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

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Vision 2030 Noncredit Summit

October 17, 2025

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Discussion Points

- Overview of Noncredit and Credit

- Approaches of Collaboration and Integration

- Student Transitions

- Data and Success Stories

- Leadership Collaboration

- Questions and Discussion

What ONE WORD comes to mind when you think about noncredit?

School of Continuing Education (noncredit) and Instructional Division (credit) Overview

Mt. SAC: School of Continuing Education and Instructional Division

- Headcount 55,000+/10,746 FTES (24-25)

- Instructional areas: ABE/HS Diploma, ESL/Vocational ESL, Older Adults, Adults with Disabilities, Short-term Vocational

- Demographics: American Indian 2%, Asian 21%, Black 7%, Latino/Hispanic 48%, Pacific Islander 3%, White non-Hispanic 17%

- 11 FT faculty, 450+ adjunct, 9 FT counselors, 50+ classified, 20 administrators

- 116 noncredit state (CDCP) certificates

Mt. SAC: Credit Instructional Divisions

- Headcount: 41,460/24,640 FTES (24-25)
- Office of Instruction and Instructional Divisions:
  - Arts; Business; Humanities and Social Sciences; Kinesiology, Athletics, and Dance; Library, Learning Resources, and Distance Learning; Natural Sciences; Tech & Health
  - Office of Research and Institutional Effectiveness
  - Office of Grants
  - Accreditation and Planning
  - Strong Workforce Program
- Approximately 400 degrees and certificates
- Demographics: American Indian or Alaska Native .5%, Asian 19%, Black 4%, Latino/Hispanic 64%, Native Hawaiian or other Pacific Islander .5%, White non-Hispanic 9%
- 448 full time faculty, 1000+ adjuncts, 28 instructional administrators

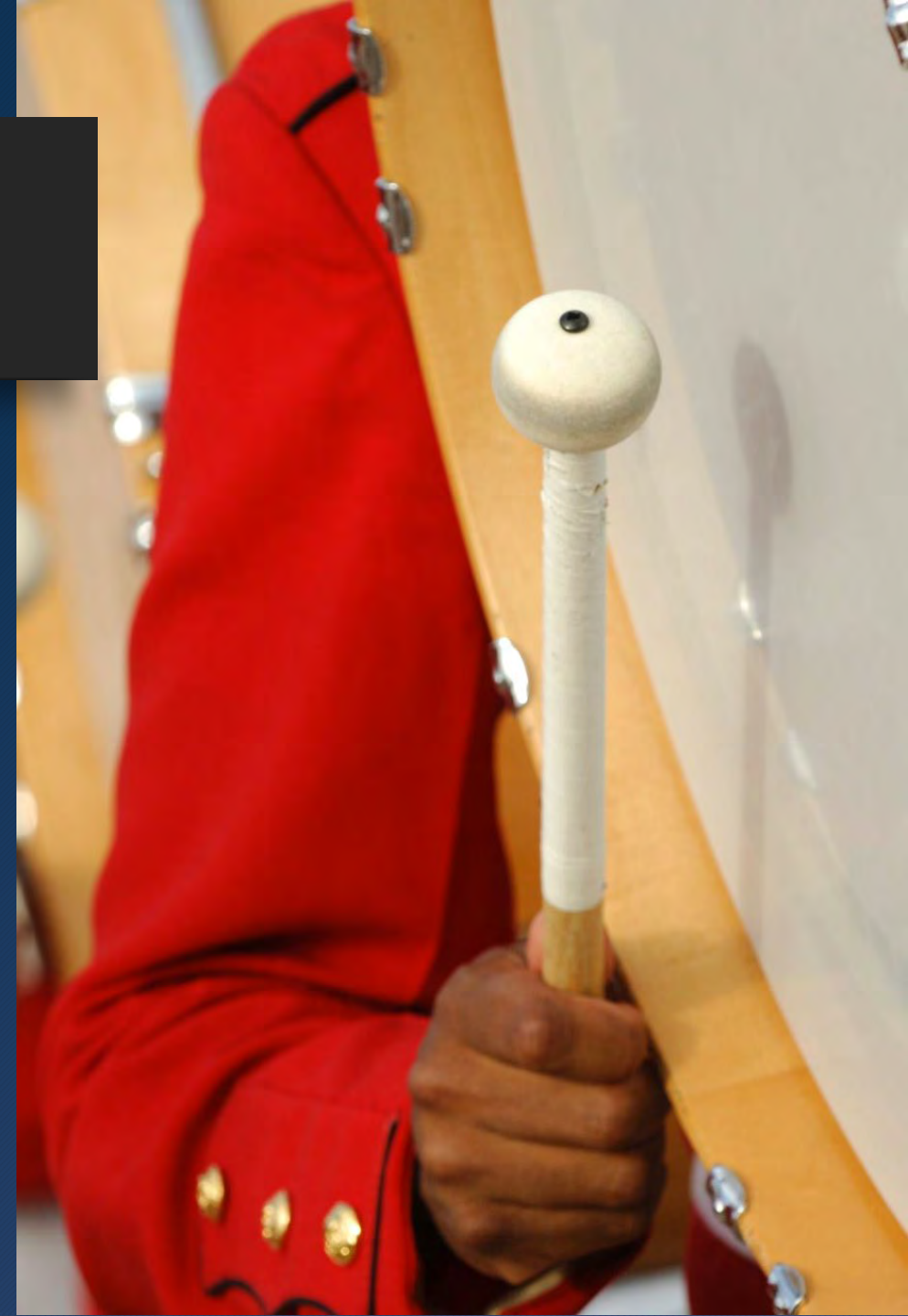# Partnerships and Collaboration

Three Major Approaches

Mirrored Courses

Support Courses

Support Programs

Mirrored Course Collaborations

MIRRORED COURSES

- Mirrored courses allow for credit and noncredit faculty to collaborate on curriculum development and transitions

- Mirrored courses are the noncredit version of a credit course

BENEFITS

- Courses are tuition-free and repeatable

- Don't need additional rooms or equipment

- Clear pathway to degrees and certificates

- Articulations

EXAMPLES

- Welding Pathway: ESU for Welding (noncredit) + Introduction to Welding (mirrored course)

- Digital Supply Chain Management Program - Intro to Cloud Computing (mirrored course)

Mirrored Courses: Welding Program

- Credit faculty establish local articulation agreements to help students complete

- Students may choose the mirrored pathway
  - Free, low-stakes option
  - Explore a course
  - Need extra time mastering the content
  - Great for ESL students with work experience in home country
  - Repeatable

- Strong collaboration with credit and noncredit faculty and support/leadership teams

Credit Programs: Noncredit Support Courses

- Engineering
- Biology
- Anatomy
- Nursing
- Sustainability
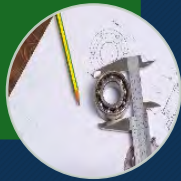- Land Surveying
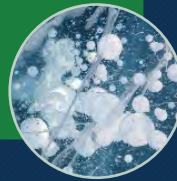- Psych Tech

Credit and Noncredit Curriculum Collaborations

- Initiated by credit engineering faculty
- Developed program focused on hands-on technical skills and engineering concepts through project-based learning

Engineering *

- Initiated by credit biology professor
- Basic skills needed for students to succeed in biological science classes such as contextualized reading skills

Biology*

- Contextualized math course (HCM) that supports credit health careers programs such as RN program
- Used as a soft corequisite for Psych Tech students

Nursing

- Contacted by faculty on sustainability committee at Mt. SAC
- Developed noncredit fundamentals of sustainability course

Sustainability

- Initiated by credit land surveying faculty
- Developed a prep course that could also serve as additional skills

Land Surveying*

- AWD classes are now approved as a Psych Tech Program clinical site

Psych Tech

Collaboration Example: Anatomy & Physiology

- VOC ANA50 Course: Basic Anatomy and Physiology Course Focused on basics of AP with hands-on practice

- Initiated by a FT credit biology professor to increase pass rates in an introductory anatomy course

- Students enrolled in CTE programs of study

- Offered on Saturdays and evenings
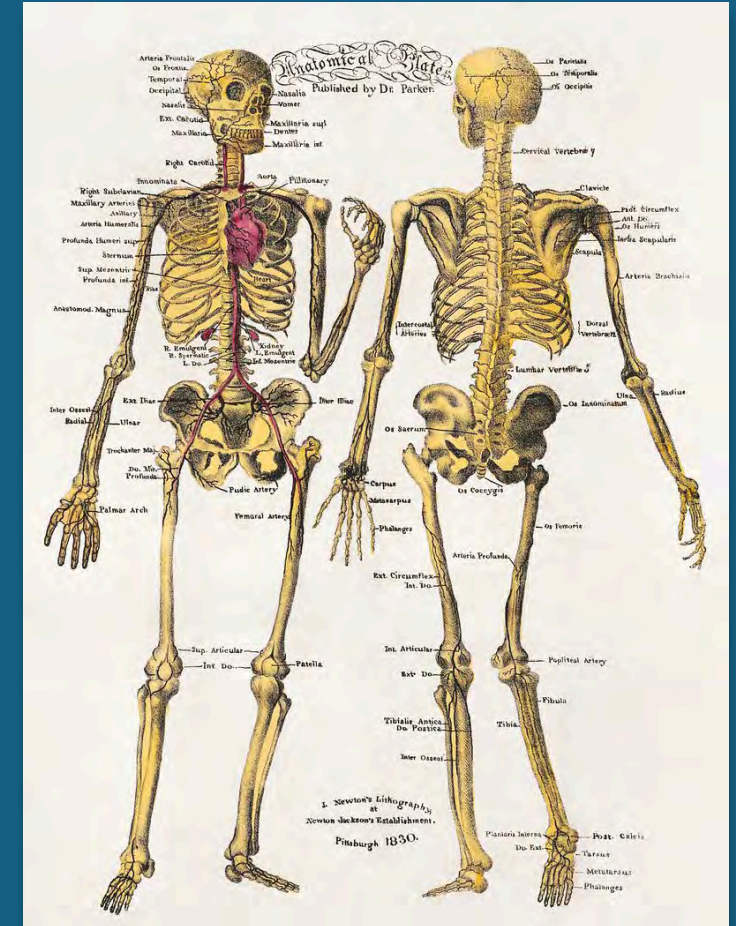
Support Programs: Academic Instruction for Math and English (AIME)

- Noncredit and credit faculty collaborated to create curriculum that builds skills needed for success in college-level English and math.
    - English Preparation for College Success Noncredit Course (BS EPCS)
    - Math Preparation for Statistics Success Noncredit Course (BS MPS)
    - Math Preparation for BSTEM Success Noncredit Course (BS MPSTM)
- Short-term courses are offered several times throughout the year in-person and online.

Math Support: Calculus

- Recent collaboration with credit and noncredit faculty

- In response to AB1705, developed noncredit course, Preparatory Topics for Calculus (BSHS PC), geared towards calculus curriculum

- Offered as a concurrent enrollment and credit math faculty teach the course
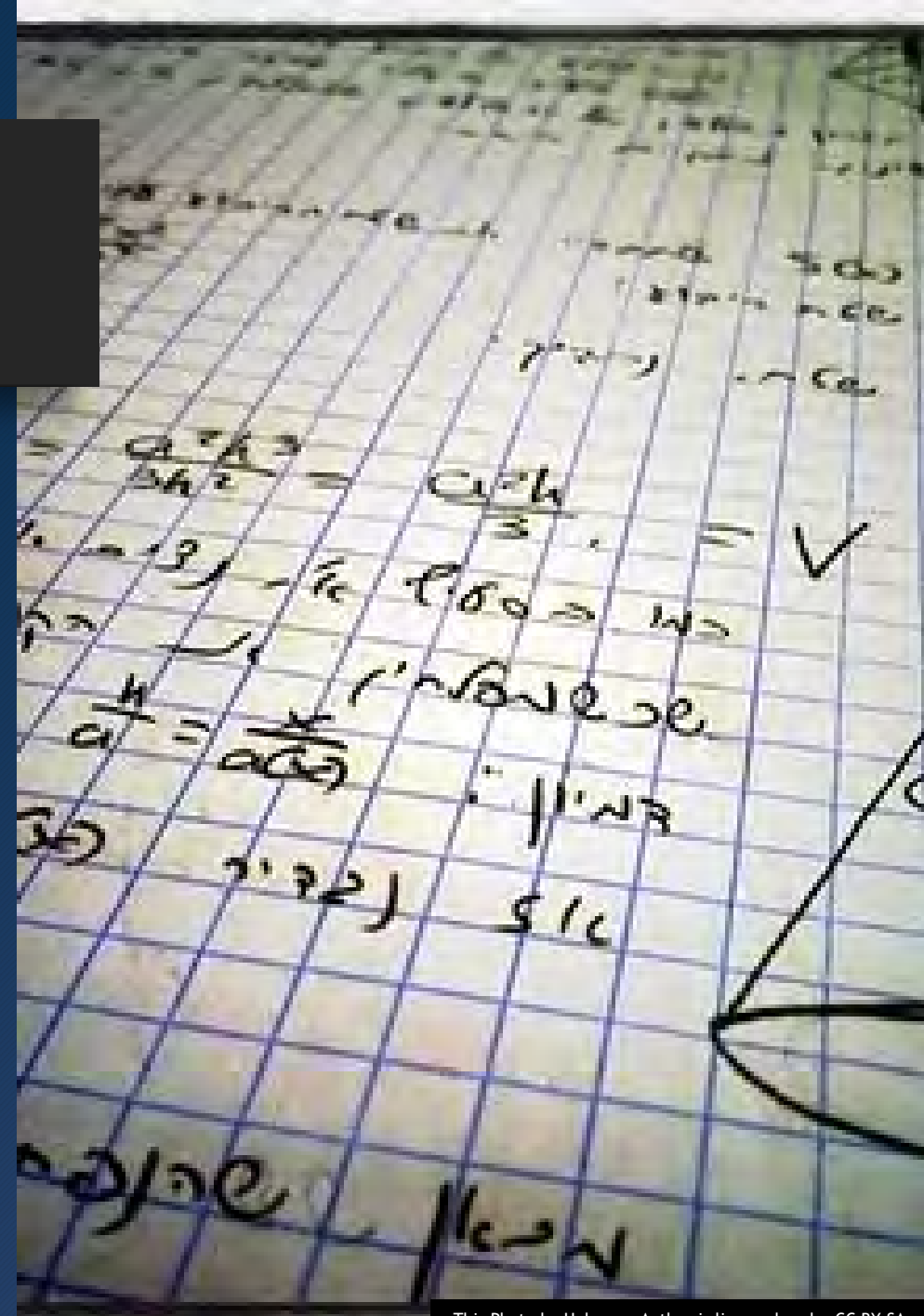
Noncredit to Credit Transitions

Noncredit Bridges to Transitions

- Transitions Project
- TAG – Transitions Advisory Group
- Intentional Focus on Transitions

▲ **Logic Model: Transitioning Noncredit Students to Credit**

Project Goal:
To create clear, supported, and equitable pathways that increase the number of first-time noncredit students who successfully transition into credit-bearing courses and programs.

Resources (Inputs)	Activities	Deliverables (Outputs)	Outcomes (Impact)
Faculty: Noncredit, Credit, Counselors	Develop a process to identify students targeted for transition	Students identified through referral/surveys	**Short-term:**
Staff: Classified, Administrators	Provide transition-focused workshops (CCCApply, financial aid, admissions, college information, study skills)	Transition workshops conducted	Increased student/faculty awareness of credit pathways
Institutional data systems			Clearer understanding of transition process
Funding for curriculum development & counseling services	Create clear referral processes between noncredit and credit support services		Growth in students completing transition-focused counseling and educational planning
Internal Partners: Student Specialized Support Services, Admissions & Records, Financial Aid, Instruction, Articulation Officer	Engage in professional development for faculty and classified on transition supports	Faculty/counselor trainings completed	Improved student confidence and readiness
			Intermediate:

Noncredit to Credit Transitions

- Collaboration between SCE and Research & Institutional Effectiveness to study experiences and outcomes of students who transitioned from noncredit to credit.

- Transition from noncredit to credit is not linear. Data revealed the different ways students move through credit and noncredit courses.
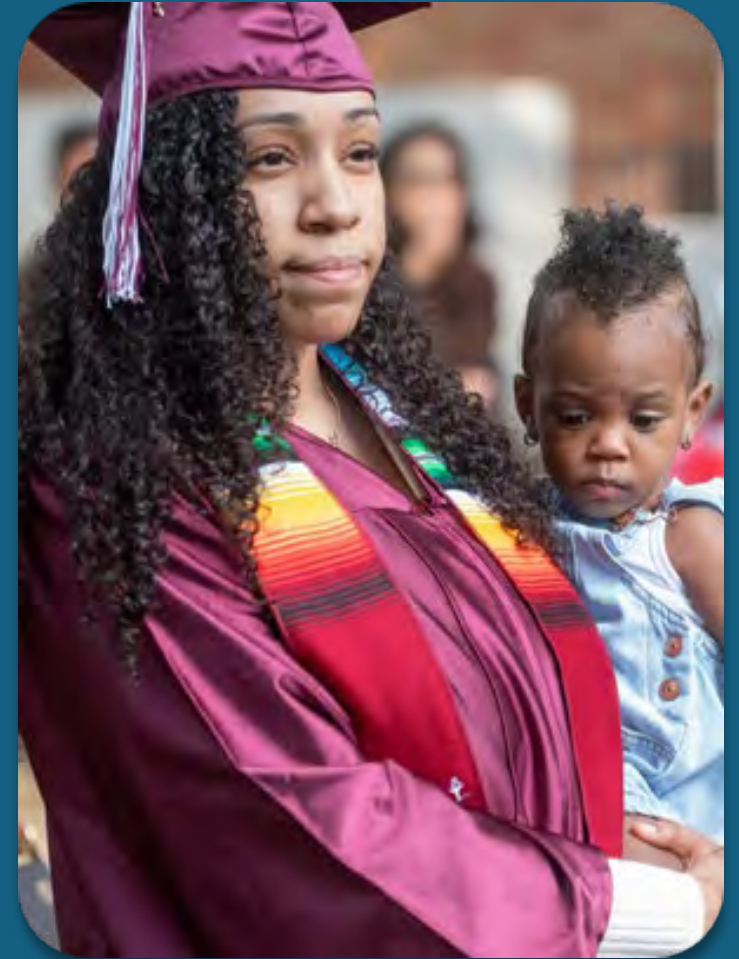
Student Experience Transitioning to Credit Data Analysis
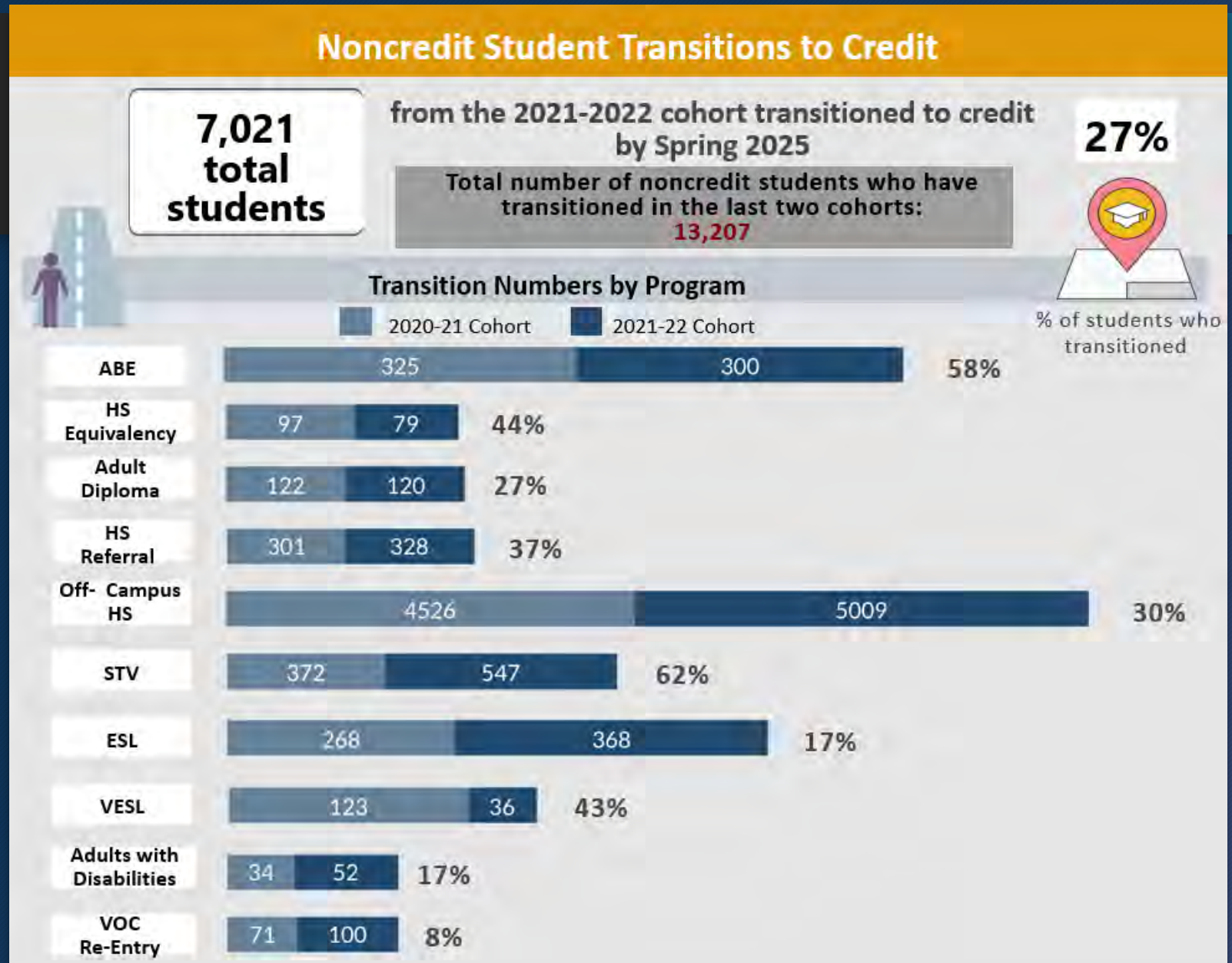
Focus Groups

- SCE and Research Office conducted 6 focus groups, 13 students total.
- Combination of in-person & Zoom
- Majority of participants:
  - Female
  - Asian
  - First generation
  - 30 to 34 years old

Findings

- Challenges
  - CCCApply
  - Enrolling
  - Financial Aid
  - Residency
- Counselors were the main resource that students relied on to navigate challenges.

SCE Program of Origin

Noncredit Student Transitions to Credit

7,021 total students — from the 2021-2022 cohort transitioned to credit by Spring 2025 — 27%

Total number of noncredit students who have transitioned in the last two cohorts: 13,207

% of students who transitioned

Transition Numbers by Program

2020-21 Cohort | 2021-22 Cohort

Program	2020-21 Cohort	2021-22 Cohort	%
ABE	325	300	58%
HS Equivalency	97	79	44%
Adult Diploma	122	120	27%
HS Referral	301	328	37%
Off-Campus HS	4526	5009	30%
STV	372	547	62%
ESL	268	368	17%
VESL	123	36	43%
Adults with Disabilities	34	52	17%
VOC Re-Entry	71	100	8%

Data and Success Stories

Financial aid and residency status for students who transitioned from noncredit to credit.

Impact on Supplemental Metrics

The information below shows the number of noncredit transition students from the 2021-22 cohort that met the SCFF criteria for supplemental metrics.

#1 **Promise Grant**

Promise Grant Recipients
24%
Total students receiving Promise Grant = **1,714**

#2 **Pell Grant**

Pell Grant Recipients
33%
Total students receiving Pell Grant = **2,336**

#3 **AB540**

AB540 Students
1%
Total AB540 students = **71**

Outcomes for students who transitioned from noncredit to credit.

Impact on Success Metrics

The information below shows the number of noncredit transition students from the 2021-22 cohort that met the SCFF criteria for success metrics.

Associate Degrees

6%

Total students earning AS/AA Degrees = **444**

Transfer Level English Completion

51%

Total students completing English = **3,554**

ADTs

5%

Total students earning ADT Degrees = **337**

Transfer Level Math Completion

37%

Total students completing math = **2,584**

Certificates 16+ Units

3%

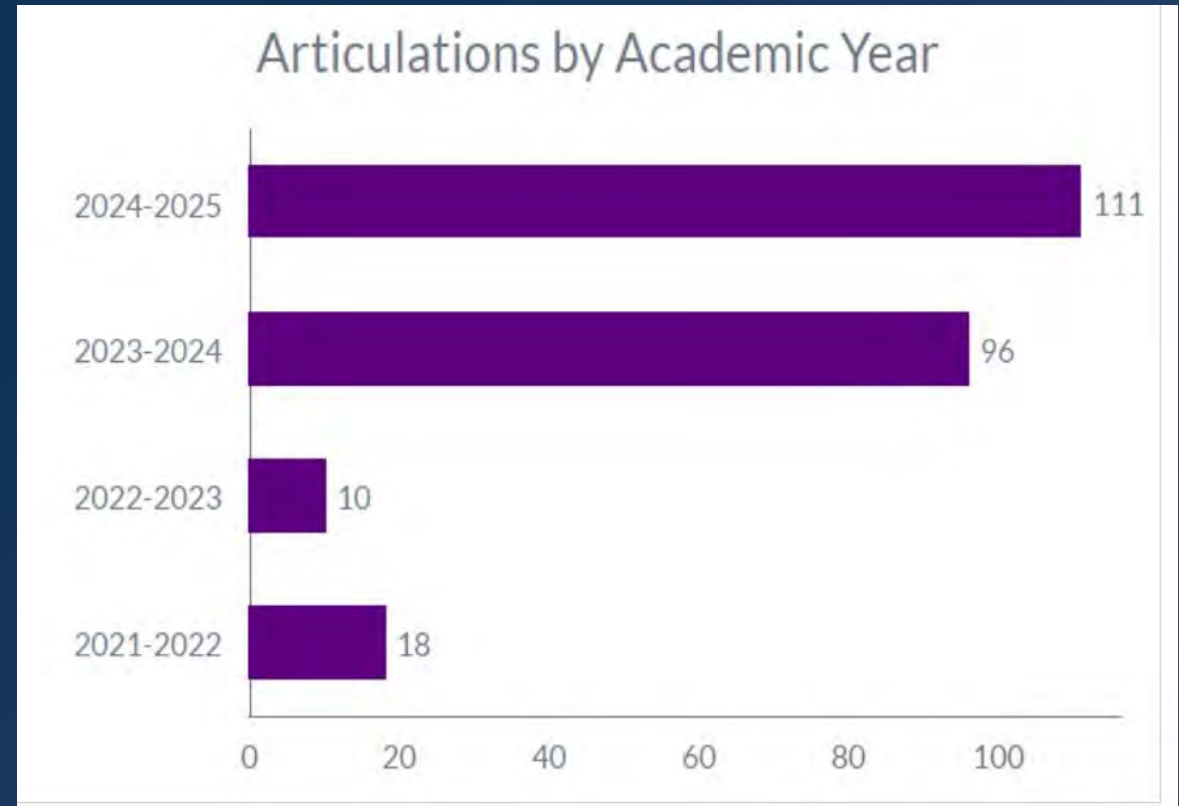Total students earning certificates = **240**

9 or More CTE Units

10%

Total students completing 9+CTE units = **704**

Mirrored Articulations

- Since Fall 2023, focus on improving communication with noncredit students about mirrored courses

- SCE Transition Counselor works closely with Articulation Team to ensure students completed the articulated mirrored courses process

- 111 Credit/Noncredit Course Articulations in 2024 - 2025

Articulations by Academic Year

Academic Year	Articulations
2024-2025	111
2023-2024	96
2022-2023	10
2021-2022	18

Student Journey
Uriel, Adult HS Diploma Program Student

- Challenging childhood and addiction that led to incarceration

- Released to a residential facility with the determination to forge a different path

- Found Rising Scholars at Mt. SAC who referred him to complete his high school diploma

- Completed his diploma last week, with credit enrollment to follow

Leadership Collaboration

Dedicated Leadership and Representation

- President/CEO Support

- Leadership Collaboration: SCE Members sit on Instructional Leadership Team

- Representation on Governance and College Committees such as Curriculum and Strong Workforce Advisory Committee

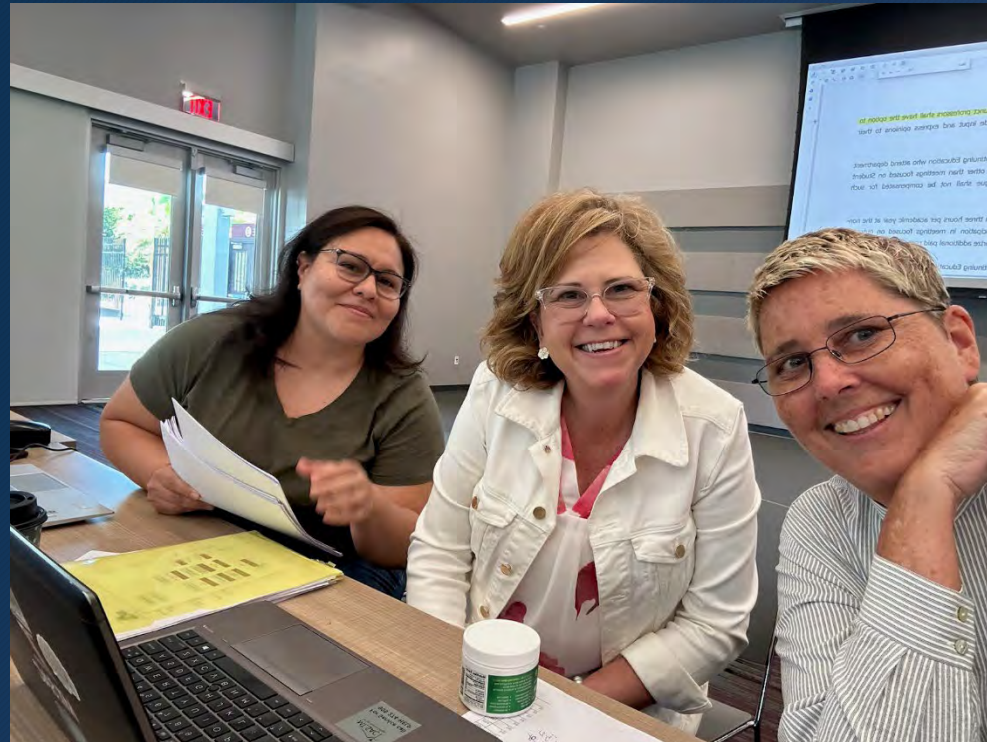- Students can join Associated Students events

Integration with Student Services

- Counseling
- Application, residency, and registration processes
- Basic needs
- Dream Program
- Rising Scholars Program
- Equity programs
- Adults with Disabilities and ACCESS

Lessons Learned

- Building strong cross-departmental relationships is foundational

- Use data wisely—look for gaps, transitions, and outcomes

- Ask tough questions early: who is benefitting and who isn't?

- Establish buy-in before scaling

- Keep educating college about noncredit

Questions and Discussion