

Noncredit 101

ACCE Northern Workshop
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Noncredit Programs & Partnerships at Mt. San Antonio College



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NONCREDIT COURSES (10 CATEGORIES)

1. **English as a Second Language**
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 (incl. apprenticeship)**
10. **Workforce Preparation**

FAST FACTS: ENROLLMENT

Noncredit Student Enrollment

Adult Basic Education	Adult Basic Education	2055
	Adult High School Diploma	491
	High School Equivalency (GED/HiSET)	381
	High School Referral	691
	Summer High School	9981
ESL	ESL	4028
	VESL Career Paths	194
Noncredit Labs	Language Learning Center	4213
	WIN	783
	All Other Noncredit Labs	16310
Noncredit Vocational	Health Careers Lab (Credit students)	330
	Health Careers Lab (Noncredit students)	103
	Health Lecture (Noncredit students)	132
	Noncredit Vocational (Dual-listed with credit)	330
	Noncredit Vocational (Stand-alone)	1506
Education for Older Adults		3719
Unduplicated Total		39161

FAST FACTS: OUTCOMES

Student Achievement



Certificates

Basic Skills Certificates of Competency	200
ESL Certificates (Beginning, Intermediate, Advanced)	970
Noncredit Short-Term Vocational Certificates	47
High School Equivalency (GED/HiSET) Preparation Certificates	21
Adult High School Diploma Graduates	62
ABE Computer Literacy Certificates of Proficiency	57

Pass Rates

California CNA Exam Pass Rate	90%
Phlebotomy Technician 1 Exam Pass Rate	75%
SCE Grades (Pass or Satisfactory Progress)	84%
High School Referral Course Completion Rate	61%

LOCATION, LOCATION, LOCATION!

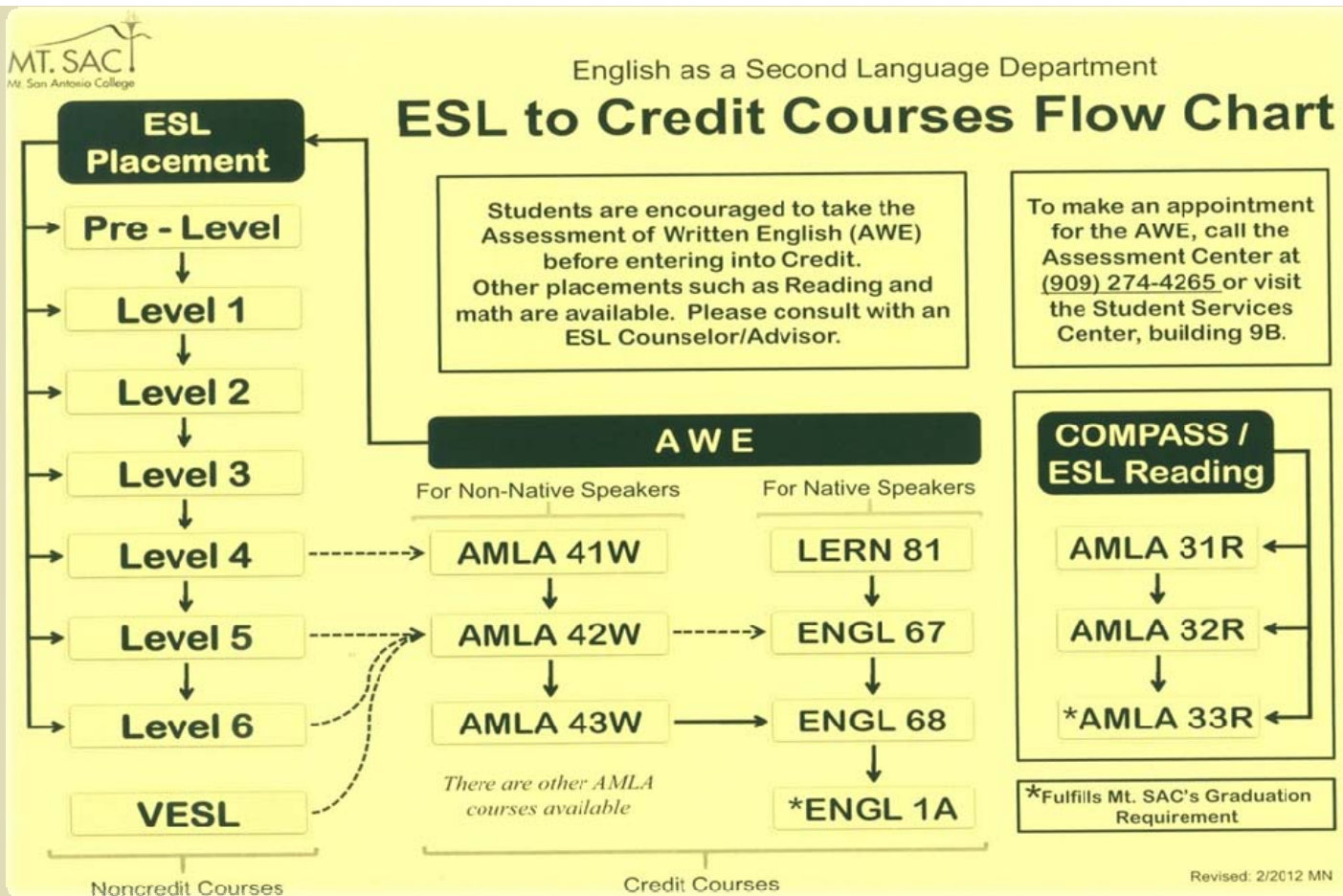


Majority of ABE and ESL classes are on campus.

PROGRAM CHARACTERISTICS

- Certificates of completion and competency
- FTES generation
- No student fees & no units
- Repeatability at local level and varies by program and course type
- Open-entry/open-exit or managed enrollment based on program and course type
- Progress Indicators: P, NP, SP (Satisfactory Progress)
- Curriculum Approval: EDC, C&I, Chancellor's Office
- SLOs and PLOs, same as credit

ARTICULATION WITH CREDIT ESL



VESL CAREER PATHS PROGRAM

■ Key Elements of the Program

- ★ Advanced Levels Only
- ★ Credit & Noncredit Faculty
- ★ Classes a “Package Deal”
- ★ A Learning Community
- ★ Bridge to Academic and Career Advancement



STUDENT PROFILE

- Want a college degree—needs improved English and study skills
- Have a college degree and experience—needs improved English to earn a vocational certificate or pass a board exam
- Have a job—need improved language and computer skills
- Want to be active in their family's life and community—needs more English and computer skills



MODELING CREDIT

- **Computer Courses**
 - Mirrored Curriculum
 - Identical Textbooks & Exams
 - Optional Credit by Exam (CBE)
- **Communication Courses**
 - Lecture note taking
 - Formal class presentations
 - Paragraph writing to essay writing
- **College & Career Courses:**
 - Orientation to College (same as Credit Orientation)
 - Education Plans
 - Mt. SAC Application



MULTIPLE MEASURES FOR SUCCESS

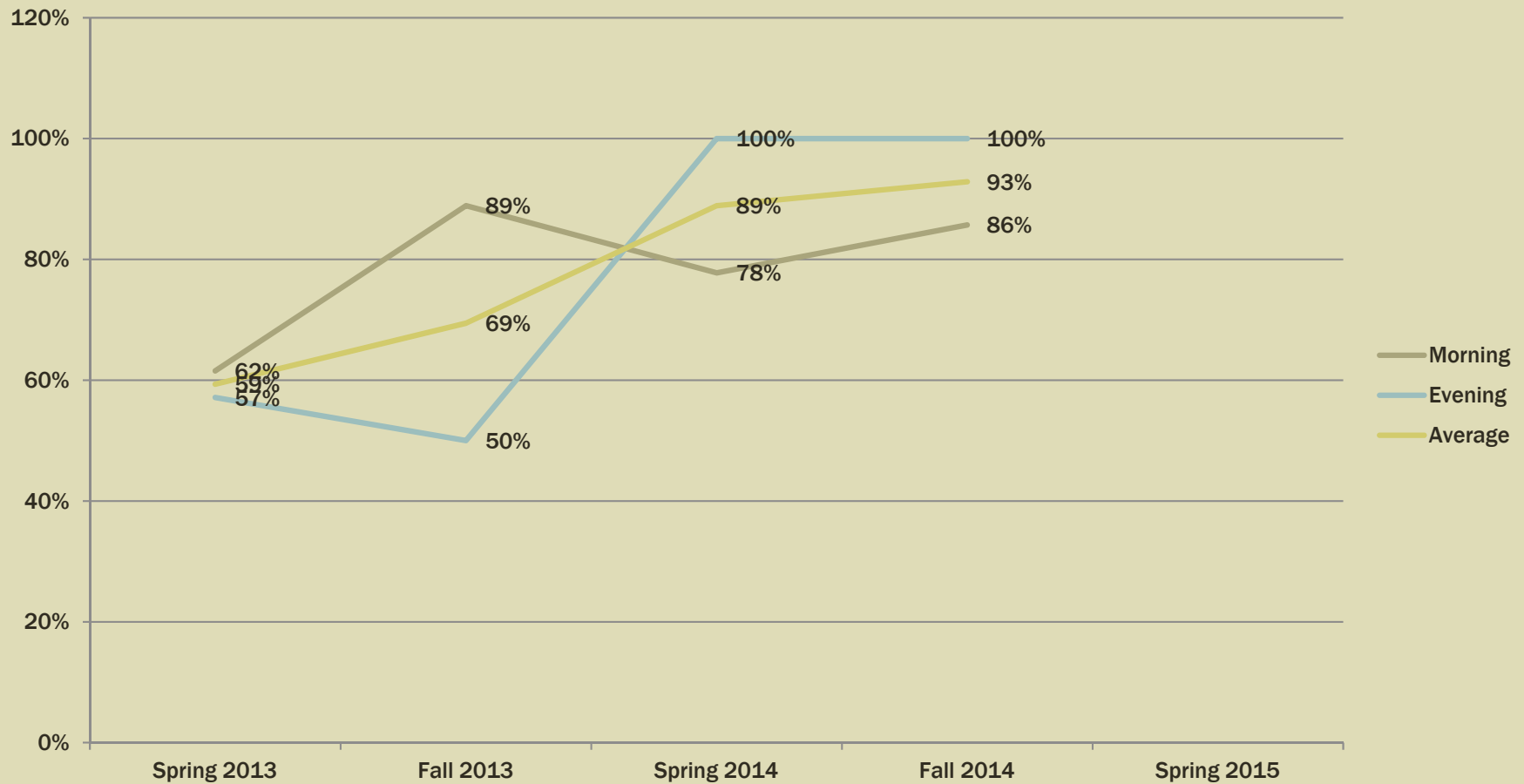
Portfolio-based Assessment

VESL 1 Student Portfolio Checklist (Spring 2013)

Student Name: _____ ID#: _____

Course Title	Items to Be Included	Date	Grade	Instructor Feedback
Speaking C (ESL SPKC)	U.S. Company Report <ul style="list-style-type: none"> • PowerPoint (posted on VESL website) • Rubric 			
	Product Development <ul style="list-style-type: none"> • PowerPoint (posted on VESL website) • Rubric 			
Writing C (ESL WRTC)	U.S. Company Report <ul style="list-style-type: none"> • Composition • Rubric 			
	Product Development <ul style="list-style-type: none"> • Composition • Rubric 			
Career & Life Planning (BS CNSL5)	Career Presentation <ul style="list-style-type: none"> • PowerPoint (posted on VESL website) • Presentation Handout 			
	Cover Letter			
	Resume			
Computer Keyboarding (VOCCS11)	Production Work			
	Timed Writings			

SUCCESS RATE OF TRANSITIONING STUDENTS (C OR BETTER IN CREDIT)



ANNUAL ADVISORY RETREAT

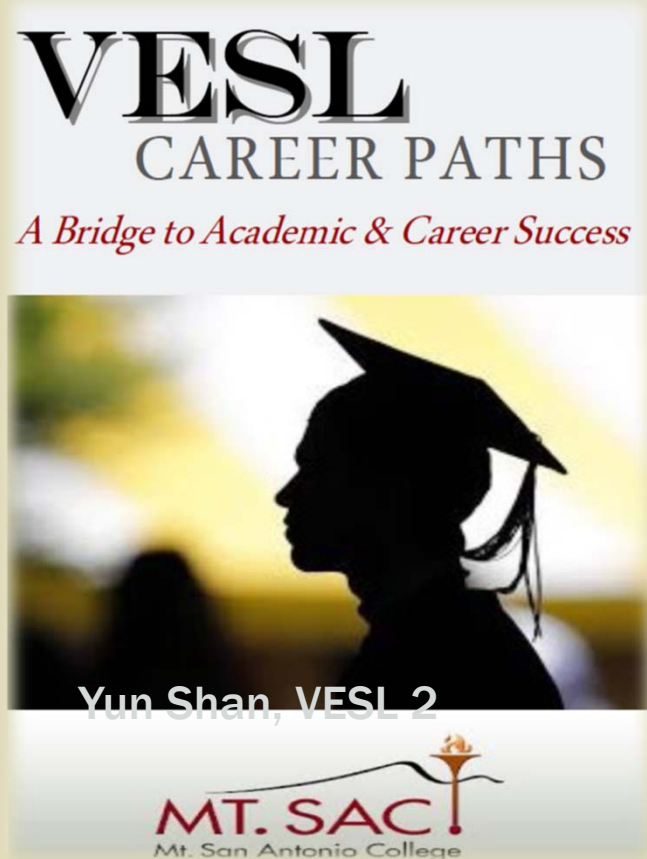
- **Community of Participants:**
 - All VESL Faculty and Staff
 - AMLA (Credit ESL) Liaison
 - Current Students and Alumni

- **Topics Discussed:**
 - Policies and Regulations Updates
 - Streamlining Transition Process into Credit
 - Students' Feedback Regarding VESL and Beyond
 - Program and Curriculum Improvements



STUDENT & FACULTY ENGAGEMENT

Students receive portfolios upon completion. Cover design is a competition and winners are selected by peers.



ENGLISH FOR SPECIAL USES COURSE (CONTEXTUALIZED / ESL)

- Designed for advanced level ESL students
- Opportunity to improve English language skills, including specialized vocabulary and language functions for academic and vocational purposes
- Strengthen critical thinking skills, ability to work in teams, and autonomous learning strategies
- May be offered concurrently with other courses as a supplementary course
- Can be tailored to accommodate a variety of academic and vocational subjects



ESU: WELDING

- Support non-native English speakers who are taking the introductory-level welding course (WELD 40)
- Piloted in Winter 2015
- Concurrently offered with Intro to Welding (WELD 40)

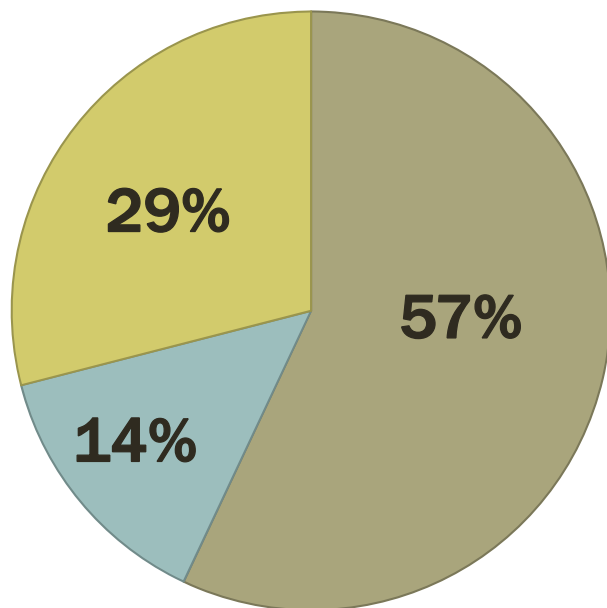
Monday	Tuesday	Wednesday	Thursday
ESU	Intro to Welding (WELD 40)		

- Basic welding terminology through welding-related written materials and videos
- Basic safety measures regarding welding hazards
- Improve oral communication skills and chances of success in the welding courses and programs

ESU PASS RATES (WINTER 2014)

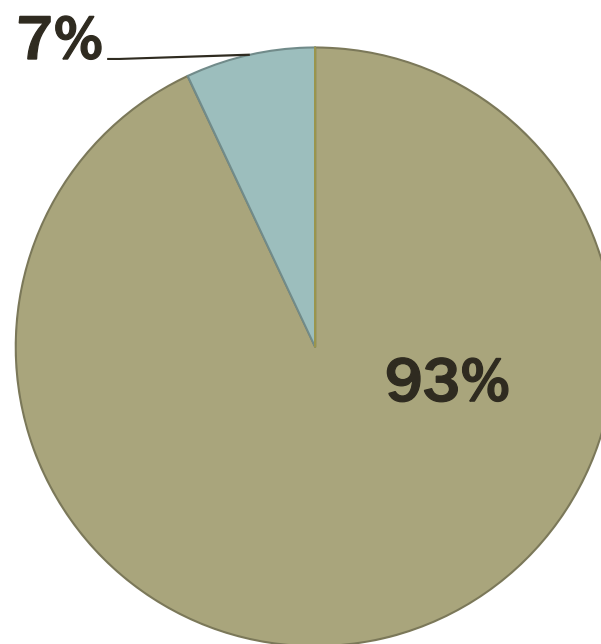
ESU Welding

■ P ■ NP ■ SP



Intro to Welding

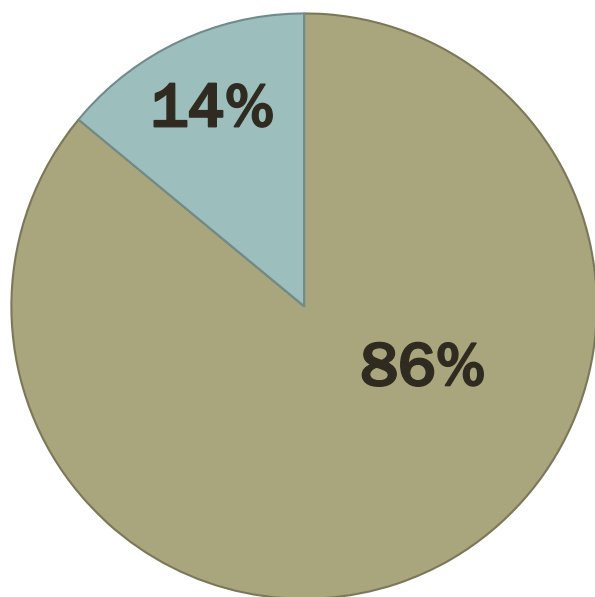
■ P ■ NP ■ SP



ESL/ESU TO CTE PATHWAYS

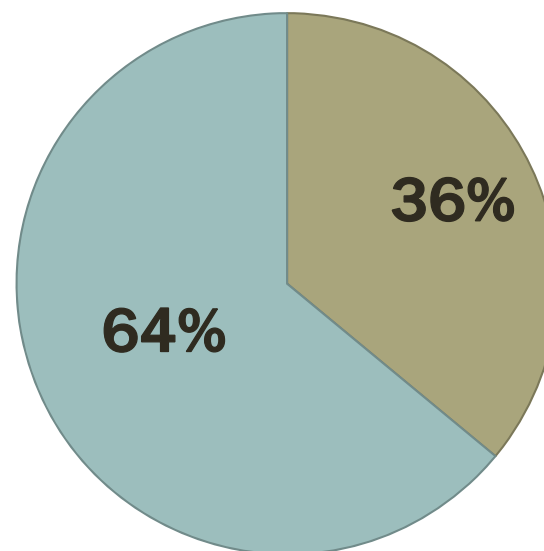
Student Background

■ ESL ■ Welding Major



Enrollment in Welding Courses (Spring 15)

■ Yes ■ No



ESL STUDENT FEEDBACK



“Vocabulary exercise and practice both helped me to understand the things like electricity, process, etc. The practice helped me to get better at welding.”

“Specially the vocabulary and learning different types of welding. This type of speaking is challenging because it is very different from ESL, but it was a very good course.”

“Everything was great! Learning welding vocabulary, types of machines, and to have the opportunity to weld.”

“It was awesome. Teacher Raul and Teacher Maria helped us a lot, and they were so patient with us. Of course, we did our best in the welding shop. At first I was scared, and I still feel nervous today, but I really like it.”

“I will continue to take welding classes!”

TRANSITIONAL MATH FOR HEALTHCARE STUDENTS (CONTEXTUALIZED / ABE)

- **Need** – Nursing and Psychiatric Technician students were unsuccessful in their Pharmacology course because they lacked basic computation skills
- **Solution** – credit and noncredit faculty collaborated to create a student-centered and contextualized basic skills math course:
 - Quick response
 - Provide free diagnostic math testing during class time to identify skill deficiencies
 - Different delivery models for convenience
 - 4 week intercession course
 - Lunch time math course
 - Flexible
- **Outcome** – Nursing reported that 100% of students who attended the course increased their pre-test scores and passed their pharmacology course

BIOLOGY BASIC SKILLS

(CONTEXTUALIZED / ABE)

- Problem – BIO 50 (1 unit) has been unable to be offered yet students still need the valuable skills provided in this class
 - Preparing for science labs and lectures
 - Science vocabulary
 - Study Skills for Science
 - How to interpret charts and graphs
- Solution – create a mirrored class through noncredit
- Benefit to students:
 - FREE!
 - Condensed into 4 week session
 - Immediate scheduling of course start – Spring 2016
 - No “unit creep”

ELECTRONICS SYSTEMS TECHNOLOGY (CONTEXTUALIZED/ACCELERATED / ABE)

- Community Need & Pathway to Employment
- Originally designed as 2 year credit program but never attained degree status (lack of enrollment)
- Original credit program:
 - Basic DC/AC
 - Cable Termination
 - Home Security and Home Theater
 - Tool Usage, Electronics troubleshooting
 - Microsoft Office, and Customer Relations
- Fall 2015 – moved to noncredit as a pathway to entry level employment
- Modified for course completion in 3 semesters
- Challenges: Credit faculty + noncredit students
- Success? Yes! Waiting lists for classes after one term

EST FACULTY FEEDBACK

- We are getting a population of students that is *different* from our usual electronics students. Most of the Continuing Ed students have never been exposed to technology before or ever considered a career in a field such as electronics wiring.
- As a non-credit student, *they do not have to go through a lengthy registration process, we do not charge them any fees, not even any materials fee*. Some of our supplies, such as fiber optics terminators, can be quite pricey. We do not have any pre-requisites in math or science; we cover all the basic math and principles needed. All the EST courses, like our credit electronics courses, have equal components of lecture and hands-on lab time.
- *As a result, the students are eager to learn, enthusiastic, hard-working, and happy to be here*. I have encouraged them to continue on to get an electronics degree after they have completed the EST program and have an entry level job. Many have expressed a desire to do so; many have expressed to me that an entire world of possibilities has opened up before them. *Sometimes, I think I have more satisfaction teaching these students than the credit students*.
- I have already had two students approach me to tell me that they cannot continue the program because they found jobs; one as a computer cable tech and the other at a phone system refurbishing company. *If I have to lose students, that's the way I want to lose them*.

MT. SAC PLACEMENT BOOT CAMPS (ACCELERATED / ABE)

- 4th year
- 8 hour intensive writing and math review classes to help students place at the appropriate level in math and English credit courses
- Delivery methods
 - On Campus
 - Local High Schools
- Students take placement test after immediately following boot camp
- Open to the community

INSTITUTIONAL & FUNDING SUPPORT

- Support and inclusion at all levels of the district
- Shared governance and active involvement in committees
- Equal opportunity for categorical funding:
 - Adult Education Block Grant (AEBG / AB86)
 - Basic Skills Initiative funds
 - Noncredit SSSP (& SSSP)
 - Student Equity Activities
 - Workforce Investment & Opportunity Act, Title II (WIOA literacy grant, next open application in 2017-18)
- Advisory groups – CTE areas and Cont. Ed. advisory
- Ongoing communication & collaboration a must
- Advocacy & involvement in statewide initiatives (adjunct/full-time; credit/noncredit . . . a unified front)

THANK YOU!

ACCE

Association for Community & Continuing Education

- Visit us at www.ACCEonline.org for additional resources and support
- Join our ACCE noncredit listserv