

CAREER NONCREDIT EDUCATION INSTITUTE

VIRTUAL EVENT | APRIL 30 - MAY 1, 2021

Transforming
CTE and
Noncredit and
Basic Skills

Through an EQUITY and ANTIRACISM Lens.

ACADEMIC SENATE FOR
CALIFORNIA COMMUNITY COLLEGES

Using Noncredit Education to Support Students in English and Mathematics Pathways

Friday, April 30 from 4:30 to 5:30

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If you have one goal for your students in your courses, what would it be?

Please answer in the chat.



What have your students told you is their
main goal in your course?

Please answer in the chat.



Description

How can we minimize the impact on students who are not prepared for placement in college level English and Mathematics? Repeating a course until you pass is not an option and many students just give up if they find they are missing discrete necessary skills. What better than to implement noncredit educational strategies that address specific skill mastery and can be completely on the students own time and at their pace. An innovative noncredit strategy eliminates financial aid and course repetition issues that can create barriers as students get the support they need. AB 705 requires all prepared students to be placed into college-level course work, but it also requires colleges to support students and help them reach their educational goals. How can we build confidence and deep learning that will create a strong platform for passing college-level English and Mathematics and help them employ these skills throughout their college career? Join this collaborative session for a lively discussion about how colleges have implemented Noncredit instruction into their English and mathematics pathways as part of their support options for students enrolling in college-level or transfer-level English, mathematics or English as second language courses.



AB 705 or Education Code §78213



- Maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe,
- Use multiple measures including high school coursework, grades, GPA if available
- Maximize the probability that students in ESL will complete degree and transfer-level requirements in English within a three-year timeframe
 - Ensures students are not placed into remedial education unless they are highly unlikely to succeed in transfer-level coursework
 - Close equity and achievement gaps
 - English and mathematics full implementation fall 2019
 - ESL full implementation fall 2021



AB 705 or Education Code §78213

- Does not prohibit prerequisites
- Does not prohibit pre-transfer level coursework
- Ed Code §66010.4 requires colleges to provide remedial instruction for those that need it

Noncredit Coursework fits the bill!

- Holistic approach to evaluating AB 705 implementation – many contributing variables



How can we maximize student success?

- Build foundational level skills
- Focus on skill attainment, not grades or units
- Meet the students where they are
- Provide low educational opportunities
- Individualize Instruction and Tutoring
- Work at your own pace
- Provide a Stress-Free Learning Environment



Access, Placement, Enrollment, Completion



Students receive course placement recommendations through college assessment processes – ACCESS



Students determine or choose the courses in which they will enroll – colleges cannot force students to enroll, but can prohibit enrollment

Students only have access to courses that are offered

Many do not need pre-transfer/remedial, but some still do



Completion

What is successful completion?

Eligible Noncredit Courses: Ten Categories

English as a Second Language (ESL) *

Immigrant Education

Elementary and Secondary Basic Skills*

Health and Safety

Substantial Disabilities

Parenting

Home Economics

Courses for Older Adults

Short-term Vocational*

Workforce Preparation*

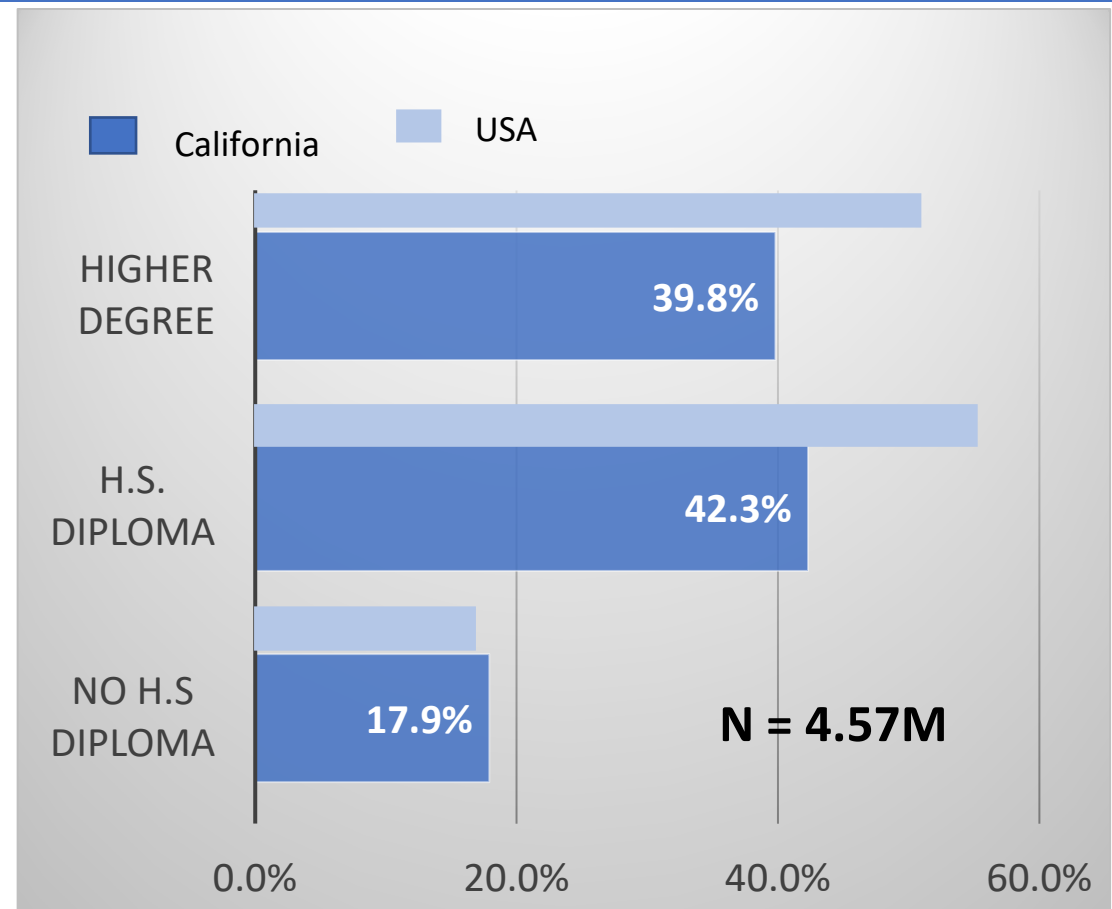


*Areas (1), (3), (9), (10) are eligible for Enhanced Funding if associated with an approved noncredit program.

Many adult students need basic skills and noncredit as a bridge to credit

Educational Attainment
Highest level of
education among people
aged 25 years and older.

NCES 2017



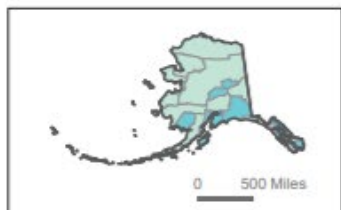
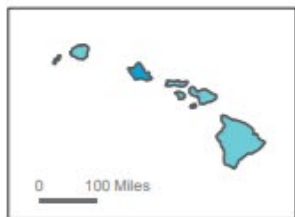
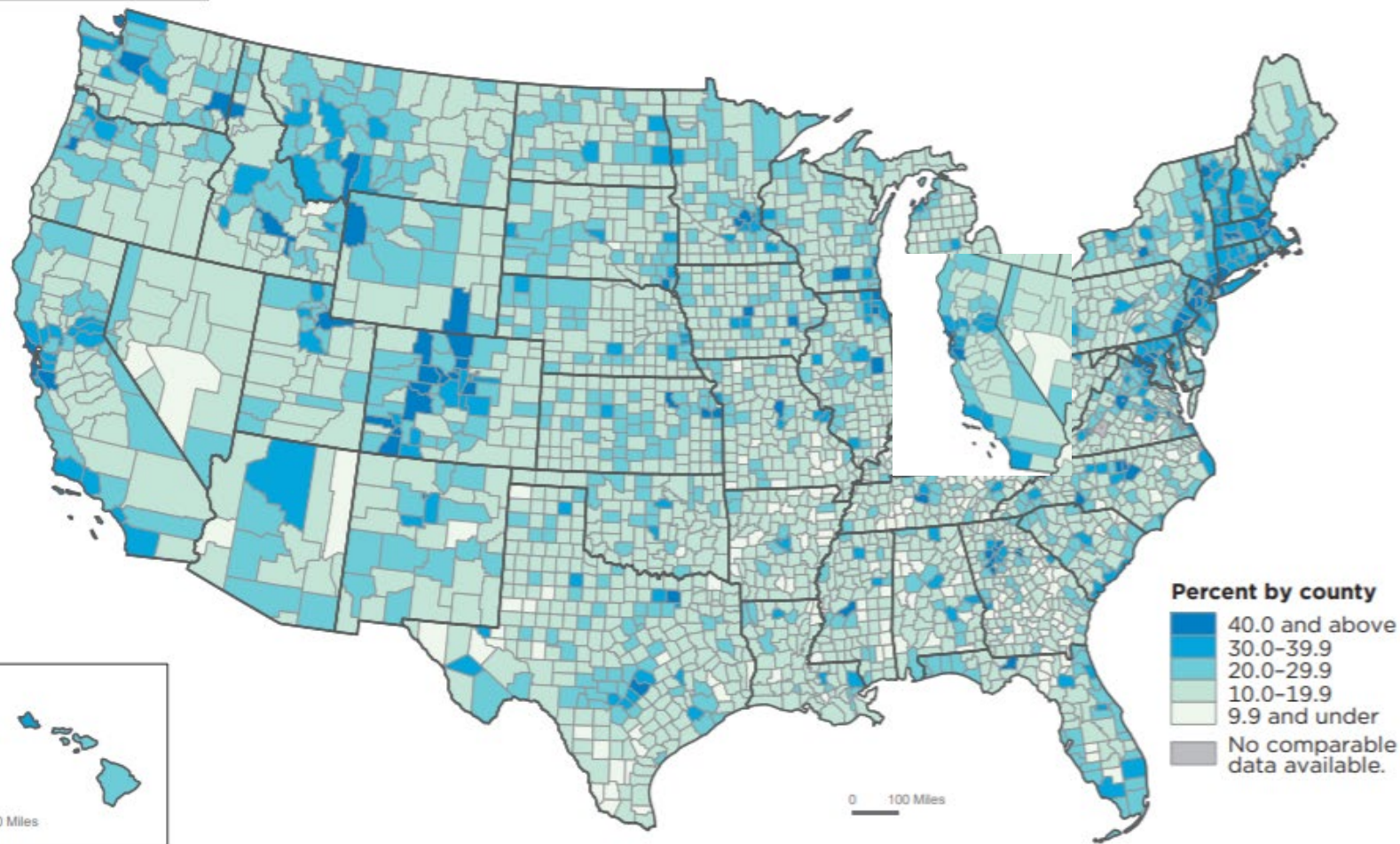
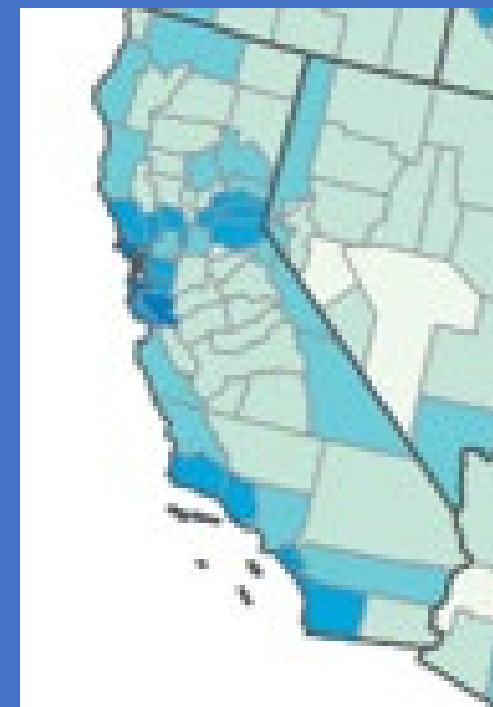


Figure 1.
Percentage of People 25 Years and Older With a Bachelor's Degree or Higher: 2005-2009



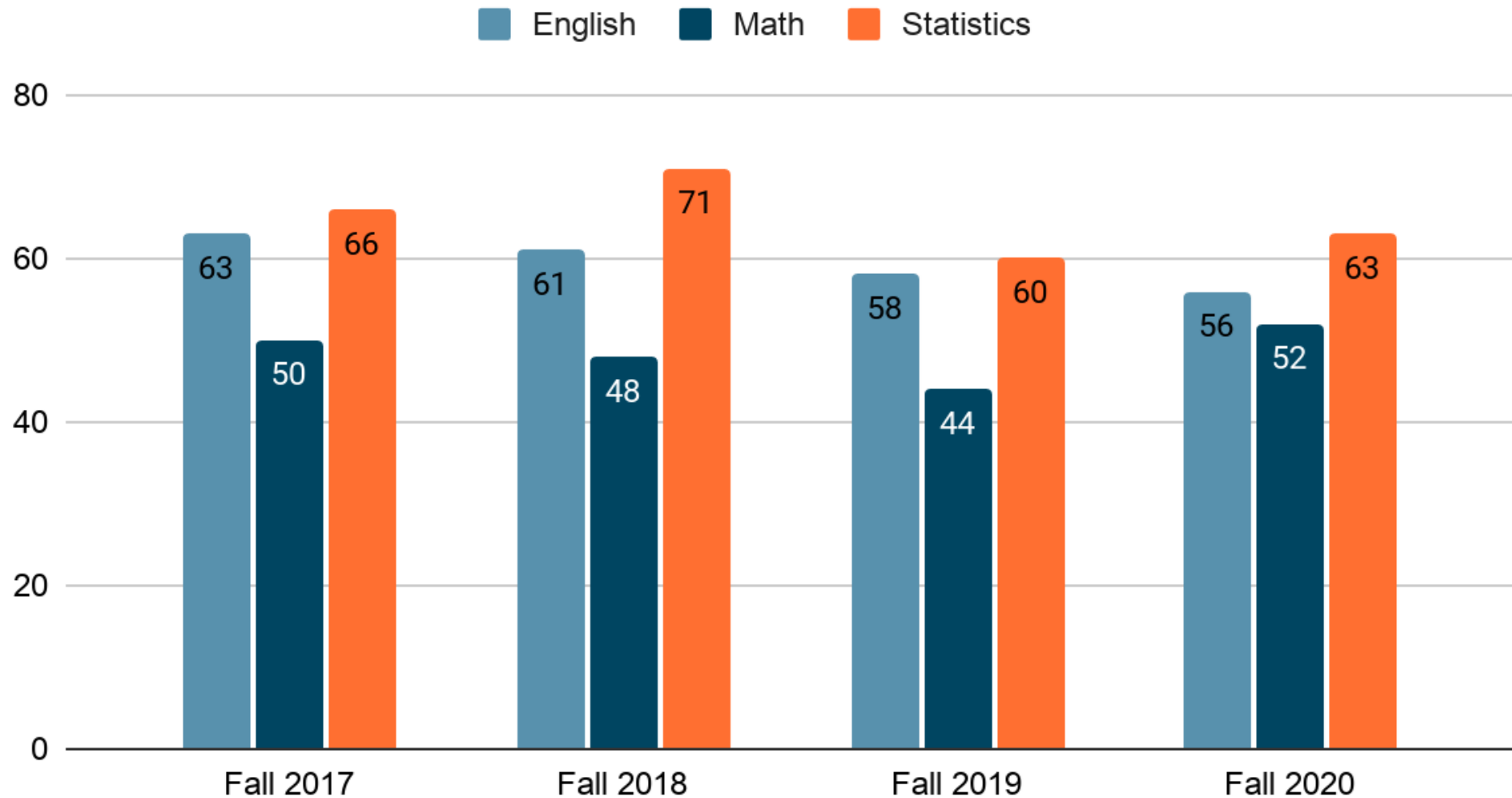
Applying these numbers to our curricular strategies



Notes: Due to the county boundary changes that occurred within the 2005-2009 and 2010-2019 time periods, the following county equivalents appear in the "No comparable data available" category: Petersburg, Alaska; Prince of Wales-Hyder, Alaska; Hoonah-Angoon, Alaska; Bedford, Virginia; and Bedford city, Virginia.

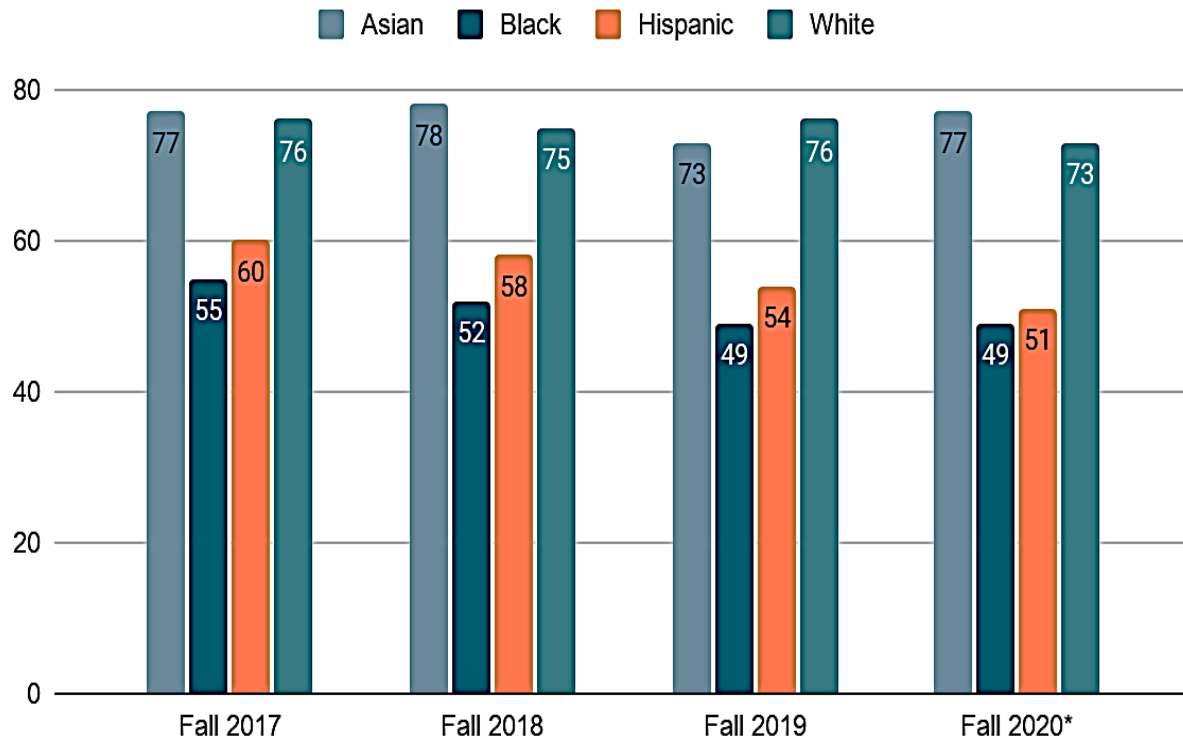
Local Perspective: Findings from LACCD

% Successful Course Completion (C or better)

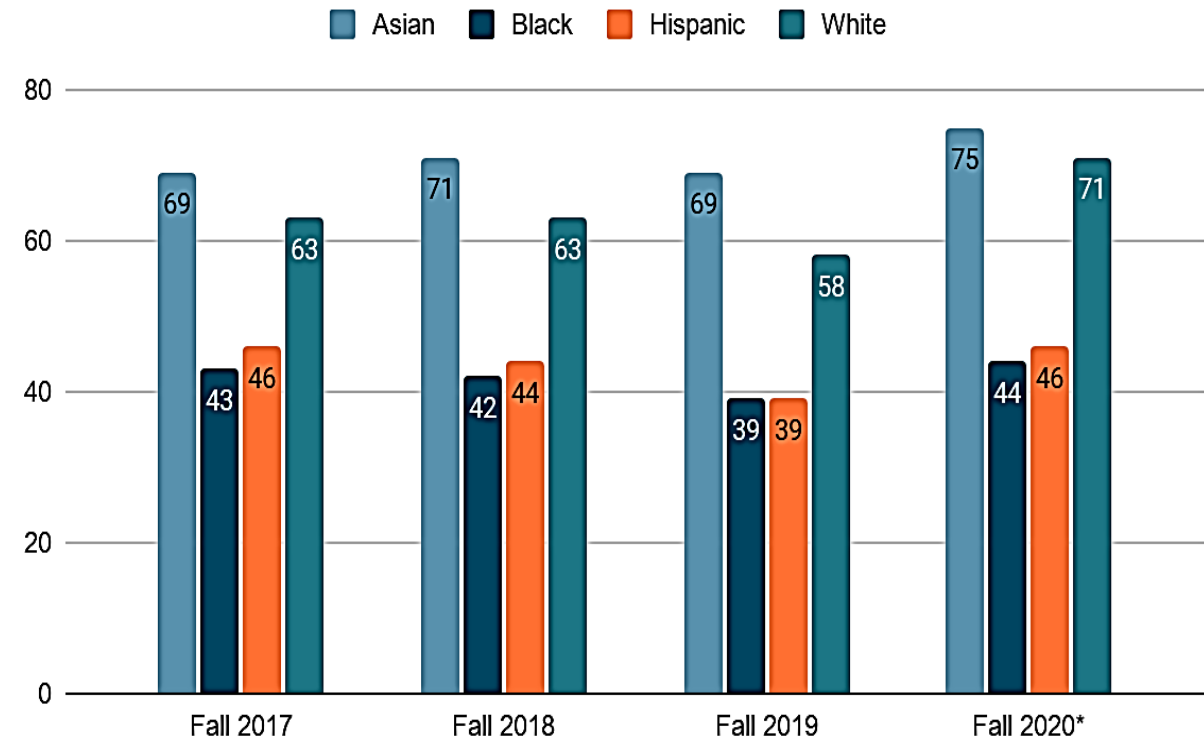


Achievement Gaps Persist –WHY?

English: Successful Course Completion (C or Better)

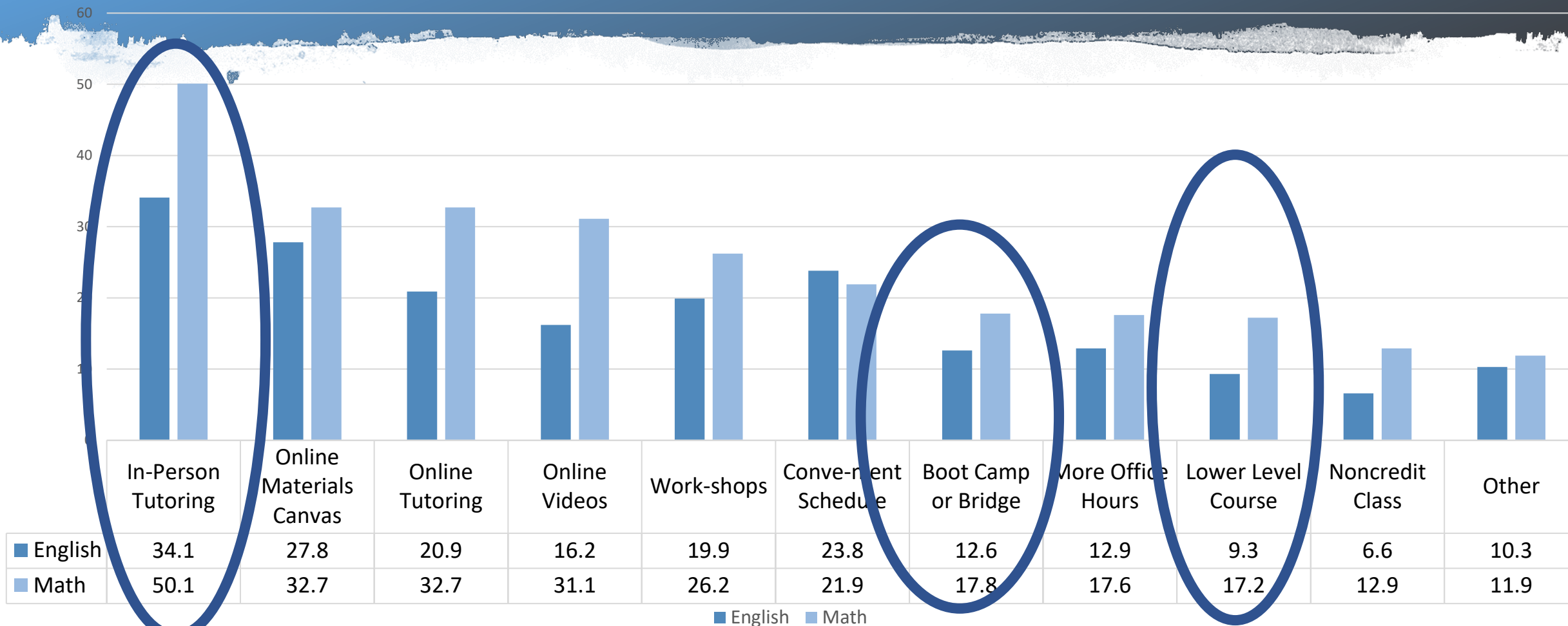


MATH: % Successful Course Completion (C or better)



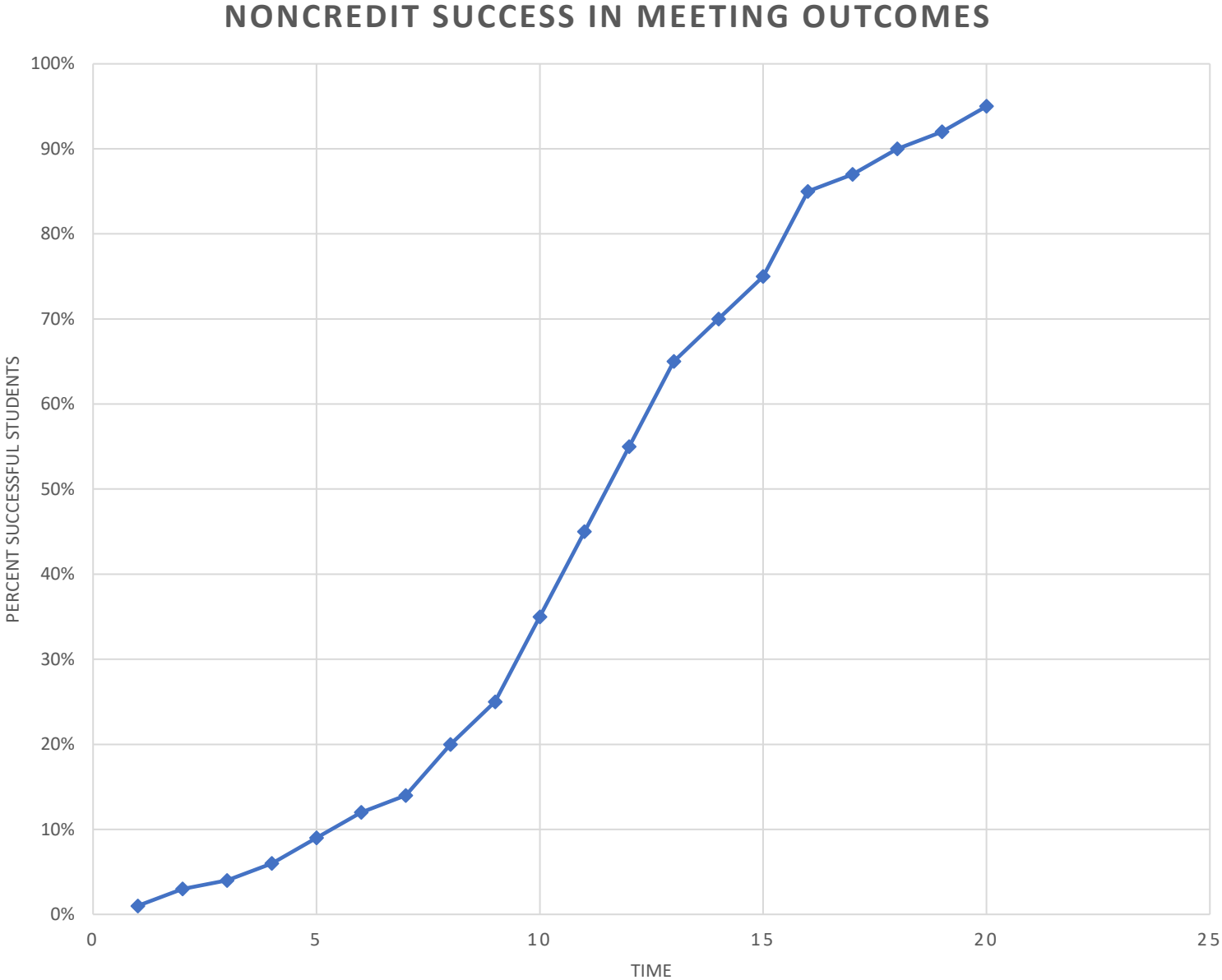
How can noncredit help – student input

Figure 8: Student Drop Survey-Math, Statistics & English-Fall 2019*
Q: How could the college support you to succeed in your English or math classes?





How do we learn? The controlling variable in credit is 16-18 weeks, why? The controlling variable for noncredit outcomes on the student's timeline.





Why Noncredit? Faculty Perspective

More freedom to tailor course to the student's pace

Focus on skills attainment, not units

Courses have immediate impact on students' lives and communities

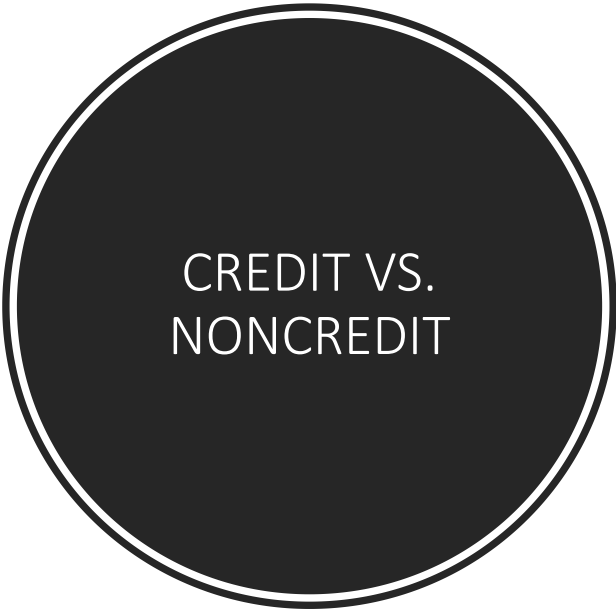
Lower stress environment

Opportunity for students to repeat a course, practice skills, and become more proficient.



Student concerns about the impact of repeating courses


- Financial aid
- Confidence Killer
- If a student retakes a course, they are not guaranteed to have the same instructor or content emphasis in the course they retake
- Transfer level course appear on transcripts
 - May affect where they transfer
- Time factor
- Regulations on repeating



Degrees and Certificates of Achievement	Certificates of Completion or Competency
Unit bearing	Hour bearing
Designated lecture & lab hours	No lecture or lab designation
Grades (A-F or P/NP)	Grades dependent on district (P/SP/NP, A-F)
Transcript	Some schools transcript noncredit courses
Generated Apportionment	Generates apportionment CDCP or regular noncredit
Student fees apply	No student fees
Not repeatable	Repeatable



Concurrent Support

- The initial guidance from the Chancellor's Office mentions offering and possibly requiring students to participate in some form of concurrent support
 - There are several different types of concurrent support that colleges could offer to students. These include
 - Redesigned Credit Course
 - Corequisite Credit Course (lecture or lab)
 - Corequisite Noncredit Course
 - Increased Access to Learning Centers
 - Embedded Tutoring
 - Supplemental Instruction
 - Extend the Class
 - Writing Centers/Math Labs
 - Directed Learning Activities
- 

Corequisite Noncredit Course (2)

Possible Advantages

- Students enroll in the class for free
- Students don't accumulate excess units
- Courses could be scheduled as open entry/open exit or regularly scheduled times
- Student can reenroll in the support course until they pass the transfer course.

Possible Disadvantages

- Course would not count towards financial aid eligibility
 - Restricted to basic skills
 - Cannot require the student to enroll (based on current interpretation)
 - Student may have different instructor for lecture and support course
 - Student may be in lecture course with students that are for more prepared
 - Colleges would currently be paid at the noncredit rate (not enhanced funded)
 - Courses are not covered by streamlined approval at the CO
 - Enrollment may be difficult for students to navigate.
-



CERRITOS COLLEGE NONCREDIT

contact Graciela Vasquez - gvasquez@Cerritos.edu

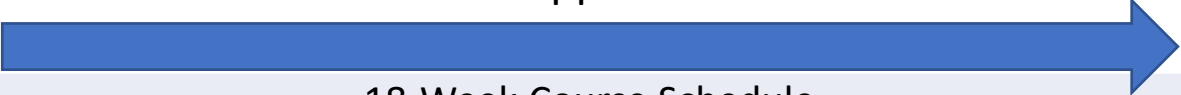
- Skills Support Courses: Prep Math, College Readiness - Math Review Boot Camps, College English Skills, PreGED and GED, CTE skills attainment
- Support Courses along the pathway
 - Intervention; skills development; supplemental support
- Alignment of noncredit and credit ESL courses
- Collaboration with noncredit and credit programs to develop contextualized basic skills courses
- Cerritos Complete (College Promise)
 - Transitioning noncredit to credit

Providing a safety net



GUIDED PATHWAYS

3 Weeks Noncredit Math Support + 15 Weeks Credit Statistics



18-Week Course Schedule

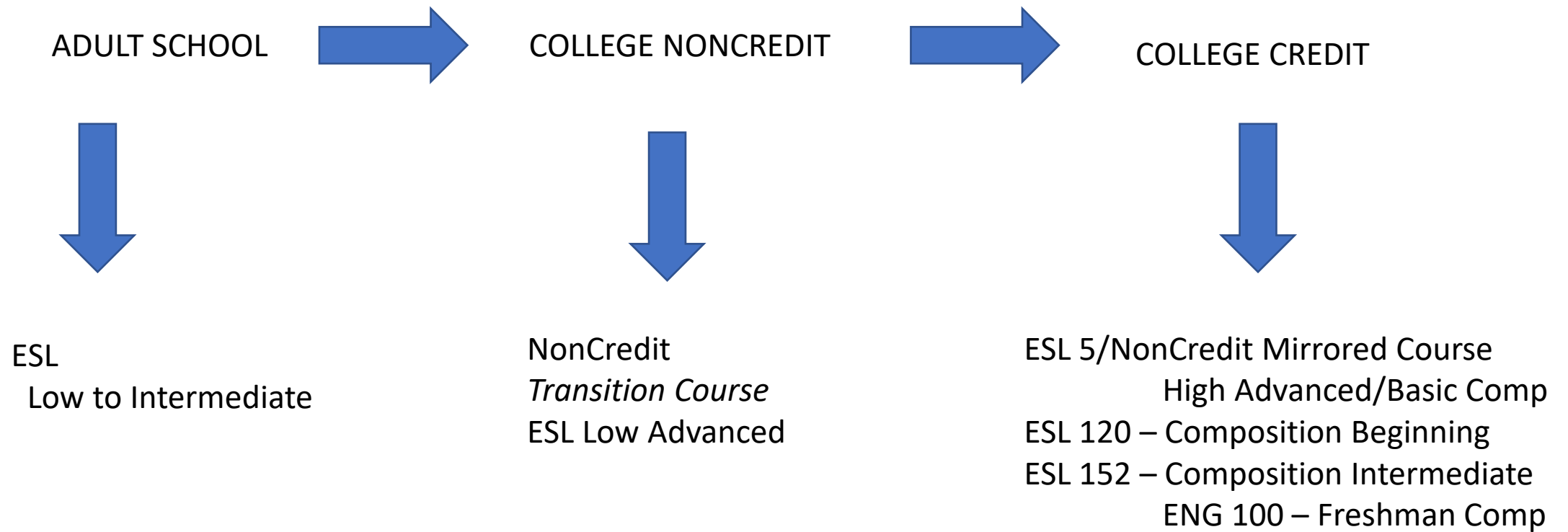
18-Week Course Schedule					
	Monday	Tuesday	Wednesday	Thursday	
8:00	AED/MATH 112 Statistics (4 units)	AED/MATH 112 Statistics (4 units)	AED/MATH 112 Statistics (4 units)	AED/MATH 112 Statistics (4 units)	8:00
8:15					8:15
8:30					8:30
8:45					8:45
9:00					9:00
9:15	MATH SUPPORT Noncredit Support for Statistics	MATH SUPPORT Noncredit Support for Statistics	MATH SUPPORT Noncredit Support for Statistics	MATH SUPPORT Noncredit Support for Statistics	9:15
9:30					9:30
9:45					9:45
10:00					10:00
10:15					10:15
10:30	ENGL 100 (4 units)	GE Course	ENGL 100 (4 units)	GE Course	10:30
10:45					10:45
11:00					11:00
11:15					11:15
11:30					11:30
11:45					11:45
12:00					12:00
12:15					12:15
12:30	ENG Support Noncredit Support for English	COUNS 100	ENG Support Noncredit Support for English	COUNS 100	12:30
12:45					12:45
1:00					1:00
1:15					1:15
1:30					1:30

Noncredit Math
Math Support Statistics
Math Support College Algebra
Pre-Algebra
Prep Math – Basic Math Skills

Noncredit English
Pre College English Support
College English Skills



ENGLISH AS A SECOND LANGUAGE PATHWAY





Mt SAC - Use Of Data In Developing AIME Courses

- Noncredit faculty worked with credit faculty to develop curriculum targeting areas of student need
- Two noncredit math courses recently approved to address competencies needed in BSTEM and Statistics
- Courses are offered several times per year
- Direct instruction which includes intrusive (embedded) counseling and tutoring

Contact

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Lesley Johnson, Director, Adult Basic Education ljohnson@mtsac.edu



Summary of AIME Course Content

BS EPCS (English Preparation for College Success)	BS MPS (Math Preparation for Statistics Success)	BS MPSTM (Math preparations for BSTEM Success)
<ul style="list-style-type: none">• Close reading and critical analysis of texts• Strategies for revision• Thesis development• Expository writing• Argumentative writing	<ul style="list-style-type: none">• Ratios, fractions, decimals, percentages• Measures of central tendency• Measures of dispersion• Dot plots, histograms, boxplots• Probability• Graphing skills• Calculator Skills	<ul style="list-style-type: none">• Functions, function notation, graphing basic functions• Factor and graph absolute value equations and inequalities• Quadratic and other polynomial functions• Properties of exponential functions, fractional exponents, radicals• Systems of equations

AIME English Enrollments and Transfer Level Success 2018-19

AIME English Enrollments and Transfer Level Success 2018-19					
	2018-19 Total AIME Enrollment	Attempted ENGL 1A After Taking AIME*	% Attempted ENGL 1A After Taking AIME	Successful in ENGL 1A After Taking AIME	Success Rate of Students Who Took ENGL 1A After AIME
AIME English Students	133	79	59%	56	71%

*unduplicated number of students



AIME Math Enrollments and Transfer Level Success 2018-19

AIME Math Enrollments and Transfer Level Success 2018-19					
	2018-19 Total AIME Math Enrollment	Attempted Transfer Math After Taking AIME*	% Attempted Transfer Math After Taking AIME	Successful in Transfer Math After Taking AIME	Success Rate of Students Who Took Transfer Math After Taking AIME
AIME Math Students	214	61	29%	43	70%

*unduplicated number of students



Resources

- Noncredit Instruction: Opportunity and Challenge
[https://asccc.org/sites/default/files/Noncredit Instruction.pdf](https://asccc.org/sites/default/files/Noncredit%20Instruction.pdf)
- Questions?? Email info@asccc.org
- ASCCC GP Canvas - <https://tinyurl.com/CCC-GP2018>
- ASCCC Guided Pathways RESOURCES <https://www.asccc.org/guided-pathways>
- ACCE website acceonline.org (Association of Community and Continuing Education)
- Presentations: Utilization of Noncredit in Implementing AB 705 to Increase Success for All Students by Dr. Allison Tom-Miura, West LA College



Resources

- Important Ed code components Education Code §55002-3, §55063, §55500, §55522, §66010.4 , §78213
- ASCCC AB 705 resources
 - <https://asccc.org/ab-705-resources>
 - <https://asccc.org/sites/default/files/AB-705-Regulations%20Approved%203.18.19.pdf>
 - <https://asccc.org/sites/default/files/AB-705-Regulations%20Summary%20Approved%203.18.19.pdf>
- Concurrent Supports
https://asccc.org/sites/default/files/ConcurrentCurricularInnovation_Final.pdf



Resources

- Postsecondary Enrollment Before, During, and Since the Great Recession
<https://www.census.gov/content/dam/Census/library/publications/2018/demo/P20-580.pdf>
- Bachelor's Degree Attainment in the United States: 2005 to 2019
<https://www.census.gov/content/dam/Census/library/publications/2021/acs/acsbr-009.pdf>

Newbi to Pro

NonCredit to Transfer



- <https://www.youtube.com/watch?v=jOlgR4o9lu8>

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Questions?

Thank you!