



Noncredit Success from Indicators to Student Completion

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The Credit and Noncredit Continuum

- The push and pull from the state, the colleges and the needs of the students
- The Student Success Act-the impact on ESL/Math
- The emphasis on creating pathways, graduation and certificates
- The LAO Report and the further reclassifying of what constitutes credit and noncredit classes
- Organic community needs driving organizational change

Santa Ana College's Story

- A robust Noncredit Department
- Budget Crisis and its ramifications
- Transfer degrees and pathways out the door
- VP of Instructions Response
- Credit/Noncredit Collaboration

Impact on ESL/EMLS (English for Multi Lingual Students)

English 101

EMLS 112

Approximately 4 years from N40A to enter 101

EMLS 110

Transferable

EMLS 109

EMLS 107

055

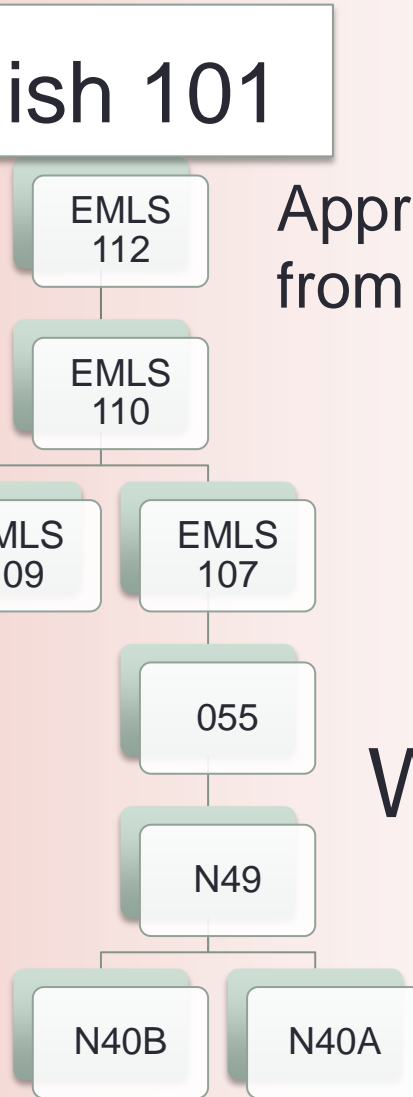
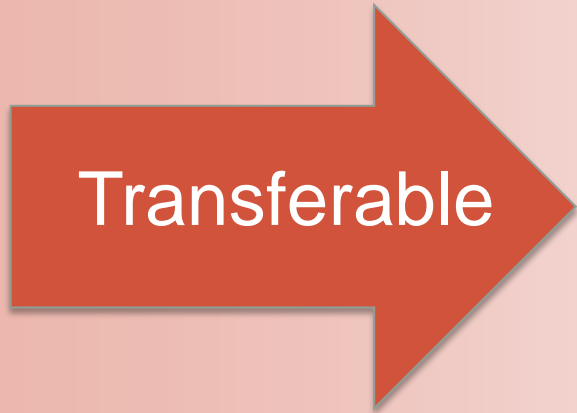
What it was

N49

2012

N40B

N40A



Noncredit ESL

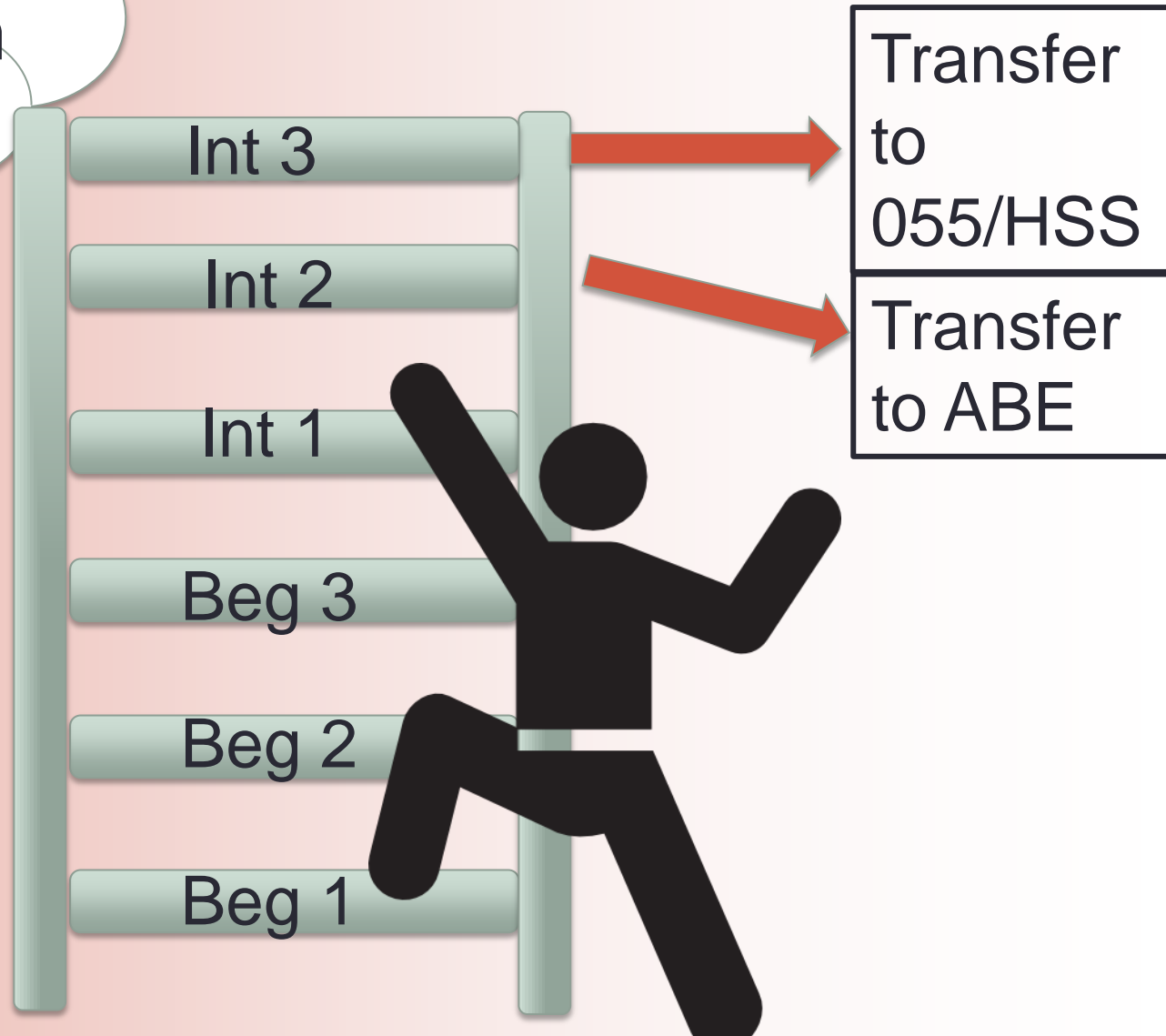
2 Year
Program from
0 to 055

HSS=High School
Subjects

ABE=Adult Basic
Education

Int=Intermediat

Beg=Beginning



The EMLS

English for Multi Lingual Students

English 101

EMLS
112

EMLS110

EMLS
109

EMLS
107

EMLS
055

Possible
2 years to 101

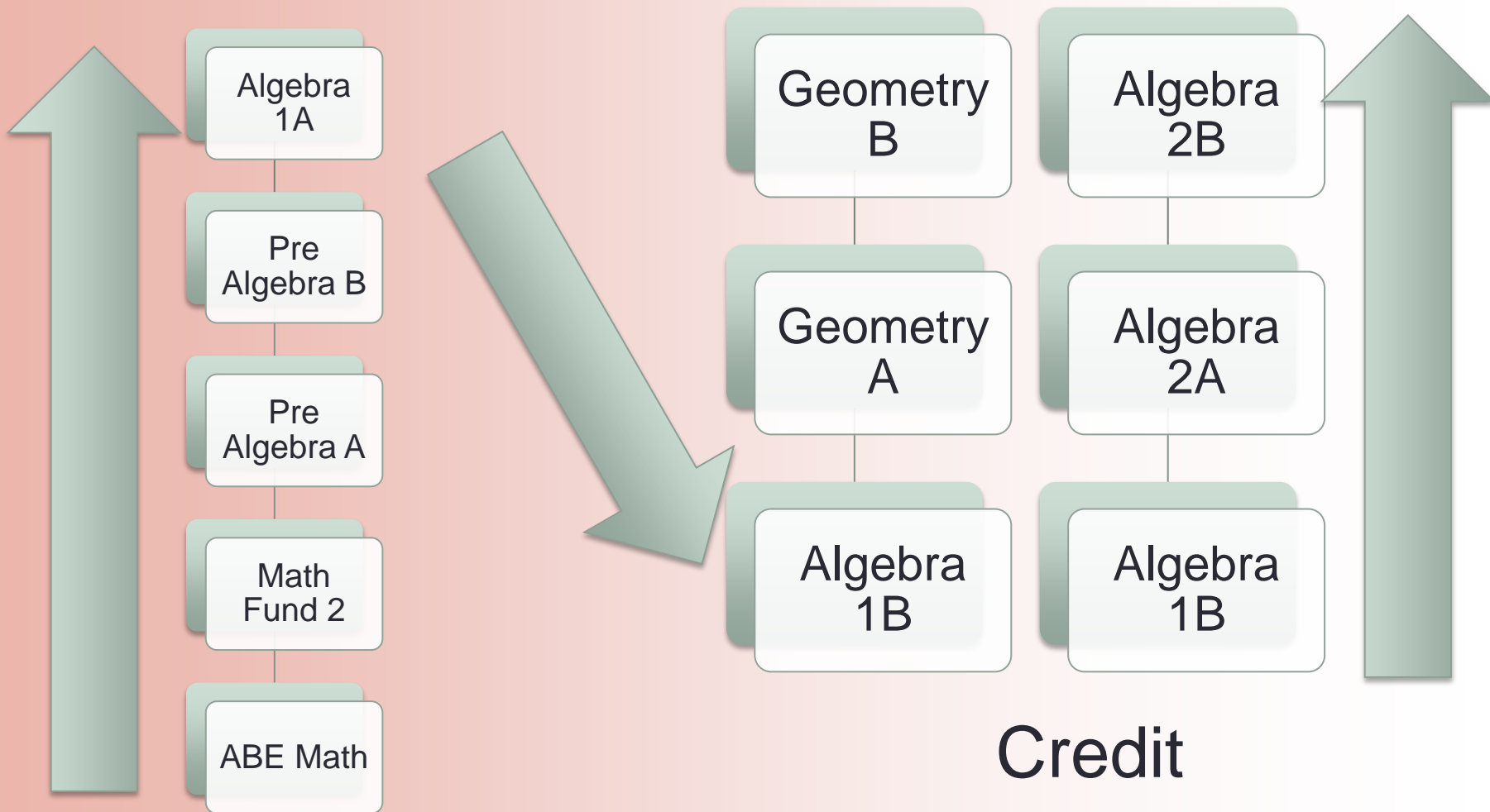
Transfer
from Int
3

2013

Transferable

Impact on Math Proposed

Noncredit



Credit



STUDENT TRANSITION PROGRAM

“Your Bridge To Santa Ana College”

- ✓ Classroom Presentations
- ✓ Application Workshops
- ✓ Financial Aid Information
- ✓ SAC Tours
- ✓ Assessment Testing

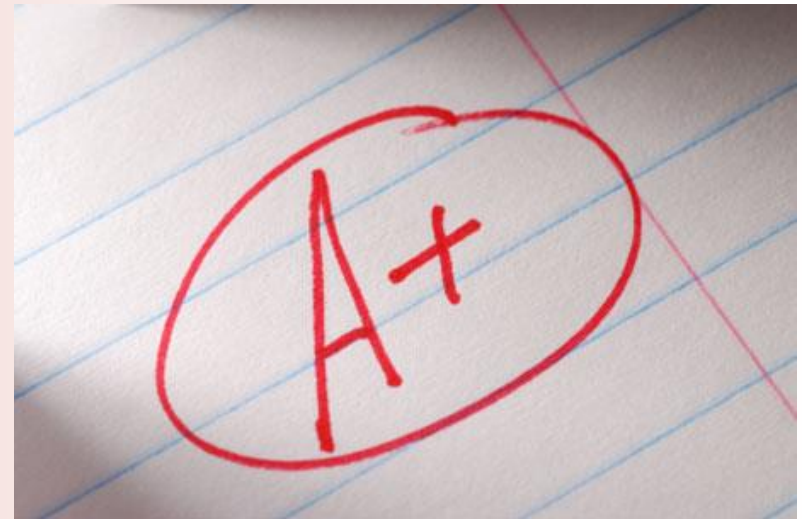
Noncredit Grading Standards

ESL/Adult Basic Education

- P=Pass
- SP=Satisfactory Progress
- NP=No progress

High School Subjects

A/B/C/D/F grades



14.02 S14 Local Use of Available Noncredit Progress Indicators

Whereas, The Academic Senate for California Community Colleges adopted resolution 14.01 S12 that requested changes to Title 5 to include a progress indicator of Satisfactory Progress, (SP), at its Spring 2012 session;

Whereas, The Chancellor's Office Scorecard currently voids all data submitted for noncredit progress, thus indicating zero achievement and success;

Whereas, The Chancellor's Office currently lacks the staff to facilitate the requested Title 5 change; and

Whereas, The Chancellor's Office is capable of collecting noncredit progress indicators, and all other progress indicators (A, B, C, D, F, P and NP) are currently defined in Title 5 for credit and noncredit courses (§55021/§55023);

Resolved, That the Academic Senate for California Community Colleges urge local senates to recommend policies that allow their colleges to begin the practice of assigning progress indicators to all noncredit curriculum; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to elevate the priority of the requested Title 5 change to allow for the use of Satisfactory Progress (SP) as a viable progress indicator.

Ensuing Conversations

- Seismic Shifts
- Establishing best paths for students
- Discussing implications on impacted departments
- Tailoring interaction to fit a college's culture
- Starting early to involve all stakeholders
- Clarifying desired outcomes
- Addressing relevant personnel issues and potential union concerns