

# ASCCC Noncredit Regional Meeting – October 24, 2025

Report out by Laura Harris, EMLS Faculty – BC ASCCC Noncredit Liaison

## Session #1 - Noncredit Readiness & Vision 2030 Metrics

- Noncredit Regional August 2025 – Charged with framing debate around Noncredit in Vision 2030
- Silos = difficult to navigate: ASCCC 10+1 - How to grow? With no investment in decades, how to make it happen?
- Core of Noncredit = Curriculum: how to do both with layers of politics and money with strategic policy?

Vision 2030 Framework – 3 Core Goals

- Equity in Access
- Equity in Support
- Equity in Success

3 Strategic Directives

- Equitable Baccalaureate attainment
- Equitable workforce and economic development
- Future of Learning (includes generative AI)

Key = Envision building in Noncredit; for example, mirror courses like El Camino College

1. Taft College, Disability Services – CTE courses to train people to work in Disability Services
2. Carlos Guerra, Chair-ASCCC Noncredit, Lisa Hooper, College of the Canyons A.S. President and former Curriculum Chair, Marianne [Recovering Credit Faculty], and Garrett Reath-Noncredit Faculty Guru/master of Noncredit

They do not know how to do Noncredit program; learning what faculty needed/wanted to do in noncredit, writing curriculum; realizing full potential and creating opportunities.

Pitch: Serving Noncredit traditional opportunities = credit courses opportunities

Scaling Up: we have a diverse, vast college system with the same education code and Title V, but we do the same work. How do we do it? Centralized, non-centralized, or quasi noncredit? Noncredit equals the gateway for all Adult Learners.

Goals & Gaps: Vision 2030 called out Adult Education Question – How do we invite 1000s of Noncredit learners into the CCC System? Welcoming the community needs hard,

critical, and crucial conversations with trickle down strategies for Adult Education. Noncredit feeding Credit creates tension. Faculty need to work together; no slippery slope.

LACCD is doing this. ACE = 501C6 is lifting up faculty, deans, administration all connecting curriculum, ASCCC, and more stakeholders. The goal is to BUILD not FIX. Imagine no budget cuts, no barriers, no limits. What is our bold, next move?

Everyone up lifts in Vision 2030. There are models in S.D., Calbright, North Orange, and one more and 112 colleges are not involved. Budget conversations need to happen and push to legislate the model. The key ingredient is consistent core elements. Noncredit should be on the front porch not behind the side door.

Example: Noncredit should create job opportunities. (Josh) Center for Autism - created a 1 semester noncredit CNA program to develop pathways, noncredit career pathways, and noncredit to degrees pathways.

Example: S.D. College created a noncredit welding course with students learning to weld on a real ship at the Maritime Museum. Students were proud of their work. They got an automotive agreement for CDCDP-CPL. Their pitch was “Finish this, and you will be welcomed on the other side to employment.”

Roots of Noncredit Origin Story: U.S. Military in WWII created the GED for military personnel to qualify for H.S. equivalency. They received acknowledgement of competence and credit for prior learning in their military service and before military service. Many were drafted while still in or right out of H.S.

Why is there resistance in Noncredit for CPL? Noncredit is designed for CPL. It is a cultural problem.

- Overview: Building true community access through strategic development
- Access Mission: Understand our communities
- Strategic Program Development Framework
- Common Misconceptions: Two Houses 1. Institutions and 2. Building Campus Culture Understanding - Example: Hollywood 35% transfer, rest are noncredit and CTE

Comparison:

- CSUs 3.0 = 45 hours, CCC 3.0 = 54 hours – What skills do we build? (9 hours>CSU)

Current state of enrollment in California Public Schools has continued declining. K12 enrollment declined in the last 5 years. California Adult Learners need support.

- 2.6M ages 18-44 live in poverty
- 4.1M under age 25 do not have a high school diploma
- 2.3M have less than 9<sup>th</sup> grade education

- 1.7M have 9-12<sup>th</sup> grade education but no diploma
- 5.1 M have some college but no degree: many face barriers to succeed in CCC
- 10M+ immigrated to California, only 54% are naturalized citizens; estimated 1.85M undocumented immigrants in the state

Noncredit critical role: Noncredit Education is a key component in achieving California's goal of 70% working-aged California having post-secondary degree or certificate by 2030. \$14,200 BS program = cost of 1 year at UC but government won't sign into legislation a BS Nursing & Science because the CSUs are scared. Are these students possible Noncredit or Adult Education learners?

There are 7 Consortium buckets for Noncredit Education – WE GET APPORTIONMENT!

There are 10 Noncredit buckets.

Vision 2030 calls it out but will not say Noncredit or Adult Learner; however, CNA credit and noncredit programs have both modalities across the state. There are 1.8M students.

- CCC uplifting Vision 2030 for Noncredit education needs to advocate differently!

## **Session #2 - Noncredit Curriculum Development**

- Design with LMI data
- Advisory piece = best practice but most campuses are a 1-person team; seek advisory community in credit
- Define “What’s your why?”
- Frame debate
  - Example: Paralegal and Accounting will shift with AI
  - They are already converting credit certificates to noncredit
  - What is needed to upscale changes for paralegals to what’s next for them?
  - Most prerequisites are removed because of advisory on CORs (course outline of records)
- Scaffolding: NONCREDIT COUNSELING = CRITICAL COMPONENT
  - Ask Counseling for Noncredit students
  - Noncredit is not a bandaid to fix credit programs; it is not a fix for low enrollment (that is a different mission)
  - Noncredit is not “credit-light” – it should be rigorous, relevant, responsive programming
  - Noncredit is not competing with credit; it is a complementary mission serving different needs
  - Noncredit is not less rigor; it is industry-aligned, outcomes-focused education
  - Every Noncredit student will need an education plan (SEP); they need to have a counseling conversation
  - The Why matters!

- Most A&R does not have a system for Noncredit to credit – how to start this conversation
- Will this curriculum help students get a job?
- #1 Assemble a Team
  - Have a Noncredit point person (or more)
  - Involve Curriculum chair
  - Bring in guest speakers from other colleges
  - Start a Noncredit Curriculum committee
- #2 Develop cross-culture campus collaboration to increase access and learning opportunities
  - Spread the good word about Noncredit; pass on your knowledge
  - Define benefits of college credit and Noncredit courses
  - Fill skills gaps
  - Close equity gap
  - Develop support courses
  - Create a comfortable environment for first time or returning college students and more
  - Create mirror courses
  - Noncredit is not always coded correctly; embed language in scheduling notes. Example: CCDP = Certified Career Development Practitioner Preparation courses
  - CCCCO = CPL coming at no cost
  - Credit = the real thing but Noncredit mirror courses = the reality of access
  - What courses could you mirror at your college?
  - DDLMI System: include specific narrative
  - DATA IS KING
  - Build partnerships with community surrounding college; they are great for Noncredit. Example: CTE Plumber’s Assistant
  - Noncredit is a great option for county jails because of shorter stays
  - Older Adult courses like aquatics, health & fitness, watercolors (College of the Canyons has a robust program)
  - M.Q. handbook – College of Sequoias offers 36-hour teaching older adults certificate
  - TOP Codes & Existing Curriculum (taxonomy of programs); get the TOP Code Manual; it is valid for each Noncredit code

**Session #3 Adult Dual Enrollment – Dr. Rhonda Williams PhD., Pasadena City College**

- Access Pathway
- Cultural Wealth: familial aspirations, navigational, social, linguistic, resistant
- They say, “I don’t have time” and “I have to get out of this class!”
- ATB = Ability to Benefit: THEY GET FINANCIAL AID!
- CCCCO Aspect: focused on living expenses, just gaining momentum, students can tap into financial aid

- CCPG – California College Promise Grant eligibility: ADE = 11 units maximum in noncredit and 1 unit credit minimum (or combination); students have 1 foot in credit and 1 foot in Noncredit; program is labeled as a special admit
- CDCP = Career Development College Preparation program
- Noncredit can be a powerhouse to support and build enrollment and apportionment
  - FTES – Noncredit CDCP courses = \$7424.53 apportionment
  - FTES – Special Admit courses = \$7424.53 apportionment
  - FTES – Credit courses = \$5294.42 apportionment
  - Build campus awareness and interest
  - Create partnerships and agreements
  - MOUs (local)
  - CCAP partnership agreements (AB288 protocol)
- You want a Guided Pathways that has legs (if they change their mind and want to transfer)
  - ADE (Adult Dual Enrollment) Pilot Program at PCC Planning phase
  - Streamline process
  - Noncredit education plan
  - 22 AAs, 22 BAs, 2 MAs
  - STEAM pathways (science, technology, engineering, agriculture, and math)

#### **Session #4 Building Pathways: Inception to Implementation – Maryanne Galindo, LACCD**

- What are your students' needs?
- What is your low-hanging fruit? Classes that meet needs of ADE (Adult Dual Enrollment).
- Ask chairs which classes can be taken by ADE students
- Vision 2030 – has no blueprint for building; what is your “Why?”
- What kind of soil is on your campus for planting an ADE program?
  - 1<sup>st</sup> floor = GED/ESL
  - 2<sup>nd</sup> floor = ADE - Adult Dual Enrollment
  - Administration wants to put those classes in K12
  - 17-1/2-18 years old have been displaced
  - No minors in ADE
- Enhanced funding issue in Apportionment: “winter is coming”
- K12 has a decline in enrollment or is flat lining
- We can make twice as much as credit
- ADE – they will come at night
  - 2<sup>nd</sup> floor = ADE – Adult Dual Enrollment
  - Mezzanine = CTE, AA, or transfer
- It is a new day for Noncredit and ADE
- Admin wants apportionment
- Assessing the lay of the land

- Hot Issue = 112 CCC sites: Are they beginning to understand the why of decentralized versus the centralized model
- Admin puts Noncredit everywhere
- Why not have a Noncredit dean?
- We need to advocate for building not fixing
- Counseling = compliance and coding: it's all there
- Students need to have courses quickly
- Create a solid workflow
- Don't let people have conflict
- No one is there in value and impact of LACCD's draft of Noncredit maturity levels
- What existing resources can be leveraged?
- Noncredit Counselors connected to every department
  - 1<sup>st</sup> floor = GED/ESL
  - Mezzanine = ADE (Adult Dual Enrollment)
- Strategic Plan = Maximize Enrollment [Examples from LACCD]
  - 4 Faculty Practitioners in different areas
    - Dept. Chairs
    - Noncredit Counselors – Allied Health, Child Develop., VESL, NESL (desire 2<sup>nd</sup> language acquisition)
    - Faculty #2 – here to support credit faculty not to supplant
    - Faculty #3 – technically Noncredit can get Perkins\$ grant; financial issues will be blended

These are my rough notes from day-long seminar ASCCC Noncredit Regional Conference 24 Oct 25 at College of the Canyons. Any errors are solely mine. Please email me at [laura.harris@bakersfieldcollege](mailto:laura.harris@bakersfieldcollege) for copies of the TOC Manual and CCCCO TOC Manual update.

Thank you!