

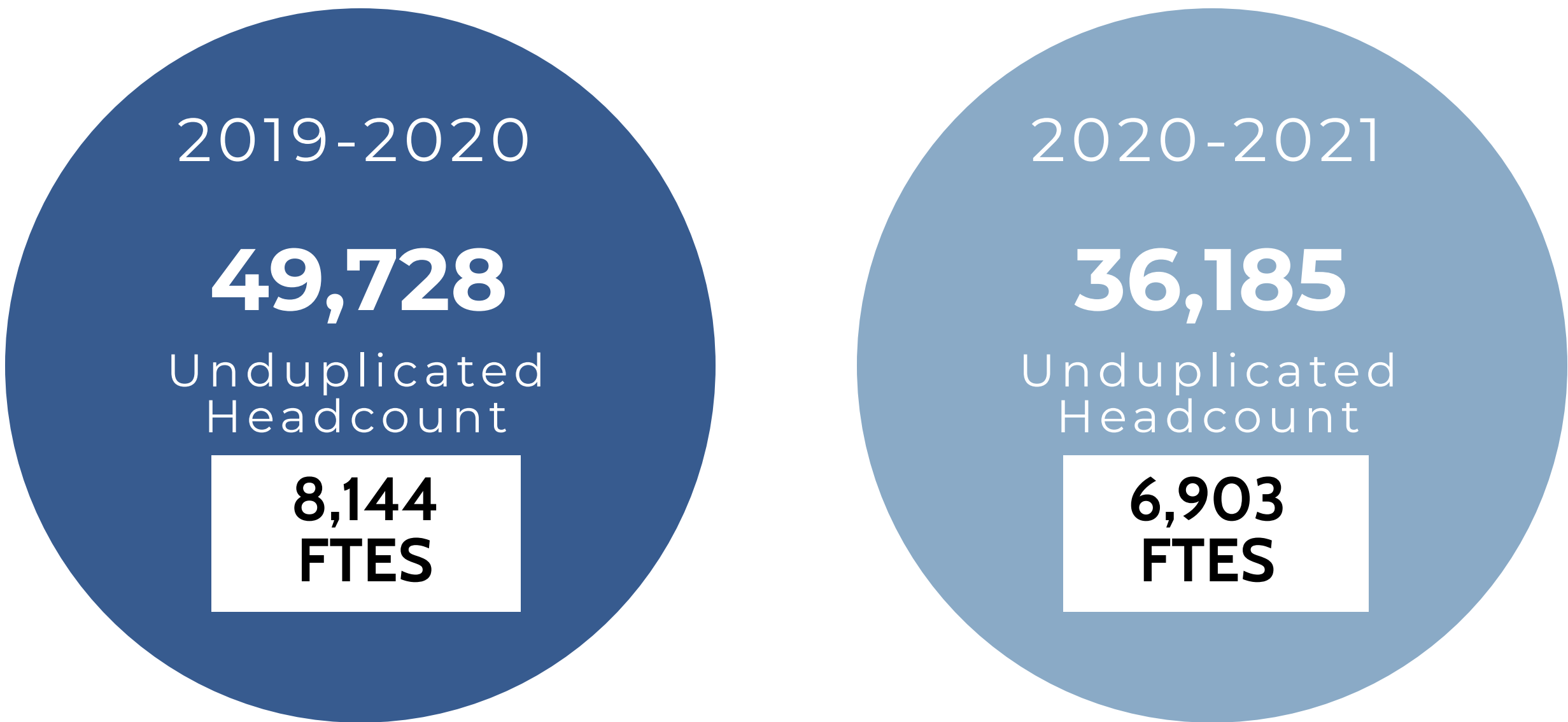
School of Continuing Education (SCE) Research Plan Noncredit Impact on the Student-Centered Funding Formula

Update - August 17, 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)

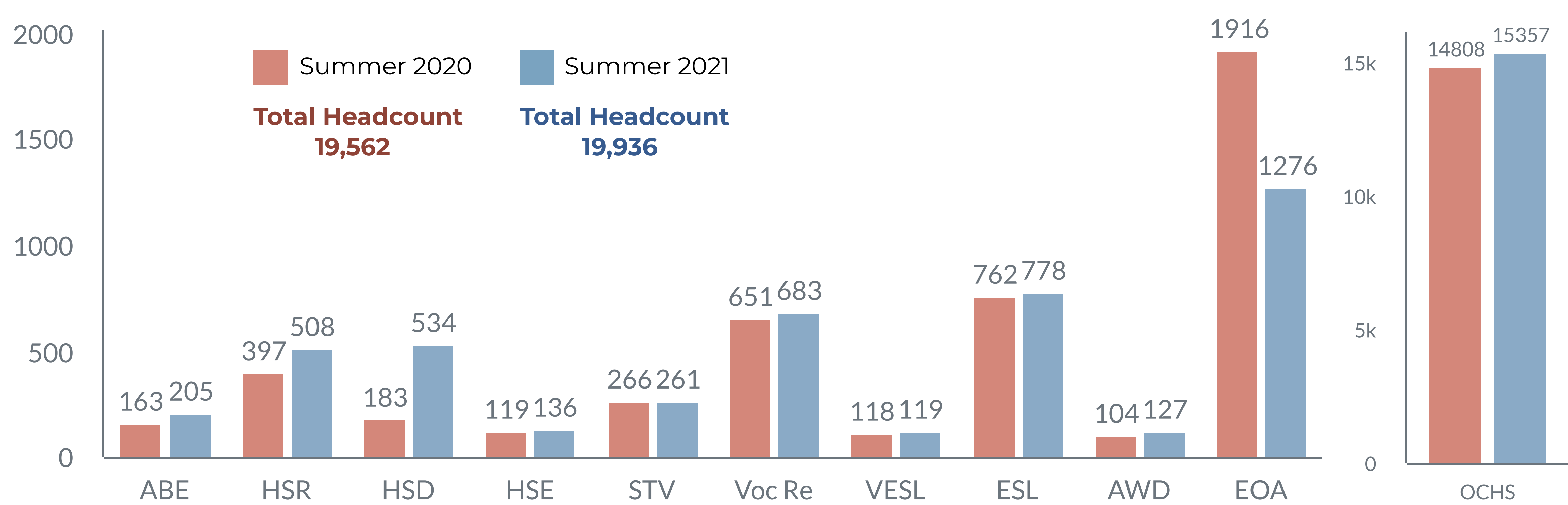
SCE Enrollment Comparison 2019-2020 and 2020-2021



Headcount by Ethnicity & Gender

	2019-2020	% of Total	2020-2021	% of Total	Difference
Hispanic/Latinx Female	7990	24%	5397	21%	-2593
Hispanic/Latinx Male	6499	20%	3618	14%	-2881
Asian Female	4076	12%	2755	11%	-1321
Asian Male	2380	7%	1280	5%	-1100
Black/African American Female	337	1%	242	1%	-95
Black/African American Male	210	1%	138	1%	-72
White Female	1393	4%	972	4%	-421
White Male	599	2%	411	2%	-188

Unduplicated Headcount by Program Comparison - Summer Week 6

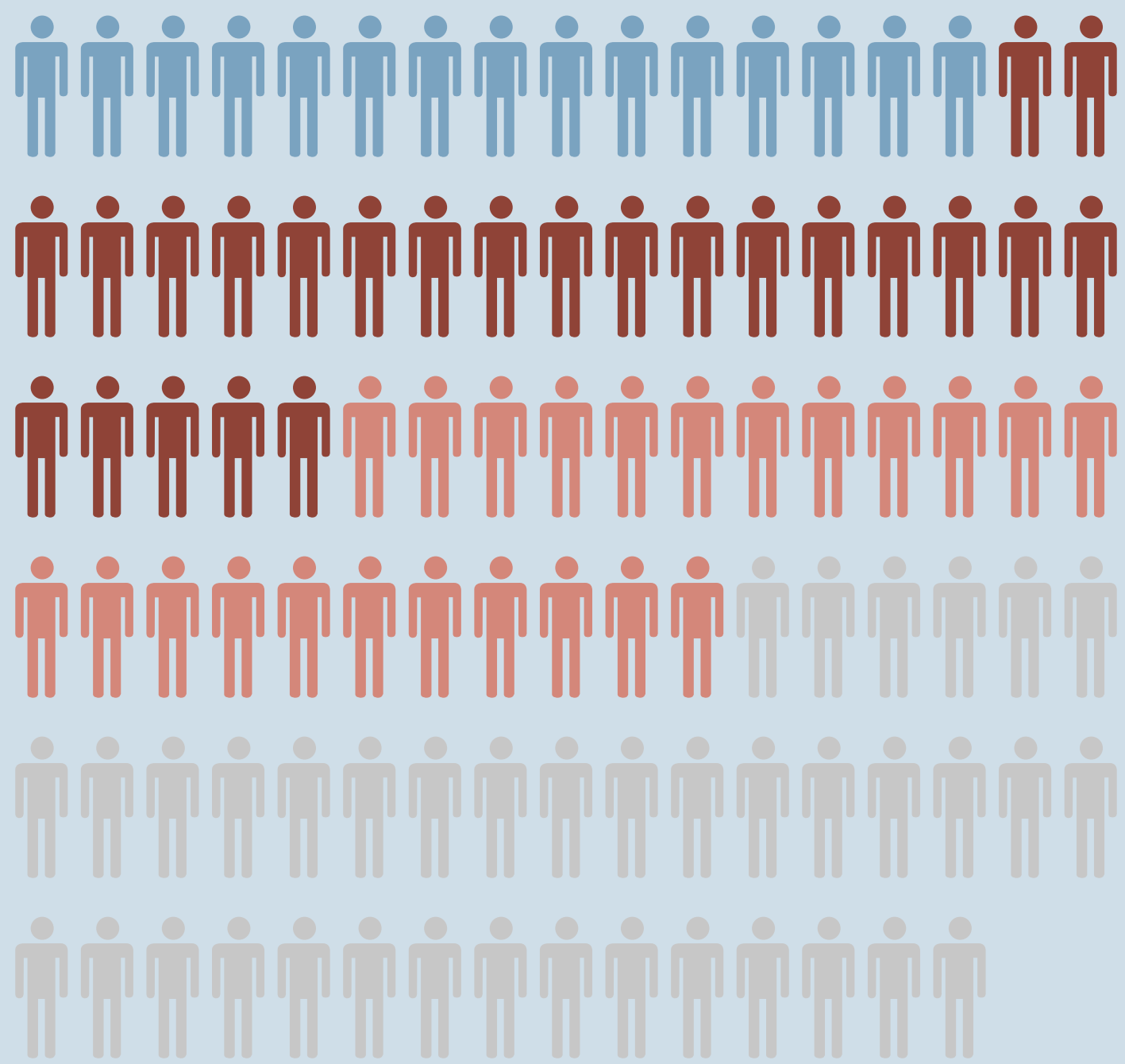


	Enrollments in CDCP	Enrollments in Non -CDCP	Total Enrollments
Summer 2020 (Week 6)	27,061	4,624	31,685
Summer 2021 (Week 6)	28,718	4,820	33,538
Amount of Increase in 2021	1,657	196	1,853

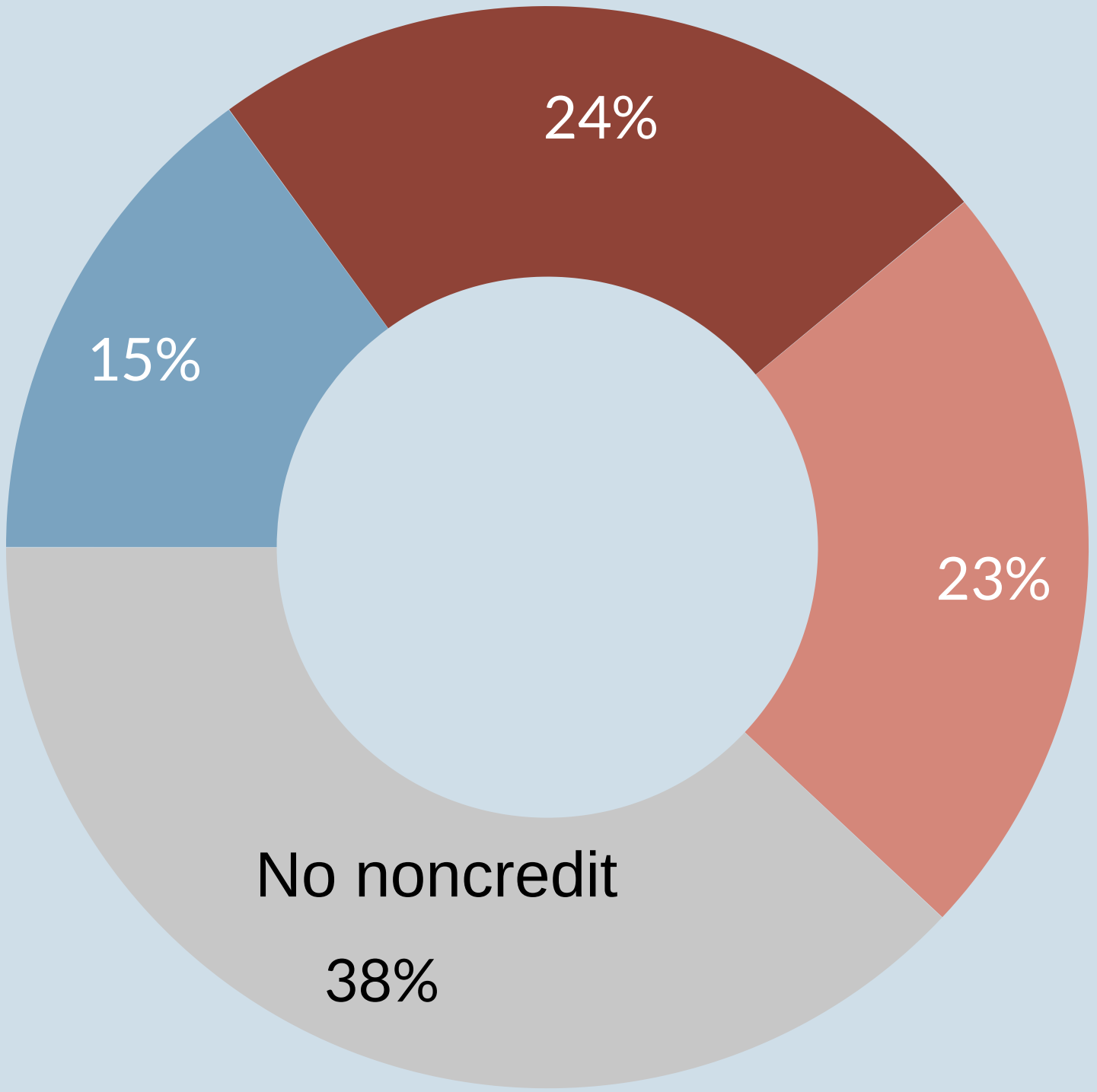
Noncredit Students and Supplemental Metrics

AB540 Students 2018-19, 2019-20 & 2020-21

In 2018-19, 2019-20, and 2020-2021, there were 2,109 unduplicated students at Mt. SAC who were AB540 students. Of those students, 1,309 (62%) had a noncredit touchpoint, either attending SCE courses or noncredit labs, or both.



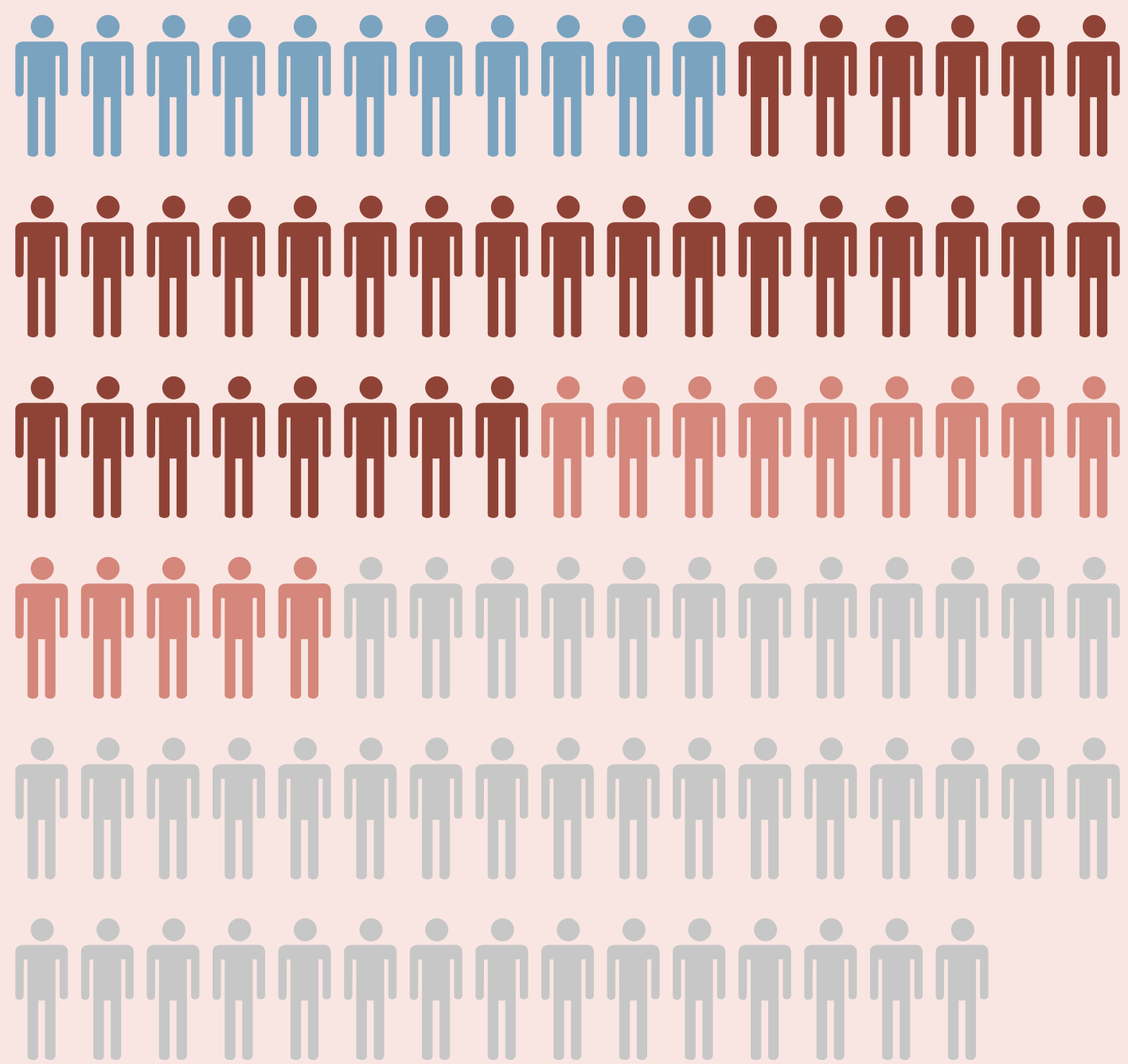
62%



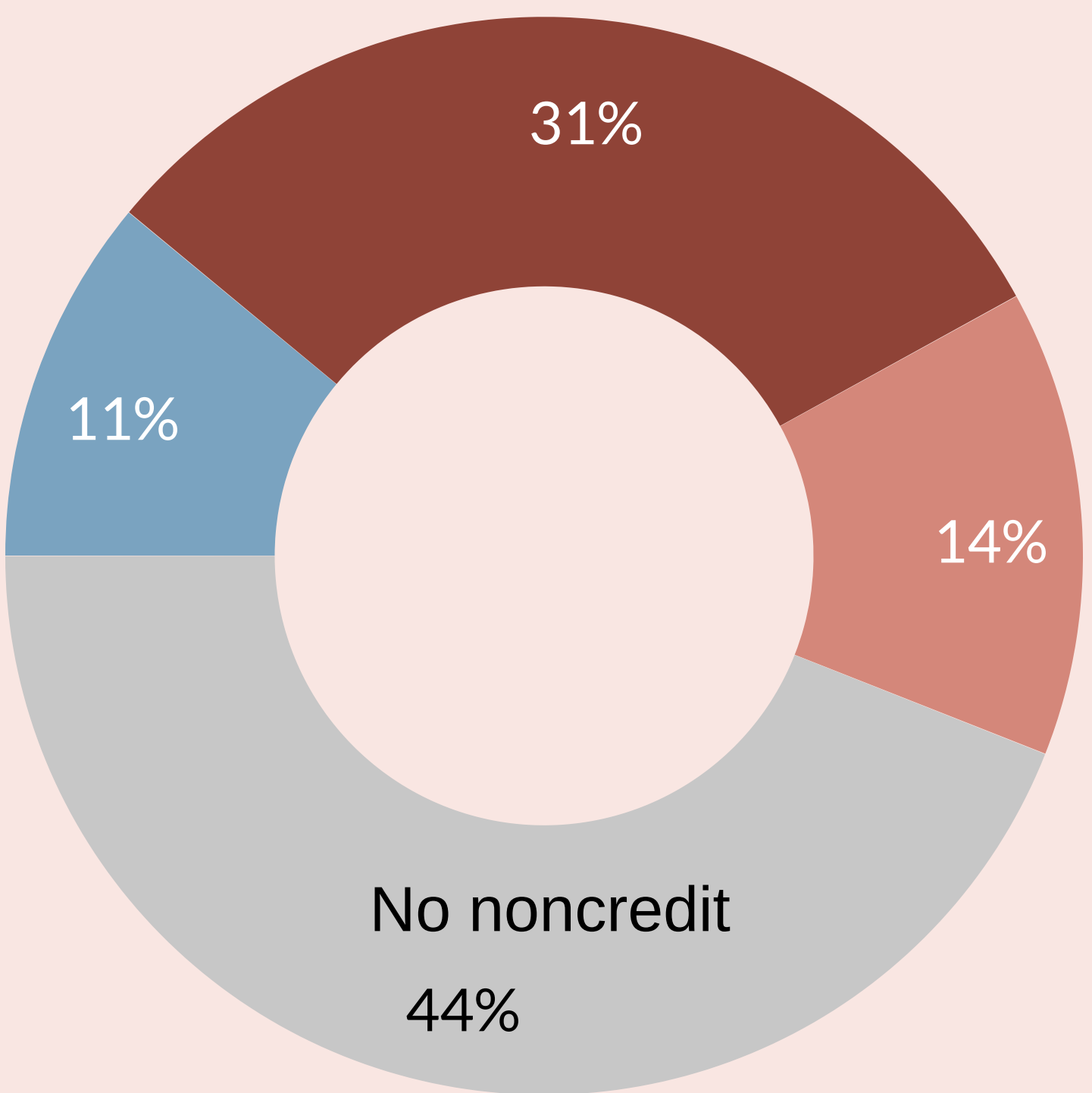
■ Took a noncredit course	318 (15%)
■ Attended a noncredit tutoring lab	503 (24%)
■ Took a noncredit course and attended a tutoring lab	488 (23%)
	<hr/>
	1,309 (62%)

Promise and Pell Grant Recipients 2018-19, 2019-20 & 2020-2021

In 2018-19, 2019-20, and 2020-21, there were 63,013 unduplicated students at Mt. SAC who were Promise or Pell recipients. Of those students, 35,331 (56%) had a noncredit touchpoint, either attending SCE courses or noncredit labs, or both.



56%



■ Took a noncredit course	6,988 (11%)
■ Attended a noncredit tutoring lab	19,780 (31%)
■ Took a noncredit course and attended a tutoring lab	8,563 (14%)
	<hr/>
	35,331 (56%)

Noncredit Success - Course Completions

Open Entry/Open Exit Course Progress

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

Academic Year 2020-2021

Program	Total	NP	% NP	P	% P
ABE	1531	16	1%	467	31%
Adult High School Diploma	1528	18	1%	442	29%
High School Equivalency	1311	4	0%	71	5%
High School Referral	1364	222	16%	713	52%
ESL	5995	314	5%	3825	64%
Voc Re-Entry	5092	458	9%	1634	32%
Older Adults	12822	377	3%	3076	24%
Adults with Disabilities	2011	187	9%	100	5%

Remainder of students received an SP and will continue in the course

Adult HS Diploma Increase in Graduates



Number of
Adult
HS Diploma
Graduates
2019-2020
57



Number of
Adult
HS Diploma
Graduates
2020-2021
86



Managed Enrolled Course Progress

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

Academic Year 2020-2021

Program	Total	NP	% NP	P	% P
Off-Campus HS	24721	4847	20%	19873	80%
STV Health	838	272	32%	542	65%
STV Mirrored	165	45	27%	120	73%
STV	447	173	39%	223	50%
VESL	1128	49	4%	893	79%

AIME 2019-2020 and 2020-2021

In addition to providing specialized instruction to students wanting to take transfer level English and math, AIME provides faculty a partnership to serve specific student populations. AIME faculty are in current discussions with ACCESS and English faculty to expand AIME for our students with disabilities who enroll in one level below transfer in ACCESS 34/English 68. AIME faculty are also in the early planning stages with AMLA faculty to see how AIME can help prepare non-native English-speaking and immigrant students for AMLA 90/1A.

AIME English

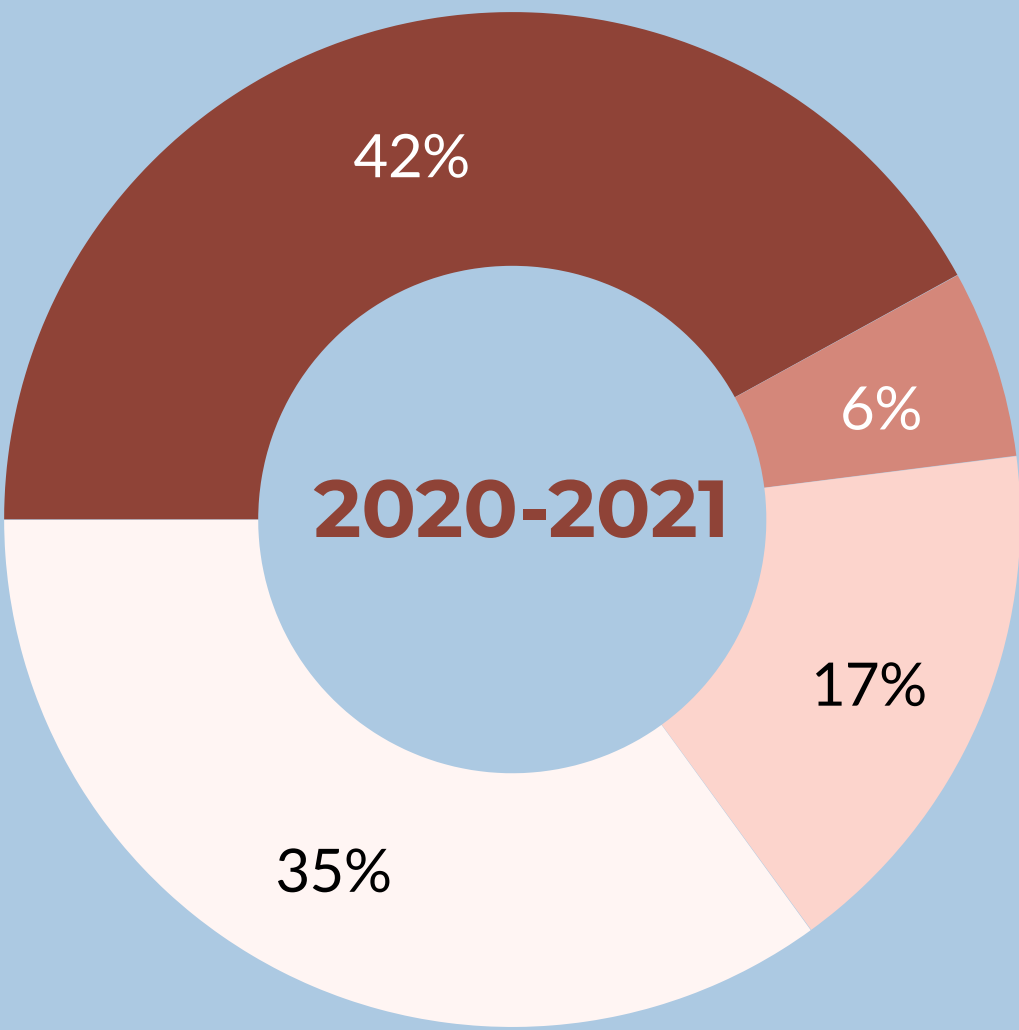
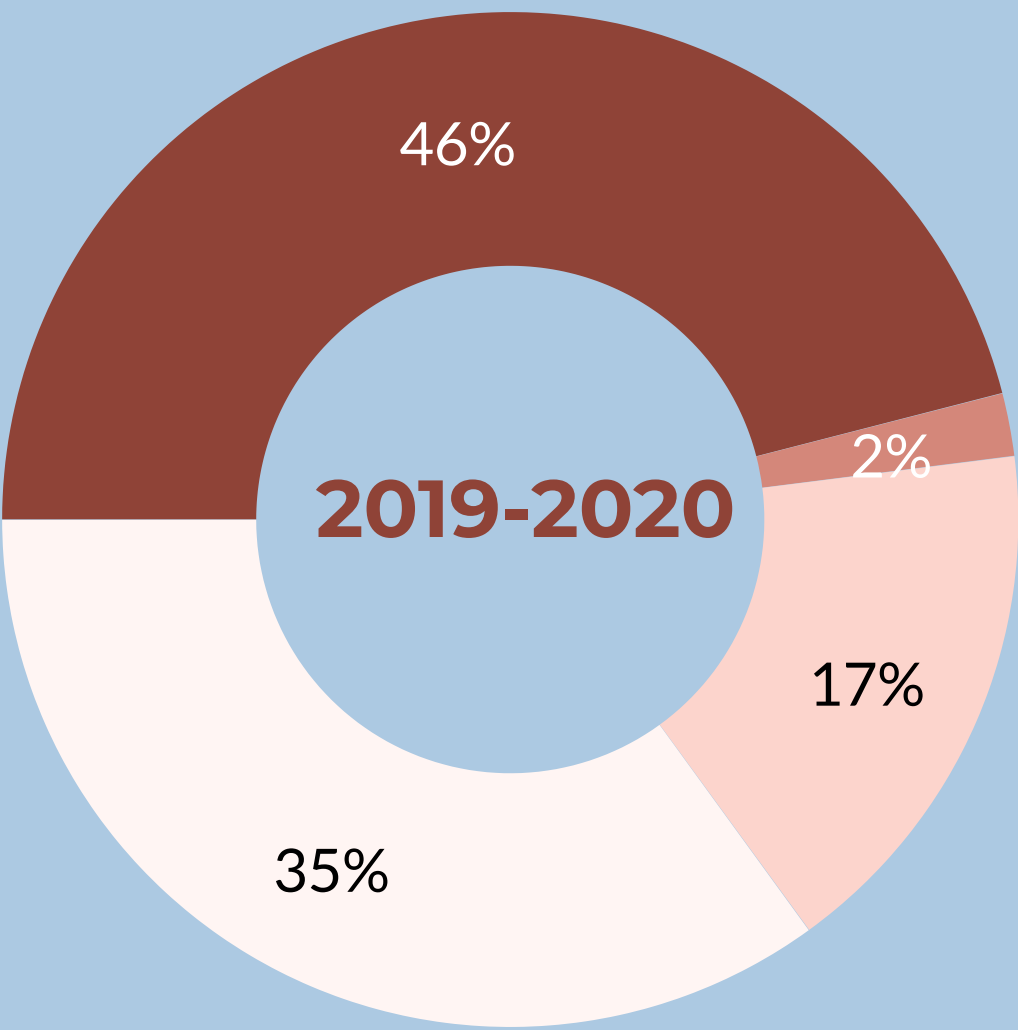
2019-2020

133 Students

2020-2021

65 Students

Enrollment After AIME



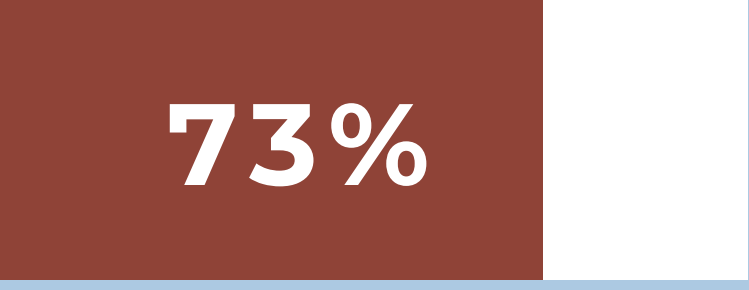
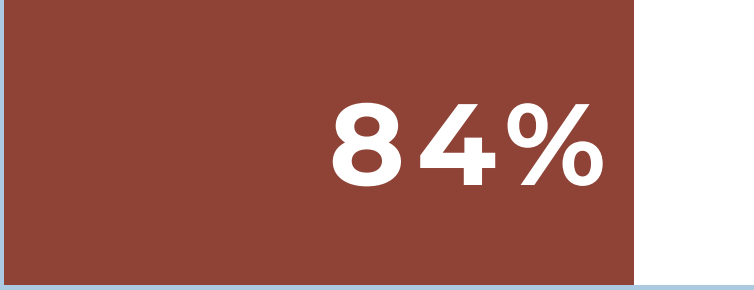
- Enrolled in ENGL 1A
- Enrolled in ENGL 68
- Enrolled in AMLA 90
- No Credit English Enrollment

Course Success After AIME

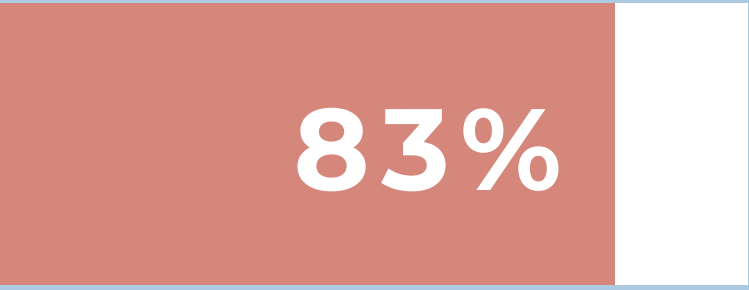
2019-2020

2020-2021

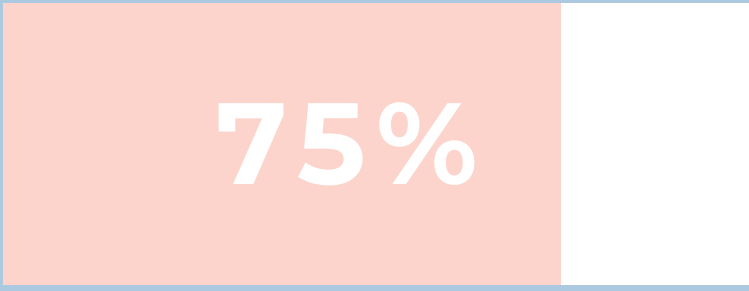
Passed ENGL 1A



Passed ENGL 68



Passed AMLA 90



AIME Math

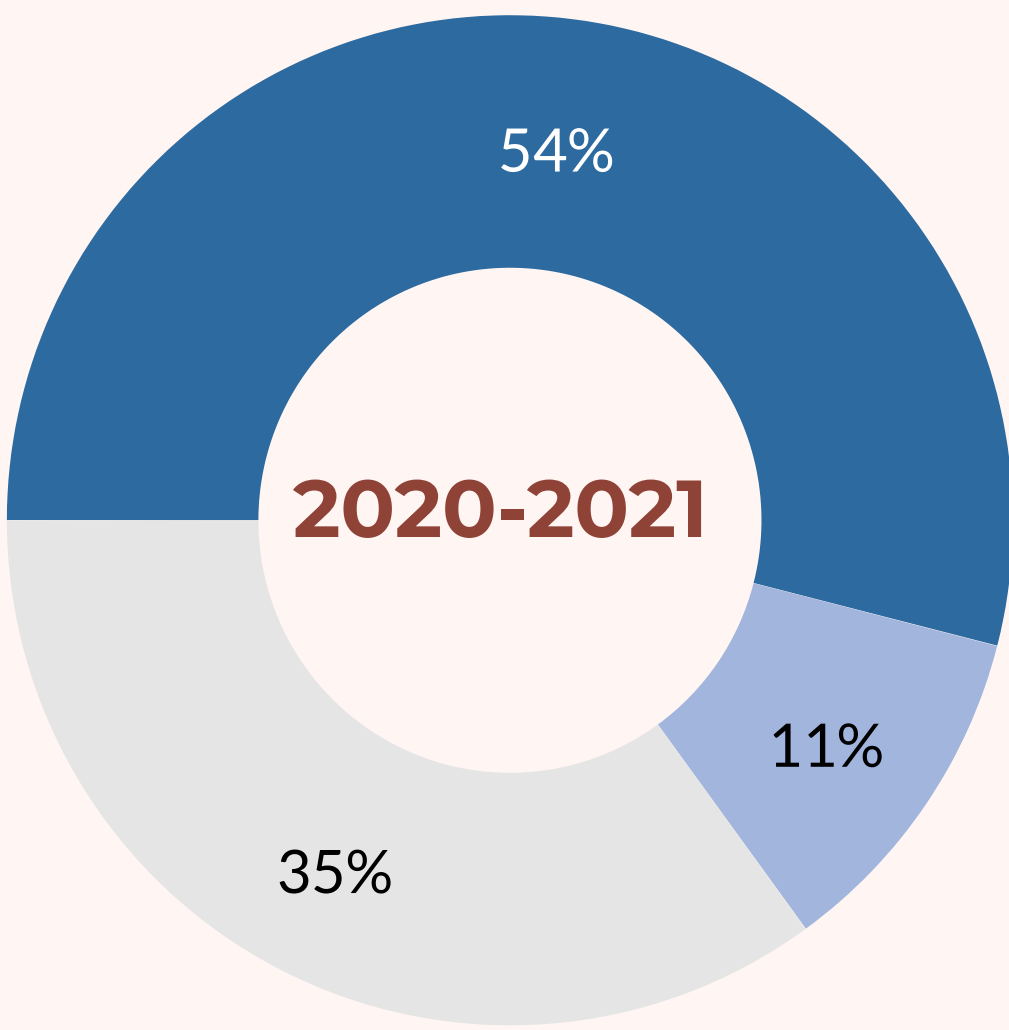
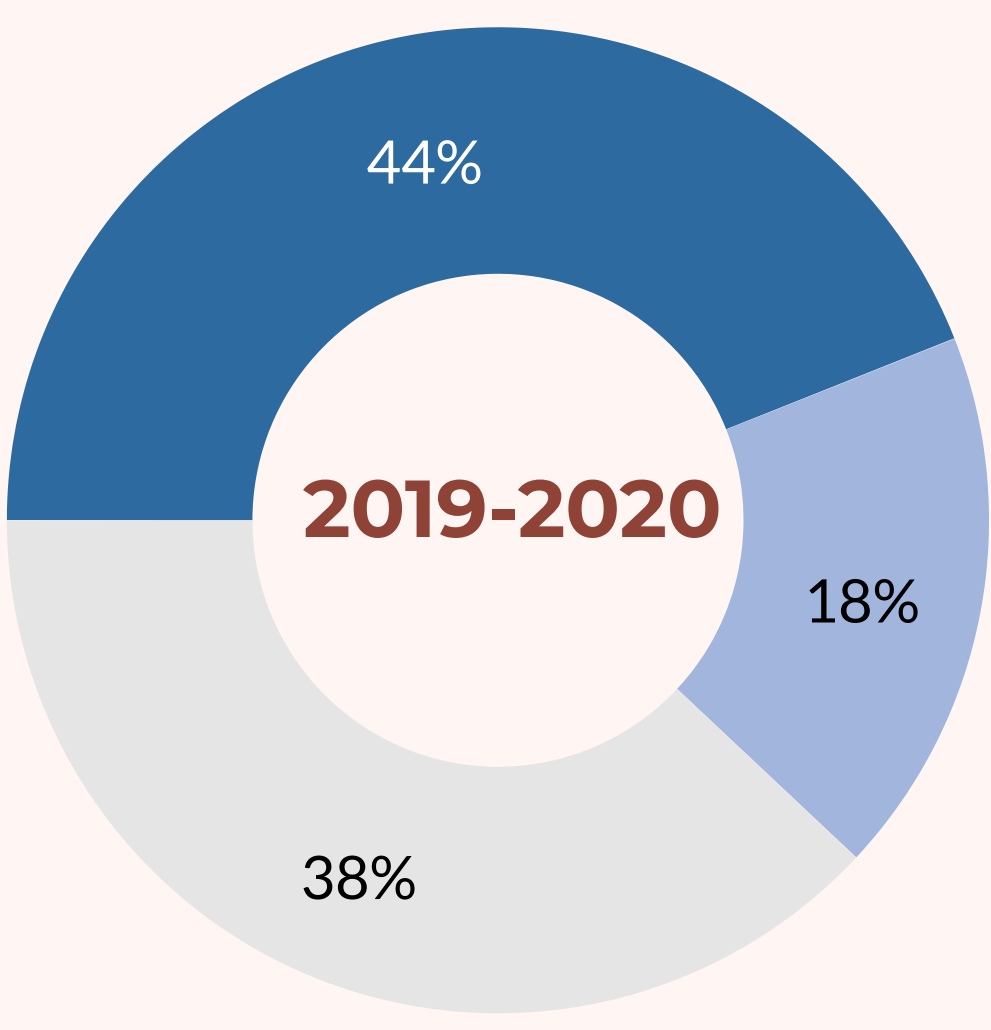
2019-2020

116 Students

2020-2021

117 Students

Enrollment After AIME



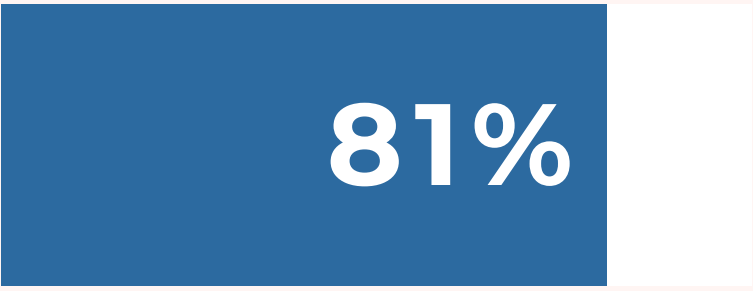
- Enrolled in Transfer-Level Math
- Enrolled in Math 71
- No Credit Math Enrollment

Course Success After AIME

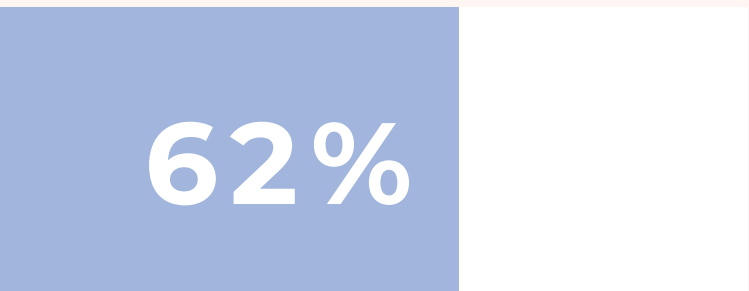
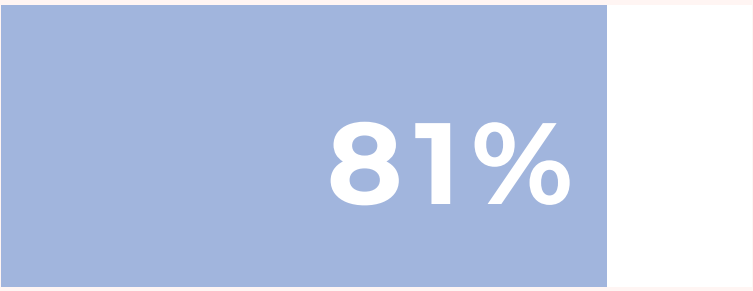
2019-2020

2020-2021

Passed Transfer-Level Math



Passed Math 71



Noncredit to Credit Success

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

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

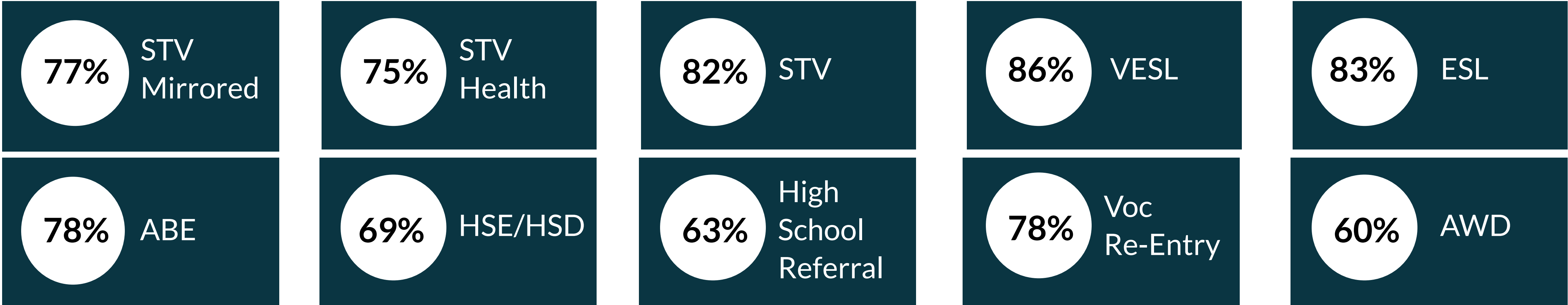


Program	Total Unduplicated Students Enrolled in 2018-19 and 2019-20	% of Students Who Transitioned to Credit	Number of Students Who Transitioned
STV Mirrored	556	49%	271
STV Health	937	52%	491
STV	783	39%	308
VESL	1242	24%	295
ESL	6866	8%	562
ABE	3308	36%	1197
HSE/HSD	933	24%	221
HSR	733	29%	213
Voc Re-Entry	2133	4%	89
AWD	849	3%	28

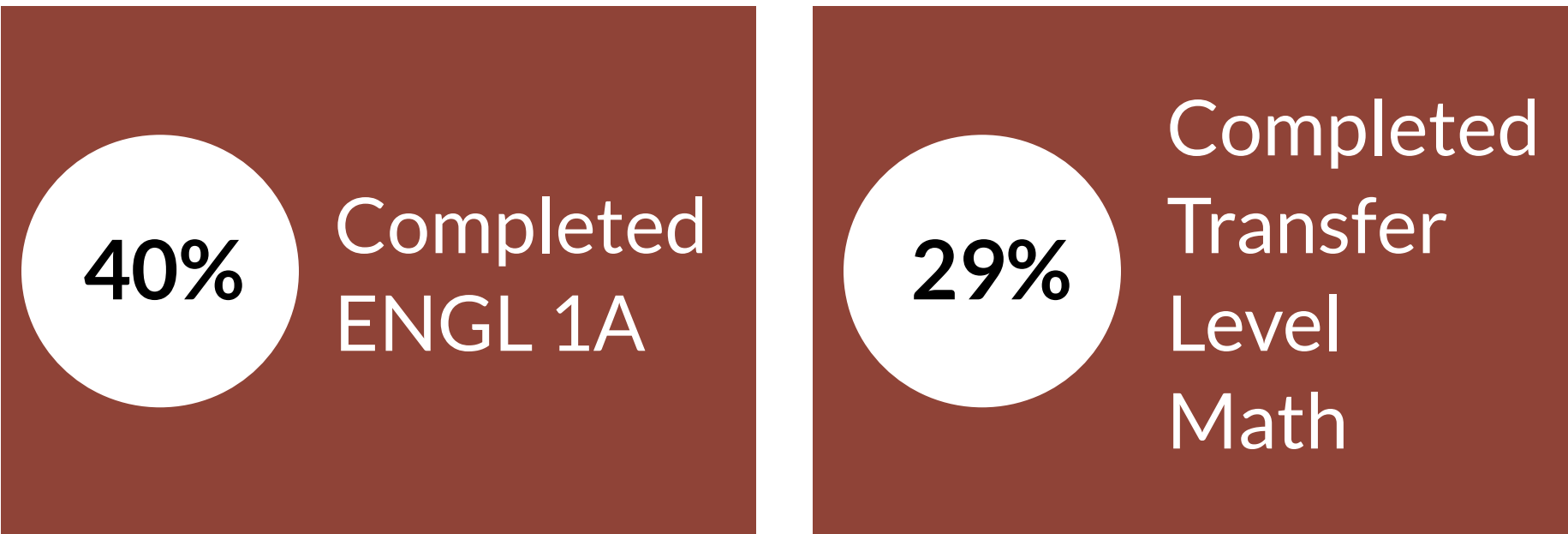


Success in Credit Courses

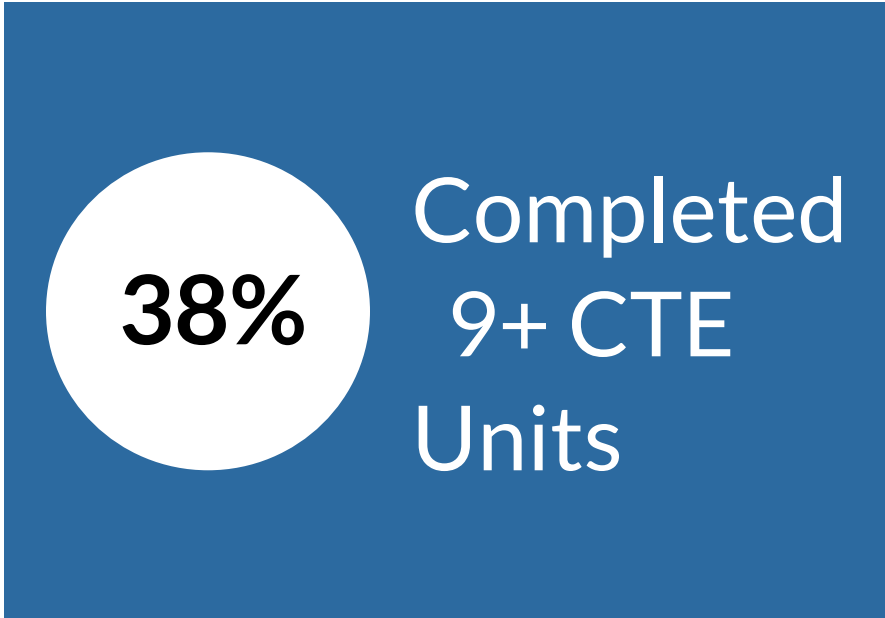
Overall, students who transition from noncredit to credit do well in their credit courses. This is a reflection of the wrap around support and solid noncredit instruction.



Success in Transfer Level Math and English



9+ CTE Units

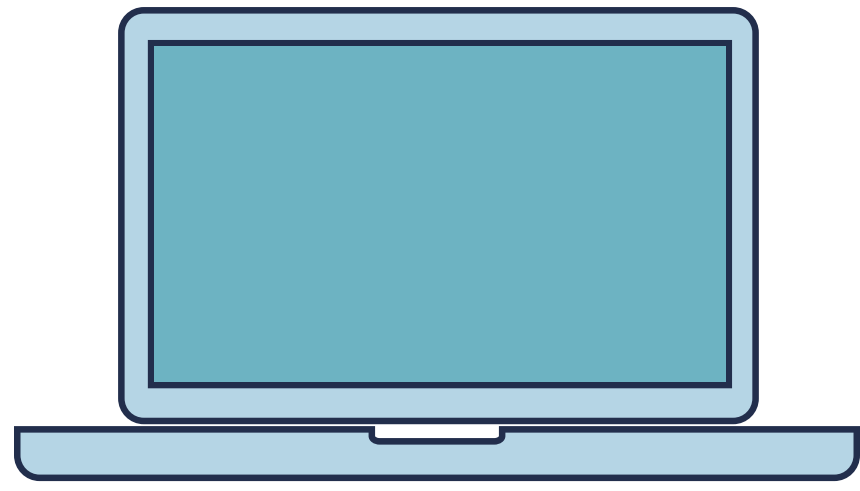


Noncredit Students and Basic Needs

Support for SCE Students During the Pandemic

100+

SCE Short-Term Vocational students received Health Career Kits.



456

unduplicated students received

544

loaner laptops and wi-fi hot spot devices during the 2020-2021 academic year.

170

Student Basic Needs Vouchers were given to SCE students.



300

CARES Act Grants were distributed to SCE students.

Build a Better Life/Mt. SAC is Back

- ✓ Continue to institutionalize our noncredit distance education and online programs
 - Faculty enhancing instructional environment
 - Increase access for disproportionately impacted populations
- ✓ New program development
 - Pharmacy Tech
 - LVN
 - HS Diploma courses
- ✓ Re-engaging campus partners
 - AIME - expansion with AMLA and ACCESS
 - Engineering partnership
 - NC Special Admit and AB540 student support
- ✓ Refocusing our workforce partners
 - Co-locations
 - Clinical partnerships with Lifeline
 - Partnership with Temco
- ✓ Re-establishing our programs in the community
 - Community and senior centers
 - K-12 school district sites

About Our Students

Jaime - ESL

Jaime Vladimir Castro immigrated to the US from El Salvador in 2012. He started attending ESL Level 2. He completed the ESL Program and then enrolled in the VESL Program. One of the biggest challenges Jaime faced was attending evening classes while working full time. In his own words, "It wasn't always easy. I had to work 8-9 hours shifts every day while going to school. It was mentally and physically exhausting." After work, Jaime rode the bus to school and back home. It was a challenging time for him, but despite the difficulties, Jaime completed the VESL program and transitioned to credit courses in 2018. He graduated from Mt. SAC with a Business Management AS Degree in 2020 with honors and is currently working as a full-time administrative assistant at Williams Sonoma. He continues taking credit classes at Mt. SAC, as he would like to earn a second degree in Human Resources Management and open his own business in the future.



Shalea - ABE



Shalea grew up in an abusive household and was forced to drop out of high school. She knew that getting her GED was an option but she was struggling just to stay on her feet. She struggled for many years and then realized something needed to change. She enrolled in GED classes in ABE. She was excited because she was around people who were just like her, motivated and ready to succeed. She was grateful the professors and counselors understood that life happens but they did not give up on her. She was able to set short and long-term goals. Not only did she complete her GED, she worked full-time while attending classes and had emergency surgery during the COVID shutdown. Shalea has already transitioned to credit and is enrolled in the Promise Plus Program. She completed her transfer-level credit math class with a A.

Anthony - IMPACT

Anthony started in the Adult with Disabilities/IMPACT program in October 2019. During the transition to online courses, Anthony received a laptop and hotspot to continue learning online. Online courses helped Anthony continue his studies and stay on track. He met with his counselor and created an ed-plan and with the help of his professors and his family he has been successful in his courses. Anthony is enrolling in credit in the fall 2021 for English and ACCS academic success strategies. Anthony's ultimate goal is to transition to a 4-year university, and he feels confident he can achieve this with the support of Mt. SAC student resources and the mentorship he receives from AWD professors.

