# 2020-21 School of Continuing Education (SCE) Research Plan
# Noncredit Impact on the Student-Centered Funding Formula
# September 15, 2020

By continuing to align with the SCFF, the SCE Research Plan addresses enrollment trends, equity, and student progress to maximize SCFF outcomes for Mt. SAC. This year's plan is significantly impacted by the pandemic, which is not avoidable given its ongoing nature. SCE continues to be committed to the missions of the College and the state system.  Thus, we will continue to report relevant data from previous years as comparisons and to demonstrate growth, successes, and areas for further research and improvements.

2019-20 Statewide data is not yet available. *Table 1* is current through 2018-19 and shows total noncredit FTES, including Career Development and College Preparation (CDCP) as well as regular noncredit FTES in comparison with other colleges. As of last year, Mt. SAC continued to be largest program in terms of noncredit FTES in the state. In 2019-20, we reported 8,143 noncredit FTES which reflects a growth of 3% from the previous year. Fortunately, by the time that the Stay-at-Home Order was issued, 6,801 or 84% of our reported annual attendance was already generated. The protection provided by the Chancellor's Office enabled an alternative attendance calculation that maintained the expected SCE noncredit growth. Table 2 displays FTES that are funded at the enhanced CDCP rate and Mt. SAC again continues to offer the largest statewide CDCP programs.  We reported 7,043 CDCP FTES in 19-20, which is a 9% growth from the previous year.

| 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. 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 | | | | |
|---|---|---|---|---|
| **1. 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 trends by SCE course and demographics since the transition to remote instruction. | Headcount and enrollment for spring 2020 and Summer 2020 | Banner | March 30 – ongoing | Enrollments by program were examined for Spring Summer 2020 and were compared to Spring and Summer 2019. Unduplicated headcount by demographic category was also examined for Spring 2020. In order to determine which population of students had the most enrollment decline, demographic data were compared with Spring 2019 (See tables 3-9 below). Summer 2020 noncredit FTES are estimated at 3,846, a decrease of 288 FTES from summer 2019. Headcount was 22,003, a decline of 5,134 students from summer 2019. |

*Table 3* Displays enrollment in courses for each SCE program for Spring and Summer terms and compares 2019 enrollment to 2020.

| Table 3. Students Enrolled by Program | | Spring 2019 | Spring 2020 | % Change | Summer 2019 | Summer 2020 | % Change |
|---|---|---|---|---|---|---|---|
| Adult Basic Education | ABE | 852 | 149 | -83% | 366 | 138 | -62% |
| | Adult Diploma | 201 | 150 | -25% | 89 | 185 | 108% |
| | AIME | 42 | 33 | -21% | 47 | 43 | -9% |
| | HSE | 120 | 106 | -12% | 43 | 119 | 177% |
| | HSR | 186 | 131 | -30% | 167 | 407 | 144% |
| | OCHS | 1,349 | 1,078 | -20% | 16,668 | 15,299 | -8% |
| EOA/AWD | EOA | 3,014 | 2,696 | -11% | 2,832 | 2,035 | -28% |
| | AWD | 452 | 387 | -14% | 427 | 112 | -74% |
| ESL | ESL | 2,394 | 1,856 | -22% | 1,442 | 842 | -42% |
| | VESL | 362 | 272 | -25% | 163 | 138 | -15% |
| Noncredit Labs | WIN | 417 | 283 | -32% | 23 | 12 | -48% |
| | LLC | 2,065 | 767 | -63% | 429 | 1,218 | 184% |
| | All other Noncredit Labs | 7,915 | 2,603 | -67% | 2,153 | 1,358 | -37% |
| STV | STV | 420 | 230 | -45% | 155 | 78 | -50% |
| | STV Health | 100 | 168 | 68% | 324 | 132 | -59% |
| | STV Mirrored | 225 | 69 | -69% | 30 | 20 | -33% |
| | Voc Re-Entry | 1,047 | 942 | -10% | 886 | 765 | -14% |
| **Grand Total** | | **21,161** | **11,920** | **-44%** | **26,244** | **22,901** | **-13%** |

*Table 4* shows unduplicated headcount by gender. Spring 2020 numbers were compared with Spring 2019 data and the comparison showed that male enrollment was down by 46% in Spring.

| Table 4. Unduplicated Headcount For Spring 2019 and Spring 2020 By Gender | Spring 2019 | Spring 2020 | Change | % Change |
|---|---|---|---|---|
| Female | 10,865 | 7,365 | -3,500 | -32% |
| Male | 7,515 | 4,024 | -3,491 | -46% |
| Unknown/Blank | 606 | 517 | -89 | -15% |
| **Grand Total** | **18,986** | **11,906** | **-7,080** | **-37%** |

In *Table 5,* unduplicated headcount by ethnicity for Spring 2020 numbers were compared with Spring 2019 data. While all ethnicities showed a decline, it is important to note the significant drops in headcount for our students of color.

| Table 5.  Unduplicated Headcount For Spring 2019 and Spring 2020 By Ethnicity | | | | |
|---|---|---|---|---|
| | **Spring 2019** | **Spring 2020** | **Change** | **% Change** |
| American Indian or Alaska Native | 169 | 15 | -154 | -91% |
| Asian | 5,350 | 3,588 | -1762 | -33% |
| Black or African American | 756 | 349 | -407 | -54% |
| Hispanic, Latino | 7,927 | 4,736 | -3191 | -40% |
| Native Hawaiian or Other Pacific Islander | 74 | 18 | -56 | -76% |
| White | 2,535 | 1,327 | -1208 | -48% |
| Unknown | 2,175 | 1,873 | -302 | -14% |
| **Grand Total** | **18,986** | **11,906** | **-7080** | **-37%** |

Spring 2020 numbers are compared with Spring 2019 data in *Table 6*.  The age group with the most decline in Spring were students between the ages of 18 - 29.

| Table 6.  Unduplicated Headcount for Spring 2019 and Spring 2020 By Age Group | | | | |
|---|---|---|---|---|
| | **Spring 2019** | **Spring 2020** | **Change** | **% Change** |
| 17 & Under | 1,053 | 1,270 | 217 | 21% |
| 18-22 | 5,481 | 2,394 | -3,087 | -56% |
| 23-29 | 3,832 | 1,419 | -2,413 | -63% |
| 30-45 | 3,103 | 2,007 | -1,096 | -35% |
| 46-64 | 2,231 | 1,818 | -413 | -19% |
| 65+ | 3,267 | 2,998 | -269 | -8% |
| **Grand Total** | **18,986** | **11,906** | **-7,080** | **-37%** |

Analysis of ethnicity by gender category and ethnicity was conducted.  *Tables 7* and *8* display the results.

| Table 7.  Ethnicity by Gender (Females) for Spring 2019 and Spring 2020 | | | | |
|---|---|---|---|---|
| | Spring 2019 | Spring 2020 | Change | % Change |
| American Indian or Alaska Native | 94 | 13 | -81 | -86% |
| Asian | 3,117 | 2,264 | -853 | -27% |
| Black or African American | 402 | 209 | -193 | -48% |
| Hispanic, Latino | 4,400 | 2,812 | -1,588 | -36% |
| Native Hawaiian or Other Pacific Islander | 29 | 9 | -20 | -69% |
| White | 1,307 | 923 | -384 | -29% |
| Unknown | 1,516 | 1,066 | -450 | -30% |
| Grand Total | 10,865 | 7,365 | **-3,500** | **-32%** |

| Table 8.  Ethnicity by Gender (Males) for Spring 2019 and Spring 2020 | | | | |
|---|---|---|---|---|
| | Spring 2019 | Spring 2020 | Change | % Change |
| American Indian or Alaska Native | 70 | 2 | -68 | -97% |
| Asian | 2,141 | 1,253 | -888 | -41% |
| Black or African American | 341 | 121 | -220 | -65% |
| Hispanic, Latino | 3,366 | 1,820 | -1,546 | -46% |
| Native Hawaiian or Other Pacific Islander | 44 | 9 | -35 | -80% |
| White | 590 | 350 | -240 | -41% |
| Unknown | 963 | 413 | -550 | -57% |
| Grand Total | 7,515 | 4,024 | **-3,491** | **-46%** |

| Research Question | | | | |
|---|---|---|---|---|
| **1. How do we support our students' continuity of education and support services in emergency conditions and beyond?** | | | | |
| Objective | Measurable Outcomes | Data Source | Timeline | Status |
| 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<br><br>In response to emergency conditions and future DE course delivery, three noncredit faculty from SCE provided leadership to SCE division faculty. The SCE DL faculty leads developed a DL toolkit for noncredit faculty to provide guidelines and resources that addressed noncredit DE attendance collection and best practices for online NC instruction. The SCE faculty leads have met with departments weekly to monthly since May 2020. |
| C. As appropriate, develop differentiated instruction modalities that respond to the current distance learning environment and can be sustained in for students not able to come to campus even post-COVID. | 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 could be appropriately offered as DE or correspondence ed. Emphasis is on developing CDCP programs that provide career ladders and lead to immediate employment, employment gains, and credit enrollment (VESL, STV, and AWD). |

| Research Question | | | | |
|---|---|---|---|---|
| 1. How do we support our students' continuity of education and support services in emergency conditions and beyond? | | | | |
| Objective | Measurable Outcomes | Data Source | Timeline | Status |
| Develop and approve with the Distance Learning committee noncredit DL and correspondence education amendments | NC amendments for DL and correspondence education | DL NC workgroup meeting minutes | Spring 2020 | Campus faculty and Academic Senate have supported noncredit faculty and efforts to develop and deliver NC DE. The DL Committee added a NC faculty to DLC membership. In Spring 2020, a Senate workgroup was formed to address noncredit DE. There were 3 noncredit faculty on the workgroup. Since July, noncredit faculty have written over 100 new DL amendments in ESL/VESL, Basic Skills, Short-Term Vocational, Older Adults, Adults with Disabilities, and Vocational Re-entry. These were submitted to the DLC. Additionally, the Senate appointed two noncredit faculty to DL curriculum workgroup to review DL amendments in Summer and Fall 2020. |
| Examine how competency-based education can be delivered in future noncredit programs, DE or face-to-face. | Noncredit CBE program development | Noncredit COR with CBE | Fall and Spring 2021 | Faculty in SCE departments have expressed an interest in creating a CBE option in their courses. VESL faculty will be piloting some CBE practices in fall 8-week courses, and ABE will develop CBE practices for the Adult HS program. |

| Research Question | | | | |
|---|---|---|---|---|
| **1. How do we support our students' continuity of education and support services in emergency conditions and beyond?** | | | | |
| Objective | Measurable Outcomes | Data Source | Timeline | Status |
| Schedule and offer noncredit DE and correspondence courses. | Banner schedules | | Winter-Fall 2021 | Correspondence education practices currently taking place but a NC attendance method is not available. NC faculty have created a correspondence education addendum but will hold on submitting until a temporary solution is determined by the CCCCO for open-entry/exit NC attendance. |
| Measure enrollment trends in noncredit DE and correspondence courses. | Argos reports, course data | | Summer 2021 | |

| Research Question | | | | |
|---|---|---|---|---|
| **1. How do we support our students' continuity of education and support services in emergency conditions and beyond?** | | | | |
| Objective | Measurable Outcomes | Data Source | Timeline | Status |
| 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 was sent to students on May 11. There were 1,760 students who responded to the survey (25%), with the most respondents enrolled in ESL and Older Adults programs. The response rate, responses, and the differences in faculty perceptions clearly showed that students who answered the online survey already had some level of online readiness. See highlights of survey results below. |

Key Findings from Student Survey:

- The departments with most respondents enrolled in more than one online course are AWD and EOA. These are the two student populations perceived as most likely to struggle with an online course.
- At least 90% of survey participants in every department but STV have Internet at home. For STV, it is 88% of survey participants. However, over 34% of respondents from ESL stated they wished their internet was better.
- The majority of students in all departments used Zoom for the first time in Spring 2020.
- 72% of ESL students reported having taken their first online course in Spring 2020, the highest percentage of any department.
- The ease of Canvas use varies by department. Overwhelmingly more EOA students report having a difficult time using Canvas than students in any other department. Students in STV appear to be the most comfortable using Canvas.
- A total of 715 students, or 44% of survey participants, reported that they communicated with a counselor via email, phone, or online meeting. 899 respondents stated they had planned to communicate again with a counselor.
- STV and ESL are the departments that have the highest percentage (44%) of students who care for children at home.

| Research Question | | | | |
|---|---|---|---|---|
| **1. How do we support our students' continuity of education and support services in emergency conditions and beyond?** | | | | |
| Objective | Measurable Outcomes | Data Source | Timeline | Status |
| E. Develop SCE processes to support students basic and educational needs including leveraging of external and internal 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 | Counselors began by identifying the needs of the noncredit students. Technology was determined to be the immediate needs of SCE students and as a result, 217 computers and devices were loaned to SCE students by Student Services and SCE. Further, SCE students have been included in food distributions. Mt. SAC SCE has also applied for Fresh Success, a program through the California Community College Foundation which is intended for noncredit students in specific programs. This should also provide significant resources for items such as textbooks, equipment, and other supplies needed to sustain enrollment. This is a huge benefit as there are few resources such as this provided to noncredit students. |

| Research Question | | | | |
|---|---|---|---|---|
| **1. How do we support our students' continuity of education and support services in emergency conditions and beyond?** | | | | |
| Objective | Measurable Outcomes | Data Source | Timeline | Status |
| F. 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 | A qualitative survey was administered to faculty in May and 108 faculty responded (72%). Overall, faculty felt teaching their courses online was going well or improving every day. Their most stated concerns were their students' lack of access to technology and students' low technology skills which differed from the student survey results. When asked what they needed to make their online teaching experience more effective, a large majority stated more laptops for their students. About 20% of the faculty stated they would like more training in Canvas and online classroom management. It is evident that more needs to be done to support students' online experience. |

| Research Question | | | | |
|---|---|---|---|---|
| **1. How do we support our students' continuity of education and support services in emergency conditions and beyond?** | | | | |
| Objective | Measurable Outcomes | Data Source | Timeline | Status |
| G. 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 continue to work closely with IT and admissions to develop improvements in infrastructure for online registration, enrollment, and other sign in processes for noncredit programs and labs. Updates include: - Time ticketing process so that students can enroll themselves in select NC courses. -New issues in getting past limitations of the NC DE formula and attendance collection to maximize attendance and student records, particularly for state and federal grant reporting. IT is also with Ellucian to solve limitations that exist in Banner with NC DE attendance collection. - IT worked with SCE and ASAC to create a virtual check-in which is similar to the physical swipe system. This is an improvement in collecting real-time data with authentication as opposed to Zoom data that is collected by site, which is tedious. ASAC is piloting it with Language Learning Center and WIN |

| | | | | implementing the process in a week.<br>- Set up eSARS system for MARCS, ASAC, and EOPS.<br>-Created Argos report so that labs can see what credit courses students are taking. This helps labs to identify necessary tutoring resources and/or outreach needs. |
|---|---|---|---|---|
| H. Continue supporting transitions to credit programs with CDCP courses, pre-college preparation, and implementation of policy impacting noncredit and adult education students entering credit. Support increase of noncredit CDCP certificates. | Noncredit to credit transitions; NC student credit course success | Banner course success and enrollment data | Fall 2020 and ongoing | AIME data shows that students are attending AIME but still not enrolling in transfer level math and English. Those who enroll have a likelihood of course success. Over 50 students took AIME in the summer and under 50% enrolled in credit English and math. More analysis of who is taking these courses and what students are doing post-AIME will be conducted.<br><br>Noncredit student transitions are still strong for 3-year cohorts (See tables 10-13 below).<br><br>Future cross-tabulations will better identify specific populations of students who are underserved or unsuccessful.<br>SCE is working with different student services groups to identity processes to support noncredit and adult education students in |

| | | | | | providing documentation for AB540 eligibility at Mt. SAC and at transfer institutions. Processes are also emerging with IT and the Counseling Division to designate nonresident credit students as NC special admits if they are concurrently taking HS diploma or equivalency in an adult school or SCE. Noncredit certificate attainment by program and by ethnicity are for 2018-19 and 2019-20 are outlined in tables 14-15 below. |
|---|---|---|---|---|---|

**Table 9.  AIME Enrollments 2018-19 Through 2019-20**

| | Total AIME Enrollment | Enrolled in Transfer Course After Taking AIME | % Enrolled in Transfer Course After Taking AIME | Successful in Transfer Course After Taking AIME | Success Rate of Students Who Took Transfer Course After AIME |
|---|---|---|---|---|---|
| AIME English Students | 230 | 129 | 56% | 79 | **61%** |
| AIME Math Students | 147 | 68 | 46% | 36 | **53%** |

Transitions from noncredit CDCP programs to credit courses were examined for two cohorts. *Table 10* 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 and the number and percentage of students who started in a SCE CDCP program in the 2016-17 academic year who transition to credit by spring 2020.  The programs with the highest transition rates include ABE, STV Mirrored, STV Health, High School Referral and VESL.  The rates 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 10. SCE Cohort Matriculation to Credit by CDCP Program Within 3 Years**

| Department | Program | 2015 Cohort | | | 2016 Cohort | | |
|---|---|---|---|---|---|---|---|
| | | Total Enrolled | Transitioned to Credit (By Spring 2019) | % | Total Enrolled | Transitioned to Credit (By Spring 2020) | % |
| ABE | Adult Basic Education | 2117 | 754 | 36% | 2099 | 662 | 32% |
| | Adult Diploma | 453 | 107 | 24% | 416 | 109 | 26% |
| | GED | 272 | 64 | 24% | 227 | 48 | 21% |
| | High School Referral | 631 | 248 | 39% | 524 | 238 | 45% |
| ESL | ESL | 4153 | 491 | 12% | 4417 | 499 | 11% |
| | Vocational ESL | 260 | 99 | 38% | 209 | 79 | 38% |
| STV | STV Health | 209 | 88 | 42% | 236 | 88 | 37% |
| | STV Mirrored | 334 | 163 | 49% | 344 | 140 | 41% |
| | STV | 127 | 41 | 32% | 479 | 127 | 27% |
| **Total** | | **8556** | **2055** | **24%** | **8951** | **1990** | **22%** |

The tables below display the number and percentage of students who transition to credit from a SCE CDCP program by demographic category. Males and females transition at fairly equal rates, with a slightly higher percentage of males transitioning than females. The largest age group for students that transition is 18-22. The ethnicity categories with the largest percentage of students that transition are Black/African American and Pacific Islander. Those with the lowest percentage of student who transition are Asian.

**Table 11. SCE Cohort Matriculation to Credit by Gender**

| Gender | 2015 Cohort | | | 2016 Cohort | | |
|---|---|---|---|---|---|---|
| | Total Enrolled | Transitioned to Credit (By Spring 2019) | % | Total Enrolled | Transitioned to Credit (By Spring 2020) | % |
| Female | 5050 | 1202 | 24% | 5268 | 1135 | 22% |
| Male | 3381 | 832 | 25% | 3341 | 824 | 25% |
| Unknown | 125 | 21 | 17% | 342 | 31 | 9% |
| **Total** | **8556** | **2055** | **24%** | **8951** | **1990** | **22%** |

**Table 12.  SCE Cohort Matriculation to Credit by Age Group**

| Age | 2015 Cohort | | | 2016 Cohort | | |
|---|---|---|---|---|---|---|
| | Total Enrolled | Transitioned to Credit (By Spring 2019) | % | Total Enrolled | Transitioned to Credit (By Spring 2020) | % |
| 17 & Under | 6 | 0 | 0% | 8 | 3 | 38% |
| 18-22 | 1348 | 520 | 39% | 1180 | 509 | 43% |
| 23-29 | 1960 | 725 | 37% | 1947 | 662 | 34% |
| 30-45 | 3065 | 562 | 18% | 3374 | 568 | 17% |
| 46-64 | 1922 | 218 | 11% | 2149 | 224 | 10% |
| 65 & Over | 251 | 30 | 12% | 289 | 25 | 9% |
| Unknown | 4 | 0 | 0% | 4 | 0 | 0% |
| **Total** | **8556** | **2055** | **24%** | **8951** | **1990** | **22%** |

**Table 13.  SCE Cohort Matriculation to Credit by Ethnicity**

| Ethnicity | 2015 Cohort | | | 2016 Cohort | | |
|---|---|---|---|---|---|---|
| | Total Enrolled | Transitioned to Credit (By Spring 2019) | % | Total Enrolled | Transitioned to Credit (By Spring 2020) | % |
| American Indian/AK Native | 140 | 25 | 18% | 45 | 28 | 62% |
| Asian | 3615 | 693 | 19% | 3797 | 658 | 17% |
| Black/African American | 277 | 90 | 32% | 289 | 120 | 42% |
| Filipino | 155 | 57 | 37% | 159 | 58 | 36% |
| Hispanic/Latinx | 3715 | 923 | 25% | 3660 | 894 | 24% |
| Pacific Islander | 10 | 9 | 90% | 23 | 10 | 43% |
| White | 426 | 252 | 59% | 643 | 219 | 34% |
| Non Reported | 218 | 6 | 3% | 335 | 3 | 1% |
| **Total** | **8556** | **2055** | **24%** | **8951** | **1990** | **22%** |

Certificates awarded by program and by ethnicity for 2018-19 and 2019-2020 are outlined in the tables below.

| Table 14. Certificates Earned by Program | | |
|---|---|---|
| Program | 2018-2019 | 2019-2020 |
| ABE | 467 | 366 |
| ESL | 1242 | 1001 |
| VESL | 68 | 39 |
| STV | 214 | 461 |
| **Total Certificates** | **1991** | **1867** |

| Table 15.  Certificates Earned by Ethnicity | | | | |
|---|---|---|---|---|
| | 2018-2019 | | 2019-2020 | |
| | Number | % of Total | Number | % of Total |
| American Indian or Alaska Native | 3 | 0% | 2 | 0% |
| Asian | 1041 | 52% | 978 | 52% |
| Black or African American | 37 | 2% | 56 | 3% |
| Hispanic, Latino | 748 | 38% | 679 | 36% |
| Two or More Races | 8 | 0% | 16 | 1% |
| White | 67 | 3% | 103 | 6% |
| Unknown | 84 | 4% | 33 | 2% |
| **Total** | **1991** | **100%** | **1867** | **100%** |

| Research Question | | | | |
|---|---|---|---|---|
| **2. How do we plan and facilitate the post-COVID return to campus and support the re-engagement of our students and the regional economic recovery?** | | | | |
| Objective | Measurable Outcomes | Data Source | Timeline | Status |
| A. Advocate to reduce equity gaps and increase success for noncredit students across all learning environments. | Legislative visits; CCCO engagement; noncredit coalition meetings | Meeting summaries, policy changes | Spring - Fall 2020 | AVP continues to advocate for equitable statewide practices regarding the following noncredit and adult education issues: <br>• Noncredit distance education formula and open-entry/exit course attendance <br>• Unresolved noncredit MIS data issues (on simplified metrics subgroup) <br>• Cohort tracking (on simplified metrics subgroup) <br>• Protection of adult education funding for noncredit community colleges <br>• Work-based learning for noncredit |
| B. Ensure all safety protocols and guidelines are followed for the essential worker training programs that will come back to campus for the skills portion. | Course enrollment, student completion of skills, student safety | Meeting minutes, safety guidelines, trainings | Summer 2020-Spring 2021 | SCE Dean is part of the Return to Campus Task Force, affording two of our programs, CNA and EMT, to be part of the summer pilot programs returning to campus. This enabled our students to develop and complete competencies required for the skills portion of their programs. This experience provided valuable feedback to prepare for more programs to return to campus in the fall. Faculty developed Safety |

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| | | | | Plans and provided feedback to the guidelines for a safe return to campus. Additional noncredit programs have been prioritized for Tier 2, which will return to campus in spring, if state and local guidelines permit. |
| C. Determine what new curriculum and programs can be developed to meet the immediate and long-term needs of the community and to retrain unemployed or underemployed 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.<br><br>A Contact Tracer course has been approved by EDC and C&I and will begin in winter/spring. Home Health Aide is already a STV program that is offered twice a year. Faculty is reviewing the new demand for this type of worker and planning on how to increase the offerings. Contract Education is working with local businesses to set up trainings that provide their employees with updated skills needed post-COVID. ETP funds will assist with this endeavor. |

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| D.  Examine and use the enrollment and survey data to re-engage and provide services to student groups who left the program, did not re-enroll, or still demonstrated difficulty. | Increased overall enrollment and retention for fall 2020-Spring 2021; enrollment increases in student groups who were impacted most by the pandemic and learning environment | Enrollment data, research plan, LMI and adult education regional data | Fall 2020-Spring 2021 | CARES Act funding approved in September 2020 for intervention faculty and technical assistance for students struggling with online learning and student support. |
| Engage existing students in discussions on equity and racism for purposes of identifying and actively eliminating systemic barriers and providing resources. | Student perspectives and SCE practices | Qualitative data | Fall 2020-ongoing | |
| Access alternative data sources from outside sources and agencies such as AJCCs, COE, Launchboard, and adult education organizations to drive decisions on new courses and student outreach and to better demonstrate the impact of noncredit. | Alternative data reports, outreach plan, increased enrollments | Enrollment data | Fall 2020-ongoing | |