



CREDIT / NONCREDIT?

That is the question.

RESOLUTION 9.02 F11: DEFINING CREDIT & NONCREDIT BASIC SKILLS & BASIC SKILLS APPORTIONMENT

- Resolved, That the Academic Senate for California Community Colleges initiate an exploration of the appropriate division of credit and noncredit basic skills classes;
- Resolved, That the Academic Senate for California Community Colleges support funding noncredit career development and college preparation classes at apportionment rates commensurate with the March 2005 Board of Governors' recommendations; and
- Resolved, That the Academic Senate for California Community Colleges urge the California Community College Student Success Task Force to include the March 2005 Board of Governors' noncredit funding proposal in their recommendations.



CHARACTERISTICS OF COLLEGIATE CREDIT COURSES

Title 5 55002 Collegiate level credit courses require:

- (a)(2)(F) critical thinking and understanding and application of concepts determined by the curriculum committee to be at college level.
- (a)(2)(G) learning skills and vocabulary deemed appropriate for college level courses.



ALLOWABLE CATEGORIES OF COLLEGE LEVEL CREDIT COURSES

Title 5 55062: Only courses in following categories can be offered for degree applicable credit

1. All lower division courses accepted toward the baccalaureate degree by the California State University (CSU) or University of California (UC) systems or designed to be offered for transfer.



ALLOWABLE CATEGORIES (CONT.)

2. English composition or reading courses not more than one level below the first transfer level course in these areas.
3. All mathematics courses that fall into the above categories and Elementary Algebra.
4. Credit courses in English and mathematics taught in or on behalf of other departments



NON-DEGREE APPLICABLE CREDIT COURSES

1986 Amendment to Title 5 to:

- ❑ Allow workload credit for financial aid
- ❑ Ensure integrity of Associate degrees by NOT applying credits toward them.

Types of Courses

55000(j) Non-degree applicable basic skills courses

- ❑ Nondegree -applicable credit courses must provide instruction in critical thinking, prepare students to study independently outside of class time, include reading and writing assignments, and prepare students to succeed in degree-applicable credit courses.



A TALE OF 2 CORs

ENGWR 51 Description

- This writing course, designed to prepare students for ENGWR 101, will focus on paragraph and short essay writing. Students will study and practice the writing process, learn to create clear and correct sentences, and develop the skills necessary to write a variety of focused, developed, organized paragraphs and short essays. Level appropriate related readings will help students develop critical thinking skills. Students will be responsible for writing up to five full-process essays as part of a 3000 word writing requirement for this class.

ENGWR 300 Description

- This course offers instruction in critical thinking, reading and writing. The course is designed to help the student demonstrate, in both argumentative and expository prose, critical thinking, clear organization, precise diction, and appropriate style. Throughout the course, fluency and correctness are emphasized.



A TALE OF 2 COR'S

SLOs: ENGWR 51

- apply knowledge of the writing process to write thoughtful and persuasive paragraphs and short essays.
- apply knowledge of grammar and mechanics (including such things as sentence boundaries, subject/verb agreement, pronoun reference, and punctuation) to create relatively error-free prose.

SLOs: ENGWR 300

- analyze and evaluate his/her own writing as well as the work of others.
- evaluate information from other sources and synthesize this information fluidly to support their own thesis statements and argument claims.
- write academic essays which exhibit a meaningful purpose and which use the elements of persuasion where appropriate.
- correctly apply the conventions of Standard Written English, including MLA citation and formatting.




A TALE OF 2 CORS

ENGWR 51 Structure

- ❑ 4 units & 72 hours lecture
- ❑ In-person
- ❑ Homework
- ❑ May be taken 1 time
- ❑ Prereq 41 or placement
- ❑ Graded A, B, C, D, F, or W
- ❑ Financial aid

ENGWR 300 Structure

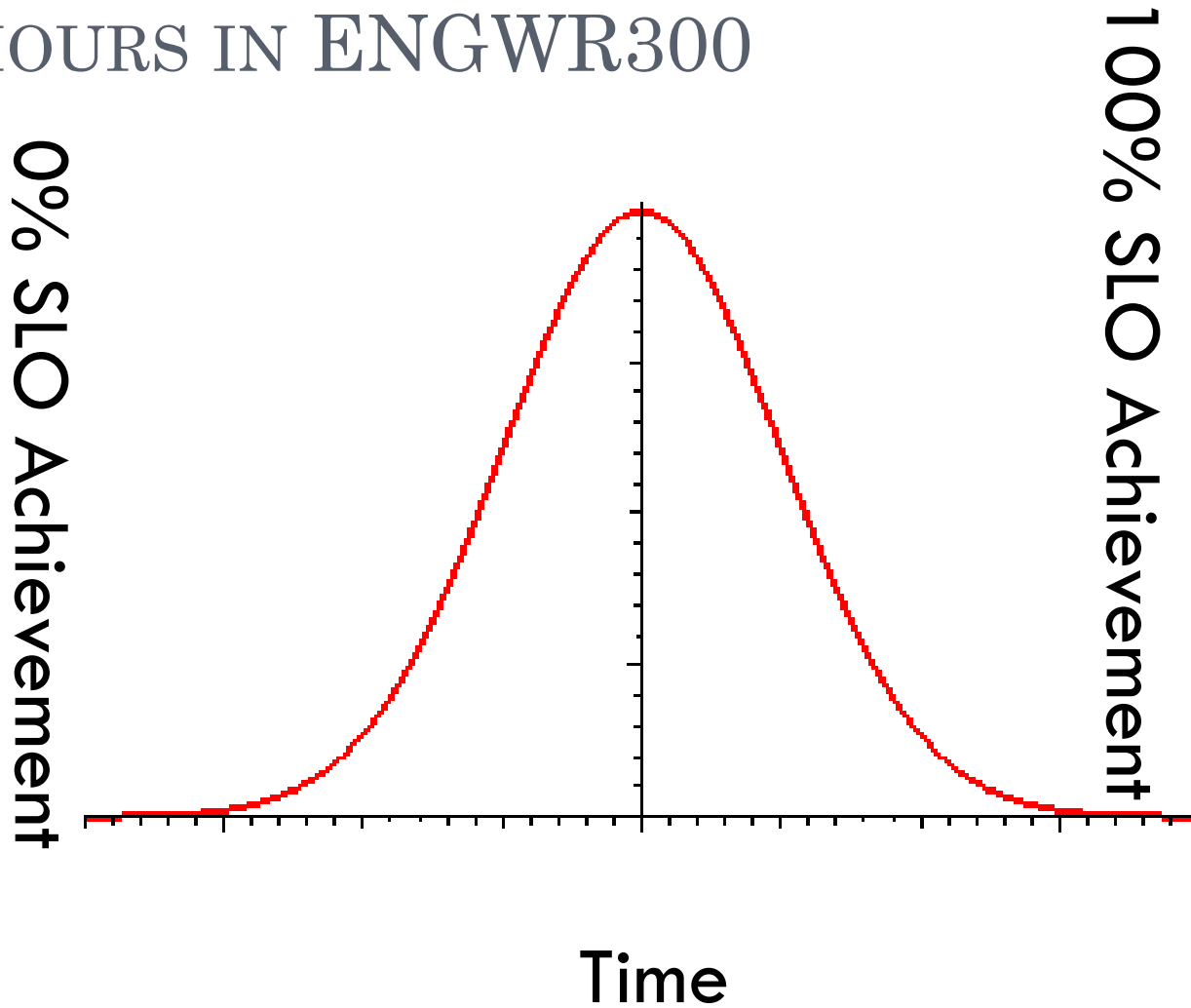
- ❑ 3 units & 54 hours lecture
 - ❑ Hybrid, Online, In-person
 - ❑ Homework
 - ❑ May be taken 1 time
 - ❑ Prereq 101 or placement
 - ❑ Graded A, B, C, D, F or W
 - ❑ Financial aid
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SUCCESS WITH THIS MODEL

- Statewide Scorecard Data for students who started below transfer level English, Math or ESL and completed a college level course in the same discipline.
- English 38.1%
- Math 25.9%
- ESL 23.6%

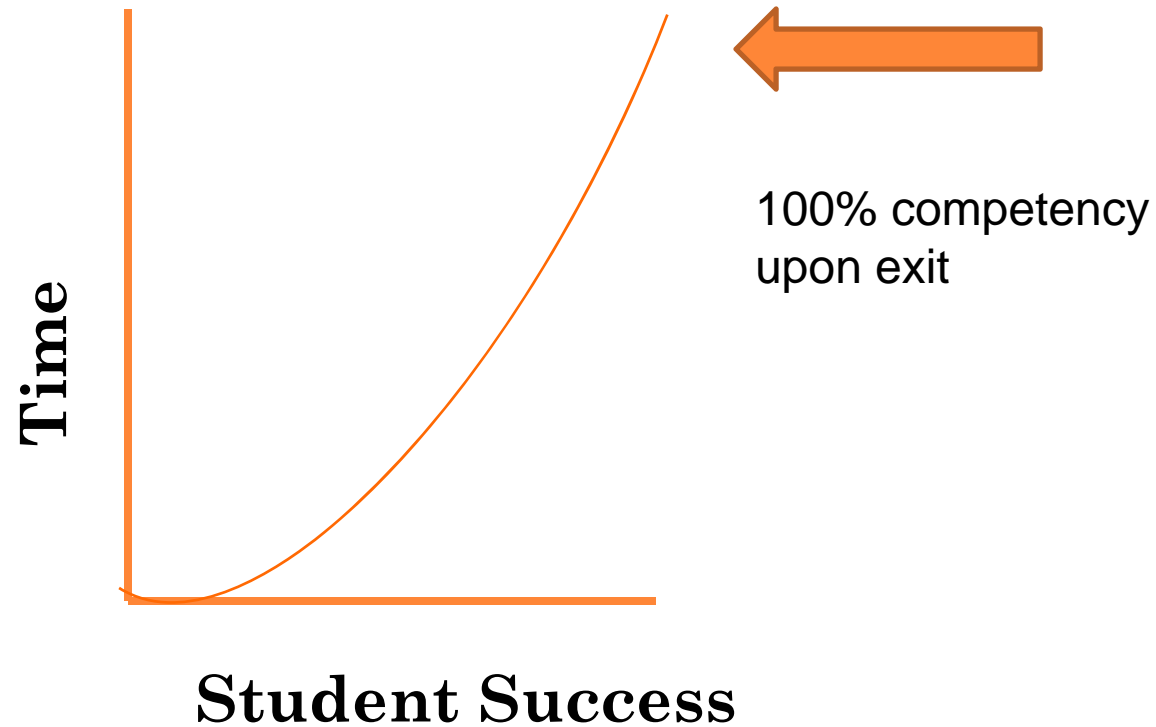


CREDIT SUCCESS METRIC 54 HOURS IN ENGWR300



SUCCESS IN NONCREDIT

A non-degree applicable open/entry open exit
English course



NONCREDIT BASIC SKILLS STRUCTURE

- Open entry open exit
- No fees
- No penalties for terms of absence
- Competency based
- Grades may be assigned: Letter or P, SP, NP
- Positive Attendance
- Repeatable
- Meets needs of students who need us most



SCORECARD: MEASURES OF STUDENT SUCCESS

Career Development & College Prep

- Percentage of students tracked for six years through 2011-12 who started in a Career Development and College Preparation course and completed a certificate, degree or transfer related outcomes.

Remedial Credit Coursework

- Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.



RESOLUTION 14.01 SPRING 2012

- Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to change Title 5 to allow MIS (Management Information Systems) submission of the noncredit progress indicators of A, B, C, D, F, P and NP with the addition of SP (Satisfactory Progress) where SP indicates satisfactory progress towards the completion of a course and A, B, C, D, F, P and NP are used as currently defined in Title 5 for credit and noncredit courses (§ 55021/ § 55023); and
- Resolved, That the Academic Senate for California Community Colleges advocate for and support that noncredit practitioners direct and guide the implementation of progress indicators based upon the research and guidelines of the Noncredit Task Force and Association of Community and Continuing Education (ACCE).



RESOLUTION 19.01

- Resolved, That the Academic Senate for California Community Colleges explore mechanisms to fund and support faculty training for implementation and use of progress indicators and/or grades in noncredit.



WHAT WILL YOU DO?

- How can you use content review to determine appropriate classification of courses as credit or noncredit?
- Should some of your current credit courses be converted to noncredit? Why or why not?
- Can you encourage collection & reporting of progress indicators at you local level?

