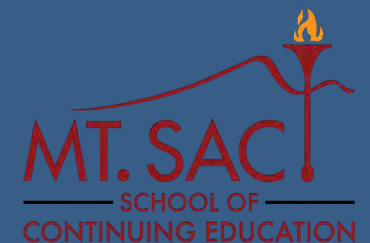


# NONCREDIT 101:

## NONCREDIT WITHOUT A HYPHEN & MORE

- Dr. L.E. Foisia, Professor, Basic Skills, Mt. SAC School of Continuing Education
- Dr. Madelyn Arballo, VP School of Continuing Education, Mt. SAC

October 16, 2025





# SESSION TOPICS

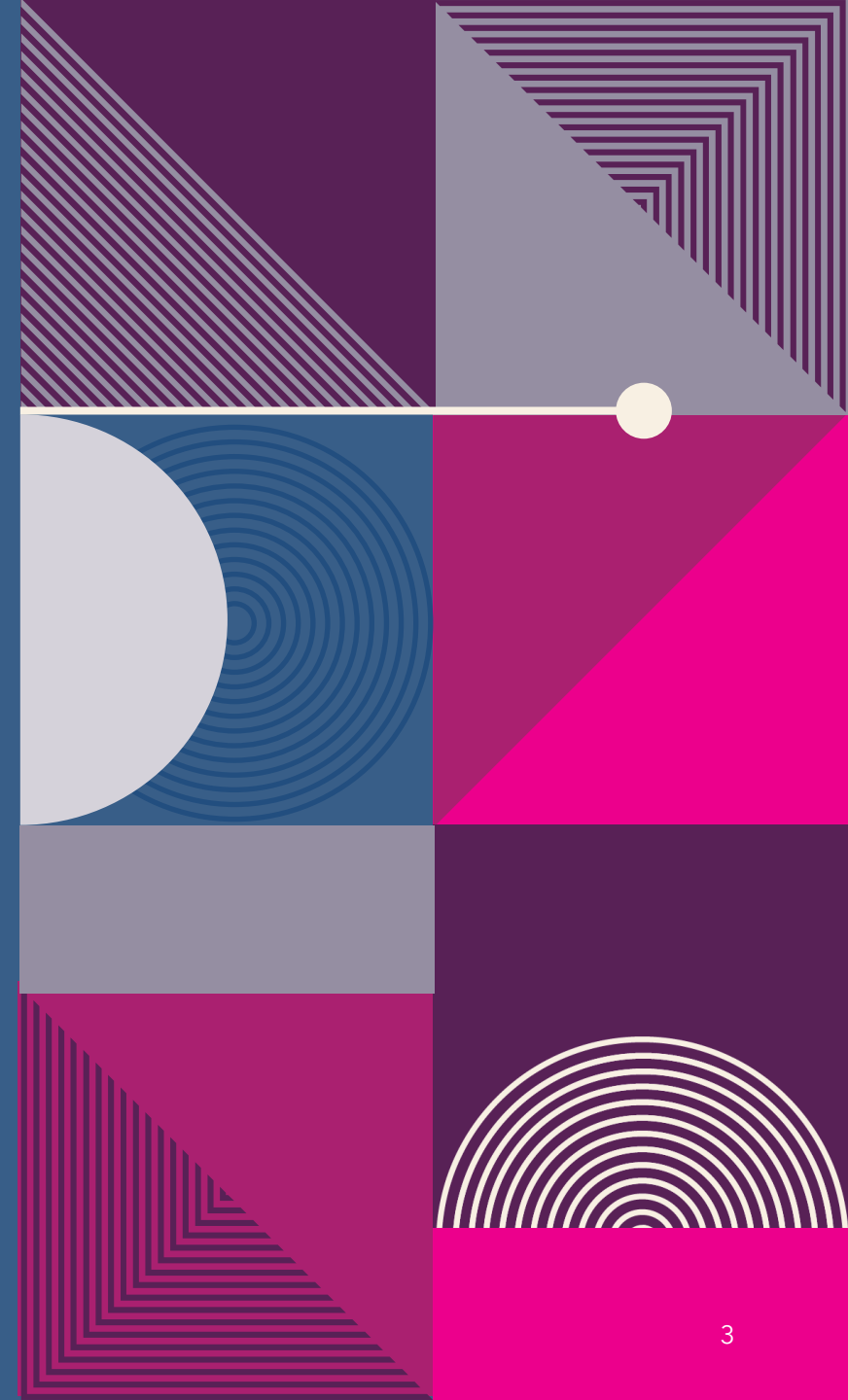
- Introduction
- Noncredit in California Community Colleges
- History of Noncredit
- Noncredit Data
- Course Outline of Record
- Noncredit Courses and Programs
- Funding
- Enrollment and Attendance
- Faculty Load
- Is Your College Ready for Noncredit?

# NONCREDIT IN CALIFORNIA COMMUNITY COLLEGES

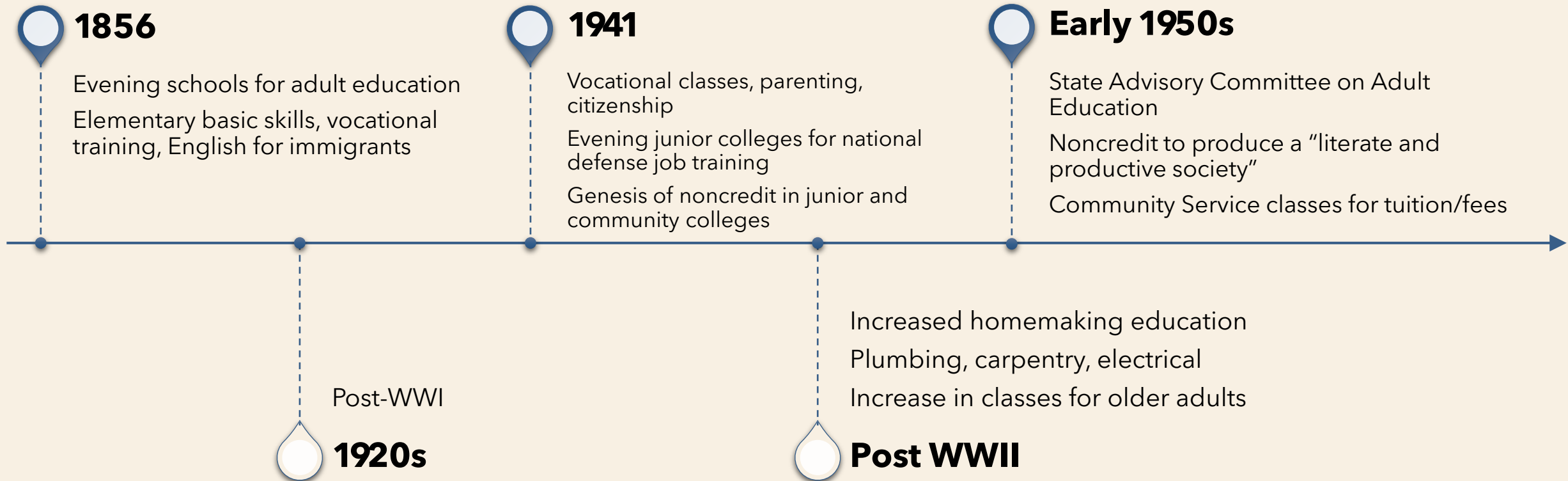
## Education Code §84757

Noncredit instruction is one of several educational options authorized by to be offered within the California Community Colleges. Students are offered access to a variety of courses at no cost, with the exception of textbooks and other materials\*, to assist them in reaching their personal, academic, and professional goals.

*\*Courses supported by WIOA II funds should provide class sets of books for student usage*



# HISTORY OF NONCREDIT



# HISTORY OF NONCREDIT

**1954**

State Advisory Commission on Adult Education: noncredit categories for CC & K-12 adult ed  
Evening colleges could offer high school graduation classes if requested by high school

**1970s**

Noncredit continued to grow  
Adult ed (K-12) constrained by budget limitations post Prop 13 (1978)

**\*2000s**

2006 SB 361 established CDCP funding, which finally matched credit in 2015

2012 LAO and Little Hoover Commission reports led to efforts to restructure and align CA adult education systems (AB 86 now CAEP)

In 2018-19, the SCFF was implemented in the CCC, fully funding noncredit apportionment rates and establishing CDCP courses at a higher funding rate than credit FTES.

Master Plan for Higher Education  
Mandated separation of junior colleges from school districts  
Complete separation of noncredit in colleges from adult education in K-12

**1960**

Behr commission resulted in reduced noncredit apportionment to match K-12  
Led to increase in noncredit-credit funding inequities  
Apportionment categories changed  
High demand for ESL & Citizenship classes

**1980s**



# NONCREDIT COURSE AND ENROLLMENT DATA

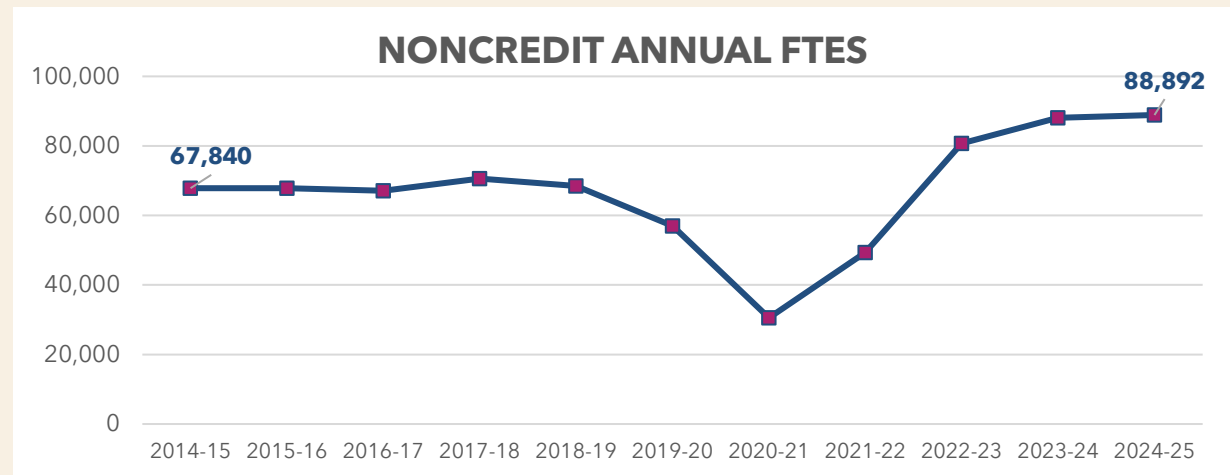
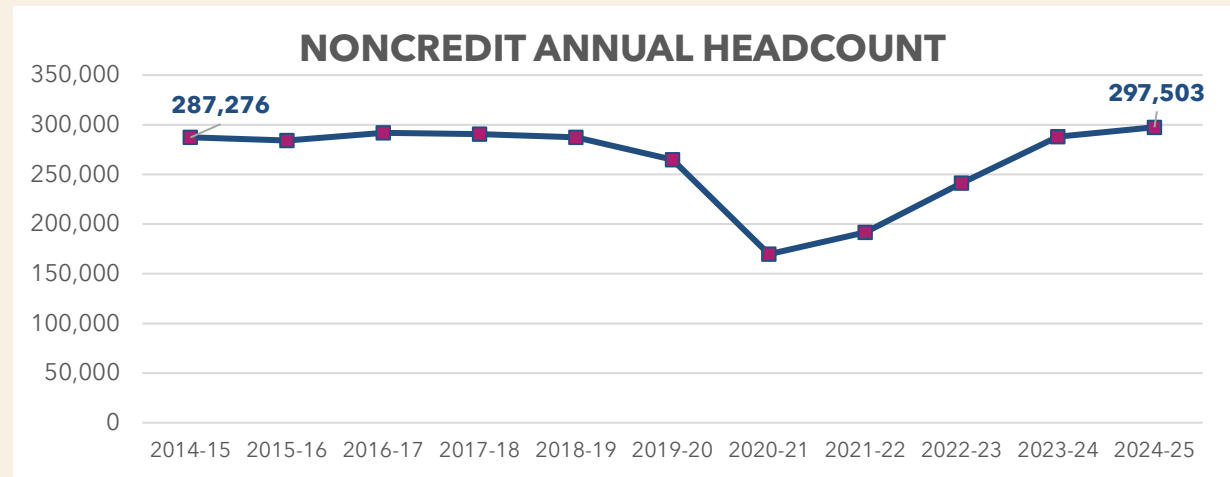
- 17,890 Active Noncredit Courses across all 116 Colleges (COCI, Fall 2025)
- Over 2,500 Approved Noncredit Programs (COCI, Fall 2025)
- *2024-2025 Statewide Noncredit Courses (CCCCCO Data Mart )*
  - 40,269 Sections Offered
  - 88,892 FTES generated
  - 1,139,786 enrollments

# NONCREDIT HEADCOUNT

After a drastic dip in headcount in 2020-21, students are enrolling in noncredit courses at the **highest numbers in the past 10 years.**

Students are taking more hours as evidenced by the **31% increase in FTES**

Source: CCCCCO Data Mart





# WHICH COLLEGES/ DISTRICTS ARE OFFERING NONCREDIT PROGRAMS AND COURSES?

- In 24-25, Twenty (20) colleges generated 78% of the state noncredit FTES, or **69,997!**
- That means the remaining 22% of FTES, or **18,895**, was generated by 95 colleges

Source: [California Community Colleges Exhibit C 2024-25 Early Recalculation Report July 2025](#)

Noncredit + CDCP FTES By district	Annual 2024-2025
State of California	88,892
1. Mt. San Antonio	10,746
2. Rancho Santiago CCD	10,697
3. San Diego CCE	9,458
4. LA CCD	7,902
5. South Orange CCD	5,028
6. North Orange CCD	4,341
7. CC San Francisco	3,645
8. Glendale	3,638
9. Sonoma County CCD	3,132
10. Santa Clarita (COC)	1,549
11. Pasadena	1,447
12. Santa Barbara	1,396
13. Butte-Glen CCD	1,221
14. West Valley-Mission	1,114
15. Santa Monica	1,082
16. Rio Hondo	854
17. Mira Costa CCD	796
18. Allan Hancock	655
19. Gavilan Joint CCD	652
20. Coast CCD	644



# THE NONCREDIT STUDENT – AGE

Over the past 10 years,  
the noncredit student  
has become **younger**

**2014-15**  
**11%**  
19 or Less

→

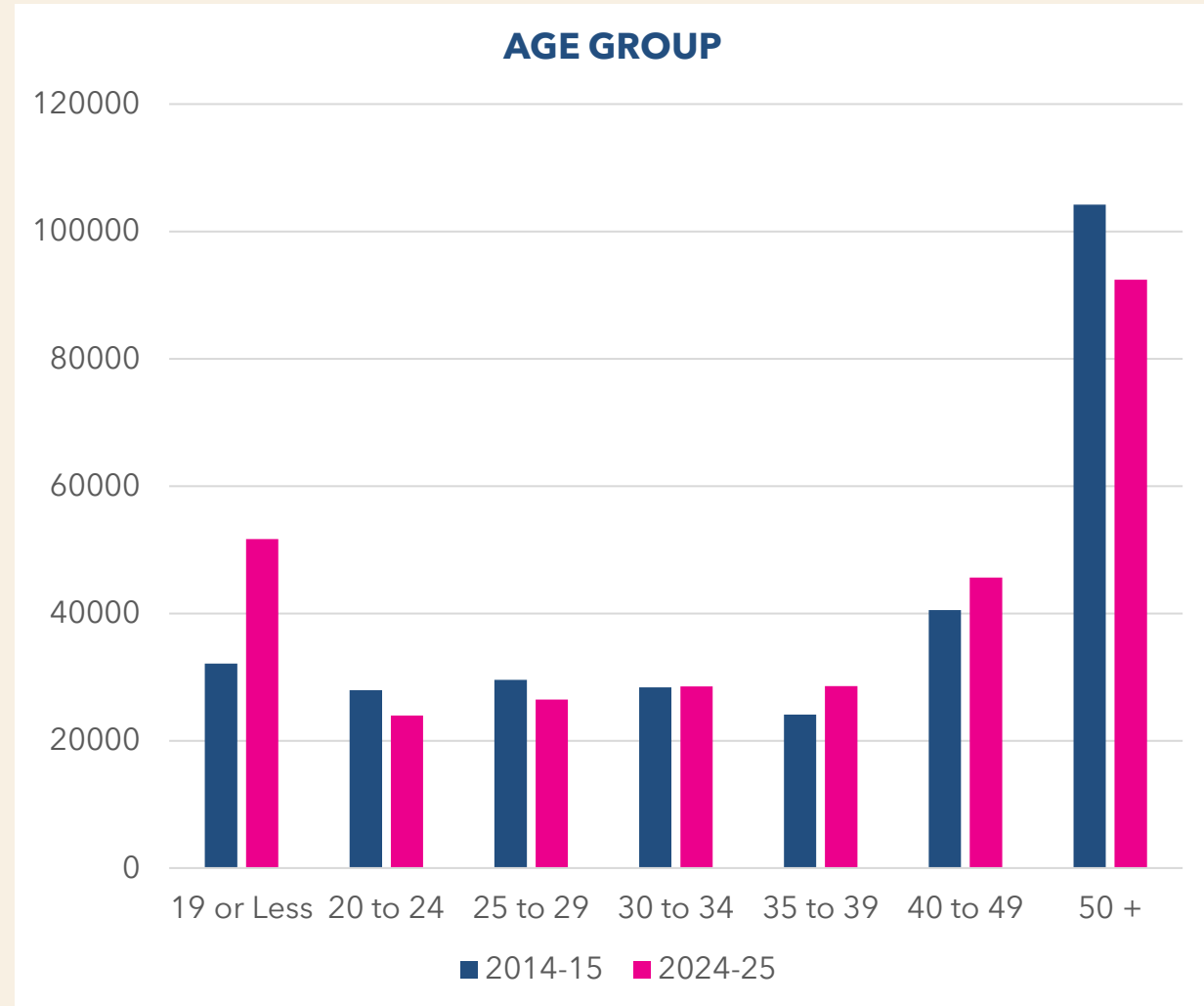
**2024-25**  
**17%**  
19 or Less

**2014-15**  
**36%**  
50+ Years

→

**2024-25**  
**31%**  
50+ Years

Source: CCCCCO Data Mart



# THE NONCREDIT STUDENT – ETHNICITY/RACE

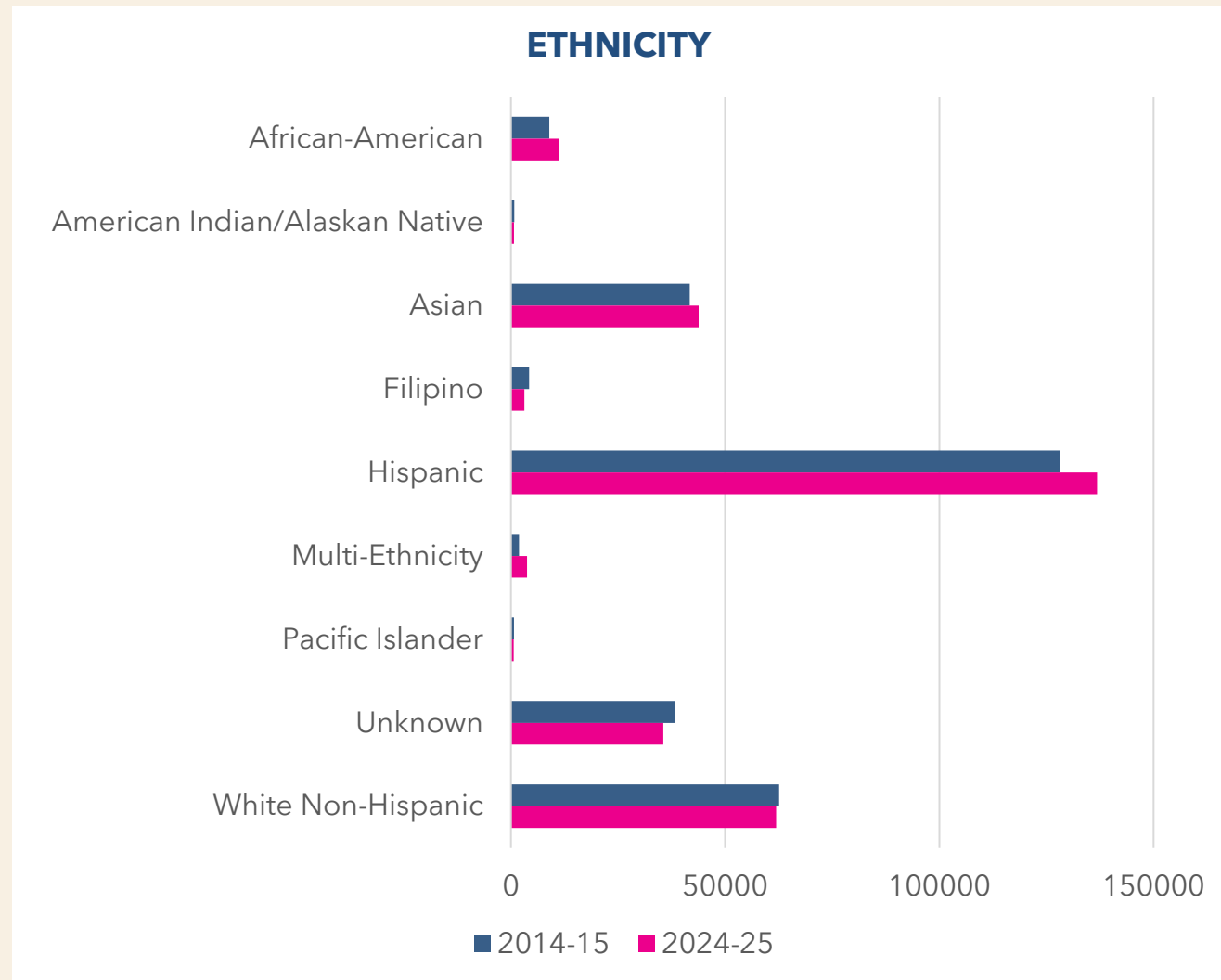
Over the past 10 years,  
**more Latinx** students  
are enrolling in  
noncredit

**2014-15**  
**44%**  
Latinx

→

**2024-25**  
**46%**  
Latinx

Source: CCCCO Data Mart



# NONCREDIT CDCP CERTIFICATES

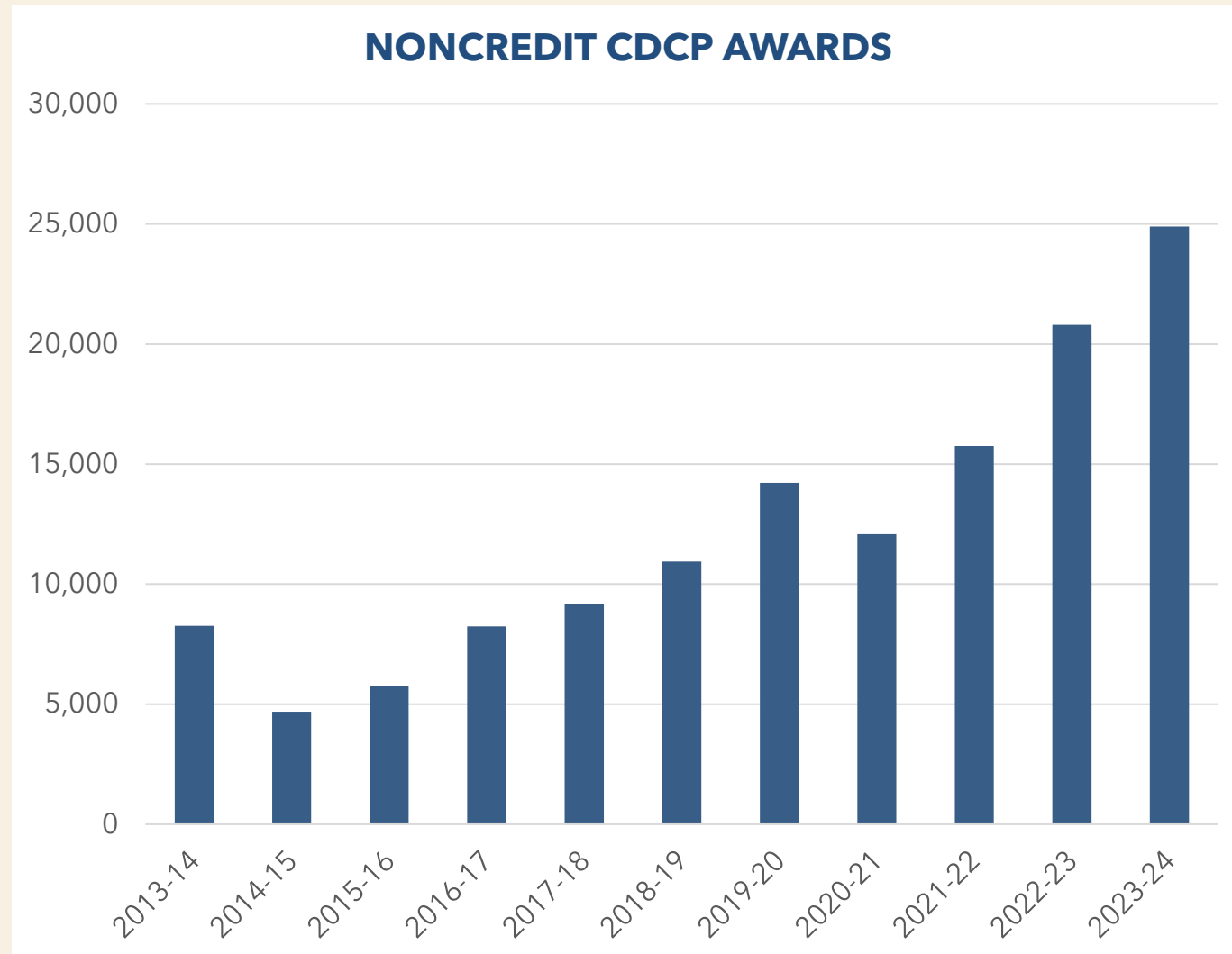
The number of noncredit Career Development and College Preparation (**CDCP**) certificates has **increased by 201%** over the past 10 years

CDCP certificates are earned for **college preparation/academic skills**

OR

**Vocational/career skills,**  
with some leading to state  
licensure

Source: CCCCCO Data Mart

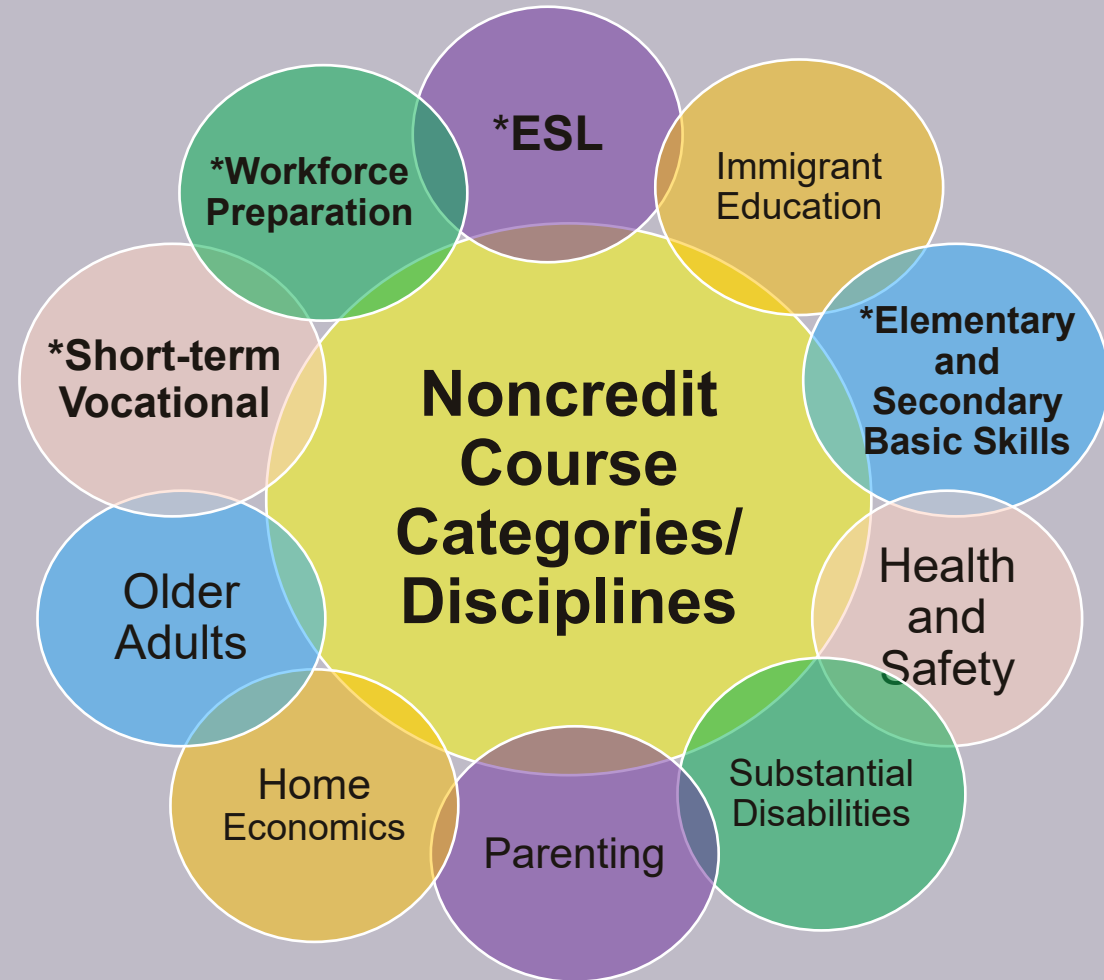




# **NONCREDIT CURRICULUM**

# NONCREDIT INSTRUCTIONAL AREAS

- Noncredit courses are in 10 legislated instructional areas (EDC§ 84757; Title 5, § 55151)
- The \*instructional categories are eligible for equalized funding (CDCP\*) in accordance with (EDC§ 84757 and Title 5, § 55151 and 84760.5 section 55151)
- CDCP\* – Career Development and College Preparation
  - CDCP courses have a higher per FTES rate of \$7,425
  - Other noncredit categories paid at \$4,465 per FTES
- Mirrored noncredit courses: courses eligible to be mirrored must fit into one of the 10 noncredit instructional disciplines



# Side-by-Side Comparison of COR Requirements

## CREDIT

1. Unit value
2. **Total contact hours for course**
3. Conditions of enrollment: requisites, advisories, other conditions
4. **Catalog description**
5. **Objectives**
6. **Content (typically in outline form)**
7. Reading and Writing Assignments
8. Other outside-of-class assignments
9. **Methods of instruction**
10. **Methods of evaluation/grading policy**

## NONCREDIT

- 1.
2. **Total contact hours for course**
- 3.
4. **Catalog description**
5. **Objectives**
6. **Content (typically in outline form)**
7. Assignments and activities
- 8.
9. **Methods of instruction**
10. **Methods of evaluation/grading policy**

# COURSE CHARACTERISTICS

	Noncredit	Credit
Enrollment	Flexible - Open-entry/Open Exit; Managed Enrollment	Limited to add period based on Hour Requirement (Census Date)
Units/Fees	Hour bearing (ex: 75 hours); No enrollment fees (\$0/unit)	Unit bearing (ex 3.0 units); Enrollment fees (\$46/unit)
Designation	No lecture or lab designation; Range of hours possible	Designated lecture & lab hours
Grades	Grades (P/SP/NP, A-F)	Grades (A-F or P/NP)
Transcripts	Transcripts dependent on district	Transcript
Minimum Qualifications	Education Code §53412. Min Quals for Instructors of Noncredit Courses	<a href="#">Disciplines List</a> maintained and updated via ASCCC recommendations to BOG
Repeatability	Repeatable	Not repeatable (unless exception)
Outcomes	Certificates of Completion Certificates of Competency High School Diploma	Degrees (AA, AS, ADT) and Certificates of Achievement



# NONCREDIT COURSES AND PROGRAMS

## Career Development College Preparation (CDCP)

- Courses eligible for “enhanced funding”, must be connected to approved program

- **Certificate of Competency** - At least two courses in ESL (or VESL), Basic Skills to advance to credit, a degree, or baccalaureate institution (§55151 (i))
- **Certificate of Completion** - Completed at least two courses in Short-Term Vocational, CTE or Workforce Prep to progress in a career path or to credit study (§55151 (h))

**Regular Noncredit** - Courses in any of the 10 approved areas that are not part of a CDCP program including Older Adults, Adults with Substantial Disabilities (AWD), Tutoring and more





# BENEFITS FOR STUDENTS SERVED

## Opportunities:

- FREE – no cost
- Flexible schedules incl. evenings, weekends and across terms
- Access to free "textbooks" and learning resources (OER)
- No or "low" risk
- Equity for marginalized populations
- College and career readiness skills
- Repeatable

## Outcomes:

- College enrollment
- Entrepreneurship
- Immediate Employment
- Better jobs and adding family income
  - Work experience
  - Apprenticeships
- Economic Mobility
- Confidence!

# SUPERVISED TUTORING

- Supervised Tutoring is a noncredit “course” that has SLOs and goes through college’s curriculum review process like any other course
- Guidance has come from the Chancellor’s Office through [Memo ESLEI 24-06](#) on apportionment and categorical funding
- Colleges need line of sight faculty for tutoring to collect apportionment with minimum qualifications found [here](#) (p.19).
  - The **line of sight supervisor** can be either faculty or a **classified supervisor/coordinator**, depending on local decisions *as long as* they meet the faculty minimum qualifications.
  - It’s important to have someone on campus who understands when attendance can and cannot be collected for tutoring, and who is familiar with line-of-sight requirements.

# CALIFORNIA ADULT EDUCATION PROGRAM & COURSE OVERLAP

Noncredit/Adult Education Areas of Instruction  
EDC§ 84757; Title 5, § 55151

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1. ESL
2. Immigrant Education (incl citizenship)
3. Elementary and Secondary Basic Skills
4. Health and Safety
5. Courses for Adults with Substantial Disabilities (AWD)
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational (incl. Apprenticeship)
10. Workforce Preparation

California Adult Education Program (CAEP)  
EDC§ 84913

---

- ESL (Civics and Citizenship)
- Elementary and Secondary Basic Skills
- Adults with Disabilities
- Adults Training to Support Child School Success
- Career and Technical Education (CTE)
  - Short-term Vocational
  - Workforce Preparation
  - Pre-Apprenticeship



# Eligible Noncredit Funding at Mt. SAC SCE

## Unrestricted General Funds

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Funded by district unrestricted general funds+ (instruction, operations, staffing)

Noncredit attendance generates district apportionment (revenue) from FTES

## Categorical and state/federal restricted funding

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California Adult Education Program (CAEP)\*

Workforce Investment and Opportunity Act (WIOA) Title II - Federal\*

Strong Workforce Program (Regional and Local) (SWP)+ (NC metrics generate \$)

Student Equity and Achievement Program (SEAP)+

Lottery + (generated by CDCP FTES)

English Language Learner's (ELL) Grant Fund \*

Instructional Equipment+

\* Restricted to SCE  
+ District determination

# NONCREDIT ATTENDANCE METHODS

## 1. **Positive Attendance: Calculating FTES: Title 5, § 58003.1:**

For all open entry-open exit noncredit courses otherwise eligible for state aid, **except distance education** courses, the units of FTES shall be computed by dividing actual student contact hours of attendance by 525.

## 2. **Alternative Attendance Accounting Method: Title 5, § 58003.1(f)(2):** For noncredit distance education, with two census dates

NOTE: The Student Attendance Accounting Manual ([SAAM](#)) states that *if all instruction is occurring synchronously* (whether in-person or via live remote/online interaction), the course must use the **Positive Attendance** procedure (p. 79)

# NONCREDIT ENROLLMENT STRUCTURES

- **Open Entry/Open Exit Enrollment Title 5, § 58164:** The term “open entry/open exit courses” refers to courses in which students enroll at various times, and complete at various times or at various paces. Open entry/open exit courses may be conducted as either credit or noncredit courses and may be offered with or without regularly scheduled hours.
- **Managed Enrolled Courses:** Enrollment is limited to a time period, for example first 3 days.

Positive Attendance or Alternative Accounting Method can be used for either enrollment structure



# NONCREDIT FACULTY LOAD

## **EDUCATION CODE SECTION 22100-22177**

Eight hundred seventy-five (875) instructional hours per school year for all instructors employed in adult education programs. If an instructor receives compensation for office hours pursuant to Article 10 (commencing with Section 87880) of Chapter 3 of Part 51 of Division 7 of Title 3, the minimum standard shall be increased appropriately by the number of office hours required annually for the class of employees.

### **Load calculation and 67% load (following EDC instructional hours/year)**

- 875 hours/2 primary terms = 437.5 hrs /18 wks = 24.3 hrs/wk (Minimum FT NC load)
- Adjunct load: 24.3 hrs/wk \* 67% = 16.21 hrs/wk (Maximum NC adjunct load)
- **STRS credit impact (below 24 hrs/wk)**



# DOES YOUR COLLEGE WANT TO OFFER NONCREDIT?

*YOU NEED TO HAVE THESE DISCUSSIONS AT YOUR COLLEGE*

# IS YOUR COLLEGE READY TO OFFER NONCREDIT?

- **Purpose:** Define **WHY** your college is pursuing noncredit expansion and how it aligns with student and community needs and institutional goals.
- **Investment:** Critical for investment from CEO /Executive Leadership and Campus Faculty Leadership
- **Invest in Staffing:** Hire noncredit faculty and staff who understand the unique population of students and the value of noncredit education
- **Prioritize Technology Infrastructure:** Must be an early discussion. How will you integrate NC into your college system? Admissions (CCCApply, registration, grades..)
- **Build Campus Relationships:** Need credit champions. Noncredit education is a feeder to credit programs, not a competitor.
- **Use Data to Guide Decisions:** Collect data and conduct research on noncredit student needs, trends, and program outcomes, particularly for disproportionately impacted students. (DataVista, Data Mart, CO apportionment reports)
- **Advocate for Inclusion of Noncredit Students in Campus Funding:** Lottery, SWP, SEAP, Basic Needs

An abstract geometric design on the left side of the slide. It features a vertical stack of shapes: a bright pink square at the top with white concentric semi-circles; a grey rectangle; a dark purple square with white concentric semi-circles; a white triangle with pink diagonal stripes; a pink square with a dark pink dot pattern; and a blue square at the bottom. A horizontal line with a white circle at its right end extends from the pink square. The background is a solid magenta color.

**AND FINALLY...**



# THERE IS NO HYPHEN IN NONCREDIT

*FRIENDS DON'T LET FRIENDS  
USE A HYPHEN IN NONCREDIT*

# WANT TO LEARN MORE ABOUT ... NONCREDIT & CREDIT COLLABORATIONS? MIRRORED COURSES? SUPPORT COURSES?

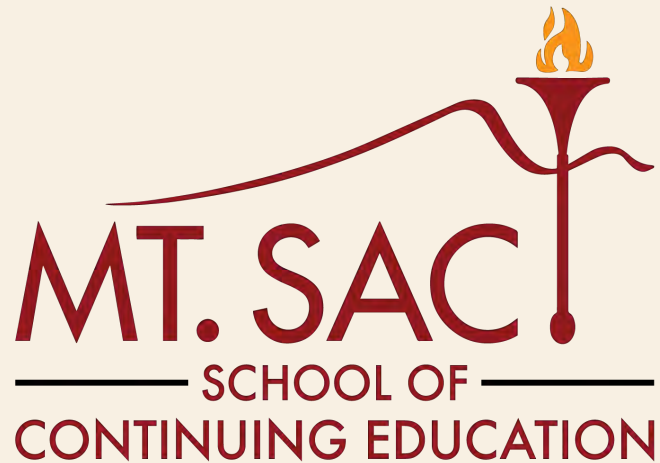


Attend “Marching as One: Orchestrating Noncredit to Credit Partnerships for Seamless Student Transitions”



10:00 a.m. - 11:15 a.m. | Concurrent Breakout Session #3

# QUESTIONS? THANK YOU!



Dr. L.E. Foisia, [Lfoisia@mtsac.edu](mailto:Lfoisia@mtsac.edu)

Dr. Madelyn Arballo, [marballo@mtsac.edu](mailto:marballo@mtsac.edu)