

School of Continuing Education (SCE) Research Plan

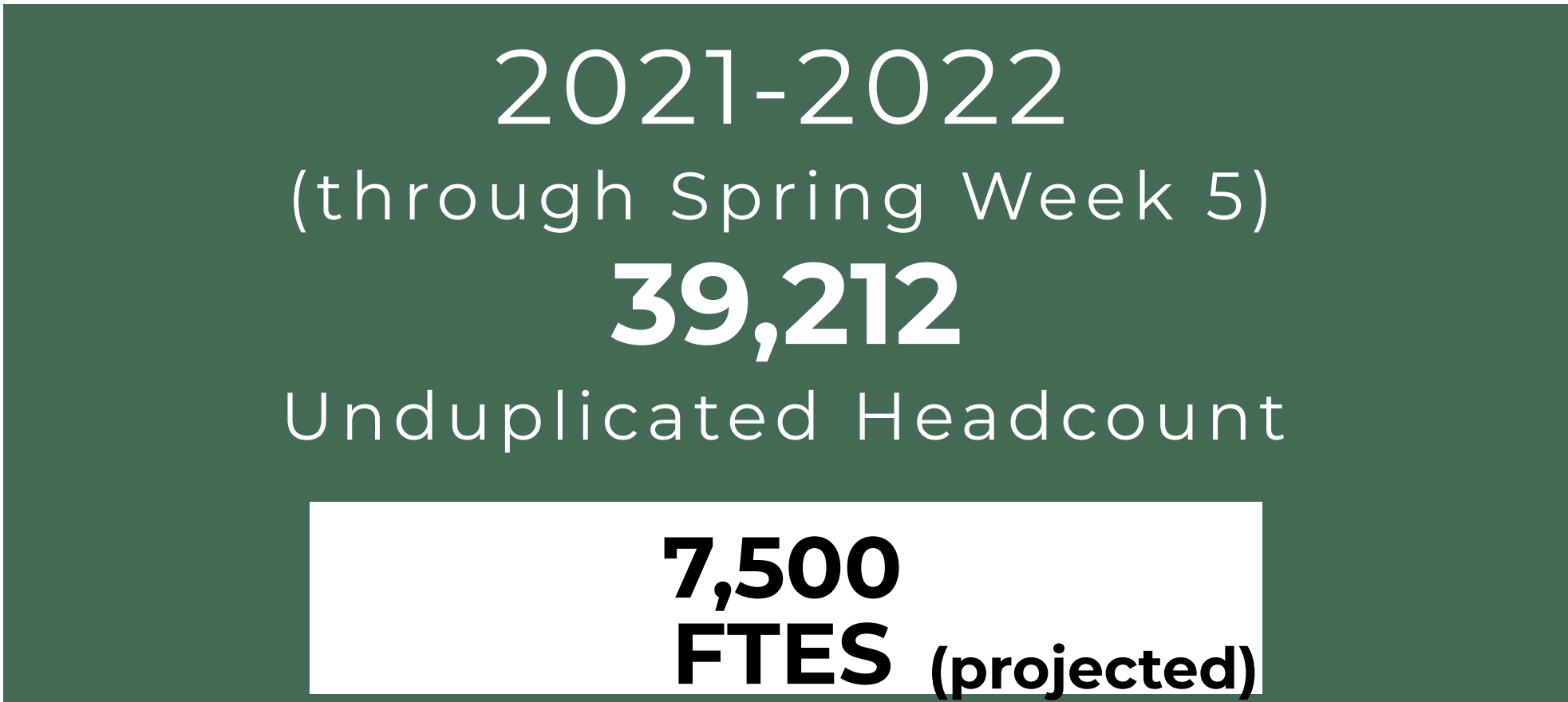
Noncredit Impact on the Student-Centered Funding Formula

Update - April 5, 2022

2021-2022 Research Plan Focus

To support students through efforts impacting the Student Centered Funding Formula.
Focusing on Enrollment, Supplemental, and Success Metrics

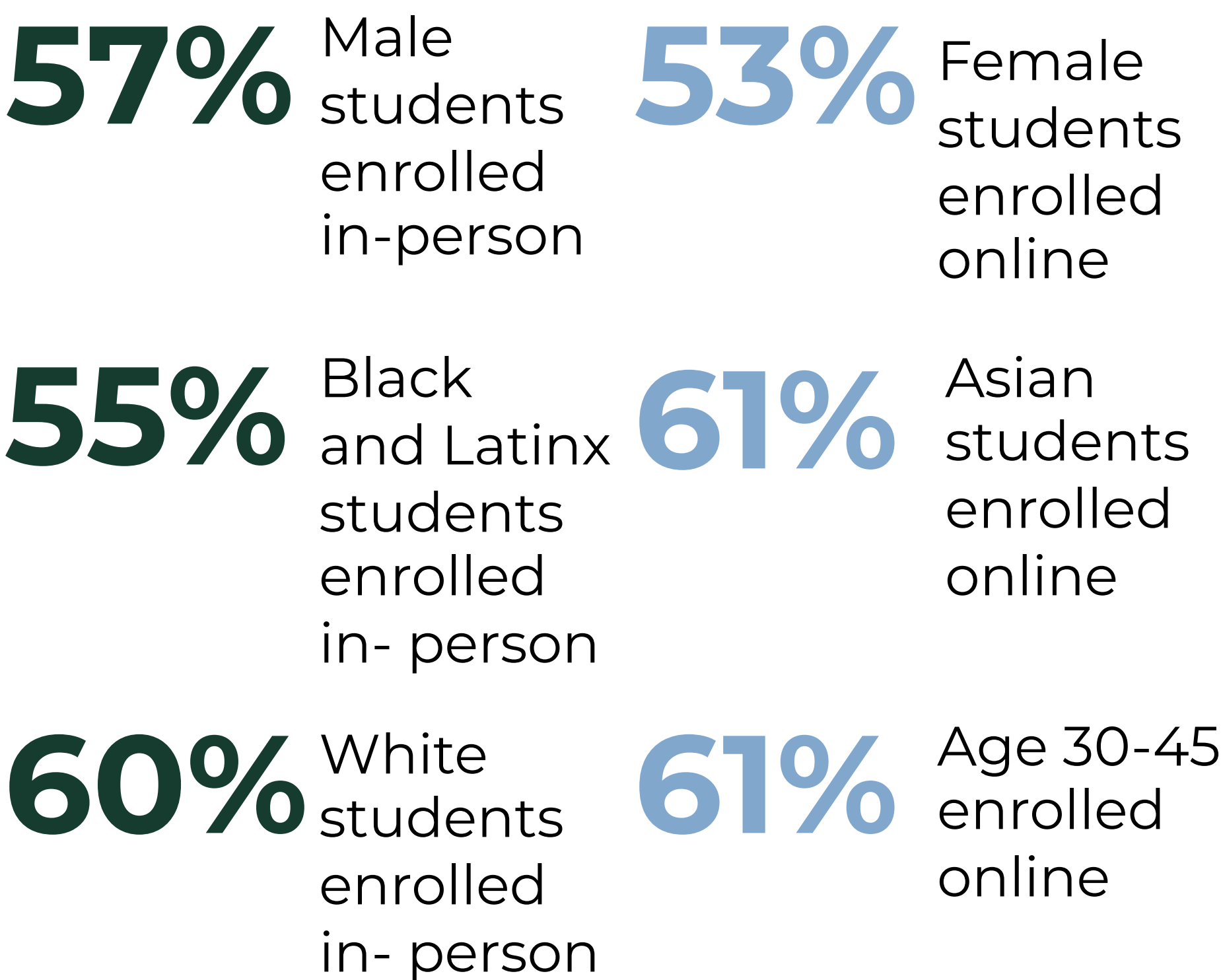
SCE Enrollment



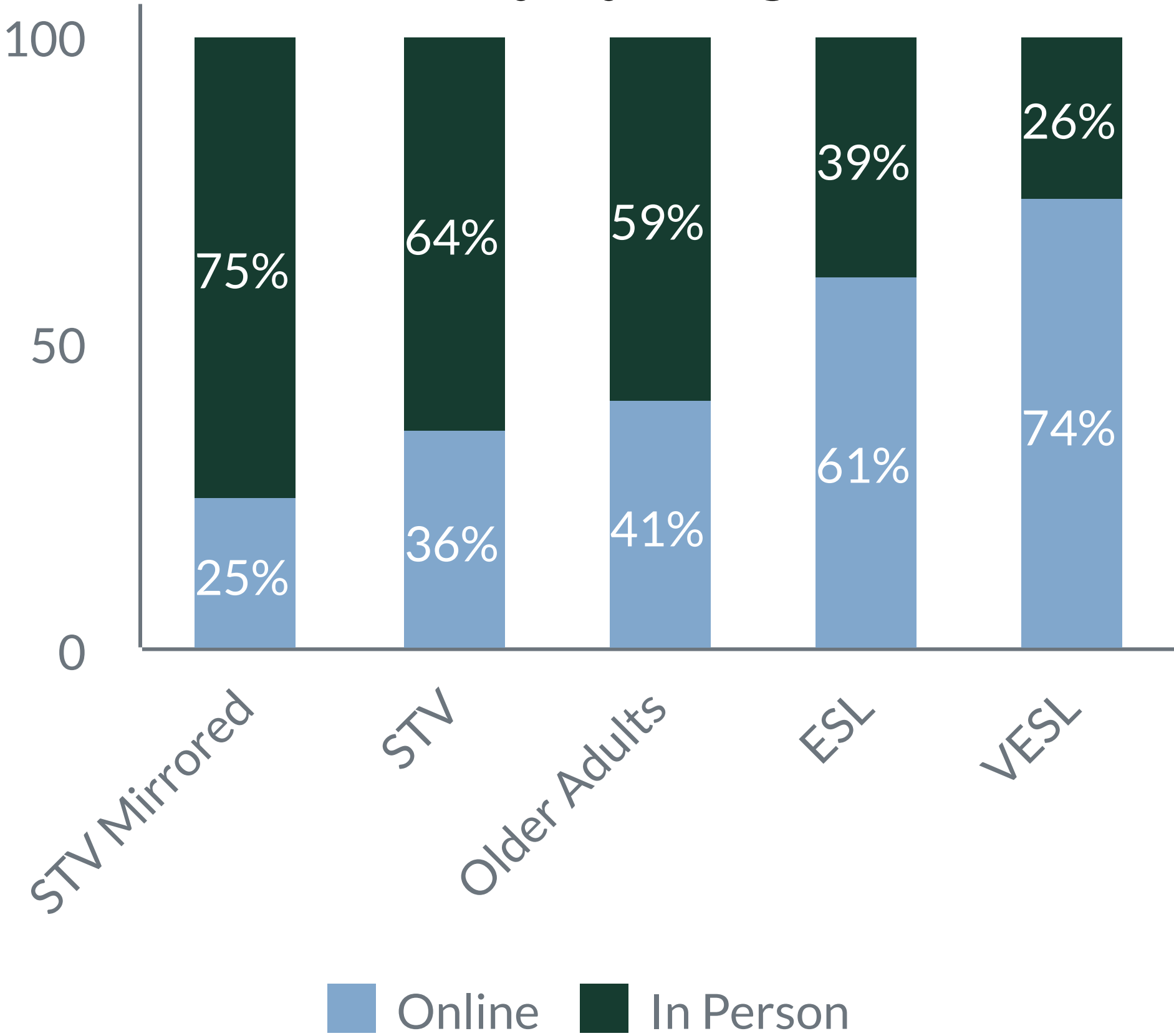
Enrollment by Course Modality*



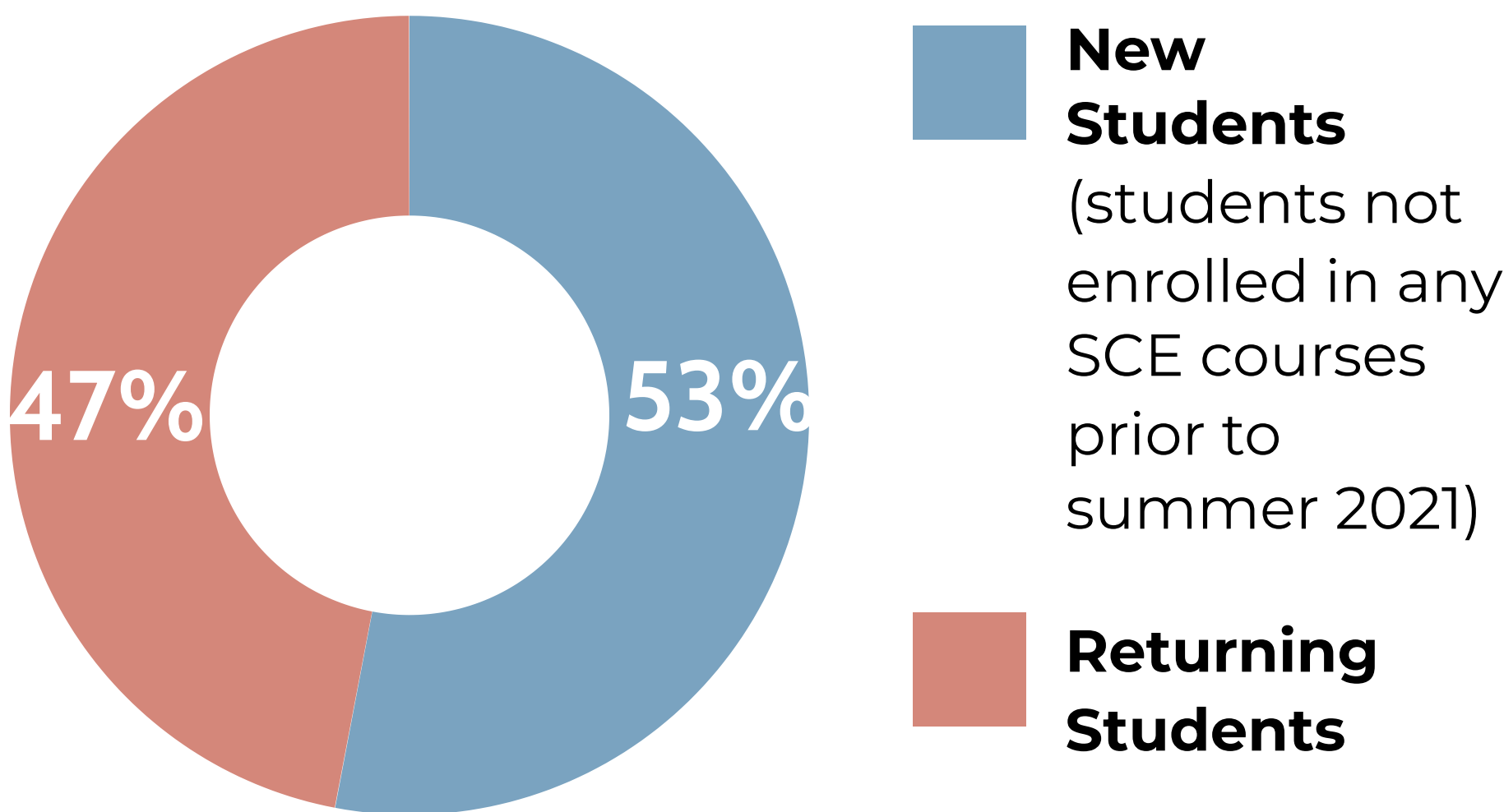
*Excludes OCHS and noncredit tutoring labs



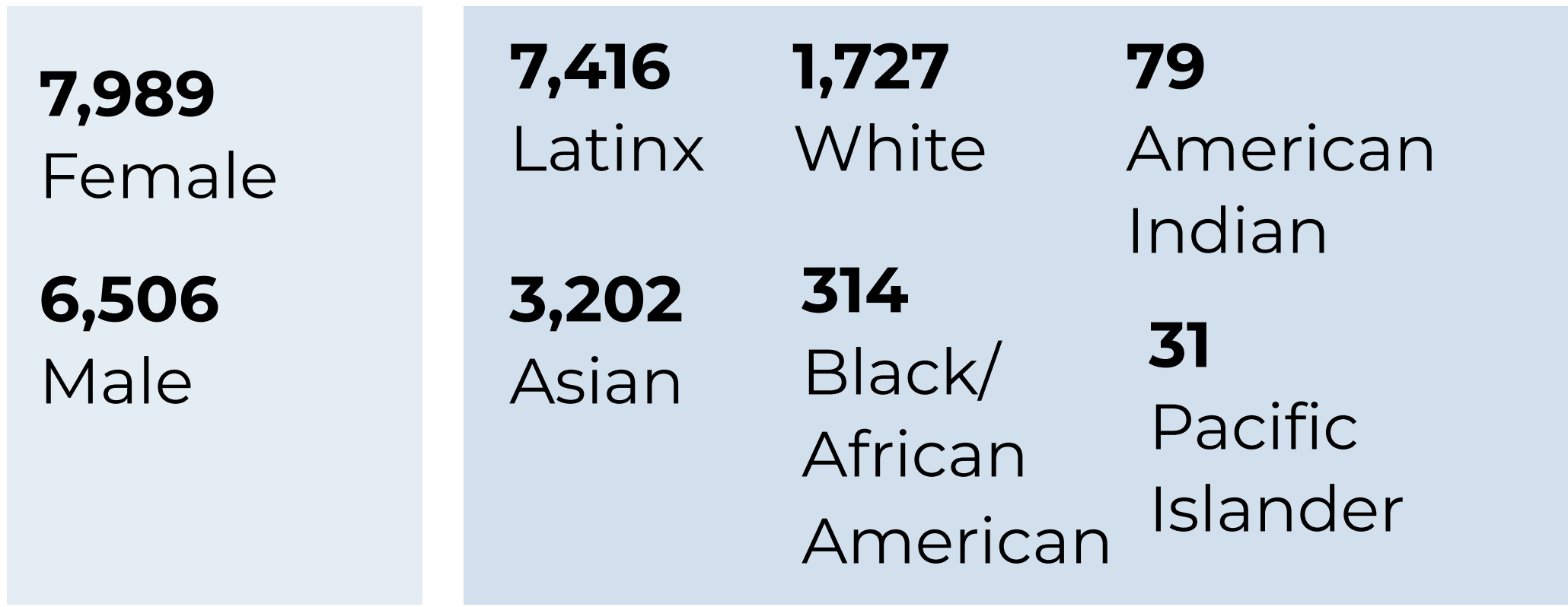
Modality by Program



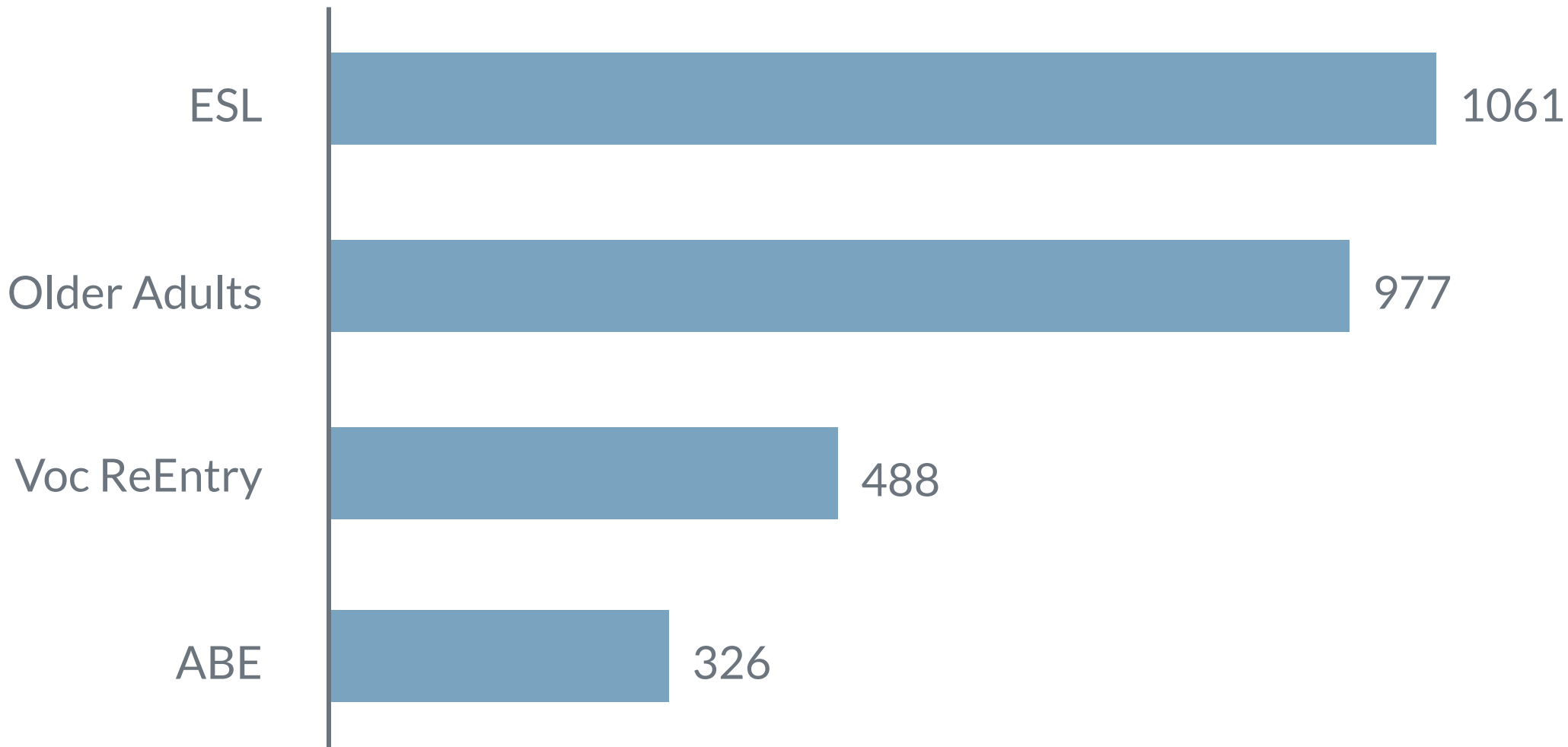
New and Returning Students Comparison 2021-2022



15,007 New Students in 2021-22



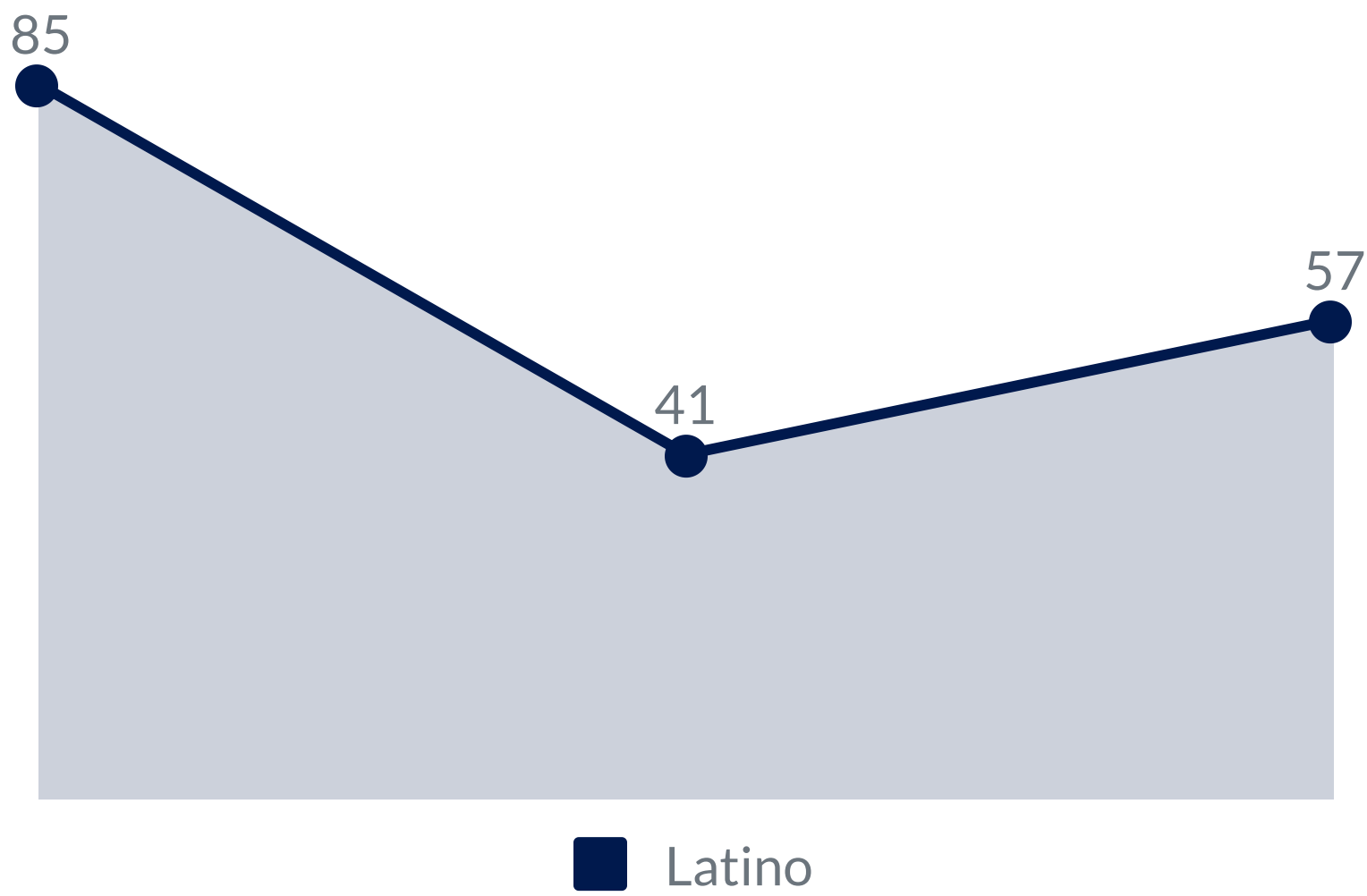
Programs with Most New Adult Students (does not include Off-Campus HS)



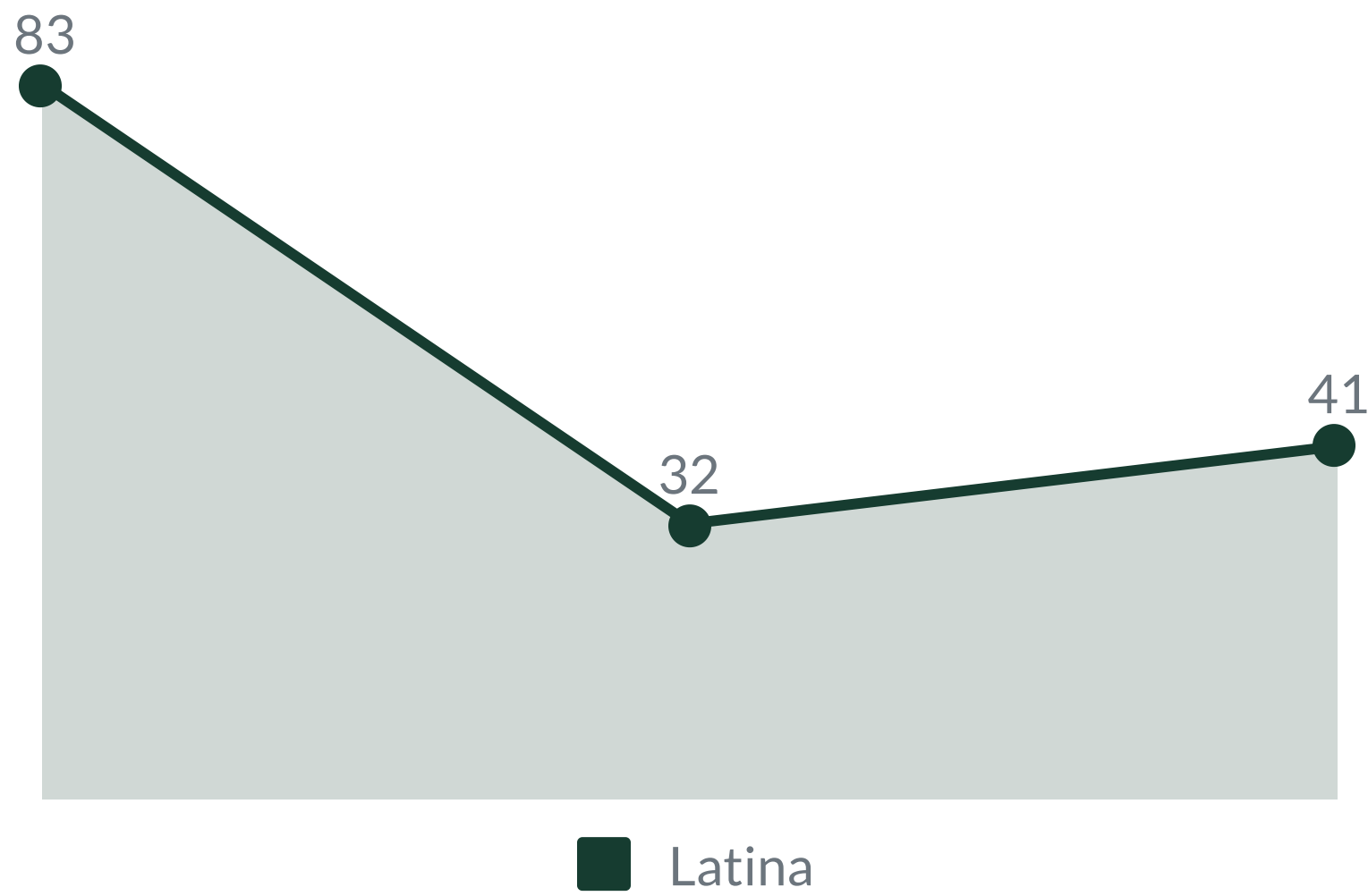
Enrollment Shifts by Program

The following charts illustrate unduplicated headcounts in highlighted SCE programs in 2019-20, 2020-21, and 2021-22 (through week 5). Included are groups of students by ethnicity and gender that were most significantly impacted in terms of enrollment during the pandemic. For each program enrollment growth is shown for this year.

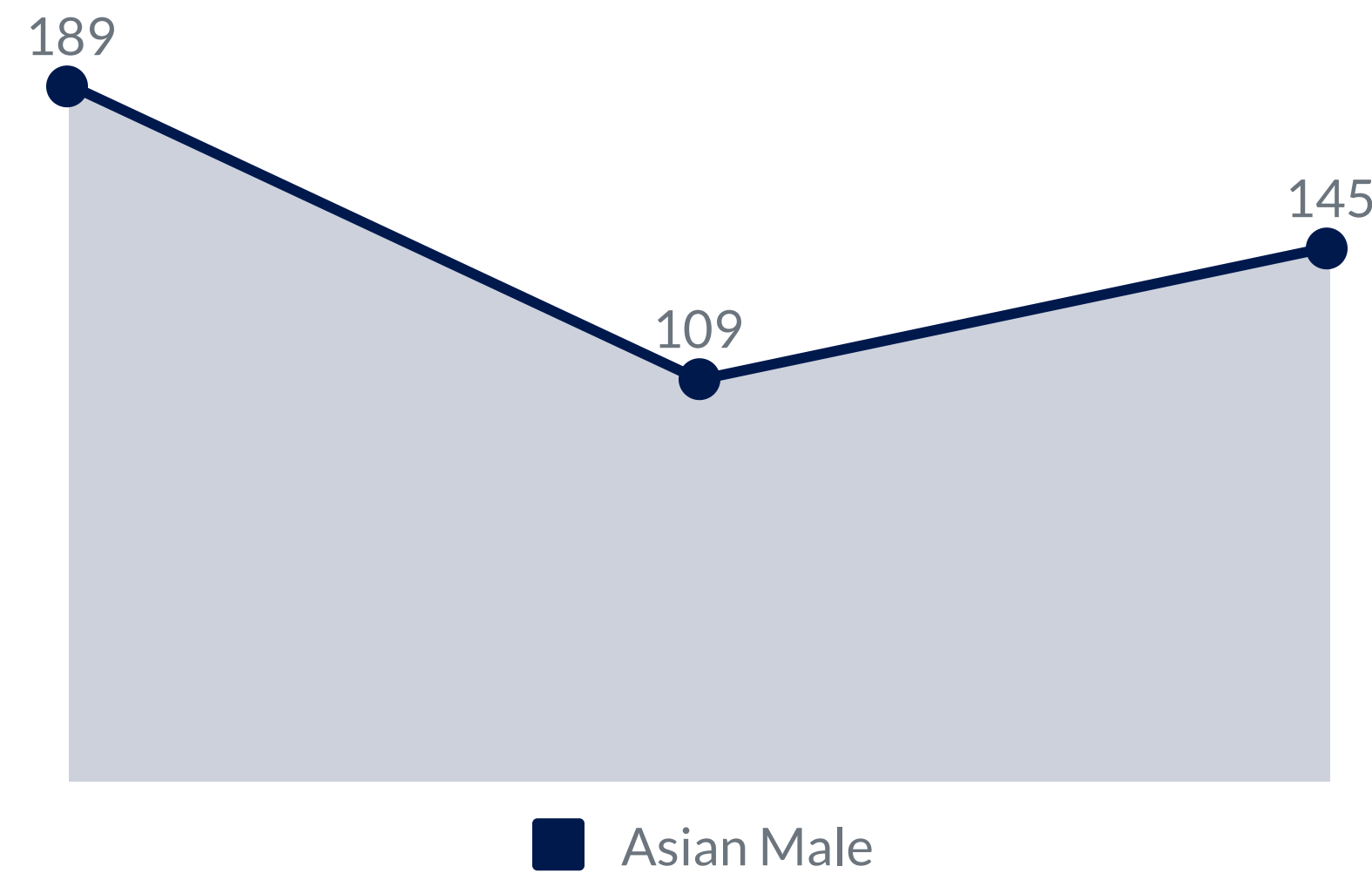
Adults with Disabilities Male Students



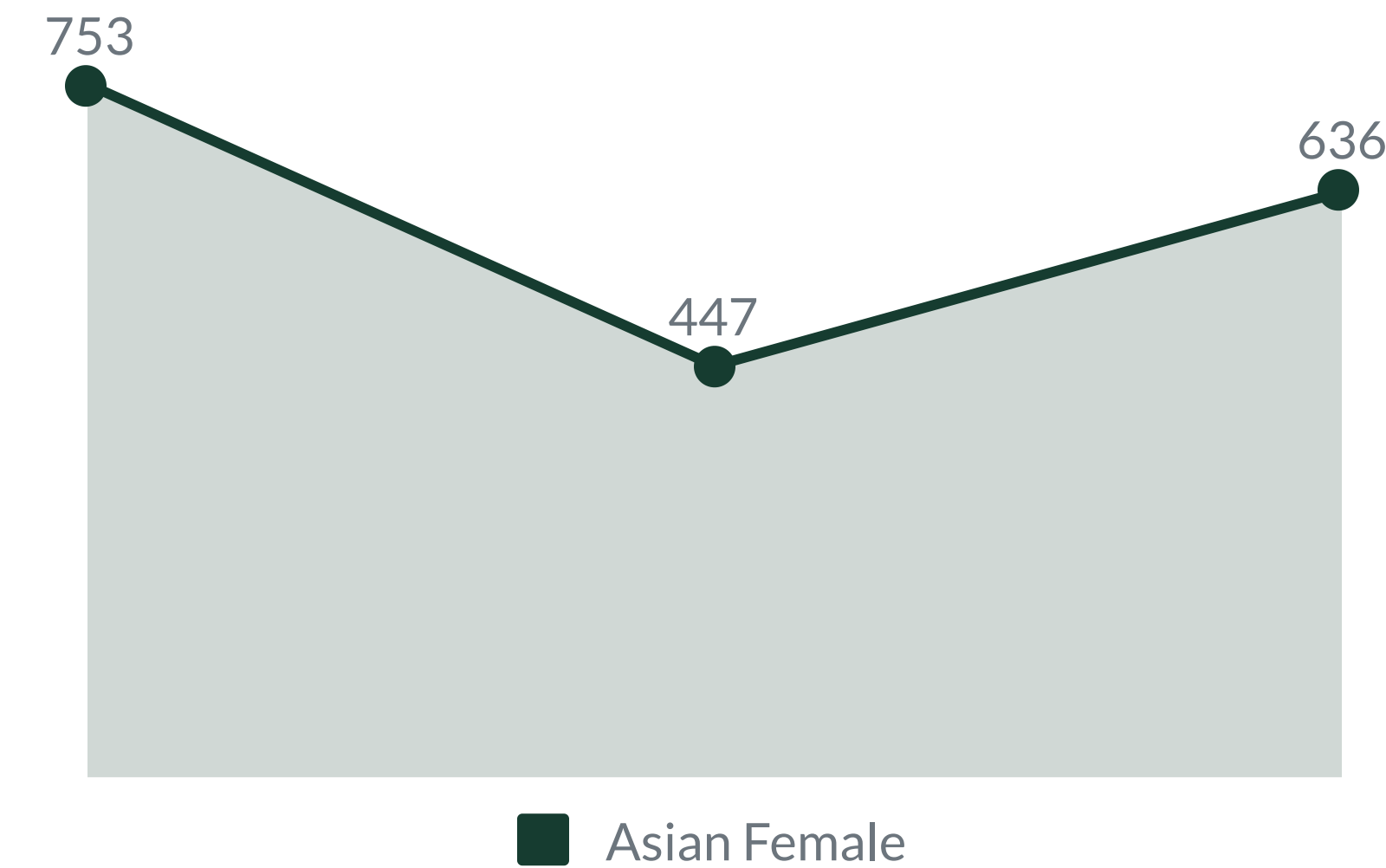
Adults with Disabilities Female Students



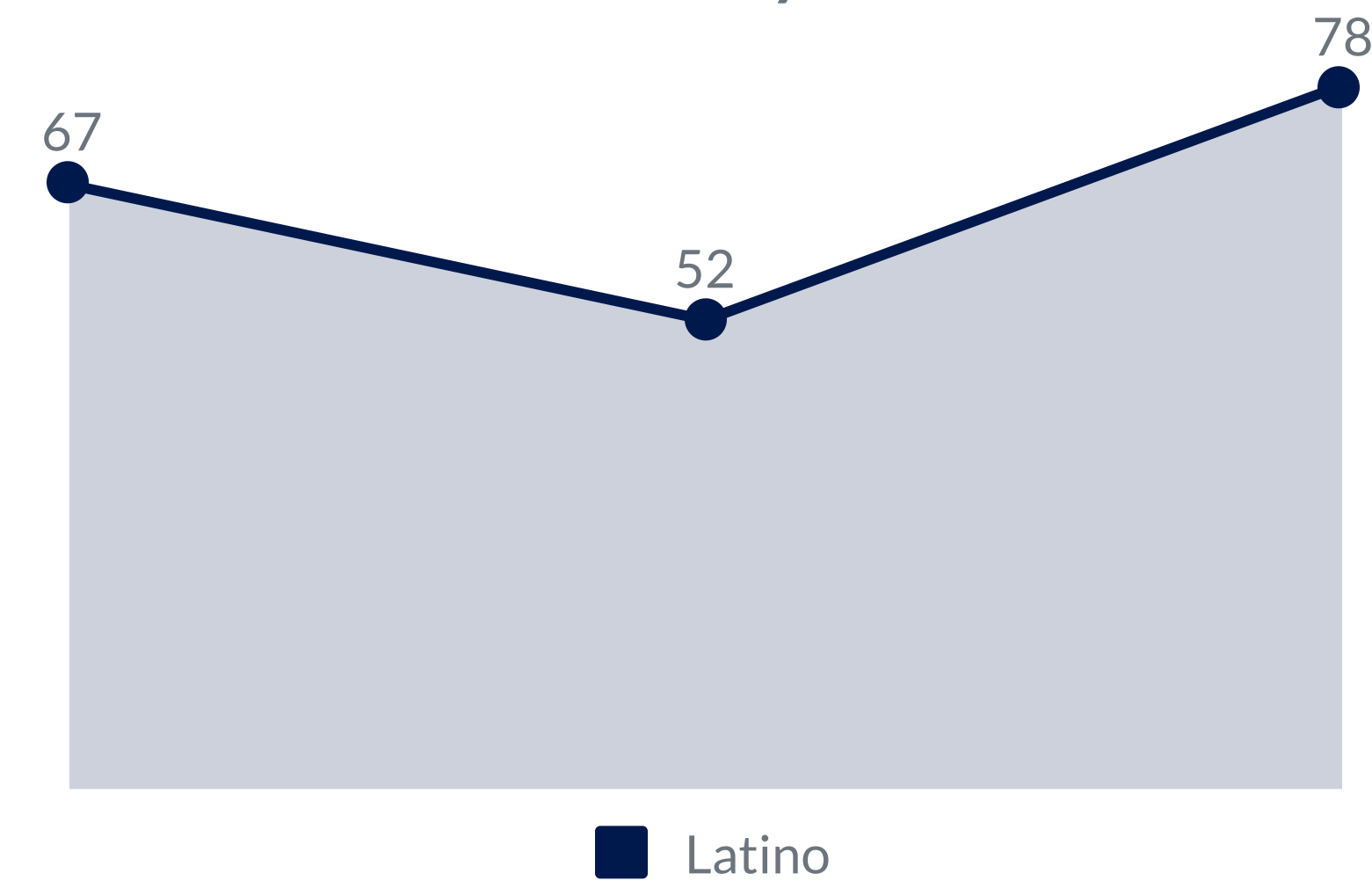
Education for Older Adults Male Students



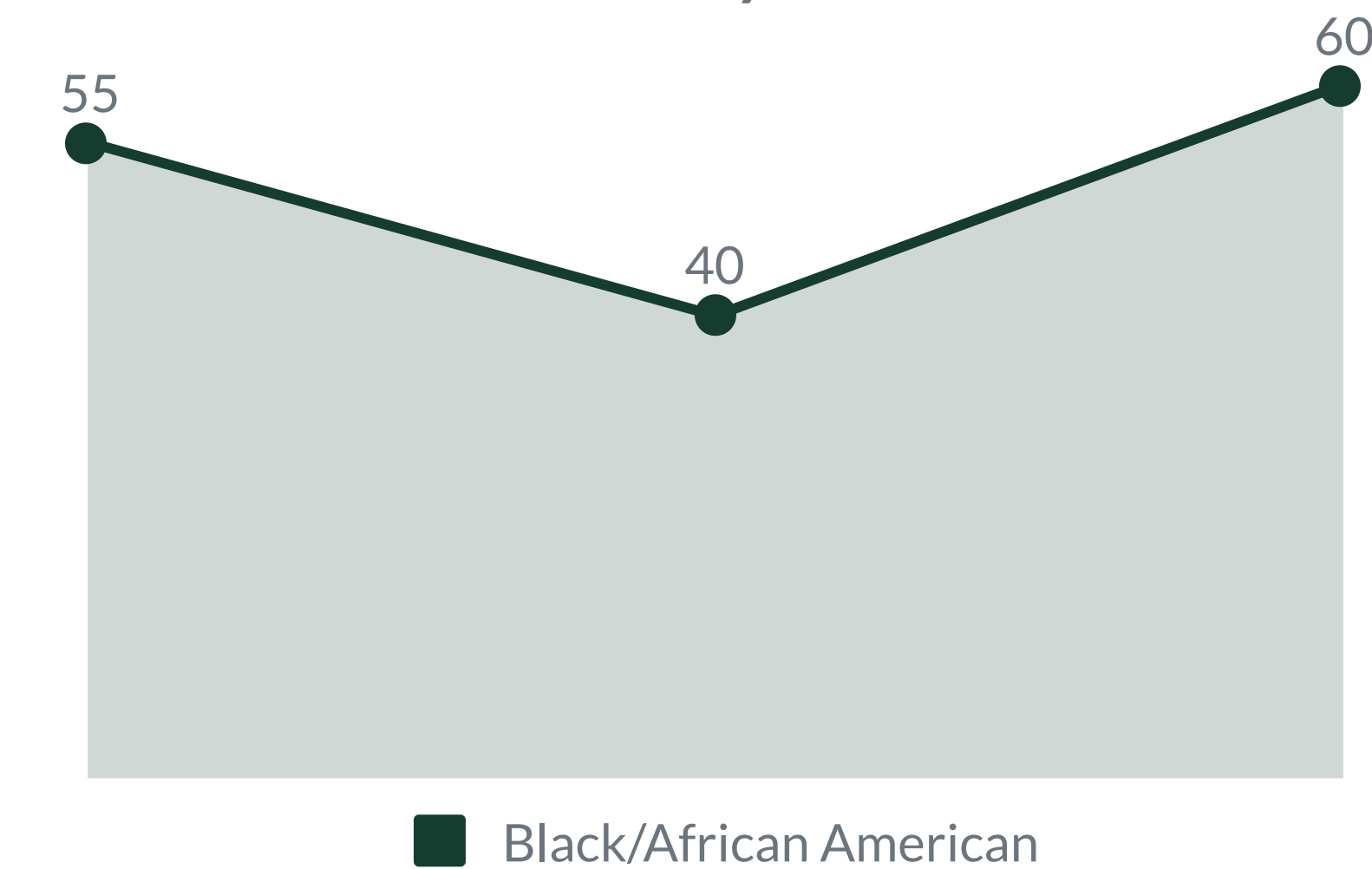
Education for Older Adults Female Students



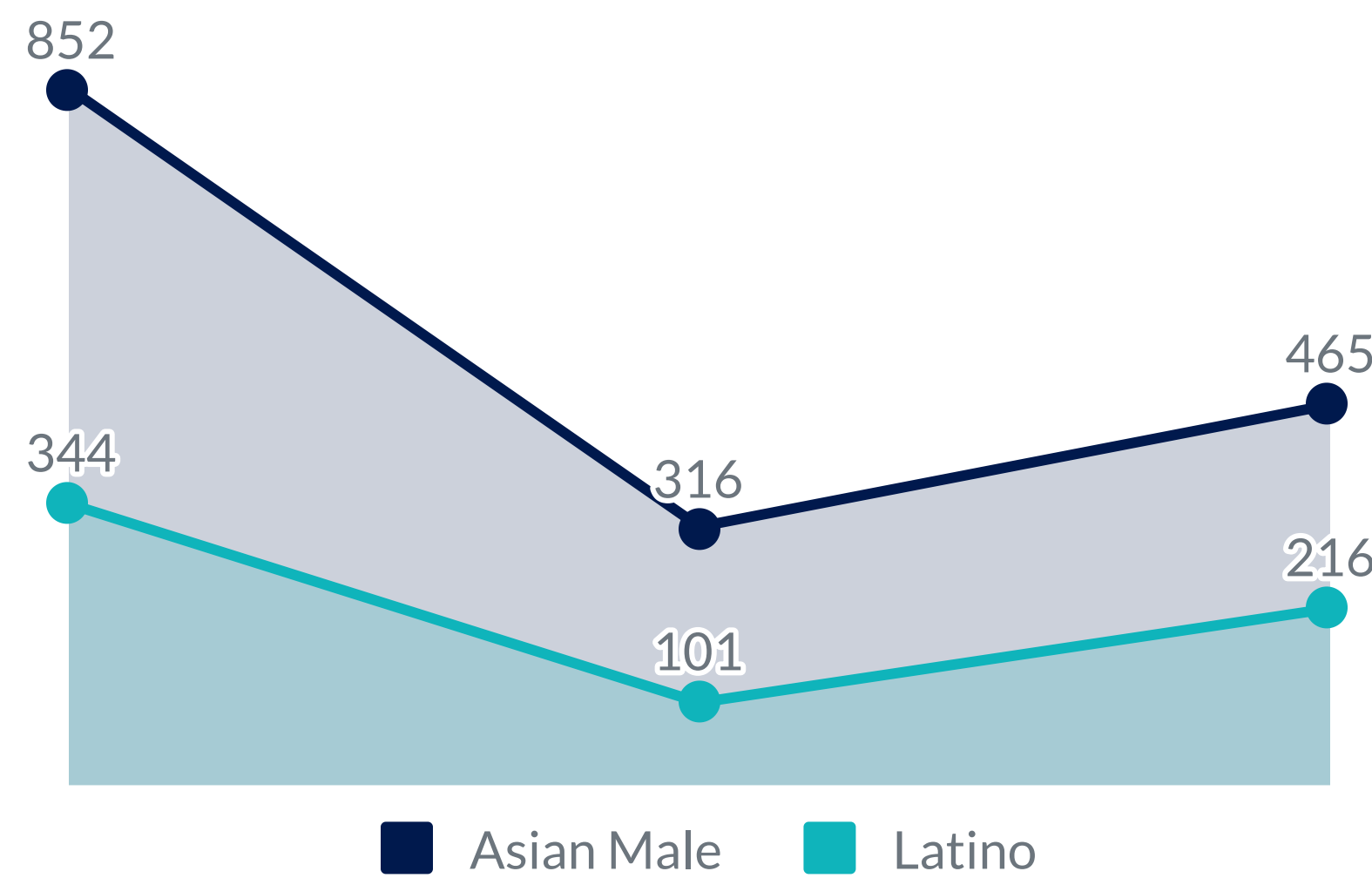
Vocational Re-Entry Male Students



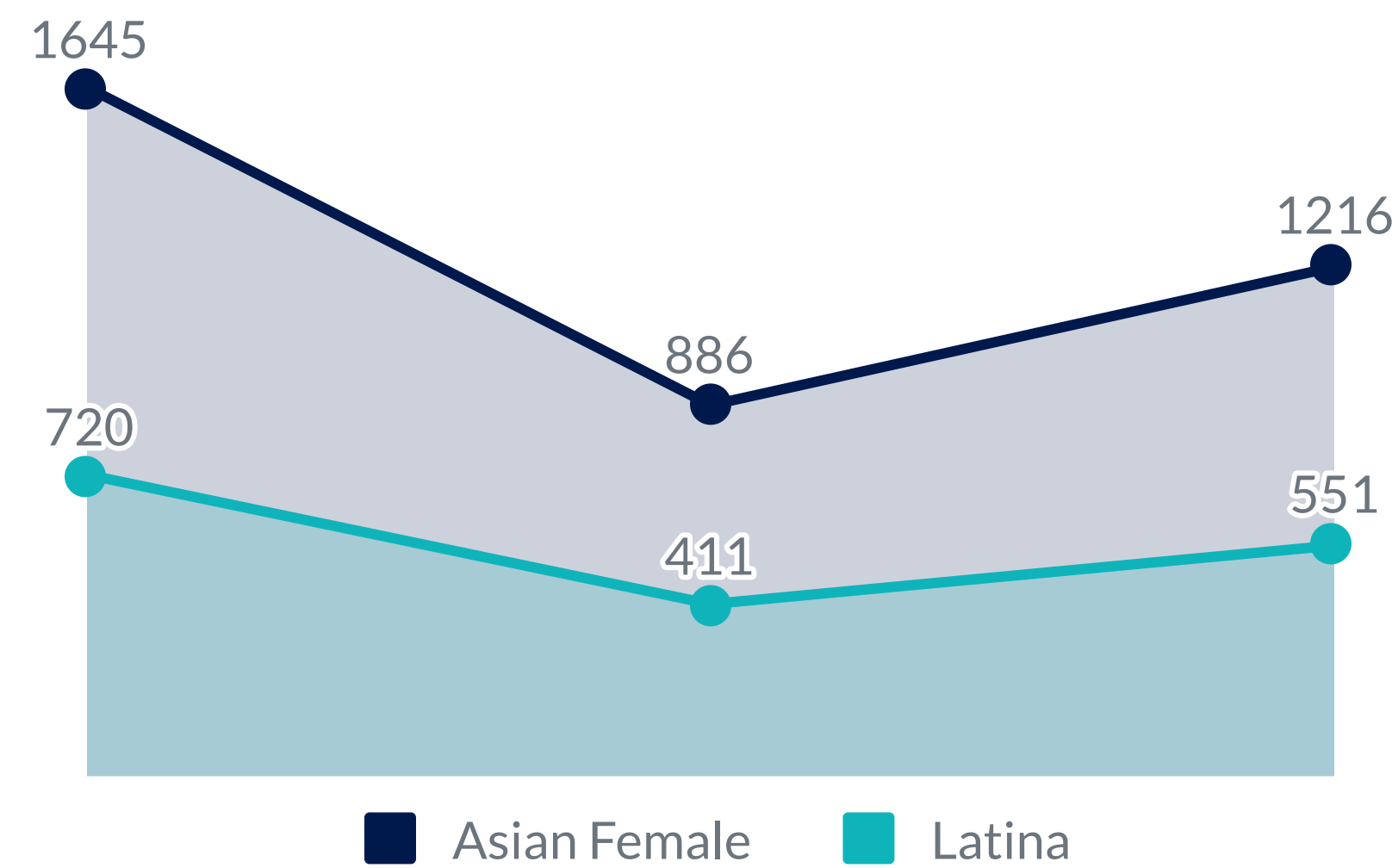
Vocational Re-Entry Female Students



ESL Male Students



ESL Female Students

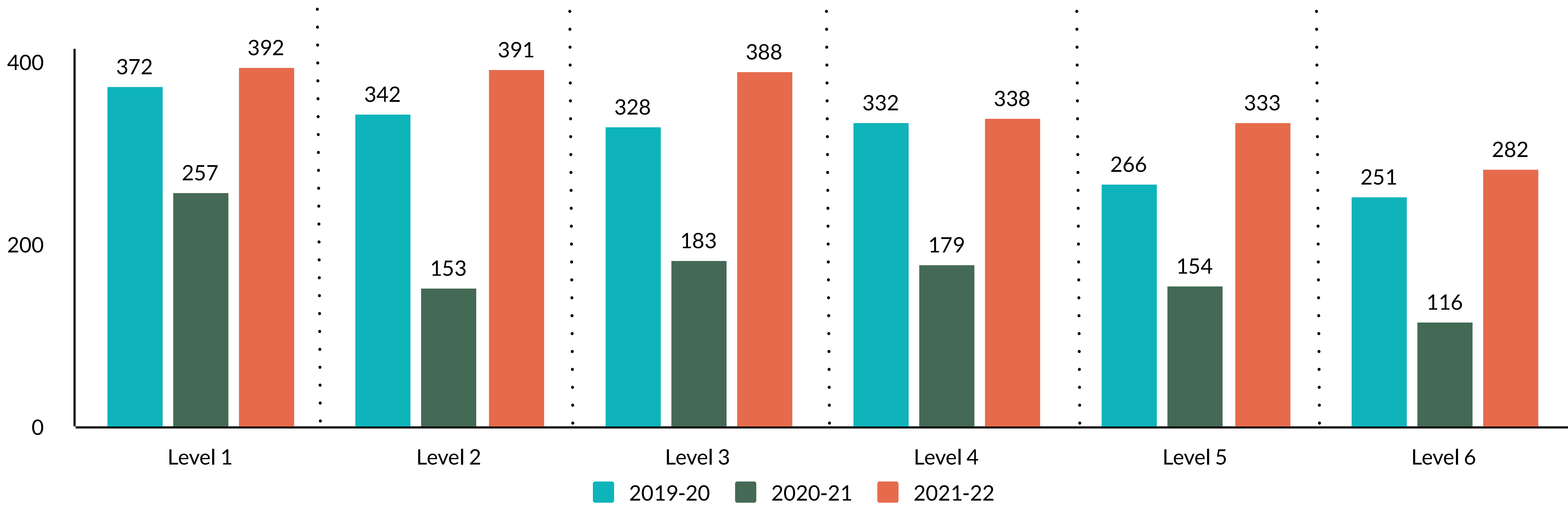


ESL Return and Recovery

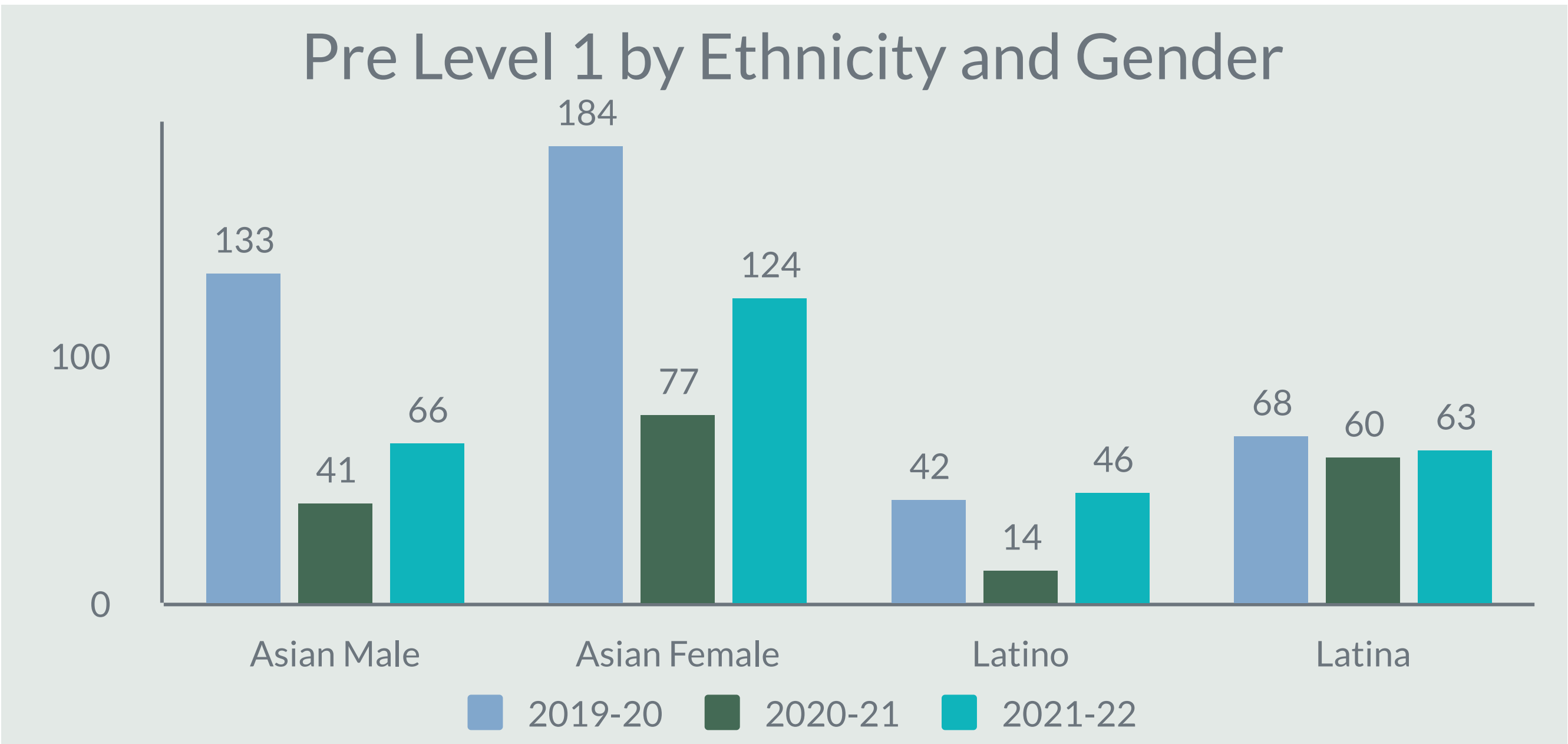
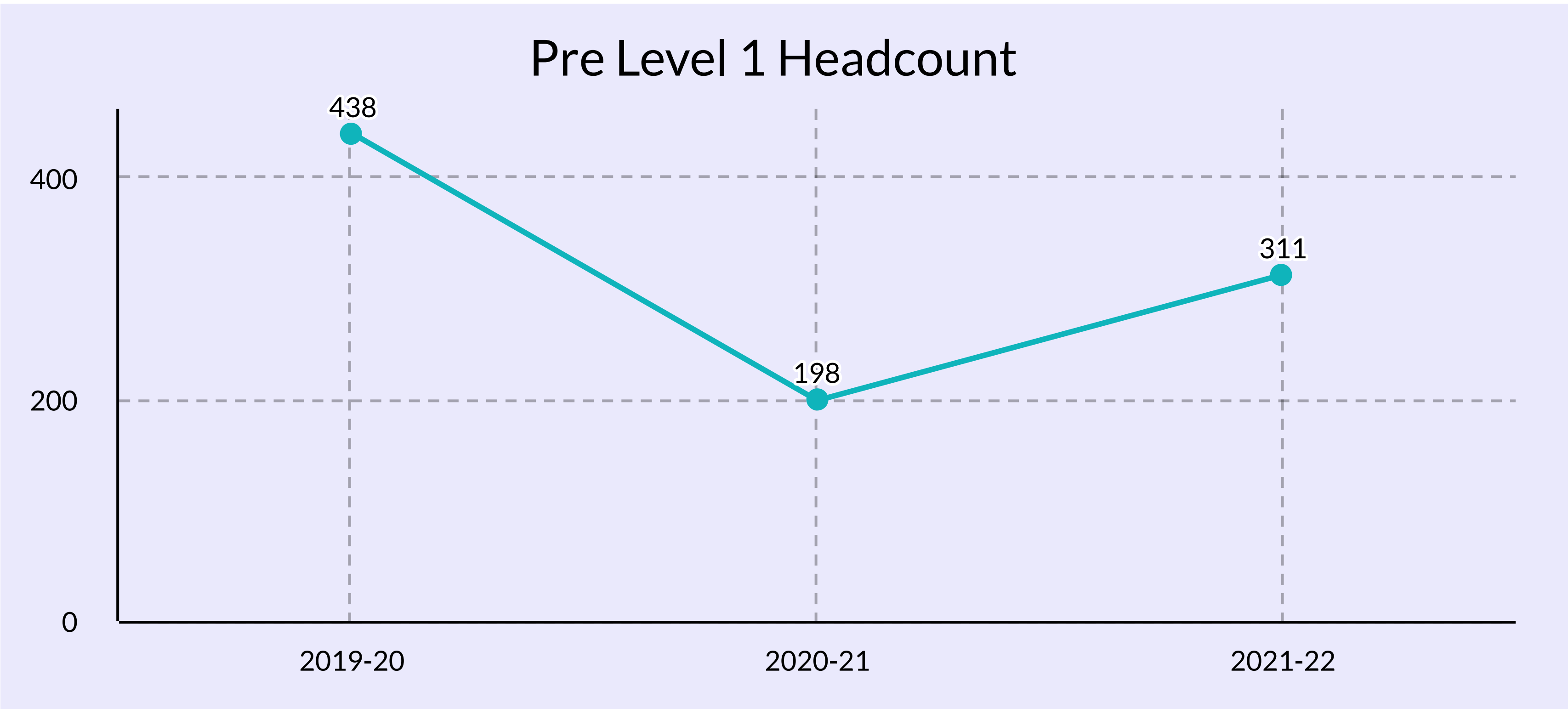
Enrollment data were examined for ESL level courses to determine which levels are showing enrollment growth during this academic year.

ESL Headcount by Level

ESL students who did not return last year and in fall 2021 are now returning. Headcount in all ESL Levels has grown in 2021-22 and is now higher than 2019-20 by over 100 students. The bounce back in enrollment growth has been largest in **mid-level courses**.



The only level that is still showing an enrollment decline when comparing to pre-pandemic is **Pre Level 1**



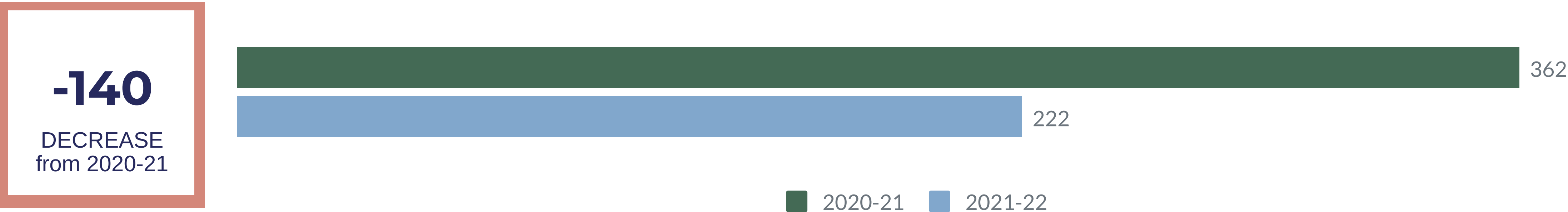
In 2021-22, enrollment in ESL for Asian Female and Asian Male students has been strong but enrollment growth in Pre-Level 1 has been slower.

Noncredit Supplemental Metrics

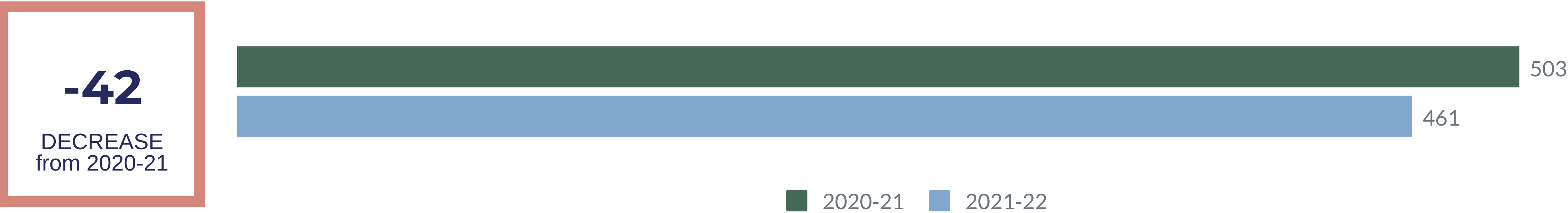
High School Program Shifts

SCE has a priority to a safe environment, which includes implementing the College's vaccination policy while promoting vaccinations and student retention. Despite supporting noncredit students with vaccination information and compliance, students have demonstrated their resistance to college policy in some programs. For open-entry/open-exit noncredit courses with students who prefer face-to-face instruction and services, there are higher numbers of noncompliant students. Shifts in enrollment patterns for Adult Diploma and High School Equivalency were examined and are outlined below.

High School Equivalency



Adult Diploma





Adult Secondary students were transitioned online during the pandemic, and students who were near completion of their high school credentials at that time completed online because that was the only available modality. Now that a new population of students are enrolling and starting in these programs, they want to attend in-person classes. However, this population has the highest number of students that are not in compliance with the vaccination policy and therefore cannot attend class on campus.

SCE Equity Leadership Workgroup

The SCE Equity Leadership Workgroup was established in December 2020. The group is comprised of two faculty, two classified staff, and two managers. One of the group's main activities in fall 2021 was to conduct Equity Walks throughout Buildings 40, 30, and 66. The group examined and observed the physical environment and spaces, printed materials, images, and resources available to students through a DEISA lens. Observational data was collected and the group created reports for each area that reflected on the key messages that are displayed to SCE students and whether accessible, supportive, and innovative opportunities are visible to students. Areas for growth and discussion were also identified and provided for each area. The expectation is an analysis to be reviewed among a larger SCE group in late spring 2022 with action for spring and fall 2022

SCE Equity Walks



- Student materials are available in many languages
- Posters and flyers represent the racial and cultural backgrounds of SCE students
- Information about basic needs services is available: laptops, food pantry, free parking, Cal Fresh, bus passes

- Counselors are available in every building and are reflective of diverse student identities
- Information about community resources that support students and their families is readily available

- Lack of student-friendly spaces to eat and study
- Registration desks and other services are not open late enough to accommodate evening students
- Some buildings not accessible for students with disabilities

- More signage is needed to direct students to where they can go for help and information
- Some bulletin boards and display cases contain information that is out-of-date and not culturally relevant

Noncredit Supplemental Metrics

SB554 Noncredit Special Admit Process

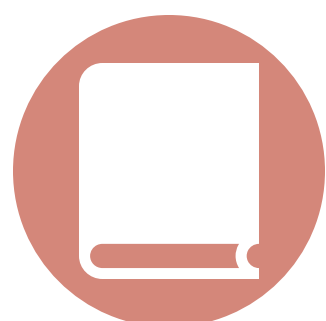
Working closely with EOPS and DREAM, the ABE department has developed a fully digitized process including a webpage with a step-by-step application. ABE counselors monitor and support these students and provide them with educational planning, resources, referrals, and ongoing case management.



Mt. SAC has admitted 19 Special Admit nonresident students since implementing the noncredit special admit process in summer 2021. Students are concurrently enrolled in credit and noncredit.

<https://www.mtsac.edu/abe/asap.html>

Credit Course Taking Outcomes:



102 Credit courses taken among 19 students. Overall success rate in credit courses: **94%**

ENGL

10 Students Completed **Transfer Level English**

MATH

8 Students Completed **Transfer Level Math**



Students have completed courses in: History, Art, Business, Chemistry, Computer Science, Kinesiology, Political Science, Philosophy, and Sociology

Noncredit Support Courses



New AIME Courses Winter 2022

AIME courses were offered to **ACCESS** students as support before they enroll in ENGL 1A

20 Enrolled in AIME for ACCESS in Winter 2022

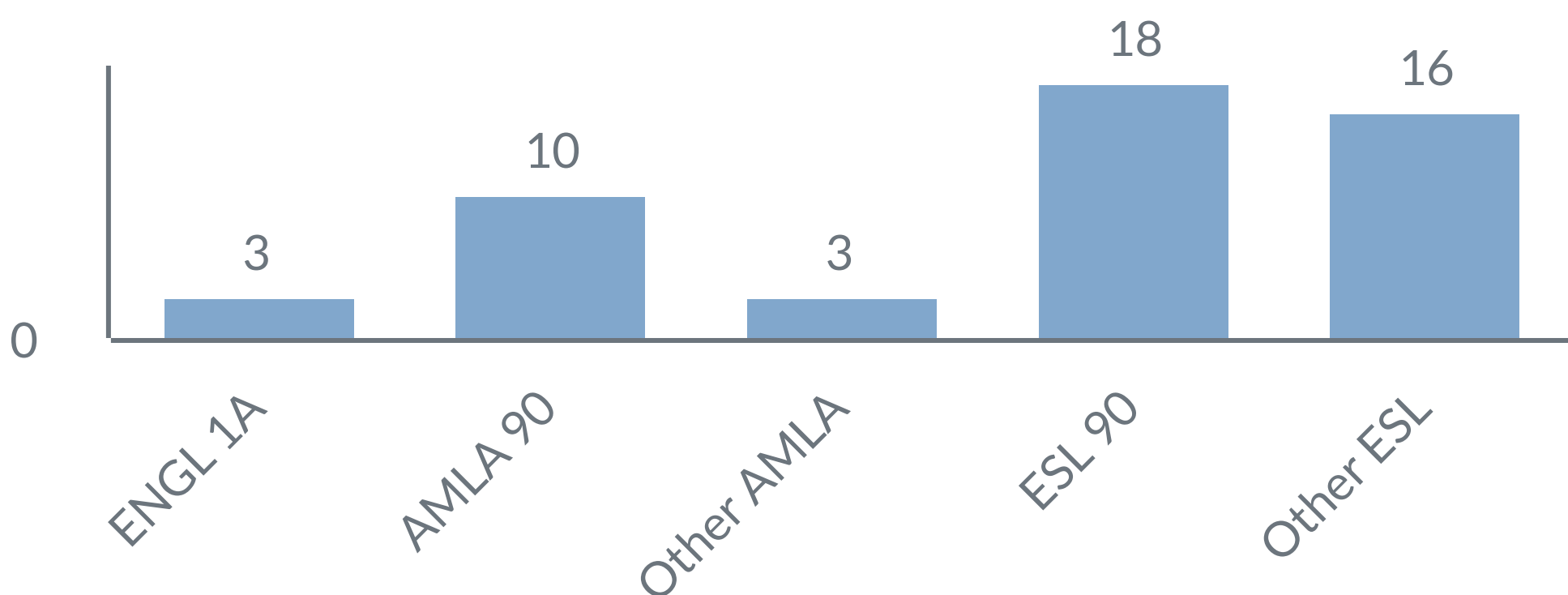
17 Enrolled in ENGL 1A in Spring 2022 **85%**



AIME courses were offered to **AMLA** students as support before they enroll in AMLA 90/ENGL 1A

50 Enrolled in AIME for AMLA in Winter 2022

Enrollments after AMLA AIME



Math for Healthcare

HCM1 is a noncredit support course offered to nursing students before they enroll in Pharmacology. Since it was first offered in 2017, there have been 299 nursing students enrolled in the course. Of those students, 98% have passed Pharmacology.



Students enrolled in HCM1



Passed Pharmacology

Noncredit Success Metrics

Off-Campus High School Student Graduation Rates

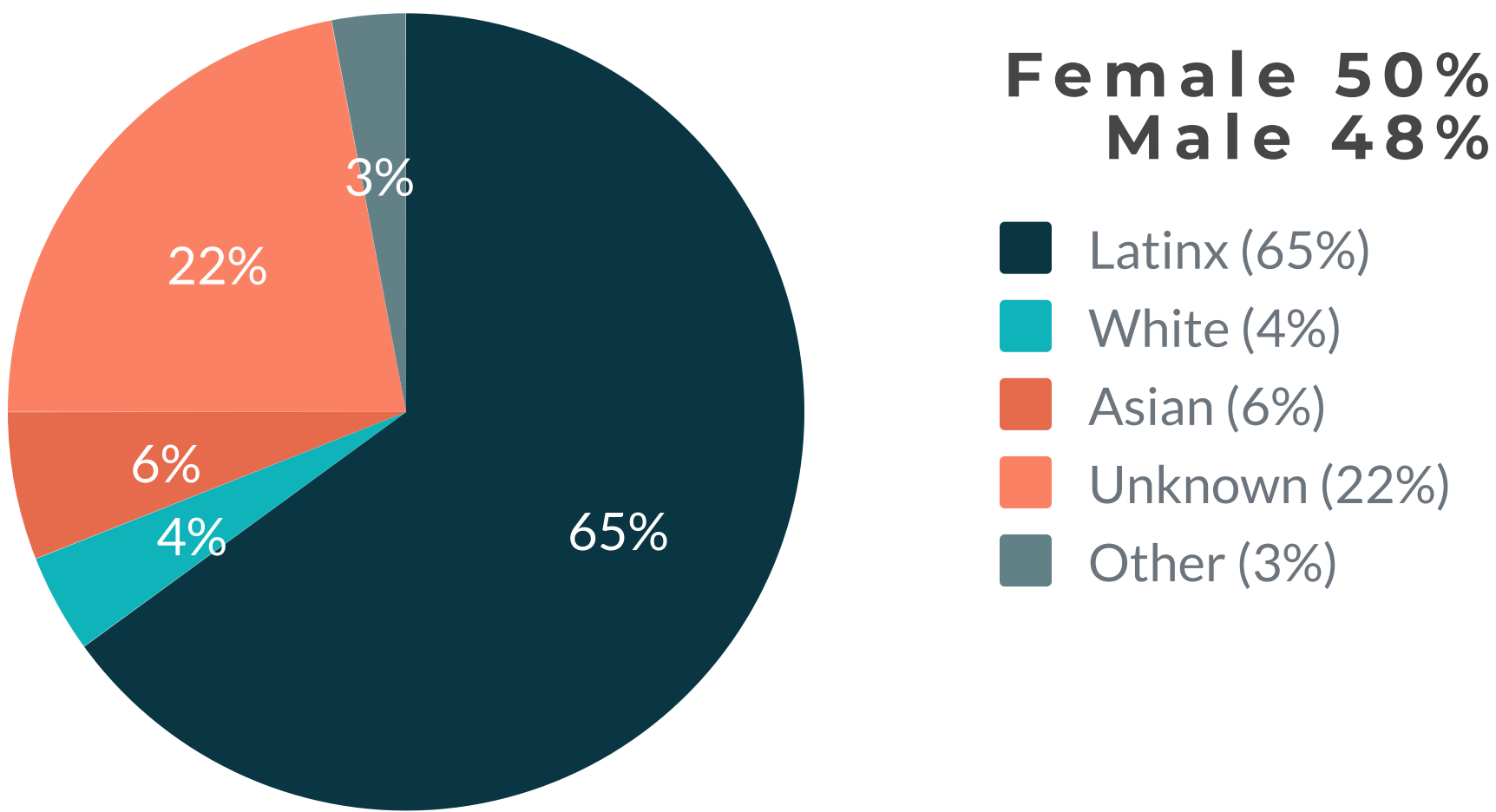
High Schools served by SCE's OCHS Program were asked to provide lists of graduates from 2020 and 2021. Those lists were compared to OCHS students who registered during the 2019-20 and 2020-21 academic year and were 17-18 years old. Ten high schools have sent their lists so far. More will be included during the next SCE Research Plan report. The number and percentage of students who have graduated by school are outlined below.



Next Steps: Data will be disaggregated by course type to identify where strong pathways to graduation exist and where support is needed to strengthen other pathways.

High School	Number of OCHS Students Aged 17 & 18 Who Registered Summer 2019 - Spring 2021	Number of OCHS Students Who Graduated in 2020 and 2021	% of OCHS Students Who Graduated in 2020 and 2021
Baldwin Park	524	425	81%
Bonita	537	394	73%
Covina	373	304	82%
La Puente	550	358	65%
Los Altos	827	584	71%
San Dimas	439	395	90%
Siera Vista	507	485	96%
South Hill	457	402	88%
Whittier USD	3583	2563	72%
Wilson	531	411	77%
Total Overall	8328	6321	76%

Demographics of Graduates



Note: High school graduation rates across the country declined during the pandemic due to limited home supports, no/limited access to technology, care-giving responsibilities, illness, and other factors. Schools that serve a majority of students of color, high-poverty, and urban students were the most impacted.