

School of Continuing Education (SCE) Research Plan

Noncredit Impact on the Student-Centered Funding Formula

Update - June 28, 2022

2021-2022 Research Plan Focus

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

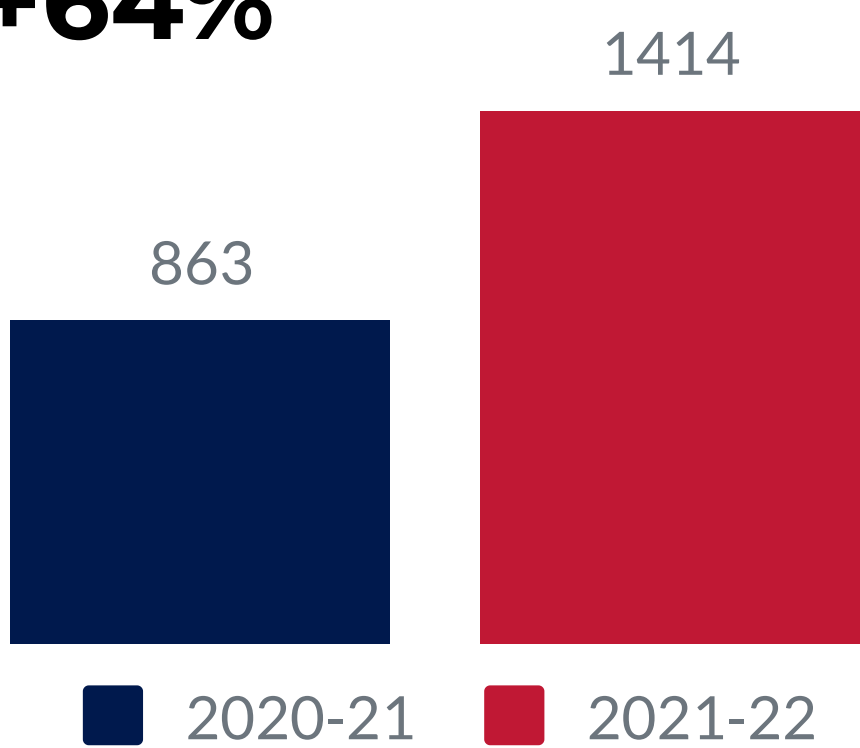
SCE Enrollment Comparison 2020-21 and 2021-22

	2020-21	2021-22	CHANGE from 2020-21 to 2021-22
FTES	6,902	7,849*	+14%
HEADCOUNT	36,185	41,066	+14%

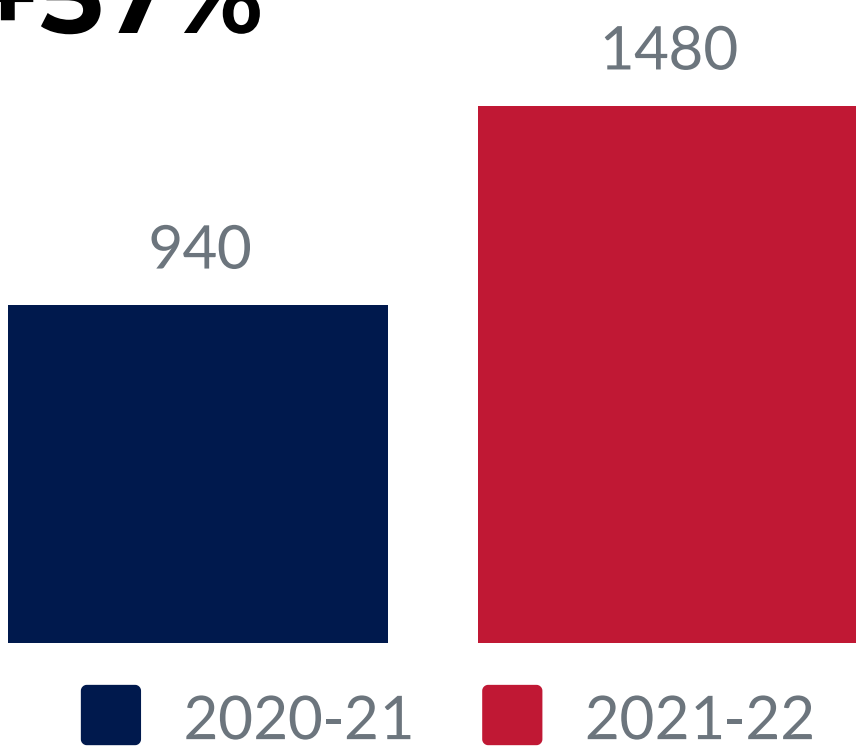
*P2 Projection; anticipate +200 in P3

Enrollment Comparison by Demographics

Asian Males
+64%



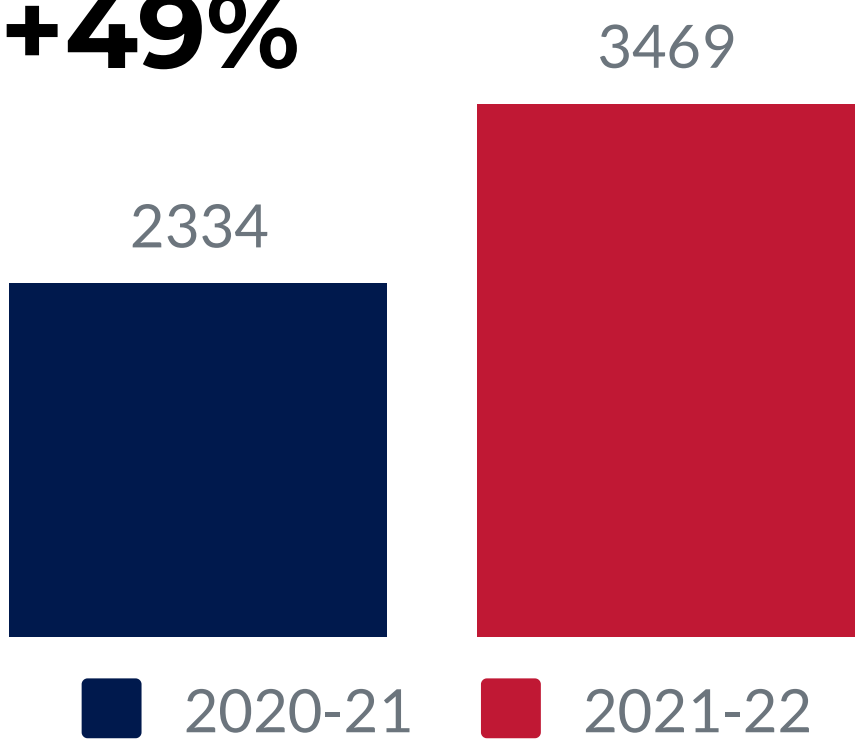
Latinos
+57%



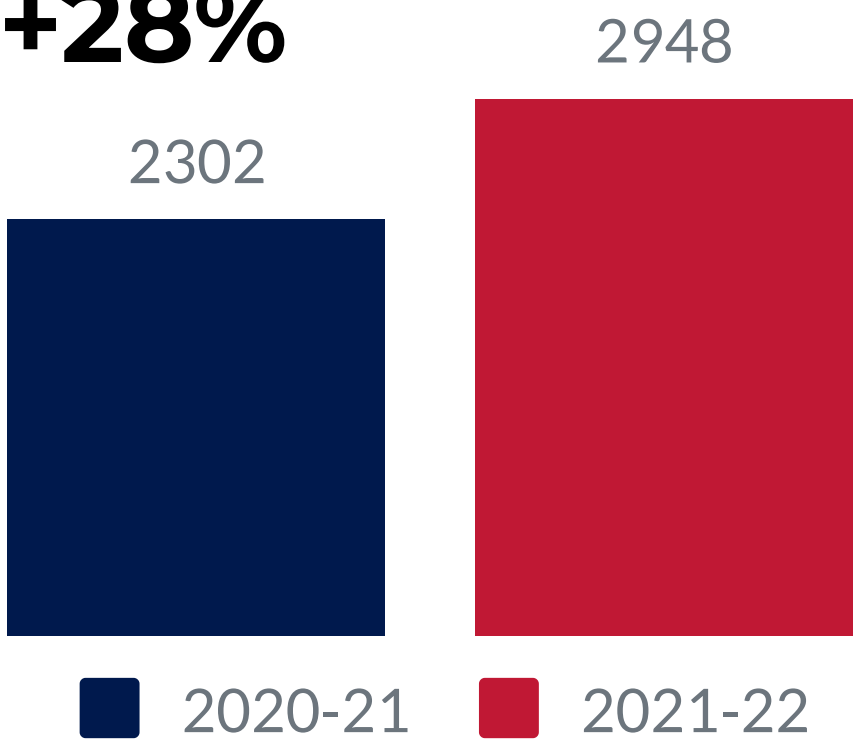
↑ 57%

Overall male student enrollment increased by 57% in 2021-22 compared to 2020-21. The groups with the largest increases were **Asian Males and Latinos**.

Asian Females
+49%



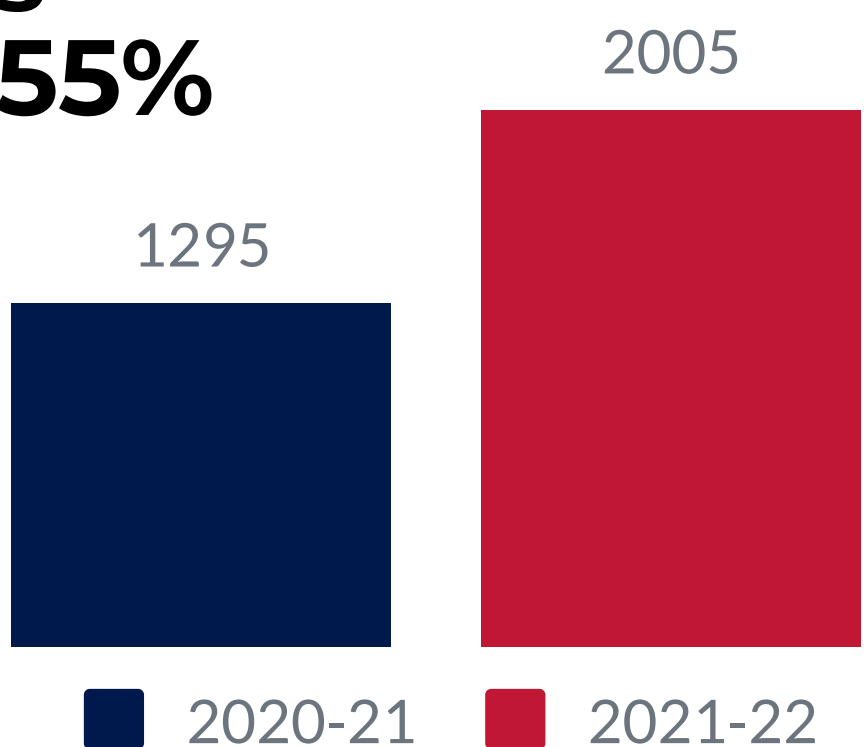
Latinas
+28%



↑ 36%

Overall female student enrollment increased by 36% in 2021-22 compared to 2020-21. The groups with the largest increases were **Asian Females and Latinas**.

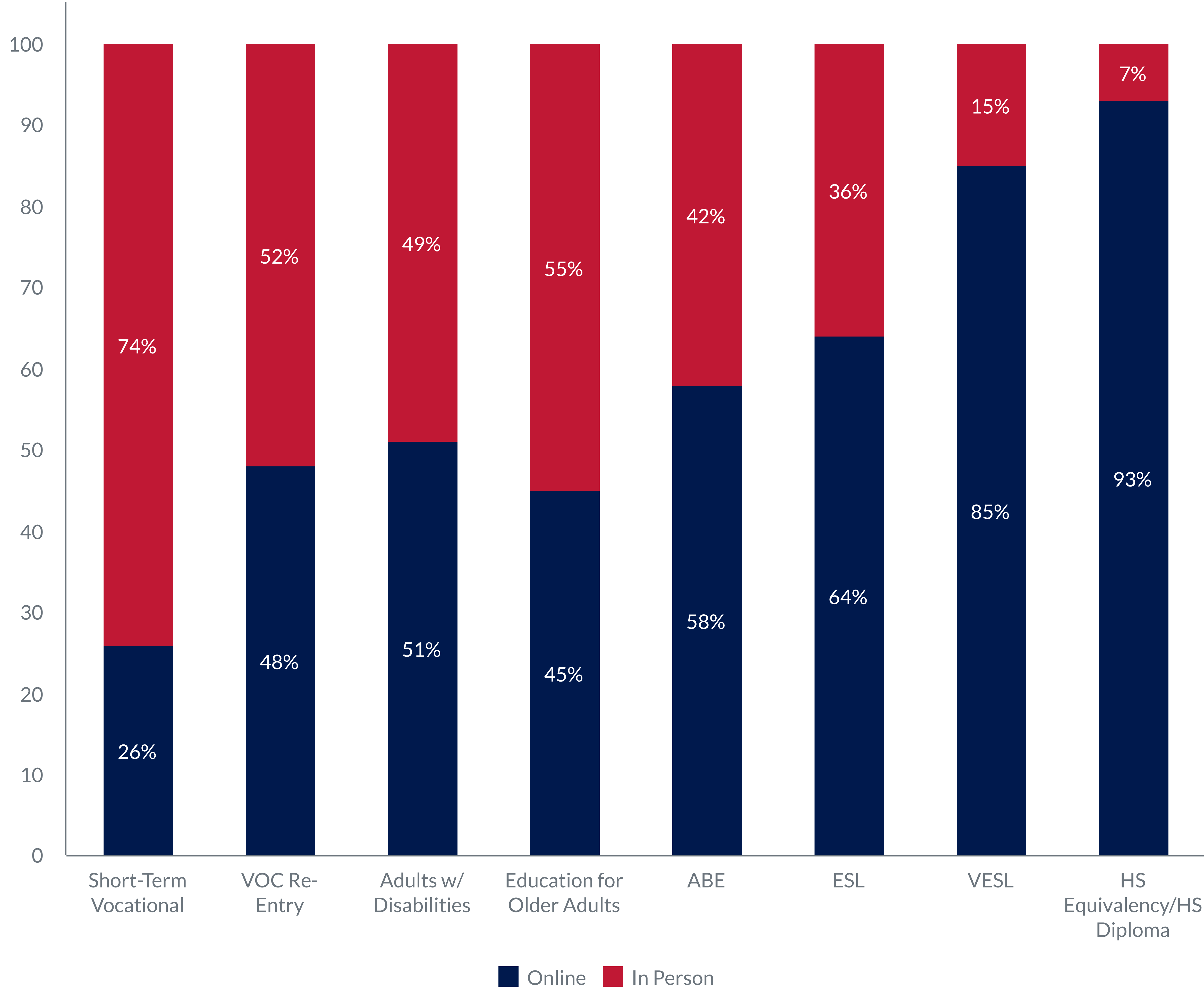
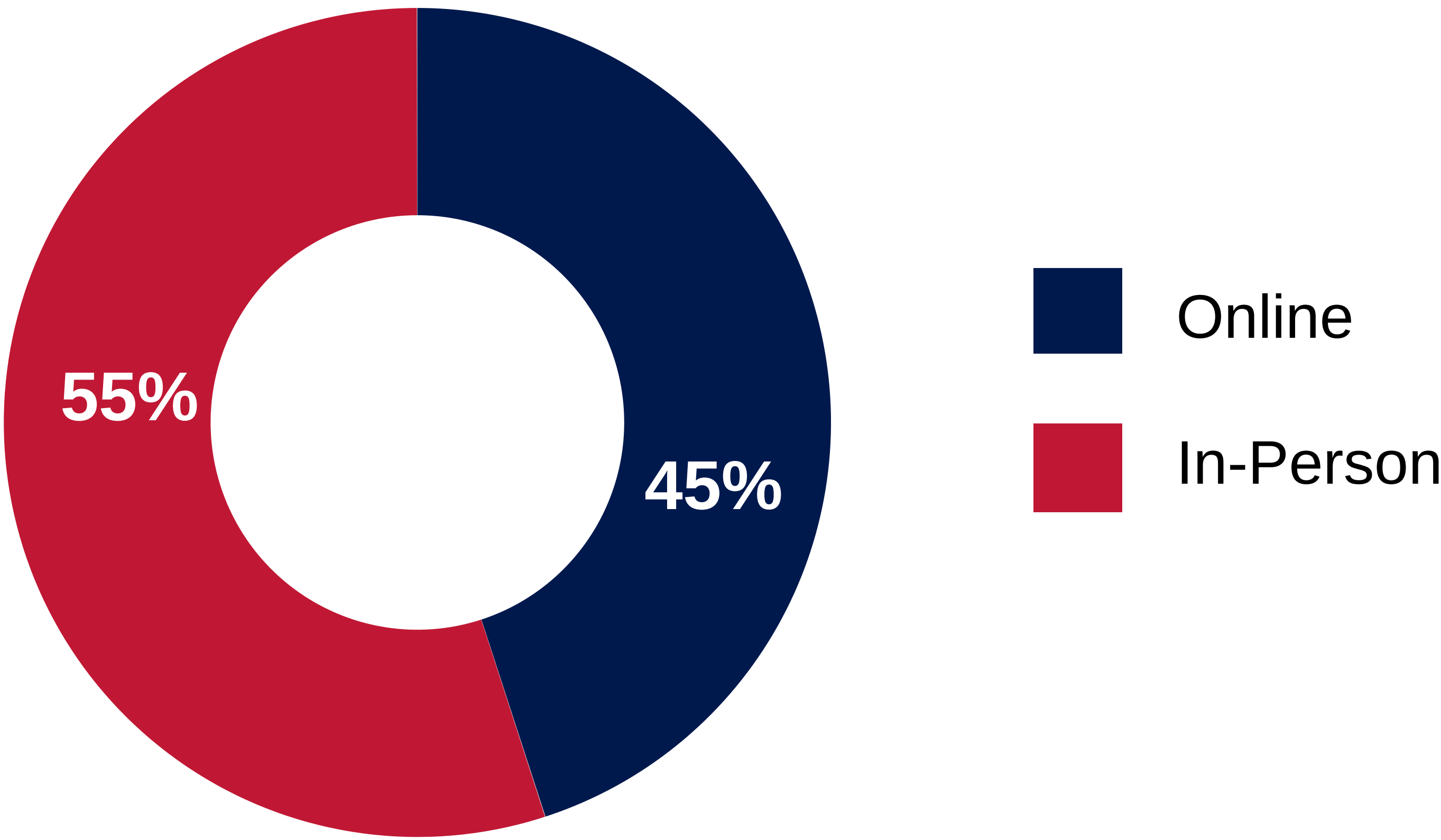
Age 35-44
+55%



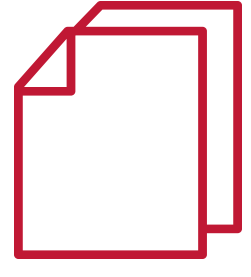
↑ 55%

The age group with the highest enrollment increase when comparing 2020-21 and 2021-22 are students aged 35-44.

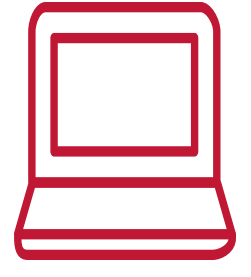
Enrollment by Modality



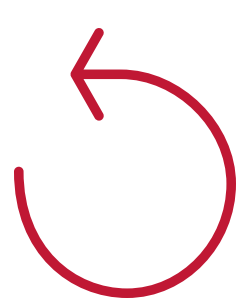
SCE Outreach and High Touch Interventions



A thorough analysis was conducted of the SCE enrollment/registration process. Gaps were identified in the processing of applications and in communication with students. Processes are now being redesigned to address these issues and mitigate potential student losses.



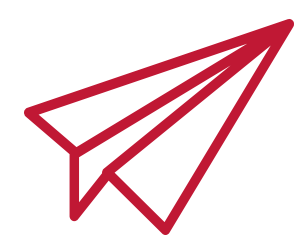
SCE Webpage is being redesigned with more concise information regarding course schedules and entry points for students.



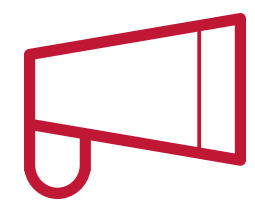
SCE updated outreach materials to align with behavioral science design approaches that were identified through work done with the Lumina Foundation. Messaging is more highly visual and engaging with images that represent student populations within our programs and community.



Our marketing efforts resulted in leads of over 700 potential students who were called by SCE staff in winter and spring. Targeted outreach was for Electronic Systems and Physical Therapy Aide, which is higher than ever before with over 40 students registered.



Community outreach has been a priority for SCE and includes distributing flyers at bus stops, stores, restaurants, community festivals, continuation high schools, community centers and other places where our students frequent. Over 1,500 flyers have been distributed for all SCE programs.



Other high touch interventions, such as texting and calling students have been implemented this year for students who leave, are no shows, or have inconsistent attendance. Text reminders are sent to students in ESL, STV, and ABE when their classes are starting. Bilingual intervention specialists also call students who are no shows or drops.

High School Referral Counseling

Since the pandemic, High School Referral (HSR) courses have been fully online. Ensuring minor high school students remain on-track and complete courses in an online environment is a complicated process. A case management approach has been effective and activities are conducted solely in the evening. Sherrie Jansen, HSR adjunct counselor, does much of her work in a synchronous Zoom/classroom environment in partnership with the classroom HSR faculty. She also spends weekends and evenings with hundreds of students at a time leading groups of 200+ students and their parents through orientations, portal and Canvas access, and classroom issues. Sherrie is the sole HSR counselor with a pulse on 1,500+ students.



AWD/IMPACT Program - Proactive Faculty

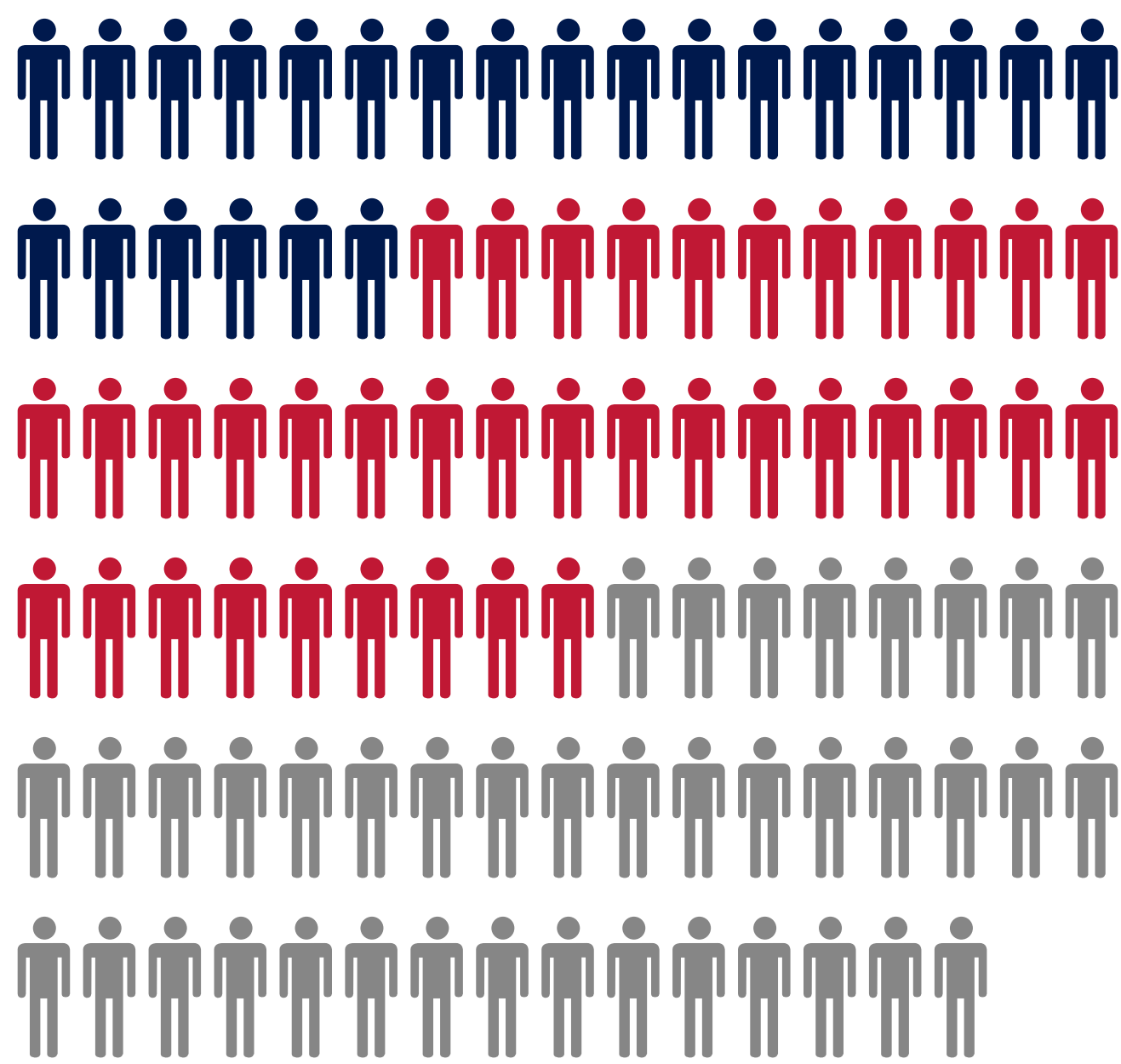


Adults with Disabilities classroom faculty are committed to high touch support for all of their IMPACT students and also utilize a case management approach. Faculty monitor students attendance closely and when any student misses two classes, they call, text, and email. In addition to encouraging them to return, faculty may find students are in need of other services and immediate counselor contact (which they arrange). Full-time Professor Briseida Ramirez also promotes retention by ensuring that classroom materials are representative of her students and that they see themselves reflected in handouts, assignments, and activities. When students who transitioned to credit expressed being overwhelmed, Professor Ramirez collaborated with ACCESS and ABE to develop a pathway with more scaffolding support.

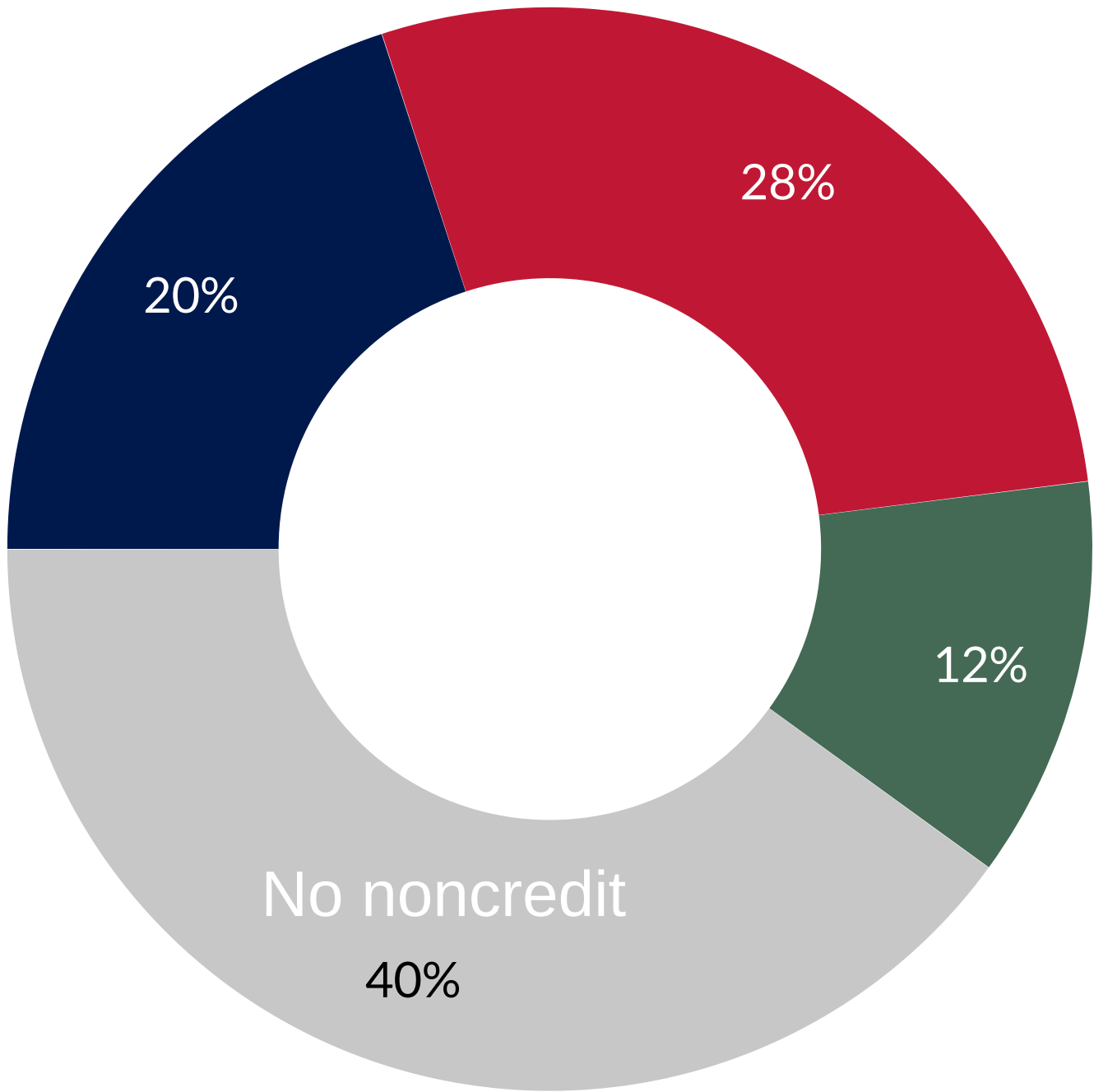
Noncredit Student Transitions and Supplemental Metrics

Noncredit Transition Students Enrolled at Mt. SAC 2019-20, 2020-21, and 2021-22

In the academic years of 2019-20, 2020-21, and 2021-22 there were 73,629 unduplicated credit students at Mt. SAC. Of those students, 44,330 (60%) had a noncredit touchpoint, either attending SCE courses or noncredit labs.



60%



- Took a noncredit course
- Attended a noncredit tutoring lab
- Took a noncredit course and attended a tutoring lab

Increasing Transitions - Areas of Focus

Increase Enrollment for DI Populations

- Grow enrollment of SB554 students to include more adult school students
- Utilize state funding opportunities to expand health career pathways for immigrants (VESL)
- Offer noncredit courses in other languages
- Increase STV course offerings, including implementing new programs (Pharmacy Tech) and adding multiple cohorts for existing programs
- Establish a noncredit apprenticeship in a health careers program

Increase Articulations

- Establish new articulations for mirrored courses
- Share information about mirrored courses with community partners
- Develop outreach materials with class listings for community events and for local businesses

Expand Internal Partnerships

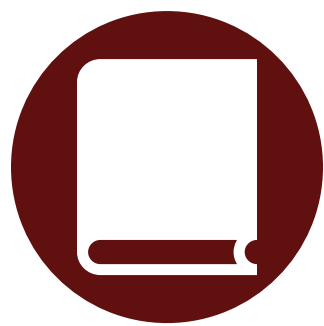
- Develop additional pathways with credit Instruction Division and credit faculty
- Increase focus on guiding students from diverse backgrounds into pathways to degrees/certificates and increase SCFF metrics
- Establish a Noncredit Transition Center to expand transition work and practices leading to increased noncredit to Mt. SAC credit
- Expand connections between SCE programs and other resources on campus, such as Mountie Mentor, Equity Center, and all Student Services departments.

Adult Secondary Pathway to Mt. SAC Credit

In 2020-2021 and 2021-2022, 207 students from the High School Equivalency and Adult Diploma programs have matriculated to credit courses at Mt. SAC.

207  2020-21
2021-22

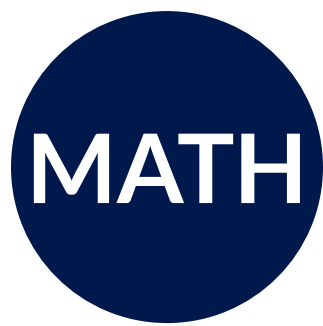
Credit Course Taking Outcomes:



1,403 Credit courses taken among 207 students. Overall success rate in credit courses: **75%**



118 Students Completed **Transfer Level English**



88 Students Completed **Transfer Level Math**



Students have completed courses in: Anthropology, History, Art, Business, Chemistry, Computer Science, Engineering, Foreign Languages, Psychology, Kinesiology, Political Science, Philosophy, and Sociology

Average GPA of the students: **3.3**



33 Students accepted into the EOPS Program



11 Students accepted into the Honors Program

Pell Grant

67 Students are Pell Grant recipients



Promise

139 Students are Promise recipients

Educational Advising in SCE



Adult Basic Education (ABE) is a place where the most marginalized noncredit students with multiple barriers can attend classes, and there are many classified and faculty champions helping those students to re-engage and renew their goals. Through achieving high school credentials and building skills for college or work, ABE can connect students with critical campus services particularly if they are undocumented, displaced from employment, foster youth, suffering from addiction, and many other situations. Renu Katoch, ABE educational advisor and adjunct counselor, has established solid contacts in Financial Aid, Admissions, EOPS, Dreamers, basic needs, and other programs to connect students with resources as they complete noncredit programs or transition to credit. To build community, Renu holds a lunch-time student group called "Let's Talk" where students have the opportunity to bond by sharing their personal stories and experiences as community college students. Students have said they come on Let's Talk days just to be a part of the community

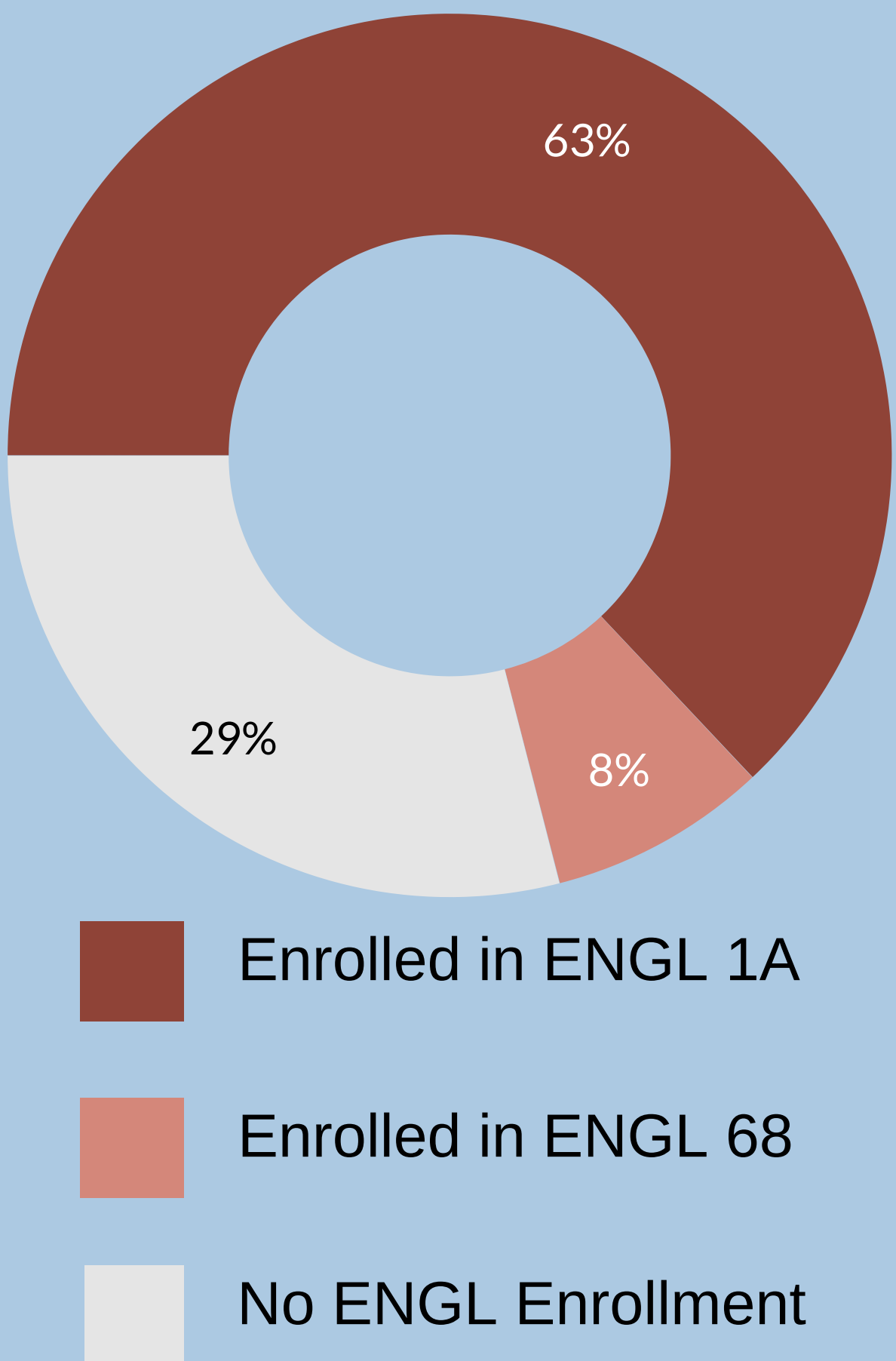
Academic Intervention for Math & English (AIME)

2021-2022

AIME English

38 Students

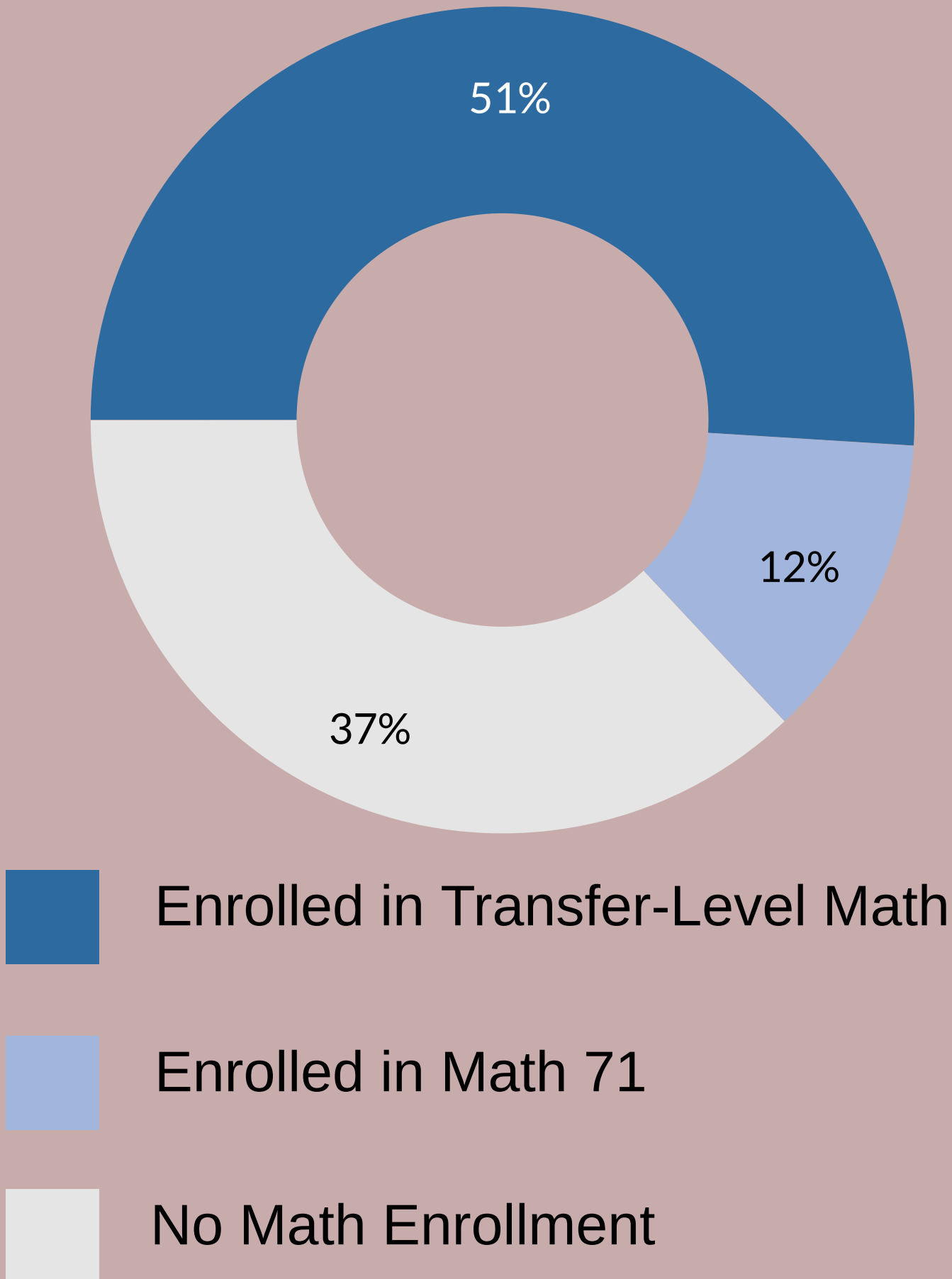
English Enrollment After AIME



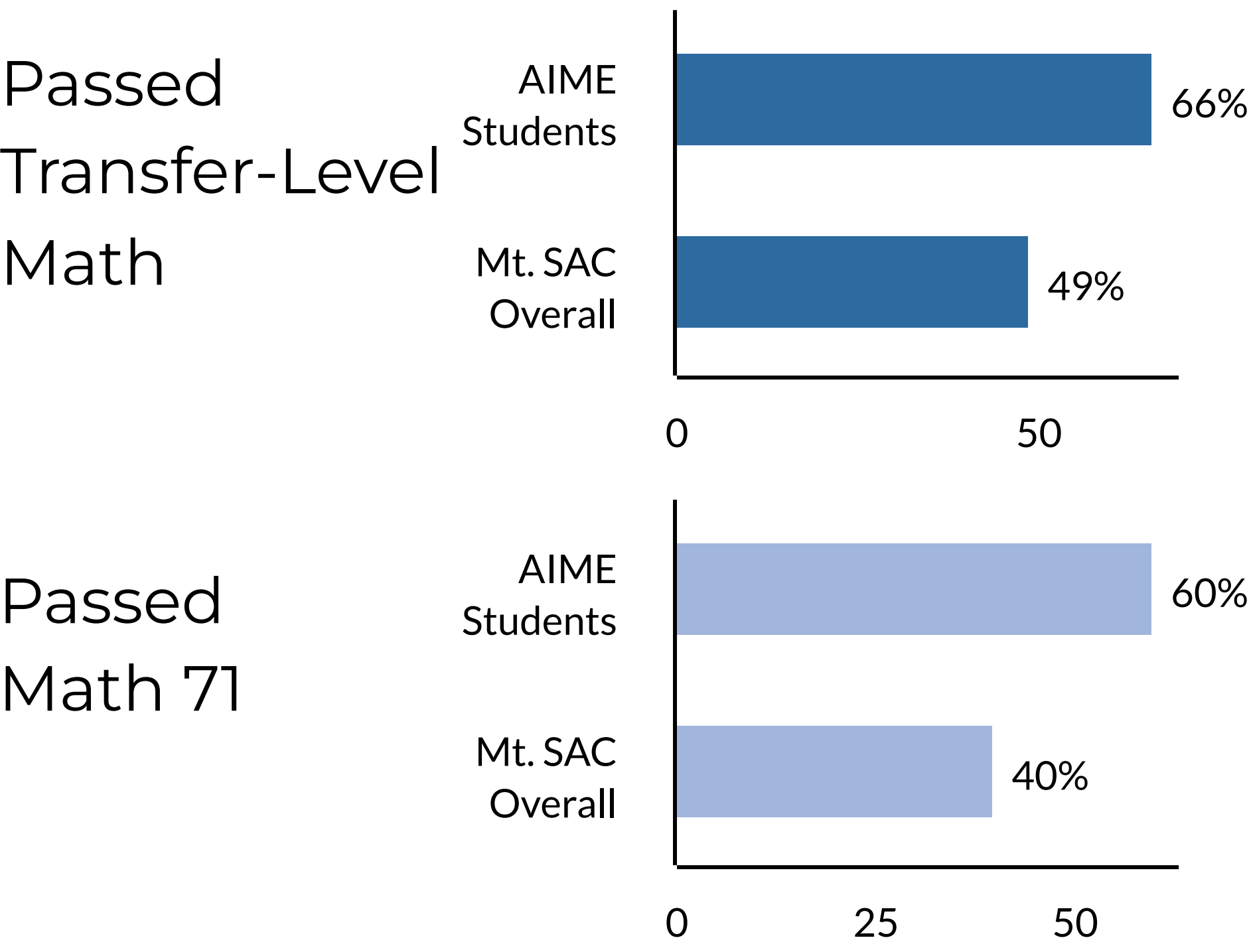
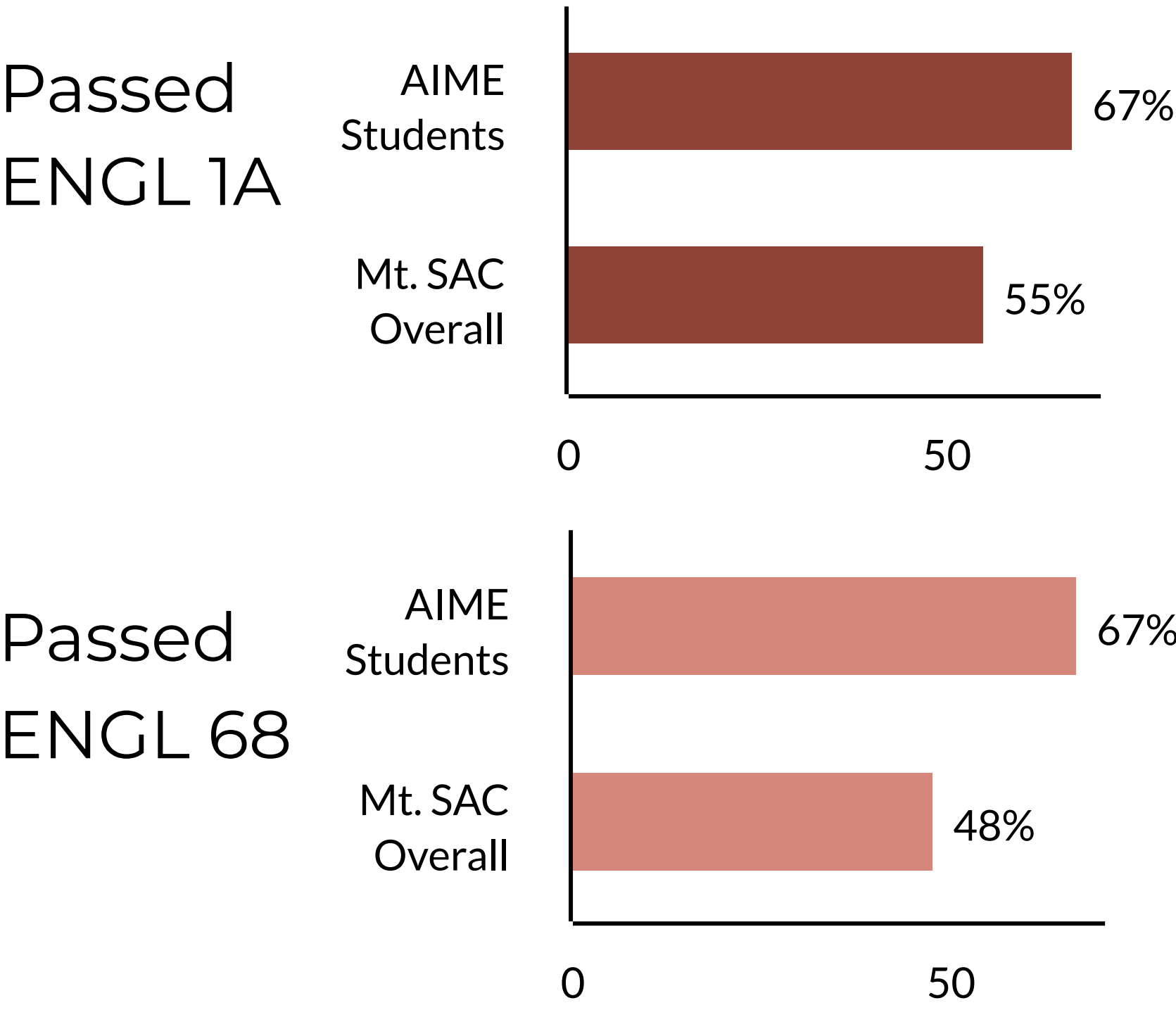
AIME Math

86 Students

Math Enrollment After AIME



Course Success After AIME



New AIME Partnerships with Credit

- AIME has partnered with STEP and will be offering AIME English classes immediately following the Counseling 1 class in the summer. Students complete 2 weeks of AIME English to prepare them for Engl 1A in the fall.
- Credit faculty expressed an interest in offering AIME classes right before the fall semester started. AIME will be offered during the "off weeks" in August. A postcard was developed for faculty to send to their students who were enrolled in fall.
- ABE contacts (calls, emails, texts) students who have not enrolled in math and English, encouraging them to enroll.
- More counseling support targeted at AIME completers not enrolling in transfer math or English.



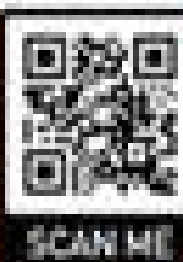
STRESSED ABOUT YOUR FALL MATH CLASS?

Don't stress! AIME for SUCCESS!

Get ready for math in the summer with
QUICK, FREE, and CONVENIENT
review classes that don't affect your GPA!

HAVE QUESTIONS? ASK US!
www.mtsac.edu/abe/aime
aime@mtsac.edu 909-274-4845

Scan for the AIME schedule and CRNs
Then register in your PORTAL (inside.mtsac.edu)
Select "Student" and Option #4 to register!




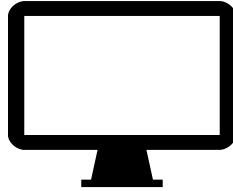
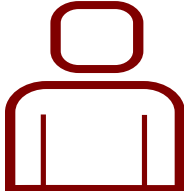
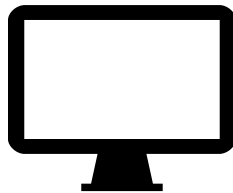
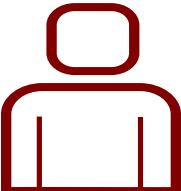
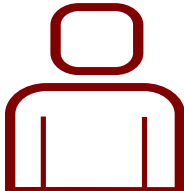
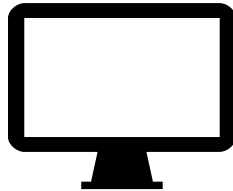
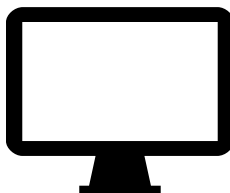
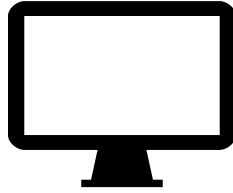


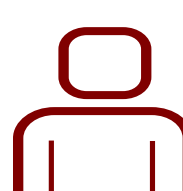


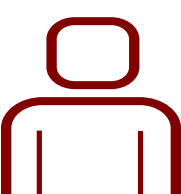

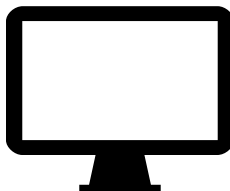
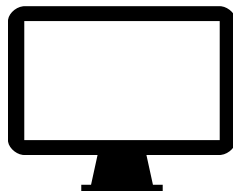
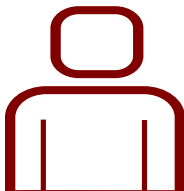
AIME classes are
online through
Zoom



Noncredit Success - Course Completions

In spring 2022, disproportionate impact calculations for course success rates were calculated for SCE programs. Success rates were examined for both online and in-person courses across gender and ethnicity groups. Disproportionate impact was found for the groups below.

Disproportionate Impact in Course Success by Modality

Program	Latina	Latino	Female Black	Male Asian
ABE		 		
Adult Diploma				
High School Equivalency				
High School Referral				
ESL				 
STV				
STV Health	 			
Vocational Re-Entry		 		




Disproportionate Impact in Online Courses





Disproportionate Impact in In-Person Courses


Note: Student populations of less than 30 were excluded from calculations.


Addressing Disproportionate Impact in Course Success


- 


Continue examining course success data by demographics and by individual class. Results will be shown to faculty and staff so that they can address disproportionate impact.
- 


Create cross connections between SCE programs and other resources on campus, such as Mountie Mentor and the Equity Center.
- 

Schedule bilingual counselors and tutors in the classrooms.
- 

ESL faculty have developed DEISA enhancements to curriculum. Implementation process will consider PD and faculty discussions.
- 

As part of the SEAP Mini Grant, SCE faculty Canvas shells have been redesigned to be more relevant and engaging to the adult learner and improve accessibility. These enhancements include meeting file and page accessibility requirements, restructuring content for ease of use, and creating video introduction tutorials for the start of class.
- 

Create opportunities for one-on-one tutoring right after class, both in-person and online. Expand one-on-one tutoring for all noncredit courses, both in person and online.
- 

Address noncredit students' long-term basic needs - bus passes, housing insecurities, and food vouchers.
- 

Add teaching aides to large classes , so that students have access to additional support

Noncredit Success - Certificate Completions

HS Diploma Graduates 2021-2022

The SCE HS Diploma graduating class held their ceremony at the Sophia B. Clarke Theatre on June 16th. It was the largest graduating class ever, with 104 students receiving their diploma.

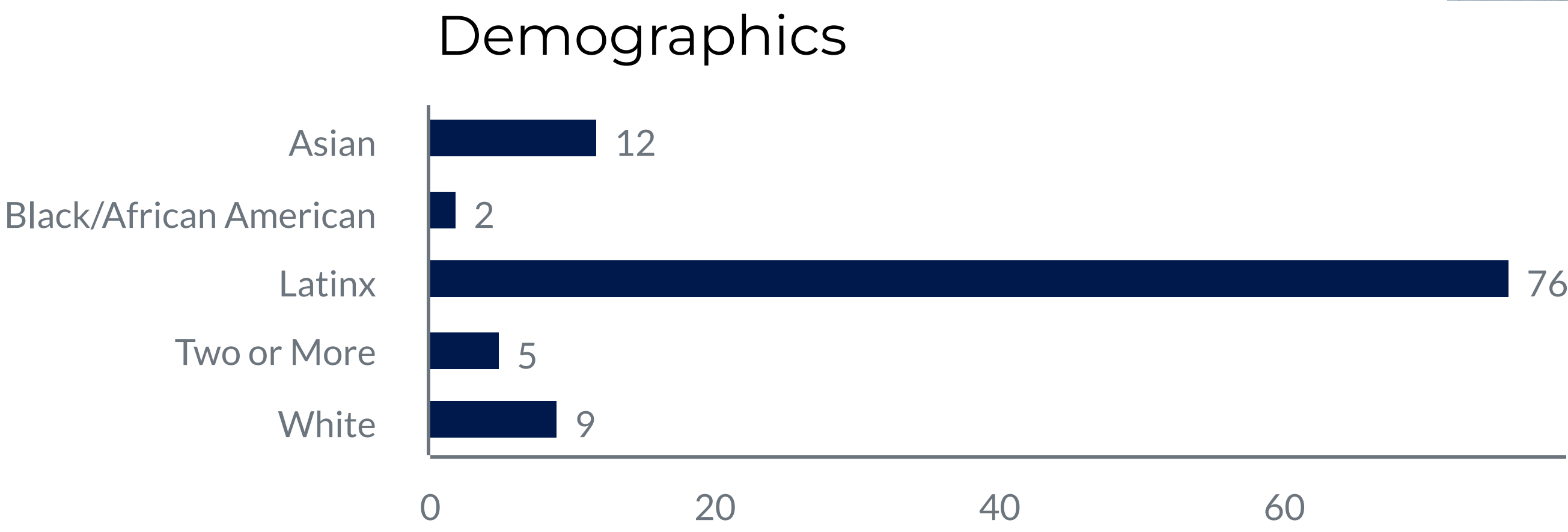


✓

Number of Adult HS Diploma Graduates
64

✓

Number of HS Equivalency Graduates
40



Many of the graduates have registered for credit courses in the summer and fall

Student Experience - CNA Program

My name is Megan Martinez, and I recently completed the CNA program and began my journey working in the medical field. My goal is to become a nurse. I had such a wonderful experience in this program. Not only did I learn new skills but I also learned a lot about myself as a student and how I study. Professor Suzanne Avila is amazing in how she teaches this program and goes above and beyond for her students. From lectures to scenarios and even in clinical, Suzanne as well as her aides are on top of the students to ensure they are successful in and outside of the program.

A barrier I did experience was how much I overthought everything. This affected me the most when I was preparing for exams and quizzes. Thankfully, I was able to overcome this barrier by focusing on what Professor Avila would say during lectures. I combined both information from her lectures and the homework to help me succeed. I currently work at Pomona Valley Hospital Medical Center where I have transferred up to the ICU3 Trauma Unit. I can finally apply what I learn to a real-life setting. I have never felt so much excitement in commencing this new chapter in my life.



56
CNA students received certificates in 2021-22

CNA Faculty

CNA faculty treat students as if they may eventually be colleagues entering the healthcare workforce. Faculty recognize how critical CNAs are to the healthcare community and more importantly how their training must be of the highest level and rigor. The CNA program director and professor Suzanne Avila's dedication to her students is second-to-none. She employs a case-management approach by holding one-on-one meetings with each CNA student to go over strengths and areas for growth. She arranges class mentors for students needing help with practicing skills. Professor Avila's determination is evident as 100% of her students pass their state certification exams, an achievement that occurred even through the pandemic.

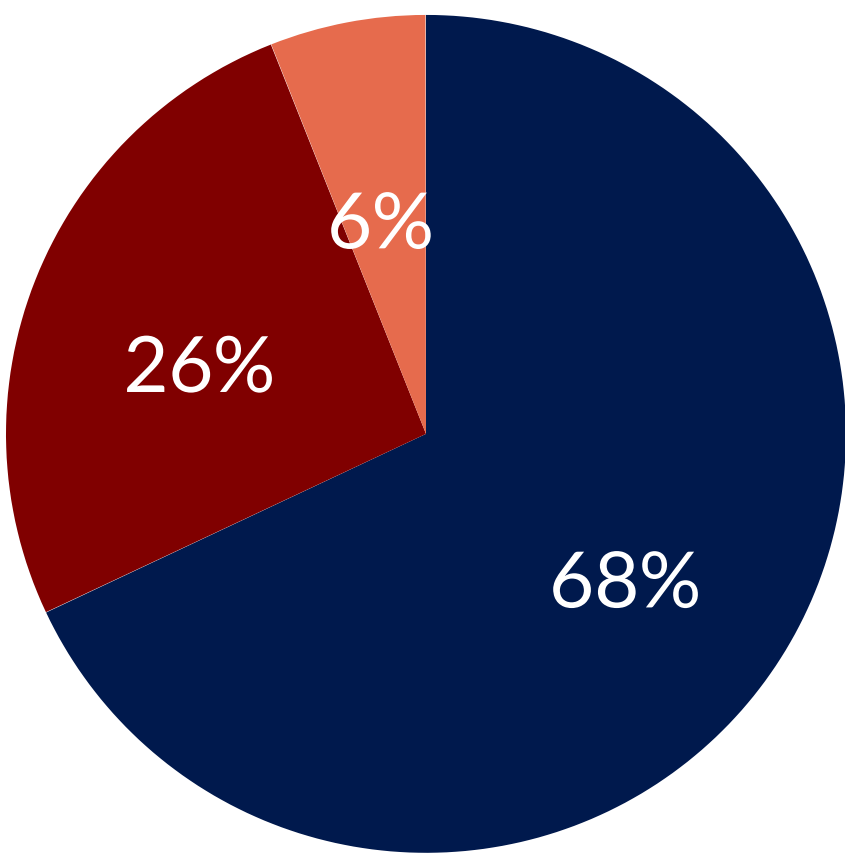
CTE Employment Outcomes Survey 2021

For the 2018-19 Mt. SAC noncredit cohort, a total of 610 students were surveyed and 24% responded. The results of the survey showed that completing noncredit CTE coursework at Mt. SAC is related to positive employment outcomes, such as job placement and wage gains.

Surveyed students attended these programs:

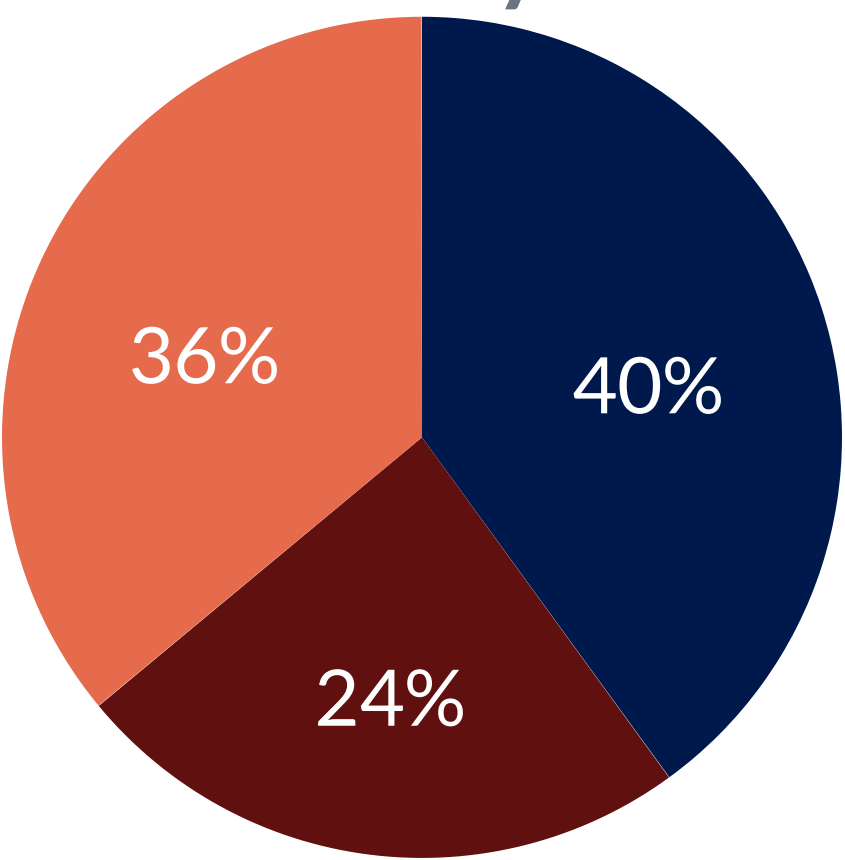
Accounting
Applied Photography
Business Management
Certified Nurse Assistant
Electronics and Electric Technology
Fashion Design
Floriculture / Floristry
Home Health Aide
Landscape Design and Maintenance
Manufacturing and Industrial Technology
Office Technology/Office Computer Applications
Welding Technology

How satisfied are students with the education and training they received?



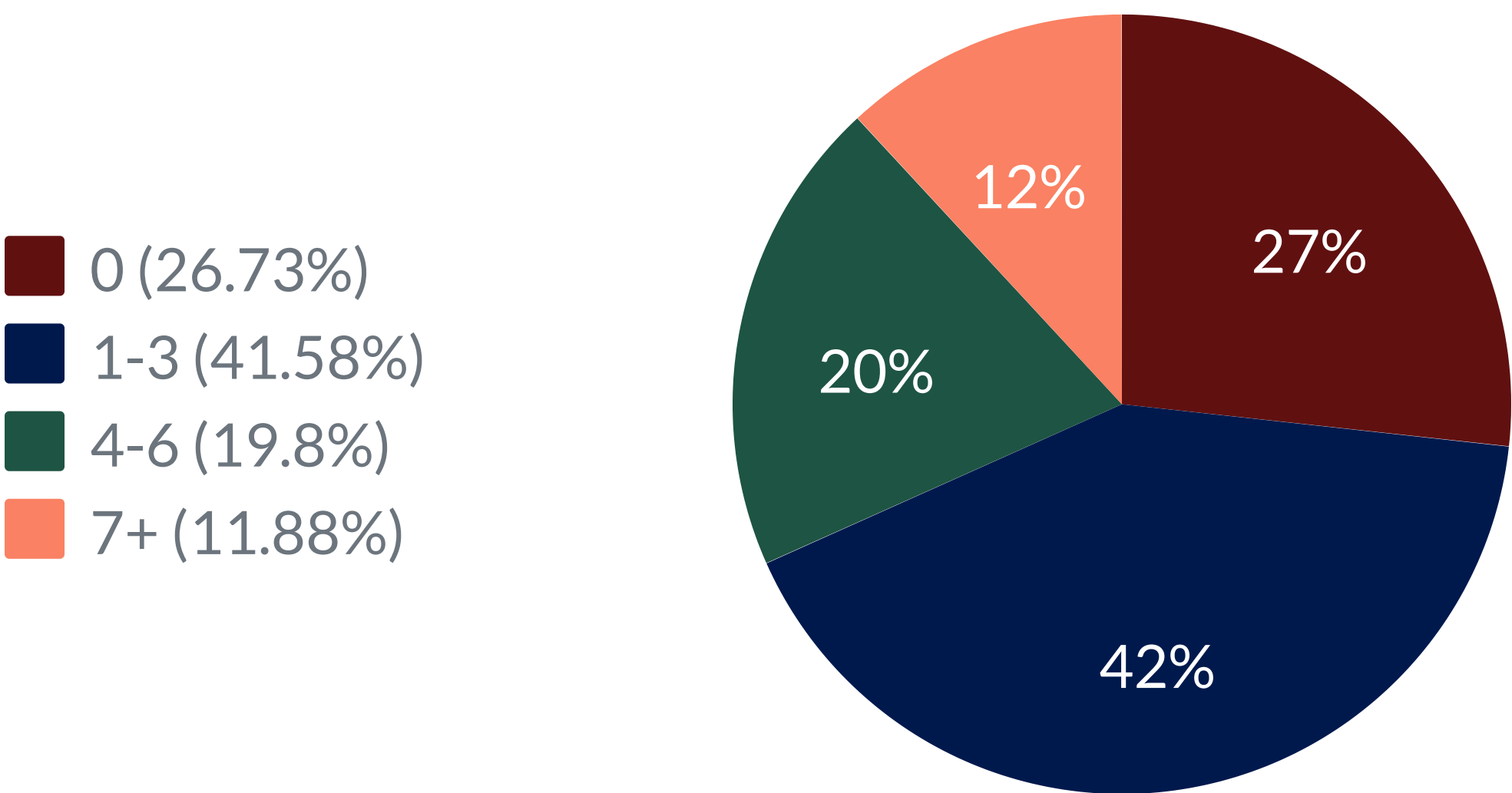
Very Satisfied (68%) Satisfied (26%) Other (6%)

How many students secured a job that is closely related to their program of study?



Very Close (40%) Close (24%) Not Close (36%)

How many months did it take for students to find a job?

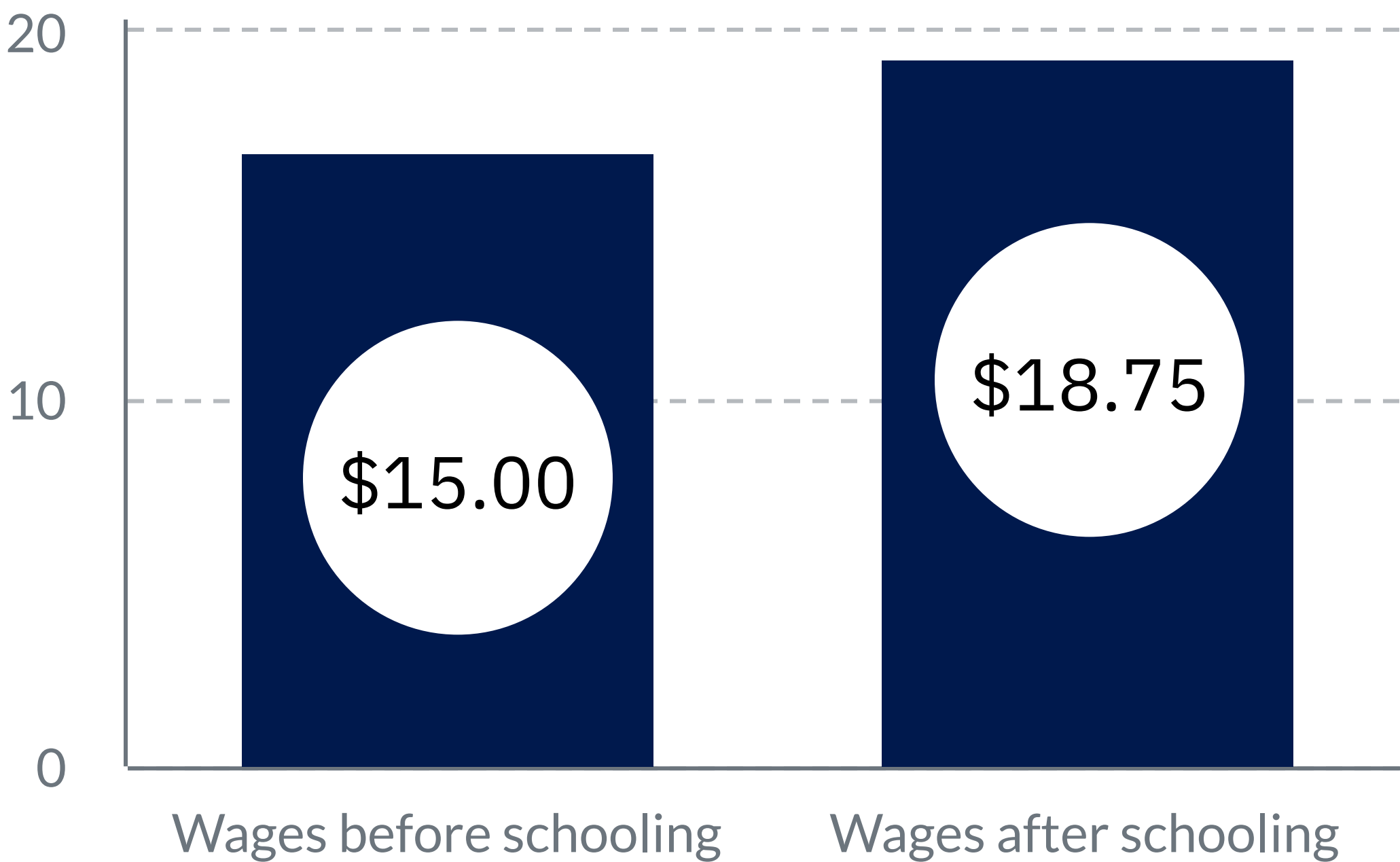


0 (26.73%)
1-3 (41.58%)
4-6 (19.8%)
7+ (11.88%)

Key Results:

- 94% of respondents were satisfied or very satisfied with their training.
- 64% of respondents secured a job that is closely related to their field of study.
- 68% of students found a job within 3 months.
- \$3.75 is the change in hourly wages after completing training. That is a 25% increase.

Median hourly wages before/after attending SCE



- "I had great teachers who took the time to teach real life experiences."
- "I was able to get a job after getting my certificate. I was more confident after receiving my education."
- "I was well prepared for the job I applied for."
- "Excellent teachers, good material, good environment, good resources."
- "This program changed my life."

Yunting Li - ESL/VESL

Yunting Li started taking ESL Level 5 courses in 2019 and experienced the beginning of the pandemic while still enrolled in ESL. Yunting not only had to overcome all the challenges and obstacles in everyday life in the United States, but she was overwhelmed by the rapid changes from in-person to online education, the stay-at-home orders and the increasing anti-Asian sentiment and threats. "One day, I was walking home from Mt. SAC, and two girls yelled at me "This is America, you go back to China with your dirty diseases! After this experience, I was full of fear, anxiety, depression, and hopelessness, but with the help of professors and counselors, I was able to express what had happened to me. I received the support and encouragement I needed to go on".

Eventually Yunting enrolled in the VESL Career Paths Program, and she even earned an ESL scholarship as she transitions to AMLA. She also became an ESL short-term hourly employee. She would like to earn degrees in a fine arts program and has a goal of becoming an art professor.

Richard Centeno - IMPACT

Richard Centeno is a poetry author and student in the Adults with Disabilities (AWD/IMPACT) program who began taking classes in the Education for in spring 2018. As evidenced by his work, Richard is talented and artistic and likes to write, draw, and listen to music. His favorite artist is Selena Gomez. Richard is continuing his education in order to pursue a career in the arts. His instructor, Briseida Ramirez, encouraged him to enter a campus-wide poetry contest this spring. Thirty Mt. SAC students submitted poems for the contest, and Richard was selected as one of the recipients of the SCE Equity Committee Outstanding Poet Award. Richard added this achievement to his resume, and hopes that it helps him to get a job doing something creative.



Untitled by Richard Centeno

I am a person with disability
But I am full of ability
I have a voice
I have a life

Why can't you see me as a
human
Who has opinions and dreams
Who can go to the extreme
Stop seeing me like a child
Who doesn't know how to
decide
Try to get to know me
So I can show you who I am