

# Utilization of Noncredit in Implementing AB 705 to Increase Success for All Students

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# Fundamental Approach to Restructure Developmental Education

- The effective implementation of AB 705 “will provide more inclusive and expansive access to transfer-level English and mathematics/quantitative reasoning courses and increase the numbers of students who successfully move through these high-stakes gateways.”

*Hope and Stankas, Assembly Bill (AB) 705 Implementation Memo 7/11/18*

# AB 705 Requirements

- Every college is required to **maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe**
- All students whose program of study requires transfer-level coursework, ***for whom transfer is the goal***, with high school performance records within ten years of graduation, should be placed into transfer-level English. <https://assessment.cccco.edu/subject-specific-information> (accessed 11/7/18)

## Does AB 705 only apply to transfer students?

- No, AB 705 is applicable to all students who are seeking to complete a degree.
- While all students need a transfer level English composition course for degree completion, math requirements vary. Placement in math should align with the student's educational goal. If a student declares a major or goal that requires transfer level math or quantitative reasoning, then the student should be placed in the correct math and at the correct level.
- If a student declares a major or goal that includes a local degree or certificate, then the student should be placed in the math or quantitative reasoning that matches the student's goal.

<https://assessment.cccco.edu/faqs/> (accessed 11/7/18)

## Time-Frame for Completion of Transfer Level Math or English

- AB 705 stresses a maximum one-year time frame, and the “clock” for that curricular design should be no more than 2 semesters (or 3 quarters as applicable).
  - The one-year limit begins once individual students begin taking mathematics and English courses that are part of a sequence leading to transfer-level (either credit or noncredit).
  - However, the funding formula favors the completion of transfer-level mathematics and English in the students’ first year of enrollment.
- *Hope and Stankas, Assembly Bill (AB) 705 Implementation Memo 7/11/18*

# Vision for AB 705 Implementation

*Improve ALL students' reading, writing, and math competencies and confidence needed for them to achieve their educational and career goals in a more timely manner WITHOUT adding units, creating barriers or delays to their success, or additional costs to the students or college and while maximizing the new budget formula as much as possible*

# AB 705 Implementation Components

- Curricular design
  - Preparatory Skills Building
  - Co-curricular Support
- Redesign of assessment and placement and non-curricular support

# Curricular Design Approach and Components

- Collaboration between noncredit and credit English, ESL and math disciplines with a role for both types of curricular options

## Components

- Preparatory courses that are not part of sequence to college level English or math/quantitative reasoning (these courses don't start the two-semester clock) <https://assessment.cccco.edu/faqs/> (accessed 11/7/18)
- Co-curricular support courses may be optional or required



# Curricular Design of Noncredit Preparatory Courses

- NOT tied to any math or English sequence for transfer
- Skill builders focused on specific math and English competencies (pre-degree and transfer level) and cross-walked with CASAS test competencies
- Utilize Just-In-Time Instruction so students can focus on developing the skills/competencies they need
- Serve ALL students, regardless of their educational goal, by focusing on needed academic and career skills



# Noncredit vs. Credit Co-curricular Options to Support Student Success

	Noncredit	Credit
<b>Cost</b>	\$0 tuition, fees & textbooks Lower cost to the college (lower instructional rates)	\$46/unit plus textbook, not eligible for financial aid
<b>Repeatability</b>	Unlimited	Limited to 3 repeats ONLY IF student does not pass
<b>GPA impact</b>	No units, no GPA impact	Negative GPA impact
<b>Instruction</b>	<ul style="list-style-type: none"> <li>Just-in-time instruction allows students &amp; instructors flexibility to focus instruction on student needs</li> <li>Competency-based instruction and evaluation</li> </ul>	Instructors MUST cover all topics and stick to teaching schedule
<b>Grades</b>	Pass, Satisfactory Progress, No Pass	Letter grades or P/NP
<b>Enrollment Flexibility</b>	<ul style="list-style-type: none"> <li>Usually open-entry/open-exit to allow students to join if spots available</li> <li>Students can leave when they got what they needed</li> </ul>	<ul style="list-style-type: none"> <li>Registration limits related to census date</li> <li>Students must complete the entire class or risk failure</li> <li>Compliance with Carnegie rules</li> </ul>
<b>FTES generation</b>	Reimbursed at same rate as credit if part of a CDCP certificate, and based on positive attendance	Based on census for now and will soon be under performance-based funding formula

## Requirement of a noncredit support course

- Colleges may require a noncredit support course or other innovation within noncredit.
- This support should be evaluated and, if required, is considered part of the two semesters or three quarters allotted for completion of the transfer level course.
- It is also important to evaluate the number of hours the student is expected to complete per week in the noncredit support course and if that time places an undue burden on the student.

<https://assessment.cccco.edu/faqs/> (accessed 11/7/18)

# Noncredit Math Optional Preparatory & Required Co- curricular Courses @ West

## Optional Noncredit Preparatory Classes

- Arithmetic Review I & II
- Arithmetic Lab
- Pre-Algebra Review I & II
- Pre-Algebra Lab
- Elementary Algebra Review I & II\*
- Elementary Algebra Applied Lab\*
- Math for College & Career Readiness

*\*(still in approval process)*

## Required Noncredit Co- curricular Support Classes

Credit Course	Noncredit Support Courses
Math 227 - Stats	Ac Prep 15 (Data Analysis) & 16 (Algebra)
Math 230 – Math for Lib Arts	Ac Prep 16 (Algebra) & 18 (Prep Math)
Math 241 - Trig	Ac Prep 16 (Algebra) & 17 (Geometry)
Math 245 – College Algebra	Ac Prep 16 (Algebra) & 18 (Prep Math)

# Noncredit English Optional Preparatory & Co-curricular Courses

## Optional Preparatory & Co-curricular Noncredit English Course

### Preparatory

- Reading and Writing for College & Career Readiness

### Co-curricular

- Basic English Skills

## Optional Co-curricular Support English Course

- English 72 (1 unit)

# Success with Preparatory & Co-curricular Noncredit Courses @ West

Student Population/Program	Outcomes
<p>Police Orientation Prep Program Cohort</p> <ul style="list-style-type: none"> <li>• Conducted required integrated noncredit for the past two years</li> <li>• 90% African American &amp; Latino students and 80% male</li> <li>• Noncredit summer boot camp math &amp; English</li> <li>• Noncredit co-curricular Math &amp; English in Fall &amp; Spring while students take full credit load</li> </ul>	<p>95% of students pass transfer-level English and degree-applicable math or higher by Spring semester</p>
<p>Student athletes</p> <ul style="list-style-type: none"> <li>• Optional; in second year</li> <li>• 95% participants male; 80% African American</li> <li>• Noncredit summer boot camp in math and English</li> <li>• Study skills support class during Fall &amp; Spring semesters</li> </ul>	<p>Students who attended minimum of 25 hours of noncredit per term had higher rates of success than those athletes who did not attend noncredit all</p>

# Differences for Faculty when Teaching Noncredit vs. Credit

	Noncredit	Credit
<b>Faculty MQs</b>	<ul style="list-style-type: none"> <li>Requires bachelor's degree for math and English</li> </ul>	<ul style="list-style-type: none"> <li>Requires master's degree for math and English</li> </ul>
<b>Faculty Pay*</b>	<ul style="list-style-type: none"> <li>Same hourly rate for FT faculty</li> <li>~\$5/hour less for adjunct faculty but maximum level is capped at lower level than credit</li> </ul>	<ul style="list-style-type: none"> <li>Same hourly rate for FT and adjunct</li> </ul>
<b>Faculty Load</b>	<ul style="list-style-type: none"> <li>25 hour load</li> <li>allows faculty to teach more classes</li> </ul>	<ul style="list-style-type: none"> <li>12 hour load for English &amp; ESL</li> <li>15 hour load for math</li> </ul>
<b>Reporting Requirements</b>	<ul style="list-style-type: none"> <li>Positive attendance reporting (daily attendance)</li> </ul>	<ul style="list-style-type: none"> <li>Usually census based; may be positive attendance if scheduled as DSCH</li> </ul>

*\*Set by AFT contract, not state law*



# Conversion of SSSP Services to SEA Program Requirements @ West

- Opportunity to expand noncredit SSSP promising practices to the entire college
- Engage students through noncredit Intro to Post-Secondary Education class with counselors to help students make informed decisions about their initial and set of goals and strengthen their college navigation skills
- Normalize noncredit and tutoring for all successful students and reduce stigma and bias against it
- Emphasis on meeting students where they are in their journey, engaging students and setting them up for success
- Engage credit faculty to develop noncredit preparatory and support classes in other gatekeeper credit classes

# Re-design of our college Assessment Center

Express-level services	Academic / Career Support	Support Services
Application	Academic/Career Outcomes Orientation	Financial Aid Application Support <ul style="list-style-type: none"> <li>• review by F.A. representative</li> </ul>
Prerequisites	English/Math Diagnostic Test to help students identify their strengths and skills they need to strengthen	App completion / Other Services <ul style="list-style-type: none"> <li>• Child Care</li> <li>• Textbook (vouchers, rental)</li> <li>• University Field Trips</li> <li>• Transportation Assistance</li> <li>• Other relevant services</li> </ul>
Placement support	Career Interest Diagnostic (free assessments)	Workshop Location <ul style="list-style-type: none"> <li>• Program</li> <li>• Probation</li> </ul>
Enrollment Support	Education Planning (recommend both credit & noncredit based on set of goals & diagnostic tests)	

# Integration of Noncredit Preparatory and Support Classes in Placement Communication

Students with Transfer Goal	Students with AA/AS Degree Goal	Students with Certificate Goal
Placement into transfer-level math or English based on HS transcript/self-reported	Placement into degree-required math or English based on HS transcript/self-reported	Credit math and English courses not required
All students 18+ take CASAS diagnostic test for reading and math to evaluate current competencies		
Advised to enroll in preparatory noncredit skill building classes based on diagnostic test results BEFORE they enroll in transfer-level math & English courses	Advised to enroll in preparatory noncredit skill building classes based on diagnostic test BEFORE and/or CONCURRENTLY with their degree-level math & English courses	Advised to enroll in preparatory noncredit skill building classes based on diagnostic test BEFORE and/or CONCURRENTLY with their credit courses
Advised to enroll in co-curricular noncredit support classes CONCURRENTLY with their transfer-level math & English courses		

# Rationale for Use and Selection of CASAS Diagnostic Tool

- Approved by U.S. Department of Education (Workforce Investment Opportunities Act (WIOA))
- Free cost to the college and students
- Already in use at EVERY CA community college with adult education program (AEP), so it's easy to go to scale
- Measures individual student improvement
- Easily understood by students and faculty
- Competencies aligned with noncredit courses for instruction and skill development
- Promotes help-seeking behavior
- Integrated with counseling/advising
- Generates income for the college based students achieving benchmarks (significant improvement in reading or math, ESL civics, HS equivalency or diploma, employment or increased wages)

# Increasing Student College Readiness for all

- Introduce and deliver college readiness courses and certificate to all students

## **College Readiness Certificate of Competency**

- Basic Skills 75 – Intro to Post-Secondary Education
- Basic Skills 5 – Academic Guidance

Choose at least one course but can take more:

- Basic Skills 73 – Industry Overview and Career Opportunities
- Basic Skills 27 – Foundation for Success: Study Skills
- Basic Skills 9 – Intro to Library Material and Searches
- Vocational Education – Computer Literacy for College

# Delivery of College Readiness courses and certificate

- Conducted College Readiness certificate classes for all incoming First-Year Pathway students in Summer 2018 – 98% completion and satisfaction
- Implement with onboarding developmentally disabled adults in our Uniquely Abled, C2C and LAUSD CATS programs
- Conduct at least Basic Skills 75 or the entire certificate with:
  - K12 partners
  - Special day schools
  - Adult schools
  - Integrated with all noncredit job training programs
  - GAIN/CalWorks programs on and off-campus
  - TRIO programs on and off-campus
  - CTE pathway programs:
    - Started with all Health Science programs in Summer 2018
    - Integrated 3 noncredit certificates in Year Up program in Business and CSIT pathways; expanding onboarding and academic preparation before students start the program
- Created a College Readiness certificate for English Language Learners

# Expanding the Model of Using Noncredit Preparatory and Support Classes in Other Disciplines

- Created Science Careers Certificate to strengthen this career pathway and student success:
  - Basic Skills 93 - Biology Fundamentals
  - Basic Skills 94 - Chemistry Fundamentals
  - Basic Skills 99 – Intro to Science Careers
- Biology and Chemistry fundamental classes offered during winter and summer to students who are enrolled in credit classes for Fall and Spring
- Science faculty now want to create noncredit biology and chemistry support courses to offer during Spring and Fall to students enrolled in gatekeeper biology and chemistry classes

# Questions, Feedback & Contact Information

- We definitely don't have all the answers
- Continue to engage all parts of the college, our partners and external noncredit colleagues to re-design our services and procedures to support student success
- We welcome suggestions, feedback and discussion
- Any questions?
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