Noncredit Nuts & Bolts: The students, the curriculum and the funding

Noncredit Curriculum Regionals
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Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE

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Title 5 - §55002

- There are four types of courses defined in Title 5:
  - Degree-Applicable Credit Course
  - Non-degree-Applicable Credit Course
  - Noncredit Course
  - Community Services Course (Not-For-Credit)

Types of courses/programs

Credit	Noncredit	Not-for-credit (Training)
Degree	10 instructional categories permitted	Fee-Based (Community Service/Education)
Certificate >18 units 12-18 units <18 units		
Articulation	College Preparation and Career Development funded at a higher rate Certificate	
ADT/C-ID		
Contract Education		

Credit vs. Noncredit

- **Credit – degrees and certificates of achievement**
  - Generates apportionment; student fees apply
  - Degree applicable and non-degree applicable (developmental/basic skills)
  - Unit bearing
  - Not repeatable (go to the next session)
  - Approval: Curriculum Committee, Board, Chancellor's Office

- **Noncredit – certificates of completion and competency**
  - Generates apportionment – two levels (noncredit and enhanced noncredit); no student fees
  - Enhanced noncredit = College Preparation and Career Development (CDCP)
  - No units
  - Repeatable
  - Limited to 10 different categories
  - Approval: Curriculum Committee, Board, Chancellor's Office

And the Others

- Not-for-credit (fee-based)
  - Does not earn apportionment
  - Cannot be supported by general funds, i.e. must be self-supporting
  - Subject to local process

- Contract Education
  - Does not earn apportionment
  - Education/training paid for by a business or organization and restricted in enrollment.
  - Credit, Noncredit and Not-for-credit may be offered through Contract Education

Noncredit Courses

- 10 categories of noncredit courses are eligible for state funding (§58160, CB22) (p. 96 and 190 of PCAH, Program Course Approval Handbook, 5th Edition)
  - **English as a Second Language**
  - **Immigrant Education (including citizenship)**
  - **Elementary and Secondary Basic Skills** (incl. supervised tutoring)
  - Health and Safety
  - **Courses for Adults with Substantial Disabilities**
  - Parenting
  - Home Economics
  - Courses for Older Adults
  - **Short-Term Vocational (incl. apprenticeship)**
  - Workforce Preparation
- Future funding under AB86 is limited to the 5 areas listed in blue above

Noncredit Courses

"Restriction Summary for Noncredit Courses" in the PCAH (p. 98 in 5th Ed.)

- No state apportionment for students attending noncredit courses in PE and dance

- The CORs for courses intended for special populations must clearly demonstrate that the course meets the needs of those populations (Immigrant Education, Parenting, Persons with Substantial Disabilities, Older Adults)

Course Outline of Record

- For Credit and Noncredit Courses
- The course outline of record (COR) is a legal document that must contain certain required elements that are outlined in §55002 of Title 5.
- The COR serves as a legal contract between the faculty, student, and the college.
- All CORs must be approved by the local academic senate (curriculum committee) and the local governing board, Chancellor's Office.

Required Elements of the COR - Noncredit

- Course Number and Title
- Catalog Description
- Total Hours of Instruction
- Objectives
- TOP Code/SAM Code
- Total Contact Hours
- Noncredit Eligibility Category
- Course Content
- Homework

- Evaluation (Grade optional)
- Materials Fee
- Special Characteristics
- Justification of Need
- Class Schedule Description
- Part of program/ certificate

The Noncredit COR – Methods of Evaluation

- The "Pass/No Pass" challenge (SP)
- It is permissible to provide a grade or grading element to show satisfactory completion of the learning experience in noncredit courses.
- While noncredit courses do not generate grades that would be "credited" into a student record, this in no way obviates the critical need for the course design to comprehensively include student evaluation and feedback.

Course Approval Process

- All noncredit courses must be approved by the Chancellor's Office (CB22 code).

- CDCP Enhanced Funding courses must first be approved by the Chancellor's Office before a proposal for a new CDCP certificate is submitted.
  - Noncredit Certificate of Completion (career development)
  - Noncredit Certificate of Competency (college preparation)

- Other categories of noncredit and course programs may be offered (no enhanced funding).

Noncredit vs. Credit FTES

- **Noncredit** – 525 hours of Instruction (Positive Attendance) equals 1 FTES
- **Credit** – generally started out as 3 hrs/day X 5 days/week X 35 weeks/year = 525 hours. Dividing by 525 hours yields 1 FTES
- Changed to number of students enrolled at census X number of hours class meets/week X number of weeks in term all divided by 525 hours = FTES
- §58007. Noncredit Courses. §58003.1. Full-time Equivalent Student; Computation.

Noncredit: Benefits to Students

- Affordable (free!)
- Focus on skill attainment, not grades or units
- Repeatable and not affected by 30-unit basic skills limitation
- Open Entry/Exit
- Accessible to nearly all students
- Elementary level skills to pre-collegiate
- Bridge to other educational/career pathways
- CTE: Preparation, Practice and Certification
  - Entry level training leading to career pathways

Opportunities for Students

- 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.
- Access to information about new academic and/or career opportunities and pathways.
- Provides access to counseling and matriculation services.
- Provides students access to book vouchers, child care, etc.

Opportunities for Faculty

- 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 for the Community

- Noncredit can be a place to pilot and try out new curriculum.
- Dual delivery system
- More freedom to tailor curriculum in response to community and occupational needs

Opportunities for Curriculum

- 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.

The Noncredit Student

- Often the neediest, most underserved members of our communities

- Wide range of goals, generally attempting to gain skills needed for:
  - Personal/family
  - Employment
  - Educational transition, pre-collegiate skills

A Noncredit Snapshot

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.

Potential Areas for Discussion

- Overlap between Credit and Noncredit Basic Skills
- Overlap between Credit CTE and Noncredit CTE
- Inequities between credit and noncredit, faculty compensation/teaching hours
- Repeatability
- Matching students' learning needs with course types

Role of Faculty

- Who should be involved in the decision to make courses Credit or Noncredit?

  Curriculum issue

  Faculty need to be not just at the table, but influencing the decision in terms of what students need.

Engaging Faculty

✧ 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

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"

For credit and noncredit courses:

- Title 5 Standards for Approval:
  - (§55002(c)1) – The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students.

- Discipline Placement:
  - Discipline placement is covered in the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges* publication.

- Role of the curriculum committee is to review and approve noncredit curriculum just as it does for credit curriculum.

Useful Resources

AB 86 website. www. ab86.cccco.edu

Academic Senate for California Community Colleges. (2006).
The Role of Noncredit in the California Community Colleges. Sacramento, CA.

Academic Senate for California Community Colleges, Noncredit Ad Hoc Committee. (2009).
Noncredit Instruction: Opportunity and Challenge. Sacramento, CA.

Academic Senate for California Community Colleges, Noncredit Committee webpage.
www. asccc.org/directory/noncredit-committee.

Academic Senate for California Community Colleges, Noncredit Task Force. (2014).
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California Community Colleges Chancellor's Office. (2006). Noncredit At a Glance. Sacramento, CA

Legislative Analyst's Office. (2012). Restructuring California's Adult Education System. Sacramento, CA

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