondary enrollment	National Student Clearinghouse	Fall 2019	Initial data from the 2014-15 cohorts for OCHS and HS Referral students show the majority of the students enrolled in these programs further their education in post-secondary institutions. See tables below for more detailed information.
D. Develop noncredit courses requested by HS partners that include those newly required for graduation, competency-based, and CTE pathways. These courses may include K12 adult education programs.	Course approval, Enrollment, Sections Offered	Banner	Winter 2020	Partner HS districts have requested the development of an Ethnic Diversity course which may become a graduation requirement pending CDE approval. Mt. SAC OCHS faculty are currently developing the COR and will submit in winter 2020. Review of high school CTE programs is underway to determine areas of

				alignment and potential summer school course offerings. Discussions have taken place with three districts (Pomona, Bonita, and Rowland) about Mt. SAC offering CTE courses on the high school campuses. To date an additional 11 STV courses have been approved which align with pathways from high school into Mt. SAC.
E. Develop and offer noncredit counseling and college readiness courses in First Year type experience program, Early College HS, high school programs, and K12 adult schools.	Enrollment, Sections Offered	Banner	Fall 2019	<p>SCE counseling faculty developed NC BS Counseling 3: Transitions to College, and the course is currently going through the curriculum approval process.</p> <p>SCE and STV faculty developed a course that mirrors New World of Work content, which is moving through the approval process.</p>
F. Thinking ahead – Cabinet input on further analysis re: K12 partners				

3A. *Table 16* below displays the number and percent of HS Referral and Off-Campus HS students that transition to Mt. SAC credit courses in 2018-19. The table shows that 12% of students who were enrolled in these programs during the 2017-18 academic year then transitioned to a credit course during the 2018-19 academic year. This data also indicate that students who transition from these programs to credit courses at Mt. SAC do very well in their credit courses. Overall, 81% 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 16. High School Programs Credit Transitions 2017-18 to 2018-19							
Program	Enrolled	Passed	%	Took Mt. SAC Credit Course	%	Success in Credit Course	%
Off-Campus High School	15766	13372	85%	1810	12%	1455	80%
HS Referral	578	487	84%	139	24%	122	88%
Total	16344	13859	85%	1949	12%	1577	81%

3B. *Table 17* shows the number of Off-Campus High School students who enroll in Mt. SAC's Early College Academy High School courses during summer 2018 and summer 2019. The table outlines enrollment numbers, pass rates and credit transitions for these students by course. Every student that took a credit course passed.

Table 17. ECA HS Noncredit and Credit Enrollments and Success Summer 2018 - Summer 2019*							
Course	Enrolled	Passed	%	Took Mt. SAC Credit Course	%	Success in Credit Course	%
Art 1	18	18	100%	1	6%	1	100%
Expository Writing	23	23	100%	13	57%	13	100%
Health	33	33	100%	14	42%	14	100%
Integrated Math 1	22	16	73%	0	0%	NA	NA
Integrated Math 2	22	22	100%	0	0%	NA	NA
Spanish 1	50	46	92%	25	50%	25	100%
Total Enrollments	168	158	94%	53	32%	53	100%

*Some students do not have credit options until specific semesters in the Early College Academy.

3C. *Table 18* displays the information provided by the National Student Clearinghouse for the 2014-15 cohorts that were enrolled in SCE Off-Campus High School and HS Referral programs. The majority of these students (77% and 81%) subsequently enroll in post-secondary programs after finishing their courses at SCE.

Table 18. National Student Clearinghouse 2014-15 SCE Cohorts - Off-Campus HS and HS Referral			
Program		OCHS	HS Referral
Number of Students Submitted		10,012	696
Number of Students Found		7,675 (77%)	562 (81%)
Total Degrees, Certificates, & Awards Earned		1,031	104
	Associate Degrees	360	38
	Bachelor Degrees	372	14
	Certificate (units)	113	14
	NC Award	9	5
	Diploma	1	0
	Associate Degrees earned at Mt. SAC	154	23
	Certificate (units) earned at Mt. SAC	13	5
	NC Award earned at Mt. SAC	9	5
Students (with no history of degree earned) Enrolled in a Postsecondary Institution in 2019		5,664	378

Table 19 indicates the top post-secondary institutions attended by the 2014-15 cohorts. Mt. SAC is the top for both OCHS (includes summer school) and HS Referral (on campus credit-recovery). Some of our students have enrolled in schools such as Harvard, New York University, Cornell, Columbia, and Dartmouth.

Table 19. Top 10 Initial Postsecondary Institutions Attended by OCHS and HSR			
Off-Campus HS		HS Referral	
Mt. SAC	2,486	Mt. SAC	245
Citrus College	795	Cal Poly Pomona	35
Cal Poly Pomona	526	Chaffey Community College	34
Rio Hondo College	502	Citrus College	27
CSUF	255	Fullerton College	19
UC Riverside	222	Rio Hondo College	15
Cal State LA	162	Pasadena City College	12
Fullerton College	155	Cal State LA	11
Chaffey Community College	149	Cal State San Bernadino	10
Pasadena City College	139	UC Riverside	9

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,	Banner	Ongoing	<p>Two courses that expand on the content of current basic skills math and English courses were developed for use in AIME (Academic Intervention in Math and English) and recently approved in C&I. Both courses had input from math and English faculty and they are fully in support of expanding the referral to these courses. Data to explain are below. Data on course taking patterns or program goals for students who did not take credit English or math are listed below.</p> <p>Skill building course teaching students to safely and competently utilize tools for CTE courses approved by Chancellor's Office and course was first offered in summer 2019. The course has been identified as best suited for an intersession and will be offered again in winter. It was requested and created by credit Electronics faculty for a broad range of CTE disciplines</p> <p>Offered ESU (contextualized ESL) within two Short-Term Vocational programs (Personal Care and EST) to meet the demand of more ESL students entering these courses and transitioning them to credit programs.</p>

B. Report success in course completion, certificate attainment, transfer to credit, unit attainment, articulation, completion of credit metrics, employment data (if available) for students who took noncredit bridge courses.	Course Success, Transition, Unit Attainment, Completion, Employment	Banner, Launchboard	Ongoing	Recently developed articulation agreements with 25 noncredit mirrored STV courses started in fall 2018. As a result, 21 students have earned college CTE units from taking a noncredit mirrored course.
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.

4A. Table 20 shows the success rates in transfer level English for students who participated in an AIME English class with the current noncredit English course during the 2018-19 academic year. Although many factors contribute to this success, students have indicated in short surveys that confidence-building was one benefit of taking the course.

Table 20. AIME English Enrollments and Transfer Level Success 2018-19						
	2018-19 Total AIME Enrollment	Attempted ENGL 1A in 2018-19*	Currently enrolled in ENGL 1A (Fall 2019)	% Enrolled in or taken ENGL 1A	Successful in ENGL 1A	Success Rate
AIME English Students	133	46	33	59%	33	72%

*unduplicated number of students

The remaining 54 AIME English students did not attempt transfer-level English in 2018-19, nor are they enrolled in any English courses in fall 2019. In an attempt to discover the characteristics of the remaining students, Table 21 below outlines other courses these students took during the same academic year who did not take English courses.

Table 21. Course-taking Patterns - No Transfer-Level English		
Enrolled in AMLA	8	6%
Enrolled in ESL	9	7%
Enrolled in Credit – Public Speaking; Critical Thinking	3	2%
Enrolled in Other Credit	10	8%
Enrolled in NC ABE	24	18%

Table 22 shows the success rate in transfer level math courses for students who participated in an AIME Math class during the 2018-19. The enrollments and attempts show an unduplicated number of students. 32% of students who took an AIME math class during the 2018-19 academic year have subsequently enrolled in a transfer level math course. Of those AIME students who have taken a transfer level math course, 63% of them have passed.

Table 22. AIME Math Enrollments and Transfer Level Success 2018-19						
	2018-19 Total AIME Math Enrollment	Attempted Transfer Math in 2018-19*	Currently enrolled in Transfer Math (Fall 2019)	% Enrolled in or attempted Transfer Math	Successful in Transfer Math	Success Rate
AIME Math Students	214	31	30	29%	24	77%

*unduplicated number of students

The following table shows other math courses (below transfer level) that AIME students took during the 2018-19 academic year. The enrollments are unduplicated by the highest math course the student attempted.

Table 23. AIME Math Other Math Course Enrollments 2018-19 and Fall 2019							
	2018-19 Total AIME Math	Enrolled in Math 71 in 2018-19 or enrolled currently (Fall 2019)	% Enrolled in Math 71	Enrolled in Math 51 in 2018-19 or enrolled currently (Fall 2019)	% Enrolled in Math 51	Enrolled in Math 50 in 2018-19 or enrolled currently (Fall 2019)	% Enrolled in Math 50
AIME Math Students	214	21	10%	11	5%	8	4%

The remaining 113 AIME math students did not attempt any math courses in 2018-19, nor are they enrolled in any math courses in fall 2019. In an attempt to discover the characteristics of the remaining 113 students, Table 24 below outlines other courses these students took during the same academic year who did not take credit math courses.

Table 24. Course-taking Patterns - No Credit Attempted Math		
Only enrolled in AIME Course	5	2%
Enrolled in other Credit Courses	63	29%
Enrolled in NC ABE Courses	37	17%
Enrolled in NC ESL	4	2%
Enrolled in NC STV	4	2%

4B. *Table 25* indicates the difference in success rates for the EMT program when students are supported by noncredit contextualized skills courses. Students who enrolled in EMT 90A in spring 2019 while also enrolling in the contextualized Reading and Writing for College and Career College were 11% more successful than students who did not enroll in the contextualized course.

Table 25. Success in EMT 90A Spring 2019				
Grade	Without Support Course		With Support Course	
NP	9	24%	9	13%
P	28	76%	62	87%
Total	37	100%	71	100%

Table 26 shows the difference in success and throughput for the EMT program from the last year it was held in credit (2017-18) to the first year it was run in noncredit (2018-19). There are a variety of factors that contributed to this success. Moving the program to noncredit allowed for access to California Adult Education Program resources that provided more embedded classroom support, as well as embedded counseling support. A mandatory orientation was created and added before students enrolled in 90A which informed students of the state requirements and allowed students to complete many of those prior to registering for the program. And finally, while in noncredit, the offering of the program has remained flexible with day and evening offerings as well as an accelerated program that ran on weekends. Future data will include license exam pass rate and also enrollment and success in credit programs.

Table 26. EMT Program Credit vs. Noncredit Throughput and Completion							
	90A			90			EMT Course Pass Rate
	Enrolled	Passed	Pass Rate	Enrolled	Passed	Pass Rate	
Credit 2017-18	220	147	67%	125	73	58%	33%
Noncredit 2018-19	252	216	86%	202	144	71%	57%

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 and employment.

Objective	Measurable Outcomes	Data Source/ Methodology	Timeline	Status
A. Identify resources for students who need additional support to succeed in their noncredit courses, to transitioning to credit, or obtain employment	Student access to resources; Success Data	AJCC data share, SARS reports, SCE database	Spring 2019-ongoing	<p>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. Tracking will begin this fall.</p> <p>Noncredit students are also supported in other areas. Two SCE staff are part of the Colleges Homelessness and Basic Resources Committee. Through their involvement outreach is occurring within SCE to students with food insecurities. Noncredit students can access the Food Pantry with provisions being delivered to SCE locations. Food cards (grocery stores, restaurant) are also available for noncredit students.</p>
B. 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	<p>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. 26 adult ed students enrolled in the Career Information and Guidance counseling course. Four of these students then enrolled in other Mt. SAC courses (2 in CR and 2 in NC).</p>

				<p>There has been a very successful Adult Education College Day for the past two years with 120 K-12 adult ed students coming to the campus. They were provided guidance in transitioning to Mt. SAC credit programs. Credit faculty, student services and SCE managers, and SCE counselors provided information. Additional outreach and tracking is in place for these students, as well as gathering more thorough information about attendee goals.</p>
<p>F. Thinking ahead – Cabinet input on further steps and analysis with regards to student support</p>				<p>Current wrap around services are robust in each department. Further input from SCE counseling team ongoing on ways to expand these services to our noncredit students.</p>