

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

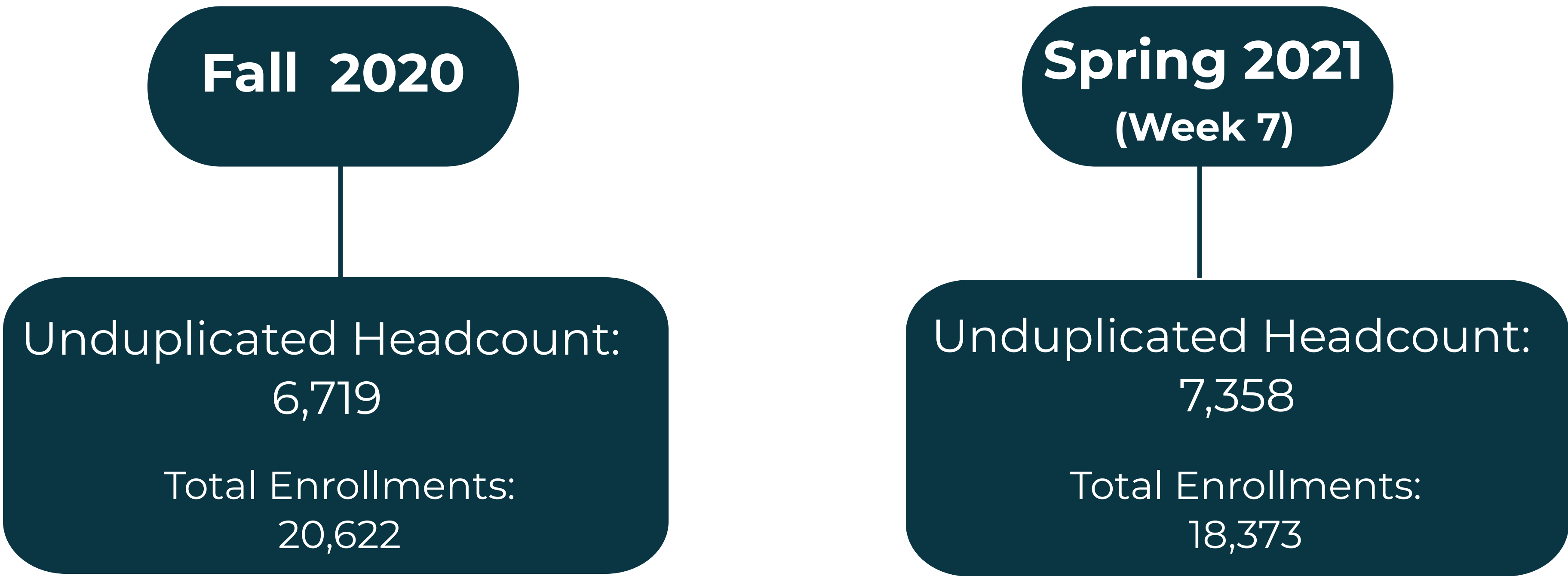
Update - April 27, 2021

2020-2021 Research Plan Focus

Continued commitment to the College mission and to support students through efforts impacting the Student Centered Funding Formula (SCFF)

SCE Enrollment Comparison Fall and Spring

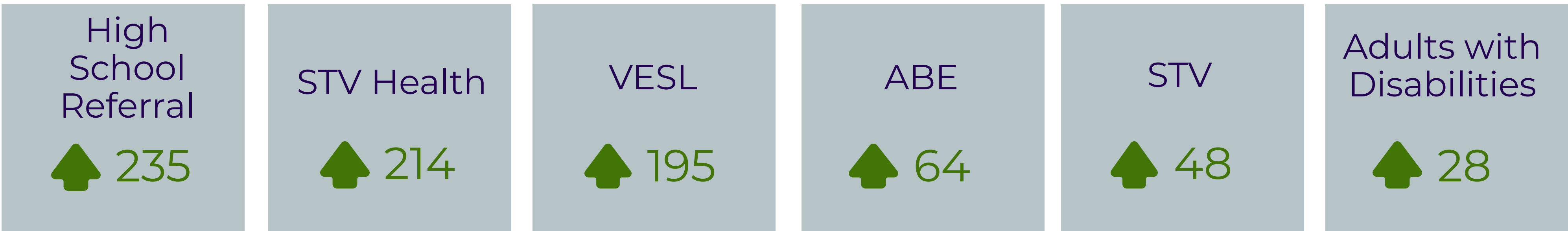
Headcount and enrollment counts have increased in Spring 2021 compared to Fall 2020. In week 7, Spring unduplicated headcount was already higher than Fall, and enrollments will continue to grow.



Which SCE students are returning? Headcount by Ethnicity & Gender

	Fall 2020	% of Total	Spring 2021	% of Total	Number of Increase
Hispanic/Latinx Female	1388	30%	1883	38%	495
Hispanic/Latinx Male	584	32%	940	45%	356
Asian Female	1512	33%	1527	31%	15
Asian Male	538	30%	604	29%	66
Black/African American Female	127	3%	144	3%	17
Black/African American Male	38	2%	63	3%	25
White Female	616	13%	628	13%	12
White Male	162	9%	209	10%	47

Programs with Enrollment Increases from Fall to Spring



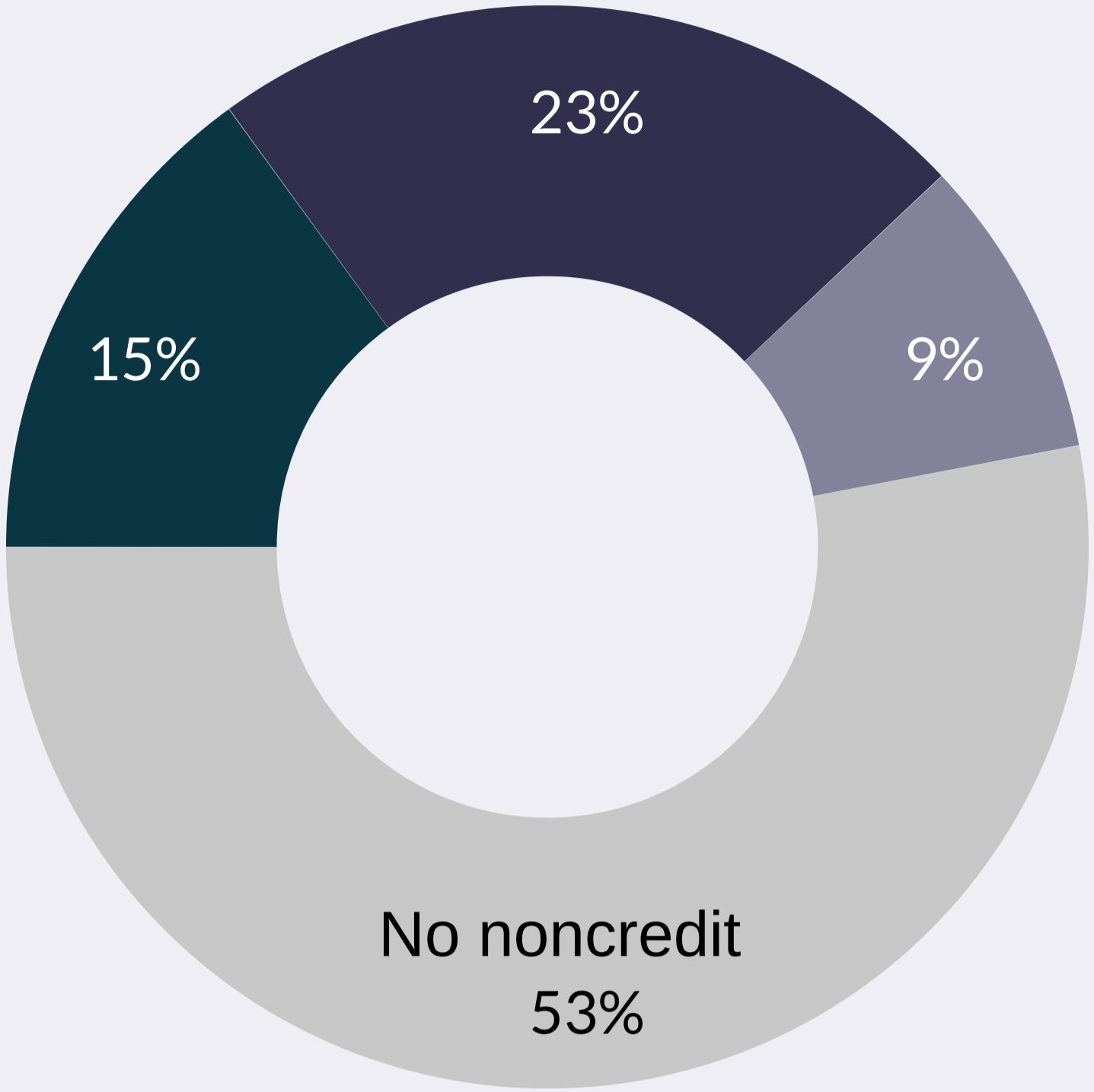
Noncredit Students and Supplemental Metrics

AB540 Students at Mt. SAC 2018-19 and 2019-20

In the academic years of 2018-19 and 2019-20, there were 1,570 unduplicated students at Mt. SAC that were AB540 students. Of those students, 733 (47%) had a noncredit touchpoint, either attending SCE courses or noncredit labs, or both.



47%



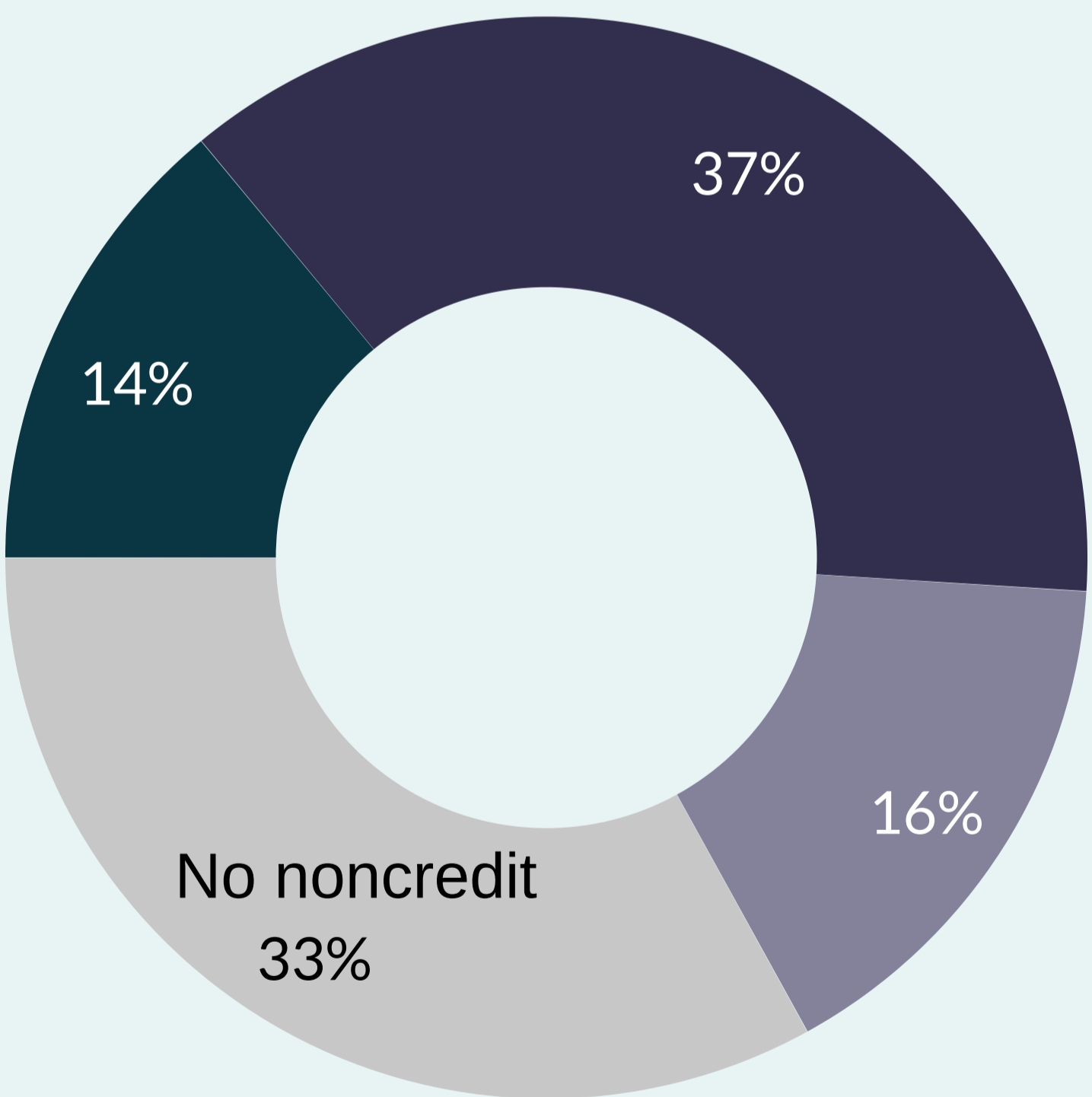
Took a noncredit course	228 (15%)
Attended a noncredit tutoring lab	364 (23%)
Took a noncredit course and attended a tutoring lab	141 (9%)
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	733 (47%)

Promise and Pell Grant Recipients at Mt. SAC 2018-19 and 2019-20

In the academic years of 2018-19 and 2019-20, there were 50,070 unduplicated students at Mt. SAC who were Promise or Pell recipients. Of those students, 33,701 (67%) had a noncredit touchpoint, either attending SCE courses or noncredit labs, or both.



67%



Took a noncredit course	7,210 (14%)
Attended a noncredit tutoring lab	18,562 (37%)
Took a noncredit course and attended a tutoring lab	7,929 (16%)
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	33,701 (67%)

Noncredit Success - Course Completions

Open Entry/Open Exit Programs - Course Completions

Open entry/open exit courses are those in which students can enter or exit at any time during the term.

Progress indicators used in noncredit course completion:
P = Pass
SP = Satisfactory Progress
NP= No Progress

Course Completions - Summer 2020, Fall 2020 and Winter 2021

Program	Total	NP	% NP	P and SP	% P + SP
ABE	501	1	0%	500	100%
Adult Diploma	566	12	2%	554	98%
High School Equivalency	292	4	1%	288	99%
High School Referral	789	109	14%	680	86%
ESL	1682	131	8%	1551	92%
Voc Re-Entry	1026	70	7%	956	93%
Older Adults	2123	71	3%	2052	97%
Adults with Disabilities	180	15	8%	165	92%

Adult HS Diploma Increase in Graduates

Number of
Adult
HS Diploma
Graduates
2019-2020
57

Number of
Adult
HS Diploma
Graduates
2020-2021
56



Managed Enrollment Programs - Course Completions

Managed enrolled courses require students to start at the beginning of the class and finish the course by the last day of class.

Progress indicators used in noncredit course completion:
P = Pass
SP = Satisfactory Progress
NP= No Progress

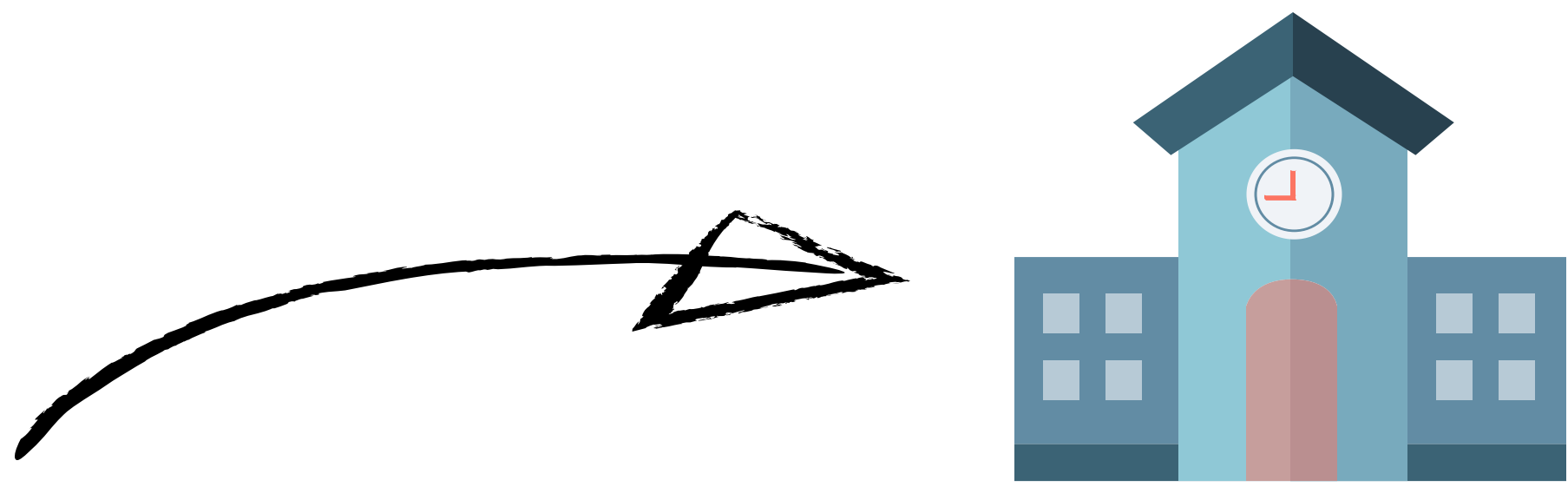
Course Completions - Summer 2020, Fall 2020 and Winter 2021

Program	Total	NP	% NP	SP	% SP	P	% P	P and SP	% P + SP
Off-Campus HS	13895	2930	21%	9	0%	10956	79%	10965	79%
STV Health	263	42	16%	51	19%	170	65%	221	84%
STV Mirrored	71	22	31%	0	0%	49	69%	49	69%
STV	174	41	24%	33	19%	100	57%	133	76%
VESL	226	20	9%	48	21%	158	70%	206	91%

Noncredit to Credit Success

SCE Student Matriculation to Credit 2018-19 and 2019-20

The tables below show the number of students enrolled in specific SCE programs during the 2018-19 and 2019-20 academic years who transitioned to a credit course by Winter 2021.



Program	Total Unduplicated Students Enrolled in 2018-19 and 2019-2020	% of Students Who Transitioned to Credit	Number of Students Who Transitioned
STV Mirrored	556	<div><div>45%</div></div>	236
VESL	1242	<div><div>20%</div></div>	252
Adult Diploma	565	<div><div>19%</div></div>	107
High School Equivalency	368	<div><div>16%</div></div>	59



Success in Credit Courses

Overall, students who transition from noncredit to credit do well in their credit courses. This is a reflection of the wrap around support and solid noncredit instruction.

Program	Enrollments in Credit Courses	Passed Credit Courses (A,B,C,P)	% SUCCESSFUL
STV Mirrored	1274	1015	80%
VESL	1637	1447	88%
Adult Diploma	592	406	69%
High School Equivalency	280	202	72%

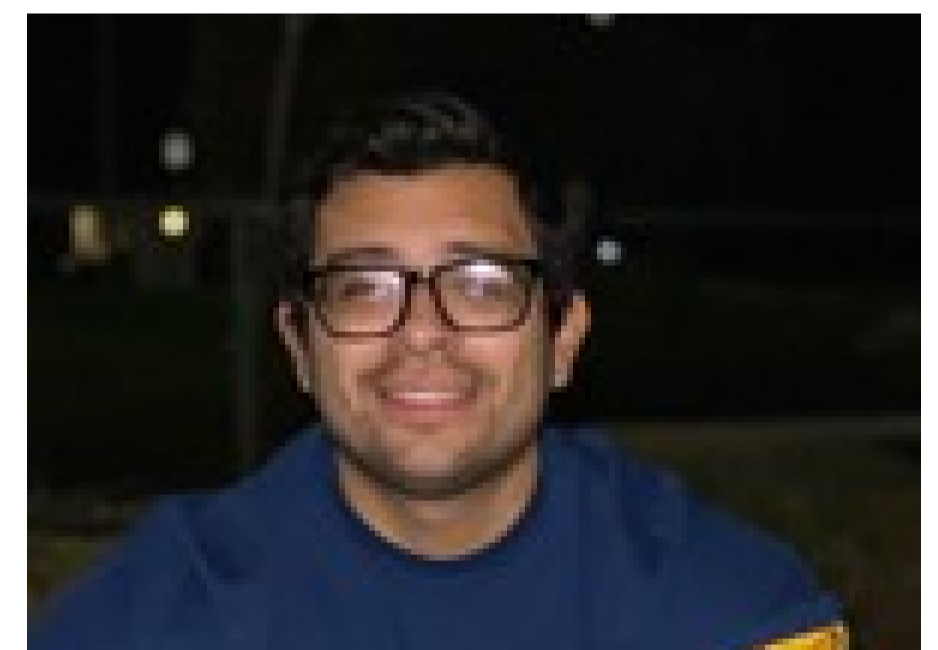
Navigating Through COVID and Return to Campus

- ✓ Implement SCE RTC Plan and bring back noncredit and Community Education Programs to campus.
- ✓ Continue offering distance education courses in all noncredit program areas.
- ✓ Reconnect with our business and workforce partners and community centers.
- ✓ Seek out alternate funding sources that support program expansion in short-term vocational programs.
- ✓ Continue with student supports that have been critical during emergency conditions (embedded counseling, emergency grants, tutoring, weekend counseling, basic needs, technology).
- ✓ Re-engage with College partners to strengthen noncredit to credit pathways.

About Our Students

Edgardo - EMT Program

Edgardo Marquez-Castanon recently completed the EMT program with a goal of entering the Fire Technology program. He started the program a year ago when the pandemic hit but had to wait months to resume hands-on course requirements. Edgardo continued online with the theory portion, which was difficult because he had never taken an online class. In October 2020, Edgardo suffered an unimaginable tragedy with the death of his father due to COVID-19. He courageously remained in class with his professors providing academic support and endless encouragement. Through his tragedies and challenges, Edgardo completed the course with all requirements satisfied, passed his state exam, and is now a state certified EMT. Edgardo credits the high Mt. SAC program standards and his professors for his success. He is still determined to become a firefighter and says, "I want to have a career where I am able to help as many people as I can and have a career where I will be physically active."



Reggie - Adult HS Diploma Program



Reggie's online learning experience has shown that during these challenging times for parents and working families, distance education is a good fit. He is married and with a 7-year old daughter, who is also at home for school. Reggie is benefitting from online learning and completing his diploma more quickly because it is allowing him to have balance between his job, being a student, and helping his daughter with her homework. Reggie is almost done with his high school diploma and will be transitioning to credit after completing his diploma.