

Noncredit Work Group Recommendations

12.03.19

Introduction and Background:

At the September 27, 2019, meeting of College Planning Council, action was taken to authorize the formation of a Noncredit Work Group. The goal of the work group is to create a formal plan for adoption by Academic Senate and College Planning Council by the end of spring semester 2020. The work group includes faculty (appointed by Senate), classified staff (appointed by CSEA), a student (appointed by ASCOD), and leadership members. With the training and information gathered, the work group submitted recommendations to be reviewed at both Senate and College Planning Council.

Method of Collection Data and Feedback:

The work group met four times during fall semester 2019, during which members learned more about noncredit programs at College of the Desert and system-wide, discussed issues and concerns, and examined best practices. Meetings were two hours long. The meeting dates were:

1. October 22
2. November 5
3. November 19; and
4. December 3.

Recommendations:

The Noncredit Work Group makes the following recommendations to College Planning Council:

1. Designated Noncredit location at Palm Desert for non-credit application, registration, services and information;
 - a. Continue to cross train the bilingual Enrollment Services Specialists at off-site locations;
 - b. Consolidation of leadership (Not for Credit—PACE Partnership and Community Education, Noncredit)
 - c. Consolidation/leveraging of the fiscal and related resources (ex. AEBG, SW, WIOA, PACE revenues, grants, etc.)
 - d. Integration of Community Education, Noncredit, and Credit, when there are pathways
2. Starting Summer 2020, easy to access and use multilingual website with consolidated information; (AEBG goal—College and Valley wide goal for Noncredit website)
3. Recognize Noncredit curriculum is institution-wide crossing multiple schools;
 - a. Central point of contact (curriculum staff and department/leadership) to assist and support with Noncredit questions and curriculum
 - b. Discipline faculty within schools are responsible for Noncredit Curriculum through their Senate processes. Instructional faculty who teach Noncredit continue to report to their respective Deans and schools.
 - c. Focus on CDCP (Career Development-College Preparation) “Enhanced” Noncredit (Defer to the Enrollment Management Committee for CDCP FTES target)
 - d. Recommend creating and marketing a **separate section** for Noncredit and Not for Credit in **catalog and schedule**.
 - i. Including print bilingual Noncredit catalog and schedule for separate distribution

- ii. Consolidating the marketing resources from multiple grants and other resources to support this recommendation
- 4. Recommend program maps and matriculation steps—**VISUAL MAPS**
 - a. Community Education to Noncredit pathway to Credit Pathway
 - b. Community Education that leads to Completion/Employment
 - c. Noncredit that leads to Competency, Completion, and/or Employment
 - d. Inform students enrolled in Noncredit of Credit by Exam (CBE) options
 - i. Noncredit CBE
 - ii. Credit CBE for Noncredit students (goal: waiving CBE fees)
 - iii. Avoids students retaking that class
 - e. Coordinate with the Guided Pathways work
- 5. Improvements in Noncredit Admissions and Records processes
 - a. Develop and automate degree audit using non-course equivalencies
 - b. Migrate the High School Diploma program into the Student Information Systems (Ellucian)
 - c. Link to organizations to evaluate foreign transcripts
 - i. Intended to facilitate ESLN students that have foreign credentials to inform their educational goal and employment goal
- 6. Professional Development for faculty who will be teaching/advising Noncredit (Referred to the Faculty Development Committee)
- 7. Create a Strategic and Marketing campaign for a COD's Noncredit Program and Community Education
 - a. Noncredit-to-credit program maps/matriculation
 - b. Reasons why students should take Noncredit
 - c. Reasons why students should take Community Education
 - d. Employment opportunities (jobs/potential pay)
 - e. Increased competencies (language acquisition)
 - f. Increase skills for current employment
 - g. Consolidate resources and create a separate marketing budget
- 8. Improved institutional research
 - a. Noncredit to credit matriculation
 - b. Discipline distinction for Noncredit within the data available
 - c. Noncredit to degree pathways
 - d. Gather data on employment and wage gains for Noncredit students
- 9. Scheduling and offering the new Noncredit courses have to be addressed as students select Noncredit goals (this will take more time)
- 10. Test and expand a Supported Instruction Model based on the I-BEST (Integrated Basic Education Skills and Training) model developed in Washington state, beginning in 2004-2005. The test model consists of a CTE instructor as the instructor of record, and an ESL Instructor, Basic Skills Instructor, and/or Librarian in the classroom at the same time to do one or more of the following:
 - a. Provide one-on-one or small group support to students who need it

- b. Teach mini-lessons on related content (i.e. a basic math tutorial in an Excel class)
 - c. Circulate through the class and help to monitor student understanding and behavior.
11. Results of the Supported Instruction Model will be evaluated in comparison to the “regular” classes. Possible metrics to be used include:
- a. Improved grades in credit component
 - b. Higher retention and completion rates
 - c. Continuation into further coursework (if that is the student’s goal)
 - d. Successful job placement

This work group recognizes the impact of Noncredit on the workload of the Curriculum Committee, and refers to the Senate to review its process in light of the impact of Noncredit curriculum. This work group recognizes that increased CDCP Noncredit courses is directly tied to the new Student Centered Funding Formula and recent state legislation.

The work group will meet twice during Spring Semester 2020 to review progress on the recommendations and to determine which department(s) and/or person(s) will be accountable for implementation.