2022-23 School of Continuing Education (SCE) Research Plan
Noncredit Impact on the Student-Centered Funding Formula
September 27, 2022

While aligning with the Student-Centered Funding Formula (SCFF), the SCE Research Plan addresses enrollment trends, equity, and student progress to Mt. SAC's SCFF outcomes. SCE continues to be committed to the missions of the College and the State system, and will also never waiver from our Division's vision. We continue to report relevant data from previous years as comparisons and to focus on growth, access, successes, and areas for further research and improvements.

Table 1 is current through 2021-22 and shows total noncredit FTES, including Career Development and College Preparation (CDCP) as well as regular noncredit FTES in comparison with other colleges. Despite the impacts of pandemic, Mt. SAC continues to be the largest program in terms of noncredit FTES in the state. In 2021-22, we reported 8137 noncredit FTES, which reflects a growth of 3% from the pre-pandemic year of 2018 and a 5% increase from 2017. The protection provided by the Chancellor's Office enabled SCE to maintain its steady, consistent growth achieved in the past 5 years. *Table 2* displays FTES that are funded at the enhanced CDCP rate and Mt. SAC again continues to offer the largest statewide CDCP programs. We reported 6567 CDCP FTES in 2021-22, which is a 2% growth from 2018 and an 8% increase from 2017. As we begin tracking 2022-2023 enrollment, Summer 2022 noncredit enrollment was strong with FTES estimated at 4132. This means that in 2022-23, SCE is on track to exceed pre-pandemic level noncredit FTES. Due to this positive growth trend, SCE has a target of 8300 FTES for 2022-23.

Table 1. Noncredit FTES Overall	Annual 2017-2018	Annual 2018-2019	Annual 2019-2020	Annual 2020-2021 *	Annual 2021-2022 *	% Change from 2017 to 2021	2022-2023 Goal
State of California	69,013.00	70,694.11	68,921.84	65,368.48	66,916.05	-3%	
1. Mt. San Antonio	7,727.18	7,910.97	8,136.87	8,136.87	8,136.87	5%	**8,300**
2. LACCD	6,635.03	7,152.73	7,152.73	4,527.98	7,283.55	10%	
3. Rancho Santiago	6,098.65	6,073.99	6,249.81	6,249.81	7,098.55	16%	
4. San Diego Adult	8,391.13	7,527.24	6,872.55	6,872.55	6,872.55	-18%	
5. San Francisco	6,277.24	5,842.01	4,956.41	4,896.96	4,896.96	-22%	
6. North Orange	5,136.81	5,148.54	5,147.66	5,147.66	5,147.66	0.2%	
7. Sonoma County	2,887.91	3,212.00	3,212.00	3,212.00	3,212.00	11%	
8. South Orange	3,190.50	3,211.34	3,209.05	3,175.17	3,175.17	0%	
9. Glendale	2,997.07	2,824.02	2,295.37	2,295.37	2,295.37	-23%	
10. Desert	727.92	1,395.73	1,555.02	1,555.02	1,555.02	114%	

* Hold Harmless Conditions
Mt. SAC SCE Actual FTES for 2021-2022: 7,952

Table 2. Noncredit CDCP FTES Overall	Annual 2017-2018	Annual 2018-2019	Annual 2019-2020	Annual 2020-2021	Annual 2021-2022	% Change from 2017 to 2021
State of California	39,913.21	40,122.33	38,900.30	37,350.17	39,125.85	-2%
1. Mt. San Antonio	6,079.31	6,455.30	6,567.18	6,567.18	6,567.18	8%
2. Rancho Santiago	5,008.52	4,532.43	5,035.22	5,035.22	5,767.57	15%
3. San Diego Adult	6,326.66	5,481.75	5,378.13	5,378.13	5,378.13	-15%
4. LACCD	4,423.70	4,572.46	4,572.46	2,487.05	4,806.42	9%
5. San Francisco	4,179.52	4,072.41	3,608.43	3,748.44	3,748.44	-10%
6. North Orange	2,678.43	2,245.49	2,630.20	2,630.20	2,630.20	-2%
7. Glendale	2,905.03	2,422.83	1,993.86	1,993.86	1,993.86	-31%
8. Desert	668.20	1,785.40	1,399.48	1,399.48	1,399.48	109%
9. South Orange	895.35	1,053.06	1,062.25	1,074.75	1,074.75	20%
10. Pasadena	1,055.53	918.27	874.09	874.09	874.09	-17%

Research Question				
1. How do we expand noncredit enrollment by engaging potential, current, and former students during pandemic times?				
Objective	Measurable Outcomes	Data Source	Timeline	Status
A. Examine enrollment and trends by SCE program and demographics.	Headcount and enrollment for 2021-2022	Banner	Fall 2022 and ongoing	Enrollment and demographic analysis completed for 2021-2022. Analysis of enrollment reports by program is discussed at SCE Leadership Team meeting on a weekly basis.
B. Evaluate system barriers to enrollment.	Increase access to programs and enrollment of DI and underserved groups in our community	Registration by program and demographics; SCE webpages	Ongoing	As part of the Lumina Prioritizing Adult Community College Enrollment Grant, SCE is examining application processes for possible modifications, scaling interventions across division programs, and redesigning SCE webpages to show clear enrollment paths for each program.

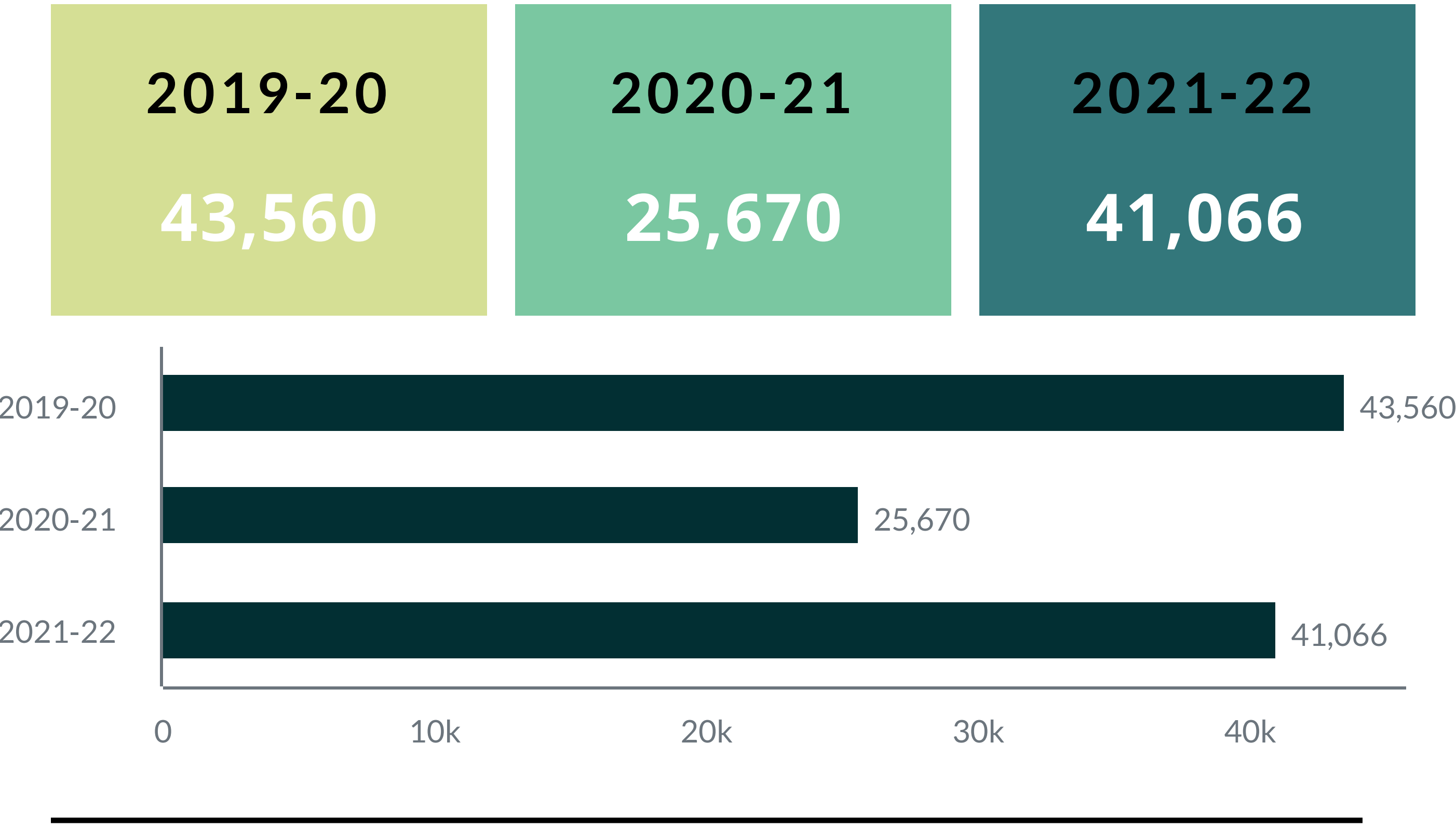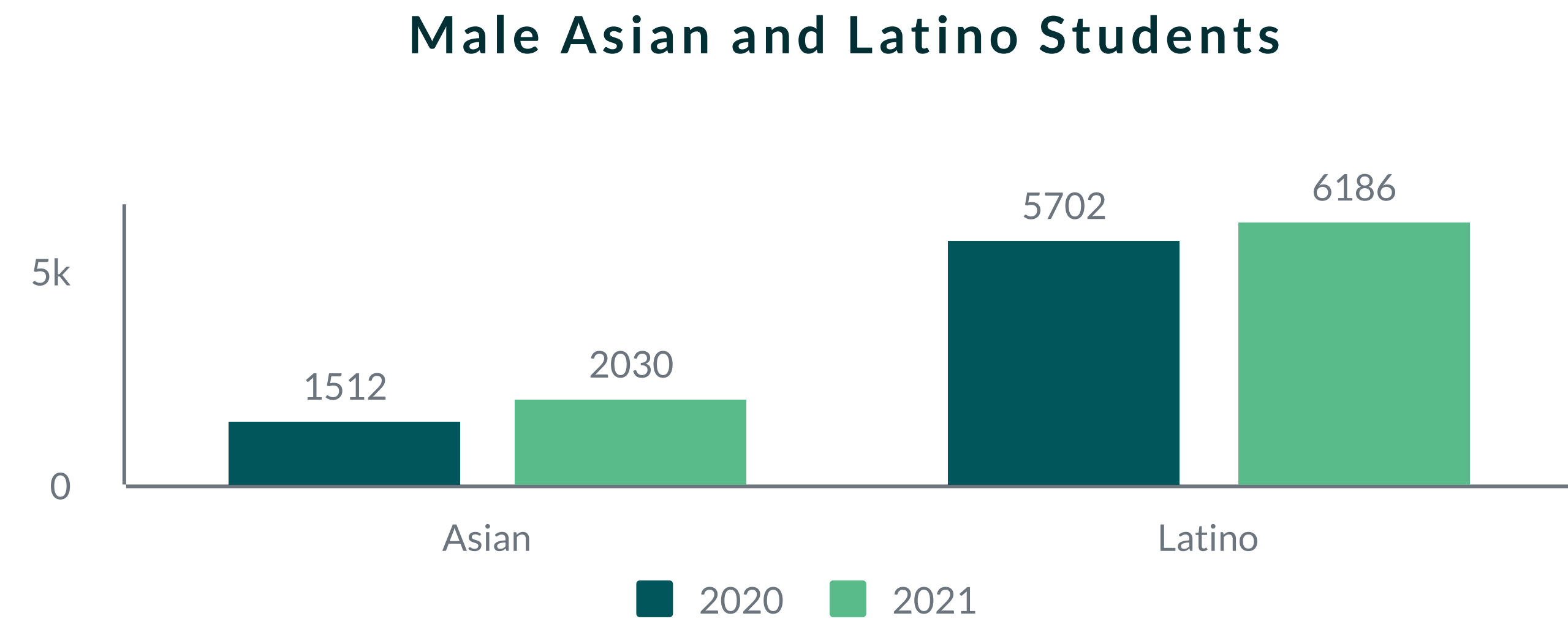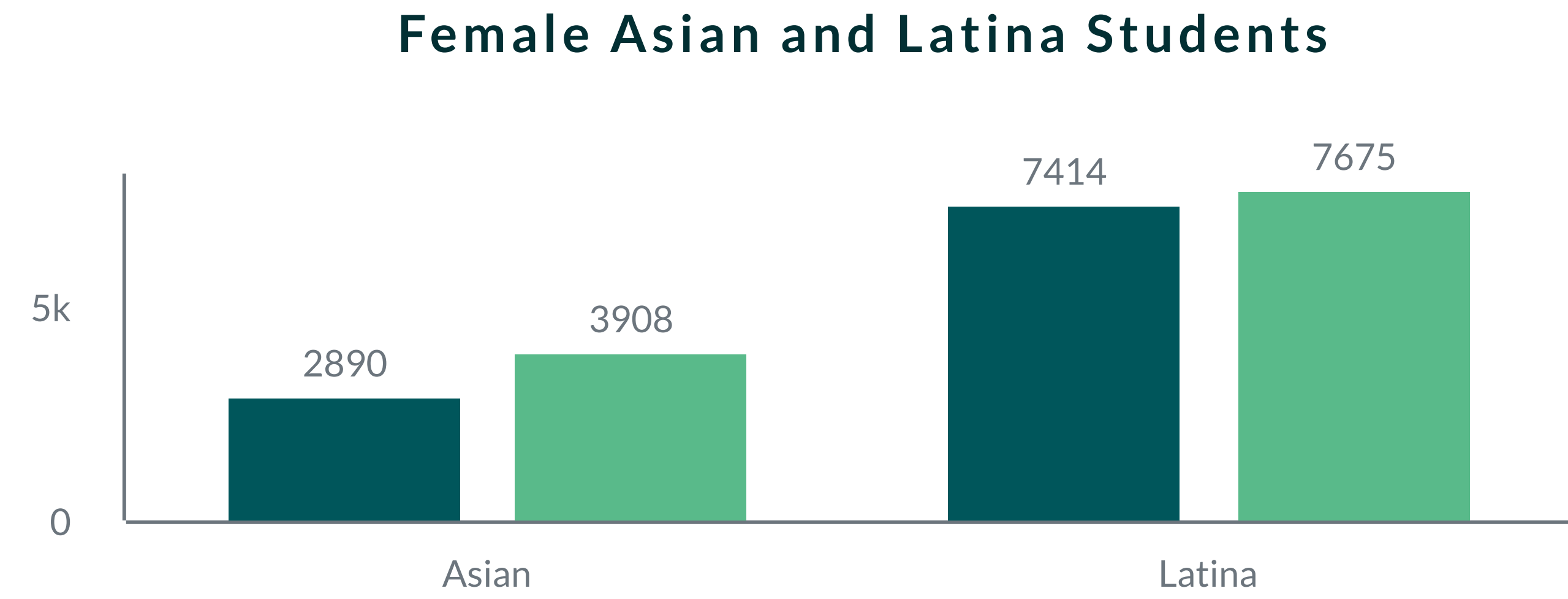| Research Question 1. How do we expand noncredit enrollment by engaging potential, current, and former students during pandemic times?				
Objective	Measurable Outcomes	Data Source	Timeline	Status
C. Develop outreach and marketing strategies and materials that are culturally connected to potential students and that consider pandemic times.	Expand outreach and onboarding to include nontraditional strategies and to enroll students lost during the pandemic as well as new students	Marketing materials; enrollment data;	Ongoing	Engaging in marketing campaign to increase enrollment in SCE programs; focusing on outreach to underserved communities, such as adults with disabilities, immigrants, English language learners, and disproportionately impacted groups. Retention efforts are strong every term with teams calling students that miss class to offer support for returning to class.

School of Continuing Education Enrollment
2021-2022

The following graphics show unduplicated headcount for noncredit students. Numbers for 2021-22 are compared with 2020-21 and 2019-20. Notable increases in headcount that resulted in significant CDCP FTES gains were in ESL and Off-Campus HS (OCHS).
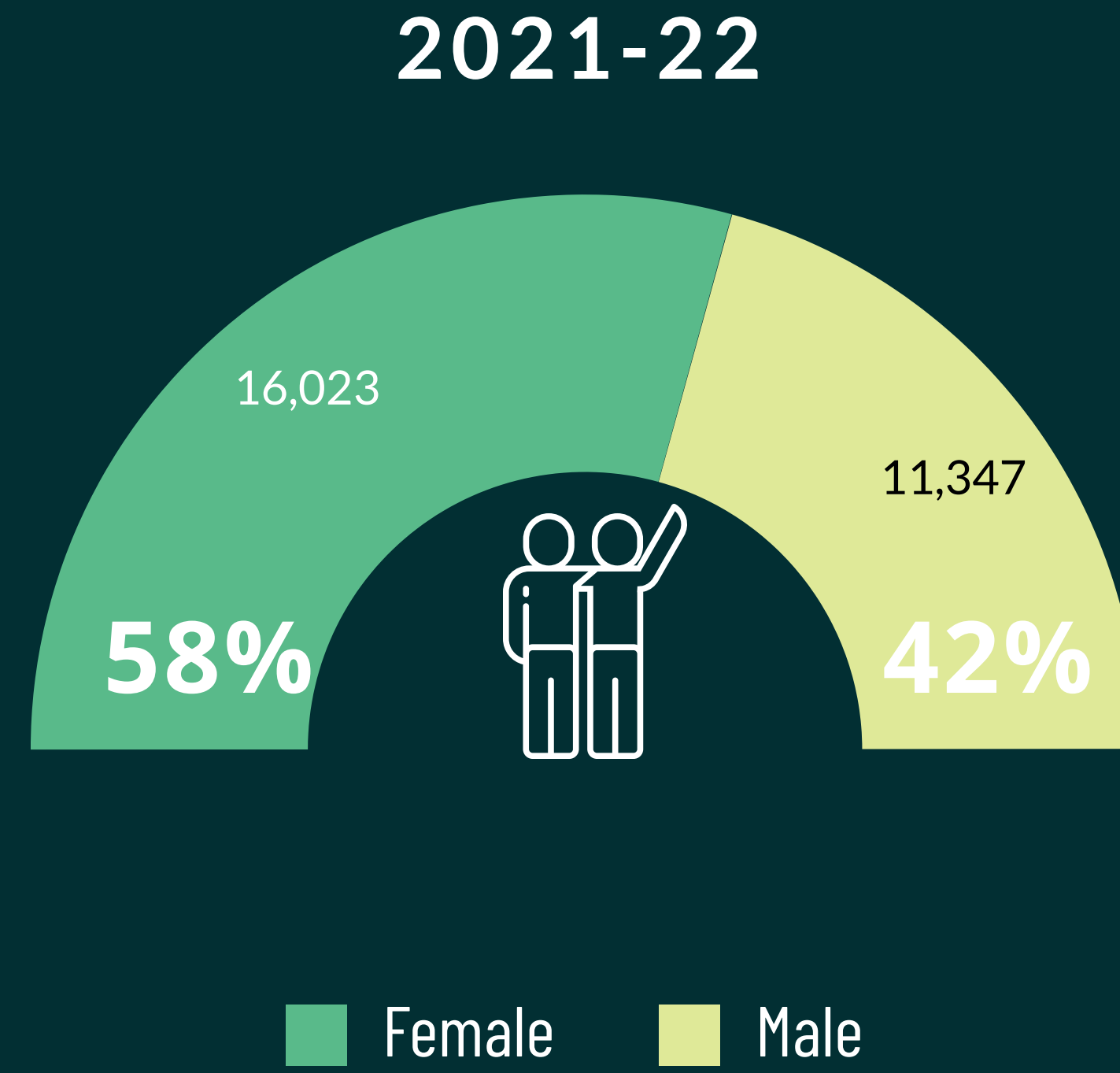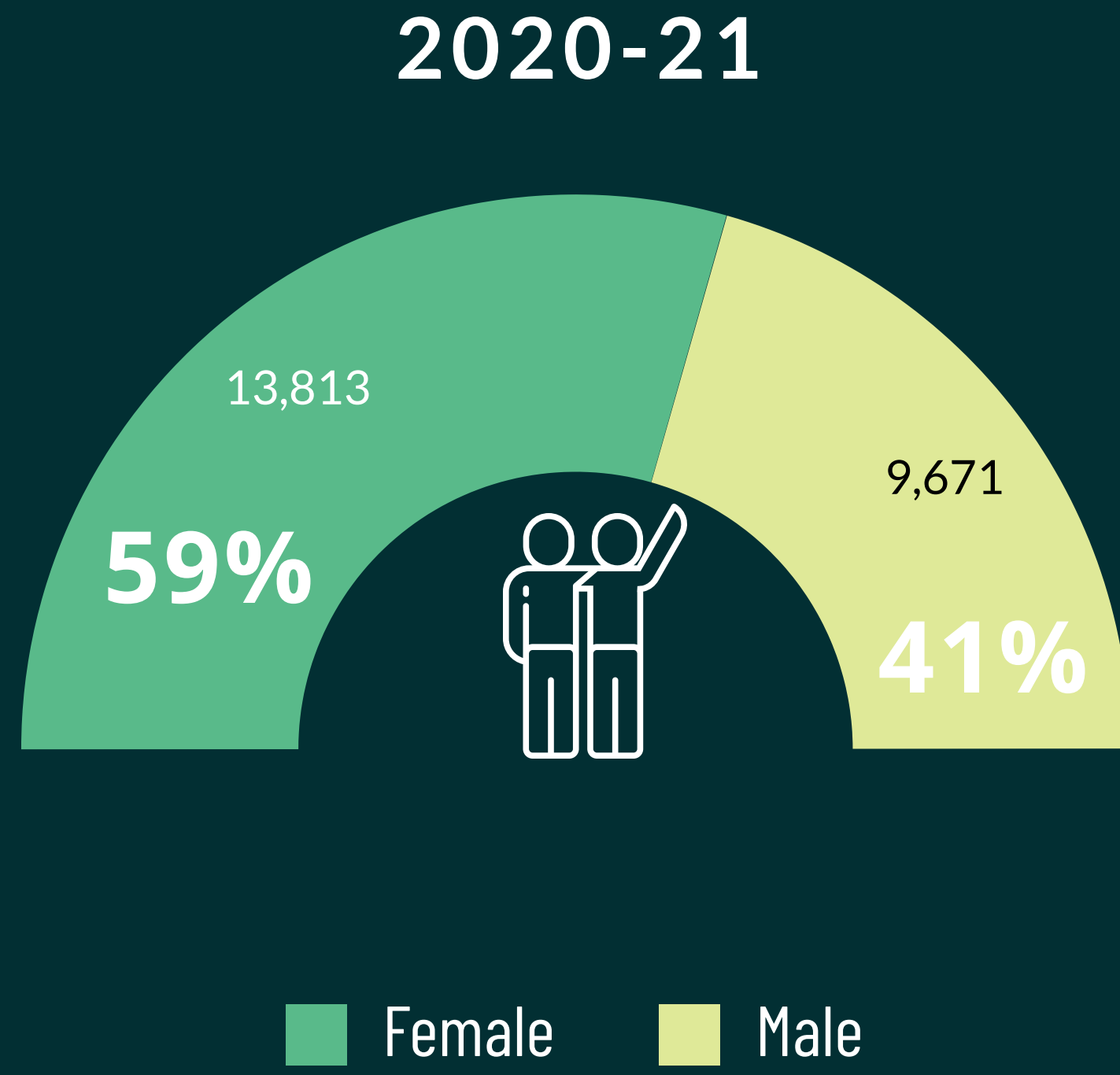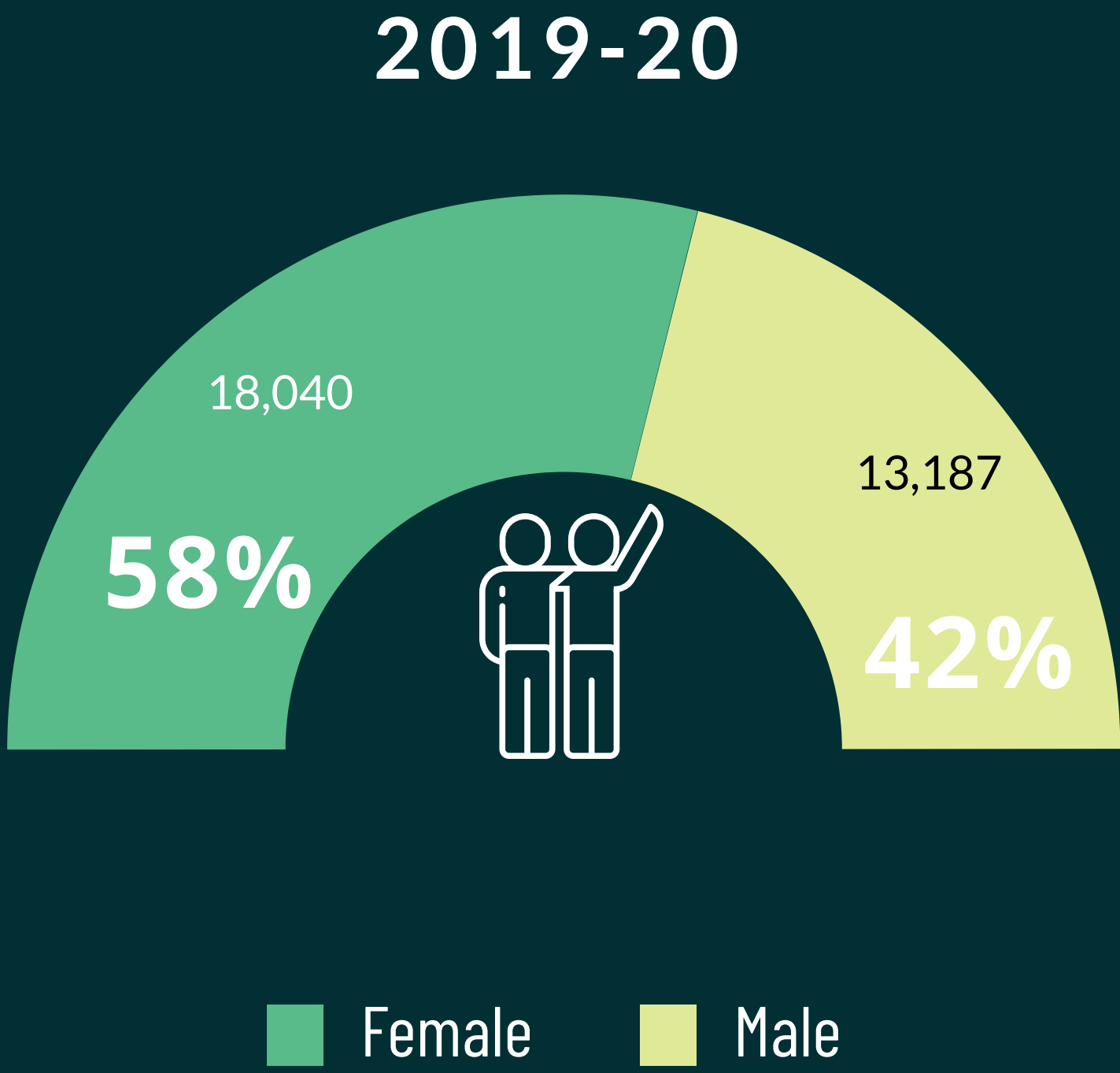
2019-20	2020-21	2021-22
43,560	25,670	41,066

Enrollment by Year

Year	Headcount
2019-20	43,560
2020-21	25,670
2021-22	41,066

Demographics - SCE Programs

Female Asian and Latina Students

	Asian	Latina
2020	2890	7414
2021	3908	7675

Male Asian and Latino Students

	Asian	Latino
2020	1512	5702
2021	2030	6186

Growth by Ethnicity

Ethnicity	2020	2021	Growth
American Indian/Alaskan Native	27	93	+66
Asian	4539	6086	+1547
Black/African American	475	575	+100
Latinx	13364	14068	+704
Pacific Islander	34	55	+21
White	2131	3058	+927

Headcount by Gender

2019-20

Female: 18,040 (58%)
Male: 13,187 (42%)

2020-21

Female: 13,813 (59%)
Male: 9,671 (41%)

2021-22

Female: 16,023 (58%)
Male: 11,347 (42%)

4

Unduplicated Headcount by Program
2019-20, 2020-21, 2021-22

ABE
2019	1,919
2020	622
2021	672

High School Referral
2019	332
2020	766
2021	1,038
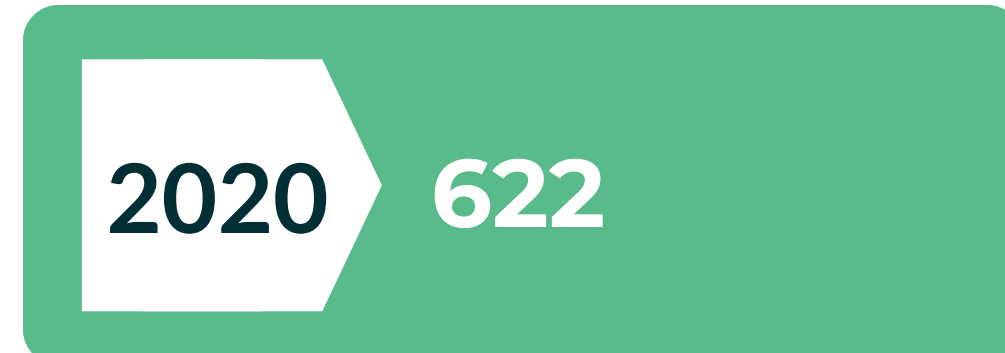
High School Equivalency/Adult Diploma
2019	673
2020	865
2021	758
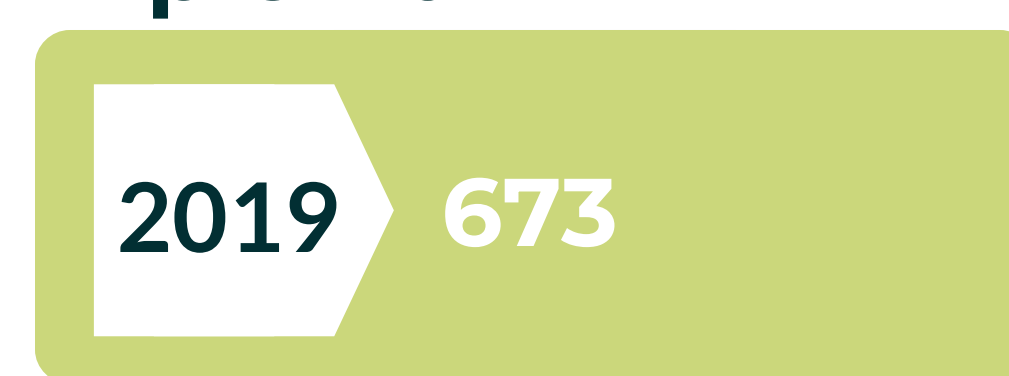
Off Campus HS
2019	18,086
2020	16,385
2021	17,115

Adults with Disabilities
2019	662
2020	217
2021	503

Education for Older Adults
2019	4,477
2020	2,460
2021	3,474

ESL
2019	4,626
2020	2,179
2021	3,680

VESL
2019	219
2020	126
2021	233

VOC Re-Entry
2019	1,694
2020	1,276
2021	1,791

STV
2019	793
2020	468
2021	533

STV Health
2019	796
2020	437
2021	380
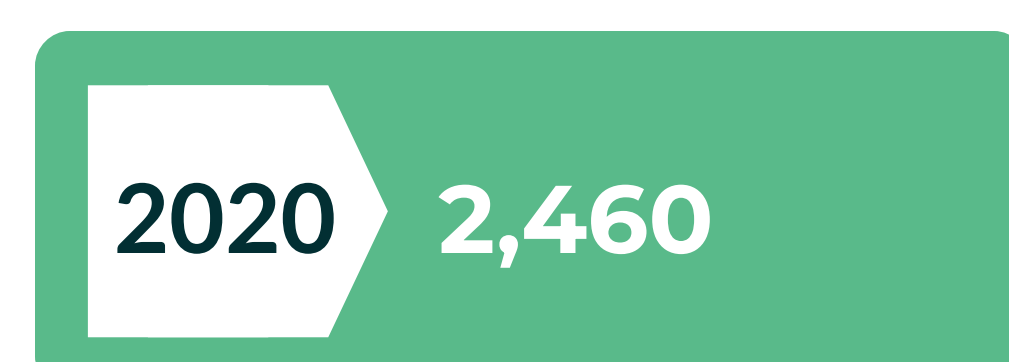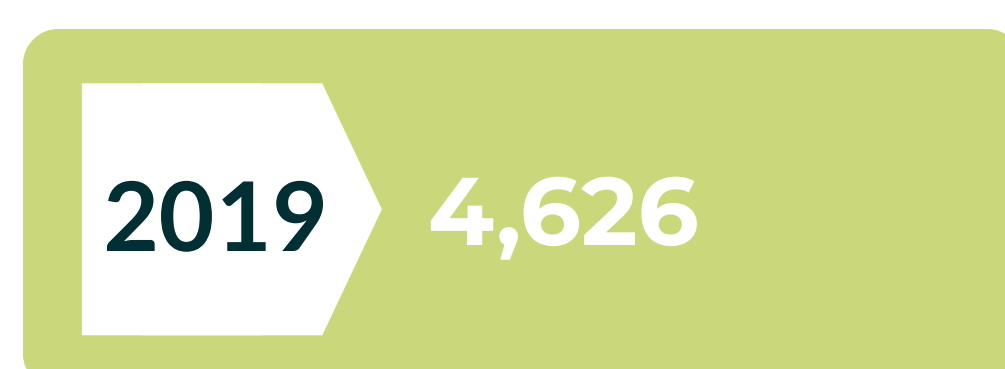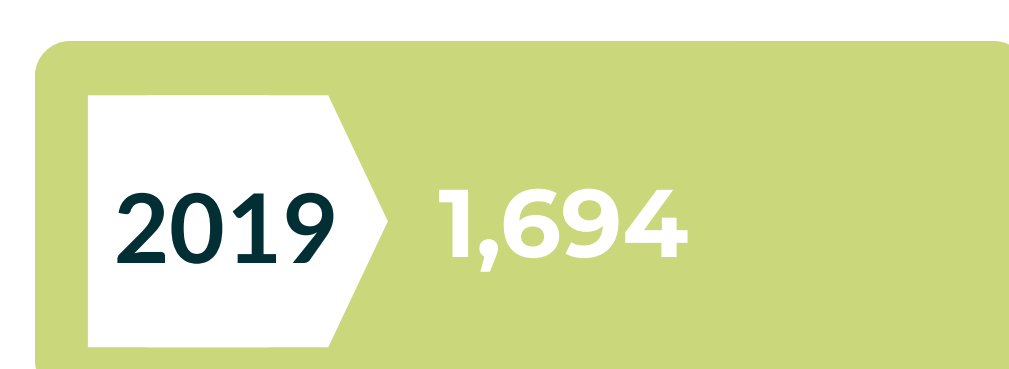
STV Mirrored
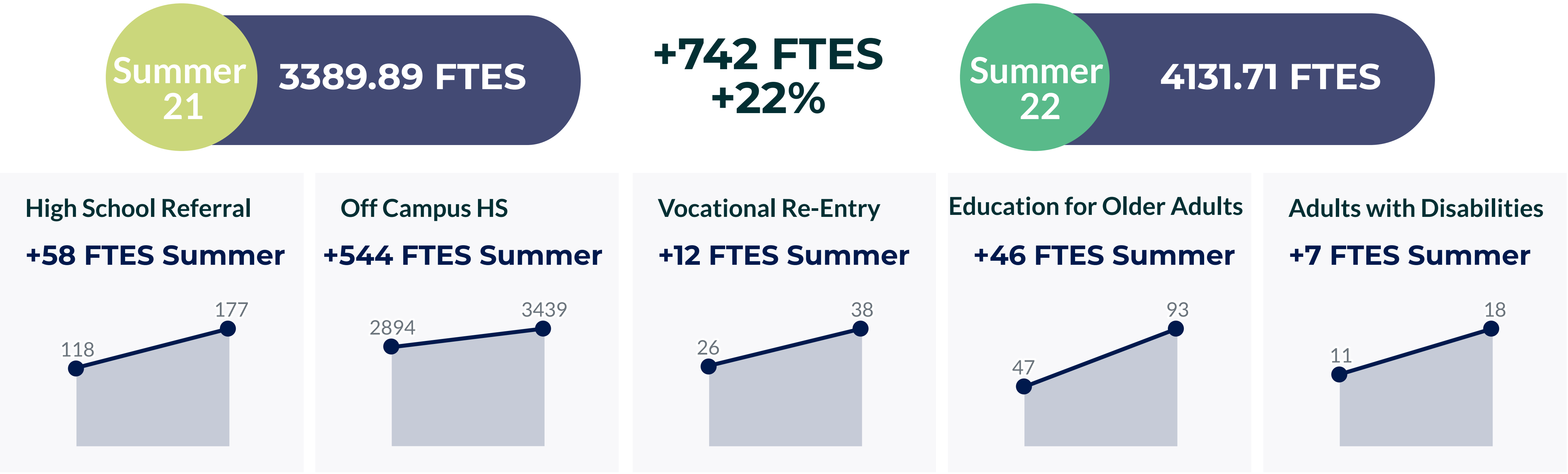| 2019 | 388 |
| 2020 | 113 |
| 2021 | 157 |
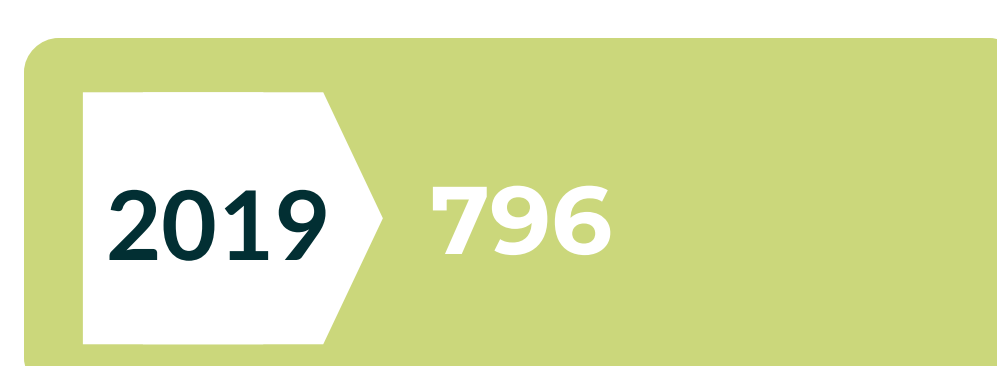
Growth in Positive Attendance FTES
Summer 2021 and Summer 2022

Summer 2022 positive attendance FTES, which are the majority of noncredit summer attendance, increased by **742** when compared to Summer 2021.
The following charts show the programs with the largest increases in FTES when comparing Summer terms. In the 2021-22 academic year, 35% of course sections were online. So far in 2022-23, 24% of sections have been offered online, which shows an increase with in-person attendance.
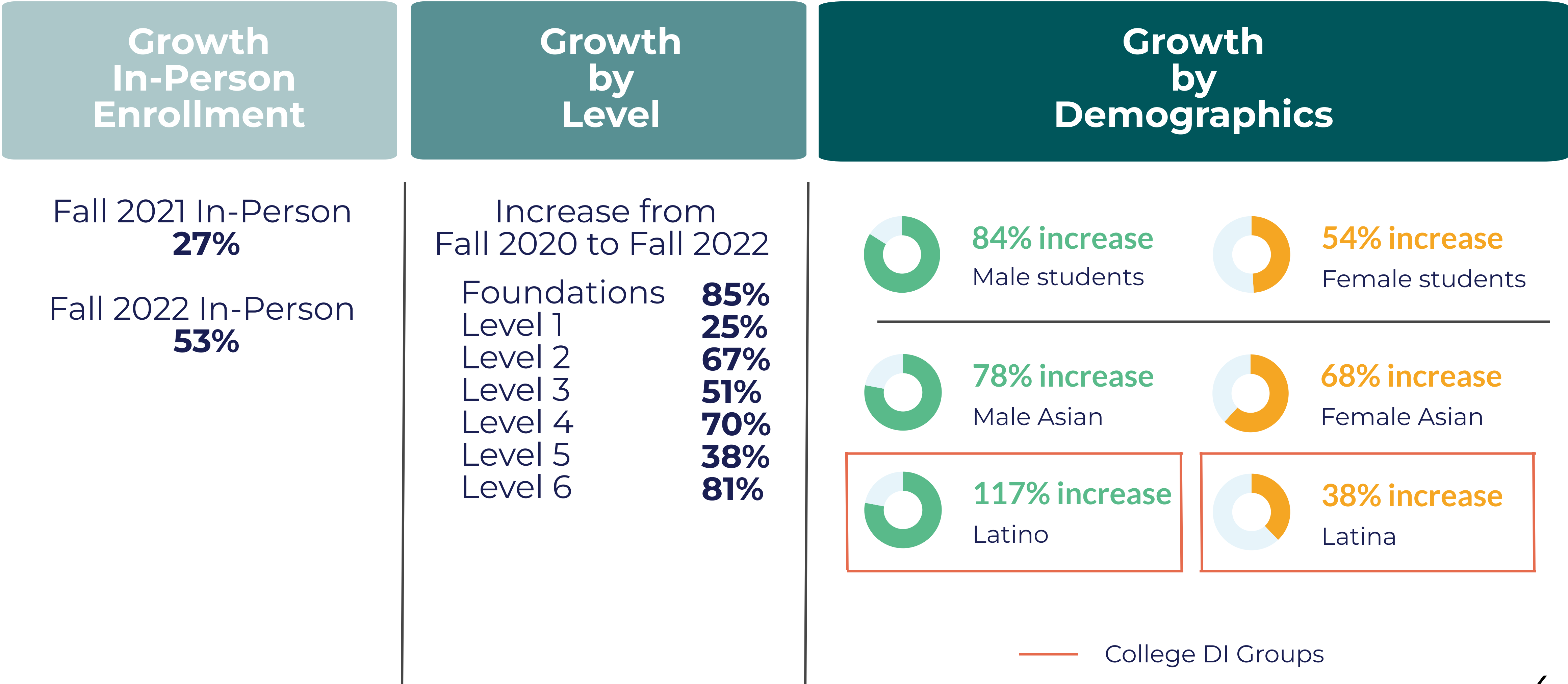
Summer 21 — **3389.89 FTES**

+742 FTES +22%

Summer 22 — **4131.71 FTES**

High School Referral	Off Campus HS	Vocational Re-Entry	Education for Older Adults	Adults with Disabilities
+58 FTES Summer	**+544 FTES Summer**	**+12 FTES Summer**	**+46 FTES Summer**	**+7 FTES Summer**
118 → 177	2894 → 3439	26 → 38	47 → 93	11 → 18

Growth in ESL

ESL
+40 FTES Summer

225 (Summer 2021) → 265 (Summer 2022)

Term	Headcount	Increase
Fall 2020	1,290	**+750** ▲
Fall 2021	2,040	
Spring 2021	1,042	**+608** ▲
Spring 2022	1,650	
Summer 2021	775	**+406** ▲
Summer 2022	1,181	
Fall 2021*	1,434	**+443** ▲
Fall 2022*	1,877	

*through week 4

Growth In-Person Enrollment	Growth by Level	Growth by Demographics

Growth In-Person Enrollment

Fall 2021 In-Person
27%

Fall 2022 In-Person
53%

Growth by Level

Increase from
Fall 2020 to Fall 2022

Foundations	**85%**
Level 1	**25%**
Level 2	**67%**
Level 3	**51%**
Level 4	**70%**
Level 5	**38%**
Level 6	**81%**

Growth by Demographics

84% increase Male students

54% increase Female students

78% increase Male Asian

68% increase Female Asian

**117% increase** Latino

38% increase Latina

─── College DI Groups

Growth in Other SCE Programs

Short-Term Vocational

✓ First cohort of **Pharmacy Technician** students started in Fall with 32 students

✓ **Physical Therapy Aide** program restarted in Summer with 40 students and running again this Fall with 30 students

✓ **Medical Assistant** program starting again in Fall with 42 students registered

✓ **Accounting** program restarting this Fall with 37 students registered

STV Health

+20 FTES Summer

25

5
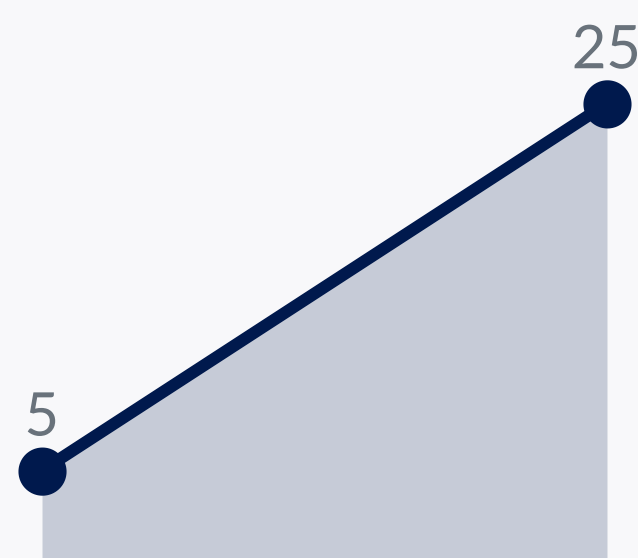
The group with the largest increase from 20-21 to 21-22 was Latino. Enrollment of Latino students in STV increased by over 50

High School Referral

✓ The high school referral program has significantly grown since transitioning to an online modality

✓ Outreach to additional districts are part of the plan for 2022-23 in order to continue to further increase enrollment and student access

✓ Working on expanding capacity to run a state-wide HSR program administered through SCE. Faculty recruitment to expand across the state is in progress

High School Referral

+58 FTES Summer

177

118
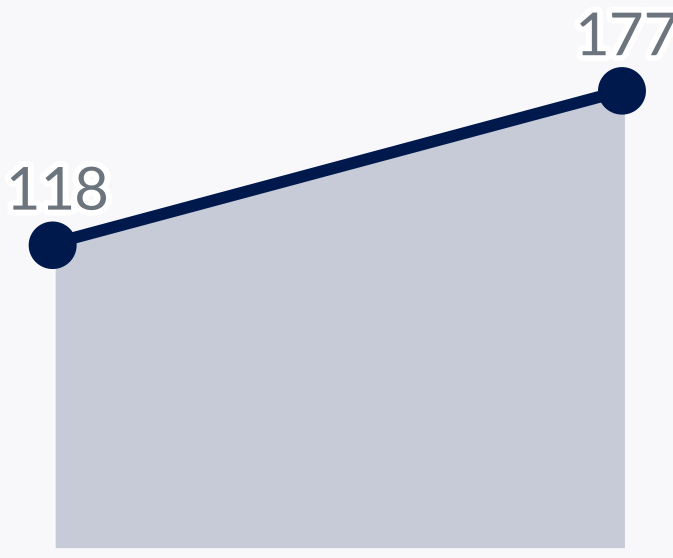
The groups with the largest increases have been Latinx students and Asian Males

Adults with Disabilities

✓ Vocational classes for AWD students have been growing last year and this year. Students are taking **Basic Computing** and **Internet Research** courses. Enrollment has been over 100 students so far

✓ Adult Basic Education courses for AWD have been added for Fall. Over **50** students are enrolled to take **ABE English and Math** to prepare them for college classes

Adults with Disabilities

+7 FTES Summer

18

11
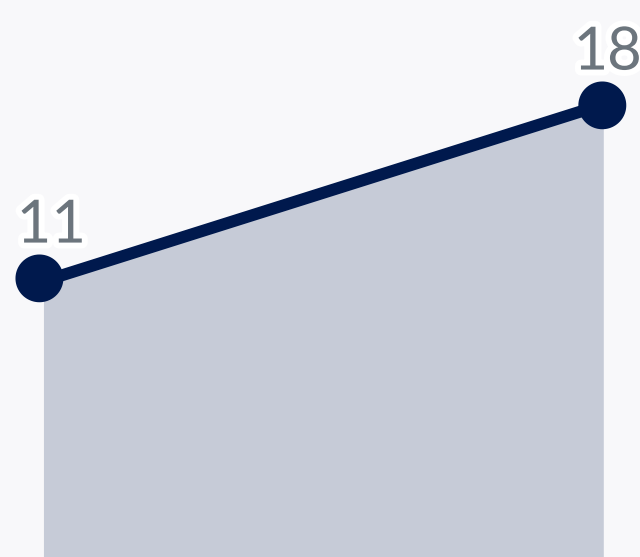
Education for Older Adults

✓ There has been large growth in Healthy Aging classes in 2021-22 and growth continues for the Fall

✓ Age group with the highest growth in enrollment are students between the ages of 70-90

✓ Targeted outreach to senior and community centers has started in the Palm Springs area

Education for Older Adults

+46 FTES Summer

93

47
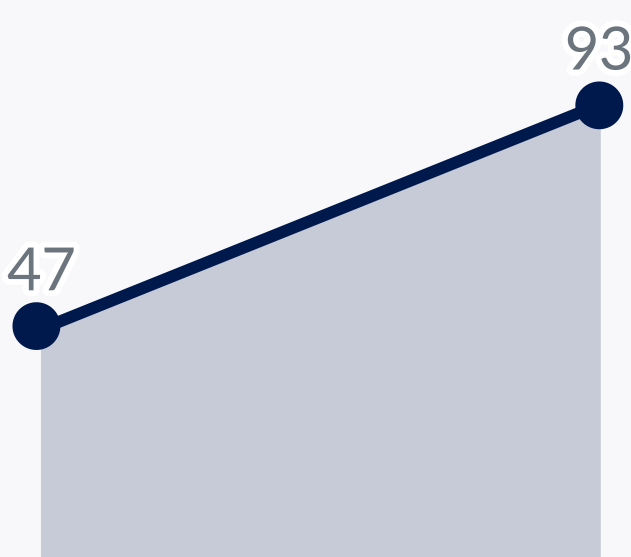
Outreach and Marketing

Marketing Materials:

- Partnered with Marketing and Communications Office to create mailer for all SCE programs and sent to district households.

- Partnered with marketing company that are experts n adult education outreach. Developed campaign "Build a Better Life" which aligns with the behavioral design approach learned from Lumina Grant.

Call Campaign:

- Retention efforts have been focused on calling students who have stopped attending classes or who did not attend the first day.

- Teams of bilingual intervention specialists hired and assigned to call students from each department.

- Staff have been reconciling and updating student contact details, such as emails and phone numbers, to reflect more accurate information for follow-up.

- Phone contact occurring evenings and weekends to align with adult learners' schedules.

Faculty Recruitment:

- Focused recruiting of adjunct faculty for programs in which qualified faculty have been hard to find, including STV, HS Referral (HSR), Summer HS, ESL, and new programs such as LVN and Pharmacy Tech.

- Recruitment will also focus on faculty to teach online, especially for HSR which is a fully online program.

- Hiring faculty in high demand programs will increase FTES. CNA could nearly double the number of cohorts from 4 to 8; Medical Assistant from 2 to 4. The potential for HSR to double in size is dependent on finding more faculty.

Website Redesign:

- The SCE main webpage and all department webpages are being redesigned, using the behavioral design approach learned from Lumina grant.

- Pages will have clear paths to enrollment for students and will focus on eliminating barriers to registration.

- Landing pages for each program will be standardized to ease navigation.

- Main focus is on user experience and ease of finding information. Headers and footers are specific, clear and concise.

- Images reflect SCE actual student population and are from real SCE classes

Build a Better Life
School of Continuing Education

School of Continuing Education

Get Started!

Step 1

Complete School of Continuing Education Application (noncredit)

Helpful Links:
» SCE application
» Video: How to submit SCE application
» Application instructions
» Application instructions español

Step 2

Log in to your Mt. SAC portal for an email with orientation details

Helpful Links:
» Log in to portal
» Set up portal account
» Video: How to log into portal

Step 3

Visit ESL Department at Mt. SAC to complete orientation and placement testing

Helpful Links:
» Email invitation will have the day and time for testing
» Directions to ESL building

Step 4

Register for classes on-site or online after the placement test, and you are ready to attend the first class!

Helpful Links:
» View ESL class schedule
» Video: How to view your schedule in your portal
» More info on getting started

- Meet growth target of 8300 FTES, which is an additional 300-400 noncredit FTES, primarily in CDCP courses.

- Increase transitions from noncredit to credit. Targeted transitional support that includes campus partners (DREAM, EOPS, CalWORKs, ACCESS, Admissions, IT).

- Secure funding source to train AWD students to enter the workforce and train potential employers in hiring AWD students.

- Increase efforts to transition more ESL/VESL students into credit programs and vocational pathways leading to employment.

- Lumina Grant: Prioritizing Adult Community College Enrollment (PACCE)
  Using behavioral design methodology to identify behavioral problems that students face, SCE will diagnose drivers of the problem, and engineer design solutions. The Mt. SAC team has started this work by identifying barriers within the SCE enrollment/registration process. Gaps were identified in the processing of applications and in communication with students. Processes are now being addressed within each SCE area that will mitigate potential student losses due to the application. The behavioral design approach will continue to be a guiding principle as we identify other barriers to student enrollment and success.

- Continued Community Outreach: Focus on underserved communities, such as adults with disabilities, immigrants, English language learners, and disproportionately impacted groups.

- Increase completions for DI populations and students of color.

- Increase and emphasize support for adult re-entry students who have interest in post-secondary transition.