



Academic Senate for California Community Colleges

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ASCCC Noncredit Committee

MINUTES

February 17, 2015 @ 5:00-6:30pm

CCC Confer: (888) 450-4821, (719) 785-4469

Participant Passcode: 288560

Presenter Passcode: 9035411

Members Present: Debbie Klein, Candace Lynch-Thompson, Diane Edwards-Lipera, Jarek Janio, Leigh Anne Shaw, Jason Edington, David Norton.
Guests: Jan Young.

1. Welcome & agenda adjustments
Move item # 6 below [System-wide data needs for noncredit: Jarek Janio (20 min)] to be discussed after approval of the minutes because Jarek cannot participate for the entire meeting.
Unanimous approval.
2. Approval of minutes from February 3, 2015
Motion: Lynch-Thompson; Second: Janio. One abstention (Norton was absent); all others approve.

System-wide data needs for noncredit: Presentation by Jarek Janio (20 min)

Jarek offered findings from his program at Santa Ana College, indicating that the noncredit data provides rather broad, preliminary findings. However, there are some things we need to pay attention to. Jarek directed us to the Santa Ana College (SAC) website for data on noncredit. There are two live links on the SAC website (Go to 1. SAC faculty and staff: on the navigation bar, 2. institutional research, 3. transitions. Of the two live links, the second is HS graduation to college data. (What happens when they leave us?)

SAC looks only at their ESL Intermediate 2 and 3 transitions. What Jarek has observed is that with 2 and 3 students—Beg. 1 2 3 and Int. 1 2 3—they either move to ABE or (MISSED THIS). One observation: in 2012-13, most ended-up in ABE while enrollment in the high school program has been decreasing. One possible reason may be that they're older. Another observation: SAC students on average have at least seven years of education now whereas entering students previously had only six years.

When looking at the progress indicators' link – 1st one is overall population which includes grades like it does in credit: NP, P, or SP. SP is the middle of the road grade at SAC noncredit. SAC also indicates if students have taken a test and scored at 75% or better. This does not correspond to a certificate; it is just an exit test they take when they leave ESL. All Intermediate 2 and 3 Students take this exit exam. SAC also has progress indicators that are broken down by ethnicity. Although progress indicators are not used by all noncredit programs, SAC and North Orange continue to use progress indicators. Jarek pointed out that when looking at the progress indicator spread sheet, comparing grades and attendance hours, it is clear that students with "P" grades have the largest number of hours; students with "SP" have the next largest; and the students with the least number of hours have a grade of "NP." These findings point to noncredit efficiency. ☺ However, another perspective is that perhaps those students receiving an "NP" grade attended enough hours to get the English that they needed. The focus: what is the student's goal?

One last spreadsheet looked at the AB 86 demographics. What can be seen is a correlation among three variables: poverty rate, unemployment rate, and no diploma. Do agencies need to address all three? (Perhaps we will add this to our discussion in March.)

Jarek will be presenting at an OC Research and Planning group. Jarek also pointed us to a blog he created: Noncreditdata.com.

Jarek leaves the meeting.

3. Important dates

- a. ACCE (Association of Community and Continuing Education) Annual Conference: Feb. 25-27
- b. Resolutions due: February 18
- c. Breakout descriptions due: March 6 (but get these to Debbie by March 5th – okay to create a sexy title).
- d. Noncredit Curriculum Regionals: March 20-21 (please register)
--If flying, ASCCC will reimburse. (Jarek and David will be flying to the meeting in the North.)
- e. Spring Plenary: April 9-11 (Registration is ready.)

4. Noncredit breakouts for Spring Plenary (10 min)

- AB 86 Final Legislative Report and Future Planning: John Stankas, Leigh Ann Shaw, David Norton
- Noncredit Curriculum in the Age of Equalization: Debbie Klein, Candace Lynch-Thompson, and Jarek Janio

5. Discuss Noncredit Curriculum Regionals (30 min)

- Group facilitation training on March 3
- Ideas and concerns we want to discuss during our facilitation training
- PPT draft by ?: Noncredit Nuts and Bolts: the students, the curriculum, and the funding (Candace, Jarek, David, Rich Cameron, and Sophia Ramirez-Gelpi)

Debbie is planning a training for the next meeting.

Ideas and concerns – what to bring up to those helping us do the training – especially since it will be two-hour conversations we will be heading. For example, think about the ESL groups throughout the state who will have panic and anxiety issues about the noncredit situation right now.

Tailor training to conversations such as: systems analysis understanding—that is, focus on the problem you're trying to solve rather than focus on solution; actually try to isolate and focus on the problem.

One issue was raised concerning the Adult School ESL educators. Adult schools have a lot of concern about funding already, so it doesn't help that control of funding is being given to an allocation committee where there's only one representative from Adult Ed. and one from a CCC as well as one from prison and others. Some districts have a lot of concern over territory because of a CC potentially creating a NC program that is in competition with the K-12 Adult Ed. school. Forcing programs to talk is creating tension, and many are fearful about who makes these decision. Another related concern: what is basic skills and is ESL considered a basic skill? Some schools, for example, align ESL with foreign language programs. What, then, is ESL?

What can noncredit do better to get credit a better student? However, when looking at the numbers and finding that the number of students moving into ABE is higher than credit ESL, that necessarily means competition for AB 86 dollars. Many go into CTE programs to get a job, but there aren't a lot of models out there with an integrated ESL and CTE program. In addition, there are five basic aid districts—i.e., not dependent on the state for those basic

categories of funding within California. The question that these districts will ask: so can noncredit benefit us? These districts are completely supported locally except for categorical and matriculation funding but no apportionment.

Questions we might use: perhaps a big framing question such as what are student needs that noncredit can answer but credit cannot answer? Perhaps ask folks attending to bring their own data on students. What data might they need from us? What is already working well? What are the needs and possible solutions that additional noncredit courses or programs could provide?

6. System-wide data needs for noncredit: Jarek Janio (20 min): covered above.

7. Noncredit updates from noncredit faculty: Candace, Jarek, David, Diane (10 min)

Diane: New NC courses for AB 86 are being created—they're looking at what is eligible for the enhanced funding; their district is allowing them to grow programs but within strict parameters; these are hopefully stepping stones but they might also create stand-alone courses for certain industry sectors that are not being addressed on the credit side. No CASAS any more. Some new courses: creating a series of career or CTE sampler courses. In a 36- or 48-hour course, you're introduced to a range of industries – these are skills-based and hopefully will get students into the apprenticeship programs in the county, not just their specific geographical area. The goal for students: seamless transitions.

Candace: A lot of curriculum is coming through because of partnerships. They also just opened a HS lab.

8. AB 86 updates from faculty involved in AB 86 consortia: Leigh Anne, David, Diane (10 min)

AB86 poses a concern about an extreme number of new course outlines of record being sent to the Chancellor's Office. With so much new curriculum, who at the CO will look at all this? (Bottle neck at the CO?)

Another issue pointed-out by Leigh-Anne: Data systems that don't talk to each other.

**Next meeting: March 3, 2015 @ 5-6:30pm
(Noncredit Curriculum Regionals Facilitator Training)**

Minutes submitted by David Norton