Noncredit (NC) 101

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

December 15th, 2023

CALIFORNIA ADULT EDUCATION PROGRAM

Who we are

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

Dulce Delgadillo
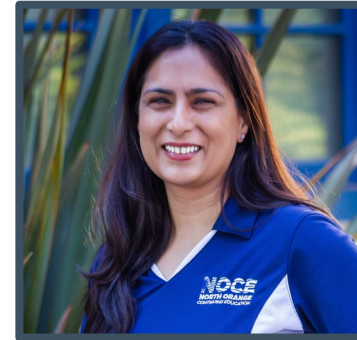
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Before we begin…
Let's do a poll!

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

CALIFORNIA ADULT EDUCATION PROGRAM

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.
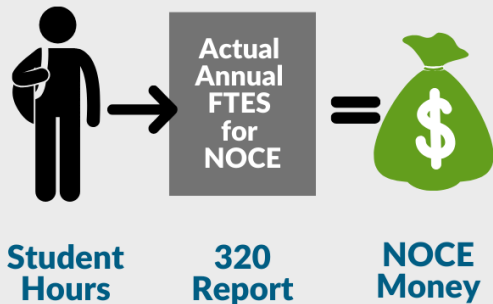
Positive Attendance FTES =

$$\frac{\text{Positive Attendance Hours}}{525}$$

Funding for Noncredit cont.

How does FTES help NOCE?

Student Hours → Actual Annual FTES for NOCE = NOCE Money

320 Report

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.
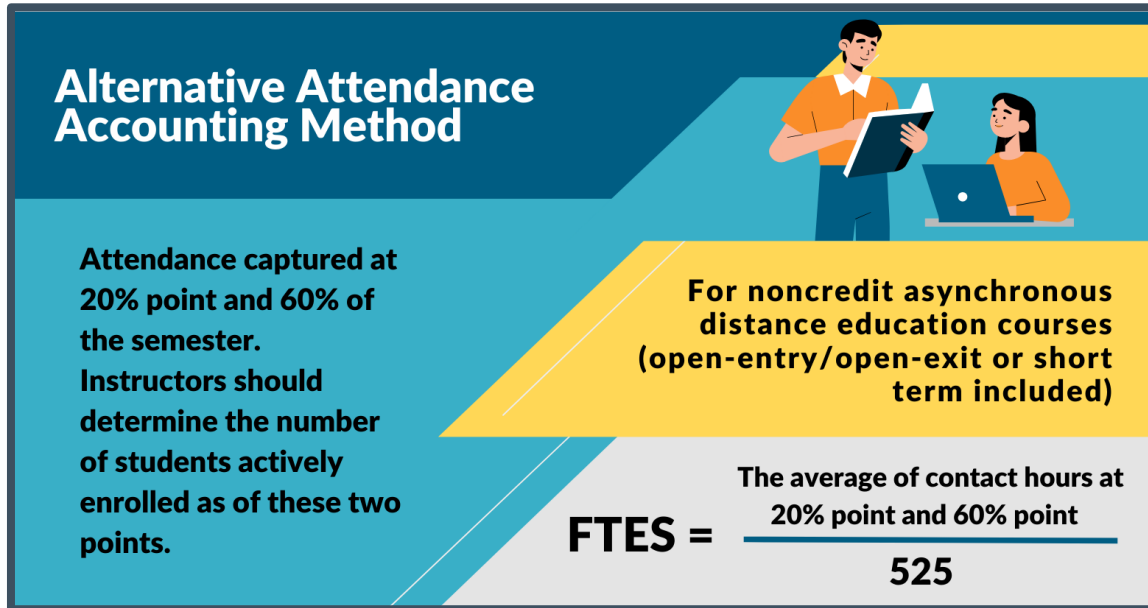
Enhanced FTES --> CDCP areas:

- 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

Alternative Attendance Accounting Method

Attendance captured at 20% point and 60% of the semester. Instructors should determine the number of students actively enrolled as of these two points.

For noncredit asynchronous distance education courses (open-entry/open-exit or short term included)

$$\text{FTES} = \frac{\text{The average of contact hours at 20\% point and 60\% point}}{525}$$

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.
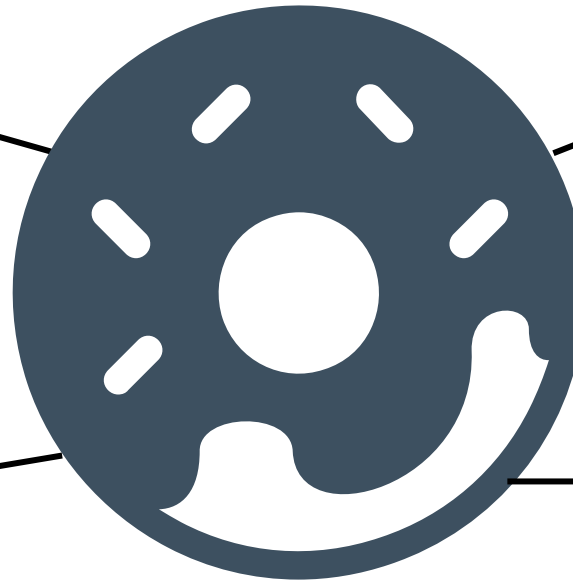- FTES = (# Students x "WCH" x TLM) / 525

Alternative Attendance Accounting Method

Census Dates
Attendance is captured at 20% and at 60% and averaged out.

COR
Course of Record = Total number of hours of instruction + outside of classroom hours + instructor contact hours

WSCH Factor
A WSCH Factor (weekly student contact hour factor) = COR hours divided by 54

TLM
Term length multiplier is the number of weeks in primary term with at least 3 days of instruction and/or examination. Set by CCCCO based on institution's academic calendar.

FTES= (Avg. # of students * 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)

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

Elementary and Secondary Basic Skills	Workforce Preparation	Short-term Vocational

ESL	Vocational ESL

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

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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.
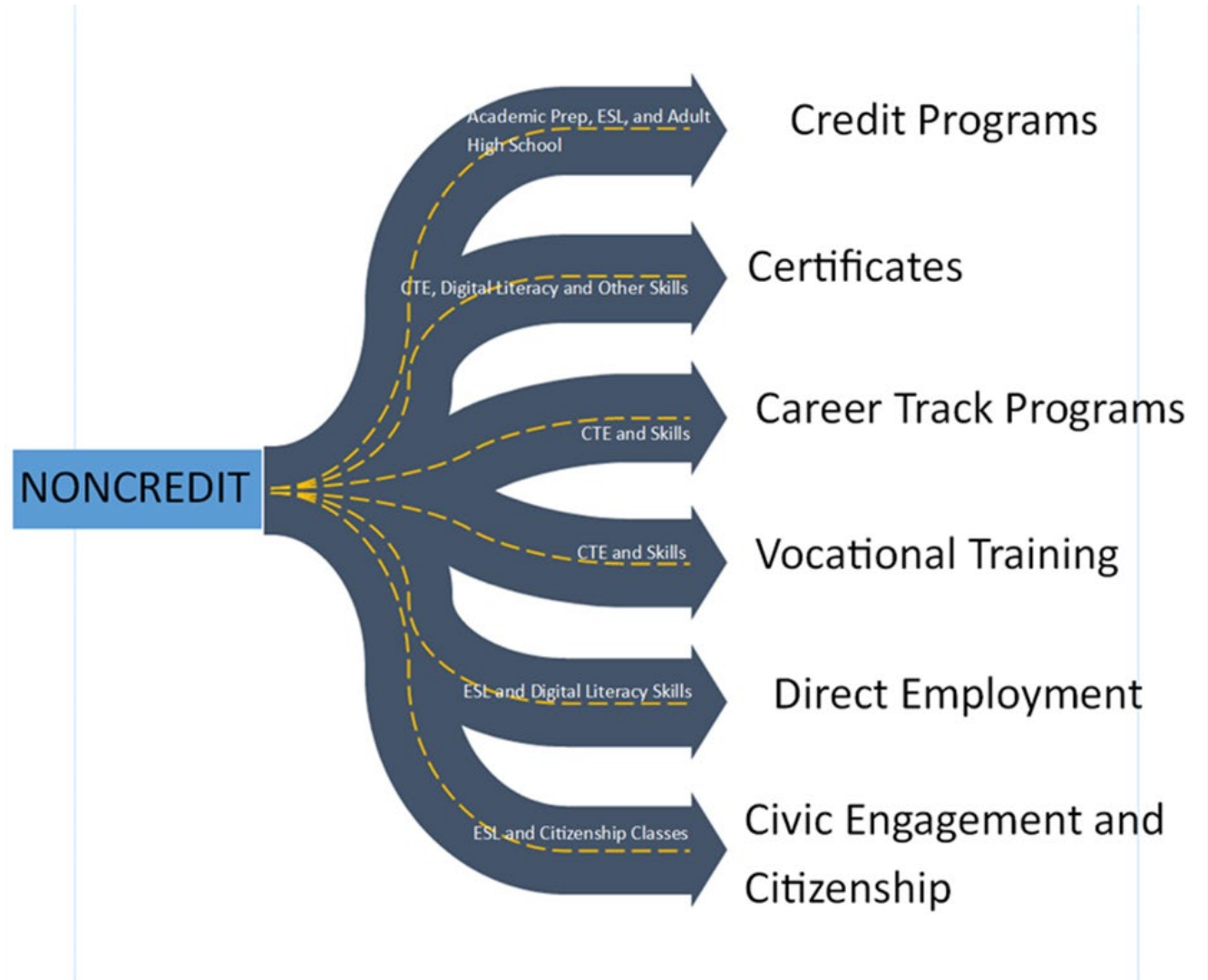
Embedding Noncredit into Campus Culture

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

Academic Prep, ESL, and Adult High School → Credit Programs

CTE, Digital Literacy and Other Skills → Certificates

CTE and Skills → Career Track Programs

CTE and Skills → Vocational Training

ESL and Digital Literacy Skills → Direct Employment

ESL and Citizenship Classes → Civic Engagement and Citizenship

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 CCCCO
- 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)
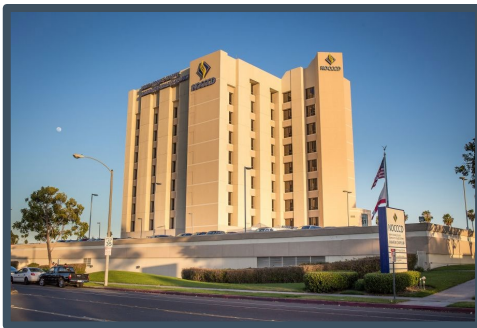
Anaheim

Cypress

Wilshire

60+ Community Sites:
- Schools
- Residential facilities
- Community Centers
- Nonprofits

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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+

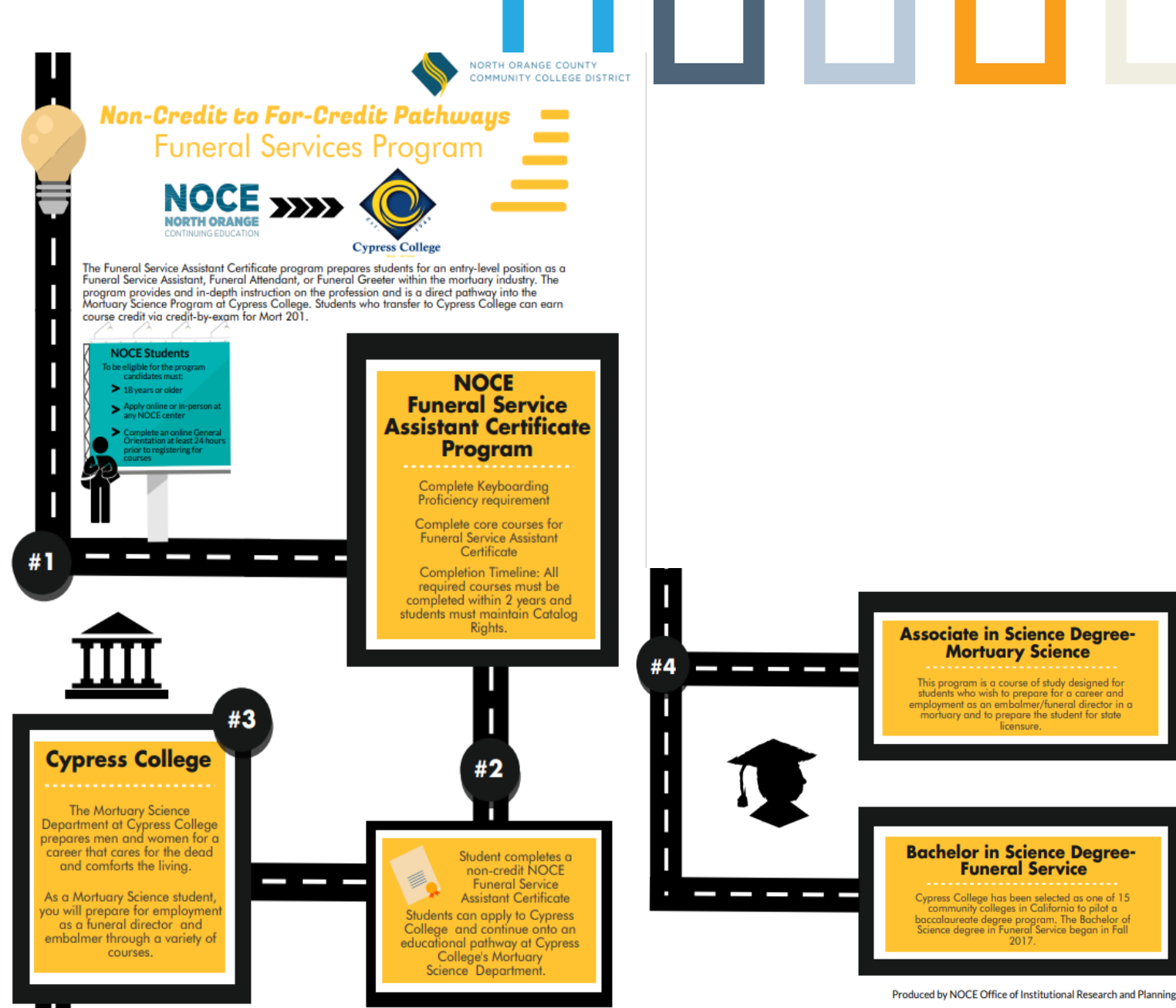# NOCE Students by the Numbers cont.

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

Non-Credit to For-Credit Pathways
Funeral Services Program

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

NOCE NORTH ORANGE CONTINUING EDUCATION ▶▶▶ Cypress College

The Funeral Service Assistant Certificate program prepares students for an entry-level position as a Funeral Service Assistant, Funeral Attendant, or Funeral Greeter within the mortuary industry. The program provides and in-depth instruction on the profession and is a direct pathway into the Mortuary Science Program at Cypress College. Students who transfer to Cypress College can earn course credit via credit-by-exam for Mort 201.

NOCE Students
To be eligible for the program candidates must:
➤ 18 years or older
➤ Apply online or in-person at any NOCE center
➤ Complete an online General Orientation at least 24 hours prior to registering for courses

#1

NOCE Funeral Service Assistant Certificate Program

Complete Keyboarding Proficiency requirement

Complete core courses for Funeral Service Assistant Certificate

Completion Timeline: All required courses must be completed within 2 years and students must maintain Catalog Rights.

#3 Cypress College

The Mortuary Science Department at Cypress College prepares men and women for a career that cares for the dead and comforts the living.

As a Mortuary Science student, you will prepare for employment as a funeral director and embalmer through a variety of courses.

#2

Student completes a non-credit NOCE Funeral Service Assistant Certificate

Students can apply to Cypress College and continue onto an educational pathway at Cypress College's Mortuary Science Department.

#4

Associate in Science Degree- Mortuary Science

This program is a course of study designed for students who wish to prepare for a career and employment as an embalmer/funeral director in a mortuary and to prepare the student for state licensure.

Bachelor in Science Degree- Funeral Service

Cypress College has been selected as one of 15 community colleges in California to pilot a baccalaureate degree program. The Bachelor of Science degree in Funeral Service began in Fall 2017.

Produced by NOCE Office of Institutional Research and Planning

Student Services

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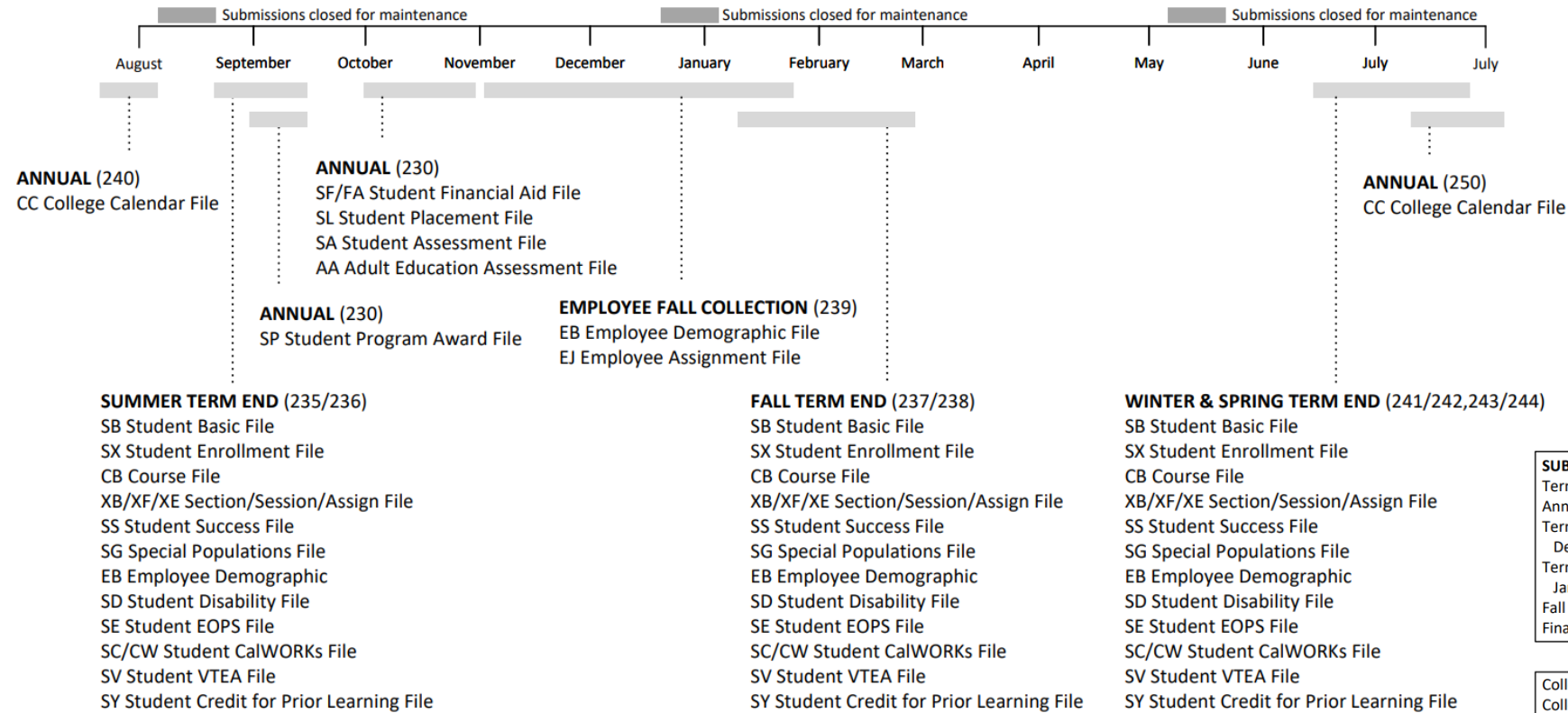 - Registration assistance

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)

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)](cccco.edu)
- [CAEP-FY23-24 Beginning of Year Letter - FINAL (8-13-2023)_r (caladulted.org)](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."

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

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

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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)

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:

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