

*So you actually want to...
innovate, integrate, and motivate?*



Using The Good, Bad, & Ugly



WHEN EMBEDDING NONCREDIT IN PATHWAYS

Facilitators



Maryanne Galindo

Chairperson/Professor
Academic Readiness, Career &
Community Institute (ARCC Institute)

galindm@lamission.edu

<https://www.lamission.edu/arcc.aspx>



L.E. Foisia

Professor, Basic Skills &
Faculty Lead, Regional Noncredit
Strong Workforce Project

lfoisia@mtsac.edu

<https://www.mtsac.edu/continuinged/>
<https://la19noncreditpathways.com/>

GOOD

***Opportunity**

- **Serve Students Where They Are**
 - Location
 - Level of College/Career Readiness
 - Need/Goal
- **Emerging Trends – Digital Literacy**
- **Employer Needs – Upskilling Incumbent Workers**
- **Community Needs – Elders, Food Inequities**

INNOVATE

BAD

***Challenge/Barriers**

- **AB705**
 - Mirrored Courses
- **Limited Financial Resources in Credit**
 - 3 Noncredit Strategies
- **Noncredit Excluded from Processes**
 - Intentional inclusions & representation on shared governance committees
- **Reliance on Adjuncts**
 - Support for Full-time Faculty Hiring
- **Cost of Supplies**
 - Noncredit OER
- **Is it a policy or a practice?**

INTEGRATE

UGLY

***Perception**

- **NC doesn't serve the "Right" students**
- **NC is the Stepchild**
- **Traumatized students & faculty**
- **Faculty feel alone**
- **NC has been misused**

**REFRAME THE NARRATIVE
SHOWCASE A NEW STORY
"The Success of the Underdog"**

MOTIVATE

Premises:

1. Noncredit discipline **IS** equity
 - ✓ Free
 - ✓ OER
 - ✓ OE/OE
 - ✓ Short-term
 - ✓ Competency/Outcome driven
2. Post-Pandemic Opportunity to **Recalibrate** (not just rebuild) by **leveraging** existing resources and initiatives
3. Vast Majority of **Leaders** in positions of power listen from a **financial** frame & haven't personally experienced the value of noncredit programs
4. Vase Majority of Credit **Faculty** listen from a "**rigor** & completion frame" and are concerned by supplanting or encroaching.
5. Vast Majority of the **Community** needs Noncredit
 - Get your data (Your Institution, Community, K-12, & Employers)
 - Students come **highly motivated**
 - Our work is to sustain that motivation by helping them "**level up**" – specific outcomes



How do you get faculty buy-in?

Universal
Question

- Creating an open space for the credit faculty to tell us what they need
- Speaking into their listening

Asking Questions

- How familiar are you with noncredit?
- Does it fit into an existing pathway? If so, how?
- What skills would you want your students to have before they entered your course?
- How many hours (units) would this course be?
- How do you envision scheduling this program?
- Is there an advantage to cohort scheduling?





What those questions reveal ...

- What skills would you want your students to have before they entered your course?
 - Helps to determine if they need **onboarding, complementary or capstone**
- How familiar are you with noncredit?
 - “Sell” the benefits of noncredit and tailor it depending on how familiar/unfamiliar they are with it (e.g. starting with the basics or just a single selling point)
- How many hours would this course be?
 - Introduce the concept of creating courses based on hours instead of units
 - Helps with curriculum and how to structure the course (or program in the future)
- Does it fit into an existing pathway? If so, how?
 - Let’s me know if there could potentially be a pathway from noncredit to credit **OR** is it supporting completion of a credit pathway **OR** are we starting a brand new pathway?

Onboarding

Complementary

Capstone/
Industry

Think Tank
Time!

Pondering the Possibilities

1. What noncredit certificate are you considering?
2. Who is the audience?
3. Which of your campus pathways does it connect with?
4. Which strategy (or strategies) will your model use to embed noncredit? (*onboarding, complementary, capstone*)
5. Identify the top 3 initiatives that you can leverage.
6. Do you have a “champion” in mind? Who are your allies?

Foster
Inclusivity

Bridge
Equity
Gaps

Sustainability

Guided
Pathways

Equity,
Diversity,
Inclusion

Student
Success

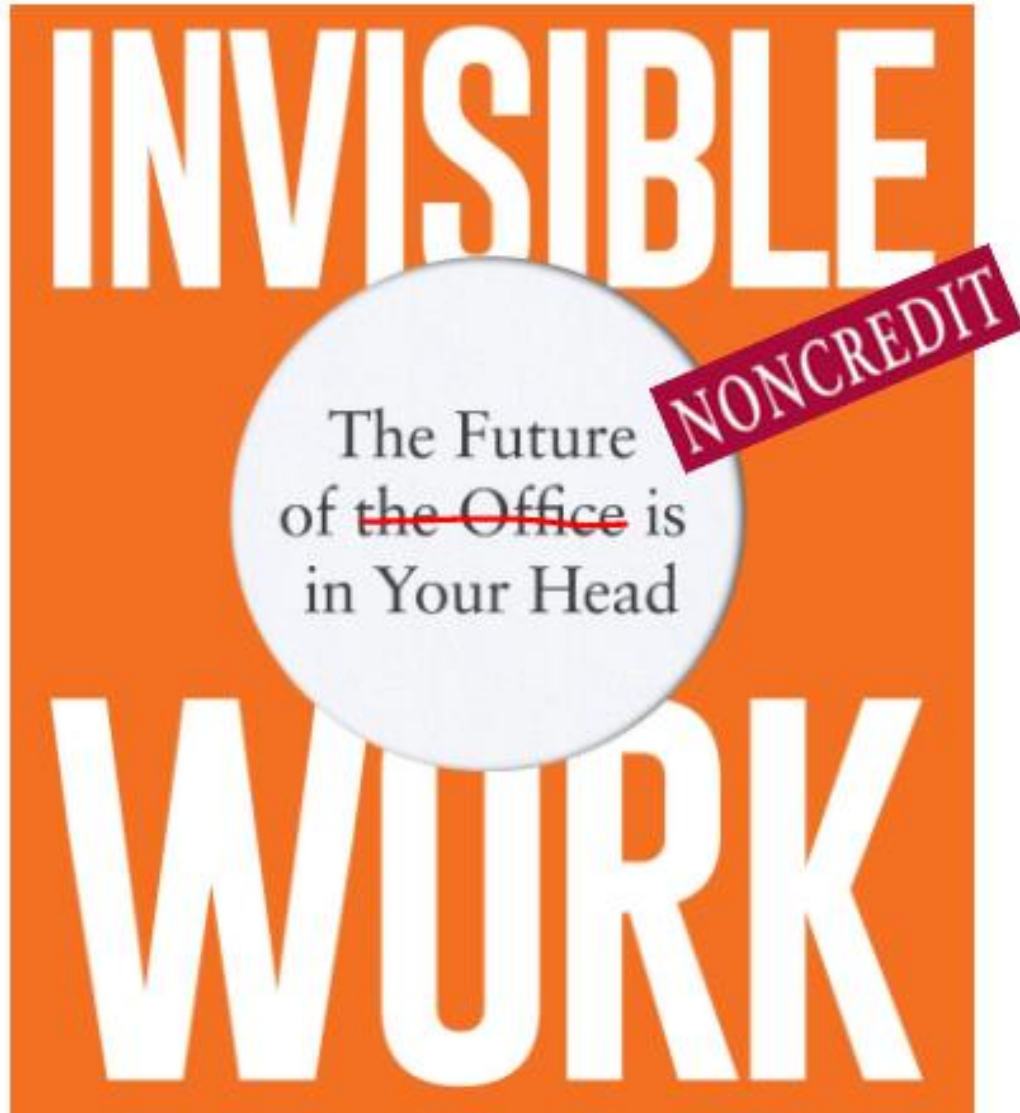
CAEP/
AB705

WIOA/
Strong
Workforce

Integrated
Education
& Training

Rising
Scholars

Making the Invisible Visible



The invisible work you do:

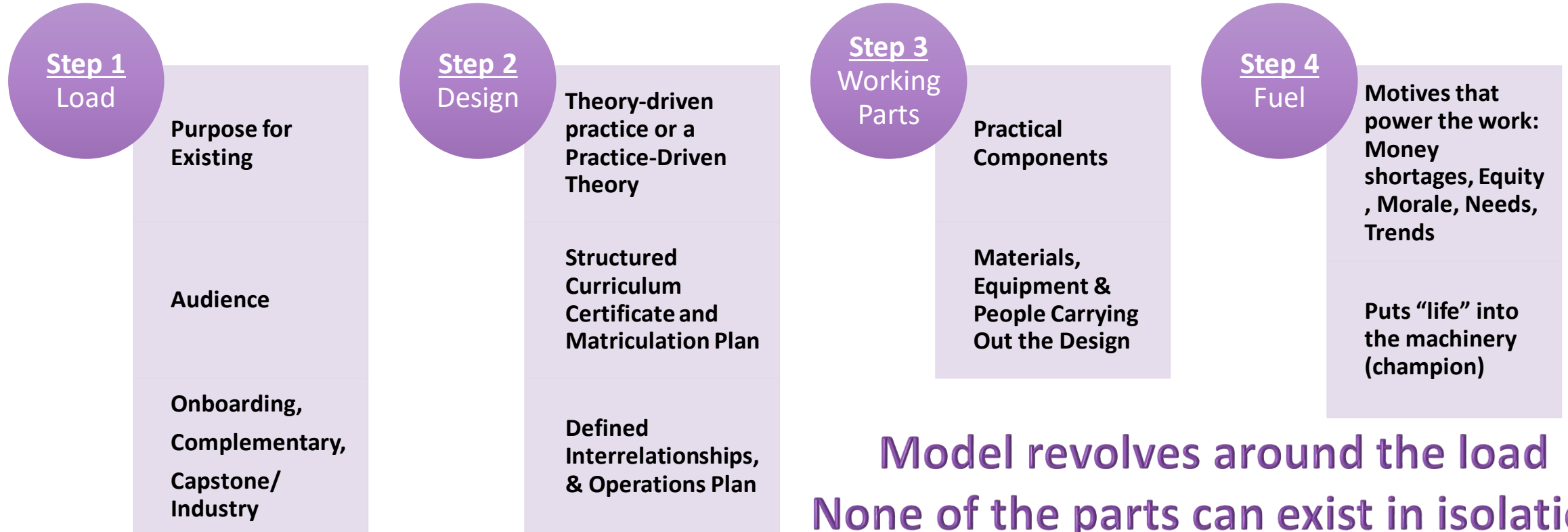
- Identify Listening Perspectives
- Dispel Myths
- Take People Where They Are
- Act as a Cultural Translator by Speaking into the Listening of Multiple Stakeholders
- Build Relationships & Networks (Roadshow)
- Think Big Picture & Frame the Debate
- Identify/clarify purpose needs
- Build Multiple Bridges



Continued Reflection Questions for Deeper Inquiry:

- How do you get faculty buy-in?
- What do you do to get better at your craft?
- How could I have framed that conversation better?
- Why don't you engage (credit faculty, a department, a certain admin)?
- What will you do differently?
- Who are my **champions**? (will lead)
- Who are my **allies**? (will lead from behind – vote, etc.)
- How can you increase disciplined reflection?
- How do you know if something is feasible? **Readiness level (faculty, dept.)**
- Why do you do what you do?
- What have you learned from a project that fell short of the intended benchmarks of success?
- To reach your success, what do you need to get better at and how are you going to get better at it?
- What does your program need to attract the next level of success?

Assessing Readiness: *Coro Southern California* Load, Design, Working Parts & Fuel



Model revolves around the load
None of the parts can exist in isolation

Model is applicable at many levels

Onboarding

Complementary

Capstone/
Industry

Q & A ... Feedback



Maryanne Galindo

Chairperson/Professor
Academic Readiness, Career &
Community Institute (ARCC)

galindm@lamission.edu

<https://www.lamission.edu/arcc.aspx>



L.E. Foisia

Professor, Basic Skills &
Faculty Lead, Regional Noncredit
Strong Workforce Project

lfoisia@mtsac.edu

<https://www.mtsac.edu/continuinged/>
<https://la19noncreditpathways.com/>