

Noncredit, Continuing Education, and Community Education Task Force Recommendations February 2016

Appointed Task Force Members:

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The Noncredit, Continuing Education, and Community Education Task Force was formed by the Academic Senate and was tasked to make recommendations regarding Senate oversight of and role in decisions regarding noncredit, continuing education, and community education.

I. Findings

Forming of this task force is one of the strategic objectives for the Senate Goal 2 of the Academic Senate Goals and Strategic Objective Plan for 2015-16. Senate Goal 2 is to “sustain the quality and currency of courses, degrees, certificates and academic programs.” Hence, the task force reviewed the current practice of the Continuing Education Division (CED) regarding the quality and currency of its programs.

Curriculum Approval Process

CED proposes new courses, programs, and certificates through channels parallel to credit, which includes movement through the Educational Design Committee (EDC) and Curriculum and Instruction Council (C&I). The process is faculty driven and includes discussion at department meetings. One difference between credit and noncredit is that proposed curriculum is submitted to its program directors, not a department chair, for Stage 2 of the approval process as no department chairs exist in noncredit. Courses are then submitted to the Division Dean and to the aforementioned bodies.

Changes in equivalencies are brought to the Academic Senate through C&I, and course offerings are likewise brought as information items to C&I - particularly in regard to evaluating potential conflicts with other college offerings. Noncredit faculty collaborate with other departments, including credit departments, to ensure course proposals are not a duplicate of existing courses offered and that courses are meeting student needs.

All noncredit courses and programs are approved by the Chancellor’s Office. Furthermore, all noncredit faculty members possess at least the minimum qualifications as put forward by the Chancellor's Office.

Planning for Institutional Effectiveness (PIE)

The PIE process for noncredit faculty begins with the creation of SLOs and AUOs, ongoing outcomes-based assessments, and use of results at the course level. The data collected is evaluated and discussed at faculty meetings; changes are made based on outcomes and

uploaded into TracDat. This feeds into the unit level, where leadership teams meet to discuss how this work relates to unit-level goals, and how they fit into the College's objectives. Requests for resources are tied to unit-level goals that are supported by the data. The CED Advisory Group meets semiannually to review team and division goals, evaluates and aligns the division's goals with the College's, and flows into the manager's summary and division PIE.

Student Learning Outcomes (SLOs)

As part of the overall College goal of advancing academic excellence, CED participates in the ongoing utilization of SLOs. All Continuing Education courses have at least two SLOs that have been established by faculty. Each course SLO is assessed on its three-year assessment cycle developed by the faculty in each program in the Division. Faculty meetings are regularly held to discuss assessment, data collection and summary, and use of results. Faculty working in conjunction with administrators use the data obtained from the SLO assessment to modify curriculum if needed, review method of delivery, and request more resources. These recommendations are included in the "Use of Results" section of the SLOs in TracDat.

II. Recommendations

Based on the aforementioned findings, the Noncredit, Continuing Education, and Community Education Task Force submits the following recommendations for review by the Academic Senate.

1. Continued Participation by Noncredit Faculty in Senate Committees

The task force recognizes that CED currently follows the guidelines set by the Academic Senate and the College in order to sustain the quality and currency of its programs. Furthermore, the following Senate committees currently have noncredit faculty representations: Curriculum & Instruction Council, Educational Design Committee, Student Success & Support Program Advisory Committee, Outcomes Committee, Basic Skills Coordinating Committee, Faculty Professional Development Committee, and Equivalency Committee. The task force recommends continued participation by noncredit faculty in these committees for Senate oversight of noncredit programs.

2. Creation of a Local Noncredit Liaison Position

One of the issues this task force was tasked with was looking into whether the Academic Senate should create a local noncredit liaison position as called for by the State Academic Senate at the Spring 2015 plenary session. As stated at the plenary the "ASCCC urges local academic senates to identify a noncredit faculty member to act as a liaison to facilitate communication among local noncredit faculty, the local academic senate, and the Academic Senate for California Community Colleges." Given the recent statewide mandated changes to noncredit programs which include, but are not limited to, equalized funding for credit

and noncredit FTEs, the creation of separate funding for a noncredit SSSP plan, and the state's emphasis on Career Development and College Preparation (CDCP) and subsequent requirement that noncredit programs show how successful they are in promoting their students' success in CDCP programs. The task force recommends the Academic Senate adopt a resolution to create a noncredit liaison position similar to Resolution 1215-05, which created a CTE liaison position.

3. Dedicated Noncredit Representation on the Student Preparation and Success Council

The task force feels that the new and continuing state funded noncredit SSSP plan requires that noncredit faculty be more involved in the creation and implementation of this plan. Because the SPAS council is primarily responsible for overseeing student success at Mt. SAC, the task force recommends that the SPAS council have a dedicated noncredit faculty member added to its membership.

III. Conclusion

The Continuing Education Division is currently going through a major restructuring. Following WASC accreditation, SSSP mandates and AEBG, CED required a reorganization to better serve students. This includes the addition of three new academic manager positions: Associate Dean, Career Education and Workforce Development; Associate Dean, Continuing Education Programs and Services; and Interim Director, Education for Older Adults Programs and Adults with Disabilities Programs. With this restructuring, two management positions are currently left vacant: Director, ABE and Director, ESL. The recruitment is in progress to fill these positions. Additionally six new counselor positions to support the noncredit SSSP plan and the AEBG grant as well as two new coordinator positions for the Vocational ESL and Short Term Vocational Courses programs will be added this year. Three new administrative assistants and two part-time professional experts are also part of the CED restructuring plan. In regard to Senate oversight of and role in decisions regarding noncredit, continuing education, and community education, the above recommendations submitted by the task force address increased communication between credit and noncredit programs.