

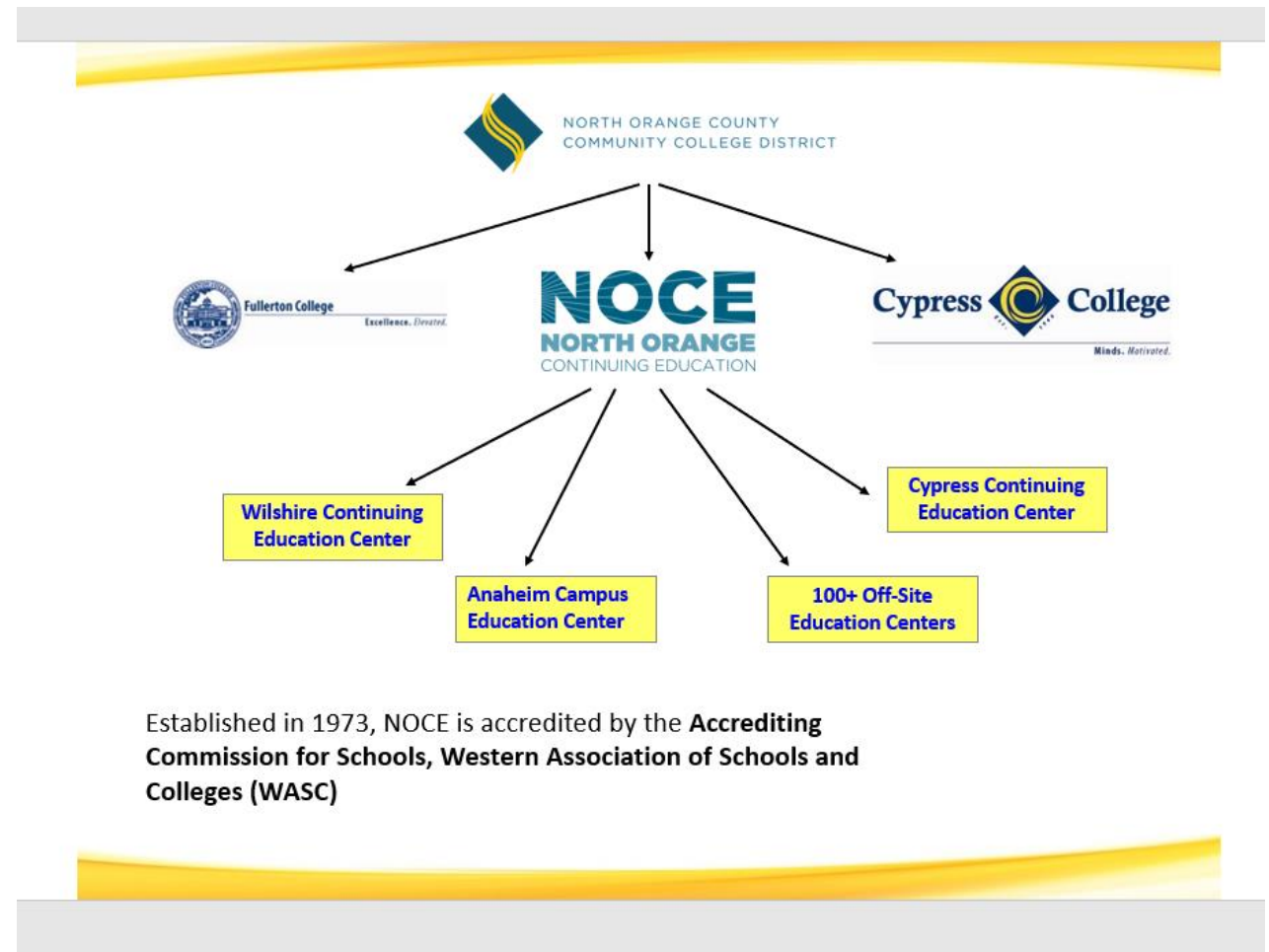
Noncredit Courses in CA CCC System

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- Dr. Michelle Fischthal, Vice President, Instructional Services, San Diego Continuing Education
- Valentina Purtell, President, North Orange Continuing Education

North Orange Continuing Education Information

- NOCE is accredited by WASC/Accrediting Commission for Schools
- Has its own Academic Senate
- Served 28, 493 students in 2018/19, generated 5000 FTES
- Awarded 222 high school diplomas and 417 CTE certificates in 2018/19
- Leads North Orange Adult Education Consortium
- Participates in LAOC SWP Consortium as an independent institution

“NOCE has changed my life a lot. I call NOCE my second home because that’s how much I love the school.” - **Elizabeth Brito, DSS Program Student**



San Diego Continuing Education Information

- SDCE is separately accredited by WASC/Accrediting Commission for Schools
- Served 38,954 students in 2018/19, generated 7,480 FTES
- Latinx = 32%,; White = 31%; Asian/Pacific Islander = 17%; African American = 8%
- 18-24 (9%); 23-29 (9%); 30-39 (20%); 40-49 (15%); 50+ (46%); 68% Female, 22% Male
- 6,484 CTE awards; 99% CNA state certification pass rate
- 92 Certificate Programs
- 48 noncredit course transitions to Credit by Exam Agreements
- Lead student feeder to the SDCCD credit colleges
- Has its own Academic and Classified Senates
- 122 contract, 220 adjunct faculty (2020)
- Lead member of the San Diego Adult Education Consortium
- Member of the SDICCCA SWP Consortium as an independent institution

* 2018/19 SDCE data unless otherwise indicated

SAN DIEGO CONTINUING EDUCATION



School of Continuing Education

- Dual accreditation under ACCJC and WASC
- 46,177 unduplicated NC students in 2018-19, generated 7,910 FTES
- 18-24 (34%); 23-29 (19%); 30-45 (18%); 46-64 (13%); 65+ (14%); 55% Female, 42% Male
- Asian (20%); Hispanic/Latinx (53%); White (20%) Black/African American (3%)
- NC fully-integrated within the college's organizational and governance structure; single college campus
- Awarded 1,991 Career Development and College Preparation (CDCP) certificates in 2018-19
- CNA and EMT state certification pass rates 80-98%
- 24% of NC CDCP students transition to credit annually; highest are in Short-term Vocational and Vocational ESL, 42% and 38%
- 32 noncredit courses have formal CR articulation agreements
- Lead for Noncredit Strong Workforce noncredit CTE collaborative project with 19 colleges
- Co-lead of Adult Education Regional Consortium with K12 partners

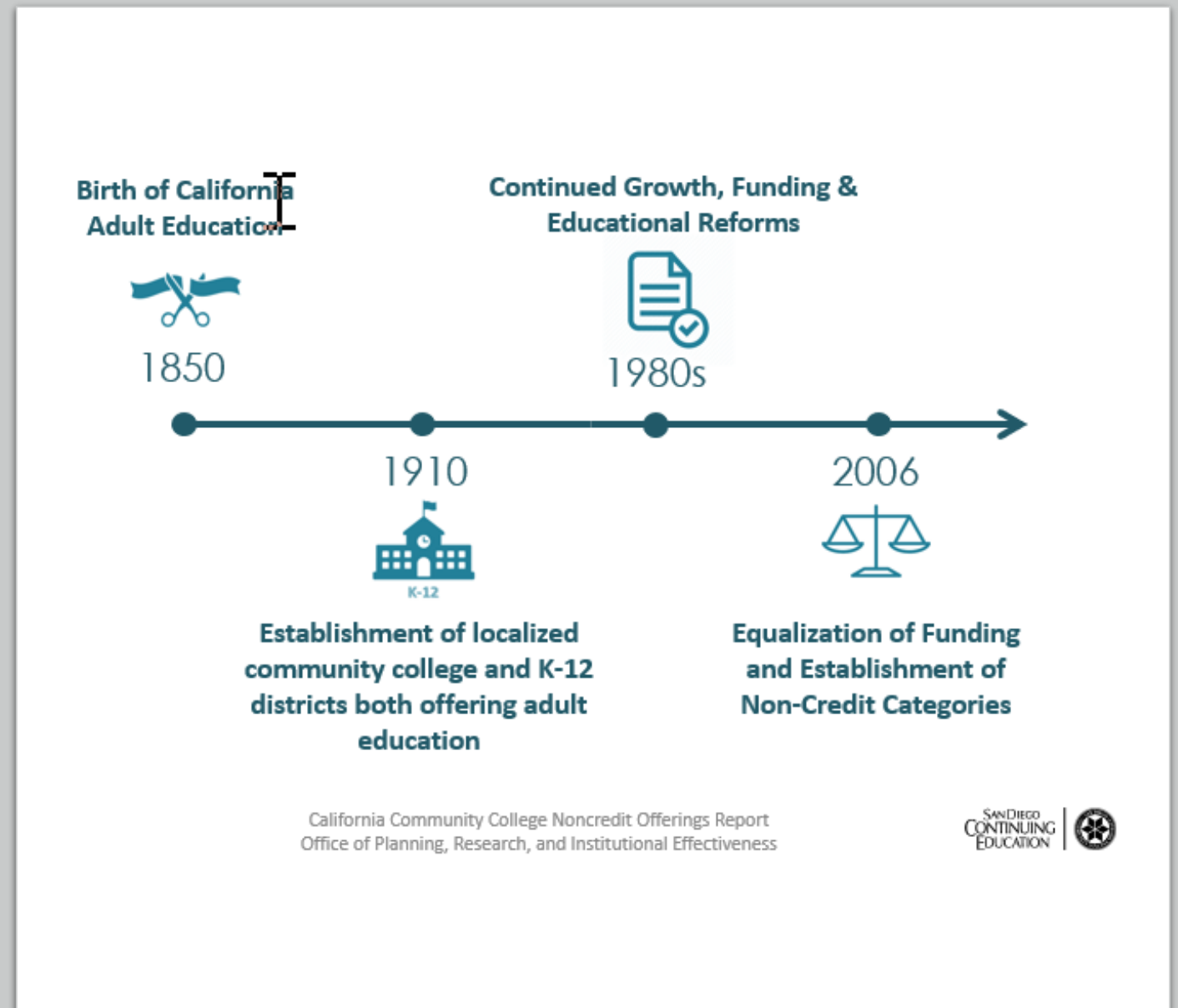


Noncredit Education and the SCFF Recommendation

- **Maintain 100% of noncredit funding in the Base allocation portion of the SCFF**
- **Maintain the current Supplemental Allocation portion of the SCFF**
 - Noncredit programs serve some of the most vulnerable student populations requiring stability of resources
 - Positive Attendance accounting method has accountability built in (FTES generated by seat time)
 - Students enrolled exclusively in noncredit programs are generally not eligible for financial aid and, therefore, cannot be calculated in the supplementary allocation numbers
 - Shifting or adding costs within the SCFF may disrupt the overall system budget
 - Noncredit student performance metrics and the data collecting mechanisms require further development

History of Noncredit Education in California

- Began in San Francisco to serve the immigrant population in literacy and vocational pathways
- There is a history of tiered funding for noncredit
- Equalized funding for noncredit CDPC courses to credit courses resulted in increases in CDCP programming, particular career education (implemented 2015)
- "Equalization" is on each FTES; however, noncredit classes track each minute of attendance while credit colleges take a enrollment snapshot at census,(at a determined point of the semester)
- Multiple institutional models (separate centers vs. Integrated within the college structure)
- Provides access through flexibility



Students Served by Noncredit Programs

- Total number FTES Served in 2018/19: 70,694.11 (approximately 800,000 students)
- Female 59%, male 39%*
- Latinx 53%, White 19%, Asian 12%*
- Three largest age groups: 40 – 54 (19%), 55 and older (17%), 20 – 24 (17%), 20 – 29 (12%)*

*Adult Education Pipeline: Statewide Metrics for 2018 – 2019



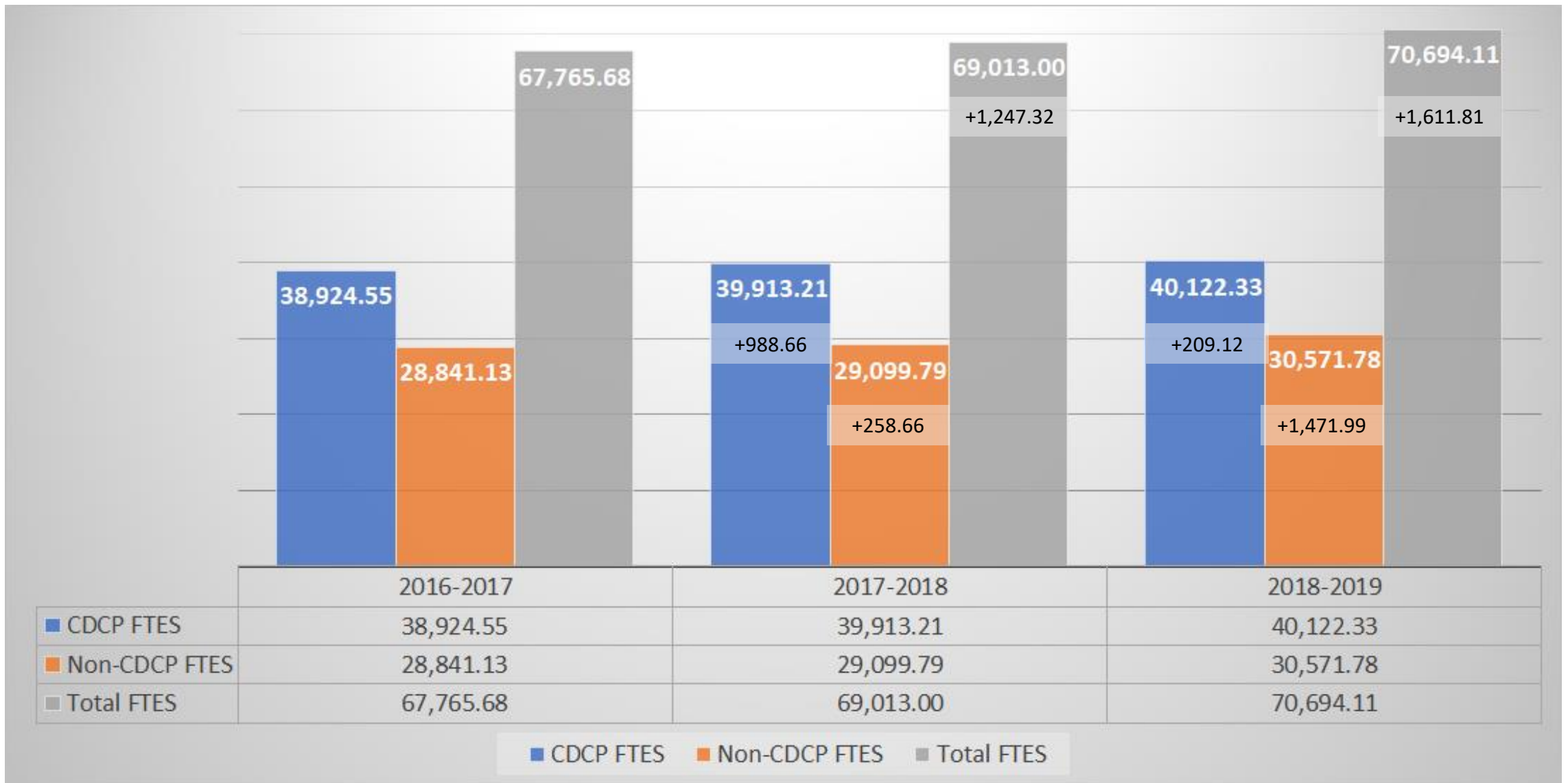
Barriers to Employment

- Two in five noncredit students (40%) indicated low income as a barrier
- One in three noncredit students (34%) indicated low literacy as a barrier
- Over half of the CA noncredit students (53% or 479, 748) indicated being unemployed long term, i.e., for more than 27 consecutive weeks

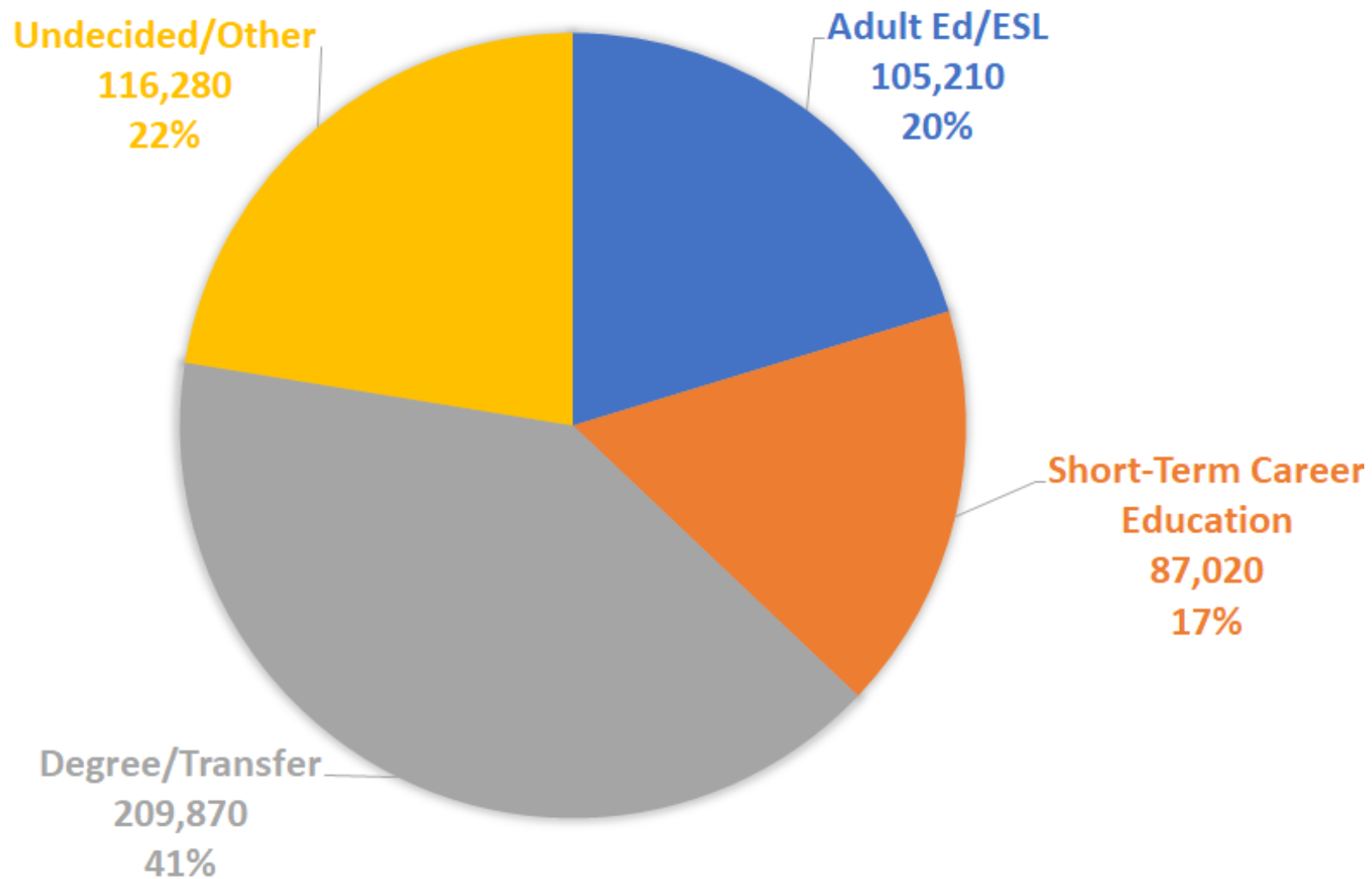
Adult Education Pipeline: Statewide Metrics for 2018 - 2019



CA Statewide Noncredit FTES



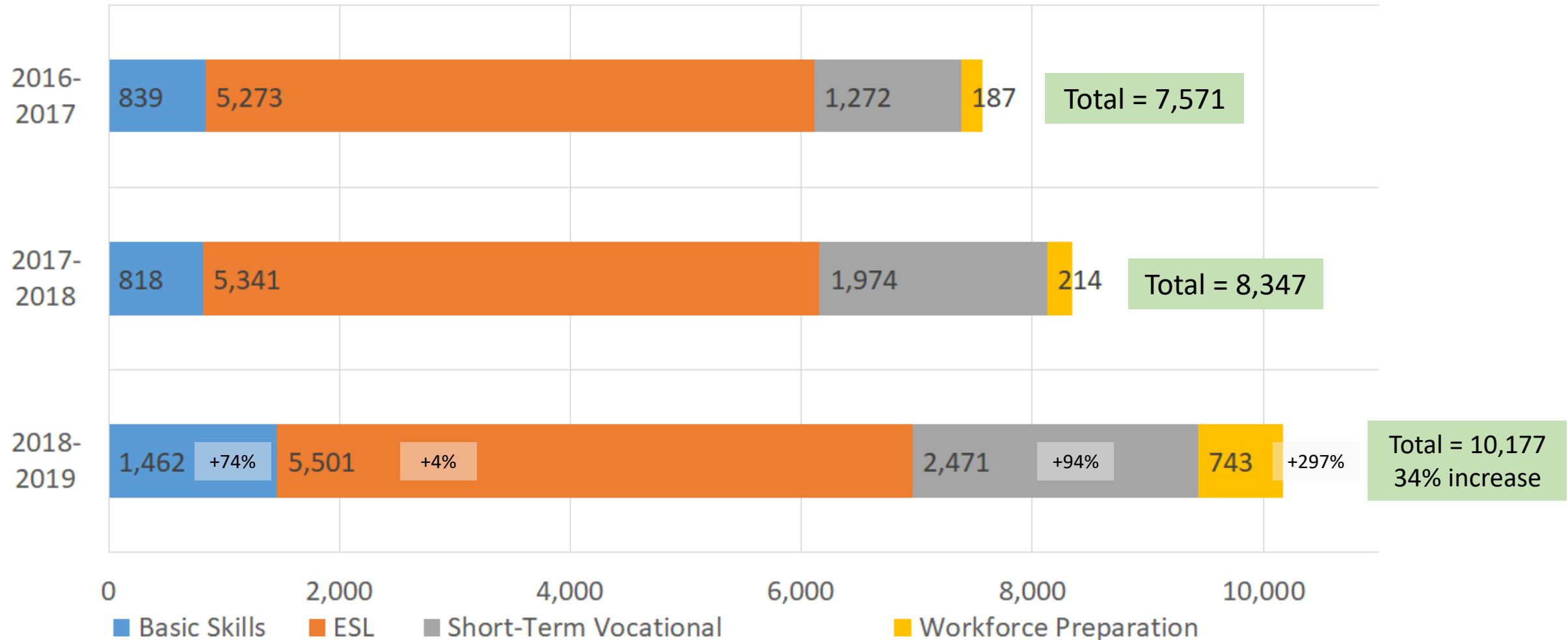
Source: California Community College Chancellor's Office Management Information Systems Data Mart



CA Statewide Noncredit Student Educational
Goals 2018-2019

Source: Cal-PASS Plus LaunchBoard
Community College Pipeline
Dashboard

Statewide Noncredit CDCP Certificates Awarded





Noncredit or credit?

- Noncredit is FREE, no pre-requisites or residency requirements
- Focus on skills/competencies tying to industry credentialing (CDPH, AWS, EMT, CNA) and college readiness
- Direct relationships with businesses, workforce development (AJCCs), CBOs, trades unions that don't require credit units
- Immediate response to college, business, community, and student need
- Short-term, intensive hands-on
- Flexible schedules outside of traditional terms; students don't become unemployed on a semester timeline
- Enrollment for students who would have not started on a career ladder or attended college
- Students can start in noncredit and articulate to credit courses

Noncredit Short – Term Vocational Outcomes SDCE Example (2019 CTEOS Data)

- **Average wage outcomes meet or exceed state and regional averages**
 - SDCE exit wage average: \$34,722
 - SDICCCA regional average: \$33,876
 - Statewide average: \$34,440
- **Career Pathway Outcomes**
 - Business and Entrepreneurship
 - SDCE exit wage: \$39,400
 - SDICCCA regional average: \$32,800
 - Statewide Average: \$35,220
 - Information Technology
 - SDCE exit wage: \$34,968
 - SDICCCA regional average: \$29,284
 - Statewide Average: \$30,132

What were the hourly wages of the students before training versus after training?





NOCE Students Benefit from Noncredit Offerings

- More than 850 students attained OC living wage in 2018/19.
- Majority of students (58%) secured a job within three months after completing training. *
- Most students (68.7%) secured a job closely related to their program of study. *
- NOCE's Workability III Program achieves the highest level of success rate in the State (44%) for total number of students served to total number of students gained and retained employment.
- Highest Number in LAOC region of SWP students attaining living wage in Office Technology/Office Computer Applications Program in 2011 – 2019
- Unique Funeral Assistant CDCP certificate leading to a BS in Mortuary Science degree

"I've always dreamed of a medical career. With the help of the NOCE Medical Assistant Program and Career Resource Center, I was able to successfully prepare and land a full-time job at St. Joseph's Hospital." – **Lisa Tran, Medical Assistant Program Student.**

* CTEOS Survey 2019 Findings

Noncredit Education Narrows the Achievement Gap

- Noncredit programs serve students from where they are and provide them with the support that they each need
- Classroom instructional models promote social integration with diverse student populations (intergenerational, cultural diversity, educational levels)
- Opportunity to obtain foundational skills and career exploration without burning through financial aid and accumulating unneeded college units
- Noncredit provides pathways to those with vulnerable or challenging educational histories, limited English
- Less restrictive application processes
- Flexibility; open entry/exit; classes scheduled based on student needs, i.e., across semesters, eves, weekends
- Noncredit support for disproportionately impacted CR and NC students (tutoring, NC counseling classes, skills support classes)
- Investments in noncredit education (full-time IT support, FT faculty and counselors, technology, professional development)
- Immediate employment adds income to family and starts a career ladder



Narrowing the Achievement Gap with Noncredit Academic Support



Academic Intervention for Math & English

English Students

2018-2019 Total AIME Enrollment	% Enrolled in or taken Transfer ENGL 1A after taking AIME	Success rate of students who took ENGL 1A after AIME
133	59%	72%

Math Students

2018-2019 Total AIME Math Enrollment	% Enrolled in or taken Transfer Math after taking AIME	Success rate of students who took Transfer Math after AIME
214	29%	77%

Transitional Math for Healthcare

Nursing Program, AS Degree (Credit)

Fall Term 3

MICR 1 or MICR 22: Principles Microbiology/ Microbiology
POLI 1: American Gov and Politics
NF 25: Intro Nutrition Science
A/AS PE: Meet AA/AS Pys Well-Being Req



Winter Term

BS HCM: Transitional Math for Health Care
• Contextualized noncredit math preparing for success in pharmacology



Spring Term 3

NURS 1B: Nursing Process II
NURS 2: Pharmacology
NURS 1A: Nursing Process I

- Summer 2018 – 100% of nursing students who attended passed Pharmacology
- In 18-19, 97% of nursing students who took this noncredit support course passed Pharmacology



Vocational ESL (VESL)

VESL Students 2015 Cohort

Total Enrolled	Transitioned to Credit (By Spring 2019)	%
260	99	38%

VESL Students 2016 Cohort

Total Enrolled	Transitioned to Credit (By Spring 2020)	%
209	79	38%

District/ College Noncredit Costs



The cost of noncredit to district/college depends on multiple factors:

Local faculty contract – load and parity

- Noncredit FT faculty are an added ongoing cost to a college/district budget because they are not part of the Faculty Obligation Number (FON)
- Number of FT noncredit faculty
- Positive attendance – only paid for students in attendance
- Student enrollment and class size
- Noncredit programs rely heavily on categorical funding because of restrictions on funding streams

Costs could be higher or lower based on the above factors

Noncredit impact on district/ college

- Fully funded NC FTES is an incentive for growth in apportionment
- For difficult to recruit credit students there must be a bridge = Noncredit Education
- Noncredit transitioning students add to credit enrollment, and subsequently, supplemental and success allocations
- NC courses support acceleration and success in credit students' Guided Pathways; add to college success outcomes
- Adds to college/district categorical revenue (Strong Workforce local and regional outcomes)

Transition students have an impact on the Success and Supplemental Metrics

24% (1,718) of Mt. SAC SCE students who began in a CDCP program in 2015-16 transitioned to credit courses by 2018-19

Impact on Success Metrics

Associate Degrees



Total receiving AS/AA Degrees = 270

ADTs



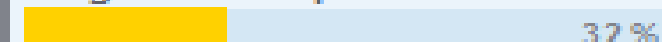
Total receiving ADT Degrees = 83

Certificates 16 +Units



Total receiving certificates = 100

Transfer Level English Completion



Total completing TLEngish = 557

Transfer Level Math Completion



Total completing TL math = 398

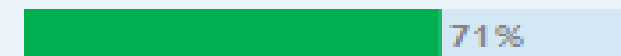
9 or More CTE Units



Total completing 9+ CTE Units = 652

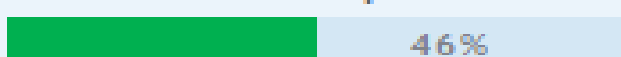
Impact on Supplemental Metrics

Promise Grant (BOG) Recipients



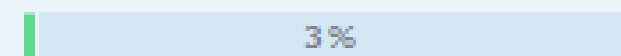
Total receiving Promise Grant = 1224

Pell Grant Recipients



Total receiving Pell Grant = 782

AB 540 Students



Total AB 540 students = 53

Final Thoughts on Noncredit Education and SCFF

❖ **Maintain 100% of noncredit funding in the Base allocation portion of the SCFF**

❖ **Maintain the current Supplemental allocation portion of the SCFF**

Noncredit education is the only Community College program that supports every part of the California Community College mission:

- Support of credit academic and vocational students
- Provision of essential adult education curricula (incl. basic education, ESL)
- Advancement of California's economic growth and global competitiveness, workforce development

Noncredit education ensures that underrepresented students are not subtracted from educational opportunities that result in transition to post-secondary, employment, and improved livelihoods

More data and simulations would be needed for policy changes related to noncredit and the SCFF

Maintaining current SCFF noncredit funding levels and structure will continue ongoing resources to students and community colleges that provide noncredit education

