

Noncredit (NC) 101: The Basics



Noncredit Summit 2025

January 24, 2025

California Adult Education Program (CAEP) Technical Assistance
Provider (TAP) at North Orange Continuing Education (NOCE)



Who we are

California Adult Education Program (CAEP) Technical Assistance Provider (TAP) at
North Orange Continuing Education (NOCE)



Dulce Delgadillo
Director of Institutional
Research and Planning
NOCE

Chandni Ajanel (Admin Support),
Jaspinder Uppal (Marketing),
Diana Martinez (Data Support)

Ute Maschke
Technical
Assistance
Content Expert

Lisa Takami, Ed.D.
CC TAP Special Projects
Director
NOCE



Agenda & Goals for Our Time Together



Summit Agenda

- Noncredit Overview
- Breakout Discussions by Discipline Area
- Model Programs and Next Steps

Goals

- Build Understanding of Noncredit
- Engage All Stakeholders
- Showcase Best Practices
- Identify Next Steps Towards an Action Plan



But First... An Ice Breaker

- Our experience in noncredit programming reflects the importance of faculty collaboration within and across disciplines.
- Please turn to the colleague next to you to get acquainted and discuss what each of you would like to gain from your participation in today's Summit.

Noncredit Summit 2025

January 24, 2025

California Adult Education Program (CAEP) Technical Assistance
Provider (TAP) at North Orange Continuing Education (NOCE)

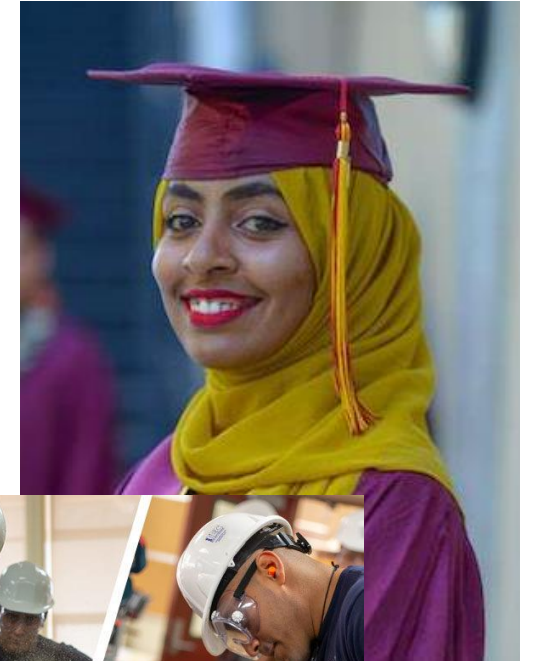


What is the Purpose of Noncredit in Higher Education?

Noncredit fulfills part of the general educational mission for California (Ed Code).

*66010.2. (a) Access to education, and the opportunity for educational success, for all qualified Californians. **Particular efforts should be made with regard to those who are historically and currently underrepresented in both their graduation rates from secondary institutions and in their attendance at California higher educational institutions.***

*66010.4. (2)(B) **The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.***





Credit

vs

Noncredit

- Degrees and Certificates of Achievement
- Generates apportionment; student fees apply
- Degree applicable and non-degree applicable
- Unit bearing
- Not repeatable
- Approval: Curriculum Committee and Governing Board

- Certificates of completion and competency
- Generates two levels of apportionment; no student fees
- Enhanced noncredit= CDCP
- No units
- Repeatable
- Limited to 10 categories
- Approval: Curriculum Committee, Governing Board, Chancellor's Office



Noncredit Instructional Areas (84757, title 5, 55151)

1. English as a Second Language (ESL)
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 (including apprenticeship)
10. Workforce Preparation

CAEP Program Areas (84913)

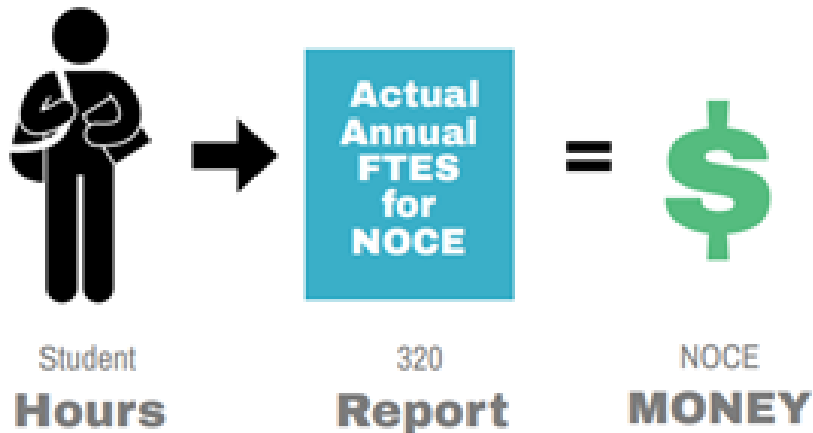
- English as a Second Language (ESL)
 - Civics and Citizenship
- Elementary and Secondary Basic Skills
- Career Technical Education (CTE)
 - Short Term CTE
 - Workforce Preparation
 - Pre-Apprenticeship
- Adults, including older adults, with Disabilities
- Adults Training to Support Child School Success

Funding Noncredit

FTES

FTES is not a headcount. Each FTES is equivalent to 525 hours of student instruction. One FTES can be generated by 1 student or multiple part-time students.

How does FTES help NOCE?



The table below reflects the SCFF rates at 2024-25 AD as modified by COLA in the 2024 Budget Act.

Category	2023-24 Rates (rounded)	2024-25 Rates (rounded)
FTES – Credit*	\$5,238	\$5,294
FTES – Incarcerated Credit*	\$7,346	\$7,425
FTES – Special Admit Credit*	\$7,346	\$7,425
FTES – CDCP	\$7,346	\$7,425
FTES – Noncredit	\$4,417	\$4,465
Supplemental Point Value	\$1,239	\$1,252

Methods to Calculate FTES

Beginning in spring 2020, NOCE and many other noncredit programs began to offer noncredit DE courses. As a result of this shift, noncredit programs began to submit student hours for state apportionment through both positive attendance and alternative attendance accounting methods.

FTES

FTES is not a headcount. Each FTES is equivalent to 525 hours of student instruction. One FTES can be generated by 1 student or multiple part-time students.

Positive Attendance FTES =

Positive Attendance Hours

525

Alternative Attendance Accounting Method



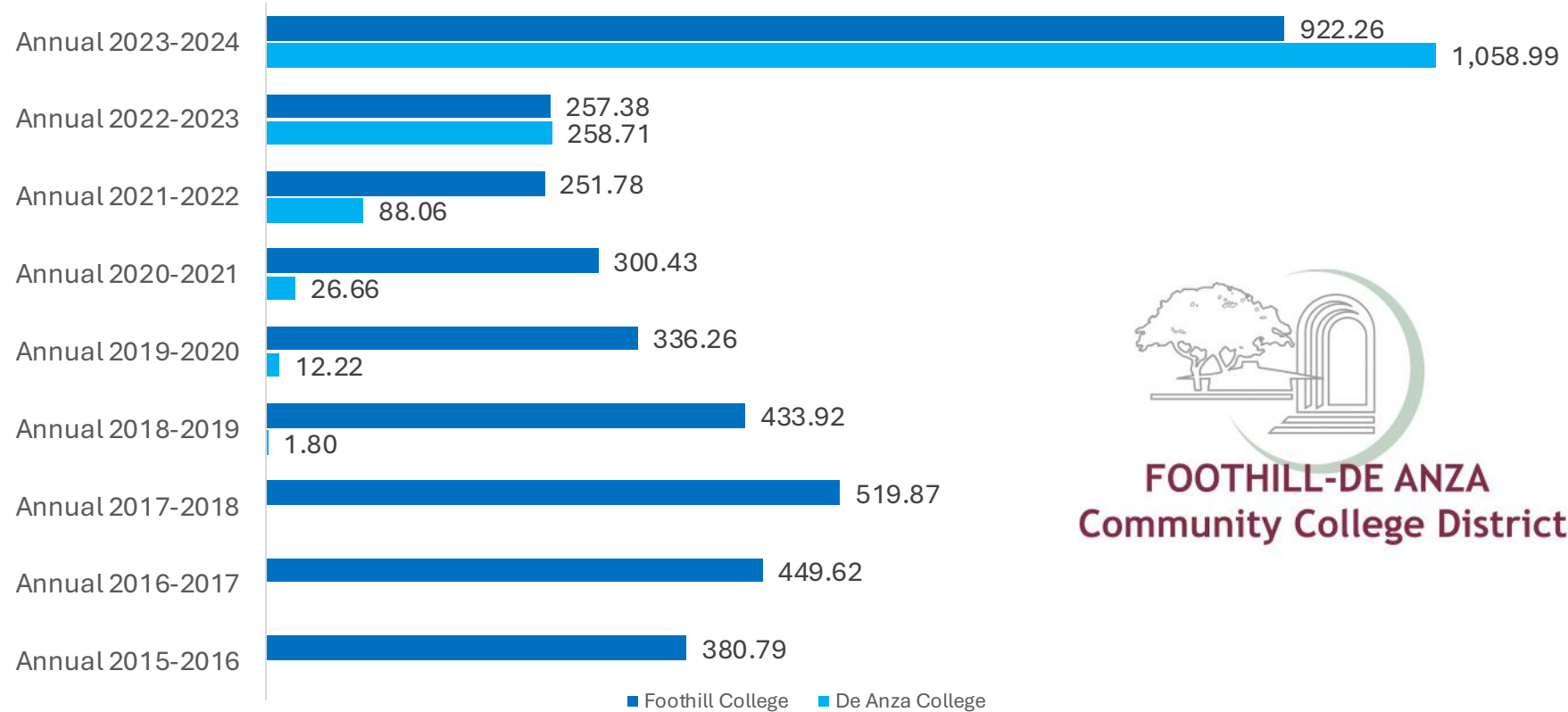
Attendance captured at 20% point and 60% of the semester. Instructors should determine the number of students actively enrolled as of these two points.

For noncredit asynchronous distance education courses (open-entry/open-exit or short term included)

$$\text{FTES} = \frac{\text{The average of contact hours at 20\% point and 60\% point}}{525}$$



Foothill CCD Noncredit FTES Production





Foothill College Noncredit FTES for 2022-2023



- Learning Skills began generating NC FTES in 2022/2023
- Historically, “Other Interdisciplinary Studies” was the highest generating TopCode

- Learning Skills, Speech Impaired-493033
- Library Science, General-160100
- Elementary Education (Grades 1-8)-493060
- Parenting and Family Education-130560
- Reading-152000
- Study Skills-493014
- Supervised Tutoring-493009
- Health Occupations, General-120100
- Home Health Aide-123080



Career Development College Preparation (CDCP)

California Education Code section 84760.5 (a) defines Career Development and College Preparation noncredit courses as those that:

- Are sequenced leading to a certification of completion/competency
- Lead to improved employability or job placement opportunities
- Lead to a certificate of competency in a recognized career field as articulating with college-level coursework, completion of an associate of arts degree, or for transfer to a four-year degree program



Why do CDCP?

- Higher apportionment rate (\$4,465 vs \$7,425)
- Sequenced courses and programs with a clear structure for the student to receive a CO approved certificate
- Curriculum and award is Chancellor's Office approved

Elementary
and Secondary
Basic Skills

Workforce
Preparation

Short-term
Vocational

ESL

Vocational ESL

“
I am a housekeeping supervisor in one hotel. This is my first quarter here at Foothill College and I want to continue with these classes because it's very important to me to find a very good job. And, I want to take credit classes in the future. I am very thankful for this program.

– ESL Student Mariana Flores

”



Student Services



Orientation

Assessments

Counseling

Follow-Up

DSPS

Transfer/Transition

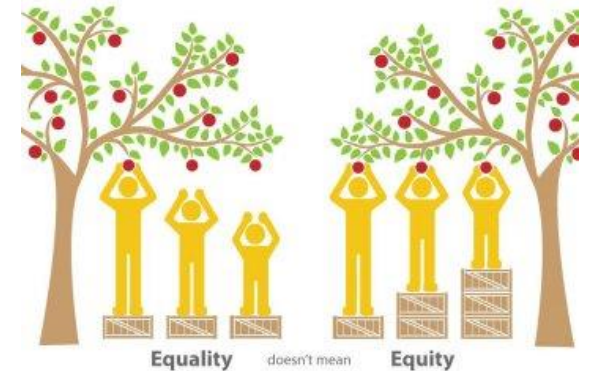
Rising Scholars

Food Pantry

Book Scholarships

Leveraging Community College Initiatives for Noncredit

- California Adult Education Program (CAEP)
- Student Equity and Achievement Program (SEAP)
- Perkins V
- Strong Workforce Program (SWP)
- Disabled Student Programs and Services (DSPS)



Curricular Areas*

Onboarding

- College Readiness
- Academic Readiness
- Career Exploration
- Digital Literacy
- Community Needs

Complementary

- Mirrored Courses
- Support Courses (AB 705)

Capstone/Industry

- Vocational/Career Prep
- Sustainability





Why do Students Participate in Noncredit Education?

- Improve skills in English for non-native speakers
- For immigrants, to learn the pathways to U.S. citizenship
- Learn basic adult literacy skills in Math and English
- Obtain a high school diploma, prepare for the GED/HiSET exam
- Build skills for a new job or promotion
- Prepare for community college or university education
- Build self-sufficiency and independence
- Personal Enrichment



Through noncredit education, students transform themselves, their families, their communities, and their futures

Pathways & Outcomes



Align courses to help students move through paths & toward desired outcomes.



Collaborate with colleagues to build and/or scale noncredit.



Credit and Noncredit faculty may benefit from collaborating on designing pathways.

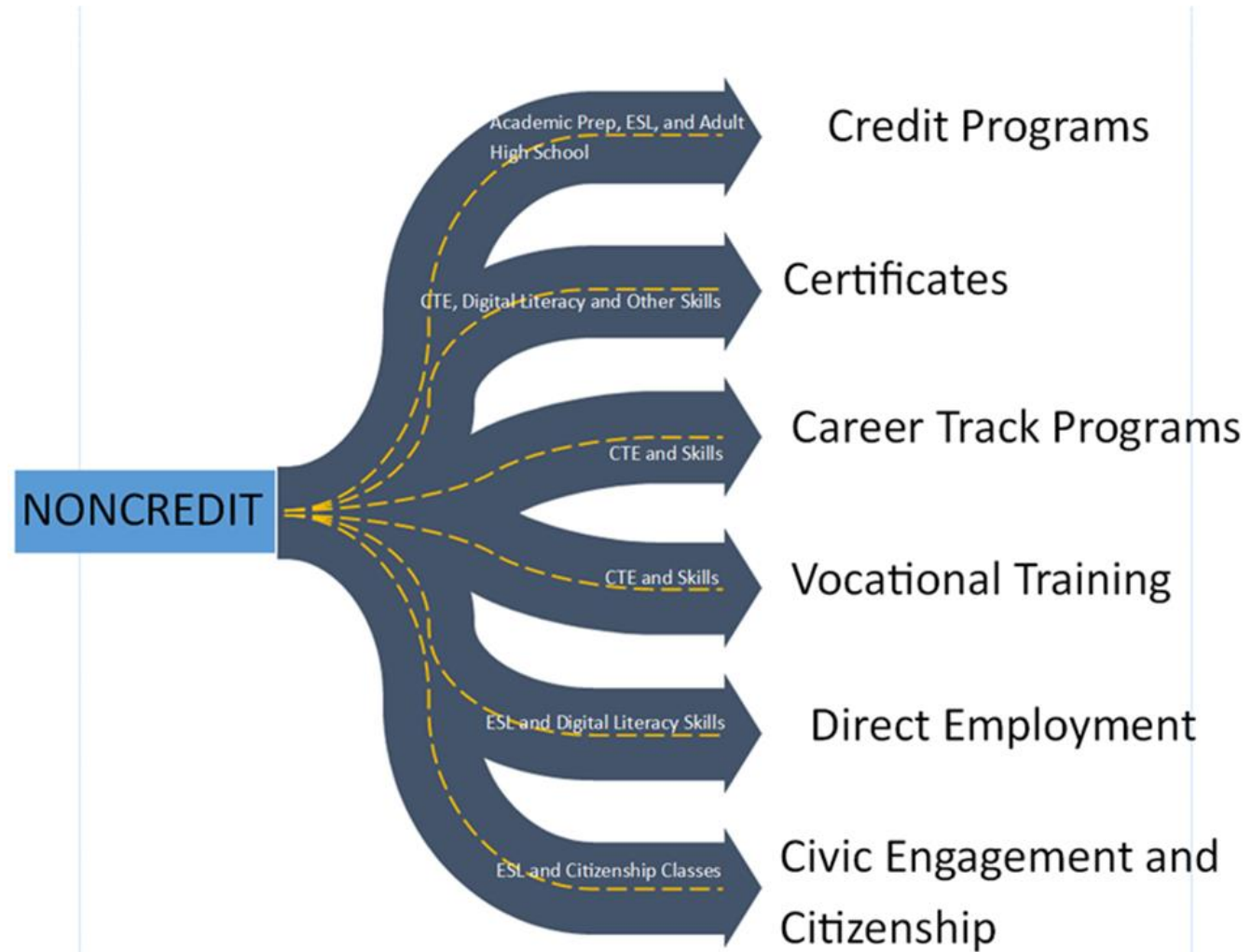


Curriculum & Program Review committees should include noncredit instructors.



Hiring FT noncredit faculty is available; collective bargaining units may need to advocate for noncredit faculty parity.

Transitions: Pathways from Noncredit



Embedding Noncredit into Campus Culture

Critical Inquiry Questions:

- What skills would students need to have before entering your class?
- How many hours would this course be?
- Does the course fit into an existing pathway? If so, how?
- What is the purpose of the noncredit program?



Noncredit Data Reporting

Through CCCCO Management Information System (MIS)

- Same process as California Community College credit data reporting
- Districtwide data submissions
- [Management Information Systems \(cccoco.edu\)](http://cccoco.edu)





Noncredit-Specific MIS Tidbits

Noncredit Course Coding

- Submitted through MIS course basic file

Noncredit Student Services

- Submitted through MIS student services file

Student Attendance Hours

- Submitted through MIS student enrollment file

Adult Education Assessment

- HSE completers information, NRS EFL gains

Noncredit Awards, Certificates, and High School Diplomas

- Submitted through student program awards file



Foothill College Noncredit Student Demographics

Enrollment and Course Success | Adapt Learn: Community Bas-FH

Limits: Course Credit Status NonCredit

Measures: Enrollments and Headcount

Ethnicity	2019-20		2020-21		2021-22		2022-23		2023-24	
	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount
Asian	9%	12%	10%	13%	12%	14%	11%	14%	13%	15%
Black	3%	3%	3%	3%	3%	3%	3%	4%	2%	4%
Filipinx	1%	2%	0%	1%	0%	0%	1%	1%	1%	1%
Latinx	12%	9%	13%	11%	13%	10%	15%	12%	17%	15%
Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Pacific Islander	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Unknown ethnicity	37%	35%	34%	29%	31%	34%	34%	34%	28%	28%
White	36%	39%	38%	42%	40%	39%	35%	34%	38%	37%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Data loaded 01-Nov-2024



Foothill College Noncredit Student Demographics

Enrollment and Course Success | Adapt Learn: Community Bas-FH

Limits: Course Credit Status NonCredit

Measures: Enrollments and Headcount

Education Attainment Level	2019-20		2020-21		2021-22		2022-23		2023-24	
	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount
All Other	95%	93%	94%	89%	93%	90%	93%	91%	92%	89%
Associate	0%	0%	0%	0%	0%	0%	1%	1%	1%	1%
Bachelor or higher	3%	4%	3%	4%	4%	4%	3%	3%	3%	3%
HS/Equivalent	2%	3%	3%	6%	3%	6%	4%	5%	5%	8%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



Foothill College Noncredit Student Demographics

Enrollment and Course Success | Adapt Learn: Community Bas-FH

Measures: Enrollments and Headcount

Age	2019-20		2020-21		2021-22		2022-23		2023-24	
	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount
19 or less	1%	2%	1%	2%	1%	3%	2%	3%	1%	3%
20-24	1%	2%	1%	3%	1%	3%	1%	1%	1%	2%
25-39	4%	4%	3%	4%	3%	3%	4%	4%	4%	5%
40 +	94%	92%	95%	90%	94%	91%	94%	91%	93%	88%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



Foothill College Noncredit Student Demographics

Enrollment and Course Success | Adapt Learn: Community Bas-FH

Measures: Enrollments and Headcount

Gender	2019-20		2020-21		2021-22		2022-23		2023-24	
	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount
Female	70%	70%	71%	72%	72%	67%	65%	64%	64%	63%
Male	28%	27%	26%	25%	23%	23%	26%	26%	29%	30%
Unknown gender	2%	3%	3%	3%	6%	10%	9%	10%	7%	6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



Foothill College Noncredit Student Demographics

Enrollment and Course Success | Engl as Second Lang-FH NCELF400. NCELF480. NCELF471. NCELF470.
NCELF447. NCELF437. NCELF436. NCELF435. NCELF427. NCELF426. NCELF425. NCELF423. NCELF422. NCELF421.
NCELF413. NCELF412. NCELF411. NCELF410. NCELF405. NCELF403B NCELF403A NCELF402. NCELF401A NCELF401.

Measures: Enrollments and Headcount

Ethnicity	2019-20		2020-21		2021-22		2022-23		2023-24	
	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount
Asian	31%	30%	25%	21%	43%	38%	30%	27%	43%	41%
Black	0%	0%	0%	0%			0%	1%	0%	1%
Filipinx			0%	0%	0%	0%	0%	0%		
Latinx	39%	41%	53%	60%	35%	38%	45%	50%	31%	36%
Unknown ethnicity	6%	7%	2%	2%	3%	3%	2%	2%	5%	4%
White	24%	21%	21%	17%	20%	21%	23%	20%	21%	19%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



Foothill College Noncredit Student Demographics

Enrollment and Course Success | Engl as Second Lang-FH NCELF400. NCELF480. NCELF471. NCELF470. NCELF447. NCELF437. NCELF436. NCELF435. NCELF427. NCELF426. NCELF425. NCELF423. NCELF422. NCELF421. NCELF413. NCELF412. NCELF411. NCELF410. NCELF405. NCELF403B NCELF403A NCELF402. NCELF401A NCELF401.

Measures: Enrollments and Headcount

Education Attainment Level	2019-20		2020-21		2021-22		2022-23		2023-24	
	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount
All Other	18%	19%	32%	36%	15%	16%	28%	32%	24%	28%
Associate	7%	7%	9%	9%	15%	17%	8%	8%	4%	4%
Bachelor or higher	41%	38%	33%	25%	44%	42%	36%	32%	34%	28%
HS/Equivalent	34%	36%	26%	31%	25%	26%	29%	28%	37%	40%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



Foothill College Noncredit Student Demographics

Enrollment and Course Success | Engl as Second Lang-FH NCELF400. NCELF480. NCELF471. NCELF470. NCELF447. NCELF437. NCELF436. NCELF435. NCELF427. NCELF426. NCELF425. NCELF423. NCELF422. NCELF421. NCELF413. NCELF412. NCELF411. NCELF410. NCELF405. NCELF403B NCELF403A NCELF402. NCELF401A NCELF401.

Measures: Enrollments and Headcount

Age	2019-20		2020-21		2021-22		2022-23		2023-24	
	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount
19 or less	1%	1%	1%	1%	2%	2%	2%	3%	5%	6%
20-24	12%	14%	5%	7%	6%	9%	5%	8%	7%	9%
25-39	47%	49%	40%	43%	46%	46%	44%	45%	49%	46%
40 +	40%	36%	54%	49%	46%	43%	48%	45%	39%	39%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



Foothill College Noncredit Student Demographics

Enrollment and Course Success | Engl as Second Lang-FH NCELF400, NCELF480, NCELF471, NCELF470, NCELF447, NCELF437, NCELF436, NCELF435, NCELF427, NCELF426, NCELF425, NCELF423, NCELF422, NCELF421, NCELF413, NCELF412, NCELF411, NCELF410, NCELF405, NCELF403B NCELF403A NCELF402, NCELF401A NCELF401.

Measures: Enrollments and Headcount

Gender	2019-20		2020-21		2021-22		2022-23		2023-24	
	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount	Enrollments	Headcount
Female	78%	78%	81%	79%	87%	85%	81%	81%	79%	79%
Male	21%	20%	18%	20%	11%	12%	17%	17%	18%	18%
Unknown gender	2%	2%	2%	2%	2%	3%	2%	2%	3%	2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



North Santa Clara County for Adult Education Consortium



Member Agency	Member Type
De Anza College	College
Foothill College	College
Foothill-DeAnza CCD	District
Fremont Union High	High School District
Mountain View-Los Altos Union High	High School District
Palo Alto Unified	Unified School District

“California community college districts (CCDs) receiving Adult Education Program funding are required to use the Chancellor’s Office Management Information System (MIS) to track adult learner progress in the seven authorized program areas and report achievements from the seven-outcome areas designated by EC Section 84913”

Introducing DataVista

California Adult Education Program Score Card PDF

ACADEMIC YEAR
22-23

LOCALE
All Programs All Students

Locale Type
(All)

Press "Enter" on keyboard to search. To clear search, delete all characters and press "Enter".

Locale Search
Foothill

North Santa Clara County for Adult Education Consortium (Fo...
Foothill-Deanza
Foothill College

AE PROGRAM
DRILLDOWN

2022-23 Score Card for Foothill College

Reportable Individuals 4,009 (11% YoY) ▲		Participants 3,897 (11% YoY) ▲	
Completed Educational Functioning Level Gain 129 (20% YoY) ▲	Completed Noncredit Workforce Preparation Milestone 152 (-7% YoY) ▼	Immigration Integration Milestone 29 (11% YoY) ▲	
Earned an Award: Diploma, GED or High School Equivalency 618 (43% YoY) ▲		Earned an Award: Postsecondary Credential 296 (-32% YoY) ▼	

Increased by more than 5% from previous year ▲

Decreased by more than 5% from previous year ▼

Remained within 5% of previous year ●

YoY = Year over year difference

Click on any of the icons above to see the time trend for the metric.
The most recent year of data contains incomplete metrics due to not enough time elapsing. These appear as blank in the report.

DATA VISTA
CALIFORNIA COMMUNITY COLLEGES

- DataVista replaced LaunchBoard as of October 31, 2024.
- The Adult Education Pipeline (AEP) will be housed within DataVista.
- The most current data reflects the 2022-2023 reporting periods.



Key Takeaways



Funding for noncredit apportionment

CDCP

CCFS-320 apportionment reporting



Noncredit Programs

Noncredit curriculum

Noncredit pathways



Noncredit Data Tracking

MIS

CAEP Data Dashboard





THANK YOU!



Group Discussion

- Who is the population that would be best served by non-credit courses in your division/ discipline?
- What are their unique needs?
- What barriers do our programs currently impose for the student population(s) we want to serve?
- What questions need to be answered in order for you to develop non-credit pathways?