

Noncredit at Moreno Valley College

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Overview

- ▶ Noncredit Student Stories
- ▶ Noncredit Overview
- ▶ Innovative Models
- ▶ Noncredit and Other Initiatives
- ▶ Noncredit at Other Colleges
- ▶ Questions

Noncredit education is designed to help students build the skills and knowledge to get a job, get a better job, or transition to credit.

Noncredit Student Stories

- ▶ Get a job
 - ▶ Natalie just finished her GED and needs to find a job quickly that pays enough to support her family. She just moved to California and does not yet qualify for in-state tuition.
- ▶ Get a better job
 - ▶ Jane is a gardener and occasionally hires her neighbor to help her small business. He wants to grow her business, but does not know how to do that and lacks the English skills to easily communicate with potential new customers. She is undocumented.
- ▶ Transition to College
 - ▶ Joe knows that he wants a career involving working with children. He tells his educational advisor that he either wants to be a preschool teacher or a pediatrician. He had negative experiences with the education system in the past and said that his fear of doing poorly in college has kept him from enrolling.

Types of Educational Offerings

- ▶ Community Education
- ▶ Not for Credit/Contract Education
- ▶ Noncredit
- ▶ Credit

Noncredit vs Credit Education

Noncredit

- ▶ No tuition
- ▶ Certificates of completion or competency
- ▶ Generates apportionment at two levels
- ▶ Student fees are determined locally
- ▶ Non-degree applicable
- ▶ No units, measured in hours
- ▶ Repeatable
- ▶ Attendance through positive attendance
- ▶ Limited to 10 different categories (CDCP = 4 categories)

Credit

- ▶ Tuition
- ▶ Degrees, certificates of achievement
- ▶ Generates apportionment
- ▶ Student fees apply
- ▶ Degree applicable and non-degree applicable
- ▶ Unit bearing
- ▶ Nonrepeatable
- ▶ Attendance through census (usually)

10 Areas of Noncredit

10 categories of noncredit courses are eligible for state funding (§58160, CB22) (p. 96 and 190 of PCAH, Program Course Approval Handbook, 5th Edition)

Career Development and College Preparation (CDCP)

Funded at the same rate as credit!

1. English as a Second Language
2. Elementary and Secondary Basic Skills (including supervised tutoring)
3. Short-Term Vocational
4. Workforce Preparation

Not Career Development and College Preparation

Funded at 65% of credit rate

5. Immigrant Education (including citizenship)
6. Health and Safety
7. Courses for Adults with Substantial Disabilities
8. Parenting
9. Home Economics
10. Courses for Older Adults

Career Development & College Preparation (CDCP) Certificates

▶ **Certificate of Completion**

- ▶ Sequence of CDCP courses in Short-Term Vocational or Workforce Preparation
- ▶ Defined in Title 5 §55151(h)

▶ **Certificate of Competency**

- ▶ Sequence of CDCP courses in ESL or Elementary and Secondary Basic Skills
- ▶ Defined in Title 5 §55151(i)

▶ **Standards for approval (Title 5 §55151(j))**

- ▶ Determined by local curriculum committee
- ▶ Use same standards of quality as established in Title 5 §55070 for credit certificates

CDCP FAQs

- ▶ Noncredit Courses
 - ▶ Courses can be any number of hours, but 12 or more hours is encouraged
 - ▶ Courses are often scheduled at times convenient for working adults
 - ▶ It is encouraged to use open access materials, as students do not qualify for financial aid
- ▶ CDCP Certificates
 - ▶ Certificates must be composed of two or more courses
 - ▶ Certificates can be any length, but 48 hours or more is encouraged
 - ▶ For CTE courses, the need has to be justified in the POR, but a report from the Center of Excellence is not required.

Curriculum and CORs

- ▶ Title 5 §55002(c)(2) - The course outline of record shall specify the following:
 - Number of contact hours normally required for a student to complete the course
 - Catalog description,
 - Objectives,
 - Contents in terms of a specific body of knowledge
 - Instructional methodology
 - Examples of assignments and/or activities
 - Methods of evaluation for determining whether the stated objectives have been met
- ▶ No distinction in quality between regular and CDCP noncredit
- ▶ All noncredit courses must be approved by the local academic senate (curriculum committee), by the local governing board and the Chancellor's Office.

Innovative Models

Mirrored Courses

- ▶ A noncredit version of a credit course is created.
- ▶ All elements of the course are the same, except hours are given instead of units
- ▶ The noncredit course must go through the curriculum approval process
- ▶ Noncredit and credit courses are cross listed
- ▶ Noncredit students attend all courses and complete all assignments
- ▶ Usually the majority of seats are for credit students
- ▶ Mt. SAC has over 200 mirrored courses and 40 mirrored programs, 500 unduplicated students in mirrored courses, and generated 62.31 FTES in 2016-17

Why Mirror Courses?

▶ Student

- ▶ Free
- ▶ Start course work with lower barriers to entry, lower penalties if they struggle
- ▶ Get a taste of credit

▶ Institution

- ▶ One way for institutions to start noncredit programs with low cost
- ▶ Broadens access to existing courses
- ▶ Help students enter the path

External Partnerships

- ▶ Courses can be offered off campus
- ▶ Often colleges partner with other organizations to engage different populations
- ▶ Example: Jurupa Adult School offers a Medical Assisting program. They identified a need for their students to improve their business communication and professionalism in the workplace. They are extending their program by two weeks and RCC is offering two noncredit courses at the same time and at the same place as their regular medical assisting classes and the Jurupa teacher has made it mandatory for their students to attend. Students in their HSD program will also get elective credit. This is NOT dual enrollment.

Noncredit and Other College Initiatives

Noncredit and Guided Pathways

- ▶ Noncredit can serve as a valuable mechanism for students entering, continuing, and exiting the path.
- ▶ Examples:
 - ▶ Entering the Path- Noncredit guidance courses allow students to explore possible paths and gain vital college knowledge while lowering the barriers to entry
 - ▶ Stay on the Path and Ensure Learning- Noncredit tutoring courses or co-requisites can support for-credit courses without adding additional units for students and start times can be staggered for just in time remediation.
 - ▶ Exit the Path- Workforce preparation courses can support students transition to the workplace. Since noncredit is infinity repeatable, students can receive support and guidance until they get a job.

Noncredit and Strong Workforce

- ▶ Noncredit is instrumental to Strong Workforce goals and all RCCCD colleges are investing Strong Workforce funding into developing CDCP programs
- ▶ Short-term vocational and workforce preparation programs are both CDCP eligible.
- ▶ In order to count for Strong Workforce outcomes, certificates must contain 48 hours of CTE courses.

Noncredit and AB 705

- ▶ Students must complete transfer level course work in English and math within one year (two semesters)
- ▶ The one year clock begins when the student enrolls in an English or math course that is part of a sequence leading to transfer level coursework, including a noncredit course.
- ▶ AB 705 is meant to support students whose educational goal includes transfer level course work
- ▶ Colleges may offer programs to help students refresh their skills. These programs do not start the clock.

Noncredit and AB 540

2.) Select all items that apply to you from each column:

| Column A | Column B |
|--|---|
| <input type="checkbox"/> I attended a combination of California high school, adult school, and community college for the equivalent of three (3) years or more.* <input type="checkbox"/> I have three (3) or more years of California high school coursework <i>and</i> attended a combination of California elementary, secondary, and high school of three (3) years or more.† | <input type="checkbox"/> I have graduated or will graduate with a California high school diploma or have the equivalent (i.e. California-issued GED, CHSPE). <input type="checkbox"/> I have completed or will complete an associate's degree from a California Community College. <input type="checkbox"/> I have completed or will complete the minimum requirements at a California Community College for transfer to the California State University or the University of California. |

* A year's equivalence at a California community college is either a minimum of 24 semester units of credit or 36 quarter units of credit. For noncredit courses, a year's attendance is a minimum of 420 class hours per year (a semester is equivalent to a minimum of 210 hours and a quarter is equivalent to a minimum of 140 hours). Full-time attendance at a California adult school is a minimum of 420 hours of attendance for each school year.

† This provision addresses both a coursework and an attendance requirement, which can both be satisfied in three or more years.

- ▶ Student that complete 1,260 hours of course work qualify for AB 540

Noncredit and College/District Strategic Planning Efforts

- ▶ Admissions and Records
- ▶ Information Technology
- ▶ Marketing Efforts
- ▶ Curriculum
- ▶ Faculty and Chair Involvement
- ▶ Facilities
- ▶ Faculty Pay

Noncredit Students

Get a job: Natalie just finished her GED and needs to find a job quickly that pays enough to support her family. She just moved to California and does not yet qualify for in-state tuition.

Mirrored Courses



MORENO
VALLEY
COLLEGE

- ▶ Certificate: Retail Management I
 - ▶ Business Communication (54)
 - ▶ Microcomputer Applications (54)
 - ▶ Retail Store Management and Merchandising (54)
- ▶ Certificate: Retail Management II
 - ▶ Fundamentals of Accounting (54)
 - ▶ Business Organization and Management (54)
 - ▶ Human Resource Management (54)
 - ▶ Principles of Marketing (54)
- ▶ Certificate: Retail Management III
 - ▶ Principles of Accounting – Financial (54)
 - ▶ Human Relations in Business (54)
 - ▶ Oral Communications for Business (54)

Noncredit Students

Get a better job: Jane is a gardener and occasionally hires her neighbor to help her small business. He wants to grow her business, but does not know how to do that and lacks the English skills to easily communicate with potential new customers. She is undocumented.



MORENO
VALLEY
COLLEGE

- ▶ Certificate: VESL: Green Landscaping and Gardening
 - ▶ ESLV 2030 - VESL: Green Landscaping and Gardening, Module A (54)
 - ▶ ESLV 2031 - VESL: Green Landscaping and Gardening, Module B (54)
- ▶ Certificate: How to Start a Small Business (Bilingual)
 - ▶ BUSN 4001 - How to Start Your Own Small Business (18)
 - ▶ BUSN 4002 - Managing a Small Business (18)
 - ▶ BUSN 4003 - Financing a Small Business (18)
 - ▶ BUSN 4004 - Developing a Business Plan (18)

Noncredit Students

Transition to College: Joe knows that he wants a career involving working with children. He tells his educational advisor that he either wants to be a preschool teacher or a pediatrician. He had negative experiences with the education system in the past and said that his fear of doing poorly in college has kept him from enrolling.

- ▶ Certificate: College Readiness
 - ▶ Intro to Post-Secondary Education (9)
 - ▶ Academic Guidance (18)
 - ▶ Computer Literacy for College or Study Skills (18)
- ▶ Certificate: Healthcare Career Discovery
 - ▶ Exploring Healthcare Careers (18)
 - ▶ Student Success in Health Occupations (18)



Questions?