Emergency Conditions Recovery Plan

Introduction

The College, from the very beginning of the pandemic, aggressively focused on meeting the needs of our students with high-quality instruction and student support services both virtually and in person. Initially, 95% of classes were rapidly moved online while the College put together a broadly represented task force focused on a safe return to campus.

Initial efforts for the task force were focused on safely bringing back required face-to-face essential worker training elements of courses. This was important to minimize the impact on students that were already tracking through programs such as welding and nursing but needed vital skills that were unattainable online. The College brought on face-to-face training starting in the later part of the Spring of 2020 and into the Summer with expansions over the 2020-21 academic year, allowing students to complete and newly enter our CTE programs.

In the Fall of 2021, faculty and administrators developed a schedule that included a robust offering of face-to-face, hybrid, and fully online classes. With a high demand for online and hybrid classes, the total number of students enrolled in online and hybrid classes consisted of 45% of the total student enrollment for Fall 2021.

There were challenges for students and staff due to constantly updated public health rules and the ebb and flow of the Omicron COVID variants. COVID challenges smoothed out during the Spring and Summer sessions allowing students and staff to feel more comfortable and confident in returning to campus and taking part in face-to-face instruction and services as we move into the 2022-23 academic year.

Aggressive return timelines focused on safely returning students and staff back to campus were a key part of the College's long-term strategy to ensure a smoother transition as the pandemic wanes. Additionally, there were key areas of opportunity that the College recognized early on as the opportunity to lead the recovery. The College invested in maintaining capacity to service students and added staff capacity to expand enrollment through dual enrollment and other special admit enrollment opportunities with our k-12 partners. The School of Continuing Education has taken advantage of its ability to rapidly respond and adjust to meet student needs along with high-touch outreach to lead the College in restoring enrollment. Enrollment in the School of Continuing Education is rapidly approaching pre-pandemic levels.

The College has focused on maintaining a pre-pandemic capacity that supported approximately 33,000 FTES and adjusting those resources to support student training needs post-pandemic. The intent is to allow the College to have time post-pandemic to understand where FTES and SCFF metrics are trending. Strategically the College has maintained a robust fund balance and taken advantage of one-time funds such as those

provided by emergency conditions to focus on a multi-year timeline to realign operations instead of being reactive.

Current and Future Efforts for the Emergency Conditions Plan

What is the College currently doing to increase enrollment, persistence, and completion?

Marketing and Communication

Expanded and Improved Marketing Materials: Marketing and Communication improved and expanded marketing materials to support outreach to prospective students. This included expanded print information material, new promotional materials, and an upcoming website update to modernize the home page.

- Updated a Viewbook, a glossy print piece to help prospective students and community members understand the broad range of incredible programs and services at the College. It's an important recruitment piece that highlights the College's brand identity.
- Updated a Campus Map, which provides directional information, as well as a "map" for student services that support student success. It helps students find their way across the physical campus as well as their educational journey.
- Developed a Promotional Event Kit for departments to check out and use at outreach events that include a step-and-repeat, informational display, pop-up banners, table cloths, literature holder, and more.
- Developed a new Tagline utilizing student research to better communicate our brand that reflects the unique needs of students today: "Build. Believe. Become."
- Developed a new mini Factsheet Sticker Sheet as a giveaway for prospective students, current students, and community members, which supports brand awareness.
- With Web Services, began the development of an updated Homepage to ensure the College website utilizes the latest best practices in web design and provides the information that prospective students need to apply and enroll.
- Continued support for campus materials that support College marketing, including the Schedule of Classes, Catalog, brochures, posters, flyers, and more for about 200 projects annually.

Enrollment Campaigns: Marketing and Communication developed and built campaigns supporting the College's enrollment efforts.

- Build. Believe. Become. Campaign - This campaign was designed to reach a broader range of prospective students, including adult learners, dual enrollment students, and underrepresented minorities. This project is done through multiple channels, including direct-to-home mail, radio advertising, bus shelter ads, and digital ads. They were developed using input from across campus, national survey data, and feedback from our ads.
- Mt. SAC is Back Campaign - Marketing launched a wide-scale Mt. SAC is Back Campaign, promoting the return of in-person classes throughout the campaign

(vs. only the limited essential classes held on campus before). This campaign included the creation of COVID-19 information and signage, as well as advertising campaigns creating excitement in the community for our return. This campaign won a state award as well as a national silver Paragon Award for excellence.

- Thrive Online Campaign – This campaign helped communicate the College's dramatic shift online beginning in 2020. Beginning with a comprehensive website to organize the campus efforts to transition services and programs online. It was also used as a landing page for enrollment campaigns, helping prospective students imagine themselves as successfully continuing their education despite COVID-19. Follow-up digital advertising for our district helped drive traffic to the campus.
- General Awareness Campaigns – Marketing also runs general awareness campaigns, mostly through digital advertising methods, including Google search, Facebook and Instagram Ads, and digital display ads. The College used to use an outside company to run these digital ads, but we found our own ads developed and run in-house performed twice as well as the outside company's ads for a lower cost.

Communications: Marketing and Communication utilized multiple channels to regularly communicate with prospective students and the community about the College's programs and services.

- Call Center - After success with Blackboard's call center, we moved the Mountie Information Line call center in-house, mostly utilizing work-study students. The Mountie Information Line reaches out to people who have expressed interest online as well as those who have applied to the College, but never enrolled. While professional Blackboard callers had slightly higher success rates, most of our student callers did not require any department funding because of their financial aid award, and they also increased enrollment by about 12% over students who did not receive a call center intervention. Due to the labor shortage and fewer students available in person, the Mountie Information Line is currently rebuilding.
- Informational Posting – The Marketing and Communication Office maintains multiple channels to promote College programs and events. This includes social media pages, building monitors, digital marquee, online calendar, and online newsroom.

Student Services

- Targeted social media messaging, providing counseling, financial aid, and enrollment information to students who stopped out between Fall 2019 through Fall 2021.
- Creation of Reconnect and Reengage Task Force: collaboration between Student Services, Instruction, IT, and Research to examine best practices related to College access and enrollment, and work collaboratively to implement

improvements to the onboarding process (how students enter the College): improving the website, altering the welcome letter, how we connect with and follow up directly with students.

- Development of new, enrollment-generating high touch events: "Summer Programs Extravaganza" and "Vocational Programs Career Exploration Day" with participation numbers averaging 400 for each event – including potential students and family members.

- Implemented "Reconnect and Engage": an intrusive intervention to directly contact all students lost beginning Spring of 2020, offering direct access to financial aid assistance and counseling, and provision of support services including book grants and special events.

- Immediate contact with new student applicants for admissions: phone calls, emails, and enrollment into "Mountie Fast Track" sessions to assist students in understanding the enrollment process.

- Promise Plus (AB 19): continued to provide direct assistance to enroll and retain throughout the first 2 years entering new students beginning 2019-20 and going forward; provide direct counseling and financial assistance throughout the students' first 2 years in college.

- Revised New Student Orientation (100% online): interactive design, ability to bookmark and log back in and pull information at any time, includes engaging activities to keep students' interest and the ability to edit/update the template at any time. Topics covered range from registration assistance, financial aid, Guided Pathways (career direction), planning, degree/certificate/transfer information, and Title IX.

- MAP (Mountie Academic Plan) Workshops: offered online and in person; average participation 40 in attendance, counseling ratio 1:15; completion of online educational plan ("DegreeWorks").

- Collaboration between High School Outreach, Counseling, and Financial Aid: assistance in completing FAFSA, and registering for summer freshman experience programs.

- SSEED Program (Career Services): job training and jobs on campus for underserved and under-resourced students; continued throughout the pandemic shut-down and continuing in person since Fall 2021.

- Completion Center: counselors and support staff made direct contact with students close to completing degrees/transfer requirements; targeted students near completion (75% - 99%) resulting in increased graduation rates and transfer rates.

- Summer Science Transfer: offering of specialized learning communities enabling low income, first-generation, undocumented, and system-impacted students to complete transfer-level science requirements.

Credit Enrollment

Course scheduling is flexible and responsive to student demand for courses they need for completion, by various class lengths and by modality. Mt. SAC offers classes in various options, including 5-week, 6-week, 8-week, and 16-week lengths. By closely monitoring enrollment patterns, administrators work closely with faculty to adjust course offerings in-person, online, and hybrid modalities based on student demand and enrollment trends. Mt. SAC continues to monitor and respond to student preferences for modality in the remainder of 2022-2023.

Mt. SAC implemented the following strategic enrollment strategies to increase enrollment:

- Implemented a more streamlined and consistent block scheduling across all areas of general education to maximize students' ability to take a full load of classes.
- Implemented a "fast-track" Associate Degree for Transfer (ADT) program that serves as an expedited pathway to transfer degree completion in just one year (four consecutive terms of enrollment) was launched in the Summer of 2022. Accelerated Study in Associate Programs (ASAP) program includes three degrees: communication, business administration, and philosophy. Additional transfer degree programs will be part of ASAP in the future and are being reviewed and considered.
- Dual Enrollment is a key strategy for enrollment growth as the College has seen a 37% growth from 2020-21 to 2021-22. Mt. SAC currently serves 12 districts and 29 high schools, with three more high schools participating in the next academic year, with Mt. SAC's Early College Program at Workman High School, and we are working on another Early College Program at Bassett High School. Mt. SAC's dual enrollment strategy is centered on Guided Pathways to include robust and intentional academic pathways that include IGETC, ADTs, and Career Education programs.
- Mt. SAC utilizes the College's Guided Pathways program mappers (credit and noncredit counselors) to work closely with instructional faculty to create new program maps and/or update existing maps with curricular changes. This investment assures that students continue to have access to current Guided Pathways program information, including course offering sequences, cost per unit, job prospects, and salary information of each program.
- Leveraged Guided Pathways grant funding to provide mini-grants to programs and services that would increase retention and persistence rates and reduce equity gaps. Mini-grants support College innovation, autonomy, and collaboration by providing faculty, classified professionals, and administrators opportunities to bring their vision for student success to fruition. In 2021-2022, the Guided Pathways Cross Council Committee funded 27 mini-grants and allocated over $600,000.

- Key aspects of developing the Guided Pathways framework were to institutionalize student-focused and campus-wide committees to increase retention, persistence, and student success. Committees, such as the Retention and Persistence Committee, Student Equity Committee, and the Student Preparation, Equity, and Achievement Council (SPEAC), meet regularly to review and analyze data to identify best practices and make student-centered recommendations. These committees consist of faculty, students, classified professionals, and administrators.

- The Academic Senate is actively engaged in professional development around diversity, equity, inclusion, social justice, and anti-racism (DEISA). For example, the FLEX day activities for Fall 2022 focused on using student equity data to reflect future planning. Fall 2022 FLEX sessions include Achieving Equity through Clear Assignments, Viewing Academic Freedom with a DEISA lens, An Introduction to Cultural Humility, and hosting Dr. Regina Stanback Stroud as the keynote speaker.

- The Faculty Association and District formed a joint workgroup to explore adding principles of diversity, equity, inclusion, social justice, and anti-racism (DEISA) into the faculty's performance expectancies and evaluation procedures. Reviewing components of the contract with a DEISA lens is one step toward creating safe and inclusive learning and working environments for students and faculty.

- Mt. SAC expanded its capacity to offer online and hybrid classes due to our faculty's work on completing over 1,500 Distance Learning Amendment Forms through our curriculum development and approval process. In 2019-20, for reference, 170 new Distance Learning courses were approved. Additionally, the number of faculty members who completed the Skills and Pedagogy for Online Teaching (SPOT) professional development program or the training courses through @ONE jumped from 347 SPOT completers in academic year 2019-20 to 822 SPOT completers to date. This capacity expansion enabled the College to respond to student demand by offering more online classes than pre-pandemic times when 4.4% of the classes were offered online and 2.2% were hybrid classes.

- To increase persistence, Mt. SAC implemented an Early Alert process (using EAB Navigate) that includes a platform for faculty to refer students to wrap-around support services such as counseling, tutoring, basic needs, and disabilities services.

- To increase enrollment, Mt. SAC implemented direct outreach to students who are one and two courses away from completing their certificates and degrees. This effort is timed with registration dates for all terms so that students in these four categories will be notified that they are one or two courses away from completion; the message includes a link to the current schedule of classes to encourage timely student registration in the course(s) they need. This effort complements existing messaging to students through text messages and the

student portal such that students receive multiple methods of communication about registering in classes.

- Members of the Curriculum and Instruction Council have engaged in an Equity-Minded Curriculum Convening to infuse elements of diversity, equity, inclusion, social justice and anti-racism (DEISA) and diversity, equity, inclusion, and accessibility into the curriculum. Led by faculty of the Educational Design Committee (a sub-committee of the Curriculum and Instruction Council) and the Curriculum and Instruction Council, and supported by the Office of Instruction management, a pilot for a cohort of faculty will begin work in Fall 2022. This work directly addresses the College's goal of DEISA and recognizes the role of curriculum in effecting change toward a more inclusive curriculum to serve the diverse student groups of the College.
- Mt. SAC implemented the first Mt. SAC Enrollment Management Academy (MEMA) in June 2022 to a cross-functional team of faculty department chairs and leaders of the Academic Senate and Faculty Association, deans and associate deans, division classified professionals, researchers, and Office of Instruction Leadership team members. The group of 50+ participants learned useful information about the basics of enrollment management, Student-Centered Funding Formula metrics, and the critical role of scheduling practices to ensure student access to courses they need; to promote timely student completion of certificates, degrees, and transfer. The group also affirmed the importance of collaboration across all units and to deepen our engagement with other partners on campus. We plan future iterations of MEMA to include partners such as Student Services, IT, Marketing, and others.

School of Continuing Education

- Through marketing efforts, branded School of Continuing Education – "Build a Better Life," which has been used on a marketing campaign on social media and materials generating over 2,000 leads in 2021-22.
- High touch contact with newly registered students. Callers also remind students a few days prior to their class start date, including locations.
- Targeted marketing campaigns (mailers, social media) focused on underrepresented students and those who did not return to programs as quickly. This included ESL and Health Careers Programs for males and females of color.
- Marketing included leaving flyers in community locations, such as libraries, check-cashing stores, parent meetings, etc.
- Hired a Special Projects Coordinator to focus on outreach and re-engagement, allowing for a more division-wide focused strategy to reengage and recruit students.
- Developed Student Online Support (SOS), specifically for continuing education students (no English, low computer literacy), to provide virtual support for issues ranging from application, portal, email issues, equipment needs, etc.

- Laptop loaners and hotspot checkouts are available for students to engage in online courses and access the internet as added support for those that otherwise wouldn't have access.
- Continuing Education departments refer our students to America's Job Centers of California (AJCC) to assist with supply and material costs for those programs requiring out of pocket expenses. There is an on-site AJCC representative for student convenience.
- For students attending in person who were quarantined due to COVID, faculty and tutors provided Zoom sessions to support continuity of learning and completion.
- Continuing Education DEISA committee to identify strengths and areas of improvement in all areas on campus. Building/learning walks to examine from a student perspective to ensure that continuing education programs are welcoming to all to create a sense of belonging for students of color.
- School of Continuing Education counselors use an embedded counseling model where they go into the classrooms (virtual and in person) to engage students and assist with immediate needs.
- School of Continuing Education counselors also engage in virtual counseling on evenings and weekends. This has increased contact with more students who are transitioning to credit programs.
- Used CARES/HEERF money to purchase medical kits with equipment and supplies that health careers students could check out and practice their skills at home (e.g., blood pressure monitor).
- Continue with noncredit distance education, which provided options for students that will engage if a course is online.
- Noncredit scheduling of courses to meet needs of students, including evenings, weekends, and across terms.
- Increase presence at community events to provide information about noncredit programs and to recruit new students.

What will the District do differently to increase enrollment, persistence, and completion? This includes information about strategies related to student re-engagement and persistence, changes to course scheduling and program review, and/or strategies by affected population(s).

Student Services

- Promise Plus (AB 19): doubling the size of the program to serve 2,000 new first-time students annually.
- Explore funding options to expand Promise Plus (AB 19) to students prohibited from participating based on state regulations.
- EAB Navigate: implementation of technology-based tools to engage students as they enroll, keep them informed and linked to services, and provide direct counselor follow-up to new students entering summer programs as new freshmen.

- Early Alert: Navigate system incorporating both referrals for counseling, tutoring, financial assistance, mental health assistance, and basic needs, as well as positive messaging to engage students.
- Milestone Recognition: will make contact with and recognize students who are making progress using certain markers (units completed, GPAs).
- Motomatic/Guidepost Ads: implementing a contract to recapture and reenroll former students through social media.
- Developing culturally-specific evening activities for prospective students and families/community members to connect them to college services and programs and demonstrate the openness of the College to support diverse student populations.
- Family College Nights at High Schools: College staff will provide outreach to parents/families/students at feeder high schools with high enrollment of affected student populations.
- Continued development of identity centers on campus: El Centro, Center for Black Culture and Student Success/Umoja Aspire, Minority Male Initiative, Pride Center, First Peoples Native Center, AANAPISI.
- Special programs (EOPS/CARE, CalWORKs, TRiO) will provide direct services to address specific mental health and self-care concerns, parenting support to address the drop in enrollment of female students.
- Guided Pathways Integration: exploration of improvement to the onboarding/registration process to enable students to be more focused and prepared as they enter college.
- Mental Health: hiring new mental health clinicians through state allocation, conducting on-campus outreach events for students to learn about mental health services, enhancing risk/threat assessment training, implementing Behavior Wellness Team referral and follow-up system.
- Marketing materials: translating materials into Spanish and Chinese (Mandarin, Cantonese, Taiwanese).
- Marketing initiative targeting Latinx communities.

Credit Instruction

Mt. SAC will continue to leverage existing partnerships and data resources to map out a "new normal" for enrollment management. This work includes using Reengage/Recovery Task Force team members from instruction, student services, information technology, and administrative services to identify and implement cross-functional strategic enrollment strategies. This collaborative approach includes working with community and business partners, using research and enrollment trends in marketing and scheduling, establishing clear noncredit-to-credit pathways, Guided Pathways, and student-focused scheduling practices. In addition, faculty, administrators, and classified professionals will continue to learn and implement DEISA practices in the classroom and campus community. As the first strategic planning

priority, DEISA efforts will continue to be a high priority in ensuring persistence and completion.

School of Continuing Education

- Tutoring support/centers will continue to offer virtual tutoring in addition to in-person.
- Increased in-class tutoring/instructional support for both online and in-person noncredit classes.
- Continue with reduced-cost parking permits for noncredit students, which will hugely support retention.
- Leverage funds to increase mental health services for noncredit students.
- Provide ongoing high-touch interventions including calling students and providing immediate interventions to struggling students and those who stopped attending and/or had inconsistent attendance.
- Provide online class registration for students in some noncredit programs.
- Provide online orientation that provides all potential students with information on all SCE programs available at their convenience from any device.
- Hired special projects manager to focus on building noncredit apprenticeships.
- Leverage grant funds, including federal opportunities to develop pre-apprenticeship, apprenticeships, and training for immigrants, particularly in the healthcare field.
- Leverage funds to hire an employment engagement staff member to locate employers who will allow work-based learning and employment.
- Develop a noncredit pathways center with dedicated staff to work with students in transitioning to credit and immediate employment.
- Contribute to credit enrollment and increase noncredit transition by developing more noncredit vocational courses that articulate to credit.
- Hire a dedicated counselor for Regional Adult Ed Consortium to increase the influx of K12 adult school students into credit.
- Increase partnerships with K-12 adult education to leverage resources such as offering CNA at off-site locations.
- Expand modalities for high school diplomas to include more online and explore competency-based models for HSD.
- Develop new noncredit courses that can provide learning support for credit courses.
- Research and develop CBE in areas such as pharmacy tech and medical assistant.
- Develop a noncredit faculty community of practice to update and develop new curriculum, increase online learning and CDCP certificates; discuss retention strategies, and develop ways to engage/reengage students.
- Use Signal Vine text messaging software and other technology to reach students and engage them with our programs in new ways.
- Develop new partnerships for older adults and adults with disabilities to increase the number of off-site locations.

- Update the website so it is easier for students to navigate, apply, and enroll in courses.
- Use Motomatic software for social media engagement of students who used to attend Mt. SAC noncredit courses.
- Implement a career services platform that will assist with student engagement, keep them active, and allow an additional communication method to keep them aware of upcoming activities.

How is the District using existing resources to support student basic needs and direct resources to students?

The College has used various categorical funding resources and community partnerships to increase support for basic needs students and provide direct resources to students guided by recommendations from the Basic Needs Committee and leadership.

Food Resources

- Mountie Fresh Food Pantry: serves over 1,200 students monthly (throughout the pandemic shut down as well); distributes 430,000 lbs. of food annually.
- Mountie Fresh Snack Rack: provides quick and nutritious snacks at key locations on campus.
- CalFresh benefits outreach and enrollment: 400 applicants per term.
- Expansion/inclusion for CalFresh qualification for work-study students, Umoja, foster youth, EOPS, SSEED (work preparation program) students.
- Food vouchers to local retailers and on-campus food services.
- Hygiene-related basic needs support.
- EBT access at campus-based food stores.

Housing Support

- Partnership with Jovenes, Inc to support unhoused students with both short- and long-term housing needs.
- Receipt of housing support referrals from Financial Aid.
- Provision of emergency grants to maintain stable housing.
- Partner with LA County Peer Navigator Program to receive and refer students for housing options.
- Developing partnerships with local universities for housing access.

Case Management

- Implementation of social worker assistance effort for case management assistance to determine appropriate resources and mental health referrals.

College Support

- Renovation of existing facilities to better store and dispense food and other items.
- Creation of a new, dedicated space for Basic Needs efforts.
- College general fund support of new positions: Coordinator, Basic Needs.

Community Partnerships

- Sycamore Campus Peer Navigation – housing referrals.
- TzuChi Foundation – food resources, case management support, health resources (dental/optometry), direct stipends to students.
- Sowing Seeds for Life – provide food resources (LA Food Bank).
- Grocery Outlet – providing contributions to food pantry.
- Chico State University Center for Healthy Communities – pass-through partner for CalFresh Outreach Grant.

Collaboration with Financial Aid Department

Receive referrals from Financial Aid to provide wrap-around services.

Collaboration with Financial Aid to offer emergency grants to students and assist students in maximizing their financial aid resources.

School of Continuing Education Specific Basic Needs

- Dedicate funding for Basic Needs staff and continue School of Continuing Education staff engagement on the College's Basic Needs Committee.
- Continue the partnership with the campus Basic Needs Committee to provide noncredit students with gift cards, housing referrals, food pantry, snacks for on-campus students, etc.
- Continue accessing opportunities for noncredit students to obtain emergency grants to assist them with housing costs, food, gas, utilities, and other expenses. This resource had a significant positive impact on noncredit student retention.
- Continue with reduced-cost parking permits for noncredit students, which allows students to shift their resources to fuel costs.

Details on class scheduling for Fall 2022 and Spring 2023 (as available) including the proportion of courses offered by time of day (day/evening/weekend), the proportion of courses offered by course length (full session, 8 - 10 week, less than 8 weeks), and the proportion of courses offered by modality (in person, online, hybrid).

Credit Instruction

As of July 13, 2022, there were a total of 3,005 open courses. This count does not include courses that are pending cancellation or classes that are on hold. Most of the classes for Fall 2022 are full-term courses (16 weeks), followed by 8-week courses, and other (5-week, 12-week, and other non-full term or 8-week courses). Most Fall 2022 classes are face-to-face, followed by online and hybrid. Most Fall 2022 classes are being offered during the day (starting before 4:00 p.m.), followed by online-asynchronous, and evening (classes start at 4:00 p.m. and later). Refer to the table below for the proportion of classes offered by length, modality, and time of day.

Fall 2022 Course Schedule

Length		Count of Classes	Percentage of classes
	Full Term	2,557	85%
	8-weeks	299	10%
	Other	149	5%
Modality			
	Face to Face	1,936	64%
	Hybrid	193	6%
	Online	876	29%
Time of Day*			
	Day	1,619	54%
	Weekend	20	1%
	Online-Asynch	812	27%
	Evening	408	14%
	Other	146	5%
Totals		3,005	100%

Notes: Fall 2022 course schedule as of July 13, 2022.
*Classes starting at 4:00 p.m. and later were categorized as 'Evening'.
*Online classes with no start or end time were categorized as 'Online-Asynch'.
*Face-to-face classes with no start and end time were categorized as 'Other'.

School of Continuing Education Scheduling

The School of Continuing Education has always provided flexibility in course offerings and scheduling. This has continued through the pandemic and as we are moving forward. Flexibility in meeting our student and community needs continues today and has been an effective component in restoring noncredit education enrollment.

- Short-term Vocational: Alternate course offerings from day and night; course lengths are 6-16 weeks; mix of online and in-person.
  - Time of Day- 6-day program, 4 evenings
  - Course Length – 6-20 weeks
  - Modality - 7 In-Person, 4 online
- Education for Older Adults/Adults with Disabilities and Vocational Re-entry: Add a week onto the end of the schedule so classes are 17 weeks instead of 16 weeks.
  - EOA
    - 145 Classes offered 7:30am – 9:00pm Mon-Sat
      - 64% (93) in person
      - 36% (52) online
  - Vocational Re-entry
    - 73 Classes offered 9:00am – 4:00pm Mon-Sat
      - 73% (53) in person
      - 27% (20) online
  - AWD
    - 22 Classes offered 9:00am – 4:00pm Mon-Fri
      - 64% (14) in person
      - 36% (8) online
- Adult Basic Education
  - Adult Basic Education courses are M-F from 8:00am – 8:00pm and 8:00am – 4:00pm Fridays. Students may attend at any time. Courses are 50% online and 50% in person
  - Learning Center classes are about 50% in person and 50% online
  - Adult HS Diploma (9:30 – 11:30am and 5 – 8pm) are offered in person and online synchronously; 75% online and 25% in person. High School Referral is fully online and class times are from 4:00 – 8:00pm, synchronously
- ESL/Vocational ESL (Fall '22 only):
  - Modality & Scheduling Flexibility: Extending intersession length by 1 week in Summer, offering 7-week short-term skills courses instead of a single 14 week course; scheduling a "pivot" course at each level that can be offered by experienced SPOT certified faculty either on campus or online, to meet student need and waitlist demand.
  - ESL/VESL – Combined Total 146 sections
    - Modality
      - On campus: 55% (81 sections)
      - Online: 45% (67 sections)
      - Combination of asynchronous and synchronous learning
    - Day/Time
      - Daytime Classes: 61.5% (91 sections)
      - Evening Classes: 35.1% (52 sections)
      - Weekend Classes: 3.4% (5 sections)
  - Course Offering: Increasing the VESL program by 25% by adding a 4th evening cohort on campus; adding Saturday/weekend classes.

Describe the College's operational plans to absorb enrollment losses after 2022-23.

The College has a multi-year strategy focusing on investment to restore FTES and improve SCFF supplemental and success metrics while gradually aligning operational expenses to actual SCFF revenue as we approach 2024-25. The following resource allocation priorities, in addition to the College goals, are being used to prioritize funding for College efforts to improve over multiple years.

Priorities: Leverage CCC State Allocation to support the College for 2022-23 and Beyond

1. Stabilize General Fund with both Revenue and Expense Solutions

2. Reduce Future Operating Expenses with Integrated Sustainable and Technology Based Solutions

3. Invest in Diversified Enrollment Growth and Retention Strategies

4. Emphasize Equity and Basic Needs Integration into Academic Support

5. Restructure to Meet Program Staffing Needs

6. Bridge Measure GO Funds and State Facility Funds to Next Local Bond

2022-23: SCFF Emergency Conditions Year

- Use the New Resource Allocation process to fund initiatives that support the allocation priorities.
- Use multi-year models to inform planning and resource allocation that identifies SCFF Emergency Conditions funding as one-time.
- Project a multi-year FON projection based on trending credit enrollment focused on FON levels under Emergency Conditions and where they will trend as they fade. Use this to inform the level of funding for full-time faculty hiring.
- Monitor SCFF projections throughout the year.
- Consider mid-year planning for reductions in ongoing expenditures in 2023-24 if projected SCFF revenues are not trending up.

2023-24: SCFF Stability Year

- Continue to Aggressively Pursue Improvement in SCFF Metric Outcomes.
- Continue Diversifying Student Population.
- Reach Equilibrium for Online/On-campus Mix.
- Continue to Improve Student Support to Increase Retention and Equity.

- Pass New Bond Measure with Solar to Reduce Operating Expenses and Reduce Carbon Footprint and add Library, SCE, Science Labs, Arts, SS North, and Deferred Maintenance.
- Use SCFF multi-year models to inform planning and resource allocation.
- Project a multi-year FON projection based on trending credit enrollment. Use this to inform the level of funding for full-time faculty hiring.
- Plan for reductions, if needed, to further align expenses with the SCFF funding level trend. This would include analyzing the level of human resources available such as reducing staffing levels through attrition.

2024-25: SCFF Actual Funding

- Continue Efforts on Equitable and Sustainable Growth and Student Performance.
- Use SCFF multi-year models to inform planning and resource allocation.
- Project a multi-year FON projection based on trending credit enrollment. Use this to inform the level of funding for full-time faculty hiring.
- Implement final reductions, if needed, to reach the final alignment of expenses with the SCFF funding level trend.

Describe efforts to increase uptake of federal financial aid and fee waivers and key contact at the District leading this work (Key Contact: Manual Cerda, Director, Financial Aid)

- Continue financial aid outreach/inreach efforts to increase the numbers of students receiving financial aid resources such as Pell, CCPG fee waivers, and CalGRANTs. This included using disaggregated data that inform targeted efforts for high-touch outreach.
- Provide high touch, 1:1 application assistance to students who have applied for and inquired about emergency aid but have not completed the FAFSA application.
- Identify and target enrolled students who have not applied for financial aid or who have an invalid application (missing signature) and provide direct follow-up, high-touch assistance.
- Identify and develop a strategy to assist students who have financial debt that does not allow them to enroll/register for classes.
- Collaborate with counseling on students lacking satisfactory academic progress (SAP appeal) to enable them to move back to receiving aid.
- Identify and target high schools with low FAFSA applications by collaborating with high school outreach.
- Offer high school counselor workshops in collaboration with CSAC in increasing CalGrant applications.
- Continue to offer Cash4College workshops for high school students/parents two times/year.

- Request a College van to develop and maintain financial outreach in various community events and maintain a community presence – "Financial Aid On Wheels".
- Identify students who may benefit from "change in income options" to regain eligibility due to unemployment or COVID-related income reduction.
- Implement federal verification waivers to assist more students in accessing federal and state financial resources (challenges accessing tax documents and income verification).
- Expand virtual and after-hours assistance to students applying for or troubleshooting financial aid eligibility.
- Increase collaboration with research to disaggregate financial aid data by race and ethnicity to identify gaps and increase receipt of aid for disproportionately impacted student groups.

Conduct an analysis of students the District lost between Spring 2020 and Fall 2021, disaggregated by age, race & ethnicity, and other impacted groups.

Credit Instruction

Prior to the pandemic, approximately 7% of credit students who enrolled dropped all their classes after census. During the pandemic, the percentage of credit students who dropped all their classes after census tripled, from 7% to 21%. Table 1 below shows that Spring 2020 had the highest percentage of credit students who enrolled and dropped all their classes. Since then, the percentage of credit students who have dropped their courses after census has slowly declined. There has also been a decline in the number of students enrolled. During Fall 2019, there were a total of 30,235 credit students. However, this number dropped to 22,994 during the Spring 2022 semester. Although the number of students who are enrolling and dropping all of their classes after census is declining, so is the overall student headcount.

Table 1. Credit students who enrolled and dropped all classes after census.

	Pre-Covid Pandemic				Pandemic Virtual						On Campus and Virtual			
	Spring 2019		Fall 2019		Spring 2020		Fall 2020		Spring 2021		Fall 2021		Spring 2022	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Fall Enrollment	27012	7%	30235	7%	27684	21%	28514	13%	25979	14%	25986	9%	22994	8%
Total By Group	1762		2079		5678		3605		3514		2431		1788	

The average age of credits students during Spring 2019 and Fall 2019 terms prior to the pandemic were 25 and 24, respectively. The average age of students who enrolled and dropped their classes during the same terms was 27 and 26.5, respectively. On average, students who dropped their classes were older compared to the general student population. Beginning Spring 2020, the average age of the general student population has gotten younger and so have the students who dropped their classes. In Spring 2020, the average age of the general student population was 24, and the

average age of students who dropped their classes was 25.5. By Spring 2022, the average age of the general student population was 22.5, and the average age of students who dropped their classes was 25.

From Spring 2019 to Spring 2020, the age group that accounted for the largest percentage of students who dropped their classes was between the ages of 21 to 25. Beginning in Fall 2020, the age group that accounted for the largest percentage of students who dropped their classes were under 21 years of age.

Table 2. Credit students who enrolled and dropped all classes after census, disaggregated by age

	Spring 2019		Fall 2019		Spring 2020		Fall 2020		Spring 2021		Fall 2021		Spring 2022	
Credit Student Mean Age	25		24		24		23		23		23		22.5	
Mean Age Dropped All	27		26.5		25.5		24.5		25.5		25		25	
Dropped All Credit Classes	1762		2079		5679		3604		3514		2431		1788	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Under 21 years old	439	25%	515	25%	1770	31%	1388	39%	1268	36%	973	40%	708	40%
21-25 years old	563	32%	726	35%	1927	34%	1137	32%	1066	30%	626	26%	508	28%
26-30 years old	389	22%	411	20%	936	16%	521	14%	522	15%	368	15%	249	14%
31-40 years old	251	14%	254	12%	643	11%	355	10%	419	12%	272	11%	204	11%
41 years or older	120	7%	173	8%	403	7%	203	6%	239	7%	192	8%	119	7%

Prior to the pandemic, Spring 2019 and Fall 2019, females accounted for a larger percentage of students who dropped their classes compared to male students. Female students have accounted for a larger percentage of students who have dropped from Fall 2020 to Spring 2022. Spring 2020 was the only term in which male students accounted for a larger percentage of students who dropped their classes.

Table 3. Credit students who enrolled and dropped all classes after census, disaggregated by gender

	Spring 2019		Fall 2019		Spring 2020		Fall 2020		Spring 2021		Fall 2021		Spring 2022	
Dropped All Credit Classes	1762		2079		5679		3604		3514		2431		1788	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	894	51%	1094	53%	2642	47%	1884	52%	1948	55%	1347	55%	983	55%
Male	844	48%	956	46%	2916	51%	1652	46%	1498	43%	1045	43%	773	43%
Unknown	24	1%	29	1%	121	2%	68	2%	68	2%	39	2%	32	2%

Prior to the pandemic and during the pandemic, Hispanic/Latino students accounted for the largest percentage of students who have dropped all their classes, followed by Asian students. Black/African American students account for 3.5% to 4% of the general student population at Mt. SAC, however, they accounted for 8% to 9% of students who dropped their classes pre-pandemic and during the pandemic, indicating they are overrepresented in the group of students who have dropped their classes.

Table 4. Credit students who enrolled and dropped all classes after census, disaggregated by ethnicity.

Dropped All Credit Classes	Spring 2019 1762		Fall 2019 2079		Spring 2020 5679		Fall 2020 3604		Spring 2021 3514		Fall 2021 2431		Spring 2022 1788	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Hispanic, Latino	1234	70%	1404	68%	3795	67%	2525	70%	2396	68%	1671	69%	1220	68%
American Indian/Alaskan Native	77	4%	99	5%	269	5%	182	5%	150	4%	110	5%	95	5%
Asian	288	16%	351	17%	980	17%	535	15%	532	15%	332	14%	275	15%
Black/African American	123	7%	188	9%	439	8%	293	8%	282	8%	203	8%	158	9%
Pacific Islander	21	1%	31	1%	70	1%	52	1%	42	1%	34	1%	26	1%
White	521	30%	590	28%	1684	30%	1070	30%	1097	31%	798	33%	593	33%

School Of Continuing Education

- An analysis was conducted of all students that dropped or were no shows for courses in Spring 2020, Summer 2020, Fall 2020, Winter 2021, Spring 2021, Summer 2021, and Fall 2021. The total unduplicated number of students that dropped during these terms was 7,234. When disaggregated by gender, there was a higher number of female students that dropped than male (4,676 female students and 2,278 male students). When disaggregated by ethnicity, the groups with the highest percentages of drops include female Asian (1,678 or 23%) and Latina (1,832 or 25%) students. Overall, Latinx students (both male and female) accounted for 41% of the drops in those terms (2,930 total students). When disaggregated by age group, the groups with the highest percentage of drops include students under the age of 17 (2,050 or 28%) and students between the ages of 30-45 (1,542 or 21%). Please see the tables below for more details by category.

Students that Dropped or No Show Spring 2020 - Fall 2021

By Gender/Ethnicity	Female		Male		Unknown/Unreported		Total all Genders	
	Number of Drops	% of Total Drops	Number of Drops	% of Total Drops	Number of Drops	% of Total Drops	Number of Drops	% of Total Drops
American Indian or Alaska Native	5	0%	4	0%	0	0%	9	0%
Asian	1678	23%	649	9%	68	1%	2393	33%
Black or African American	113	2%	45	1%	4	0%	162	2%
Hispanic, Latinx	1832	25%	1051	15%	47	1%	2930	41%
Native Hawaiian or Other Pacific Islander	6	0%	6	0%	1	0%	13	0%
Two or More Races	28	0%	12	0%	1	0%	41	1%
White	449	6%	182	3%	20	0%	651	9%
Unknown	565	8%	329	5%	139	2%	1033	14%
Total	4676	65%	2278	31%	280	4%	7234	100%

By Age Group	Number of Drops	% of Total Drops
17 and Under	2050	28%
18-22	481	7%
23-29	635	9%
30-45	1542	21%
46-64	1250	17%
65+	1276	18%
Total	7234	100%

Plan to engage your Board in this data and mitigating actions, including long-term planning to advance the College's Vision for Success goals.

The College currently has a robust schedule of information reports that provide information to keep the Board updated to date on data that supports the College's vision for success.

Recent Examples below are annual reports.

July: The Board was provided a financial aid report that informed the Board of the amounts of financial aid distributed along with the number of recipients. Additionally, information was included, identifying efforts utilizing disaggregated data to identify aid completion gaps which were used to reach out and provide high-touch assistance.

June: Research provided a report to the Board on key performance metrics, including course success, persistence, completion of transfer-level English and/or math, completion of certificates and awarded, and transferring to a four-year institution.

December: Transfer Report that provided information on transfer rates to CSU, UC, in state private colleges, and out-of-state colleges.

March: Board report on how noncredit programs and support services meet the needs of underrepresented community residents seeking career paths and post-secondary opportunities that lead to gainful employment.

To keep the Board active and engaged regular reports will continue. Additionally, there will be a focused effort on providing additional information during board study sessions relative to long-term planning and various efforts across the campus that support the College Goals and the Vision for Success Goals.