



Mt. SAC Noncredit to Credit Transitions Plan

Overview

The School of Continuing Education (SCE) is proud to support noncredit students as they continue their educational journey at Mt. San Antonio College (Mt. SAC). Noncredit education is for many the first step toward college, career advancement, and new opportunities. Grounded in a commitment to belonging and respect, we recognize the strengths and rich life experiences noncredit students bring to our college community.

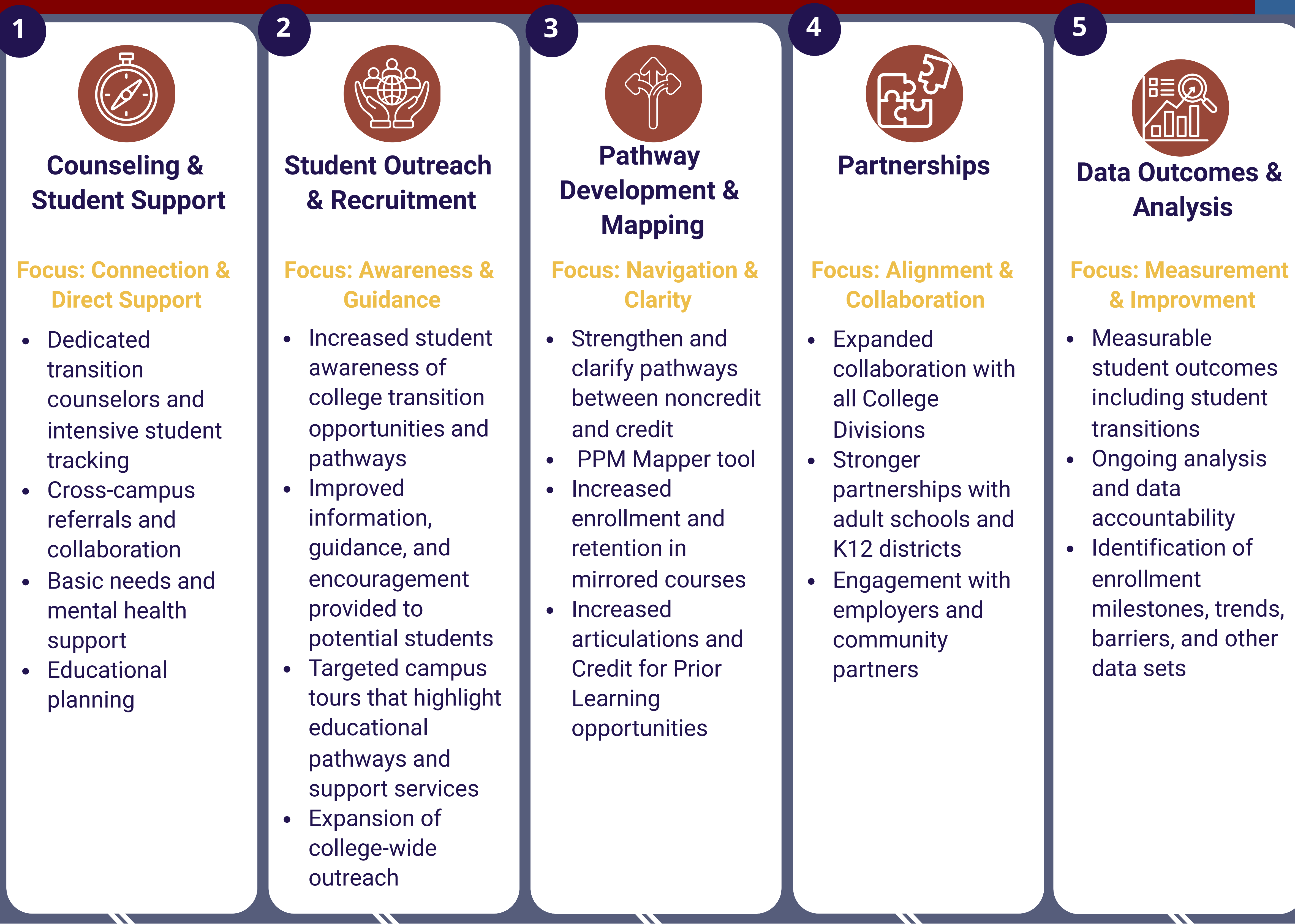
This Transition Plan strengthens the connection between noncredit and credit by creating clearer pathways into credit programs and student services. Through coordinated support, partnerships, outreach, and ongoing evaluation, Mt. SAC is working to reduce barriers and help more noncredit students successfully transition to credit.

The plan reflects Mt. SAC's Culture of Care and aligns directly with the Mt. SAC 2035 Plan. To develop this plan, we prioritized the College's major plans and priorities, including the Student Equity Plan, Strategic Enrollment Management Plan, Vision 2030, DEISA initiatives, the SCE Research Plan, WASC Action Plan, and the ACCJC accreditation report.

This plan belongs to the entire Mt. SAC community and reflects a shared commitment to student success. It was developed through collaboration with the President's Office, students, and employees across Instruction, Student Services, Administrative Services, Human Resources, and SCE Divisions. It is informed by institutional data, current practices, and ongoing transition efforts. Together, these perspectives shaped the five strategies outlined in this plan.

Our greatest measure of success will always be the transformation in our students' lives as they discover opportunities and achieve goals they once believed were beyond their reach.

Transition Plan Strategies



Mapping Transition Strategies to Mt. SAC 2035 Institutional Goals

The Transition Strategies outlined in this plan directly support Mt. SAC 2035 goals related to Culture of Care, Equitable Access and Completion, and Innovative Teaching and Learning.

Transition Strategy	Mt. SAC 2035 Institutional Goal	Focus Area & Strategic Alignment
1. Counseling and Student Support Services	Goal 1: Culture of Care	Integrated basic needs screening, personalized intake and counseling, wraparound services, intensive follow-up
2. Student Outreach; 3. Pathway Development	Goal 2: Equitable Access and Completion	Identification of student interest via digital tools, removal of residency/financial barriers, development of maps, Transitions Center to foster an inclusive campus environment
4. Partnerships; 5. Data Outcomes and Analysis	Goal 3: Equitable and Innovative Teaching	Expansion of articulation agreements, mirrored models, longitudinal tracking, closing equity gaps, integration with college metrics

Strategies and Success Metrics

Strategy Area 1: Counseling and Student Support Services

Aligned to Mt. SAC 2035 Goal 1: Culture of Care

We recognize that every student's journey is different. Through intensive tracking and consistent follow-up, encouragement, and ongoing support, case management, and resource referrals, we are committed to help adult learners as they overcome barriers, build confidence, achieve milestones and transition to college.

Success Metrics:

- Number of Abbreviated Educational Plans completed by first-time noncredit students
- Financial Aid: Number of transitioning students receiving Promise and Pell Grants
- Volume of transition-focused appointments and Navigate transition codes assigned
- Utilization rates of basic needs resources and their impact on persistence



Strategy Area 2: Student Outreach and Recruitment

Aligned to Mt. SAC 2035 Goal 2: Equitable Access and Completion

Our outreach strategy proactively identifies students’ career and personal goals through specialized and focused communication, ensuring that information regarding credit options is accessible and tailored to adult learner needs. By expanding college-wide outreach and providing more personalized guidance and encouragement, we aim to significantly increase student awareness and enrollment into available academic pathways.

Success Metrics:

- Number of events, campus tours, and workshops; attendance at events
- Digital engagement metrics (website visits and text response rates)
- Number of students reached through targeted QR/text communication tools
- Number of students identifying transition as their goal
- Monitor enrollment trends to strategically identify and scale new academic pathways



Strategies and Success Metrics

Strategy Area 3: Pathway Development and Mapping

Aligned to Mt. SAC 2035 Goal 2: Equitable Access and Completion

This strategy focuses on strengthening and clarifying the transition from noncredit to credit programs. A central part of this effort is the PPM Mapper tool, which provides students with clear, visual guides to their academic milestones and pathways. By increasing articulations and Credit for Prior Learning (CPL) opportunities, the college honors the skills and licensures students already possess, while a focus on mirrored courses promotes higher enrollment and retention. Together, these initiatives build a seamless bridge that empowers adult learners to move forward with clarity and confidence.

Success Metrics:

- Noncredit course and certificate completion
- Enrollment and success data within the AIME and AESA programs
- Number of programs mapped in the PPM Mapper tool
- Student data (CPL and Articulations)



Strategy Area 4: Partnerships

Aligned to Mt. SAC 2035 Goal 3: Equitable and Innovative Teaching

Strengthening relationships between noncredit and other divisions on the campus creates supportive and inclusive learning environments for transitioning students. By expanding ties with adult schools and K-12 districts, the college builds early momentum for students, while active engagement with employers and community partners ensures that educational pathways are directly aligned with workforce demands. These collaborative efforts make it easier for students to transition to college while ensuring educational pathways remain responsive to workforce needs.

Success Metrics:

- Number of active articulation agreements, and lessening institutional barriers
- Achievement in Credit for Prior Learning project outcomes and MAP accomplishments
- Enrollment and success data for students in mirrored courses
- Credit course patterns: Analysis of the specific credit course-taking patterns of noncredit students once they have transitioned
- K12 success metrics
- Achievement in math and English noncredit courses for k-12 HS programs to increase likelihood of successful college transition



Strategies and Success Metrics

Strategy Area 5: Data Outcomes and Analysis

Aligned to Mt. SAC 2035 Goal 3: Equitable and Innovative Teaching

Data-informed decision-making provides the essential framework for institutional accountability by focusing on measurable student success and transition rates. Through ongoing analysis, the college identifies key enrollment milestones, emerging trends, and hidden barriers that students face. This data-driven insight allows for continuous improvement, ensuring that transition efforts are not only effective but also equitable for all student populations.

Success Metrics:

- 3-year transition rate by cohort
- DI data for each program
- AB540: Number of transitioning students identified as AB450 students



Longitudinal Impact and Alignment with Mt. SAC 2035 Outcomes

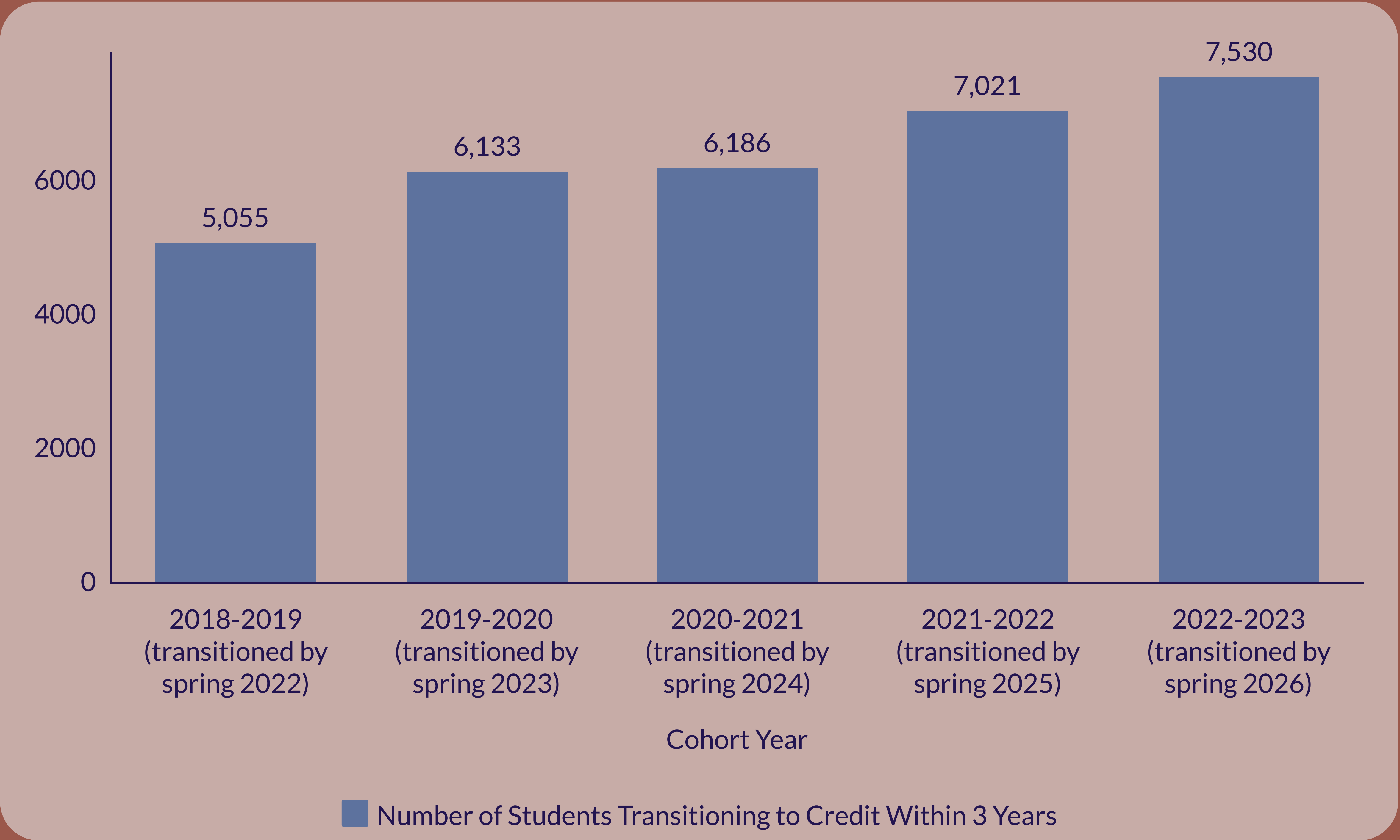
As outlined in the Transition Plan Strategies, success will be measured through specific longitudinal markers. Progress toward these aligned goals will also be measured through Mt. SAC 2035 institutional metrics:

Mt. SAC 2035 Goal	Mt. SAC 2035 Metric	Baseline	5 Year Target	10 Year Target
Goal 1: Culture of Care	Wraparound Support Services	NA	200 noncredit students accessing services	400 noncredit students accessing services
Goal 2: Equitable Access & Completion	Noncredit Certificates	2,352	2,705	2,822
Goal 3: Equitable and Innovative Teaching	Transition Rate	5,055	10% increase	20% increase
Goal 3: Equitable and Innovative Teaching	Course Articulations	96	10% increase	15% increase



Transition to Credit Rate

SCE's definition of transition to credit rate includes noncredit students from one academic year who enroll in at least one credit class for the first time within three years of their noncredit enrollment. This will be measured annually at the end of the academic year.



Student Stories



"The Adult Diploma Program not only helped me get my diploma, but they also helped me prepare for and enroll in college classes."
- **Azariah Ficklin**

"When I began, I had no college credits and was the first generation in my family to pursue higher education. Transitioning to credit classes was the hardest step, but with the guidance and encouragement of my noncredit counselor, I found the confidence to begin. Every class has helped me grow personally and academically, bringing me one step closer to graduating and building a better future for my family." - **Mayra Rodriguez**



"Completing the noncredit Pharmacy Technician program at Mt. SAC provided me with hands-on experience and a solid understanding of health care, which made the transition into credit courses much smoother. This foundation not only boosted my confidence but also reinforced my passion to pursue a career as a Physician Assistant."
- **Wendi Zhang**



"My journey at Mt. SAC has been very rewarding. As a student, navigating the U.S. education system and transitioning from noncredit to credit classes was challenging. I am proud to have reached this milestone. I am especially grateful to the ESL Department for their support and encouragement, and to my counselor who helped me plan my courses and guided me every step of the way so I could pursue my academic dreams."
- **Christian Alvarado**

"The Registered Behavior Technician noncredit program at Mt. SAC was such an incredible stepping stone to help me get started in the therapy field as well as transitioning into credit courses to continue my progress, I've recommended their programs to several people already as I can genuinely see the difference it made! The program I took was free, entry level, and so supportive with great counselors & programs to aid students in attending credit classes to grow and build their education!"
- **Laura Kosha**



"Adult Basic Education gave me the opportunity to accomplish something I had only ever dreamed of. My time in prison taught me that true freedom begins with education. It gave me the knowledge, confidence and hope to change the direction of my life. Returning to school after so many years was intimidating. I had doubts about whether I could succeed in a classroom again. But the instructors and staff encouraged me every step of the way. Earning my diploma has given me confidence and self-esteem. It represents perseverance, growth, and the courage to start over when life takes an unexpected turn."
- **Mario Holguin**

Appendix – Transition Data Points

The following data points represent a comprehensive framework for measuring the success of the college's noncredit-to-credit transition efforts.

Metric		2025-26	2026-27	2027-28
1. Engagement and Participation Metrics	Number of Workshops	Data collection starts 2026-2027		
	Workshop and Event Attendance: Number of students attending Workshops			
	Campus Tours and Observations: Number of campus tours conducted and the number of credit class observation sessions			
	Outreach: number of students reached through targeted communication tools			
	Website: Number of students visiting website			
2. Counseling and Student Support Metrics	Educational Planning: The number of first time noncredit students who complete an Abbreviated Educational Plan focused on transitioning			
	Appointment Volume: The number of appointments scheduled with the transition counselor, particularly those triggered by class presentations			
	Basic Needs Support: Tracking the utilization of basic needs resources			
	Identification Tools: The number of students identified and assigned the "Noncredit-Credit Transition" code within the Navigate system			
	Number of programs mapped in the PPM Mapper tool			
3. Academic Progress Metrics	Noncredit Certificate Completion	118		
	Curriculum Integration: The number of transition-focused assignments created for classes	4,082		
	Articulations: The number of course articulations per year	0		
	Mirrored Courses: The number of students enrolled in mirrored courses and their success data	133		
	Achievement in Credit for Prior Learning project outcomes and MAP accomplishments	178 (82%)		
	AIME English: Attendance and success data	31 courses		
	AIME Math: Attendance and success data	160 (82%)		
	AESA: Enrollment and success data	331 (77%)		
		58 (84%)		

Metric		2025-26	2026-27	2027-28
	K12 success metrics (Off Campus HS)	90%		
	K12 success metrics (High School Referral)	76%		
	Achievement in math and English noncredit courses for K12 HS programs to increase likelihood of successful college transition	82% math; 81% English		
4. Enrollment and Success Metrics (Longitudinal Data)	Transition Rate: Number and percentage of students who enroll in credit courses after three years	<u>7,530</u> (23%) 2022-23 cohort		
	Credit Course Patterns: Number of students completing transfer-level English	<u>2,740</u> (36%)		
	Credit Course Patterns: Number of students completing transfer-level math	<u>2,121</u> (28%)		
	Credit Course Patterns: Number of students completing 9+ CTE units	<u>212</u> (3%)		
	Financial Aid: Number of students receiving Promise Grants	<u>2,572</u> (34%)		
	Financial Aid: Number of students receiving Pell Grants	<u>2,191</u> (29%)		
	Program Completion: Number of students earning AS/AA Degrees	<u>452</u> (6%)		
	Program Completion: Number of students earning ADT Degrees	<u>314</u> (4%)		
	Program Completion: Number of students earning Certificates of 16+ Units	<u>212</u> (3%)		
5. Equity and Demographic Metrics	Disproportionate Impact (DI): DI data for each program area	TBD		
	AB540: Number of transitioning students identified as AB540 students	<u>126</u>		