Noncredit, Pre-Transfer & Continuing Education Committee 2024-2025

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Using the Toolkit

Welcome to a toolkit designed to support noncredit courses and programs within the California Community Colleges system. This toolkit serves as an essential resource for noncredit practitioners, educators, administrators, and anyone interested in developing, enhancing, or teaching noncredit programs. Our aim is to provide you with the knowledge, tools, and support necessary to navigate and excel in the realm of noncredit education. The toolkit is designed to be updated as needed to support new innovations, bills, regulations, or updated student support andragogy practices.

Overview

Noncredit education plays a critical role in providing accessible and flexible learning opportunities that address diverse community needs. From adult education and workforce development to basic skills and lifelong learning, noncredit programs are vital in fostering personal growth, professional advancement, and community engagement.

This toolkit offers a series of concise, 1-2 page topic pages on various subjects related to noncredit education. Each topic page is designed to provide clear, practical information and actionable insights, ensuring that you have the foundational knowledge and resources to support your efforts.

Resources and Services from ASCCC

In addition to the topic pages, this toolkit also features a range of resources and services provided by the Academic Senate for California Community Colleges (ASCCC). The ASCCC is dedicated to supporting faculty and promoting excellence in teaching and learning across the community college system. Key ASCCC resources include:

- Workshops and Webinars: Professional development opportunities tailored to meet the needs of faculty
- Publications and Reports: In-depth publications on best practices, policy updates, and research findings, Rostrum Articles and Senate papers
- Resolutions: Related to the 10+1 areas and implications for noncredit programs and faculty

How to Use This Toolkit
This toolkit is designed to be user-friendly and easily navigable. Each topic page stands alone, allowing you to quickly access the information you need. Whether you are just starting out in noncredit education or looking to enhance existing programs, this toolkit is a valuable resource to guide and support your work.

We encourage you to explore the various topic pages, take advantage of the resources and services offered by ASCCC, and reach out to the community of noncredit practitioners for collaboration and support.
# ASCCC NONCREDIT TOOLKIT

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Noncredit Basics

Noncredit programs at California community colleges are designed to provide educational opportunities for personal and professional development without the need for traditional academic credit. These programs are diverse and cater to a wide range of community needs. Here are the basics of noncredit programs at California community colleges:

1. Types of Noncredit Courses
   - **Adult Basic Education (ABE):** Courses that help adults improve basic skills in reading, writing, and mathematics.
   - **English as a Second Language (ESL):** Programs designed to improve English language skills for non-native speakers.
   - **Adult Secondary Education (ASE):** Courses that prepare students to earn a high school diploma or equivalent (such as GED).
   - **Short-term Vocational Programs:** Training programs focused on specific skills for immediate employment.
   - **Workforce Preparation:** Courses that help students develop job readiness skills.
   - **Health and Safety:** Classes that cover topics like first aid, CPR, and personal safety.
   - **Older Adults:** Programs designed for lifelong learning and personal enrichment for older adults.
   - **Home Economics:** Courses in areas such as cooking, sewing, and personal finance.
   - **Parenting:** Education and support for parents to improve their parenting skills.

2. Accessibility and Cost
   - **Free or Low-Cost:** Noncredit courses are generally free or offered at a very low cost, making them accessible to a broader segment of the population.
   - **Open Enrollment:** These programs often have open enrollment policies, meaning that anyone can join without the need for formal admission procedures.

3. Purpose and Benefits
   - **Skill Development:** Helping individuals gain new skills or improve existing ones for personal development or career advancement.
   - **Workforce Training:** Preparing students for employment through specific job-related skills training.
   - **Academic Transition:** Providing a pathway for students to transition to credit programs if they choose to pursue further education.
   - **Community Engagement:** Enhancing community involvement and addressing local educational and workforce needs.
4. Flexible Scheduling

- **Varied Formats**: Courses may be offered during the day, evening, weekends, or online to accommodate different schedules.
- **Short-term Courses**: Many noncredit courses are short-term, making it easier for students to complete them quickly.

5. No Academic Credit

- **Certificates of Completion**: While these courses do not offer academic credit, students often receive certificates of completion or competency, which can be valuable for employment purposes.

6. Governance and Funding

- **California Community Colleges Chancellor's Office (CCCCO)**: Oversees the noncredit programs and provides guidelines and funding.
- **Apportionment Funding**: Noncredit courses receive funding from the state based on the number of instructional hours provided.

7. Quality and Standards

- **Curriculum Approval**: Noncredit courses must go through a rigorous approval process to ensure they meet quality standards and address community needs.
- **Advisory Committees**: While not always required, many noncredit programs establish advisory committees to ensure the curriculum aligns with industry standards and community needs.

Overall, noncredit programs at California community colleges play a crucial role in providing accessible education and training to diverse populations, helping individuals achieve their personal, educational, and professional goals.

**Starting a Noncredit Program**

Starting a noncredit program at a community college involves several key steps to ensure the program meets the needs of the community and aligns with the college's mission and resources. Here's a comprehensive guide to help an institution launch a noncredit program:

1. Assess Community Needs

- **Conduct Surveys and Focus Groups**: Engage with community members, local businesses, and potential students to identify educational and training needs.
- **Analyze Labor Market Data**: Use labor market information to determine in-demand skills and job opportunities in the region.
- **Collaborate with Local Organizations**: Partner with workforce development boards, industry groups, and community organizations to gain insights into local needs.

2. Define Program Objectives

- **Set Clear Goals**: Establish what the program aims to achieve, such as improving basic skills, providing vocational training, or enhancing personal development.
- **Align with College Mission**: Ensure the noncredit program aligns with the overall mission and strategic goals of the community college.

3. Develop Curriculum

- **Form an Advisory Committee**: Create an advisory committee with representatives from industry, community organizations, and education to guide curriculum development.
- **Design Courses**: Develop course outlines and content that address identified needs and comply with the California Community Colleges Chancellor's Office (CCCCO) guidelines.
- **Ensure Quality Standards**: Align courses with the college’s curriculum standards and accreditation requirements.

4. Obtain Approvals

- **Internal Approval**: Submit the proposed noncredit program and courses to the college’s curriculum committee for approval.
- **State Approval**: Work with the CCCCO to get state-level approval and ensure the program is eligible for state funding.

5. Secure Funding

- **Identify Funding Sources**: Explore various funding options, such as state apportionment, grants, and partnerships with local businesses.
- **Budget Planning**: Create a budget plan covering instructional costs, materials, marketing, and administrative support.

6. Hire and Train Staff

- **Recruit Qualified Instructors**: Hire instructors with relevant experience and credentials in the areas of instruction.
- **Provide Professional Development**: Offer training for instructors on noncredit education best practices and student engagement techniques.

7. Marketing and Outreach
• **Develop Marketing Materials**: Create brochures, flyers, and digital content to promote the noncredit program.

• **Engage in Community Outreach**: Participate in community events, host information sessions, and collaborate with local media to raise awareness.

• **Utilize Digital Platforms**: Use social media, the college website, and email campaigns to reach potential students.

8. Enrollment and Support Services

• **Streamline Enrollment Process**: Simplify the enrollment process for noncredit students, making it accessible and user-friendly.

• **Offer Student Support Services**: Provide support services such as counseling, tutoring, and career advising to help noncredit students succeed.

9. Implement and Monitor

• **Launch the Program**: Begin offering noncredit courses as planned.

• **Monitor Progress**: Track enrollment numbers, student feedback, and completion rates to assess the program’s effectiveness.

• **Continuous Improvement**: Regularly review and update the curriculum and program offerings based on feedback and changing community needs.

10. Evaluate and Report

• **Conduct Evaluations**: Regularly evaluate the program’s outcomes and impact on students and the community.

• **Report Results**: Share the program’s successes and areas for improvement with stakeholders, including college administration and advisory committee members.

By following these steps, a community college can effectively establish and sustain a noncredit program that serves the educational and workforce development needs of its community.

**Curriculum Basics**

Rules and regulations for Community College Curriculum can be found in the Program Course and Approval Handbook (PCAH). The PCAH aggregates Ed Code, Regulations and guidance about community college curriculum.

Basic Noncredit curriculum rules and regulations are included such as designated Noncredit Course Categories. All noncredit courses must meet one of these areas

- ESL
- Immigrant Education
Courses in ESL, Short Term Vocational, Workforce Preparation and Elementary and Secondary Basic Skills are also categories as Noncredit Career Development and College Preparation (CDCP) courses which are eligible for enhanced funding.

**Course Approval**

A noncredit course is a course which, at a minimum is

- Recommended by the college and/or district curriculum committee
- Approved by the district governing board as a course meeting the needs of enrolled students

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)

“No state aid or apportionment may be claimed on account of attendance of students in noncredit classes in dancing or recreational physical education” - Title 5, section 58130

**Title 5 Standards for Approval same as for credit:**

*Section 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.*

The role of the local curriculum committee is to review and approve noncredit curriculum, just as it does for credit curriculum

The only program needing CCCCO approval in addition to local approval is for Short-term Vocational programs, just like credit CTE programs
Requirements in Noncredit COR

Title 5 §55002 has requirements for what needs to be included in a noncredit COR.

· Total contact hours for course
· Catalog description
· Objectives
· Content (typically in outline form)
· Assignments and activities
· Methods of instruction
· Methods of evaluation / grading policy

Types of Certificates

Certificate of Completion- Completed a sequence of courses in STV or Workforce Prep to progress in a career path or to credit study (§55151 (h))

Certificate of Competency- Gained competencies in a sequence of courses in ESL (or VESL) or Basic Skills to advance to credit, a degree, or baccalaureate institution (§55151 (i))

Noncredit Enrollment Structures

Noncredit courses have the option of being Open Entry/Open Exit options for courses. Two options include

Managed-Enrollment
· Offered at any time during or across terms
· Students enter by a specified date; start and end date
· Common for short-term vocational courses, VESL
· Persistence and completion rates generally higher than open-entry courses

Open Entry/Open Exit
· Offered at any time during or across terms
· Students enter and leave any time within the course dates
Impact of AB 705/1705 on Noncredit

What AB1705 restricts in Ed Code 78213 (i)(4)

- A community college shall not enroll into noncredit coursework students who have graduated from a United States high school or been issued a high school equivalency certificate, as a substitute or replacement for direct placement and enrollment into transfer-level English and mathematics coursework as described in paragraph (1) of subdivision (c).

What AB1705 allows in Ed Code 78213 (k)(1)

- For students who need or desire extra academic support when enrolled in transfer-level mathematics or English coursework, community colleges shall provide access to tutoring, support-enhanced transfer-level mathematics and English courses, concurrent low-unit credit or similar contact hour noncredit corequisite coursework for transfer-level mathematics and English, or other academic supports.

Mirrored Courses (Credit/Noncredit)

One strategy for offering noncredit courses is through creating mirrored courses. Mirrored courses are also called dual listed and are distinct from dual enrollment. A mirrored course has a “mirrored” Course Outline of Record that has the same content and outcomes. Often time the credit course is “cut and pasted” into a noncredit outline. Most mirrored courses are in ESL and CTE and qualify for CDCP funding. Mirrored courses are cross listed in the schedule and students have the choice to take the course for noncredit. Courses must be taught by an instructor who meets the minimum qualifications for the credit discipline.

Benefits to students include

- Noncredit option is free to students
- Courses are repeatable
- Good way for students to enter college and program
- Creates pathways from noncredit to credit
- Opportunity for skills building
- Noncredit certificates available

Noncredit to Credit Transitions

One of the benefits of mirrored courses is the opportunity for student transition from noncredit to credit. Colleges may have articulation agreements between noncredit and credit programs.
Students can also use Credit for Prior Learning (CPL) process to give students credit for a mirrored class taken in noncredit.

While “noncredit” is not in Title 5 currently regarding CPL (§55050), noncredit to credit classes is a way for colleges to set up an alternative method for awarding credit.

The language regarding CPL and noncredit is “permissive” and allows for local control and processes to award credit.

Creation of mirrored programs should include discipline faculty, curriculum leads, articulation officers, admissions and records, counseling, academic support and administrators.

**Noncredit Minimum Qualifications**

In California Community Colleges faculty must meet minimum qualifications necessary to teach within a discipline:

- Minimum Qualifications Handbook adopted by the BOG and maintained by the CCCCO
- Reminder: Education Code §87360 requires that district’s hiring criteria for faculty and administrators include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Noncredit MQs were developed differently than credit minimum equalizations and are specifically defined in Title 5. Since they are defined in regulation they can not be updated through the Disciplines List Process through the ASCCC.

For the majority of noncredit courses, the minimum qualification is a bachelor's degree in each of the approved instructional areas or an associate degree with 4 years of professional experience related to subject taught, but there are exceptions. Noncredit disciplines are specified in Title 5 §53412.

- Examples:
  - BA/BS: mathematics, reading, writing (basic skills), English as a second language
  - BA/BS or AA/AS plus 4 years experience: health and safety, home economics
  - BA/BS plus 2 years experience: parenting
  - BA/BS plus six semester units in American history and institutions: Citizenship
  - BA/BS or AA/AS plus additional coursework and/or pertinent experience are required (Title 5 53412(h) for details): Older adults
o BA/BS plus two years of experience or an associate's degree plus six years of experience is required. For the complete details, refer to Title 5 53412: Occupational Courses

Noncredit Work-Based Learning

Work-Based Learning (WBL): A continuum of experiences which include career awareness, career exploration, career preparation and career training. WBL can take a variety of forms including workplace speakers, career fairs, job shadows, informational interviews, collaborative industry projects in the classroom or in professional settings informed by Industry Advisory Boards.

Work-Based potential opportunities:

- Career Awareness and Exploration:
  - Informational Interviews
  - Guest Speakers
  - Industry Speakers
  - Workplace/ Company Tours
- Career Preparation:
  - Job Shadowing
  - Mentorships
  - Service Learning
  - Volunteering
- Career Training:
  - Internships (Paid and Unpaid)
  - On-the-Job Training
  - Apprenticeships

Benefits of Work-Based Learning (SLOs)

- Students are given the opportunity to experience the organizational culture.
- Students gain an understanding of the professional characteristics of industry personnel.
- Students are given the opportunity to confirm their career path before continuing an academic pathway.
- Students are exposed to other career opportunities within the industry that they may not have been aware of.
- Students are exposed to networking opportunities that may lead to mentors within the industry.
- Students begin to understand the importance of the classroom curriculum when they experience it within the real-word setting.
Work-Based Learning Industry Engagement:
- WBL allows industry a snapshot of programs and their future applicant pool.
- Industry participation in advisory committees.
- Mock interviews and practicing soft skills.
- Industry review of programs confirms relevancy.
- Opens the door to potential internships and employment opportunities.

Preparation in the classroom:
- Soft Skills:
  - Interviewing Skills
  - Intentionality of employment readiness
  - Attendance
  - Various communication styles
  - Active listening
  - Problem solving
  - Interpersonal relationships
  - Professional appearance
- Career Readiness:
  - Cover letter and resume writing
  - Professional appearance
  - Reflection on experience
  - Job search assistance
  - Career Center
  - Student development course

Organizations:
- San Diego College of College of Continuing Education - https://sdcce.edu/
- West Hills College Lemoore - https://westhillscollege.com/lemoore/

Effective Teaching Strategies/Andragogy

Effective teaching strategies are essential for maximizing the impact of noncredit courses in California community colleges. These strategies enhance learning experiences, ensure student engagement, and promote the successful acquisition of new skills and knowledge. Embedded links take you to ASCCC resources on these strategies.

Key Teaching Strategies

1. Active Learning
• Interactive Sessions: Incorporate discussions, Q&A sessions, and group activities to foster participation.

• Problem-Based Learning (PBL): Engage students with real-world problems that require critical thinking and practical solutions.

• Hands-On Activities: Provide opportunities for students to apply concepts through experiments, projects, and simulations.

2. Differentiated Instruction

• Tailored Content: Adapt lessons to meet the diverse needs, backgrounds, and skill levels of students.

• Flexible Grouping: Use varied group formations (e.g., pairs, small groups) to support peer learning and collaboration.

• Varied Assessment Methods: Employ multiple assessment techniques, such as portfolios, presentations, and practical demonstrations, to accommodate different learning styles.

3. Technology Integration

• Online Platforms: Utilize Learning Management Systems (LMS) like Canvas or Moodle for course materials, discussions, and assignments.

• Multimedia Resources: Enhance lessons with videos, podcasts, interactive modules, and other digital resources.

• Virtual Labs and Simulations: Offer virtual hands-on experiences where physical labs are impractical or unavailable.

4. Scaffolded Learning

• Progressive Complexity: Start with foundational concepts and gradually introduce more complex ideas and skills.

• Guided Practice: Provide step-by-step instructions and support, gradually reducing assistance as students gain confidence.

• Formative Feedback: Offer timely and constructive feedback to help students improve and understand their progress.

5. Culturally Responsive Teaching

• Inclusive Curriculum: Incorporate diverse perspectives and materials that reflect the backgrounds of all students.
- Respect and Validation: Acknowledge and value the cultural experiences and knowledge that students bring to the classroom.

- Community Building: Create a classroom environment where all students feel safe, respected, and connected.

6. Collaborative Learning

- Group Projects: Facilitate collaborative projects that require teamwork and collective problem-solving.

- Peer Teaching: Encourage students to teach and learn from each other through peer review and group discussions.

- Study Groups: Support the formation of study groups to enhance learning outside of class hours.

7. Flexible Scheduling and Delivery

- Hybrid Courses: Combine in-person and online learning to provide flexibility for students with varying schedules.

- Evening and Weekend Classes: Offer classes outside of traditional hours to accommodate working adults and other non-traditional students.

- Self-Paced Learning: Allow students to progress through materials at their own pace, catering to individual learning speeds.

8. Real-World Applications

- Industry Partnerships: Collaborate with local businesses and organizations to provide practical experiences and insights.

- Internships and Externships: Offer opportunities for students to gain real-world experience in their fields of interest.

- Guest Speakers: Invite industry professionals to share their expertise and provide students with current, real-world perspectives.

These strategies not only improve the educational experience but also ensure that students acquire the skills and knowledge needed to achieve their personal and professional goals, contributing to a more educated and skilled community.

Teaching Adult Students

Many students in noncredit are adult students. What is different about the adult learner? What specific strategies should we implore when working with adults? Consider a top-down method.
The adult has more education and life experiences than a child. We can see ourselves as pouring into the child. The adult learner comes to us with a wide array of life and learning experiences. Therefore, as educators we are seen as more of a partner or guide in the adult’s journey. We have a different set of criteria to consider.

- The adult learner does the decision making of what they are coming to us for. They are playing an active role in their learning.
- Adults will determine if this information is relevant to them, their personal experience, and the goals they have set forth.
- The adult learner generally comes to us with a specific goal in mind; we need to be delivering content that they can digest and put to immediate use.
- The adult has a plethora of life and/or work experience that can enhance and/or benefit the learning environment.
- The adult has the experience and knowledge to contribute to the learning environment.

Key Regulations, Ed Code and Legislation

This section aggregates Title 5 and Ed Code regulations that relate to noncredit. It also lists several recent legislative bills with areas of impact to noncredit programs, students and faculty.

Title 5 Regulations

- Section 55007 Noncredit Courses
- Section 55002 (c) Standards and Criteria for Courses
- Section 55150. Approval of Noncredit Courses and Programs
- Section 55151. Noncredit Certificate
- Section 53412-Minimum Qualifications of Noncredit Instructors
- Section 55151- Career Development and College Preparation

Ed Code

- Ed Code EDC § 84757 -Noncredit
- Ed Code 78213 (i)(4)- Placement

Legislation

- AB 1705 (Irwin 2021)- Impacts on noncredit
Challenges in leveraging noncredit programs to support implementation of ab705/ab1705

- Resource Allocation
- Curriculum Development
- Data Tracking and Reporting
- Accessibility and Equity
- Articulation & Transfer Pathways Between Noncredit and Credit
- Faculty and Staff Support

Opportunities in Leveraging Noncredit Programs to Support Implementation of AB 705/AB1705

- Flexibility in Course Design
- Targeted Academic Support for Underprepared Students
- Bridge to Credit-Bearing Courses
- Integration of Student Support Services
- Innovative Instructional Approaches
- Data Collection and Evaluation

**AB 928 (BERMAN, 2021):** Impacts on Noncredit

- AB 928 and Challenges to Noncredit
  - First glance: AB 928 = Transfer. Doesn't involve noncredit.
  - Associate Degrees for Transfer. Where does noncredit fit?
  - UC CPL limitations. Caution for noncredit mirrored courses where credit course may meet a Cal-GETC requirement
- AB 928 and Opportunities for Noncredit
  - CSU GE Breadth Area E courses. Noncredit!
  - Orientation, First Year Experience, Information Literacy, Financial Literacy, etc
- Goal of accumulating fewer extra units. Noncredit!
- Support courses, guided pathway onramps & offramps
- Supervised Tutoring

**AB 1111 (BERMAN 2021):** Noncredit

- Noncredit courses are typically designed for personal enrichment, workforce development, or adult education purposes and may not be directly impacted by the CCN system.
- Community colleges may need to consider how noncredit courses align with credit-bearing courses in terms of content, prerequisites, or pathways to further education or employment.
- Colleges may still need to ensure coherence and alignment between noncredit and credit programs to support student success and seamless transitions between different types of courses.
- Community colleges may develop strategies to provide clear pathways for students who complete noncredit courses and wish to transition to credit-bearing programs or pursue further education or training. This may involve articulation agreements, recognition of prior learning, or other mechanisms to acknowledge the skills and knowledge gained through noncredit courses.
- Community colleges should consider how noncredit courses fit into the broader educational landscape and support students in achieving their academic and career goals.

**Noncredit Student Support**

Noncredit student support is an essential discussion on campuses. Do noncredit students have access to basic needs, academic counseling, and course support.

Noncredit Students should have access to culturally responsive groups/supports including:

- Umoja
- MESA
- College Assistance Migrant Program (CAMP)
- Extended Opportunity Programs and Services (EOPS)
- Disability Services and Programs (DSPS)
- CalWorks (Parents)
- Single Parent Assistance (CARE)
- Rising Scholars (Just Involved)
- Next Up (Foster Care)

All students should also have access to basic needs support that includes assistance with food, housing, clothing, financial, technology and wellness and mental health services.

In 2023 the ASCCC passed a resolution 08.01 F23 highlighting the importance of noncredit counselors and/or counselors trained in the academic needs of noncredit students. Highlighting the academic needs of noncredit students including:

- Navigation of college processes and onboarding
- Counseling in credit or noncredit pathways
- Career exploration in noncredit
- Credit for Prior Learning opportunities (CPL)
- Transitions from Adult Education Programs
- Stackable Certificates
· Immigration Documentation Support

Counselors and other support service faculty should be encouraged and supported in attending noncredit centered professional development.

California Community College Funding

California Community Colleges are funded through the CCCCO. Credit courses are funded through the Student-Centered Funding Formula (SCFF) Funding in three areas

• Base Allocation- Aligned to Full Time Equivalent Student (FTES)
• Supplemental Allocation- Aligned to identified special populations
• Student Success Allocation- Aligned to identified outcomes

Unlike Credit FTESs noncredit FTES are paid at a base rate as they are not eligible for the supplemental and student success allocations.

Base Allocation (2023-2024)

• Credit Rate $5,238
• Noncredit Rate $ 4,717
• Noncredit (CDCP) Rate $ 7,346 (higher because not eligible for enhanced funding with supplemental allocation)

Colleges do not get allocation for Not for Credit courses. They must be self-sustaining

Noncredit FTES base allocation is lower than the credit base allocation. Colleges can maximize noncredit funding through Noncredit Career Development and College Preparation (CDCP) courses which have enhance funding to equate to credit funding plus supplementals.

In accordance with Title 5 § 55151 colleges may offer an approved sequence of noncredit courses that culminate in one of the following awards: Certificate of Competency, Certificate of Completion, or Adult High School Diploma. Upon program approval, the noncredit courses that comprise a CDCP program are eligible for enhanced funding pursuant to Education Code §84750.5 + §84760.5

Not all noncredit courses can be designated as CDCP. CDCP has designated categories including

• Elementary and Secondary Basic Skills
• Workforce Preparation
• Short Term Vocational Programs
• ESL and Vocational ESL
Attendance Accounting

Actual Hours of Attendance Method (Positive Attendance)

• Based on actual count of enrolled students present each class meeting; synchronous instruction only
• Courses meeting fewer than five days
• Courses irregularly scheduled with respect to the number of days per week or the number of hours on scheduled days

Census

Alternative Attendance Accounting Procedure, Title 5 § 58003.1(f), is employed for noncredit distance education courses that do not use the Positive Attendance Procedures, Title 5 § 58003.1(e), requiring a calculation of student contact hours that includes:
(a) The total number of hours of instruction in the class
(b) The number of hours expected for any outside-of-class work
(c) Instructor contact as defined by Title 5 § 55204;

Noncredit Data

There are a multitude of data sources for California Community Colleges

Two main statewide data sources for Community College data are

• Data Mart
• LaunchBoard

Datamart Data includes

• Students/Headcounts
• Student Services
• Courses/Calendar
• Faculty/Staff
• Outcomes Data

Many of the sections can be disaggregated by noncredit and noncredit CDCP, TOP Code as well as college, district and statewide data.

LaunchBoard focuses on provides data on progress, success, employment, and earnings outcomes for California community college students. It includes dashboards on

• Student Success Metrics (recruitment, completion, transfer and workplace)
· Community College Pipeline (milestones and employment outcomes)
· Adult Education Pipeline (demographics, enrollment, services, employment)
· Strong Workforce Program (completion and employment data)

**Labor Market Data**

Noncredit programs will also need to review Labor Market data for program reviews and or starting new programs. Several data sources are publicly available.

· [Bureau of Labor Statistics](https://www.bls.gov)
· [California Employment Development Department (EDD)](https://www.edd.ca.gov)
· [Lightcast (formally EMSI/Burning Glass)](https://www.lightcast.com)
· [O*NET](https://www.onetonline.org)

**Data reminders**

- You can work with your local Institutional Researchers to access local MIS data that may be more current than statewide databases
- Data from DataMart and other statewide resources may be 1-2 years behind
- Data may be cohorted which may be narrowly defined (for example first year/first time students) and may be 3-6 years behind
- Always look at the matrix definitions of dashboards.

**ASCCC Faculty and Governance**

All faculty in the California Community College System, Full time/Part Time, Credit/Noncredit, Instructional or Student Support faculty are all members of the Academic Senate for California Community Colleges (ASCCC).

Each college also has a local senate that has governance perview granted through Title 5§ 53203

*The governing board shall adopt policies for appropriate delegation of authority and responsibility to its academic senate.*

*...providing at a minimum the governing or its designees*

*consult collegially with the academic senate when adopting policies and procedures on academic and professional matters.*

**Academic and professional matters** are also known as the 10+1 and include

1. Curriculum, including establishing pre-requisites & placing courses within disciplines
2. Degree & certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation & success
6. Curriculum, including establishing pre-requisites & placing courses within disciplines
7. Degree & certificate requirements
8. Grading policies
9. Educational program development
10. Standards or policies regarding student preparation & success
+1= Other academic & professional matters,

   as are mutually agreed upon between the governing board and the academic senate.
   --For example, faculty hiring practices and minimum qualifications

Although noncredit is not explicitly stated in the 10+1 it is infused in each of the areas.

Local Senates are encouraged to engage and recruit noncredit faculty to participate in participatory governance through their local Senate. Since 1989 the ASCCC has had a position on ensuring that noncredit faculty are fully represented on local senates through resolution 09.05 F89 Non Instruction and Shared Governance.

Local Senates are encouraged to review their local senate Constitution and Bylaws to ensure there are opportunities for noncredit faculty engagement. Local senates should also be purposeful in naming noncredit faculty to local and hiring committees.

**ASCCC and Noncredit Faculty**

The ASCCC also recommends that each local senate name a Noncredit Liaison to the ASCCC. This position designated as the communication liaison for noncredit issues and resources from the ASCCC. Each senate is encouraged to name a noncredit liaison and share that name with the ASCCC through info@asccc.org. Liaison are listed for each college on the ASCCC campus directory.

ASCCC and Noncredit Faculty ASCCC has also recognized the need for a standing committee to support noncredit programs. ASCCC has a Noncredit, Pre-Transfer, & Continuing Education Committee.

The Academic Senate Committee on Noncredit, Pre-Transfer, & Continuing Education gathers information on best practices in providing equitable and accessible instruction and support services to students who are engaged in extended learning, which includes transitioning to post-secondary education, including support for pre-transfer pathways, workforce success, and/or other skill building opportunities. The Committee conveys this information to the field through breakout sessions at institutes and conferences, workshops, and papers. The Committee will: 1) serve as a resource to the Executive Committee on issues related to instruction, counseling,
student services, and program development in noncredit education, pre-transfer pathways, and continuing education, including how they are embedded in institutional initiatives to ensure student success and learning, as well as the role of faculty engaged in this work, as related to governance and local participation in academic and professional activities; and 2) review policies and make recommendations to the Executive Committee.

Noncredit faculty are encouraged to volunteer to serve on ASCCC Committees, including the Noncredit, Pre-transfer, and Continuing Education committee. Noncredit faculty expertise is desired in every ASCCC Standing Committees and as ASCCC nominees to CCCCO and other Statewide committees.

ASCCC Resources and Support

Welcome to the Resources and Support section of the Noncredit Tool-Kit! In this guide, we aim to provide you with resources and support needed to empower your exploration of the noncredit journey. The following are a list of resources & support that may be beneficial as you begin to explore Noncredit, Pre-Transfer, & Continuing Education

**ASCCC Papers**

Noncredit Instruction: Opportunity and Challenge

**Rostrums**

Advocating for Student Access and Success: Credit for Prior Learning through the California MAP Initiative

"¿En que les podemos ayudar?": Addressing the Non-Credit Needs of a Growing Spanish-speaking Student Body at California’s Community Colleges

Work Experience Regulation Changes: Expanded Opportunities for Experiential Learning

Support Noncredit Instructional Programs Equitable and Affordable Access to Learning Opportunities for Students of All Ages

Noncredit Counseling Professional Learning and Support for Students

**Presentations**

Basics of Noncredit

Noncredit 101: A Crash Course in Noncredit Curriculum Development

2024 Noncredit Institute (link to all the presentations)

**Resolutions**

113.08 S24 Support Noncredit Instructional Programs Equitable and Affordable Access to Learning Opportunities for Students of All Ages

08.01 F23 Noncredit Counseling Professional Learning and Support for Students

114.02 S24 Noncredit in the California Virtual Campus
Glossary of Terms

**Andragogy:** The method and practice of teaching adult learners; adult education.

**California Code of Regulations (CCR):** is the official compilation and publication of the regulations adopted, amended or repealed by state agencies pursuant to the Administrative Procedure Act (APA). Properly adopted regulations that have been filed with the Secretary of State have the force of law.

**COR (Course Outline of Record):** A document required by Title 5 that describes the elements of a course. It is also the binding contract among faculty, students, and a district defining the terms and conditions for learning and evaluating performance.

**Instructional Design:** The practice of creating learning experiences to support long term learning. It's a systems approach to analyzing, designing, developing, implementing, and evaluating any instructional experience.

**Minimum Qualifications:** Refer to the essential criteria that a candidate must meet to be considered for a specific role or position. These include the minimum experience, education, knowledge, skills, abilities, and licenses or certifications needed for the job.
**Noncredit:** Community college instruction that has no credit associated with it.

**Noncredit Program:** Are not eligible for federal or state financial aid and many times do not receive subsidies from the state government based on enrollment. Are self-funded, which means that students or employers pay the entire cost with no government assistance. Are not offered for college credit but lead to certifications and industry-recognized credentials. Offer personal development and intellectual growth opportunities. Provide students with contact hours instead of credit hours. Contact hours earned in non-credit programs are not generally transferable to other institutions.

Additional Glossaries

[CCCCO Diversity, Equity, Inclusion and Accessibility Glossary of Terms](#)

[ASCCC Glossary of Terms](#)
Not yet placed- TBD

California Code of Regulations

Program and Course Approval Handbook (PCAH), 8th edition

Legal Authority The Board of Governors, by statute, has statewide responsibility for approving and chartering all new instructional noncredit programs in community colleges. This mandate is one of the earliest and most basic legislative charges to the Board. California Education Code Title 3, Division 7, Part 43, California Community Colleges, lays out the requirements of the Board of Governors, the district governing boards, and other agencies as determined by law, including curriculum responsibilities. (PCAH, p. 108)

Include a link to this Board of Governors info, cite Ed Code

70901: Board of governors; duties; rules and regulations; delegation; consultation

Include something on 5C

Title 5

Ed Code

California Code of Regulations (CCR)

The California Code of Regulations (CCR), is the official compilation and publication of the regulations adopted, amended or repealed by state agencies pursuant to the Administrative Procedure Act (APA). Properly adopted regulations that have been filed with the Secretary of State have the force of law.

No longer are we in days of teaching the “traditional college” student. We will still encounter the newly graduated high school student, but they no longer make up the majority of our students. According to the California Community College Student Enrollment and Demographics page (https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/research-data-analytics/data-snapshot/student-demographics), “Approximately half of California community college students are traditional aged (24 years old or younger) and half are adult students (25 years old or older). Fifty-two percent of students are 24 years old or younger, and 48% are 25 years old or older.”

Most likely than not you will encounter the adult learner in your classroom. If teaching Non-credit courses this will be the norm. So how does the adult learner differ? Student Enrollment and Demographics | California Community Colleges Chancellor’s Office (cccco.edu)

Malcolm Knowles six principles to consider when working with adults in the learning environment.

- Partner with workforce entities to connect students with employers. Help adults gain work experience through internship/externship/earn and learn models.
- Meet students where they work and live; partner with organizations to increase connections to this population

- Self – concept
- The Role of Experience
- Readiness to Learn
- Orientation to Learn
California Community College noncredit programs can play a significant role in supporting implementation by providing targeted support and resources to students.

- Preparation and Readiness Programs
- Diagnostic Assessment Services
- Co-Requisite Support Courses
- Flexible Scheduling and Delivery
- Wraparound Student Support Services