De Anza College Noncredit Courses and Programs Implementation Plan

Background

The De Anza College (DAC) Academic Senate, in March 2018, adopted a resolution to form an Ad Hoc committee to explore implementation of a noncredit program.

Mission and Vision

Implementation of a noncredit program complements the college mission by engaging students of every background, nontraditional, and underserved populations within Silicon Valley area, and by advancing the educational, career and personal success of noncredit students.

Description of Program

The DAC noncredit program will include courses that can help underprepared students become more proficient in ESL, Basic Skills, and Short-term Vocational. It will also include courses that help provide a transitional pathway from noncredit to credit and/or workforce education courses and programs. The noncredit program will provide instructors an opportunity to develop and implement new teaching techniques and to enhance student engagement and success. The noncredit program will provide a supportive learning environment for those who do not possess the study and learning skills required to succeed in a traditional credit course.

The noncredit program typically targets underrepresented groups that may help improve inclusiveness college-wide. With the implementation of the noncredit program, the college may also have an increased opportunity to develop partnerships with community businesses, high schools, and other agencies in the region to help students gain employment or enhance job performance.

Title V regulation 55756.5, limits units earned in pre-collegiate basic skills courses to a maximum of 45 quarter units.
Students who have a difficult time passing the pre-collegiate basic skills courses will have the most to gain from noncredit. According to statistics, (http://ccrc.tc.columbia.edu/CommunityCollege-FAQs.html) 68% of students who come to community colleges access into remedial or pre-collegiate basic skills courses. If just some of the basic skills courses were transformed to noncredit, the chances of reaching the 30-unit limit would be lessened. Knowing that there may be a course that is noncredit in the specific area that students traditionally have difficulties may provide them breathing room and provide some cushion with the 30-unit limitation which may allow them to focus on other credit-based basic skills courses.

External Factors with Significant Impact

The budget for supporting noncredit courses and programs comes from the apportionment generated from students who enroll in and attend the courses. For noncredit classes this is calculated through positive attendance for all hours the students are in class. When students miss classes or stop showing up the number of hours is reduced and the apportionment from the state decreases. The college will need to provide faculty training so that they are able to implement strategies that will help increase retention and success of the noncredit students which is essential to providing the financial support necessary to provide a successful noncredit program.

Four-year institutions do not offer noncredit classes or basic skills. DAC can assist students at four-year institutions with no cost basic skills remediation which in turn could save hundreds if not thousands of dollars. If marketed effectively, there might be an opportunity to partner with the CSU's to offer basic skills courses for their students as needed.

DAC may need to plan for additional full-time faculty, increased student support services, management needs and faculty needs with the implementation of noncredit courses. The additional resources are matters that need to be thought through and budgeted for as the college begins to implement noncredit courses and programs. The college will also generate noncredit FTES which should be used to help offset the additional faculty, staff and resources required in order to implement a quality and fully supported noncredit program.

Evaluation

The number of students enrolled in noncredit courses may fluctuate the first couple years due to such circumstances as course development, curriculum approval, the implementation the noncredit program, advertising, marketing, etc. The college will track of the number of students enrolled in noncredit courses for each quarter.

While education plans will be required for many of our noncredit students, it must be understood that many noncredit students may not be working towards a degree or a transfer pathway. Instead the noncredit students may be interested in updating their workplace or job readiness skills, working toward a certificate in order to get a pay raise, acquiring professional training for entry or re-entry into the job market, and/or taking class for self-improvement. As such Noncredit courses may provide a pathway for students to transition to the college's credit programs and may also inspire students to achieve an academic or vocational goal they may not have sought was possible. The achievement of goals and completion of education plans will be tracked for noncredit students. Data will also be collected on the number of students who transition from noncredit in a college based credit program.

anagement		Note or comments
ean CTE	The CTE Dean will supervise the implementation of the CTE noncredit program, courses, faculty hires, etc.	
rogram oordinator	The DAC Program Coordinator of CTE noncredit will oversee the implementation of the CTE noncredit program, courses, etc. The coordinator will also oversee the CTE dual enrollment CCAP.	

ourses		Notes & Comments
oncredit uide	Develop a local curriculum guide to address questions about credit purview over noncredit curriculum.	

oncredit areer evelopment d College reparation DCP) ourse evelopment	Noncredit courses will be developed at the discretion of DAC FT faculty members to create pathways between adult education programs and two-year college programs. Noncredit courses may also provide pathways for students to persist into for-credit courses at the same college. Noncredit courses will be approved by the DAC curriculum committee and will follow the same process used for credit courses.
	
	§ 55151. Career Development and College Preparation.
	    (b) The noncredit educational program is designed to result in either:
	    (1) A noncredit certificate of completion leading to improved employability or job opportunities; or
	    (2) A noncredit certificate of competency in a recognized career field that prepares students to take nondegree-applicable credit course work, including basic skills and English as a second language; or to take degree-applicable credit coursework leading to one or more of the following:
	    (A) completion of a credit certificate;
	    (B) an associate in arts degree; or
	    (C) transfer to a baccalaureate institution.
	
	https://govt.westlaw.com/calregs/Document/I471FB340325E11E194EACEFFB46E37D1?transitionType=Default&contextData=%28sc.Default%29
	
	CDCP noncredit funding, and the current focus on career technical education programs and workforce development is to provide timely and relevant guidance to the field in these and other areas.	

oncredit ourse ID's, umbers	Noncredit CTE courses will be identified with the 300 series course numbers, followed by the full course name. (example: AUTO 50A will be AUTO 350A: Automotive Principles). Noncredit basic skills courses will be identified with the 400 series course numbers, followed by the full course name (example: MATH 31A will be MATH 431A).	

Mirrored Courses	In mirrored courses, Career Development and College Preparation (CDCP) students will be in the same class as credit students. (1) A mirrored class COR includes the exact same content and required fields as the credit class COR and goes through a similar approval process. (2) Mirrored courses are listed in the schedule of classes and usually have credit faculty as the instructor of record. (3) Noncredit students register for the noncredit course, but colleges often limit how many noncredit students may enroll. The number of seats available to noncredit students is decided discipline-by-discipline. (4) Noncredit students attend the course lectures or labs throughout the given quarter and are required to complete the same work and assignments as the credit students enrolled in the dual-listed credit course. (5) Students of noncredit courses can earn a letter grade, pass/no pass, or satisfactory progress, depending on the course. Mirroring existing credit classes with noncredit class offerings can address adult education noncredit students' needs. Achieve career development and college preparation certificates of completion in the CTE discipline and certificates of competency in ESL. Mirrored courses provide an opportunity for institutions to bridge pathways for adult noncredit learner populations to achieve academic success in credit courses. Such courses also provide an opportunity to build new, and strengthen existing, relationships across campus and with industry partners. Areas of growth related to mirrored courses may promote effective articulation agreements and incorporate more accurate metrics and analytics to support institutional student-focused Guided Pathways and meta-major frameworks from college to career. https://www.asccc.org/sites/default/files/Noncredit_Instruction.pdf Hybrid courses are allowed.
Class Sizes	The class sizes for CDCP noncredit courses will follow all negotiated contract language.
Course Offerings	The schedule for noncredit courses (days and times) and the number of sections offered will be developed and submitted following the same processes as for credit courses.
New Courses	Encourage faculty to create new courses outside of the mirrored model.
Hybrid/Online Course Offerings	Hybrid NC courses will be allowed. Noncredit course delivery methods will be established based on current DeAnza College curriculum process for credit courses.
Course Management System	The course management will follow the same recommendations established for credit classes.

aff	Secure staff position by Jan 2020.	Positic has been filled
/llabi	CDCP noncredit class syllabi will follow the same recommendations established for credit classes.	
.Os	CDCP noncredit class SLOs will follow the same requirements established for credit classes.	

De Anza College Noncredit Program Implementation Guidelines

Grades	CDCP noncredit courses can include the use of letter grades and/or a mark of P, N/P or satisfactory progress. Grading options for all courses will be included in the course outline of record and established during the course development and approval process. It should also be included in the college catalog**.**	
	References to Title 5 and College Grading Policies	
	Title 5 § 55021. Grading Policies https://govt.westlaw.com/calregs/Document/IADDC2170D48411DEBC02 831C6D6C108E?viewType=FullText&originationContext=documenttoc&t ransitionType=DocumentItem&contextData=%28sc.Default%29	
	Title 5 § 55023. Academic Record Symbols and Grade Point Average https://govt.westlaw.com/calregs/Document/ICCD72341B1F14D8DB1EC 93FEBECC9A38?viewType=FullText&originationContext=documenttoc&t ransitionType=CategoryPageItem&contextData=(sc.Default)	
	FHDA District Board Policy Chapter 4, BP 4230. Grading Policies https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR658 3E5#	
	FHDA District Administrative Procedures, AP 4230. Grading and Academic Record Symbols https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=B6P2QY811 3A8#	
Faculty		**Notes & Comments**

Strategy for outreach to department faculty	Develop a strategy to help encourage department faculty to work with each other to develop noncredit courses and show the benefits of noncredit courses for students.	
PT Faculty hires	Department chairs will work with the Full-Time discipline faculty (as needed) to recruit and recommend the recruitment of additional part time faculty. DAC will follow the same procedures established for credit courses.	
FT faculty hires	The college may hire additional FT faculty members as needed based on the program review guidelines and faculty contracts established for credit course FTES.	
Evaluations	Evaluation processes, timelines, etc. for faculty will follow the contract.	
Noncredit Student Services and Fees		**Notes & Comments**
Student Fees	Noncredit students will not pay fees. Students can elect to pay the DASB fees. Additionally, it is important to make sure the noncredit students have assistance in covering the costs of those college programs and services funded through student fees including health fees, parking fees, materials, textbooks, etc. A waiver of fees for stand-alone courses that are taught entirely off site (at a remote location) _may_ be offered. _59400. Required Instructional and Other Materials._ _The governing board of a district may, consistent with the provisions of this Subchapter, require students to provide instructional and other materials required for a credit or noncredit course, provided that such materials are of continuing value to a student outside of the classroom setting, and provided that such materials are not solely or exclusively available from the district._ **References to Title 5 and College Fees Policies** Education Code Section 76380. Authorized Fees https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=47.&chapter=2.&article=2. California Code of Regulations Title 5 § 51012. Student Fees https://govt.westlaw.com/calregs/Document/I4350E480D48411DEBC02831C6D6	

	C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default) FHDA District Board Policy Chapter 5, BP 5030. Student Services Fees https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5# FHDA District Administrative Procedures, AP 5030. Student Services Fees https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3MHE5B27E1	
Student Services	There will be no differentiation in student service offering based on credit and noncredit status. All students will hold the same privileges in the DAC student services.	
Outreach	CTE division will work with Outreach and School relations office to develop a noncredit outreach strategy, consult with adult ed counselors, and involve the Office of Communications for marketing help.	

Admissions and Records Items		**Notes & Comments**
Staff Position	Secure at least a half time position to manage/develop and set up processes needed (transcript/certificates).	
Registration	Noncredit students will use the same application process established for credit students to enroll into the college. The current process is through CCCApply, the same process will be used for noncredit students. Additional help will be provided, as needed. Admissions and Records work with the Outreach and School relations office to offer college application workshops at high schools/adult ed programs to assist seniors/other adults to complete a college application and take the next steps in the enrollment process. Support with registration diverse students not familiar with college processes; students who may have language barriers.	
Course enrollment Process	Noncredit students will use the same registration process established for credit students to register for noncredit courses. This process is the same for all courses.	

System of grading in Banner	Establish and monitor a system of grading making it possible for faculty to choose between letter grading, P/NP, or satisfactory progress.	
Positive Attendance	At the conclusion of each quarter, the instructor will submit the Positive Attendance totals as per the adopted process to Admissions and Records.	
Noncredit Transcripts	Noncredit courses will be transcripted on a separate noncredit transcript. Students can obtain a transcript from the Admissions & Records Office. Develop a banner process to record grades and transcript process to issue noncredit transcripts (automatic process). See transcript example at CCSF- offers official and non-official transcript; the transcript reflect the Noncredit certificates earned.	
Noncredit Certificates	Develop an automatic certificate process.	
Recognitions	**Noncredit students will be awarded certificates of completion and/or certificates of competency.** **Certificates of completion include:** "For students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, leading to improved employability or job opportunities, a certificate of completion may be awarded. A noncredit certificate of completion means a document confirming that a student has completed a noncredit educational program of noncredit courses that prepares him or her to progress in a career path or to take degree-applicable credit courses. The certificate of completion must include the name of the certificate and the date awarded, be identified by a Taxonomy of Programs (T.O.P.) Code number and program discipline, identify the goal of the program, and list the courses completed by the student" (http://www.ccccurriculum.net/certificates/). **Certificates of competency include:** "For students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, that prepares students to take credit coursework, including basic skills and ESL, a certificate of competency may be awarded. A noncredit certificate of competency means a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies that prepares him or her to progress	

	in a career path or to undertake degree applicable or nondegree-applicable credit courses. The certificate of competency must include the name of the certificate and the date awarded, by identified by a Taxonomy of Programs (T.O.P.) Code number and program discipline, and list the relevant competencies achieved by the student" (http://www.ccccurriculum.net/certificates/).	
State Reporting	The reporting of CDCP certificates will follow the same process as credit programs.	
College Catalog, Class Schedule and Webpage		**Notes/Comments**
Noncredit Course Schedule	Noncredit classes will be published in a separate section within the course schedule. A separate listing of Noncredit courses will be included on the DAC website.	I think they should be together
Noncredit Catalog	DAC will include a section within the college catalog for Noncredit programs, grading policies, college fees, certificates, and courses. As applicable the catalog will include a pathway between the noncredit courses and programs, and the credit courses and programs. Update the college catalog to meet deadlines. Update the table of content, the description of noncredit and noncredit grading.	
Noncredit Webpage	The college will develop a noncredit webpage on the DAC website that explains the noncredit enrollment and registration process, courses, programs, instructors, pathways, etc.	

Marketing	The DAC marketing office will develop a strategic plan, outlining strategies that will be used to let the community know what we are planning and providing for noncredit.	

Prioritization for the 10 areas of Noncredit CDCP Focused		Begin Course Development
1	Short-term Vocational Programs (CDCP/Enhanced Funding eligible)	Currently being offered
2	Workforce Preparation (CDCP/Enhanced Funding eligible)	Currently being offered
3	Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible) ● Mathematics ● Writing ● Reading	Currently being offered
4	Courses for Older Adults	
5	English as A Second Language (CDCP/Enhanced Funding eligible)	Currently being offered
6	Immigrant Courses	
7	Health and Safety	
8	Home Economics or family and consumer sciences	
9	Parenting	
10	Substantial Disabilities	

Department under which the Noncredit Discipline is currently assigned as per Department requests	DAC Division /Department
Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible) - Mathematics	Math
Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible) - Writing	English & Reading
Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible) - Reading	English & Reading
English as A Second Language (CDCP/Enhanced Funding eligible)	English & Reading
Courses for Older Adults	
Immigrant Courses	
Health and Safety	
Home Economics or family and consumer sciences	
Parenting	
Substantial Disabilities	Student Services
Short-term Vocational Programs (CDCP/Enhanced Funding eligible)	All CTE
Workforce Preparation (CDCP/Enhanced Funding eligible)	All CTE

	Department Assigned to Oversee the Approval of the Noncredit Discipline Courses as per Department Requests	
Noncredit Discipline	**Alignment of Discipline to one of the 10 Noncredit Areas**	**Department(s) involved in NC curriculum approval**
Mathematics - Basic Skills: Noncredit	Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible)	Math
Writing - Basic Skills: Noncredit	Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible)	English & Reading
Reading - Basic Skills: Noncredit	Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible)	English & Reading
English as A Second Language (ESL): Noncredit	English as A Second Language (CDCP/Enhanced Funding eligible)	English & Reading
Older Adults: Noncredit	Courses for Older Adults	Social Science, Human Development (others as requested)
Citizenship: Noncredit	Immigrant Courses	Social Science, Human Development
Health and Safety: Noncredit	Health and Safety	Kinesiology & Health, Public Safety & Services
Home Economics: Noncredit	Home Economics or family and consumer sciences	Social Science, Human Development
Parent Education: Noncredit	Parenting	Social Science, Human Development
Specialized Instruction (DSP&S): Noncredit	Substantial Disabilities	All Student services
Specialized Instruction (DSP&S): Vocational Noncredit	Substantial Disabilities	All Student services
Vocational (short-term): Noncredit	Short-term Vocational Programs (CDCP/Enhanced Funding eligible)	All CTE

Workforce Preparation: Noncredit	Workforce Preparation (CDCP/Enhanced Funding eligible)	All CTE

Resolution

RESOLUTION IN SUPPORT OF ESTABLISHING NONCREDIT PROGRAMS AT DE ANZA COLLEGE

Whereas the disparity in credit and noncredit funding in California has been removed for Career Development and College Preparation (CDCP) noncredit programs; and

Whereas noncredit courses offered in the four distinct categories (instructional domains) of English as a Second Language (ESL), Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation are eligible for "equivalent funding with credit courses" when sequenced to lead to a Chancellor's Office approved certificate of completion, or certificate of competency, in accordance with the provisions of the California Education code governing CDCP programs

Whereas, many faculty and academic senate leaders are unfamiliar with noncredit courses and programs and there is little to no noncredit CDCP courses now offered at De Anza College; and

Whereas, noncredit programs hold the potential to offer courses central to the mission of De Anza College; and

Whereas, Academic senate leaders need to be well-informed about noncredit programs and courses in order to make informed decisions about proposals related to noncredit funding, course alignment, articulation with credit programs, and quality standards; and

Whereas noncredit courses provide additional supports that have been shown to lead to greater student success and equity; and

Whereas noncredit courses can provide the essential "bridge" to enable students to be ready for college-level work and ultimately increase the numbers of De Anza College Students who receive certificates and degrees; and

Whereas short-term noncredit career technical education provides students with the skills needed for job entry or re-entry, as well as career advancement or change; and

Whereas noncredit CTE programs enable students to enter gainful employment while pursuing their long-term educational goals;

Resolved: The De Anza College Academic Senate establish a noncredit ad hoc committee to plan and implement noncredit courses and programs in all relevant and appropriate divisions and departments at De Anza College.
Approved by the Academic Senate- March 18, 2018

DEFINITIONS

Program: Title §55000(m) An educational program is an organized sequence of courses leading to a defined objective, degree, a certificate, a diploma, a license, or transfer to another institution of higher education.