

School of Continuing Education (SCE) Research Plan

Noncredit Impact on the Student-Centered Funding Formula

Update - January 31, 2023

SCE Enrollment Update

Summer and Fall Term Comparison

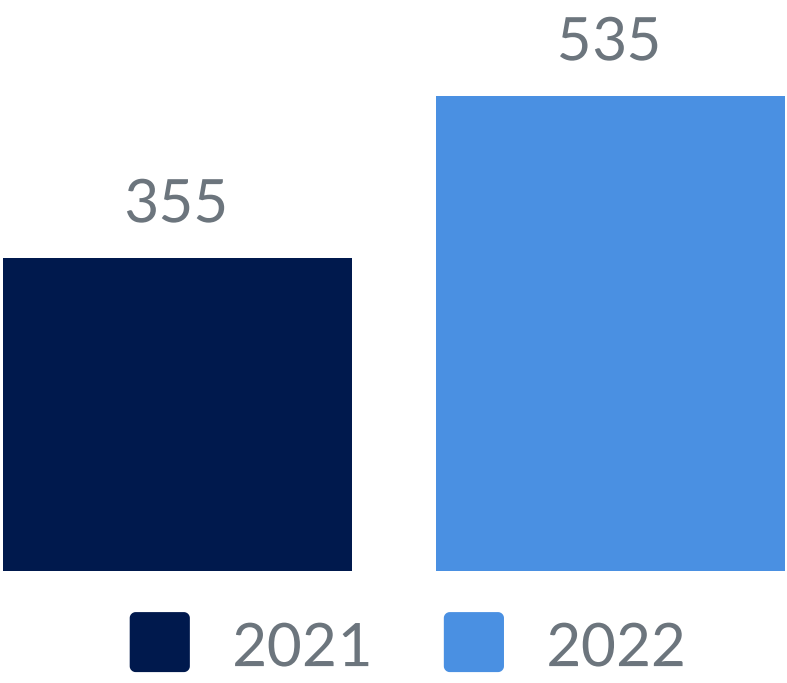
	Summer and Fall 2021	Summer and Fall 2022	Difference
Unduplicated HEADCOUNT	23,834	26,378	+2,544 +11%

FTES	
2021-22	2022-23
7,972	8,263*

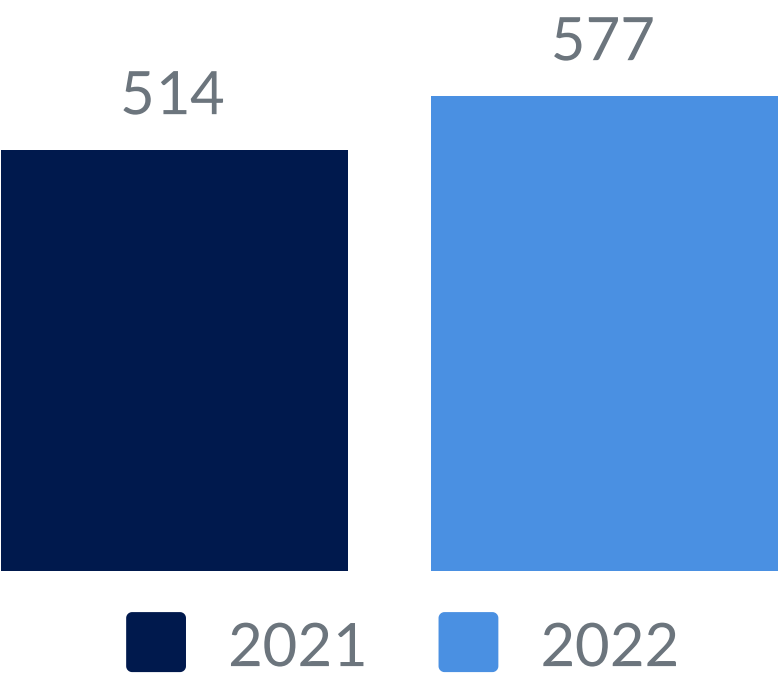
Increase in FTES for 2022-23 are all CDCP *P1 projection

Headcount Comparison by Program Fall/Summer 2021 and Fall/Summer 2022

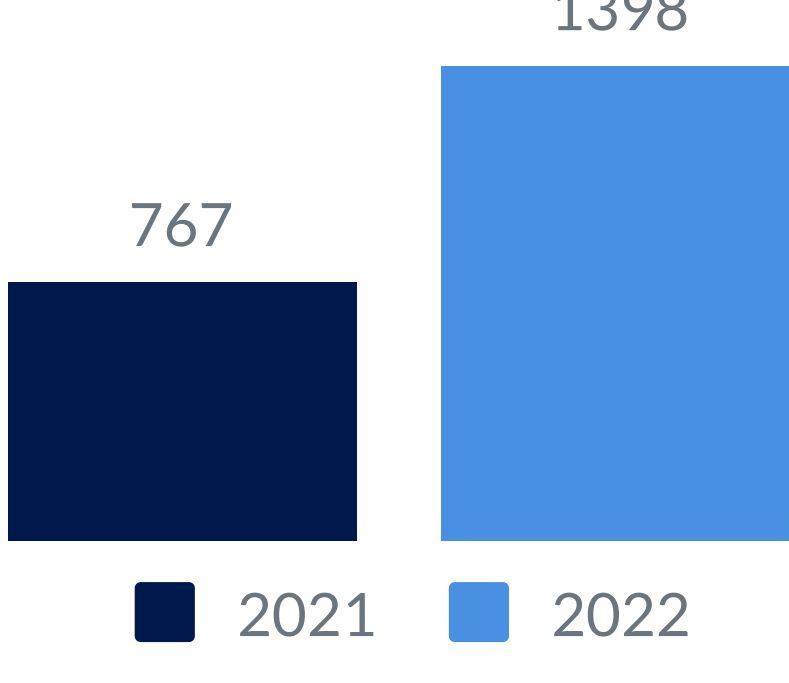
Adult Basic Education



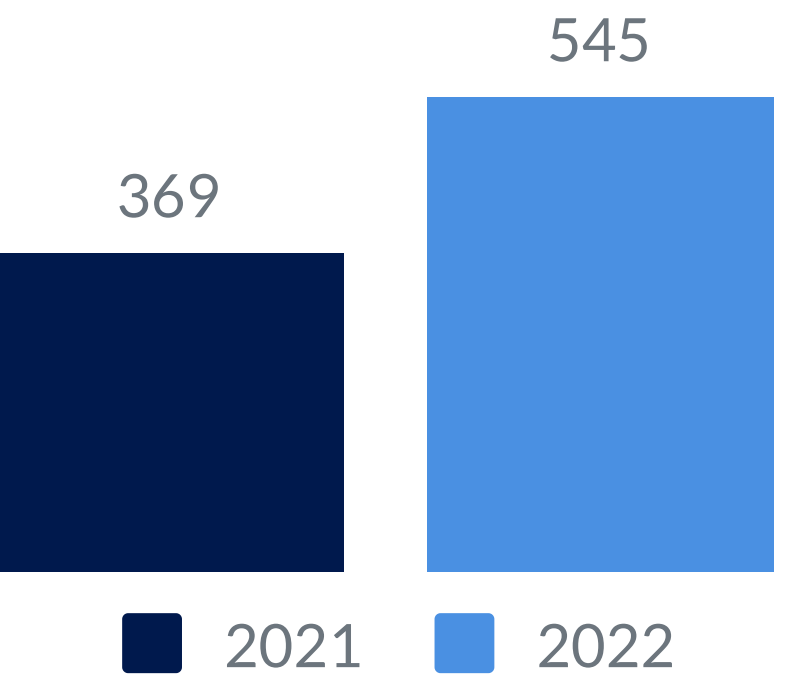
Adult Diploma/ HS Equivalency



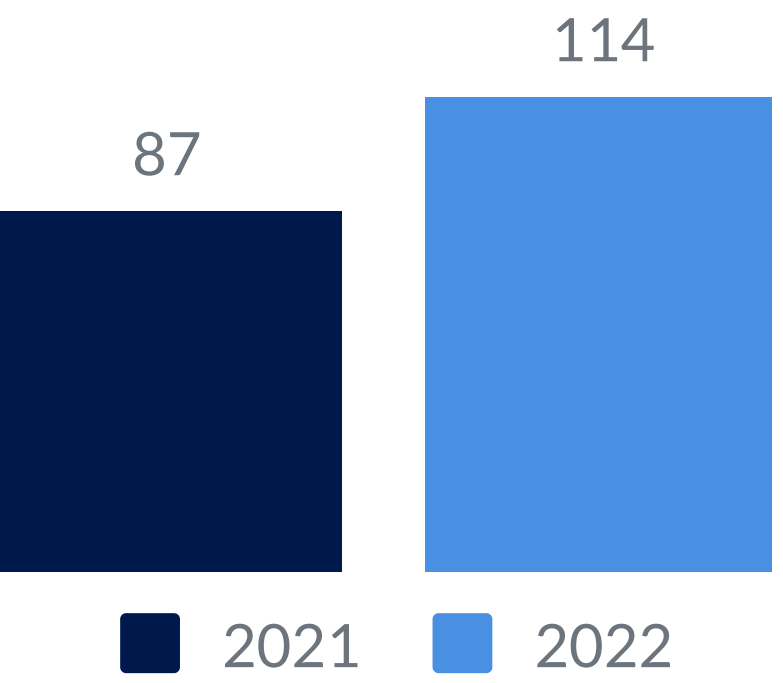
HS Referral



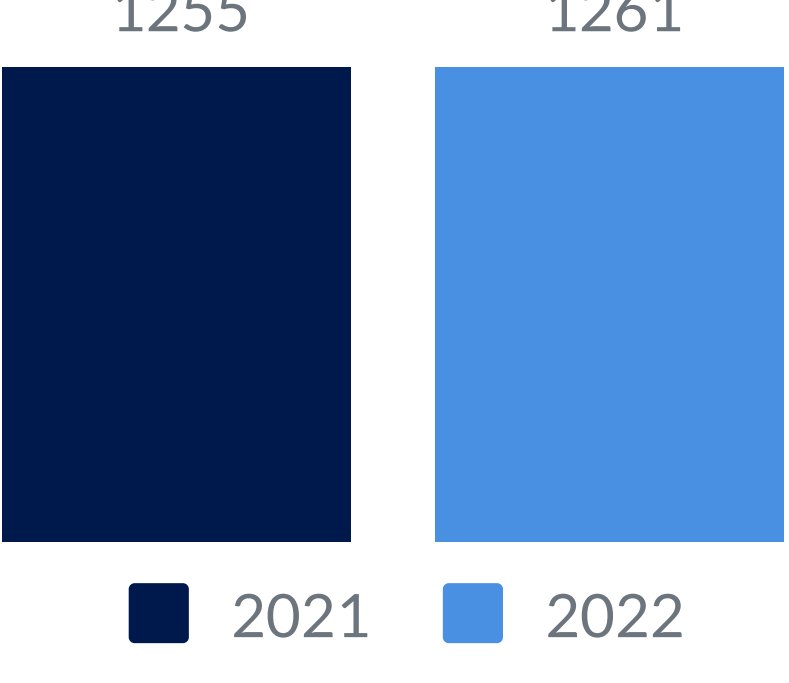
Short-Term Vocational



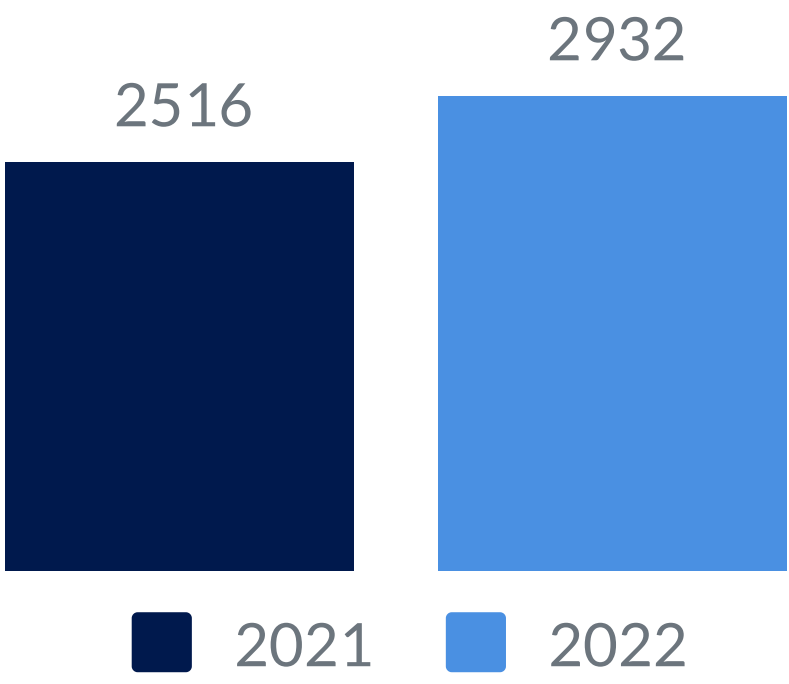
Mirrored



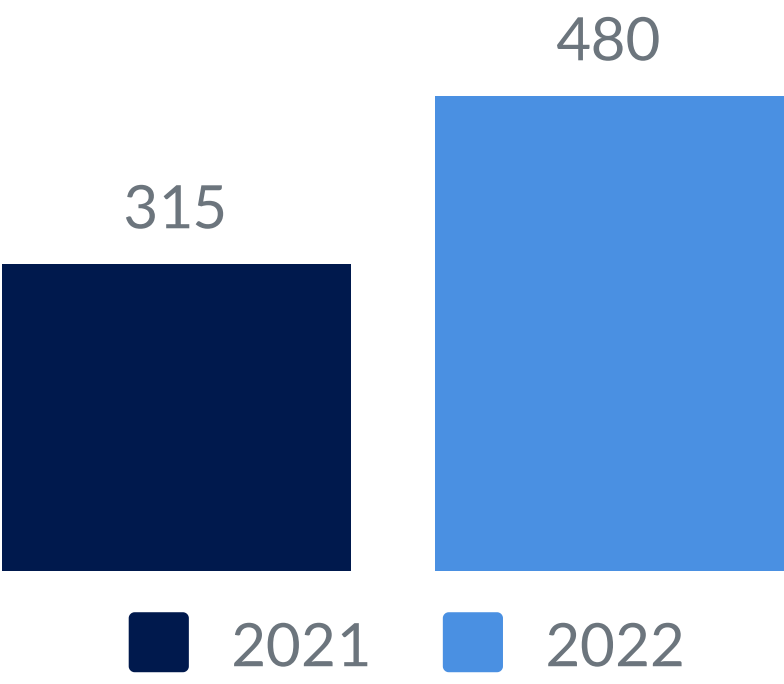
Voc Re-Entry



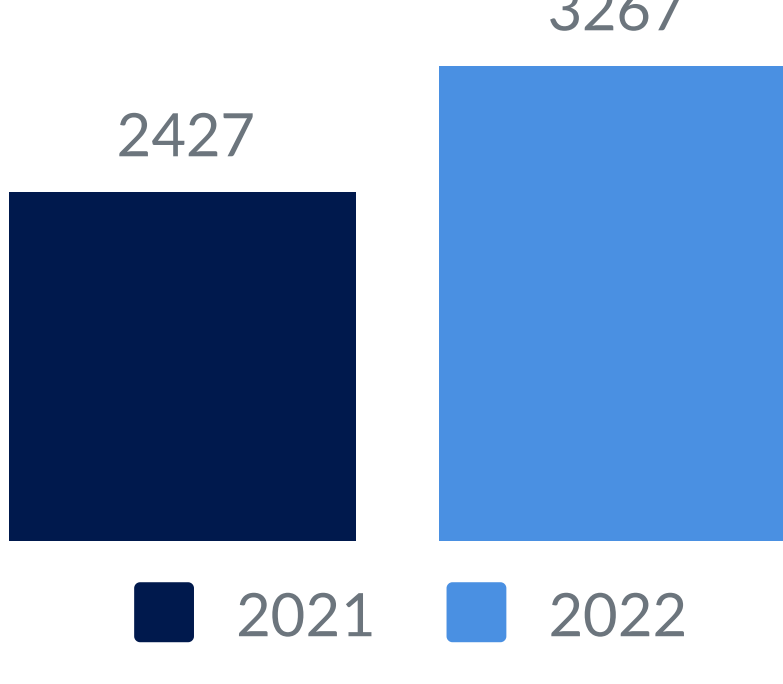
Education for Older Adults



Adults with Disabilities

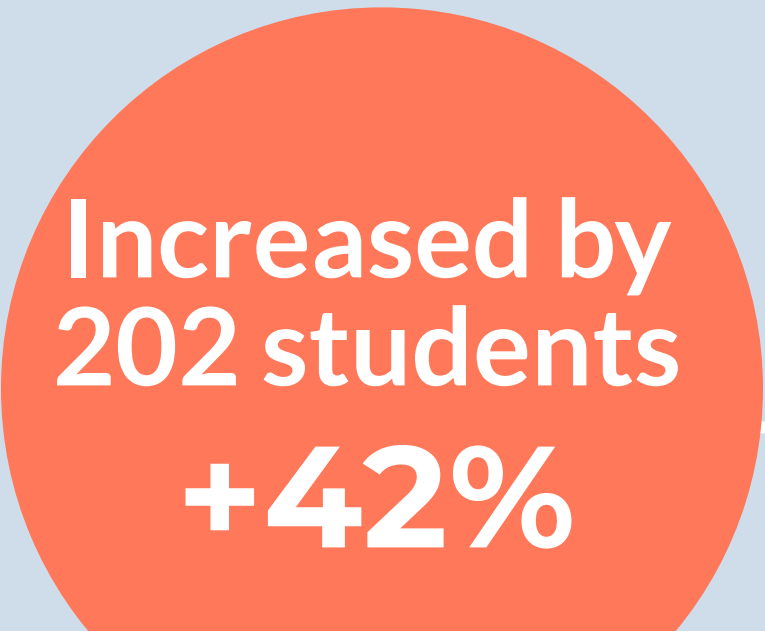


ESL/VESL



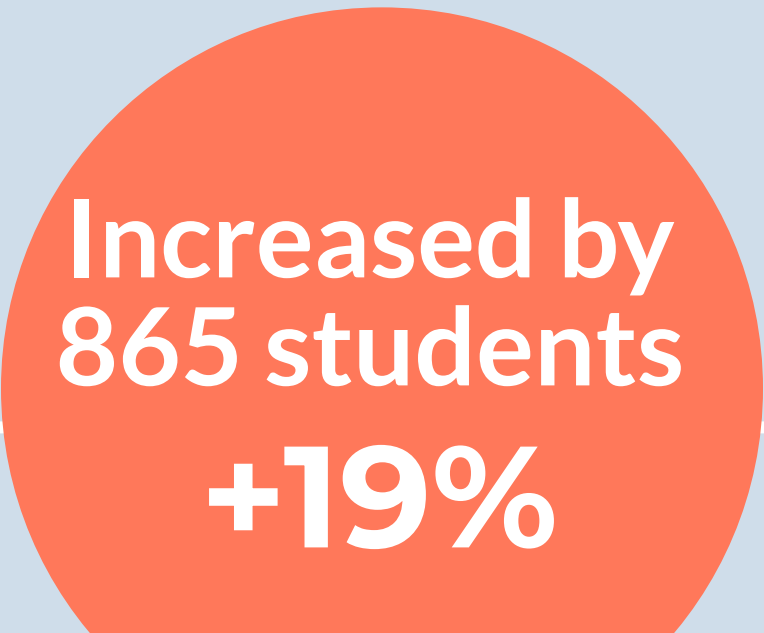
Enrollment Growth by Demographics

Black/African American



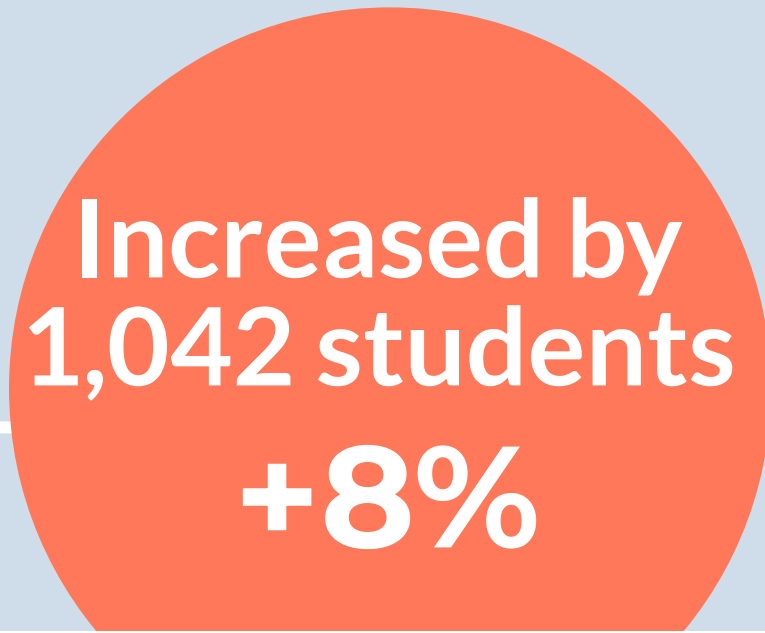
	2021	2022
Female	293	381
Male	191	305

Asian



	2021	2022
Female	2963	3567
Male	1545	1779

Latinx



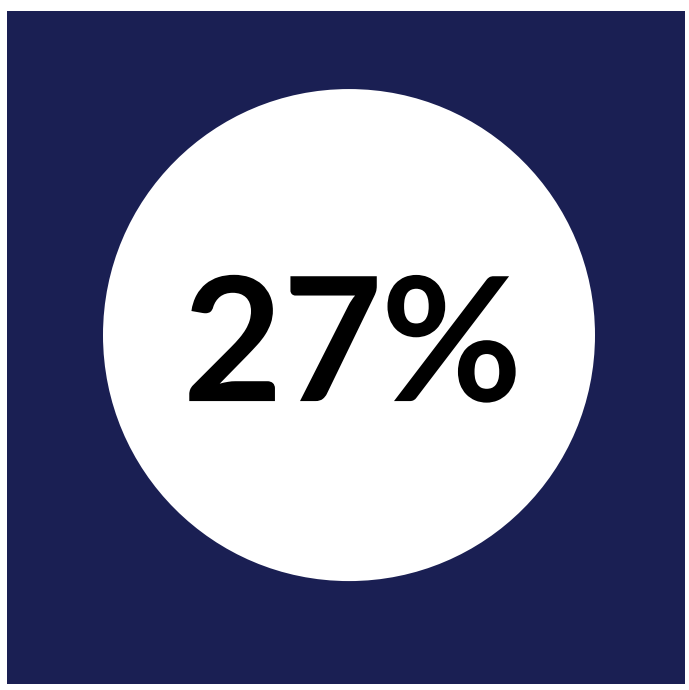
	2021	2022
Female	6733	7207
Male	5547	6084

Noncredit Student Transitions and Supplemental Metrics

1,481
total
students

from the 2018-2019 cohort transitioned to
credit by 2021-22

**Noncredit to Credit
in 3 years**



**4% higher
than
previous
cohort**

**Highest
transition rate
ever**

Impact on Supplemental Metrics

The information below shows the number of noncredit transition students from the 2018-19 cohort that met the SCFF criteria for supplemental metrics.



#1

Promise Grant

Promise Grant Recipients



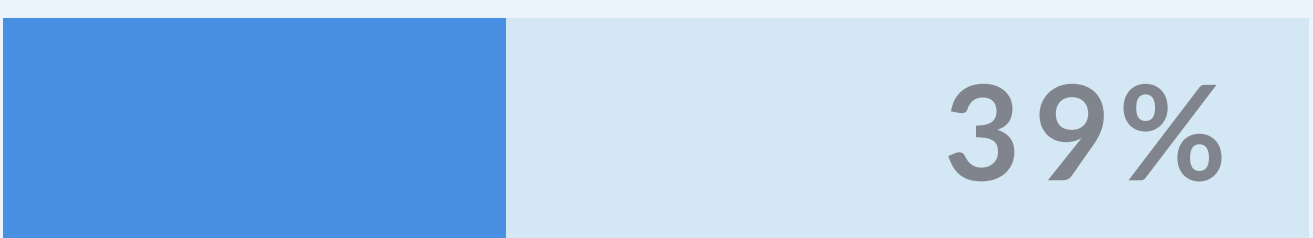
67%

Total students receiving
Promise Grant = **987**

#2

Pell Grant

Pell Grant Recipients



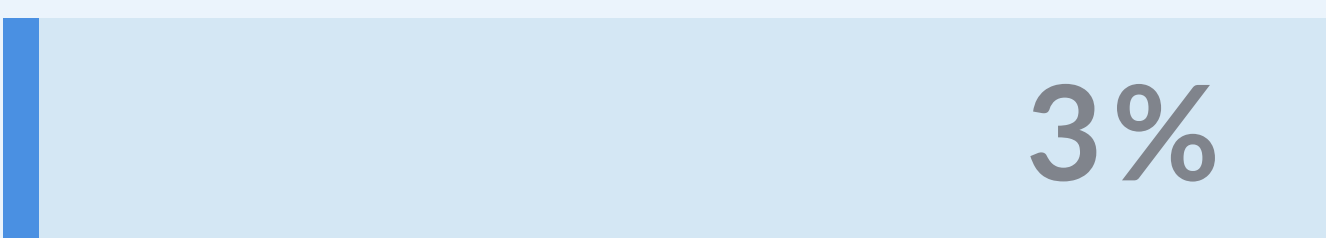
39%

Total students receiving
Pell Grant = **555**

#3

AB540

AB540 Students



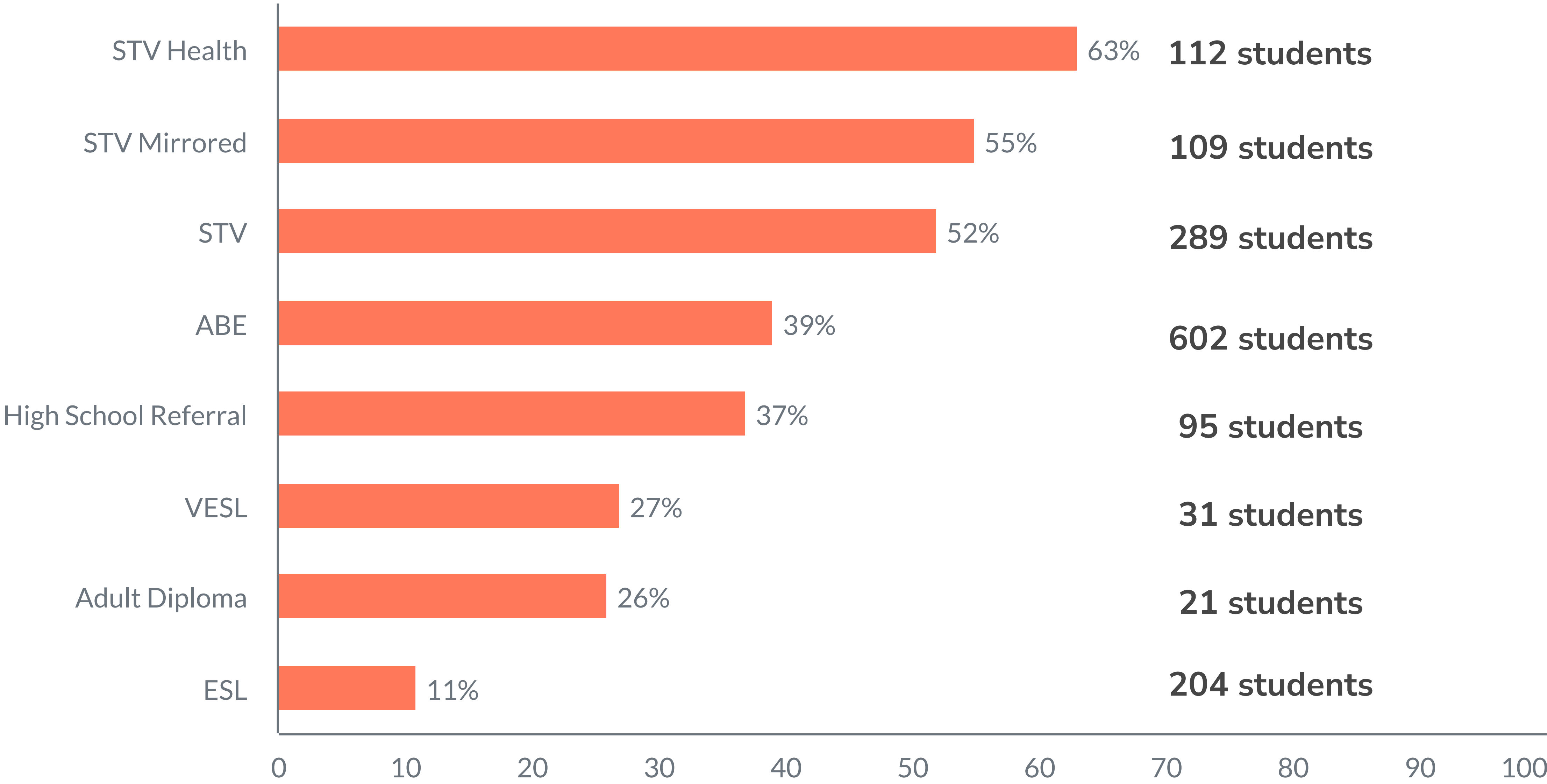
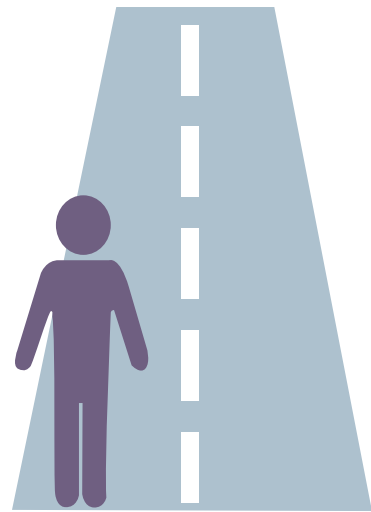
3%

Total AB540
students = **43**

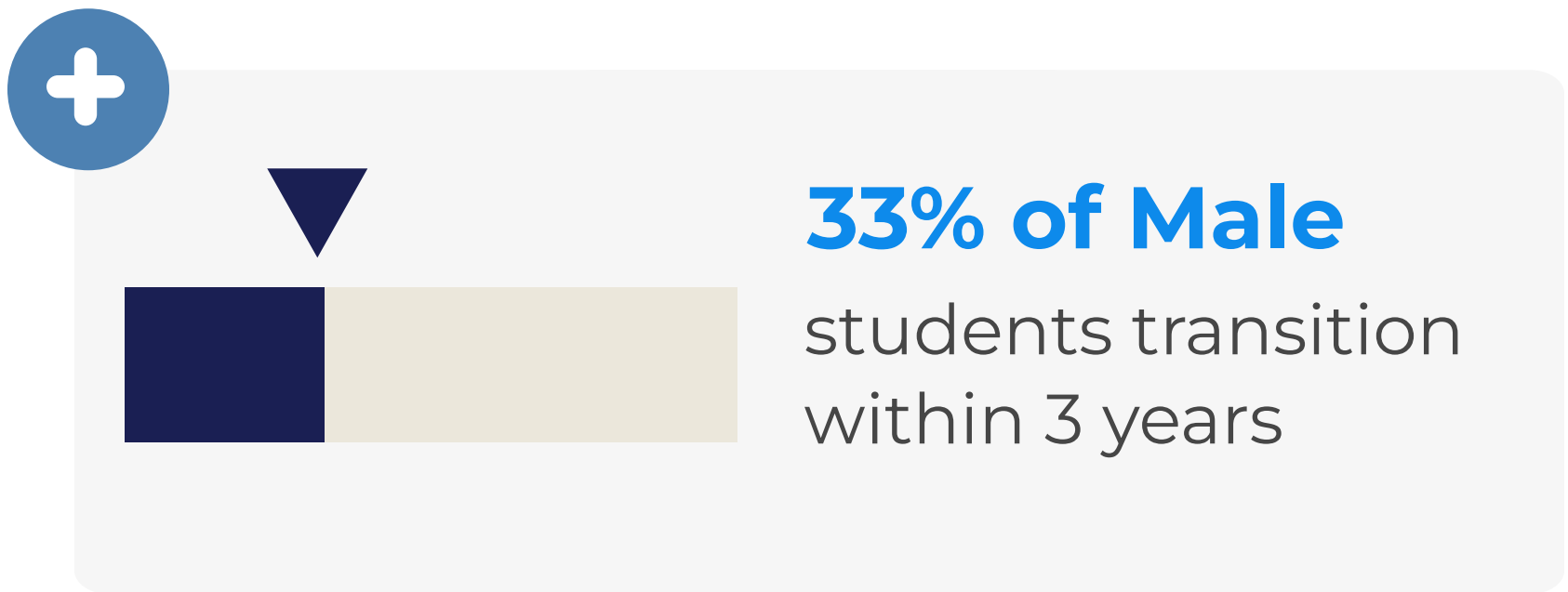
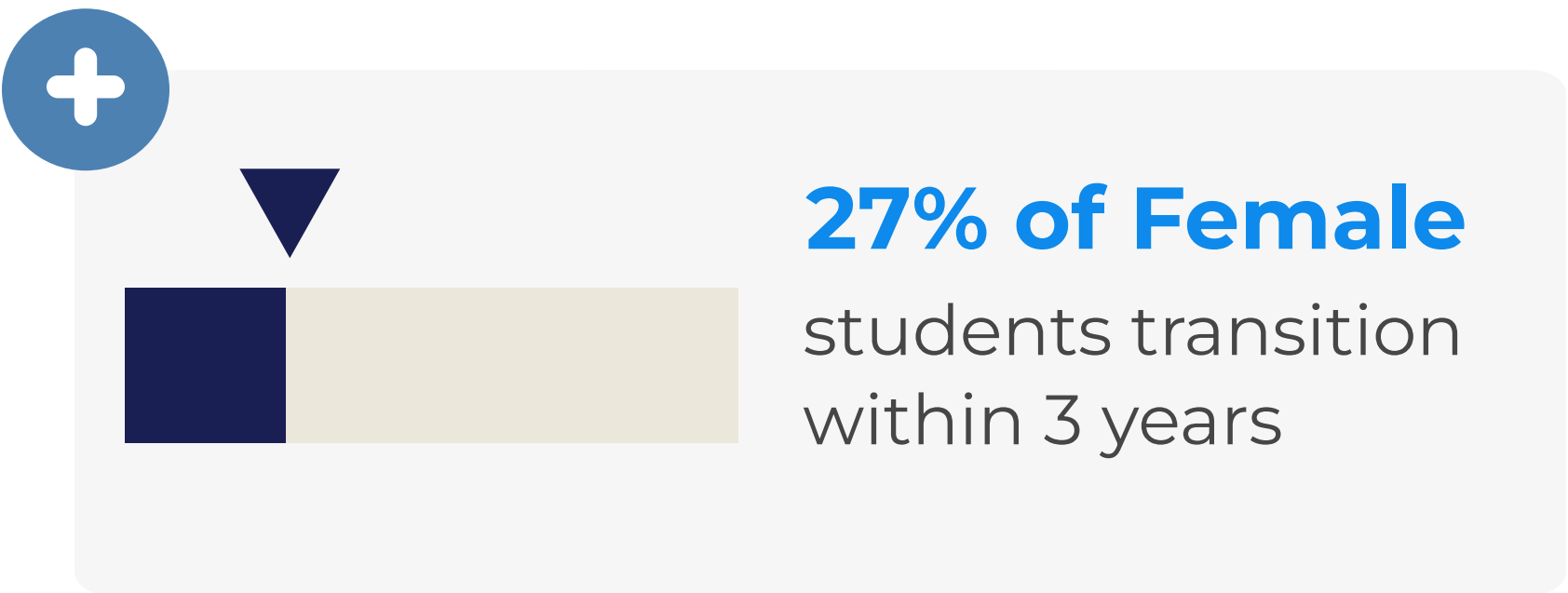
Noncredit Student Transitions

Transitions by Program

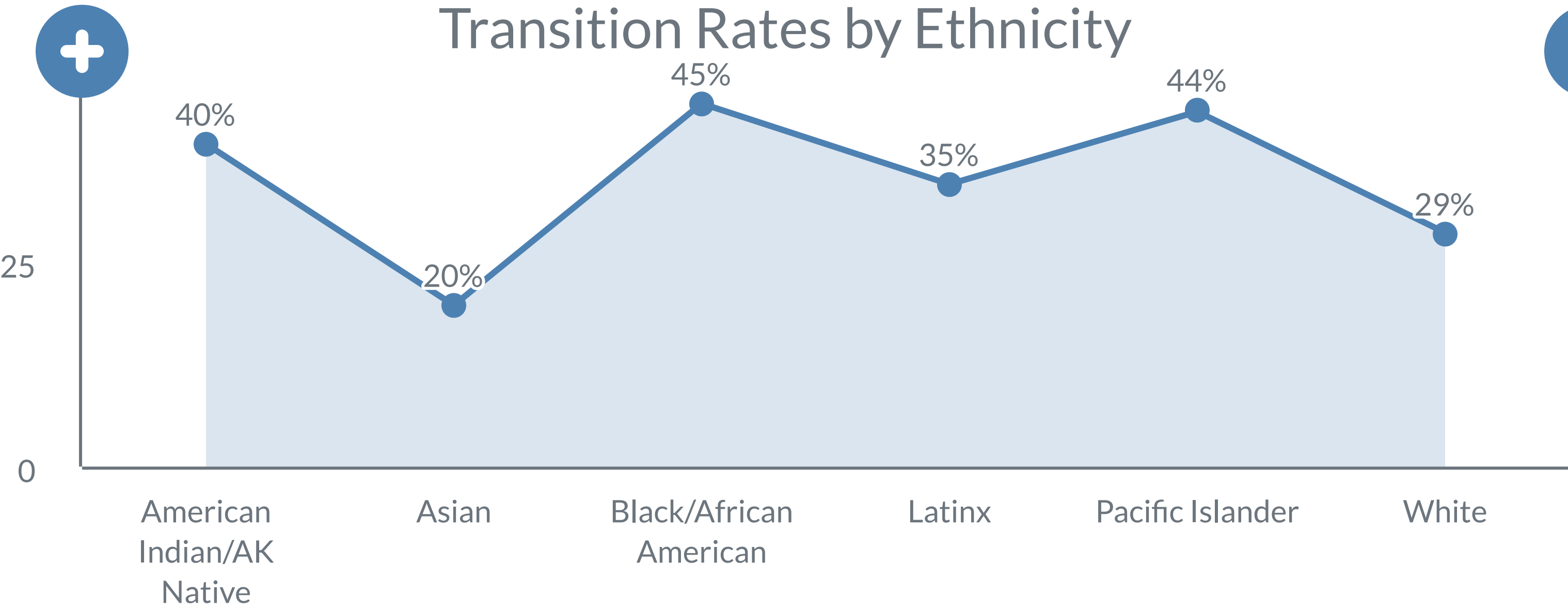
The table below shows the programs with the highest percentage of noncredit to credit transitions from the 2018-19 cohort



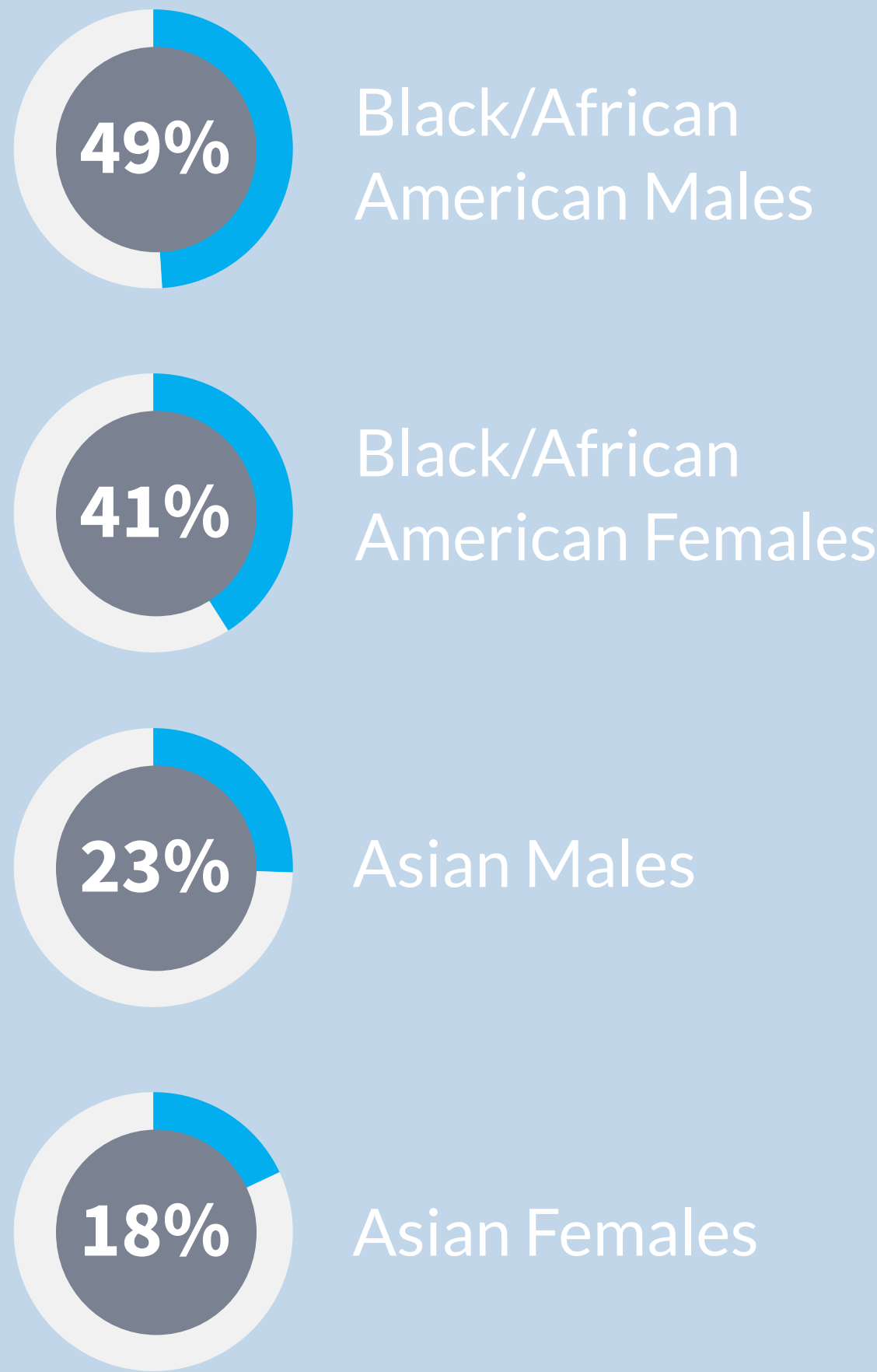
Transitions by Demographics



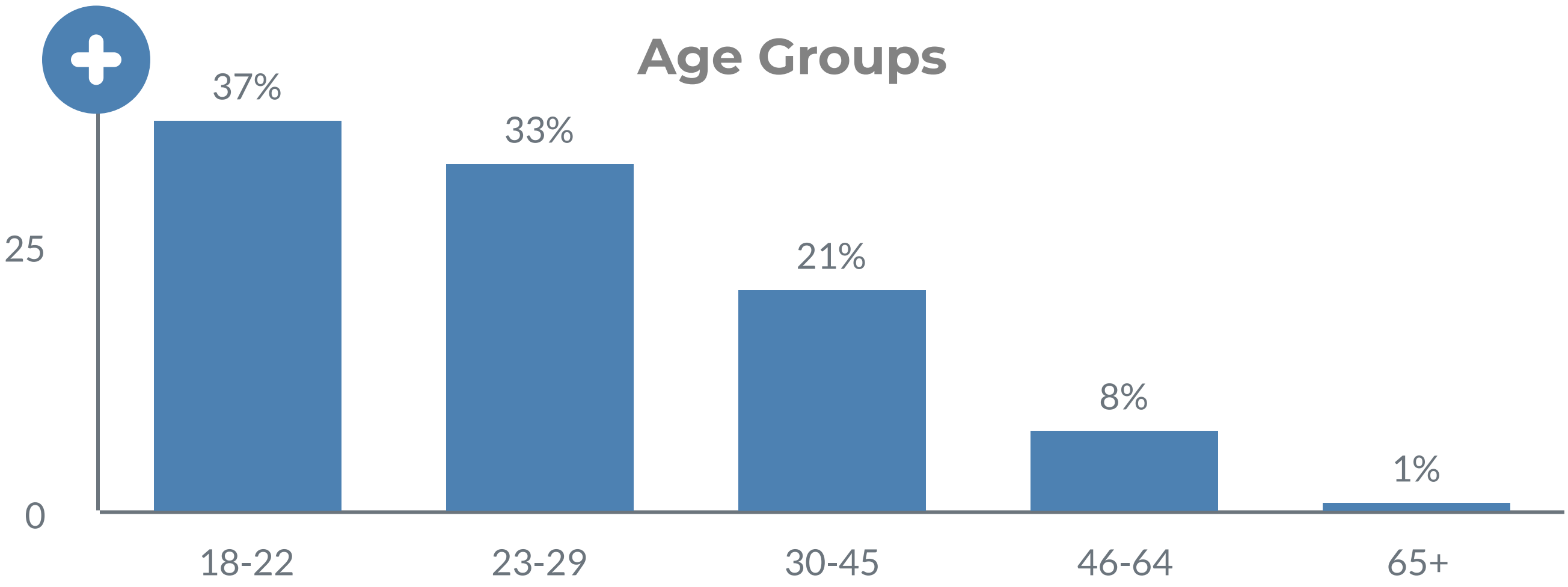
Transition Rates by Ethnicity



Highest and Lowest Transition Rates by Ethnicity and Gender

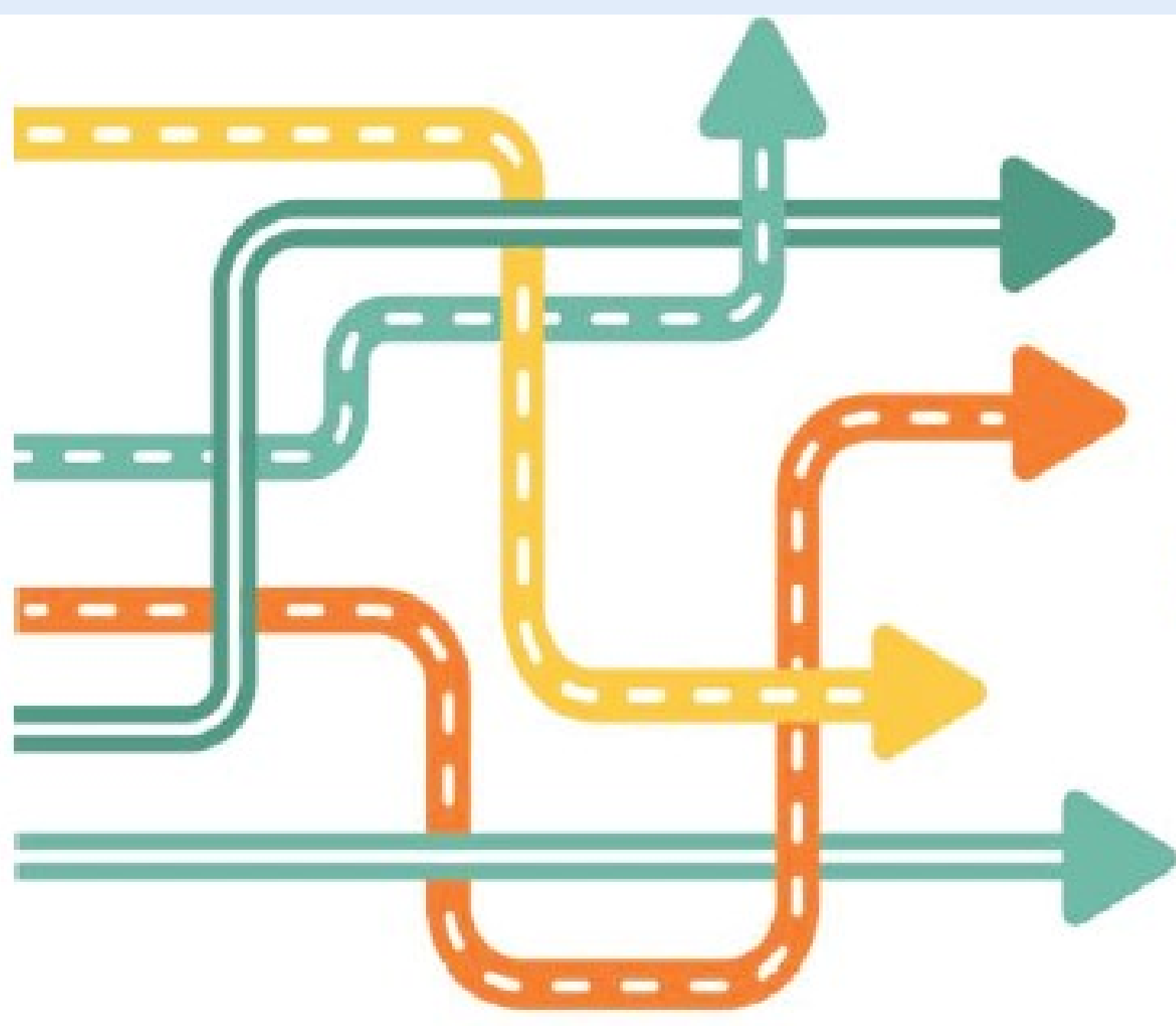


Age Groups



Noncredit Support for Pathways to Credit

Successful transitions from noncredit to credit are due to high credit and noncredit faculty engagement, targeted and high touch interventions, and a case management approach to student support. SCE counselors, faculty, and staff advise and guide noncredit students through the application process for credit and work collaboratively with the entire campus to ensure a smooth and successful transition for students. They determine which credit programs students are eligible for and assist them with fulfilling the appropriate requirements.



SCE Noncredit to Credit Transition

College Resource Information

	Promise+ Plus	Promise Grant (CCPG)	Adult Education Special Admit (AESAs)
Requirements	Key: ✓ = Required --- = Not Required		
CCCApply	✓	✓	✓
FAFSA	✓	✓	---
California Resident	✓	✓	---
First Time College Student	✓	---	---
Enrolled in Adult HS/HSE Program	--- (Special Admit Ineligible)	---	✓
High School Diploma/Equivalency* <small>*Required for Pell Grant Eligibility</small>	---	---	---
Academic Standards	2.0+ GPA	2.0+ GPA	Attendance Req.

Growth in Adult Secondary Education Transitions

- ✓ SB554 Adult Education Special Admit (AESAs) has grown from 1 student in Summer 2021 to 46 total students by Fall 2022, with some students hailing from local adult schools.
- ✓ A dedicated counselor was assigned to increase student transitions from adult schools to credit programs.
- ✓ 236 students from SCE High School Equivalency and Adult Diploma programs have matriculated to credit courses at Mt. SAC in the last 3 years. Many of these students have been accepted into the EOPS and DREAM programs.
- ✓ SCE has formed a transitions team and is in the process of identifying campus partners to join a workgroup. The work for the spring term is intended to develop high impact objectives, timelines, and measurable outcomes that will increase NC to CR transitions. Objectives will be implemented starting in 2023-2024.

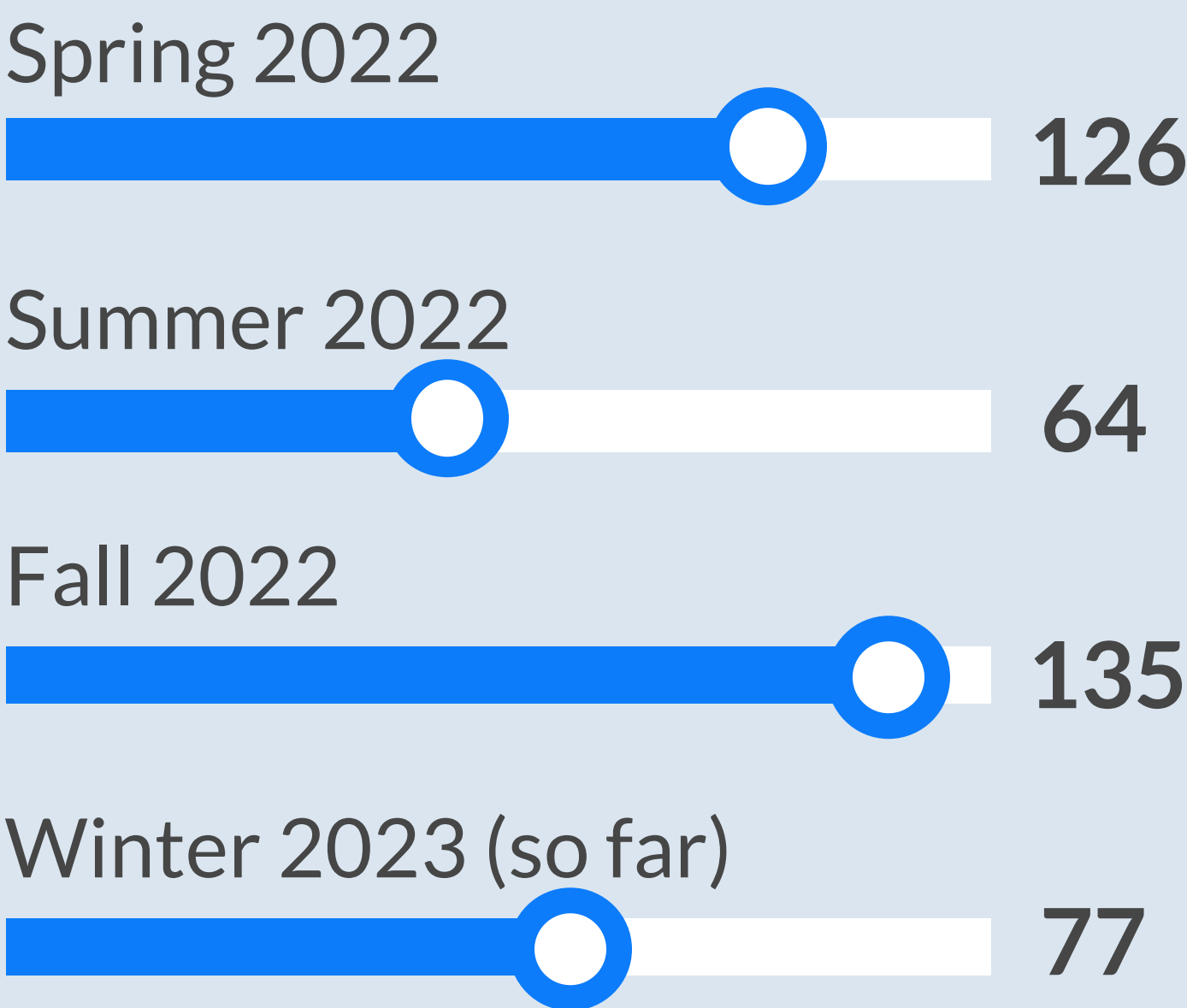
SCE Basic Needs Services and Support for Retention and Transition

The critical need for noncredit students to access basic needs resources and technology support became very evident during the pandemic. In response, a Noncredit Basic Needs Counselor was hired in Spring of 2022 to assist students with food and housing insecurities, transportation, mental and physical health care concerns, childcare, and technology. The counselor takes referral from faculty and staff, and also makes presentations to classrooms to make the students aware of the services and supports that are available to them. The Counselor works closely with the campus Basic Needs staff and has integrated referral processes with them.

Basic Needs Referrals and Follow Up by Type



Basic Needs Services Provided by Term



**402
Total**

The counselor has established partnerships with various community organizations to serve SCE students:



Sycamores provides a Community College Homeless Liaison to SCE. Over 30 referrals have been made for students in need of housing support.



Tzu Chi is a Taiwanese international humanitarian nonprofit that will receive referrals of SCE students for medical, dental, and vision care needs.

Emergency Grants



Since Winter 2021, emergency financial assistance grants have assisted students enrolled in Adult Basic Education, Education for Older Adults, Adults with Disabilities, ESL, and Short-Term Vocational Programs facing financial hardship as a result of the pandemic. Because noncredit students are not eligible for financial aid, a process needed to be developed to distribute the grant dollars to them. SCE managers have collaborated with fiscal services to send these emergency funds directly to the students via checks.

SCE has a focused approach in distributing grant funds to students relying on referrals from SCE faculty and staff to confirm students have critical needs related to food insecurities, housing insecurities, or expenses for course material, technology, health care, and childcare. SCE students without a high school diploma cannot receive Pell Grants and were disproportionately impacted by unemployment and childcare restrictions during COVID.

Total number of students that received grants

1,416

Total amount of grants awarded

\$979,815



Testing fees

2020-2021

298 students

\$249,000

2021-2022

941 Students

\$654,915

2022-2023 (so far)

177 students

\$75,900



Course Materials



Food Assistance



Parking Permits



Rent/Housing



Basic Needs

SCE Student Stories

Justin Robin Chan

Justin Robin Chan was in college studying Computer Engineering in the Philippines but moved to the United States due to family need. He was heartbroken when his transcripts were not accepted by the College, and being undocumented he had few choices. He did not qualify for the Dream Program and needed more time for residency. Justin did not have a US HS diploma so the Dream Program referred him to ABE where he enrolled in the HS Equivalency program and became eligible for the Adult Special Admit Program (AESAP). Justin has been concurrently enrolled in HS equivalency and credit classes since last year. He has taken credit Biology, American History, Computer Programming, and English 1A and earned A's in all of his courses. He applied for the Honors program and was accepted for this winter term. Justin is thankful to the Dream Program and SCE ABE for helping him complete his education, work to achieve Dream status, and to help him believe in himself more. Justin says that both areas are always checking in with him, which helps motivate him. He also credits the tutoring and coaching he receives at the STEM Center and the TERC for his college success. Justin's quote: "I am here telling you a part of my life to remind you that there are a lot of challenges in life, but sometimes looking at the bright side will bring a lot of unexpected joy. I met friends, and mentors, and learned more about myself."



Alan Yuan



Alan Yuan is currently a student majoring in Business Administration. He came to the US at 12 years old from China but reports not taking school seriously. By high school, Alan was missing classes regularly and then quit the day he turned 18. He continued down the wrong path and hung out with the wrong crowds. At 30 years old he could not identify his purpose or goals. In spring of 2022, Alan drove past the school, noticed the students, and eventually visited Adult Basic Education to ask about earning high school credentials. He shared his story with the staff and before he knew it he was studying to pass the GED exam. He finished rather quickly, so Professor Donna Necke and Counselor Renu Katoch took no time leading him into enrolling as a credit student. He first took AIME classes, which he reports were helpful to be ready for college math and English. Renu guided him through the FAFSA and connected him with campus services. He is an EOPS student and has taken advantage of the Promise Plus Program. He was nervous taking credit classes but adapted quickly and believes the Mt. SAC faculty care deeply for the students. Alan is convinced that his success is due to the influence, teaching, and guidance from ABE. He completed his first semester with a 3.69 GPA, made the President's List, and is eligible for the Honor's Program!

Guadalupe Jasmin Leos

Guadalupe Jasmin Leos is a student in the first Pharmacy Tech cohort at Mt. SAC. Before starting at Mt. SAC, she had her high school diploma but never knew which direction she wanted to go for a career. She worked a variety of jobs, from warehouse labor to waitressing. She was always intrigued by the medical field but did not know how to begin on that path. She found the Pharmacy Tech program at SCE and was immediately drawn to the fact it was short-term and fast paced. She knew it would help steer her toward promising job opportunities. Her overall experience in the program has been great and she describes it as interactive, fun learning, and hands-on. She describes her professor, Amy Kamel as a great instructor, who is always working one-on-one with students until they understand the material. Guadalupe also says the school has been supportive with counseling, tutoring, parking, cash grants, and the food pantry. She has learned so much, like how to decipher sigs, compounding, filling, medications, and everything to be successful in the pharmacy field. It has been a great learning experience that has made her want to learn more, so she plans to pursue being a pharmacist. After finishing the program, Guadalupe found work right away at a pharmacy and can see doors opening for her future in the pharmaceutical field.

