Office of Instruction and Student Development Update March 7, 2014

Noncredit

Due to the increasing importance of identifying ways to increase enrollment and improve retention, developing a strong noncredit program is critical. Our overarching goal is to offer noncredit classes and certificate programs as an educational gateway in each of the authorized categories of noncredit instruction: elementary and secondary basic skills; English as a Second Language (ESL) and citizenship; health and safety; adult basic education; parenting; special education for adults; and short-term vocational skills. However, implementing a noncredit program is complicated.

There are several California community colleges where noncredit instruction is popular and well-developed. Because our foray into the noncredit world is relatively new, there is a lack of clarity as well as some level of caution about what noncredit offerings are and how they link to credit coursework.

On the advice of CRFO leadership, the administration set up a video conference workshop for faculty leadership and interested English and math faculty and administrators on February 28, facilitated by LeBaron Woodyard, Dean of Academic Affairs for the Chancellor’s Office, to help alleviate confusion about noncredit programs. The workshop touched on:

- The history of noncredit programs in the California community college system, the Education Code and Title 5 regulations governing noncredit and the different noncredit apportionment models;
- How credit-bearing courses have relatively strict rules around the amount of work, the amount of time involved, and the qualifications of the instructor while non-credit courses are much more flexible; and
- The idea of making courses or programs “stackable.” Stackability refers to the idea that if you take enough small noncredit classes in the right order, they can (and should) add up to a certificate of competency or completion.

I am asking that the Deans and Directors engage faculty and staff in discussions about how College of the Redwoods (CR) can build a sustainable noncredit program that supports instructional offerings and student services, makes the college more accessible, ensures that our faculty are involved in developing noncredit courses and the links between noncredit and credit, and creates opportunities to serve students in ways we have not done before.

As the dialogue about noncredit courses and/or programs continues in our department and division meetings it is important that we keep what’s best for our students’ success in the forefront of our minds.

Update on Dual Enrollment Initiative

CR is in the planning stages of fully implementing the Dual Enrollment Program in fall 2014. We see dual enrollment as a way to engage disadvantaged and underachieving students before they graduate from high school, help students prepare for and transition successfully into college education and provide a powerful academic motivator for high-school students who do not envision
themselves in college. Successfully implementing dual enrollment will also increase enrollment, encourage collaboration between the high school and CR faculty and reduce the length of time it takes for students to obtain their academic and/or career goal.

Although our plan was to roll the program out in fall 2014, we agreed with the Eureka High and Arcata High principals to pilot the program with just four classes this spring semester. We identified four classes to include in the pilot—Philosophy 10, Speech 1 and Sign Language 1A at Eureka High School and History 9 at Arcata High School. Professors John Johnston and Kerry Mayer are participating in this pilot by teaching Philosophy 10 and Speech 1. Two associate faculty members are teaching Sign Language 1A and History 9. CR faculty counselor Angela Winkle worked closely with the high school counselors to ensure that the pilot admissions/registration process went smoothly.

The fulltime faculty and staff involved in the pilot met today to assess the pilot program and recommend some actions for improvement:

- Develop a technological solution to the challenge of offering classes during the high school day;
- Ensure classes taught at the high school adhere to the established start and end dates;
- Develop a formal orientation program for high school instructors who are hired as College of the Redwoods associate faculty to cover topics such as course outlines of record and student learning outcomes/course learning outcome assessment;
- Work with the high schools to better inform parents about dual enrollment classes;
- Develop a dual enrollment website that provides information about the program, the classes available and the advantages of the program;
- Identify ways to ensure students are prepared for the rigors of college-level course work;
- Work closely with the high schools to make sure the classrooms CR uses are suitable for instruction;
- Involve CR faculty in classroom selection;
- Encourage fulltime faculty to teach dual enrollment classes;
- Include a Release of Information on the concurrent enrollment form allowing CR to talk to the high school;
- Provide sufficient time from the point when courses are offered to when students need to be enrolled to allow for proper application, processing of concurrent enrollment forms, and orientation to CR and college expectations;
- Identify contacts at the high school; and
- Establish a formal mechanism for evaluating and improving the dual enrollment program involving CR faculty as well as high school faculty and counselors.

We are working with the Eureka, Arcata and McKinleyville high school administrators and counselors to determine a list of classes to be offered at the high schools in the next academic year. We’ve identified several classes to offer fall 2014:

Eureka High: Speech 1; History 8; Philosophy 10; Spanish-1A; French 1A; English 1A; Health Occupations 15; Psychology 1; Math 15; General Studies 6 and Math 120 or Math 194.
Arcata and McKinleyville: Math 15; Math 50B; Health Occupations 15; Speech 1; Speech 7; Philosophy 10; Astronomy 10; Computer Information Systems 100 and any Sign Language class.

Over the coming weeks the Deans and Directors responsible for class scheduling will work with our fulltime faculty and associate faculty to staff the above mentioned sections. I will also work with the principal of Eureka High School to establish a time for the CR faculty and staff involved in the pilot to meet with the Eureka High counselors and faculty to explore ways to improve the program.

**Update on CTE Dean Search**

The search process for the next leader of the Career and Technical Education (CTE) division initiated last October has come to a wonderful conclusion. Pending board approval in April, Professor Marla Gleave will begin service as the Dean of CTE on July 1.