

# Using Noncredit Education to Support Students in English and Mathematics Pathways

Friday, April 30 from 4:30 to 5:30

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# Description

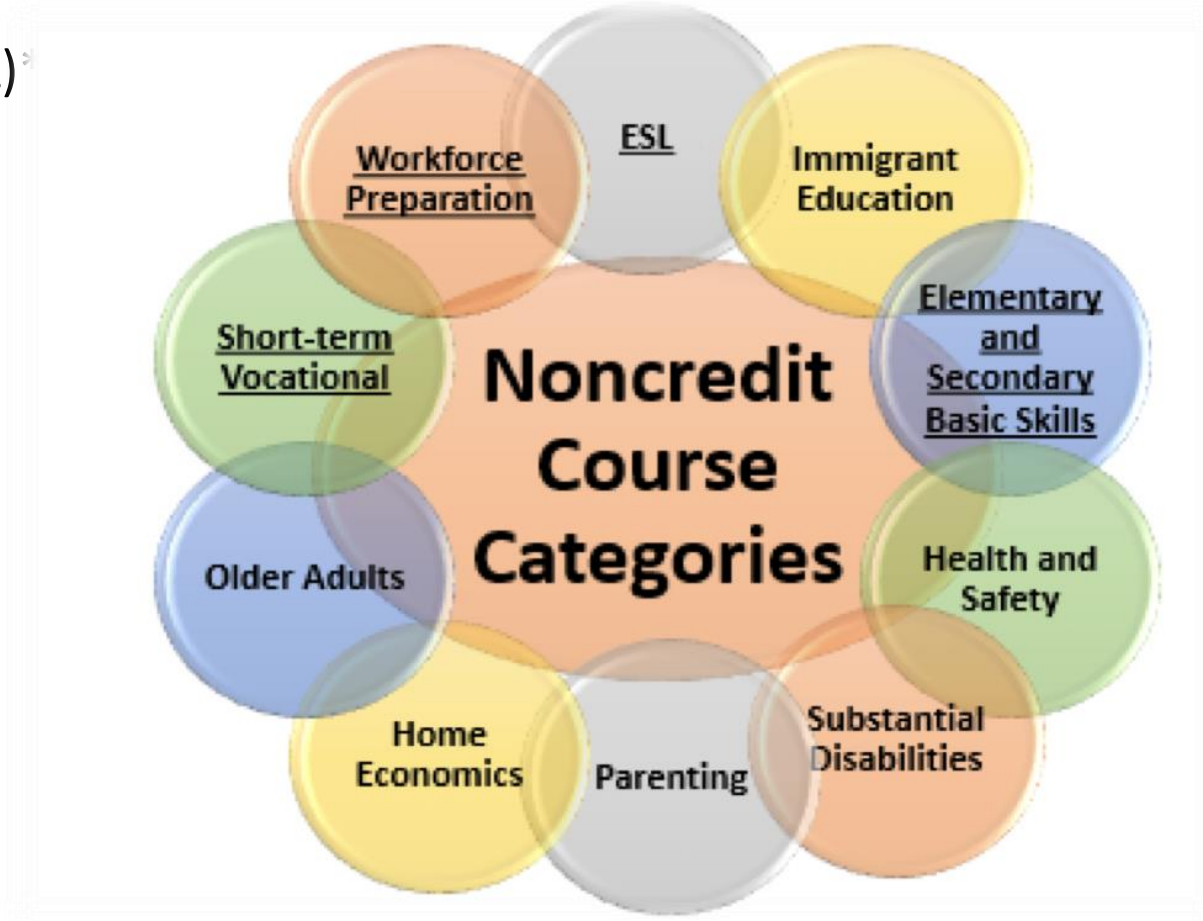
How can we minimize the impact on students who are not prepared for placement in college level English and Mathematics? Repeating a course until you pass is not an option and many students just give up if they find they are missing discrete necessary skills. What better than to implement noncredit educational strategies that address specific skill mastery and can be completed on the students own time and at their pace. An innovative noncredit strategy eliminates financial aid and course repetition issues that can create barriers as students get the support they need. AB 705 requires all prepared students to be placed into college-level course work, but it also requires colleges to support students and help them reach their educational goals. How can we build confidence and deep learning that will create a strong platform for passing college-level English and Mathematics and help them employ these skills throughout their college career? Join this collaborative session for a lively discussion about how colleges have implemented Noncredit instruction into their English and mathematics pathways as part of their support options for students enrolling in college-level or transfer-level English, mathematics or English as second language courses.

# How can we minimize the impact on students who are not prepared for placement in college level English and Mathematics?

- Looking at students in CTE programs
- Placement -> choose noncredit-> How do we support students in what they choose to enroll?
- Making an informed decision
- We want to set them up for success
- We need to reframe what we mean by basic math and basic English

# Eligible Noncredit Courses: Ten Categories

1. English as a Second Language (ESL)\*
2. Immigrant Education
3. Elementary and Secondary Basic Skills\*
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational\*
10. Workforce Preparation\*



\*Areas (1), (3), (9), (10) are eligible for Enhanced Funding if associated with an approved noncredit program.

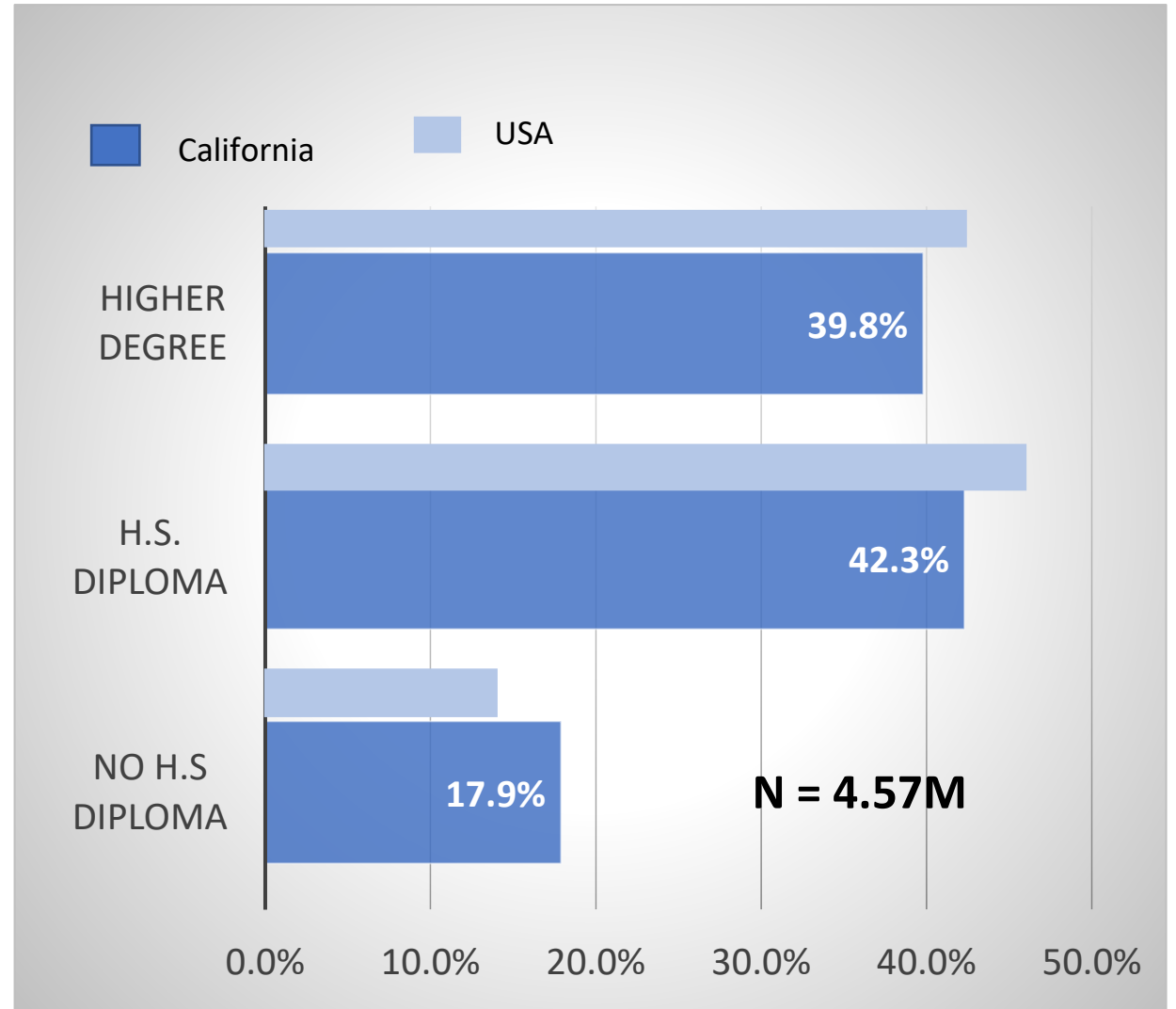
# How can we minimize the impact on students who are not prepared for placement in college level English and Mathematics?

- Optimize success
- Swimming laps and baby learning how to walk (video Kimberley uses in her classes)
- Going to the Doctor
  - Diagnosing a patient should not come a prescribed list

# Many Adult Students need basic skills and noncredit as a bridge to credit

Educational Attainment  
Highest level of  
education among people  
aged 25 years and older.

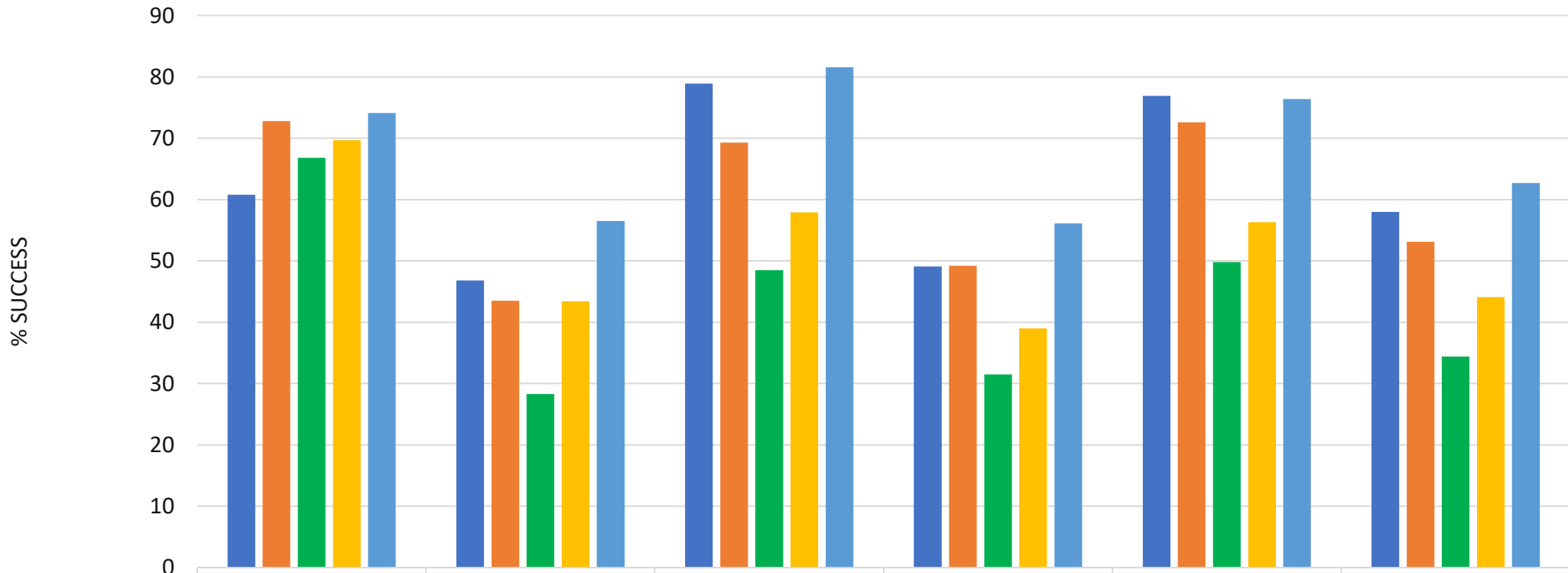
**2017**



# How can we minimize the impact on students who are not prepared for placement in college level English and Mathematics?

- Need to have the latitude for students to learn what they feel confident in and what they may need more time on
  - Links in chain

# Data from one district AB 705 Implementation Fall 2019

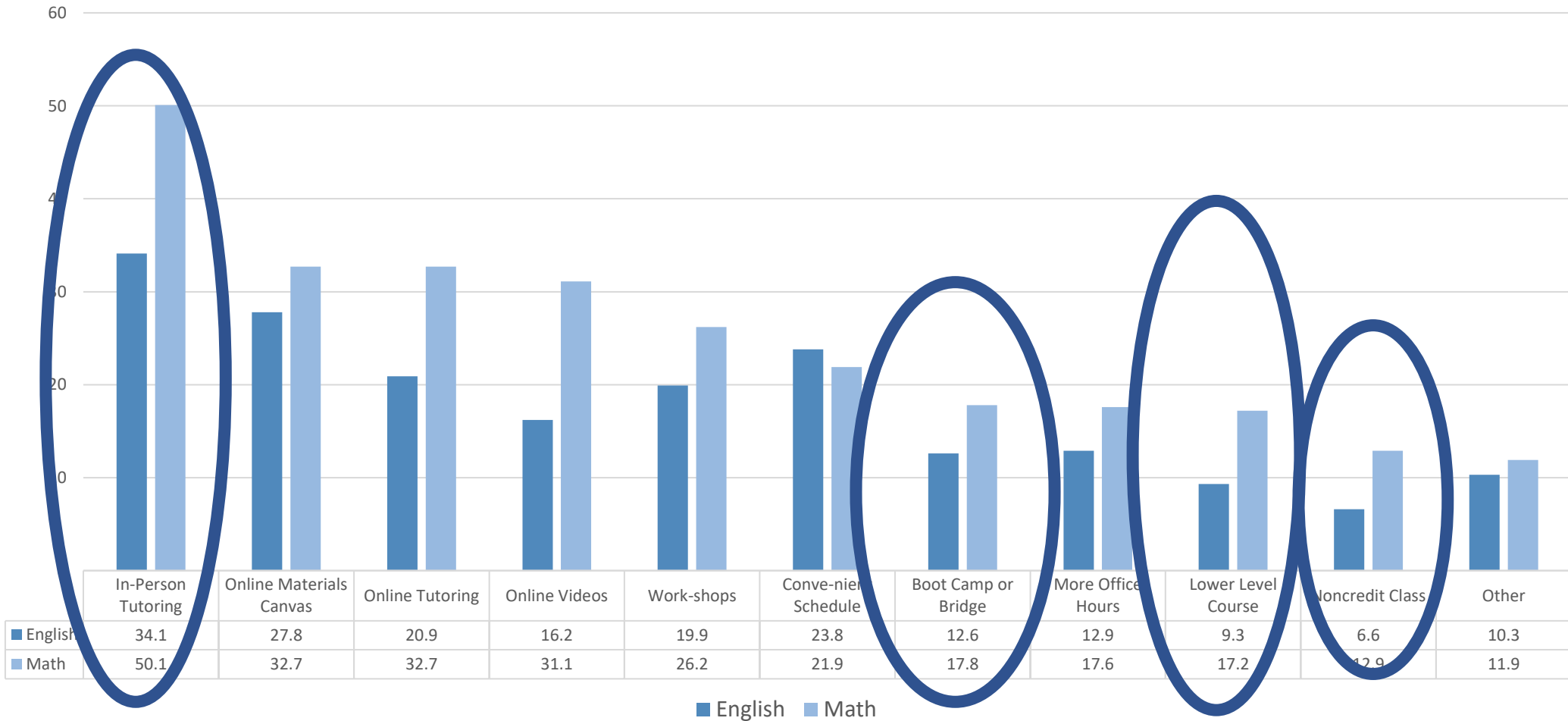


|                | Asian | Black | Filipino | Hispanic | White | District Average |
|----------------|-------|-------|----------|----------|-------|------------------|
| ENG 28         | 60.8  | 46.8  | 78.9     | 49.1     | 76.9  | 58               |
| ENG 101        | 72.8  | 43.5  | 69.3     | 49.2     | 72.6  | 53.1             |
| MATH 125       | 66.8  | 28.3  | 48.5     | 31.5     | 49.8  | 34.4             |
| MATH 227       | 69.7  | 43.4  | 57.9     | 39       | 56.3  | 44.1             |
| STATISTICS 101 | 74.1  | 56.5  | 81.6     | 56.1     | 76.4  | 62.7             |

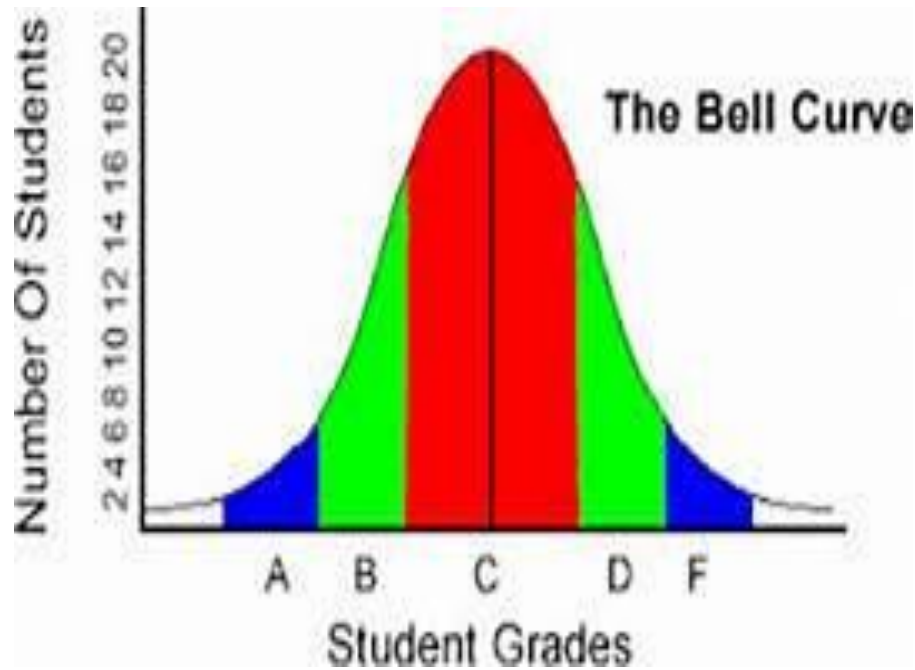


# How can noncredit help – student input

**Figure 8: Student Drop Survey-Math, Statistics & English-Fall 2019\***  
 Q: How could the college support you to succeed in your English or math classes?

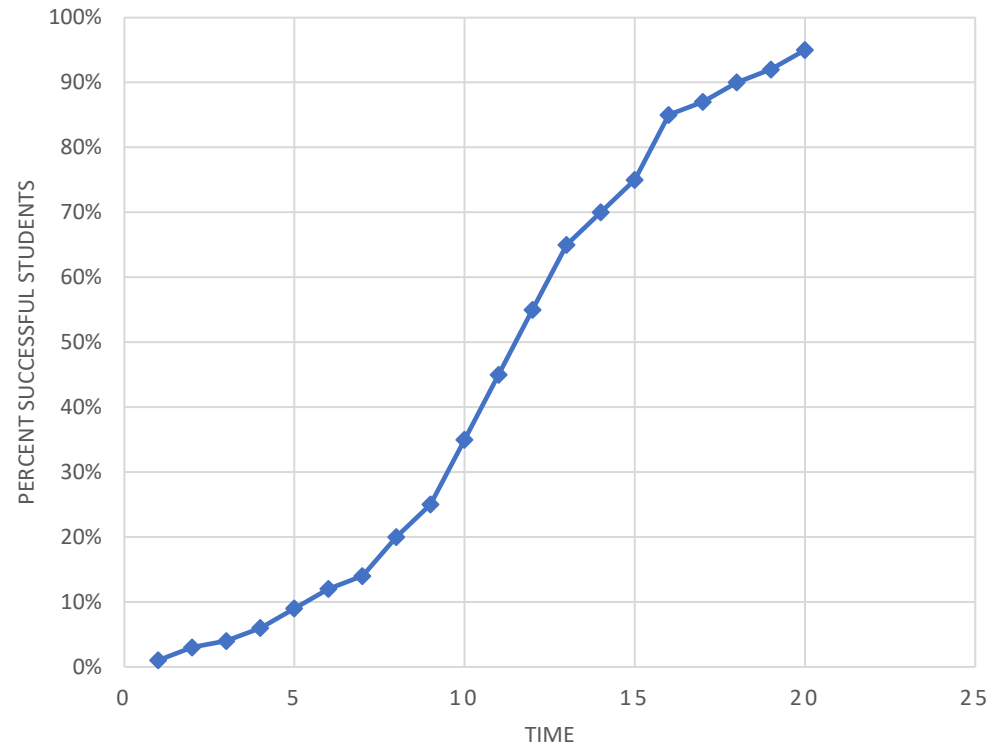


# How do we learn? Who decided 16-18 weeks is perfect?



The controlling variable is time – the length of the semester or term.

## NONCREDIT SUCCESS IN MEETING OUTCOMES



The controlling accomplishment of outcomes; some shorter, some longer

# Why Noncredit?



FOCUS ON SKILL  
ATTAINMENT, NOT  
GRADES OR UNITS



REPEATABLE AND  
NOT AFFECTED BY  
30 UNIT BASIC  
SKILLS LIMITATION



ELEMENTARY LEVEL  
SKILLS TO PRE-  
COLLEGIATE SKILLS



PREPARE FOR  
EMPLOYMENT OR  
CREDIT PROGRAMS



CTE: PREPARATION,  
PRACTICE, AND  
CERTIFICATION



BRIDGE TO OTHER  
EDUCATIONAL/CAR  
EER PATHWAYS



ALLOWS  
RETURNING ADULTS  
TO DEVELOP SELF  
EFFICACY, LOW RISK  
ENVIRONMENT

# Perspective - Instructor

- Make sure you have the “right” instructors
  - Instructors who are open to learning new andragogy
  - Background in education
  - Understand the difference between noncredit and credit courses

# Why Noncredit? Faculty Perspective

More freedom to tailor course to the student's pace

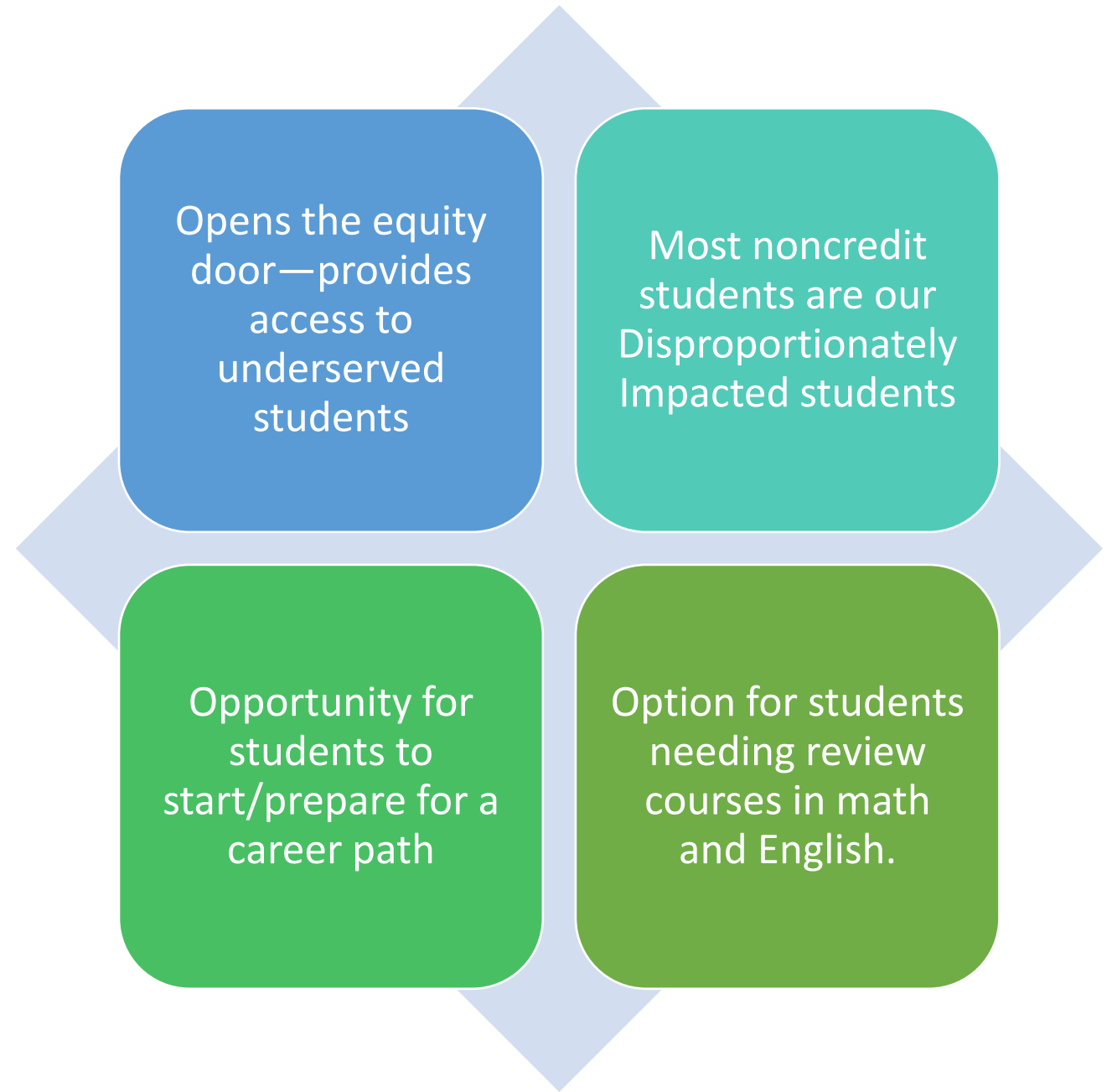
Focus on skills attainment, not units

Courses have immediate impact on students' lives and communities

Lower stress environment

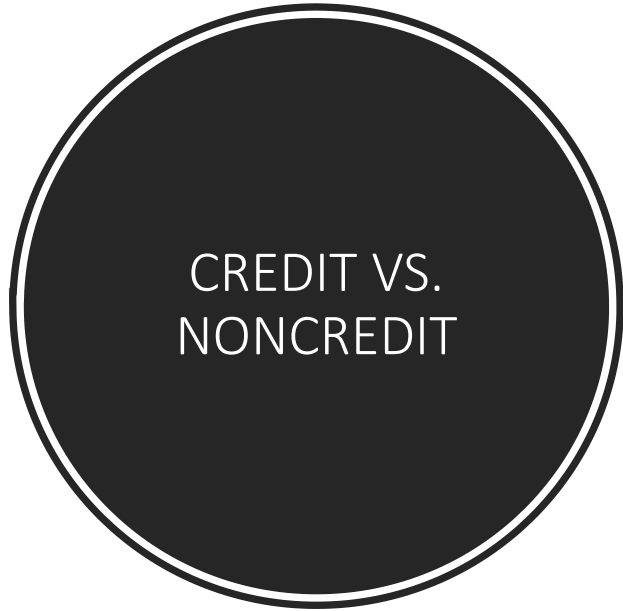
Opportunity for students to repeat a course, practice skills, and become more proficient.

# Why Noncredit? Faculty Equity Perspective



**Repeating a course until you pass is not an option and many students just give up if they find they are missing discrete necessary skills.**

- Financial aid
- Ego deflator
- If a student retakes a course, they are not guaranteed to have the same instructor or content emphasis in the course they retake
- Transfer level course appear on transcripts
  - May affect where they transfer
- Time factor
- Taking and repeating until you pass a course is not good pedagogy and often impossible due to regulations or student issues.



| <b>Degrees and Certificates of Achievement</b> | <b>Certificates of Completion or Competency</b>          |
|--|--|
| <b>Unit bearing</b>                            | <b>Hour bearing</b>                                      |
| <b>Designated lecture &amp; lab hours</b>      | <b>No lecture or lab designation</b>                     |
| <b>Grades (A-F or P/NP)</b>                    | <b>Grades dependent on district (P/SP/NP, A-F)</b>       |
| <b>Transcript</b>                              | <b>Some schools transcript noncredit courses</b>         |
| <b>Generated Apportionment</b>                 | <b>Generates apportionment CDCP or regular noncredit</b> |
| <b>Student fees apply</b>                      | <b>No student fees</b>                                   |
| <b>Not repeatable</b>                          | <b>Repeatable</b>  |



**How can we build confidence and deep learning that will create a strong platform for passing college-level English and Mathematics and help them employ these skills throughout their college career?**

**Issue:** Because of the virtual learning and other issues with learning - incoming HS students will be missing key components of English language and mathematics. These are not difficult issues to find and support students for.

- **Solution:** Identify skills missed during previous education or as a result of COVID issues. A C means someone passed knowing (generally) 70% of the content but perhaps missing other skills (up to 30%).
- **Answers:** Non-credit benefit - no financial aid issues, learn at your pace, achieve the skill not a part of the skill.

# Effects of Student Centered Funding Formula

## CDCP enhanced

- **Credit – \$3,727/FTES** For 2019-2020 (65% FTES) + Supplemental (low income metrics 20%) + Student Success Metrics (10%)
- **Regular Noncredit – \$3,347/FTES**
- **Career Development College Preparation (CDCP) Noncredit – \$5,457/FTES**

The areas of noncredit instruction qualifying for CDCP funding

1. Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.
2. English as a second language.
3. Short-term vocational programs with high employment potential.
4. Workforce preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills, and other classes required for preparation to participate in job-specific technical training.

## Examples of NON credit Risk free support

- **Examples of implementation** - identifying the needs, diagnosis, meeting the needs specifically.

# CERRITOS COLLEGE NONCREDIT

- Skills Support Courses: Prep Math, College Readiness - Math Review Boot Camps, College English Skills, PreGED and GED, CTE skills attainment
- Support Courses along the pathway
  - Intervention; skills development; supplemental support
- Alignment of noncredit and credit ESL courses
- Collaboration with noncredit and credit programs to develop contextualized basic skills courses
- Cerritos Complete (College Promise)
  - Transitioning noncredit to credit

*Providing a safety net*

# GUIDED PATHWAYS

3 Weeks Noncredit Math Support + 15 Weeks Credit Statistics



| 18-Week Course Schedule |   |   |   |   |       |
|-------------------------|---|---|---|---|-------|
|                         | Monday  | Tuesday   | Wednesday   | Thursday  |       |
| 8:00                    |   |   |   |   | 8:00  |
| 8:15                    |   |   |   |   | 8:15  |
| 8:30                    | AED/MATH 112<br>Statistics<br>(4 units)             | AED/MATH 112<br>Statistics<br>(4 units)             | AED/MATH 112<br>Statistics<br>(4 units)             | AED/MATH 112<br>Statistics<br>(4 units)             | 8:30  |
| 8:45                    |   |   |   |   | 8:45  |
| 9:00                    |   |   |   |   | 9:00  |
| 9:15                    |   |   |   |   | 9:15  |
| 9:30                    | MATH SUPPORT<br>Noncredit Support for<br>Statistics | MATH SUPPORT<br>Noncredit Support for<br>Statistics | MATH SUPPORT<br>Noncredit Support for<br>Statistics | MATH SUPPORT<br>Noncredit Support for<br>Statistics | 9:30  |
| 9:45                    |   |   |   |   | 9:45  |
| 10:00                   |   |   |   |   | 10:00 |
| 10:15                   |   |   |   |   | 10:15 |
| 10:30                   |   |   |   |   | 10:30 |
| 10:45                   |   |   |   |   | 10:45 |
| 11:00                   |   |   |   |   | 11:00 |
| 11:15                   | ENGL 100<br>(4 units)                               | GE Course   | ENGL 100<br>(4 units)                               | GE Course   | 11:15 |
| 11:30                   |   |   |   |   | 11:30 |
| 11:45                   |   |   |   |   | 11:45 |
| 12:00                   |   |   |   |   | 12:00 |
| 12:15                   |   |   |   |   | 12:15 |
| 12:30                   |   |   |   |   | 12:30 |
| 12:45                   | ENG Support<br>Noncredit Support for<br>English     | COUNS 100   | ENG Support<br>Noncredit Support for<br>English     | COUNS 100   | 12:45 |
| 1:00                    |   |   |   |   | 1:00  |
| 1:15                    |   |   |   |   | 1:15  |
| 1:30                    |   |   |   |   | 1:30  |

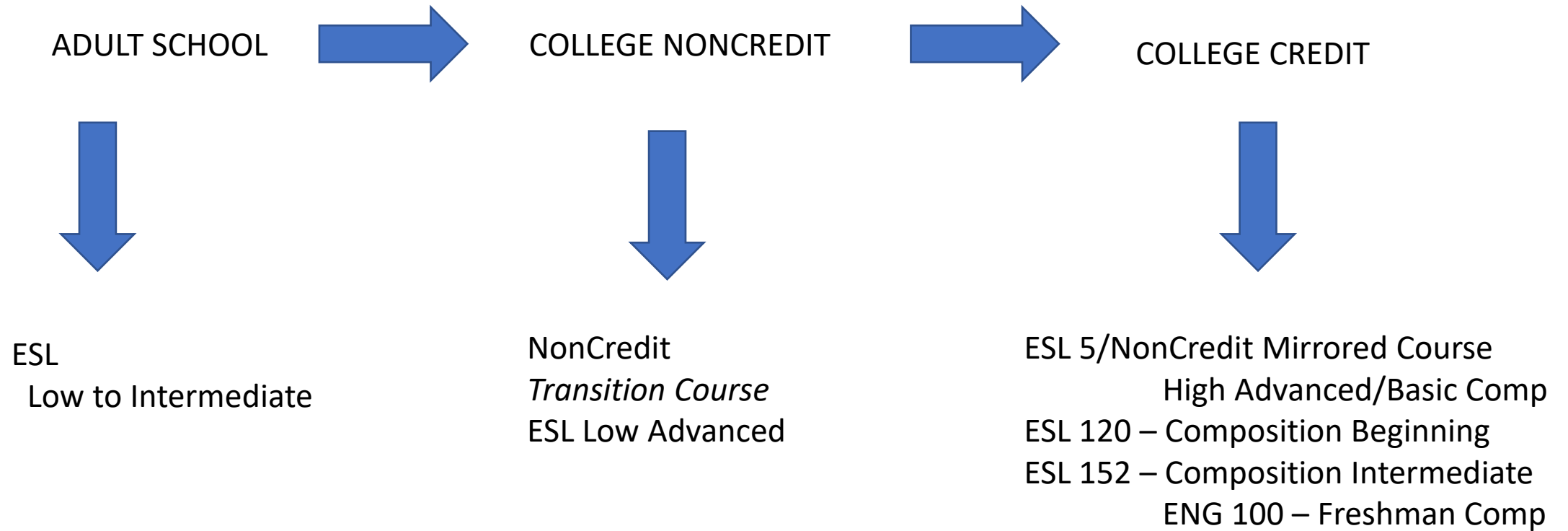
## Noncredit Math

- Math Support Statistics**
- Math Support College Algebra**
- Pre-Algebra**
- Prep Math – Basic Math Skills**

## Noncredit English

- Pre College English Support**
- College English Skills**

# ENGLISH AS A SECOND LANGUAGE PATHWAY



# Mt SAC - Use Of Data In Developing AIME Courses

- Noncredit faculty worked with credit faculty to develop curriculum targeting areas of student need
- Two noncredit math courses recently approved to address competencies needed in BSTEM and Statistics
- Courses are offered several times per year
- Direct instruction which includes intrusive (embedded) counseling and tutoring



# Summary of AIME Course Content

| <b>BS EPCS (English Preparation for College Success)</b>   | <b>BS MPS (Math Preparation for Statistics Success)</b>  | <b>BS MPSTM (Math preparations for BSTEM Success)</b>   |
|--|--|---|
| <ul style="list-style-type: none"><li>• Close reading and critical analysis of texts</li><li>• Strategies for revision</li><li>• Thesis development</li><li>• Expository writing</li><li>• Argumentative writing</li></ul> | <ul style="list-style-type: none"><li>• Ratios, fractions, decimals, percentages</li><li>• Measures of central tendency</li><li>• Measures of dispersion</li><li>• Dot plots, histograms, boxplots</li><li>• Probability</li><li>• Graphing skills</li><li>• Calculator Skills</li></ul> | <ul style="list-style-type: none"><li>• Functions, function notation, graphing basic functions</li><li>• Factor and graph absolute value equations and inequalities</li><li>• Quadratic and other polynomial functions</li><li>• Properties of exponential functions, fractional exponents, radicals</li><li>• Systems of equations</li></ul> |

# AIME English Enrollments and Transfer Level Success 2018-19

| <b>AIME English Enrollments and Transfer Level Success 2018-19</b> |                               |                                      |                                       |   |  |
|--|-------------------------------|--------------------------------------|---------------------------------------|---|--|
|  | 2018-19 Total AIME Enrollment | Attempted ENGL 1A After Taking AIME* | % Attempted ENGL 1A After Taking AIME | Successful in ENGL 1A After Taking AIME | Success Rate of Students Who Took ENGL 1A After AIME |
| <b>AIME English Students</b>                                       | 133                           | 79                                   | <b>59%</b>                            | 56                                      | <b>71%</b>   |

\*unduplicated number of students

# AIME Math Enrollments and Transfer Level Success 2018-19

## AIME Math Enrollments and Transfer Level Success 2018-19

|                    | 2018-19 Total AIME Math Enrollment | Attempted Transfer Math After Taking AIME* | % Attempted Transfer Math After Taking AIME | Successful in Transfer Math After Taking AIME | Success Rate of Students Who Took Transfer Math After Taking AIME |
|--------------------|------------------------------------|--|---|---|---|
| AIME Math Students | 214                                | 61   | <b>29%</b>                                  | 43  | <b>70%</b>  |

\*unduplicated number of students

Benefit of support courses in noncredit

# Resources

- Noncredit Instruction: Opportunity and Challenge  
[https://asccc.org/sites/default/files/Noncredit\\_Instruction.pdf](https://asccc.org/sites/default/files/Noncredit_Instruction.pdf)
- Questions?? Email [info@asccc.org](mailto:info@asccc.org)
- ASCCC GP Canvas - <https://tinyurl.com/CCC-GP2018>
- ASCCC Guided Pathways RESOURCES  
<https://www.asccc.org/guided-pathways>
- ACCE website [acceonline.org](http://acceonline.org) (Association of Community and Continuing Education)
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# Responsibilities

1. Janet: curriculum, etc.
2. Kimberley: Teaches noncredit curriculum
3. Mary: Math & C-ID
4. Ginni: ASCCC statewide issues.