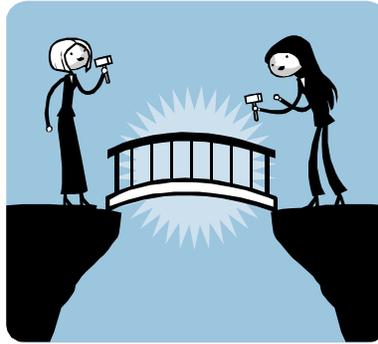# Chapter 11

Basic Skills and Noncredit: Constructing a Bridge to College and Career Opportunities

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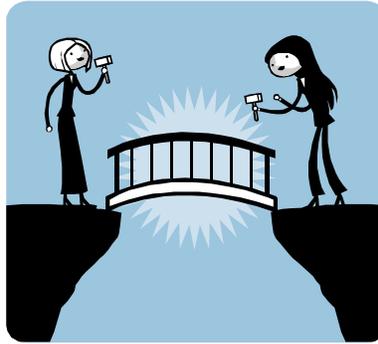Khanh Ninh, School of Continuing Education, NOCCCD (faculty)
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Chapter 11

Basic Skills and Noncredit: Constructing a Bridge to College and Career Opportunities

Who are Noncredit Students?

Judy sought to further her education. *As a mother of 3 grown children and grandmother of 5, she had worked in elementary education for 16 years before becoming a nanny and then a care provider for her older parents. At the urging of her 92-year-old mother, Judy decided to go back to school and complete her certificate in early childhood education (ECE at the local college). After completing the requirements of this noncredit program, Judy graduated in June 2007 and served as the student speaker at commencement. Subsequently, Judy was hired as a preschool teacher by a local private preschool.*

Miryam was an immigrant *and a young married mother who worked in a fast food restaurant. She began taking noncredit ESL classes at a community college, and then took classes at the noncredit adult high school diploma program at the same college. She received her diploma in June 2005, and then enrolled in the noncredit Pharmacy Technician Certificate program also at the same college. She successfully earned her certificate and plans to take credit classes at the same college, in order to complete the Nursing Program. Miryam eventually wants to continue her education to become a doctor.*

Emelia expressed the desire *to speak English in activities such as going to the store, interacting with her neighbors, or visiting the doctor. Her son, Aurelio, brought her to a noncredit ESL program at the local community college. Aurelio, also a student in the ESL program, knew that once his mom met some of his teachers, fellow students, and saw the resources available, she would want to attend regularly. Having attained education only through second grade in her native country of Mexico, Emelia knows that she faces many challenges ahead of her. Her latest quest is to recruit others to attend the ESL Program. Emelia's recruitment has been successful as her 88-year-old mother, Andrea, has recently become a student in the program. And although Andrea doesn't even know how to read or write in her native Spanish language, Emelia encourages her to work through her exercises and knows that one day they will be able to communicate in English together.*

Mariano's passion *for his new country and his desire to become a citizen led him to noncredit ESL classes at his local community college. Along with learning English, Mariano successfully completed the naturalization exam and will attend credit classes at his local community college to enhance his job opportunities and his life.*

There are thousands of stories like these happening every day. Noncredit is "a bridge over troubled waters," one that leads to a college education for many lacking basic skills, high school diplomas, English language proficiency, vocational training and the ability to compete in today's global economy.[1] Think of it as a beautifully constructed overpass that can lead to many opportunities, including all of the buildings in a college, especially the one that houses a student's dreams of degrees. For so many basic skill students, Noncredit is the first structure that gives them the tools and confidence to build others.

California Community Colleges Noncredit instruction is the first point of entry for thousands of under-prepared students who hope to enter the labor market, enroll in college and fully participate in civic society. Significant portions of these individuals are immigrants and persons of color. Noncredit instruction is intended to be responsive to multiple types of students with varied learning needs including, but not limited to:

- High school dropouts seeking a high school diploma, GED or high school equivalency;
- Persons with literacy challenges whose basic skills are inadequate to enroll in college or to find self-sustaining work
- New immigrants who have limited English proficiency and need English as a second language, citizenship/civic education or short-term vocational education;
- First-time or incumbent workers who lack educational credentials, basic literacy skills or technical skill sets and are in need of short-term vocational education training;
- Adults receiving public assistance/welfare recipients;
- Persons involved with the penal system;
- Disabled persons in need of independent living skills and short-term education;
- Older adults in need of skills to help obtain and navigate community and social service systems, and maintain their economic, physical and mental health; and
- Parents in need of parenting and life management skills.[2]

For many community colleges in California, the bridge of Noncredit is a mystery. Others have large and flourishing programs. This chapter is written two different audiences: those of you who are actively working on that bridge for students, already teaching in Noncredit, and those of you simply interested in learning how Noncredit works and perhaps helping your college to explore its options to open doors for students. Our focus is Noncredit basic skills and ESL. By the state's definition, this includes adult basic education (ABE), equivalent to instruction provided in grades 1 through 8, and adult secondary education (ASE), equivalent to instruction supplied in grades 9 through 12, leading to a high school diploma or preparation for the General Education Development (GED) examination, English as a Second Language (ESL), citizenship preparation.

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[1] Sibley-Smith A. and the Ad Hoc Noncredit Committee. (May 2008). *"…Like a Bridge Over Troubled Waters",* Senate Rostrom, The Academic Senate for California Community Colleges (ASCCC); Sacramento, CA.

[2] Boatright, D. (2005). *Noncredit Instruction – A Portal to the Future.* A presentation to the Board of Governors.

A Little Background

In 1960, the Donahoe Higher Education Act implemented the landmark "California Master Plan for Higher Education 1960-1975" and mandated that junior colleges be independent of unified school/high school districts. The separation of adult education in the community colleges from adult education in the K-12 districts brought about the two current systems that you are probably familiar with today. Adult education in the community colleges was then dubbed "Noncredit" and was run solely by the community colleges.[3]

California's community colleges have the distinct advantage of being responsive to the changing demographics, economic trends and political changes within the state. The challenge of mushrooming high school drop-out rates, the influx of immigrants, and rapid changes in technology and labor force needs pose an increased demand upon higher education institutions. Community colleges provide a delivery system that is more accessible and effective for diverse populations, unskilled workers, and individuals seeking post-secondary educational experiences than other institutions of higher learning. For many colleges, one of the ways they are answering these new challenges is through their Noncredit programs.

Quiz on Noncredit Basic Skills & ESL

Let's see what you already know about Noncredit Basic Skills and ESL. Take the quiz below, marking the answers True or False.

1. Of all the community college districts in the state of California, most offer some form of noncredit instruction.
   A. True
   B. False

2. In 2006/07, there were more students enrolled in **credit** Basic Skills and ESL courses than there were in **noncredit** Basic Skills and ESL courses.
   A. True
   B. False

3. More than 1,000,000 Californians, between the ages of 18 and 25, lack a high school diploma.
   A. True
   B. False

4. The high school drop-out rate varies from 30% as the statewide average to 60% in some urban areas.
   A. True
   B. False

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[3] ASCCC, Educational Policies Committee. (2007) *The Role of Noncredit in the California Community Colleges*. Academic Senate for California Community Colleges; Sacramento, CA. Retrieved at http://www.asccc.org/Publications/Papers/Downloads/Noncredit_2006.doc

5. Most California community college districts offer adult high school diploma programs.
    A. True
    B. False

6. Course delivery for Noncredit is the same as for Credit classes.
    A. True
    B. False

7. **ALL** Noncredit courses are open entry/open exit.
    A. True
    B. False

8. The state allocation structure for Noncredit FTES and is different than credit instruction.
    A. True
    B. False

9. Statewide, one in _____ AA or AS degree-earners started in Noncredit.
    A. twenty
    B. twelve
    C. ten
    D. four

10. What student services support basic skills and some other noncredit instruction?
    A. assessment
    B. orientation
    C. counseling
    D. all of the above

11. Matriculation services are not available for noncredit ESL students.
    A. True
    B. False

Look in Appendix 1 for the answers to the quiz.

Please read the following sections of the chapter for more detailed answers to the quiz.

Who Offers Noncredit?

(Quiz Question 1: Of all the community college districts in the state of California, most offer some form of noncredit instruction – True).

Approximately 1.2 million students are enrolled in K-12 adult education classes and **800,000** are enrolled in noncredit education within the community colleges. Currently, **71** of the 72 community college districts offer some form of noncredit. The nine authorized categories for state-supported noncredit courses include parenting, basic skills, English as a second language (ESL), short-term vocational, home economics, health and safety, and courses for persons with disabilities, older adults and for immigrants such as citizenship. Yet, while everyone offers some sort of Noncredit, only a few colleges have large programs. The largest providers of state-supported noncredit education programs are the San Francisco, San Diego, Rancho Santiago and North Orange County community college districts.

Look at the chart below that lists 25 colleges that are highly active in noncredit. These top 25 colleges claimed 71,942 noncredit FTES of the total 86,426 noncredit FTES in 2005-06 (83%).

COLLEGE	DISTRICT	NON-CREDIT FTES
San Francisco	San Francisco CCD	11,744.60
San Diego	San Diego CCD	9,597.37
Rancho Santiago CED	Rancho Santiago CCD	9,236.45
North Orange	North Orange CCD	6,782.75
Mt. San Antonio	Mt. San Antonio CCD	5,411.60
Santa Rosa	Sonoma CCD	3,677.57
Glendale	Glendale CCD	2,495.46
Butte	Butte CCD	1,986.23
Santa Barbara	Santa Barbara CCD	1,771.97
Merced	Merced CCD	1,591.18
Pasadena	Pasadena CCD	1,561.61
LA City	Los Angeles CCD	1,560.74
Monterey	Monterey CCD	1,503.30
Palomar	Palomar CCD	1,484.03
Saddleback	South Orange County CCD	1,328.56
Citrus	Citrus CCD	1,265.58
East LA	Los Angeles CCD	1,205.79
Allan Hancock	Allan Hancock CCD	1,129.63
Long Beach	Long Beach CCD	1,119.10
Rio Hondo	Rio Hondo CCD	1,102.57
MiraCosta	MiraCosta CCD	1,064.22
San Joaquin Delta	San Joaquin Delta CCD	862.10
Napa	Napa CCD	854.64
Desert	Desert CCD	827.20
LA Trade	Los Angeles CCD	777.55

Figure 3: The 25 Colleges with the Highest FTES, 2005-06[4]

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[4] California Community College Chancellor's Office [CCCCO]. (2006*) A Learner-Centered Curriculum for all Students, The Report of the Noncredit Alignment Project. Figure 3: The 25 Colleges with the Highest FTES* p10.CCCCO; Sacramento, CA. Retrieved at
http://www.cccco.edu/Portals/4/AA/Noncredit/alignment_proj_rpt.pdf

If 83% of the 800,000 Noncredit students come from only 25 of our 110 colleges, why aren't more colleges getting into the Noncredit bridge building business? One answer is that many colleges may not offer more noncredit instruction because, traditionally, the community colleges offered adult education only with a required memorandum of understanding (MOU) with the K-12 districts in their areas. However, colleges are **no longer** required to have an MOU with K-12 adult education schools, although most colleges report strong relationships with the local K-12 adult education providers. In addition, according to anecdotal interview data, many colleges are limiting their noncredit offerings to tutorial and basic skills.[5]

How Many Community College Students are Enrolled in Noncredit?

(Quiz Question 2: In 2006/07, there were more students enrolled in credit Basic Skills and ESL courses than there were in noncredit Basic Skills and ESL courses – False).

It might surprise you to learn that more students are enrolled in Noncredit Basic Skills and ESL courses than those in credit. Take a look at the numbers below.

California Community College Academic Year 2006/07
Headcount of students enrolled in Basic Skills & ESL[6]

Credit	Noncredit
326,478	393,004

Who are these students enrolling in Noncredit?

Much like California itself, the population of Noncredit students is very diverse:
- 57% are underrepresented minorities; 12% are listed as "unknown" and could very likely increase this figure.
- Hispanics or those of Hispanic descent comprise the largest ethnic group (32%); 31% are Caucasian (white non-Hispanic); Asians comprise 12%; African-Americans comprise 6%; Filipinos 3%; American Indians and Alaskan natives are slightly less than 1% and Pacific Islanders are also slightly less than 1%; other non- whites are listed at 2%.
- For the past five years or more the two largest age groups are 18-24 (36%) and 65 plus (22%).
- Approximately 5% of the noncredit students are disabled.
- Close to 23 percent are legal immigrants

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[5] California Community College Chancellor's Office [CCCCO]. (2006*) A Learner-Centered Curriculum for all Students, The Report of the Noncredit Alignment Project* CCCCO; Sacramento, CA. Retrieved at http://www.cccco.edu/Portals/4/AA/Noncredit/alignment_proj_rpt.pdf
[6] Source: modified from the Board of Governor's (BOG) for California Community College. (January 2008). *Report on the System's Current Programs in English as a Second Language (ESL) and Basic Skills.* Academic Affairs Division of the System Office, CCCCO: Sacramento, CA.

Do you remember the table with enrollment statistics on who the students with basic skills needs are from Chapter 1 in this Handbook? Take a look at it again (reprinted below). Note the numbers for both Asian/Filipino/Pacific Islander and Latina/o students. If we do not have strong Noncredit programs, we may miss building a bridge for these groups to college. Noncredit instruction is a viable means of achieving the California Community College System's vision to provide upward social and economic mobility through a commitment to open access and student success by delivering high quality, affordable and comprehensive education to all Californians.

Table 1
California Community College Academic Year 2006-2007
Headcount of Students System-wide as Compared to
Students Enrolled in Credit and Non-credit by Ethnicity[7]

ETHNICITY	% OF TOTAL HEADCOUNT (Total Unduplicated headcount)	% OF TOTAL ENROLLMENT in **Credit Basic Skills & ESL** (total headcount)	% OF ENROLLMENT in **Non-credit Basic Skills & ESL** (total headcount)
AFRICAN-AMERICAN	7.49% (196,449)	11.24% (36,688)	6.23% (24,470)
ASIAN/FILIPINO/ PAC ISLANDER	16.40% (429, 897)	17.00% (55,529)	19.39% (76,208)
HISPANIC/ LATINA/O	28.79% (754,708)	41.40% (135,156)	43.72% (171,821)
NATIVE AMERICAN	0.86% (22,433)	0.92% (2,987)	0.54% (2,115)
OTHER, NON-WHITE	1.98% (51,999)	1.99% (6,485)	1.89% (7,420)
WHITE	35.40% (928,056)	22.57% (73,702)	18.69% (73,459)
UNKNOWN	9.08% (237,903)	4.88% (15,931)	9.54% (37,511)
TOTAL	**100% (2,621,445)**	**100% (326,478)**	**100% (393,004)**

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[7] Source: modified from the Board of Governor's (BOG) for California Community College. (January 2008). *Report on the System's Current Programs in English as a Second Language (ESL) and Basic Skills.* Academic Affairs Division of the System Office, CCCCO: Sacramento, CA. (Found on pages 5 – 7.)

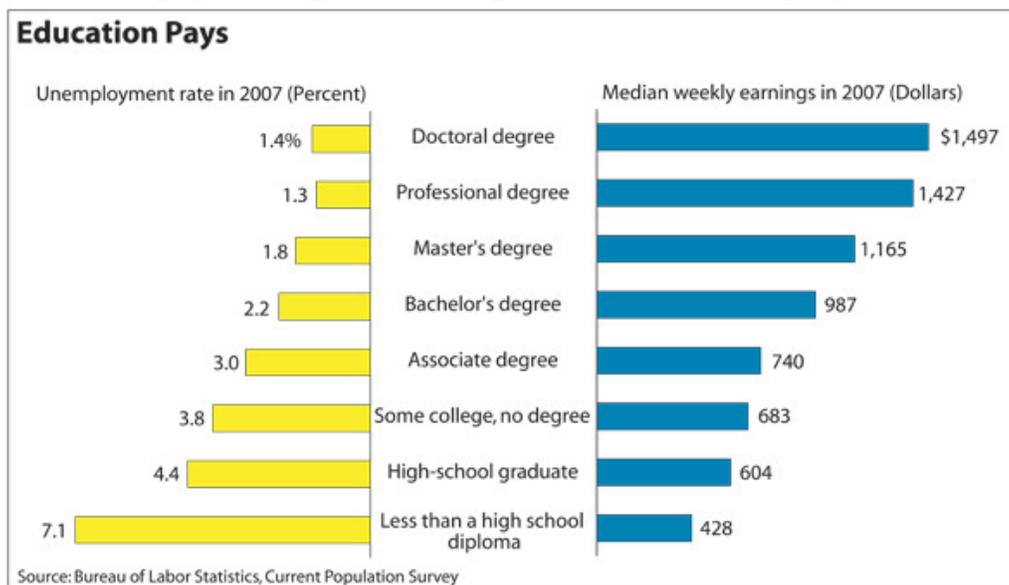### The Need for Noncredit for High School Students

(Quiz Questions 3: More than 1, 000,000 Californians, between the ages of 18 and 25, lack a high school diploma – True. Question 4: The high school drop-out rate varies from 30% as the statewide average to 60% in some urban areas – True. Question 5: Most California community college districts offer adult high school diploma programs - False.)

More than one million Californians between the ages of 18 and 25 lack a high school diploma. This is a very alarming number. Worse, approximately 30 percent of all high school students drop out. The dropout rate for African-Americans and Latina/os is even higher at 40%. In some urban areas, the dropout rate is close to 60%.

What does it mean for California to have so many of its citizens without high school diplomas?
The California Dropout Research Project published in August of 2007 reported that California sustains $6.4 billion in total economic losses from each cohort of 120,000 20-year-olds who do not complete high school. An "average" high school graduate earns $290,000 more over a lifetime than does a high school dropout, and pays $100,000 more in federal, state, and local taxes. The project also found that high school graduation reduces crime: by 20% for murder, rape, and other violent crimes; by 12 for drug-related offenses, and by 11% for property crime. A high school graduate compared to a dropout is 68% less likely to be on any welfare program.[8] Certainly, we will not be able to continue as a leader in the nation if we do not address the education of so many of our young people. Noncredit is one means, a bridge if you will, for young people to walk over to come back to school and get their high school degree.

Education pays in higher earnings and lower unemployment rates.[9]

Education Pays

Unemployment rate in 2007 (Percent)		Median weekly earnings in 2007 (Dollars)
1.4%	Doctoral degree	$1,497
1.3	Professional degree	1,427
1.8	Master's degree	1,165
2.2	Bachelor's degree	987
3.0	Associate degree	740
3.8	Some college, no degree	683
4.4	High-school graduate	604
7.1	Less than a high school diploma	428

Source: Bureau of Labor Statistics, Current Population Survey

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[8] Belfield, C. and Levin, H. (2007). *The Return on Investment for Improving California's High School Graduation Rate.* University of California Santa Barbara. *California Dropout Research Project.* (2007). Retrieved at http://www.lmri.ucsb.edu/dropouts/pubs_reports.htm

[9] Bureau of Labor Statistics, Current Population Survey. *Education Pays.* (2007) retrieved from http://www.bls.gov/emp/emptab7.htm

Adult Secondary Basic Skills (also known as Adult High School Diploma Programs or ADSDP) offer classes in GED test preparation and high school diploma subjects. A total of nine community college districts in the state provide noncredit basic skills that also include adult high school diploma courses: Desert, Glendale, MiraCosta, Mt. San Antonio, North Orange County, Rancho Santiago, San Diego, San Francisco and Santa Barbara. Many of these adult high school diploma programs are primarily conducted in an instructional lab environment where students may attend on a flexible schedule. These classrooms support a range of student ages (e.g. 18 to 84) and populations, including ESL learners and students referred by the Disabled Student Programs and Services (DSPS) department. However, the need for these classes and the delivery modality are determined at the local level. In contrast to the open entry/open exit delivery mode, the MiraCosta Adult High School Diploma Program, where attendance and enrollment are required, has a very successful nine week program that has been running since 1970. This difference in delivery of Adult High School Diploma Programs represents the characteristic flexibility associated with non-credit instruction.

Instructional Delivery
(Quiz Question 6 -- Course delivery for Noncredit is the same as for Credit classes --False.)

The Noncredit community college programs are in essence a "college without walls" whose ability to offer classes that respond to the community and business educational needs, with flexible scheduling, short-term, open-entry/open-exit courses, and competency-based instruction, reaches a diverse population. While credit courses also offer flexible scheduling, almost all non-credit courses are offered in these formats. This enables continuing education programs to "keep a pulse" of the changing needs in the local community.

Non-Linear Delivery

Noncredit students bring diversity into the classroom. Each person's learning style is unique and varies enormously. Noncredit instructors must also approach Noncredit students in a non-linear fashion:

Recycling and reinforcement – materials must be presented multiple times both to catch students who missed the first presentation, but also to reinforce the material for those who were present.

Spiraling – material needs to be re-presented in new contexts for better integration (not in a gradual progression)

Experiential loop – students take what they learn and use it in the world; then they bring back their experiences and questions to the class (competency-based education)

Scaffolding – "providing contextual supports for meaning through the use of simplified language, teacher-modeling, visuals and graphics, cooperative learning and hands-on learning".[10]

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[10]Ovando, C.J., & Collier, V.P., & Combs, M.C. (2003). *Bilingual and ESL Classrooms*: Teaching in Multicultural Contexts (3/e.). Boston: McGraw Hill. ISBN 0-07-240737-9 http://catalogs.mhhe.com/mhhe/viewProductDetails.do?isbn=0072407379 As quoted by Keech, G. 2007. *Noncredit 202: Pedagogies and Uses.* A PowerPoint presentation to the ASCCC fall plenary session, November, 2007.

<u>Multi-level ESL Delivery Formats</u>
Noncredit ESL classes are offered throughout the local community. These locations, whether they are held in local libraries, K-12 schools or community centers, are often within walking distance of the adult students. **Multi-level ESL** classes are not an unusual occurrence. Many positive aspects exist which support this type of instruction:

- Attracts enough students to meet the college minimum attendance requirements
- Strong sense of classroom community as students often know each other
- Students at the lower levels are assisted by students at a higher level
- Higher-level students serve as role models and motivators for lower-level students
- Some centers provide childcare, which increases retention
- Teachers see the same students progress through the levels, thus learning more about their unique needs[11]

For Noncredit programs throughout the state, the goal is to equip students with the language and technology skills, as well as cultural knowledge to fully participate in our society as students, workers, parents, and citizens. ESL programs offer fully articulated core curriculum consisting of six language proficiency levels (Beginning Literacy through Advanced) as well as a full spectrum of specialized language acquisition courses including computer skills for ESL, Vocational ESL, and Citizenship Preparation. Our students learn language through the means of classroom instruction, technology, and community-based experiential learning.[12]

Noncredit Delivery Modes: Open Entry/Open Exit Format and Managed Enrollment (*Quiz Question 7* – All non-credit courses are offered as open entry/open exit. – false)

While the largest non-credit institutions in California do open entry/open exit formats with data to support the rationale for this delivery mode, it is incorrect to assume that non-credit must be delivered in this format alone.

<u>Open Entry/ Open Exit Delivery Methods</u>
The majority of Noncredit classes are offered on a flexible basis, where students may enroll and attend at any time during the school year using an open entry/open exit process is foreign to most credit course instructors. That is, students usually, except for structured classes, register and attend whenever classes are offered, even in the middle in the semester. And they may exit when they choose. Students set their own schedules and study at their own pace. The individualized instruction allows for students to complete courses and earn credits throughout the school year.

When students enter the self-paced instructional environment, most programs issue a student contract, guide or competency-based course outline that specifies in detail the course requirements, assignments and exams. Students use these documents to track progress and record scores or grades. Those who are enrolled in structured classes are also given a syllabus that delineates course and student expectations to successfully complete the class.

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[11] Jack Bailey, Program Director, ESL and Foreign Languages, Santa Barbara City College
[12] Valentina Purtell, ESL program coordinator, School of Continuing Education (NOCCCD)

The instructional delivery modes should be determined based upon the successful outcomes of the students. Colleges such as Santa Barbara and MiraCosta use a method of delivery called managed enrollment which addresses some of the issues of accountability faced by instructors and students in open entry/open exit systems. In managed enrollment programs, institutions are designing programs with more structured time frames based on data about student attendance programs. With managed enrollment, there are enrollment deadlines and restrictions on the number of classes that can be missed. How is this based upon student outcomes, you ask. MiraCosta has been offering managed enrollment ESL classes since 2001 with student persistence rates of 78-80% and student promotions from level to level of 50% per term. However, again reflecting the flexibility of non-credit, there may be additional optional classes in less structured formats such as learning labs or distance learning classes.

Instructional Components and Supports for Noncredit Instruction

Curriculum Development and Classroom materials

Curriculum development and textbook selection is primarily the responsibility of the faculty. Some campuses have a scheduled time during the school year to set goals, review course content and revise curriculum. Others examine teaching materials periodically and reach consensus with department members prior to implementation of new course content. Prior to any curricular revisions, programs have focused on course rigor, selecting instructional materials with content that aligns with state standards.

A wide range of textbooks and supportive materials are available. The adult basic education (ABE) courses mainly focus on developmental reading, writing and mathematics skills and offer supplemental instruction in basic, functional academics such as English or composition to support students who are attended higher-level courses. The GED test preparation and high school diploma courses typically use the standard published textbooks, some of which are state-adopted texts. Some programs also assign materials according to the corresponding reading level of each student and others require that the student attain a certain reading level before being enrolled in an ASE course. In addition to written materials, audio-visual tools, software applications and online resources are available to students at many campus locations. Technology is incorporated effectively where both adequate facilities exist and sufficient budget allocations allow.

Instructional Technology

Along with traditional classroom presentations and individualized instruction models, some computer-assisted/technology-based tools are used. For the most part, computers are used as supplemental guides or complements to the textbook or classroom instruction; although, in a few cases computer software was the primary method for delivering instruction and providing assessment. Most prevalent was the use of word processing for note-taking, chapter outlines and compositions. With student e-mail accounts provided, some instructors request that documents are created, edited and then submitted via e-mail for class assignments. Many textbook publishers also include resources on CD's and links to websites or virtual tours. Check out the section on "Effective Practices" to learn more about technology-assisted instruction techniques.

At **Santa Rosa Junior College**, each course has a technology component, which includes various software and online programs in subject areas, keyboarding, Internet search assignments, and word-

processing lessons. These activities prepare students for college courses and for workplace situations. Furthermore, the courses are structured so that students have frequent opportunities to interact with instructors one-on-one, which increases students' perceptions of themselves as college students who use education to pursue a specific career goal.[13] A new Hybrid/Distance learning version of noncredit ESL has greatly improved access to instruction to under-represented student populations. A new Distance learning/Hybrid noncredit ESL class in a remote area of Sonoma County was initiated in 2008. For the first time, this effort developed collaboration with the Disability Resources to provide access to noncredit ESL (via DVD/Distance learning) to a student with disabilities who previously was unable to study due to mobility issues.[14]

See additional effective practices later in the chapter.

Supervised Tutoring

Tutors are "the friendly faces that our students seek"… and are able to provide both small group and one-on-one instruction in a variety of subjects. "Students are being engaged in relevant content areas, asking questions, and using their critical thinking skills to discover the answers and reach their conclusions."[15]

However, it is important to point out that in many community college districts, the term "Noncredit" is solely used to refer to supervised tutoring. For the purposes of this chapter, this is not "true noncredit." In reality, it is a credit function for credit students in which apportionment may be claimed under noncredit basic skills. There are specific legal requirements for providing this type of instruction on a college campus (see Appendix 2).

See additional effective practices later in the chapter.

Outreach and Retention

Outreach and retention efforts can be critical in Noncredit. In Noncredit, as in credit, if sufficient enrollment is not maintained, a class may be cancelled. That's why, for the open entry/open exit courses, strategies for retention are important. "Noncredit courses are free and students 'vote with their feet'. If they don't like something about the scheduling or the instruction, they drop out." [16] It is very important to conduct ongoing research on outreach and retention in order to determine what works and what doesn't.

At **Glendale CCD's Garfield** Campus, outreach efforts include post cards that are filled out at registration by each student. One classified member is responsible for generating attendance reports and will send out these cards as a reminder for the next term to improve retention.

To ensure that all students are well informed and on target for graduation, the instructor provides tools to monitor attendance and improve retention. A student guide for time management displays a grid of days and hours left before graduation day. This serves as a measure for their "Countdown to Success."

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[13] Wanda Burzycki, Academic Skills Lab coordinator, Santa Rosa Junior College

[14] Martha Estrin, ESL coordinator, Santa Rosa Junior College

[15] Vanessa Christian, basic skills instructor, North Orange County Community College District

[16] Sylvia Ramirez, MiraCosta College

Two months each school year are designated to remind students of graduation plans. A monthly attendance report keeps all lab staff informed of enrollment, student progress and potential graduates. The lead instructor also has a system for outreach to students in the form of letters. Regular correspondence is mailed out as follow up to the first orientation day, for completing an assigned subject and for earning a grade of "A" in a course.

At the **College of Marin,** 60% of the noncredit ESL students, on average, remain in class from the beginning to the end of the semester. An average of 65% of the students move up after completing one semester in a particular level. Noncredit ESL is, by its nature, self-directed. Nothing forces a student to enroll or stay in class. Progress is dependent on students achieving a certain level of competency. Students learn that their progress and success rests on their own shoulders. Students who enter are motivated by family and work-related necessities. Their initial goals revolve around language acquisition, but as time goes on, these goals increasingly evolve to include vocational training or college as ultimate destinations.[17]

As with credit courses the retention, progress and success of Noncredit students is reported in the Accountability Report for Community Colleges (ARCC) and reviewed locally by the Board of Trustees but also at the state level by the legislature. Consideration of dynamics that influence student retention and success, analysis of this data and improvement of services are important activities faculty and administration must consider. Remember, it is all about helping the students to succeed!

See additional effective practices later in the chapter.

Funding for Noncredit

(Quiz Question 8 - The state allocation structure for Noncredit FTES and is different than credit instruction - *True).*

Funding for noncredit and credit instruction differs. State apportionment for Noncredit is allocated to districts based on "positive attendance," whereas credit allocations are based on attendance collected on a "census week." Noncredit's positive attendance formula means that every hour a student attends class needs to be reported. This requires attendance to be taken each day of class for the extent of the term or semester. Noncredit is funded at 60% of the rate that credit classes are funded (see chart on the next page).

However, there is now additional funding for Noncredit courses. On January 16, 2007, the Board of Governors adopted two sets of emergency regulations to implement SB 361. The legislation is intended to provide support for courses for Career Development and College Preparation (CDCP). The requirements are that the courses are developed in a sequence (of two or more) which, upon completion, will lead a Certificate of Competency or a Certificate of Completion that leads to various outcomes:

- Improved employability or job placement opportunities

- Articulation with college-level coursework

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[17] Sara McKinnon, ESL instructor, College of Marin

- Completion of an associate of arts degree

- Transfer to a four-year degree program

The Career Development and College Preparation (CDCP) courses may be developed in the following areas to qualify for the enhanced funding:

- Elementary and secondary basic skills
- Workforce preparation classes
- Short-term vocational – with high employment potential
- English as a second language and vocational English as a second Language[18]

This enhanced funding bumps up the rate for these Noncredit courses to 70.8% of the amount that credit courses are funded.

Instruction Method	State Allocation per FTES
Credit	$4,367
Noncredit standard rate	$2,626
Noncredit enhanced rate	$3,092

Further information on Legal Requirements for Noncredit Apportionment is available at
http://www.cccco.edu/Portals/4/AA/Noncredit/n_legal_summary_040405.pdf

College Transitions
(Quiz Question 8: Statewide, one in __4__ AA or AS degree-earners started in Noncredit – four).

How do Noncredit students learn about the advantages and opportunities of a college degree, career or transfer to a university? Efforts in Noncredit statewide are expanding the possibilities for these students who first enter our community college system. Have you heard that, on a statewide average, one in four Associate degree earners have started on

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[18] PowerPoint presentation: www.ccsf.edu/Offices/Government_Affairs/Doc/NONCREDIT361.ppt

the path to credit through a noncredit class?[19] Continue reading to find out about the many efforts statewide that have resulted in noncredit students' increased interest and enrollment in college programs.

Noncredit Student Services

(Quiz question 9: What student services support basic skills and some other Noncredit instruction? – All of the above - Assessment, Orientation and Counseling.

Placement Assessment, Orientation and Counseling

Noncredit basic skills instruction addresses specific student needs through placement assessment and preparation of academic skills, including counseling in personal goals and advisement in college and/or career choices. Most programs offer a selection of initial placement assessments to determine current functional academic skills in reading, writing and mathematics. Noncredit programs use standardized assessment tools such as The Test of Adult Basic Education (TABE), Comprehensive Adult Student Assessment Systems (CASAS) or locally developed intake instruments as tools for advisement purposes. Typically, there is an orientation scheduled so that students receive pertinent information about the program before enrolling. Counselors or advisors are available to discuss the academic preparation, transcripts, and various life goals of each student before advising which classes are appropriate.

San Diego Continuing Education has a counseling department that has been providing Matriculation Services to noncredit students for the past 10 years. The matriculation process provides students with a structure of components that, when followed, provides students with a series of steps to be taken to promote success. There is research to support the benefits of assessment, orientation and counseling, and in addition, the process is preparing students for a similar experience at college.

A little legislative history may be helpful at this point. The passage of AB 3 in 1986 established a given set of services to be provided for students enrolled in credit courses. Although some community colleges did provide those services to noncredit students, AB 3 did not allow the use of Matriculation funds for those activities. It wasn't until the 1996-97 legislative session that new legislation (AB 1542 and AB 107) allowed California colleges to extend Matriculation services to noncredit students enrolled in designated classes.

Incoming and prospective vocational and basic skills students receive the following services:
- Orientation - provides to new or prospective students information about their educational options, career options, student rights/responsibilities and other resources the school provides.
- Assessment – counseling faculty members utilize multiple measures for placement advice.

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[19] Smith, Leslie, 2006. *Noncredit: The Educational Gateway.* City College of San Francisco. A PowerPoint presentation at the Board of Governors on July 9, 2006, California Community Colleges: Sacramento.

- Counseling – counselors provide professional guidance to identify educational goals, provide appropriate course placement, and make referrals to other services or community agencies to alleviate academic or personal difficulties.
- Student Ed Plans – counselors assist students in developing a specific immediate educational goal, with a plan of the courses, programs, and services required to achieve that goal. Counselors also help students in clarifying long-term goals that may include transitioning to continued vocational training, work or college.
- Follow-up - counselors provide post-enrollment support and may provide interventions through one-on-one counseling or referrals to other services when needed.

Initially, counselors provided orientations for incoming upper-level ESL students. However, due to the large numbers of students, it became too time consuming and unmanageable. Instructors at most campuses now provide a 3-hour orientation and give a tour of the campus with a stop at the student services office to meet the ESL counselor. Counselors and instructors work cooperatively to develop the orientation curriculum and materials. The materials created include a student handbook and orientation DVD. The additional benefit of the current ESL orientation system is that it is now possible for counselors to conduct classroom presentations designed to assist students in making decisions about secondary academic and vocational goals.[20]

Prior to enrollment at the **John Adams Campus** for **City College of San Francisco**, diploma students must attend a "Success Workshop." This activity provides key information about the program expectations and offers goal-planning strategies. Shortly thereafter, a placement test, the Comprehensive Adult Student Assessment System (CASAS), and a counseling session are held for each student. Placement scores dictate the level in which the student may enroll. If the score does not reach the high school criteria, a student is advised to enroll in either the Basic Skills Level I or Level II course.

In most programs, students with low assessment scores, insufficient academic preparation and/or learning challenges are advised to begin supplemental instruction. These services refer the student to ABE courses or provide other supportive methods to improve skills (e.g. learning lab, tutoring session or DSPS accommodations). Another benefit of having these Noncredit students served on or nearby a college campus is the access they have to college classes and services. On certain campuses credit students also enroll in noncredit basic skills labs to improve academic skills. At **Santiago Canyon College**, Noncredit and credit students study in the same developmental skills lab where both diploma courses and college coursework are completed.

Commencing with the 2003/04 school year, students receiving diplomas from a school district must pass the **California High School Exit Exam** (CAHSEE) by the end of the 12th grade. Adult education students attending a local high school district would also be required to pass this exam before being awarded a diploma. Currently community college districts that grant a high school diploma are not subject to any requirement that the students successfully pass the CAHSEE. However, the San Diego Community College District does include this exit exam as part of the joint diploma graduation requirement. Some continuing education programs within the community college system have established courses in CAHSEE preparation for local school districts. Almost all of these continuing

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[20] Esther Matthew, counselor, San Diego Continuing Education, San Diego Community College District

education programs visited offer classes to "concurrent" students referred from the local high schools. These students (typically seniors) attend the adult diploma program to complete or make up credits that apply to the home school's graduation requirements. These community services, in providing test preparation and academic support, may potentially lead to a stronger awareness of noncredit programs and improved articulation process of students onto college campuses.

Noncredit ESL Pathways

(Quiz question 10: Matriculation services are not available for noncredit ESL students. - False)

In Noncredit ESL at **Santa Rosa Junior College** (SRJC), students are provided a full range of matriculation services, including orientation, placement, counseling and admissions services. At Orientation, students are oriented to the Noncredit ESL Program through a "Welcome to Noncredit ESL" DVD/video, a specially designed Noncredit ESL Hand-book and hands-on, interactive goal-setting activities in response to these materials. Noncredit ESL at SRJC is currently in the process of validating a home-grown assessment instrument.

At intake, Noncredit ESL students are guided through the application and enrollment process by Matriculation Techs who ensure that the majority of students are registered prior to the beginning of the academic semester. A bilingual noncredit counselor provides counseling and goal-setting activities, as needed, and helps facilitate the matriculation of noncredit students to the credit program. Students in Noncredit ESL receive rigorous, academic preparation to matriculate to the Credit program. In fact, internal surveys conducted of current credit students indicate that as many as 36% of current credit ESL students at SRJC began their study of English in Noncredit ESL classes, and more than 75% of students at the highest level of Noncredit ESL qualify for credit level classes based on their performance on the ESL Placement test.[21]

At the **North Orange County Community College District** (NOCCCD) School of Continuing Education (SCE), the ESL Academic Success Program is a fully integrated program that bridges ESL classes with college, adult high school, the GED and vocational training programs. Many of the students plan to continue their education, but are unprepared either academically or psychologically. Courses are offered to provide students various learning experiences intended for college preparation. Counselor-led workshops in time and stress management, financial aid and college orientation complement the academic activities in the classroom.

In addition, SCE provides college and career opportunities through the Adult Career and College Transitions (ACCT) program. Monitored by a project coordinator and Noncredit counselor, the adult diploma students, ESL and Noncredit vocational students are encouraged to attend various workshops, visit college programs and enroll in a credit course. This program, along with many others in the state, will undoubtedly bring more Noncredit students to our college campuses.

MiraCosta College Faculty and staff constantly encourage students to achieve their immediate education goal and to look beyond it. In the EL Civics Program, 6th and 7th level ESL and Vocational ESL students receive direct instruction on making the transition to credit. They study authentic materials such as the college catalog, and are then assessed through a one-on-one interview

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[21] Martha Estrin, ESL coordinator, Santa Rosa Junior College

with an instructor playing the role of Admissions and Records staff. The assessment includes filling out the application for admission which is scored for accuracy.

At the **School of Continuing Education**, NOCCCD, Noncredit counseling at locations beyond the main campuses provides academic, career, and personal counseling. Students at those off-site locations are typically at a lower level of language acquisition. At two schools, the off-site counselor conducts a conversational group with students after their regularly-scheduled ESL class. This time is used for them to practice their English skills. The counselor provides a discussion prompt and helps to clarify things, such as pronunciation and translations from Spanish to English when they are having a hard time saying certain things. Once the students' language/communication skills have improved, they are provided with information on educational options and encouraged to attend one of the main campuses. At that point, a student may be ready to take ESL classes at an intermediate high or advanced level. Based on the classroom proximity they may also consider enrolling in the high school diploma program, vocational programs, and college.[22]

At **Santa Barbara City College** efforts have been focused on providing matriculation services for students in the noncredit basic skills categories. In 2006-2008 noncredit matriculation went through a program review. The program was commended for its dedication to serve this segment of the college population: the assessment and orientation process for all new ESL students, for providing financial aid workshops, by organizing campus tours to promote transfer from non-credit to credit and for having fully bilingual Spanish-English staff to address our students with basic skills needs (40% of students served by non-credit matriculation are Spanish speakers). ESL Student retention rates from fall 2006 to fall 2007 increased by 18%, with an increase in attendance (FTES) of 14%.[23]

Effective Practices in Noncredit Basic Skills and ESL

A brief description follows of Noncredit basic skills programs that offer adult elementary and secondary education courses. These effective practices are notable in that they have been implemented successfully and appear to make a difference in student success or contribute to program improvement. For example, many labs also benefit from adjoining classrooms where direct instruction in specific diploma subjects takes place. The advantage of this model encourages a cohesive learning community and ensures mastery of core concepts. It is important to note that a high degree of coordination and communication with instruction and student services departments is also a key factor to a successful program structure.

Integrated instructional and student services

The Adult High School Diploma Program at **MiraCosta College's Community Learning Center** (CLC) schedules classes in a nine-week term, and students must attend six-hours a week for each course in order to receive credits. Orientation is provided by the Noncredit career counselor. As many as eighty students may attend this session to view a PowerPoint presentation and take the TABE assessment. Students are advised to enroll in ABE, GED or high school classes based on a minimum required score. For enrollment into other high school courses, students must demonstrate the

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[22] Maricela Moran, ESL counselor, NOCCCD, School of Continuing Education
[23] Jack Bailey, ESL coordinator, Santa Barbara College

appropriate reading level. This close relationship with the counseling and instructional departments promotes course completion.

Awarding the adult high school diploma is a joint effort of the **San Diego Community College District**, with the San Diego Unified School District. Students have two options for completing credits for this diploma. The ABE/ASE department has "embarked on an exciting series of Basic Skills Pilots where traditional Learning Centers have been turned into Direct Instruction, Team Teaching, Counselor Assisted, Tutor Assisted Success Centers." Prior to being assigned specific classes, students are assessed on the TABE Survey and placed into cohorts based upon their reading, writing and math skills. Counselors are integrated with the instruction, providing presentations in learning styles and goal setting. This new design has resulted in an estimated 50% increase in retention; with student satisfaction surveys approaching 90%.

Santa Ana College has a high school program at the **Centennial Education Center** which is comprised of a main classroom for all subjects and two separate adjoining classrooms where students attend on an as-needed basis for instruction in mathematics and composition. At this center, students may be referred by their counselor or instructor to the reading development lab or the other classrooms where math and writing instruction is provided. Students enrolled in the Reading Skills Improvement course may earn diploma credits. Many of these students were able to raise their reading scores two grade levels after completing the assignments in this course. Instructors, counselors and students mentioned the benefits of having separate rooms and instruction in mathematics and writing skills which support the diploma program.[24]

Tutoring Services
Having students work in open labs with tutors has a real advantage to supplementing classroom instruction. Many effective practices in the **North Orange County Community College District School of Continuing Education's Learning Center** include the following with tutoring support:

> **Reading Groups** – Students participate in oral reading which gives them the opportunity to practice reading, comprehension and pronunciation skills.

> **Conversation Groups** – Groups that assemble as a result of the reading groups which support students learning ESL, and allow practice in American English, much of which is idiomatic.

> **Study Buddies** – Pairing of students at similar levels which facilitates peer mentoring and elicits accountability through positive forms of competition and support.

> **Daily Journals** – Composition skills are encouraged by engaging students in a daily writing activity. Students can get instant feedback because tutors or teachers help students revise their topics and develop clear written communication skills.

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[24] Sample BSI Self Assessment Tool. Santa ana College, School of Continuing Education, 2008

Connections between Credit and Noncredit

Noncredit MiraCosta faculty work closely with credit faculty to align curriculum and ensure that noncredit students are prepared for credit work in their disciplines. For example, currently ESL faculty are focusing on improving writing skills, and have obtained writing samples from entering ESL and English 802 students to determine at what level students need to write to begin to succeed in ESL and English 802 courses. At the highest ESL levels the noncredit ESL faculty are working with Letters Department faculty to closely duplicate the portfolio assessment process.

Many noncredit faculty incorporate into their instruction the study skills needed for students to be successful in college classes. They teach goal-setting, time-management, note-taking research methods, and computer literacy skills, including the use of Blackboard. Some faculty make receiving tutoring a requirement for the course in order to eliminate the negative perception of asking for assistance.

Technology-Assisted Instruction

At Garfield Campus for the **Glendale Community College District,** there is an advantage of having an entire classroom dedicated to computer use for the adult high school diploma program. Thirty computers are available with a staff person assigned to assist. Students may conduct online research, complete modules for GED test preparation, practice keyboarding and work on tutorials to build academic skills. The Online Writing Lab (OWL) is just one such resource to support English/composition proficiencies.

The main GED/diploma classrooms in the **San Diego Community College District** at three sites have a separate room connected with equipment to deliver instruction at a distance. This distance education is broadcast simultaneously, thereby providing instruction to a larger audience. During these distance education broadcasts, the instructor in either lab schedules time with the students to discuss test-taking strategies and specific GED content (e.g. math).

In addition to the textbooks, which are in alignment with those adopted and used at the **Rancho Santiago CCD's** Noncredit education centers, computer software programs are used. The academic software used to support instruction includes a course for high school science, a CD for composition and a series of CD's for intermediate algebra. Reference materials include an interactive dictionary and the Microsoft Encarta (an encyclopedia). The software program, Plato, has been used successfully in the math lab as well.

MiraCosta College noncredit instructors have the option of using an open computer lab, in addition to the scheduled classroom, for supplemental instruction in online research and technology-related assignments. In the English and math classes, a variety of activities take place. Class projects, group responsive reading and discussion, exercises in teamwork and cooperative learning took place. These separate classroom activities and related homework assignments have proven to be successful in retention and student progress.

At **Mt. San Antonio College** the noncredit curriculum standards for this program's diploma are continually under review. All decisions for improving course content are a collaborative department process. Many of the course competencies are met by alternative projects to the standard chapter test. The biology course includes a virtual lab experience. Students may complete a PowerPoint presentation

to depict a unit of study in nutrition; and create a work of art or take an online museum tour for that subject.

Santa Barbara City College (SBCC) offers noncredit and community service classes at two primary centers and over eighty community-based locations. The Alice F. Schott Center, near downtown Santa Barbara, offers career and job training, health and safety, ESL, and Basic Skills. The noncredit ESL division supports 4,500 students annually, with 50 classes at 25 sites throughout the Santa Barbara area. A program called "At Home with English" allows students to check out videos and workbooks.

At **Santa Rosa Junior College**, each course has a technology component, which includes various software and online programs in subject areas, keyboarding, Internet search assignments, and word-processing lessons. These activities prepare students for college courses and for workplace situations. Furthermore, the courses are structured so that students have frequent opportunities to interact with instructors one-on-one which increases students' perceptions of themselves as college students who use education to pursue a specific career goal.[25]

College Transition

The Garfield Campus for the **Glendale Community College District** is the primary location for noncredit in the Glendale area. Classes include business, computer and parent education, and ESL/VESL. The Developmental Skills Lab consists of basic academics, GED test preparation and high school subjects. The courses are offered on an open-entry basis that coincides with the college's 18-week semesters. Currently, the adult high school courses are articulated with the corresponding college departments and all noncredit instructors meet the same minimum qualifications as their credit colleagues.

The Noncredit program at the **College of the Desert** maintains a calendar similar to the college (e.g. 16-week semesters) and an eight-week summer session. Students are able to enroll anytime during the school year. Although the lab activities are self-paced, the students may be assigned a class time during the semester to improve math skills and to review English or writing competencies. These assigned classes benefit the students by providing a combination of lecture-style and one-on-one instruction, which also establishes continuity with the subject matter studied in the lab setting. Also available is a comprehensive series of reading materials that correspond with a student's entry-level reading skills. Various titles may be assigned in sequence to build a foundation that prepares a student for higher level texts. College students who have low scores on the college entrance exam may also use the services of this developmental education setting.

The counselor at the Community Learning Center for **MiraCosta College** coordinates outreach opportunities to students at the MiraCosta College campus. In November, the *Career and Technical Education Expo* tours are scheduled where student ambassadors lead noncredit students through various, show-cased vocational programs. During the *Experience MiraCosta College* event, students meet with credit instructors in their classrooms and learn about course, certificates, degrees, and career opportunities. As many as 150 students attend these one-hour tours. College scholarships are also offered to eligible ESL and diploma students.

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[25] Wanda Burzycki, Academic Skills Lab coordinator, Santa Rosa Junior College

Noncredit and credit faculty work closely to align curriculum and ensure that noncredit students are prepared for college-level work. For example, noncredit ESL faculty have focused on improving writing skills, and have obtained writing samples from entering credit ESL and English students to determine at what level students need to write to be successful in these courses.

"Many noncredit faculty incorporate into their instruction the study skills needed for students to be successful in college classes. They teach goal-setting, time-management, note-taking research methods, and computer literacy skills, including the use of Blackboard. Some faculty make receiving tutoring a requirement for the course in order to eliminate the negative perception of asking for assistance".[26]

The secondary education classes at the **North Orange County Community College District** enrolls an average of well over one thousand adult students per 12-week trimester. Both types of classes are conducted in an instructional lab environment where students may attend on a flexible schedule – both day and evenings. Prior to enrollment, diploma students attend an orientation session provided by the noncredit matriculation department. At the orientation appointment, the students complete a placement test (e.g. TABE) and later arrange an individual counseling appointment to review the transcript evaluation and discuss class options. The student may then choose to enroll in the high school lab to study for the GED exam, complete diploma credits or improve basic academic skills.

NOCCCD HS graduation rates

2000	80	2004	156
2001	103	2005	220
2002	118	2006	234
2003	107	2007	284

The number of graduates from the NOCCCD, adult high school diploma program, increased 255% over the last several years. Many of these graduates will then transfer to one of the two community colleges within the district.

Mesa College campus provides outreach to the **North City Campus** noncredit students by promoting a campus tour opportunity scheduled on "Student Education Day." The proximity of these two campuses and the college's outreach efforts has encouraged noncredit GED and diploma students to transfer to college classes.

The adult secondary education program at **Mt. San Antonio College** recently became an independent provider of an adult high school diploma, having separated from the local unified school district. Despite this severance, Mt. SAC's community education division continues to serve a growing number of concurrent students within its High School Referral Program. Well over fifty separate high school courses, including foreign language, fine arts, and journalism, have been approved and provided to the local community. There are twenty-three high school campuses where these individual courses are

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[26] Action Plan from MiraCosta Community College, Lynda Lee, Dean, Community Education

taught. One of the benefits of this former partnership was to acquire high school textbooks that align with state standards and curriculum that has been articulated with the California university system's A – G graduation requirements. This collaboration has enhanced the possibility of these students to enter and complete a college and/or university degree.

Another extremely important practice is the advantage some programs have of hiring full-time Noncredit instructors to monitor the classroom activities, manage student discipline, supervise support staff, develop curriculum, and help coordinate program operations. These tenure-track or tenured instructors often assume the lead in many other department responsibilities. In addition to being the primary instructor, these individuals are involved in community outreach, provide professional development training, collaborate with other colleagues and departments, and participate on noncredit, credit and district committees.

CURRICULUM

Curriculum approval at the local level plays a central role in ensuring that noncredit students receive the same quality of instruction provided to other students. More importantly, it is the fundamental mechanism that engages faculty in the design and evaluation of noncredit curriculum and its effectiveness in helping students to transition to college, gain meaningful-wage work and contribute to the community and civic society. See Appendix for the course application instructions.

58172. Learning Assistance

Attendance for supplemental learning assistance when offered as part of a course may only be reported for state apportionment when either:

> (a) the learning assistance is a required component of another course, for all students in that course; or

(b) the learning assistance is optional and is provided through an open entry/open exit course conducted pursuant to subdivision (c) of section 58164, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses.

> **Note**: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

Guideline for Section 58172

The Board of Governor's action to amend this section permits learning assistance to occur in open entry/ open exit courses that offer optional assistance, without requiring the participation of all students enrolled in the primary/parent course or courses. (See the Open Entry/ Open Exit Courses regulation and guideline for additional details.) As in the past, apportionment may also be claimed for learning assistance provided as a required component of a course or through separate courses in which all students are required to enroll, such as occurs in corequisite lab courses that are linked to primary courses.

Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary/parent credit courses, or for noncredit supplemental courses, in any of the nine noncredit eligible areas outlined in Education Code section 84757, in support of primary/parent noncredit courses.

Only in limited circumstances, such as English as a Second Language (ESL) and basic skills, may colleges offer noncredit supplemental learning assistance courses in support of credit courses. Also, in occupational areas, colleges may establish supplemental noncredit short-term vocational courses in support of credit occupational courses.

All supplemental courses need to be approvable as credit or noncredit courses on their own merit and, at the same time, address skills and/or concepts covered in the primary/parent courses that they support. In order to be approved on their own merit, noncredit short-term vocational courses (one of the 9 categories for noncredit) need to prepare students for employment.

This section of the regulation became effective on January 29, 2006. [27]

Other resources on curriculum are available at
Instructions for Noncredit Course Application
http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguageESL/Forms/tabid/486/Default.aspx
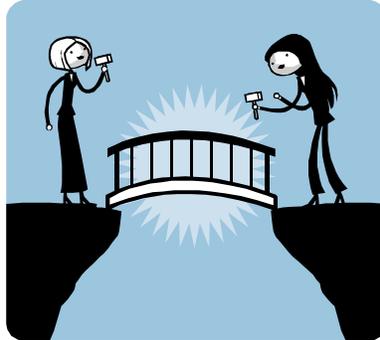
Supplemental Learning Assistance and Tutoring Regulations and Guidelines
http://www.cccco.edu/Portals/4/AA/Basic%20Skills%20&%20ESL/slat_regs_guidelines.doc

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[27] *Noncredit Course Approval Primer.* California Community Colleges, April 2005.

Appendix Chapter 11
Noncredit: Constructing A Bridge to College and Career Opportunities

Appendix 1: Quiz Answers

Appendix 2: Legal requirements for receiving apportionment

Appendix 3: Instructions for Noncredit Course Approval

Appendix 4: Sample of a noncredit program's BSI self-assessment

Appendix 5: Resources for Chapter 11

Appendix 1: Answers to the Quiz

Question	Answer
1.	True
2.	False
3.	True
4.	True
5.	False
6.	False
7.	False
8.	True
9.	D. four
10.	D. All of the above
11.	False

Appendix 2

Brief Summary of Legal Requirements for
Receiving Apportionments for Noncredit Classes

NOTE: This document is provided as a brief summary of the legal requirements for receiving state apportionments for non-credit classes. However, you should have your appropriate staff and/or legal counsel ensure that your local practices comply with all of the requirements discussed in **Legal Advisory 05-03.**

All non-credit courses, especially those courses offered in open entry/open exit learning labs, must adhere to the following requirements:

- All non-credit courses must be approved by the State Chancellor's Office as meeting one of the allowable funding areas cited in Education Code section 84757, i.e., Parenting, Elementary and Secondary Basic Skills, English as a Second Language, Classes for Immigrants, Educational Programs for Persons with Disabilities, Short-term Vocational Programs with High Employment Potential, Education Programs for Older Adults, Education Programs in Home Economics, and Health and Safety Education.
- There must be a current Non-Credit Course Outline, which "specifies the scope, objectives, contents, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met." {Title 55002(c)(2)}
- The course must be published in the college's Schedule of Classes. {Title 5, 58104}
- "All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and other specifications defined in the course outline." {Title 55002(c)(3)}
- The instructor must be able, in terms of physical proximity and range of communication, to provide immediate supervision and control. Additionally, the instructor cannot have any other assigned duty during the instructional activity. However, instructional aides may exercise immediate supervision and control, provided that they are under the "exclusive direction" of the instructor who is exercising supervision and control {Title 5, 58056(c)(1)}. The purpose of the immediate supervision and control is to ensure that students are achieving the student-learning outcomes identified in the course outline.
- The instructor, who is exercising immediate supervision and control, must meet the minimum qualifications for non-credit courses contained in Title 5, section 53412. {Title 5, 58051(a)(1), 58056(a), and 58058}
- Students must knowingly register in the class. It is recommended that students register for the class using web registration, the STEP telephone registration system, or in-person, thereby generating appropriate documentation that the student registered for the class.

Additionally, there are provisions in Title 5 for the collection of non-credit apportionment for tutoring. For tutoring the following requirements must be met:

- Students must be enrolled in a non-credit tutoring course, approved by the State Chancellor's Office in accordance with Education Code section 84711(a)(2). {Title 5, 58168 and 58170(d)}
- The course must be published in the college's Schedule of Classes. {Title 5, 58104}

- The tutoring must be conducted in a designated learning center, which is supervised by a person meeting minimum qualifications prescribed in Title 5 section 53415. {Title 5, 58170(a) and (b)}
- Tutoring shall involve a student tutor who assists one or more students in need of special supplemental instruction. {Title 5, 58168}
- Student tutors shall be students who have been successful in a particular subject or discipline, or who have demonstrated a particular skill, and who have received specific training in tutoring methods. {Title 5, 58168}
- All student tutors must successfully complete a course in tutoring practices and methods, including the use of appropriate written and mediated instructional materials. {Title 5, 58170(c)}
- While Title 5, section 58170(c) acknowledges the use of "mediated instructional methods" when providing tutoring; it clearly indicates that tutors must be actively involved in the tutoring process. Thus, even though a student may be using computer-aided instruction, there must be some level of instructor or student tutor intervention by an individual qualified under the provisions of Title 5.
- Students must be assigned to a non-credit supervised tutoring course by a counselor or instructor on the basis of an identified learning need. {Title 5, 58170(e)} While Title 5 does not specify how students are to be "assigned," there needs to be documentation as to how the student was referred, why and by whom.
- Students must knowingly register in the tutoring class. Since students cannot voluntarily enroll in tutoring but must be assigned by a counselor or instructor, registration must be restricted. It is recommended that each student registering for a class complete a signed add card, unless the process can be achieved through the web or telephone registration system.

Appendix 3:
Instructions for Noncredit Course Application

The noncredit course application consists of two components:

- Application form CCC-456 and related instructions
- An attached course outline approved by the local curriculum committee in accordance with Title 5, §55002(c)(1) & (2) and §55002(a)(1).

Form CCC-456 consists of three sections:

a. Type of Application
b. Contact Information
c. Course Information

a) **Type of Application: New or Resubmission:** Check the appropriate descriptor that indicates the type of noncredit course application. The System Office must approve noncredit courses prior to being offered. If approval is given, it is permanent; however, if a course is substantially modified, the course must be resubmitted on Form CCC-456 for approval. Check only one box and fill in submittal date.

b) **Contact Information:** Please complete all information requested on the college and contact person. The contact person is the individual most able to answer curriculum questions about the course outline.

c) **Course Information:**   This section provides related and supplemental information on the course outline. The following instructions are numbered one through 13 to correspond to the numbers on the application form CCC-456. Each item must be completed.

1. **Course Title:** The course title should not exceed 75 characters; abbreviate words as needed. The course title should accurately reflect the purpose of the course. In addition, the course title should be the same as that listed in the college catalog, the noncredit course inventory of approved courses and the MIS Data Element Dictionary (#CB22).

2. **Course Department Number:** The course department number may be a combination of numbers and letters used by the college to identify department name, course number and subject field.

3. **Local Approval Dates**: Enter the course approval dates by (a) the college curriculum committee and (b) the governing board of the district. ***Note:** Both the local curriculum committee and the governing board of the district must approve the course outline <u>prior</u> to submission to the System Office.

4. **Start Date:** Enter the year and term the college plans to offer the course to students and include the course description in the college catalog or addendum.

5. **Total Hours of Instruction:** Enter the total number of regularly scheduled hours of instruction that are normally required for students to achieve the course objectives. Total number of hours should be sufficient to cover the course scope and breadth of topics. If there is a range of hours, indicate a minimum and maximum.

6. **Taxonomy of Programs (TOP) Code:** Enter the six digit code that identifies a discipline and the subclasses within the discipline using the most current edition of the *Taxonomy of Programs Manual* located at http://www.cccco.edu/divisions/esed/aa_ir/CREDIT/credit_refmat.htm. See the following path for future reference: http://www.cccco.edu. Click on 'About Us/Agency' Academic Affairs Division, Instructional Programs and Services, Credit Program and Course Approval, Reference Materials.

7. **Noncredit Eligibility Category Code:** Indicate the noncredit category that best describes the purpose of the course. Only the nine noncredit categories listed below are eligible for state apportionment in accordance with California Education Code §84757 and reported to MIS as Data Element Dictionary #CB22.

DED CODE #CB22	NONCREDIT CATEGORY
A	English as a Second Language (ESL)
B	Immigrant Education (Classes for immigrants eligible for educational services in citizenship, English as a Second Language, and work force preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem solving, and other classes required for preparation to participate in job-specific technical training).
C	Basic Skills (Supervised Tutoring)
D	Health and Safety Education
E	Persons with Substantial Disabilities
F	Parenting
G	Family and Consumer Science (Home Economics)
H	Older Adults
I	Short-term Vocational Programs with High Employment Potential

8. **Material Fees:** Enter the dollar amount. Enter -0- if no material fees required.

9. **Special Characteristics:** This includes unique characteristics about the course such as instructional delivery mode, learning environment or supplemental instruction. Select the appropriate descriptor from the drop-down menu.

Descriptor	CHARACTERISTICS
0	**Not Applicable**
Learning Assistance	Learning assistance is a form of supplemental instruction. Learning assistance can be a required component of another course for all students in that course; or the learning assistance is optional and is provided through an open entry/open exit course conducted pursuant to CCR, Title 5, Division 6, Chapter 9, Subchapter 2, Article 5 of §58164, which is intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses.
Bilingual Instruction	Bilingual instruction is a system of instruction that builds upon the language skills of a pupil whose primary language is not English or derived from English.
Convalescent Setting	The course is taught in a convalescent home, skilled nursing facility, residential care home, day care center or nursing home.
Citizenship	Citizenship or civic education is taught as part of an English as a Second Language or basic skills course.
Correctional Facility	Course is taught either at or through a federal, state, or local correctional institution.
Apprenticeship	Related and supplemental instruction for apprenticeship and coordination of instruction with job experiences, upon agreement with program sponsor and Division of Apprenticeship Standards

10. **Justification:** Briefly describe the primary method used to determine the need for this course. For example, Labor Market Projections from Employment Development Department, employer survey, community or student interest survey, state licensing requirements or mandated certification. (You will be allowed to enter a maximum of 500 characters in this field.)

11. **Proposed Catalog Description:** Provide the statement used in the college catalog to describe the course. (If the description appears on the course outline, write "See course outline".) (You will be allowed to enter a maximum of 500 characters in this field.)

12. **Proposed Class Schedule Description:** Provide statement used in the college's schedule of classes. (If the description appears on the course outline, write "See course outline"). (You will be allowed to enter a maximum of 500 characters in this field.)

13.Signatures: Original signatures are required of the Chief Instructional Officer and Chair of the Curriculum Committee certifying that the course has been approved in accordance with Title 5, §55002(a) & §55002(c)(1) &(2).

Original signatures are also required of the Chief Executive Officer and, in the case of a multi-campus district by the Superintendent or Chancellor, certifying approval by the college/district local governing board in accordance with Education Code Section 70902.

Course Outline: Please check to make sure three copies of the course outline are attached. The course outline of record shall specify the scope, objectives, contents, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met.

SEND ONE ORIGINAL AND TWO COPIES OF THE CCC-456 FORM AND THREE COPIES OF THE COURSE OUTLINE TO:

<div align="center">

CALIFORNIA COMMUNITY COLLEGES SYSTEM OFFICE
INSTRUCTIONAL PROGRAMS AND SERVICES
1102 Q STREET, 3ᴿᴰ FLOOR
SACRAMENTO, CA 95814

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Appendix 4:
Sample of a Noncredit Program's BSI self-assessment[28]

Effective Practice D.4: Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.

Culturally Responsive Teaching theory and practice articulates basic principles and pedagogical strategies designed to enhance learning among all students, regardless of the students' ethnic, socioeconomic, or educational backgrounds.

The following strategies were cited in the literature review as promoting this effective practice. Determine the extent to which your institution uses these strategies by completing the table below. **Specify ALL levels** _at which the strategy exists/occurs by_ **listing the programs and/or departments** _which employ the strategy. If the strategy is employed consistently throughout the institution, indicate_ "**institution-wide**." _If the strategy is not currently employed by your institution, simply indicate_ "**does not occur**."

	Strategies Related to Effective Practice	Where Strategies Occur
D.4.1	Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds.	Integral part of non-credit ESL. Limited in ABE, GED and HSS
D.4.2	Developmental instruction communicates high expectations, engages students in critical dialogue regarding cultural conflicts, and establishes compatible socio-cultural contexts for group learning.	In noncredit reflected in course content, student learning outcomes, texts and cultural exchanges.
D.4.3	Developmental instruction reflects cultural sensitivity and culturally mediated instruction, (e.g., the way communication and learning takes place in students' cultures).	Integral part of non-credit ESL

As applicable, briefly describe how this practice occurs/exists at your institution:

Life experiences of students from diverse backgrounds are celebrated in cultural exchanges and international fairs. Textbooks also address cultural sensitivity. Found in ESL classroom discussions

What evidence exists to support the efficacy of this practice?

Student participation. In ESL classes, observed interactions among students of diverse cultures.

What barriers/limitations exist to implementing or enhancing this practice?

Time, state curricula standards, and resource materials

How might this practice be advanced or expanded upon in the future?

Implementation of cultural infusion in curricula development projects.
Staff development workshops addressing how different cultures learn.

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[28] Sample of BSI Self-Assessment tool. Santa Ana College, School of Continuing Education, 2008

Appendix 5
Resources for Chapter 11

ASCCC, Educational Policies Committee. (2007) *The Role of Noncredit in the California Community Colleges*. Academic Senate for California Community Colleges; Sacramento, Ca. Retrieved at http://www.asccc.org/Publications/Papers/Downloads/Noncredit_2006.doc

Belfield, C. and Levin, H. (2007). *The Return on Investment for Improving California's High School Graduation Rate*. University of California Santa Barbara. *California Dropout Research Project*. (2007). Retrieved at http://www.lmri.ucsb.edu/dropouts/pubs_reports.htm

Boatright,D. (2005). *Noncredit Instruction – A Portal to the Future.* A presentation to the Board of Governors. Retrieved at http://www.cccco.edu/Portals/4/AA/Noncredit/a_portal_to_the_futute.pdf

Board of Governor's (BOG) for California Community College. (January 2008). *Report on the System's Current Programs in English as a Second Language (ESL) and Basic Skills.* Academic Affairs Division of the System Office, CCCCO: Sacramento, CA.

Bureau of Labor Statistics, Current Population Survey. *Education Pays.* (2007) retrieved from http://www.bls.gov/emp/emptab7.htm

California Community College Chancellor's Office [CCCCO]. (2006*) A Learner-Centered Curriculum for all Students, The Report of the Noncredit Alignment Project. Figure 3: The 25 Colleges with the Highest FTES* p10. CCCCO: Sacramento, Ca. Retrieved at http://www.cccco.edu/Portals/4/AA/Noncredit/alignment_proj_rpt.pdf

California Community College Chancellor's Office [CCCCO]. (2006*) Noncredit At-A-Glance.* CCCCO: Sacramento, CA. Retrieved at http://www.cccco.edu/Portals/4/AA/Noncredit/n_guide_5e.pdf

Ovando, C.J., & Collier, V.P., & Combs, M.C. (2003). *Bilingual and ESL Classrooms*: Teaching in Multicultural Contexts (3/e.). Boston: McGraw Hill. ISBN 0-07-240737-9 http://catalogs.mhhe.com/mhhe/viewProductDetails.do?isbn=0072407379 As quoted by Keech, G. 2007. *Noncredit 202: Pedagogies and Uses.* A PowerPoint presentation to the ASCCC fall plenary session, November, 2007.

Sibley-Smith A. and the Ad Hoc Noncredit Committee. (May 2008). *"…Like a Bridge Over Troubled Waters",* Senate Rostrom, The Academic Senate for California Community Colleges (ASCCC); Sacramento

Association for Community and Continuing Education http://www.acceonline.org

The Landscape of Noncredit Workforce Education: State Policies and Community College Practices, Community College Research Center, Teachers College, Columbia University, January 2008. http://ccrc.tc.columbia.edu/Publication.asp?UID=572

Legal Requirements for Noncredit Apportionment
http://www.cccco.edu/Portals/4/AA/Noncredit/n_legal_summary_040405.pdf

Instructions for Noncredit Course Application
http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguageESL/Forms/tabid/486/Default.aspx

Supplemental Learning Assistance and Tutoring Regulations and Guidelines
http://www.cccco.edu/Portals/4/AA/Basic%20Skills%20&%20ESL/slat_regs_guidelines.doc