

Noncredit (NC) 101

California Adult Education Program
(CAEP) Technical Assistance Provider
(TAP) And North Orange Continuing
Education (NOCE)



Who we are

California Adult Education Program (CAEP) Technical Assistance Provider (TAP) &
North Orange Continuing Education (NOCE)



Dulce Delgadillo

Director of Institutional
Research and Planning

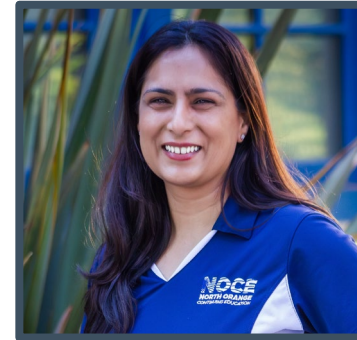
NOCE



Lisa Takami, Ed.D.

CC TAP Special Projects
Director

NOCE



Harpreet Uppal, Ph.D.

Sr. Research Analyst,
CAEP

NOCE



Jason Makabali

Sr. Research Analyst,
MIS

NOCE

Before we begin...
Let's do a poll!



<https://www.menti.com/al4356ap67hr>

Agenda and Goals for Our Time Together

- Provide a broad overview of noncredit programs & students
- Audience members will walk away with information about the following:
 - Legislative language tied to community college noncredit courses
 - Differences between noncredit and credit programs
 - Funding basics for noncredit apportionment
 - Overview of Career Development College Preparatory (CDCP) category
 - Academic Senate Noncredit Guidance
 - Overview of MIS process for Noncredit
 - Overview of AEP dashboard

What is the Purpose of Noncredit in Higher Education?

Noncredit fulfills part of the general educational mission for California (Ed Code).

*66010.2. (a) Access to education, and the opportunity for educational success, for all qualified Californians. **Particular efforts should be made with regard to those who are historically and currently underrepresented in both their graduation rates from secondary institutions and in their attendance at California higher educational institutions.***

*66010.4. (2)(B) **The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.***



Source: [California Legislative Information Title 3 Division 5](#)

Credit

- Degrees and Certificates of Achievement
- Generates apportionment; student fees apply
- Degree applicable and non-degree applicable
- Unit bearing
- Not repeatable
- Approval: Curriculum Committee and Governing Board

Noncredit

- Certificates of completion and competency
- Generates two levels of apportionment; no student fees
- Enhanced noncredit= CDCP
- No units
- Repeatable
- Limited to 10 categories
- Approval: Curriculum Committee, Governing Board, Chancellor's Office



Noncredit Instructional Areas (84757, title 5, 55151)

1. English as a Second Language (ESL)
2. Immigrant Education (including citizenship)
3. Elementary and Secondary Basic Skills
4. Health and Safety
5. Courses for Adults with Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational (including apprenticeship)
10. Workforce Preparation



CAEP Program Areas (84913)

- English as a Second Language (ESL)
 - Civics and Citizenship
- Elementary and Secondary Basic Skills
- Career Technical Education (CTE)
 - Short Term CTE
 - Workforce Preparation
 - Pre-Apprenticeship
- Adults, including older adults, with Disabilities
- Adults Training to Support Child School Success

Funding for Noncredit

BREAKING DOWN THE 320 REPORT

State apportionment report based on attendance hours. California community college apportionment is primarily driven by the Full-Time Equivalent Student (FTES) workload measure.

FTES

FTES is not a headcount. Each FTES is equivalent to 525 hours of student instruction. One FTES can be generated by 1 student or multiple part-time students.

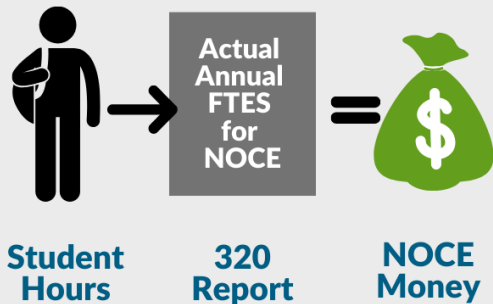
Positive Attendance FTES =

Positive Attendance Hours

525

Funding for Noncredit cont.

How does FTES help NOCE?



State Reimbursement Rates for 22/23

\$6,788 for 1 enhanced noncredit FTES

\$4,082 for 1 noncredit FTES

What's New?

Beginning in Spring 2020, NOCE began to offer noncredit distance education courses. As a result of this shift, NOCE began to submit student hours for state apportionment through both positive attendance and the alternative attendance accounting method.

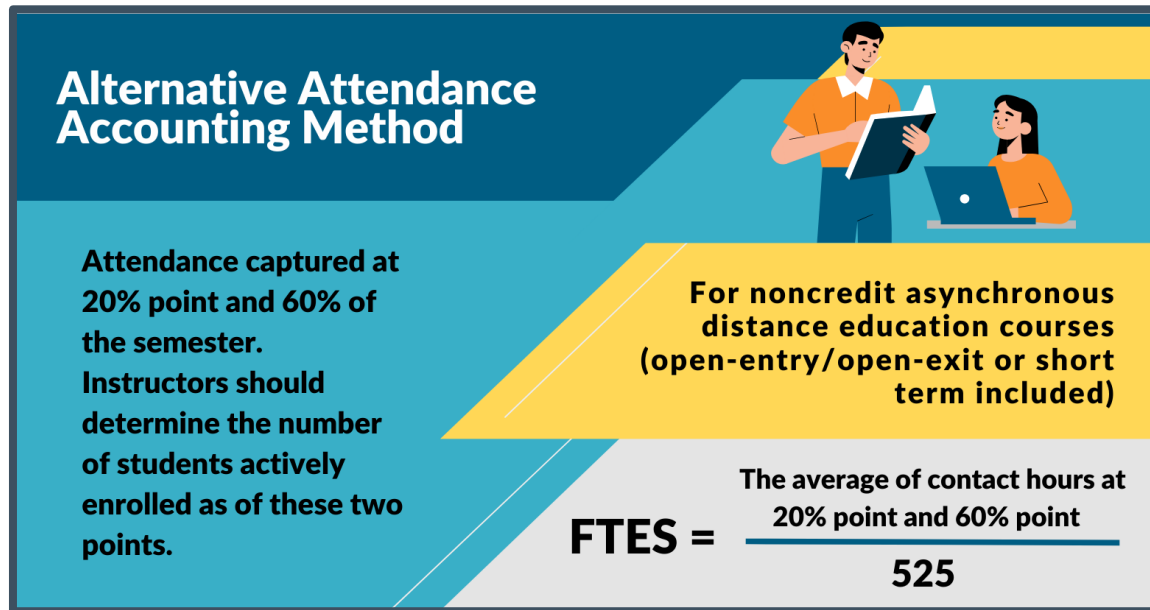
Enhanced FTES --> CDCP areas:

- ESL
- Basic Skills
- Short-Term Vocational
- Workforce Preparation

Basic noncredit areas:

- Citizenship
- Supervised Tutoring
- Substantial Disabilities
- Health and Safety
- Parenting
- Home Economics
- Courses for Older Adults

Alternative Attendance Accounting Method for Noncredit Apportionment Funding



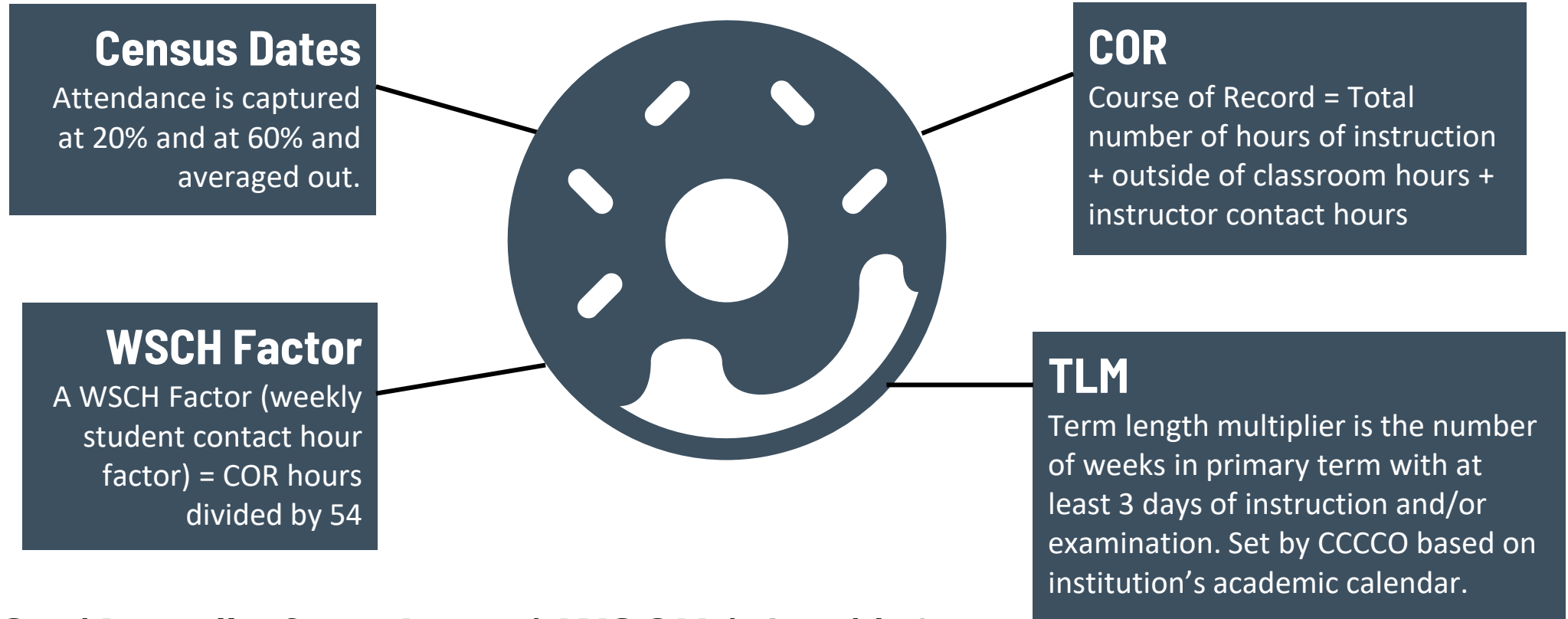
FTES Calculation

(Alternative Attendance Accounting Methods)

- Multiply number of students enrolled as of census by the number of “weekly contact hours”; multiply by the Term Length Multiplier; divide by 525.
- $\text{FTES} = (\# \text{ Students} \times \text{“WCH”} \times \text{TLM}) / 525$



Alternative Attendance Accounting Method



$$\text{FTES} = (\text{Avg. \# of students} * \text{WSCH} * 17.5) / 525$$



Noncredit Distance Education Method

- The Alternative Attendance Accounting Procedure- Noncredit is used for noncredit distance education courses. It is the only procedure that can be used for distance education courses taught asynchronously.
- FTES calculation is based on the number of students actively enrolled as of two census dates, one at the 20% point of course duration, and one at the 60% point.
- The first step in the attendance accounting process is to calculate the weekly student contact hour (WSCH) factor.
- The WSCH factor is used to calculate the student workload as of each of two census dates (20% point and 60% point) in the duration of the course.

Source: [PowerPoint Presentation \(acbo.org\)](http://acbo.org)

Career Development College Preparation (CDCP)

California Education Code section 84760.5 (a) defines Career Development and College Preparation noncredit courses as those that:

- Are sequenced leading to a certification of completion
- Lead to improved employability or job placement opportunities
- Lead to a certificate of competency in a recognized career field as articulating with college-level coursework, completion of an associate of arts degree, or for transfer to a four-year degree program

Source: [California Legislative Information Title 3 Division 7](#)

Why do CDCP?

- Higher apportionment rate
- Sequenced courses and programs with a clear structure for the student to receive a CO approved certificate
- Curriculum and award is Chancellor's Office approved





Why do Students Participate in Noncredit Education?

- Improve skills in English for non-native speakers
- For immigrants, to learn the pathways to U.S. citizenship
- Learn basic adult literacy skills in Math and English
- Obtain a high school diploma, prepare for the GED/HiSET exam
- Build skills for a new job or promotion
- Prepare for community college or university education
- Build self-sufficiency and independence
- Personal Enrichment



Through noncredit education, students transform themselves, their families, their communities, and their futures

Curricular Areas*

Onboarding

- College Readiness
- Academic Readiness
- Career Exploration
- Digital Literacy
- Community Needs

Complementary

- Mirrored Courses
- Support Courses (AB 705)

Capstone/Industry

- Vocational/Career Prep
- Sustainability



Pathways & Outcomes



Align courses to help students move through paths & toward desired outcomes.



Collaborate with colleagues to build and/or scale noncredit.



Credit and Noncredit faculty may benefit from collaborating on designing pathways.



Curriculum & Program Review committees should include noncredit instructors.



Hiring FT noncredit faculty is available; collective bargaining units may need to advocate for noncredit faculty pay.

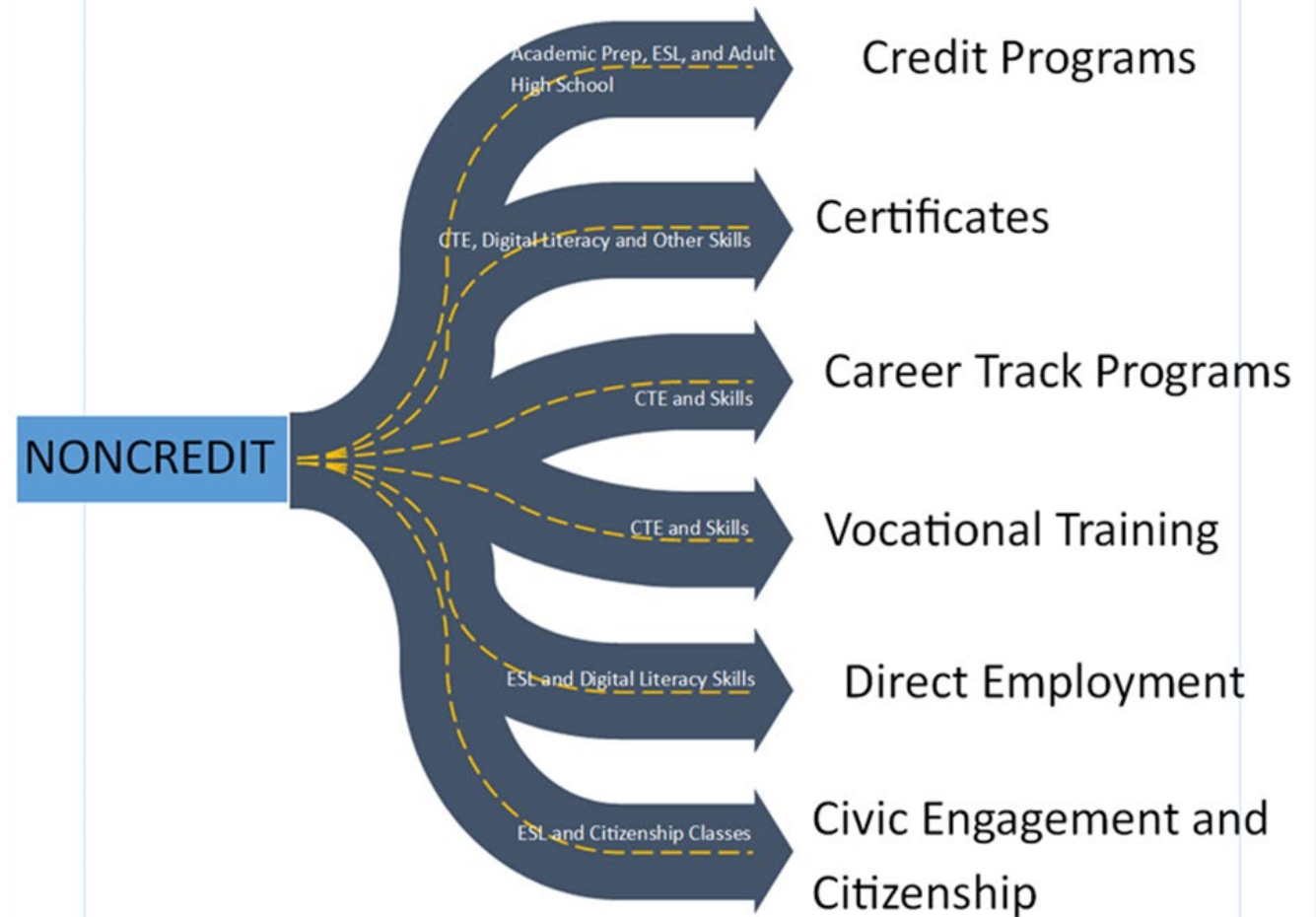
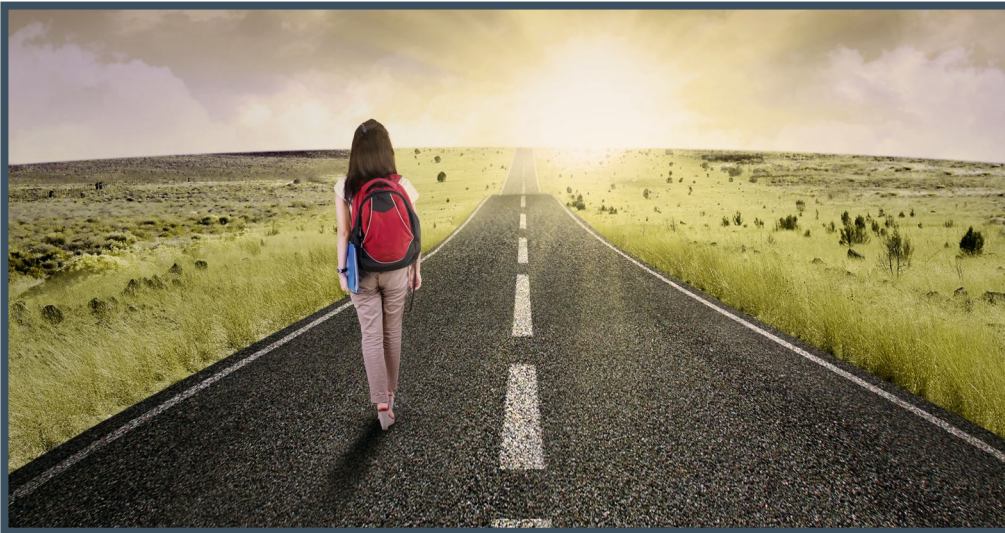
Embedding Noncredit into Campus Culture

Critical Inquiry Questions:

- What skills would students need to have before entering your class?
- How familiar are you with noncredit?
- How many hours would this course be?
- Does the course fit into an existing pathway? If so, how?



Transitions: Pathways from Noncredit



Noncredit & Vision 2030

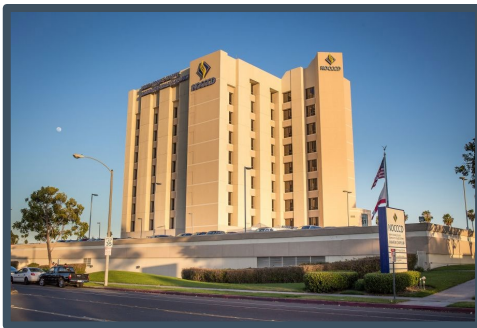
- [2023 System Webinars - Zoom](#)
- Linking Noncredit with Chancellor Christian's Vision 2030





What Does Noncredit Look Like?

- North Orange Continuing Education is one of two-standalone noncredit institutions within CCCCCO
- Programs offered:
 - Career Technical Education
 - Disability Support Services
 - English as a Second Language (ESL)
 - High school Diploma/ GED-HiSet preparation
 - Lifeskills Education Advancement Program (LEAP)



Anaheim



Cypress



Wilshire

60+ Community Sites:

- Schools
- Residential facilities
- Community Centers
- Nonprofits



NOCE Students by the Numbers



2021/22 Unduplicated head count

15,777



Gender

68% Female

24% Male

Race/Ethnicity

24% Hispanic

24% White

17% Asian/Pacific Islander

1% Black/African American

Age

• **.1% 0-17**

• **19% 18-34**

• **19% 35-54**

• **62% 55+**

NOCE Students by the Numbers cont.

53,252

Total Enrollments

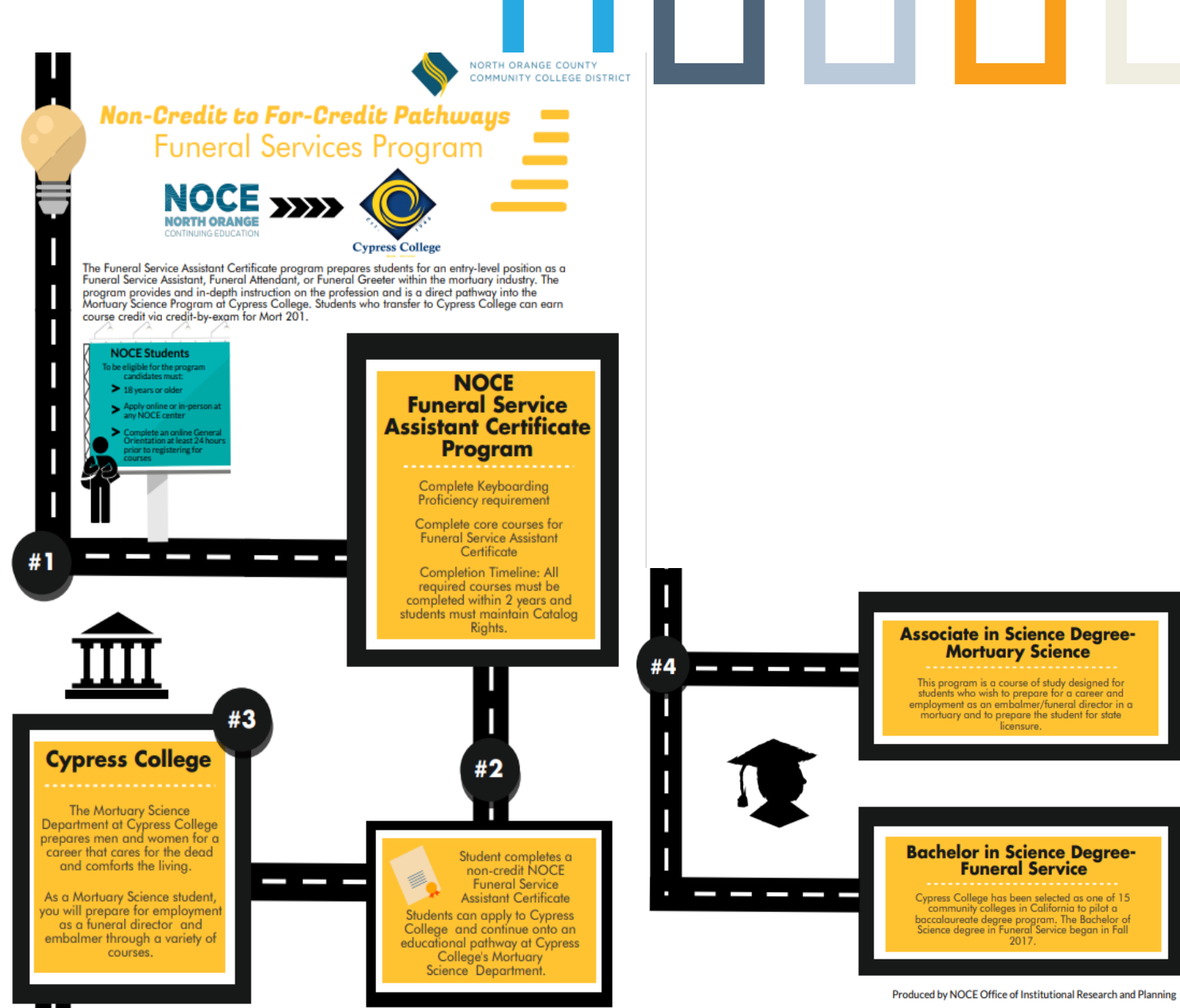


- **8%** Students who are not high school graduates
- **11%** Students with Bachelor degree or higher
- **8%** Immigrant students
- **8%** First time students

Educational Goals for NOCE Students

Top 3 goals:

- Educational Enrichment
- Basic Skills
- Career Exploration



Student Services

- Noncredit Student Success and Support Program Core Services (SSSP)
 - Orientation
 - Assessment
 - Counseling
 - Follow-up
- Disability Students Services
 - Job placement
 - Assessment
 - Counseling
 - Tutoring
 - Registration assistance



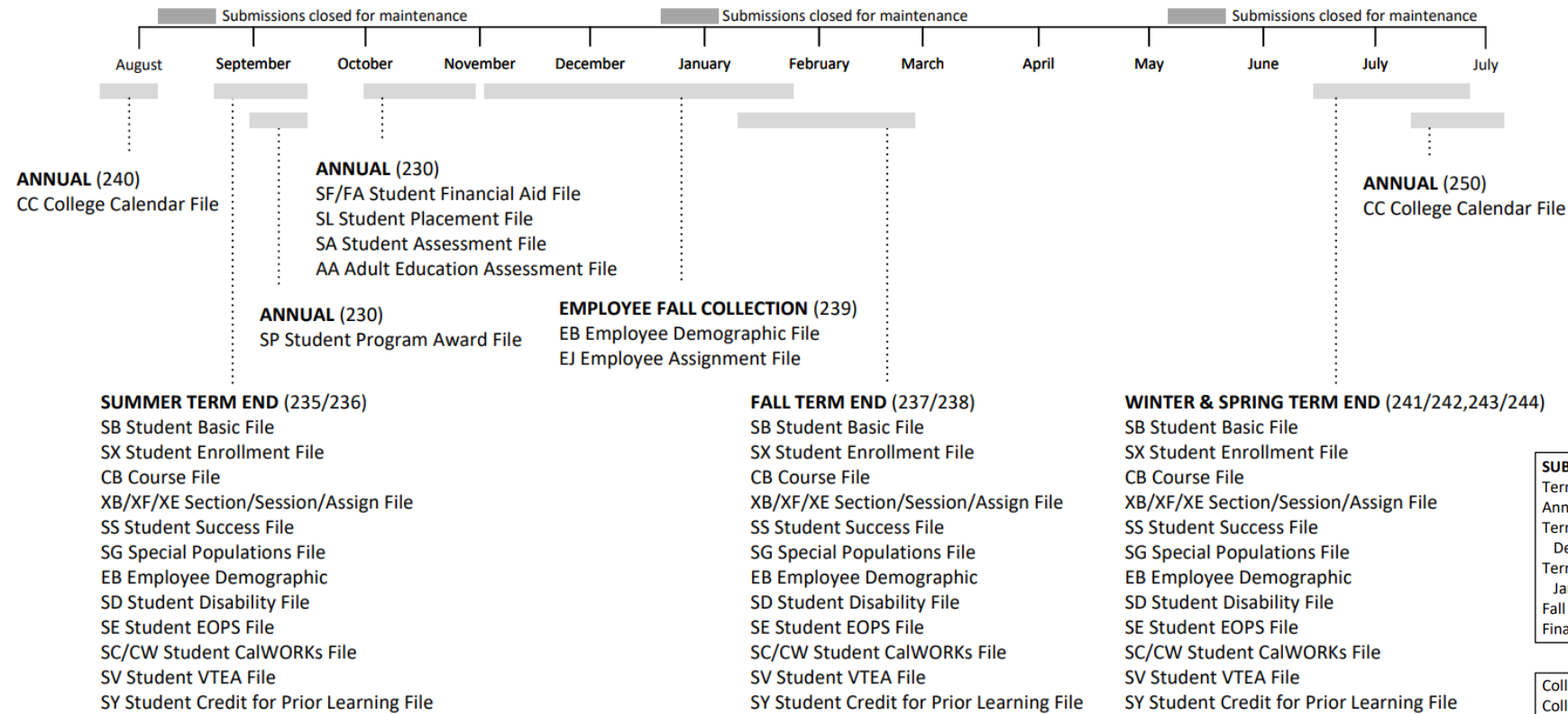
Noncredit Data Reporting

Through CCCCO Management Information System (MIS)

- Same process as California Community College credit data reporting
- Districtwide data submissions
- [Management Information Systems \(cccco.edu\)](http://cccco.edu)



MIS Submission Timeline



SUBMISSION DUE DATES

Summer term data is due 30 days after end of Summer term
Fall term data is due 30 days after end of Fall term
Winter and Spring term data is due 30 days after end of Spring term
Annual Program Awards data is due September 15
Annual Financial Aid data is due October 31
Annual Placement and Assessment data is due October 31
Annual Employee data is due January 31

SUBMISSION SYSTEM MAINTENANCE WINDOWS

August 9 through August 23
December 13 through January 3
May 6 through May 17

SUBMISSION DEADLINES FOR SPECIFIC DATA USES

Term data for categorical allocation purposes is the first Monday in August (by 5:00 PM)
Annual Program Awards data for IPEDS purposes is September 15 (by 5:00 PM)
Term/Annual Program Awards/Annual Financial Aid data for SCFF preliminary apportionment purposes is December 1 (by 5:00 PM)
Term/Annual Program Awards/Annual Financial Aid data for SCFF final apportionment purposes is January 14 (by 5:00 PM)
Fall Term data for IPEDS purposes is January 31 (by 5:00 PM)
Financial Aid data for VTEA allocation purposes is the second Friday in February (by 5:00 PM)

College Calendar file (240) covering 2023-24 must be submitted before any other 2023-24 data is submitted
College Calendar file (250) covering 2024-25 must be submitted before any other 2024-25 data is submitted



Noncredit-Specific MIS Tidbits

Noncredit Course Coding

- Submitted through MIS course basic file

Noncredit Student Services

- Submitted through MIS student services file

Student Attendance Hours

- Submitted through MIS student enrollment file

Adult Education Assessment

- HSE completers information, NRS EFL gains

Noncredit Awards, Certificates, and High School Diplomas

- Submitted through student program awards file



Legislated Noncredit Progress Tracking

“California community college districts (CCDs) receiving Adult Education Program funding are required to use the Chancellor’s Office Management Information System (MIS) to track adult learner progress in the seven authorized program areas and report achievements from the seven-outcome areas designated by EC Section 84913” (2023-24 Compendium of Allocation Resources, p. 37).

- [California Community Colleges Compendium of Allocations and Resources \(cccco.edu\)](https://cccco.edu)
- [CAEP-FY23-24 Beginning of Year Letter - FINAL \(8-13-2023\)_r \(caladulted.org\)](https://caladulted.org)

LaunchBoard

“The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students.”



California
Community
Colleges

Student Success
Metrics

Student Success Metrics Dashboard

View student progression along various educational journeys, from recruitment to completion, transfer, and the workforce.

[Explore](#)



Strong Workforce Program

Completion and employment data for examining long-term outcomes.

[Explore](#)



K12 Strong Workforce Program

Examine CTE system engagement and high school graduation for K12 students at institutions awarded K12 SWP funding.

[Explore](#)



Community College Pipeline

Community college offerings, student characteristics, milestones, completion, and employment outcomes to support program review and planning.

[Explore](#)



CALIFORNIA
ADULT EDUCATION

Adult Education Pipeline

Comprehensive, multi-level data on student demographics, enrollment, outcomes, types of services received, and employment using new adult education data and accountability metrics.

[Explore](#)



Guided Pathways

Guided Pathways metrics have been brought into the Student Success Metrics Cohort View. Guided Pathways will no longer be updated.

[Explore](#)



Resources

Access infographics, short videos, and guides to learn how to use LaunchBoard information to support educational improvement efforts.

[Explore](#)

Adult Education Pipeline Dashboard

Adult Education Pipeline: Overview

Interested in how the data is calculated?
See the Metric Definition Dictionary

☒ Statewide ☐ Region ☐ Consortia ☐ CC District

Statewide

Institution

All

Academic Year

2021-2022

VIEW

Export Data to CSV

DETAILED DATA COMPARISON

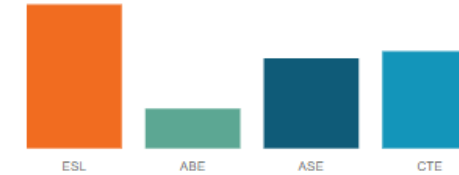
481,200

Total Adults Served

AEP Score Card

Consortium, member, and regional performance on the Measuring Our Success metrics.

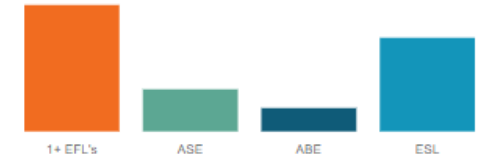
View AEP Score Card



Students and Programs

Explore program enrollment, student demographics, and barriers to employment.

View Students and Programs



Progress

Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

View Progress

Select an Earlier Year

Transition

Learn about student transition into postsecondary education and college credit pathways.

View Transition



Noncredit CTE Certificate

Success

Information on completion of diplomas, certificates, and college credit awards.

View Success

Select an Earlier Year

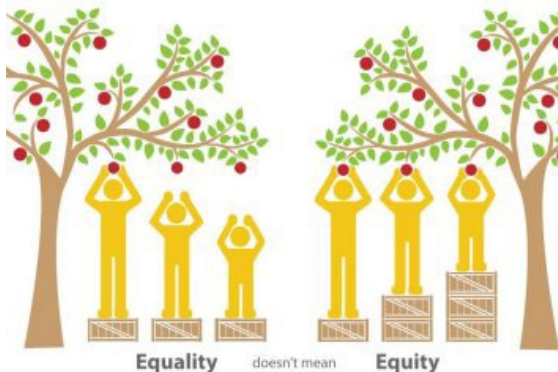
Employment and Earnings

Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

View Earnings

Leveraging Community College Initiatives for Noncredit

- California Adult Education Program (CAEP)
- Student Equity and Achievement Program (SEAP)
- Perkins V
- Strong Workforce Program (SWP)
- Disabled Student Programs and Services (DSPS)



California Community Colleges Chancellor's Office
Management Information Systems Division
Career Technical Education (CTE) (Perkins V)

Key Takeaways



Funding for noncredit apportionment

CDCP

CCFS-320 apportionment reporting



Noncredit Programs

Noncredit curriculum

Noncredit pathways



Noncredit Data Tracking

MIS

AEP Dashboard

CC TAP Listserv Launched



**Subscribe to the
CC TAP Listserv!**

- LISTSERV.CCCNEXT.NET --> Subscribe to CCTAP-LS under List Name
- For Technical Assistance:
tap@caladulted.org



For any questions:

North Orange Continuing Education
Office of Institutional Research and Planning

www.noce.edu/oirp

Dulce Delgadillo, M.P.P
Ddelgadillo@noce.edu

**Scan to take
our survey:**



Lisa Takami, Ed.D.
Lmednick@noce.edu

Harpreet Uppal, Ph.D.
Huppal@noce.edu

Jason Makabali
Jmakabali@noce.edu