

Exploring New Possibilities for Student Success through Noncredit

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ASCCC Fall Plenary

Irvine Marriott

November 13-15, 2014

Adult Education & Noncredit: the heart of our access mission



- ◆ **Open access** for students with diverse backgrounds and those seeking ways to improve their earning power, literacy skills and access to higher education
- ◆ First point of entry into college for immigrants, economically disadvantaged and low-skilled adults
- ◆ “educational gateway,” “portal to the future”

Outline

- ❑ What is noncredit?
- ❑ Structure & funding game-changers in 2014
- ❑ Opportunities
- ❑ Potential Challenges
- ❑ Take-home message
- ❑ Let's talk!



Noncredit Instruction

CA Education Code §84757(a)

- 1. Parenting**
- 2. Basic Skills (Reading, Math, English)**
- 3. English as a second language**
- 4. Classes and courses for immigrants**
- 5. Education programs for persons with substantial disabilities.**
- 6. Short-term vocational programs with high employment potential
(includes apprenticeship)**
- 7. Education programs for older adults**
- 8. Education programs for home economics (known as Family and
Consumer Sciences)**
- 9. Health and safety education**

Structure & Funding Game Changers in 2014-15

- ◆ **AB 86: Education Omnibus Trailer Bill (2013-2014)**
 - ◆ **Regional consortia to plan the restructuring of adult education in California**
- ◆ **SB 860: Education Finance: Education Omnibus Trailer Bill (2014)**
 - ◆ **Career Development and College Preparation (CDCP) Funding Equalization**

AB 86

- ◆ Amended California Education Code §84830 to create regional consortia to implement a plan to “better serve the educational needs of adults” in areas that include:
 - ◆ Basic skills in Math and English
 - ◆ English as a Second Language
 - ◆ Classes for immigrants eligible for educational services in citizenship and workforce preparation
 - ◆ Classes required for a high school diploma or equivalency certificate
 - ◆ Education programs for adults with disabilities
 - ◆ Short-term CTE programs with high employment potential
 - ◆ Programs for apprentices

CDCP Background: Noncredit Enhanced Funding

- ✧ **SB 361 (2006) permanently increased noncredit funding for CDCP (Career Development College Preparation) courses**
- ✧ **CDCP courses must be sequenced and lead to certificates.**
- ✧ **CDCP Enhanced Funding Categories:**
 - **ESL**
 - **Math and English basic skills**
 - **Short-term CTE courses with high employment potential**
 - **High school diploma or high school equivalency certificates**
 - **Workforce preparation courses**
 - **Programs for apprentices**

CDCP Funding Equalization

- ◆ SB 860: 84750.5 (d)(4)(A)(ii)

“Beginning in the 2015–16 fiscal year, career development and college preparation FTES shall be funded at the same level as the credit rate specified in paragraph (2). This rate shall be adjusted for the change in the cost of living or as otherwise provided in subsequent annual budget acts.”

Opportunities

- **Student perspective**
 - Multiple pathways for transfer and non-transfer students
 - Students have many options if they are not eligible for financial aid.
 - More flexible scheduling
 - Students can prepare and get ready for credit programs.

Opportunities

➤ Faculty perspective

- Create and innovate new courses to meet student needs
- Different delivery methods
- Courses have immediate positive impact on students' lives and communities.
- More freedom to tailor course curriculum

Opportunities

- **Institutional and Community perspectives**
 - Noncredit can be a place to pilot and try out new curriculum.
 - Dual delivery system
 - Similar courses can cover the same subjects for different skill levels.
 - Duplication is good as long as it's not identical.
 - More freedom to tailor curriculum in response to community and occupational needs

Opportunities

➤ Curriculum perspective

- No repeatability limits
- More options for students who are struggling with passing credit courses
- Students can develop the requisite skills to be successful in credit courses.
- Successful completion of noncredit courses can be part of multiple measures assessments.
- Incentivize students to move into credit programs

Potential Challenges

✧ Student perspective

- ✧ Access to information about new academic opportunities and career pathways
- ✧ Ability to move freely between noncredit and credit classes if there are physical distances between facilities and campuses
- ✧ Access to transportation assistance, childcare opportunities, book vouchers, etc.
- ✧ Access to counseling and matriculation services

Potential Challenges

✧ Faculty perspective

- ✧ Negotiate equitable compensation for noncredit and credit faculty
- ✧ Negotiate equitable seniority and rehire rights for noncredit and credit faculty
- ✧ Ensure equitable treatment of part-time and full-time noncredit faculty
- ✧ Manage workload differences between noncredit and credit programs
- ✧ Ensure effective and regular opportunities for communication and collaboration between noncredit and credit faculty

Potential Challenges

✧ Institutional & Community perspectives

- ✧ Conduct accurate community needs assessments to make informed decisions about which courses should be offered
- ✧ Schedule classes on campuses and in the community to meet a variety of needs while not duplicating services
- ✧ Collaborate with the Chancellor's Office, state, and county organizations to conduct effective community outreach to inform the public about new academic opportunities

Potential Challenges

✧ Curriculum perspective

- ✧ Faculty should lead in the creation of a *shared vision* for curriculum development.
- ✧ Identify funding sources to support faculty in taking leading roles in curriculum changes and full participation at the local level
- ✧ Ensure faculty oversight of all new curriculum collaborations
- ✧ Ensure curriculum and program changes drive funding conversations

Moving Forward

✧ Where to have these conversations?

- ✧ Local senates
- ✧ Department meetings
- ✧ Basic skills meetings
- ✧ Community partner meetings
- ✧ AB 86 consortia
- ✧ College planning and budget meetings
 - ✧ Determine right amount of credit and noncredit based on needs assessments to define best fit and appropriate funding

The Big Five

- The bulk of noncredit is offered by five community college districts:
 - San Diego CCD
 - San Francisco CCD
 - North Orange CCD
 - Rancho Santiago CCD
 - Mt. San Antonio CCD
- 68 of our 72 districts offer some noncredit.
- Approximately 85% of all CA noncredit is ESL.

Take-home message

- ✧ Creating connections between noncredit and credit is fundamental for the success of many of our students.
 - ✧ Noncredit is a spring board for students into credit & a safety net for those who are already in credit.
- ✧ Developing and implementing a successful bridging plan requires much thought & quality collaboration among many areas on our campuses.
- ✧ Noncredit has become a vibrant part of our statewide and regional conversations. **Please carry back all discussions to your local senate, keeping your students at the heart of your planning.**

Let's talk!

- ✧ Your questions
- ✧ What's working on your campus or in your district?
- ✧ What's challenging on your campus or in your district?

Resources

AB 86 website. www.ab86.cccco.edu

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