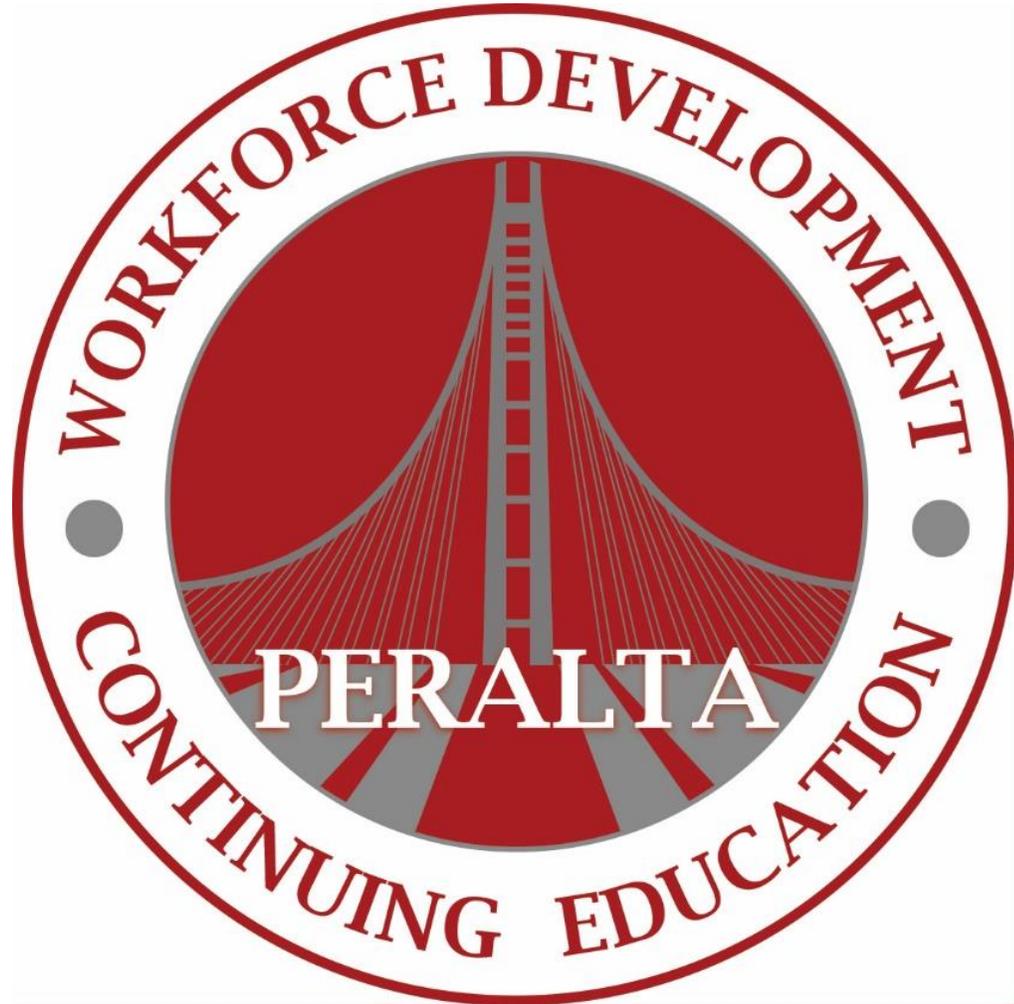


REIMAGINING TALENT DEVELOPMENT WITH NONCREDIT



Merritt College Curriculum Committee WDCE Noncredit Presentation

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Statutes and Regulations Governing Curriculum

- Program and Course Approval Handbook
- Open-Entry/Open-Exit Title 5, section 58164, defines open-entry/open-exit as credit or noncredit courses in which students enroll at different times and complete at various times or at varying paces within a defined time period, such as a semester or quarter.
- Noncredit instruction is one of several educational options authorized by the California Education Code to be offered within the California Community Colleges. Students are offered access to a variety of courses at no cost to assist them in reaching their personal, academic, and professional goals.
- Currently, 10 categories of noncredit courses are eligible for state funding. Noncredit courses often serve as a first point of entry for those who are underserved, as well as a transition point to prepare students for credit instruction. Noncredit instruction is especially important for students who are the first in their family to attend college, for those who are underprepared for college-level coursework, and/or for those who are not native English speakers, among others

Noncredit Courses Eligible for Funding

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1. English as a Second Language (ESL)
2. Immigrant Education
3. Elementary and Secondary Basic Skills
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-Term Vocational
10. Workforce Preparation

Career Development and College Preparation (CDCP)

84760.5.

(a) For purposes of this chapter, the following career development and college preparation courses and classes for which no credit is given, and that are offered in a sequence of courses leading to a certificate of completion, that lead to improved employability or job placement opportunities, or to a certificate of competency in a recognized career field by articulating with college-level coursework, completion of an associate of arts degree, or for transfer to a four-year degree program, shall be eligible for funding subject to subdivision (b):

Career Development and College Preparation (CDCP)

84760.5.

Subdivision (b):

- 1) Classes and courses in elementary and secondary basic skills.
- 2) Classes and courses for students, eligible for educational services in workforce preparation classes, in the basic skills of speaking, listening, reading, writing, mathematics, decision making, and problem solving skills that are necessary to participate in job-specific technical training.
- 3) Short-term vocational programs with high-employment potential, as determined by the chancellor in consultation with the Employment Development Department utilizing job demand data provided by that department.
- 4) Classes and courses in English as a second language and vocational English as a second language.

Career Development and College Preparation Courses (CDCP)

- Intended to bridge students into higher education and/or earned employment
- FTES reimbursement at the same level as credit courses (enhanced funding)
- Must be part of a noncredit certificate to receive enhanced funding. Categories:
 - 1) Elementary and Secondary Basic Skills
 - 2) Workforce Development (Preparedness)
 - 3) Short-term Vocational (including CTE and Workforce prep for older adults)
 - 4) English as a Second Language



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Career Development and College Preparation (CDCP)

5 CCR § 55151

A noncredit course involving CDCP will be eligible for enhanced funding pursuant to EC § 84750.5 and 84760.5 if it satisfies the following requirements:

- a) Approved by college curriculum committee and district governing board
- b) Program resulting in
Certificate of Competency, or
Certificate of Completion
- c) CDCP – must be submitted to CCCCCO for approval
- d) CCCCCO shall develop forms and procedures for submission and approval

Career Development and College Preparation (CDCP)

5 CCR § 55151

A noncredit course involving CDCP will be eligible for enhanced funding pursuant to EC § 84750.5 and 84760.5 if it satisfies the following requirements:

(h) Certificate of Completion means:

- A document confirming that a student has completed a noncredit educational program of noncredit courses
- Prepares student to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses
- Must include:
 - Name of the certificate and date awarded
 - Taxonomy of Programs (T.O.P.) Code number and program discipline
 - Goal of the program and list the courses completed by the student

Career Development and College Preparation (CDCP)

5 CCR § 55151

A noncredit course involving CDCP will be eligible for enhanced funding pursuant to EC § 84750.5 and 84760.5 if it satisfies the following requirements:

(i) Certificate of Competency means:

- A document confirming that a student enrolled in a noncredit educational program of noncredit courses
- Has demonstrated achievement of a set of competencies that prepares him or her to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses.
- Must include:
 - Name of the certificate
 - Date awarded
 - T.O.P. Code number and program discipline
 - List the relevant competencies achieved by the student

Career Development and College Preparation (CDCP)

5 CCR § 55151

A noncredit course involving CDCP will be eligible for enhanced funding pursuant to EC § 84750.5 and 84760.5 if it satisfies the following requirements:

(j) Content and assessment standards for certificates

- Shall be defined by the local curriculum committee
- Curriculum committee shall review noncredit educational programs leading to a certificate using the same standards as applied to credit educational programs leading to a certificate (as set forth in § 55070, with respect to academic integrity, consistency with college mission, meeting a demonstrated need and program feasibility)

Noncredit Certificates

5 CCR § 55155

(c) If a district does not seek enhanced funding for a noncredit educational program, or it does not qualify for enhanced funding pursuant to section 55151:

- a noncredit educational program leading to a certificate may be established by the district without approval by the Chancellor except as required in section 55154 (Adult High School Diploma).
- A district may award a certificate to a student completing a noncredit educational program, but **may not designate or refer to it as a certificate of completion or a certificate of competency** in a recognized career field pursuant to section 55151.

Noncredit Certificates

5 CCR § 55155

(d) A certificate awarded to a student completing a noncredit educational program:

- may not be referred to as a certificate of achievement
- regardless of its length or whether it has been approved by the Chancellor

Application of Actual Student Contact Hours of Attendance Procedure

§ 58006. Application of Actual Student Contact Hours of Attendance Procedure

- The actual student contact hours of attendance procedure is based upon a count of students present at each course meeting, and shall apply to:
 - (a) All credit courses (exclusive of independent study, work experience and distance education courses computed using the alternative attendance accounting procedure described in subdivision (f) of section 58003.1) scheduled to meet for fewer than five days, or credit courses of five or more days which are scheduled irregularly with respect to the number of days of the week and the number of hours the course meets;
 - (b) All open entry/open exit courses;
 - (c) All noncredit courses otherwise eligible for state aid except those computed using the alternative attendance accounting method described in subdivision (f)(2) of section 58003.1;
 - (d) The attendance of students other than indentured apprentices who are actively enrolled in apprenticeship courses of related and supplemental instruction.
 - (e) A district may use, but shall not be required to use the actual student contact hours of attendance procedure for any other credit course, exclusive of independent study and work experience education courses, which it offers.

Noncredit Attendance Accounting Procedures

§ 58007. Noncredit Courses

- Contact hours of enrollment in noncredit courses, except for noncredit courses using the alternative attendance accounting procedure described in subdivision (f)(2) of section 58003.1, shall be based upon the count of students present at each course meeting. Full-time equivalent student in noncredit courses shall be computed by dividing the sum of contact hours of enrollment by 525, except for noncredit courses using the alternative attendance accounting procedure described in section 58003.1(f)(2).
- Nonresidents may be claimed for purposes of calculating full-time equivalent student only if they are living in California during the period of attendance and are otherwise eligible for such purposes as provided in this chapter.

Distance Education/Online Noncredit Attendance Collection

Courses of Independent Study [Reference: T5 58003.1(f)(1)(2)]

- Course Outline of Record must indicate instructional hours, out-of-class hours, and instructor contact hours
- Must calculate “WSCH factor “ which includes class instruction, out-of-class time, and instructor contact (*as defined by Title 5 Section 55376(b) and found in Attendance Manual p. 3.13*)
- Calculate $1/5$ and $3/5$ points of attendance hours using WSCH factor and taking an average
- FTES may be less than using traditional formula for calculating FTES

Restriction Summary for Noncredit Courses

- **51006 and 58051.5(a)(3) – Open Courses**
 - Ensure that noncredit course proposals do not appear to be closed to the public. Courses that are in conflict with the “open course” provisions of Title 5, section 51006 and section 58051.5(a)(3), will not be approved by the Chancellor’s Office.
- **58130 – Dance and Recreational PE**
 - Title 5, section 58130 clearly states that, “No state aid or apportionment may be claimed on account of the attendance of students in noncredit classes in dancing or recreational physical education.”
 - Such courses may be approved and offered under the current noncredit course approval policies but may not be included in attendance data for apportionment purposes.

Open Entry/Open Exit Enrollment

- **5 CCR 58164:** The term “open entry/open exit courses” refers to courses in which students enroll at various times, and complete at various times or at various paces. Open entry/open exit courses may be conducted as either credit or noncredit courses and may be offered with or without regularly scheduled hours.
- **5 CCR 58003.1:** For all open entry-open exit credit courses and for all noncredit courses otherwise eligible for state aid, except distance education courses, the units of FTES shall be computed by dividing actual student contact hours of attendance by 525.

Advantages to Open Entry/Open Exit

- Students can enter any time during the term (when it is convenient for them and when they are motivated.)
- Research shows the first three weeks in a program are the most critical to establish students' motivation and persistence. (Quigley)
- Students progress at their own pace. Grading can still reflect students' progress, (SP) and repeatability allows student to remain in the course until the desired skills are acquired.
- Students can re-enter when time and external factors permit

Challenges to Open Entry/ Open Exit

- Students must play “catch up” if miss foundational work presented in the classroom (self-paced courses are not affected.)
- Instructors must provide differentiated learning and scaffolding to accommodate different levels of learning (also based on students’ prior knowledge.)
- Advantages of creating a classroom cohort are somewhat diluted.

NONCREDIT UPDATES

AP 4020, AP 4022 & BP 4100

September 2017-PERALTA POLICY & PROCEDURE UPDATES

- Administrative Procedure 4020-Program, Curriculum, and Course Development
- Administrative Procedure 4022-Course Approval
- Board Policy 4100-Graduation Requirements for Degrees and Certificates
 - PCCD Certificate of Competency
 - PCCD Certificate of Completion

So many shared thoughts—

- More work for faculty?- Need assistance in classroom? One stop –assessment/orientation/same day?
- Which programs are doing well? Better courses for noncredit? Selecting 2-3 courses for certificate?
 - Current mirror courses? Hours and class attendance?
- Need 1 credit for orientation? Articulation between credit and noncredit (waive one of the classes)?
 - Certificates of proficiency---do we still need these and can it be moved to noncredit?
 - Basic skills for noncredit?
 - Website for noncredit? Challenges and advantages of forms & links?
 - Noncredit email account or continuing education?
 - Professional development for faculty & staff—focus on equity & inclusion?
 - Student input for noncredit classes ---survey from students to provide input for noncredit?
- In providing CDCP (4) categories ----*what does the community want for noncredit?*

Now for Q&A

Thank you!

