



2017 REPORT

PREPARING STUDENTS FOR CAREERS AND COLLEGE THROUGH NONCREDIT ENHANCED FUNDING Fiscal Year 2016-17

California Community Colleges Chancellor's Office | Eloy Ortiz Oakley, Chancellor
Academic Affairs Division | Pamela D. Walker, Ed.D., Vice Chancellor



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July 31, 2017

The Honorable Edmund G. Brown, Jr.
Governor of California
State Capitol
Sacramento, CA 95814

RE: Report on California Community Colleges Noncredit Enhanced Funding

Dear Governor Brown:

On behalf of the Board of Governors of the California Community Colleges, I respectfully submit for your information and review a report on Noncredit Enhanced Funding as required by Education Code Section 84760.5(e). The statute tasks the California Community Colleges Chancellor's Office to submit a report to the Legislature, and the Department of Finance, the amount of full-time equivalent students (FTES) claimed by college districts, as well as the specific certificates, number of courses and the titles of the career development and college preparation courses and classes receiving enhanced funding.

This report provides a summary of the FTES and the related information for noncredit career development and college preparation programs in the California Community Colleges for fiscal year 2016-17.

Laura Hope, Executive Vice Chancellor of Educational Services and Support, may be contacted for questions and comments at (916) 322-6886 or lhope@cccco.edu.

Thank you for your interest in these programs and the students they serve.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eloy Ortiz Oakley'.

Eloy Ortiz Oakley, Chancellor

TABLE OF CONTENTS

- EXECUTIVE SUMMARY 9
- METHODOLOGY 10
- BACKGROUND 11
 - California Code of Regulations title 5 for Career Development and College Preparation Programs 12
 - Reporting Requirements 13
- SUMMARY OF APPROVAL AND FUNDING DETAIL 14
- COMPOSITION OF CAREER DEVELOPMENT AND COLLEGE PREPARATION CERTIFICATES 19
- KEY FINDINGS 21
 - Growth of Career Development and College Preparation Course Offerings: 21
 - Uneven Distribution of Career Development and College Preparation Full-time Equivalent Students: 22
 - Growth of Full-Time Equivalent Students from Career Development and College Preparation Compared to Full-Time Equivalent Students in Overall Noncredit Courses: 23
 - Growth of Career Development and College Preparation Certificates: 25
- CONCLUSION 26
- EXHIBITS 28

PREPARING STUDENTS FOR CAREERS AND COLLEGE THROUGH NONCREDIT ENHANCED FUNDING

FISCAL YEAR 2016-17

Prepared by

Basic Skills and Special Programs Unit

Academic Affairs Division

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EXECUTIVE SUMMARY

The California Community Colleges serve more than 2.1 million students and is the largest system of higher education in the nation. The state's 114 colleges offer certificates and degrees to job seekers in the 21st century, provide basic skills education and prepare students for transfer to four-year universities.

This 2016-17 report highlights the role of the California Community Colleges in advancing students' basic education and employment skills through the use of noncredit enhanced funding. Colleges develop certificates of completion and certificates of competency following the Career Development and College Preparation program and Noncredit Enhanced Funding criteria. Students who attain this education and training are better equipped to succeed in the world. Details on these approved noncredit programs and courses for 2016-17 will show the expansion of program opportunities and funding investment (the full-time equivalent students).

Following the summary of the current year's activities is a comprehensive exhibit section. The legislative and regulatory requirements for the Career Development and College Preparation and Noncredit Enhanced Funding are included. In addition, Career Development and College Preparation certificates for each district are listed. Finally, noncredit enhanced funding courses that had full-time equivalent students enrolled in 2016-17 are listed by college.

METHODOLOGY

This report contains a frequency count of the Career Development and College Preparation noncredit courses, certificates and students for fiscal year 2016-17 as required by California Education Code Section 84760.5(e).

The Chancellor's Office resources used for information include:

- California Community Colleges Chancellor's Office Management Information System, which collects data from all the colleges
- Academic Affairs Division databases
- Fiscal Affairs Division apportionment data

The Academic Affairs staff analyzes and calculates data regarding the number and types of certificates, related courses, full-time equivalent students and the apportionment generated by student attendance. These results are presented in a variety of tables, charts and graphs by both college and district.

BACKGROUND

SB 361 (Scott/chapter 631, statues of 2006) provided the community college funding for credit and noncredit full-time equivalent students, as well as the Career Development and College Preparation courses. The legislation was signed into law by Governor Arnold Schwarzenegger and filed with the Secretary of State on September 29, 2006. The statewide minimum requirements that community colleges must meet to qualify for enhanced funding for Career Development and College Preparation courses are set forth in Education Code section 84760.5, subdivisions (a) and (b). These sections provide the fundamental framework for defining Career Development and College Preparation noncredit courses and classes that are eligible for the higher rate of funding.

Education Code section 84760.5(a) defined Career Development and College Preparation courses eligible for enhanced funding as:

- Those for which no credit is given, and that are offered in a sequence of courses leading to a certificate of completion; and
- Those that lead to improved employability or job placement opportunities; or
- Those that lead to a certificate of competency in a recognized career field by articulating with college- level course work, completion of an associate degree or transfer to a four-year degree program.

In addition, only those courses subject to subdivision (b) of 84760.5 are eligible for enhanced funding, which limits eligibility to the following:

- Classes and courses in elementary and secondary basic skills;
- Classes and courses for students eligible for educational services in workforce preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving that are necessary to participate in job-specific technical training;
- Short-term vocational programs with high employment potential, as determined by the California Community Colleges Chancellor in consultation with the Employment Development Department utilizing job demand data provided by that department; and

- Classes and courses in English as a Second Language and Vocational English as a Second Language.

Starting in fiscal year 2006-07, Education Code sections 84750.5(d)(3) and (d)(4), established a uniform rate for noncredit courses as well as an enhanced rate for noncredit courses in Career Development and College Preparation. Since 2006, the rates have been amended for cost-of-living adjustments as provided in the annual Budget Act.

In 2014-15 the California Legislature approved the enhanced noncredit rate to be equivalent to the credit rate beginning July 1, 2015. The approved 2015-16 California State Budget included \$49 million to fund the rate increase. Table 1 shows the difference in state funded apportionment noncredit, enhanced noncredit and credit full-time equivalent students in three years: the original year of funding (2006-07), the year prior to the enhanced noncredit rate increase (2014-15), and the first year of the noncredit enhance rate increase (2015-16).

Table 1: Three-Year Comparison of Noncredit, Enhanced Noncredit and Credit Full-Time Equivalent Students Rates

Rate Type	2006-07	2015-16	2016-17
Regular Noncredit Rate	\$2,626	\$2,840	\$3,010
Enhanced Noncredit Rate	\$3,254	\$4,724	\$5,006
Credit Rate	\$4,367	\$4,724	\$5,006

California Code of Regulations title 5 for Career Development and College Preparation Programs

The California Code of Regulations, title 5, section 55002(c) outlines the criteria for noncredit courses, while section 55150 addresses approval of courses and programs.

The California Code of Regulations, title 5, section 55151(a-l) specifically governs Career Development and College Preparation courses and certificate programs. Originally becoming codified on September 16, 2007, it was amended and revised several times with the latest update effective January 13, 2012 (See Exhibit 1).

In addition, title 5, section 58160 is also pertinent to noncredit course funding.

Reporting Requirements

Subdivision (e) of Education Code section 84760.5 requires the Chancellor's Office to submit a yearly report to the Department of Finance and the Legislature on or before July 1st. The report details the following:

1. The amount of full-time equivalent students claimed by each community college district for Career Development and College Preparation courses and classes; (Table 2), and
2. The specific certificate programs (Exhibit 2) and course titles of Career Development and College Preparation courses and classes receiving additional funding (Exhibit 3) pursuant to this section, as well as the number of those courses and classes receiving additional funding (Table 2).

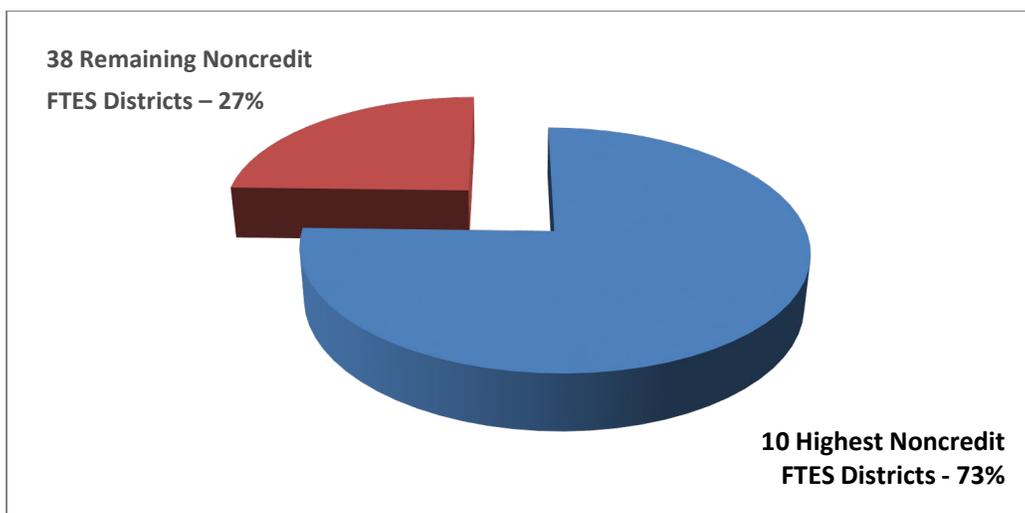
SUMMARY OF APPROVAL AND FUNDING DETAIL

Since its initial year 2006-07 and through 2016-17 the Chancellor’s Office has approved 722 Career Development and College Preparation certificate programs. In 2016-17, there were 3,047 courses and 16,270 course sections offered. In 2016-17, 41 community college districts reported 38,961 full-time equivalent students, which generated a total of \$77,766,156 in enhanced funding above the noncredit base rate. (The amount of enhanced funding is calculated by finding the difference between the base noncredit rate of \$3,010 and the enhanced rate of \$5,006, which is \$1,996. This difference multiplied by the total full-time equivalent students of 38,961 yields the enhanced funding amount of \$77,766,156).

Historically in the California Community Colleges, a small number of districts have overwhelmingly skewed Career Development and College Preparation noncredit offerings. This trend continued in 2016-17. Chart 1 shows that 73 percent of the approved noncredit Career Development and College Preparation approved courses belong to the 10 highest full-time equivalent student districts. Likewise, 27 percent of the Career Development and College Preparation approved courses belong to the 38 remaining noncredit full-time equivalent student districts. This is consistent with overall noncredit course distribution in the system.

CHART 1

Percentage of California Community Colleges Approved Courses Eligible for Enhanced Funding in 2016-2017, Grouped by the 10 Highest Noncredit Full-Time Equivalent Students Districts and the Remaining 38 Districts



There is a similar pattern for the amount of full-time equivalent students that are generated by the 10 highest noncredit FTES districts. In 2016-17 there were 38,961 full-time equivalent students generated. Chart 2 shows that in 2016-17, the top 10 highest-earning full-time equivalent student districts generated approximately 87 percent of the full-time equivalent students compared to 13 percent generated by the remaining 38 districts.

CHART 2

Percentage of California Community Colleges Full-Time Equivalent Students for Enhanced Funding in 2016-17, Grouped by the 10 Highest Districts and the 38 Remaining Districts

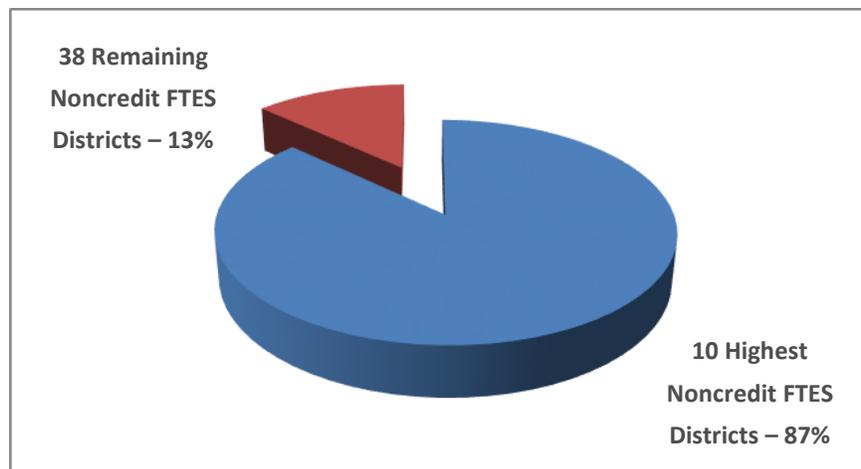


Table 2, Summary of Enhanced Noncredit Full-Time Equivalent Students for 2016-17 by District and Statewide Aggregate, is arranged by community college district in descending order (highest to lowest full-time equivalent students). For each district, the table lists: noncredit enhanced full-time equivalent students, approved certificates, approved courses and the total number of course sections offered that were eligible for enhanced funding. Table 2 is based on second principal apportionment period submissions and encompasses data for July 1, 2016 through April 15, 2017. Districts not listed in Table 2 did not generate enhanced noncredit full-time equivalent students and thus did not report course sections offered within the 2016-17 second principal apportionment period.

As illustrated in Table 2, the average number of courses offered by the top 10 districts is 224, compared to an average of 23 courses offered by the remaining 31 districts. The average full-time equivalent student for the 10 highest districts is 3,383, compared to 166 for the remaining 31 districts. This reflects an average of \$6.75 million in enhanced funding received by the top 10

highest districts, compared to \$331,336 average for the remaining 31 districts. The average number of approved certificate programs for the 10 highest districts is 52 compared to the average of six for the remaining 31 districts (note: Palo Verde and Cabrillo, identified in Table 2 with an asterisk (“*”) are newly-listed for the 2016-17 fiscal year as districts that generated enhanced noncredit full-time equivalent Students).

TABLE 2: Summary of Enhanced Noncredit Full-Time Equivalent Students for Fiscal Year 2016-17 by District and Statewide Aggregate

Community College District	2016-17 Enhanced Noncredit FTES	Number of Approved Certificate Programs	Number of Approved Courses	Number of Course Sections Offered
Statewide (41 Districts)	38,961.90	722	2,958	16,270
San Diego	6403.46	78	224	3,819
Rancho Santiago	5180.67	86	524	2,654
Mt. San Antonio	5095.1	71	271	1,268
Los Angeles	4687.71	73	212	1,652
San Francisco	4499.68	88	388	1,307
Glendale	2918.61	14	100	595
North Orange	2665.69	40	251	867
Pasadena	1058.82	51	196	372
Sonoma	736.16	5	23	325
Desert	581.7	18	49	419
Merced	562.96	6	24	111
Palomar	519.97	2	9	114
Siskiyou	471.23	1	4	459
Long Beach	420.86	3	22	137

Community College District	2016-17 Enhanced Noncredit FTES	Number of Approved Certificate Programs	Number of Approved Courses	Number of Course Sections Offered
Santa Barbara	419	56	154	434
Mt. San Jacinto	324.76	5	10	252
Allan Hancock	319.23	10	55	232
South Orange County	255.11	10	42	135
San Luis Obispo	229.21	8	41	236
Sequoias	192.78	3	25	109
Foothill-De Anza	188.16	3	9	18
Santa Clarita	181	6	21	61
Yosemite	160.1	4	6	45
Cerritos	149.03	8	31	76
State Center	131.91	9	49	91
Citrus	106.33	6	11	14
Monterey	88.01	3	18	42
Palo Verde *	79.93	1	3	34
Gavilan	74.02	4	19	31
Redwoods	55.3	9	21	114
Antelope Valley	37.53	4	12	22
Mendocino	36.25	0	9	39
Shasta-Tehama-Trinity	27.84	1	6	44

Community College District	2016-17 Enhanced Noncredit FTES	Number of Approved Certificate Programs	Number of Approved Courses	Number of Course Sections Offered
Rio Hondo	22.72	6	29	22
Butte	21.66	3	17	24
Southwestern	17.28	8	18	44
Lake Tahoe	14.05	1	18	15
Imperial	11.92	5	24	8
Napa Valley	10.45	4	2	7
Cabrillo*	5	8	5	10
Copper Mountain	0.7	1	6	12

COMPOSITION OF CAREER DEVELOPMENT AND COLLEGE PREPARATION CERTIFICATES

Of the 711 Career Development and College Preparation certificates for which courses have been approved, more than 80 percent were certificates of completion and the remaining were certificates of competency. Table 3 classifies the certificates by type and instructional domain.

TABLE 3: Number of Approved Certificates by Type and Instructional Domain for Fiscal Year 2016-17

Instructional Domain	Certificates of Completion	Certificates of Competency	Total
English as a Second Language/Vocational English as a Second Language	150	49	199
Basic Skills	62	39	101
Workforce Preparation	44	5	49
Short-term Vocational	323	39	362
Total	579	132	711

The largest single category of instruction is Short-term Vocational with 362 certificates, representing over half of total approved certificates. However, when taking English as a second language (199) and basic skills programs (101) the resulting 300 certificates are nearly 40 percent of the total. The workforce preparation category followed with 49 certificates (less than 10 percent) of the total approved certificate programs.

A wide range of program areas include (but are not limited to) the following broad occupational areas:

1. Business and Management — 124 certificates in such areas as accounting assistants, administrative assistants, general office clerks, small business management, financial office applications, business accounting, customer service representative and retail sales.

- 2.** Engineering and Industrial Technologies — 72 certificates in areas such as welding technologies, manufacturing technology, parametric solid modeling, electronic cabling and wiring technology, construction laborer, electronic technology, Marine service and repair.
- 3.** Nursing and Allied Health Fields — 30 certificates in medical and dental assisting (front and back office), certified nursing and acute care nursing assistant, health care interpreting, pharmacy technicians, personal care attendant and restorative nurse assistant training.
- 4.** Information Technology — 30 certificates in network systems, computer repair technician, desktop operating systems, office computer applications, etc.

KEY FINDINGS

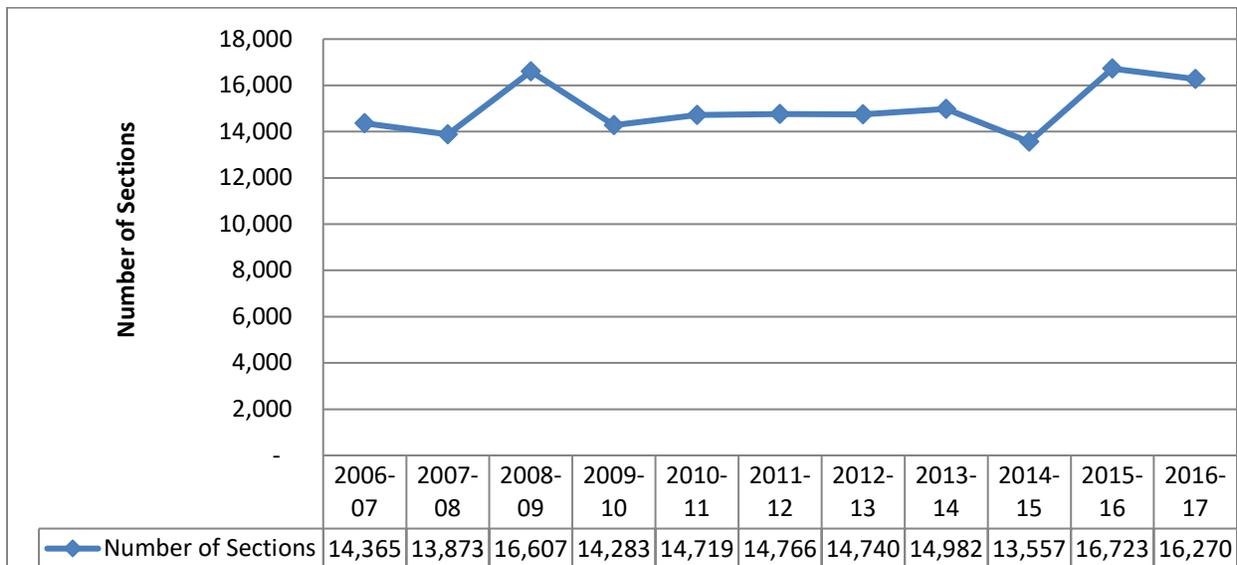
The key findings offer information in the areas of growth of Career Development and College Preparation courses, how the students who take them are distributed, a comparison of the growth of full-time equivalent students compared to overall noncredit courses and the certificates the colleges offer.

Growth of Career Development and College Preparation Course Offerings:

Chart 4 shows a slight decrease in the number of Career Development and College Preparation sections offered in fiscal year 2016-17 (16,270) compared to a plateau of 16,723 course sections offered in the preceding (2015-16) fiscal year. On average, the number of course sections offered system-wide have remained near 14,000 per year, since program implementation in fiscal 2006-07. A moderate increase in the previous fiscal year (2015-16) is likely attributed to parity and equalization between noncredit enhanced funding rate and the credit funding rate, as noted in Table 1: Three-Year Comparison of Noncredit, Enhanced Noncredit, and Credit Full-Time Equivalent Students Rates.

CHART 4

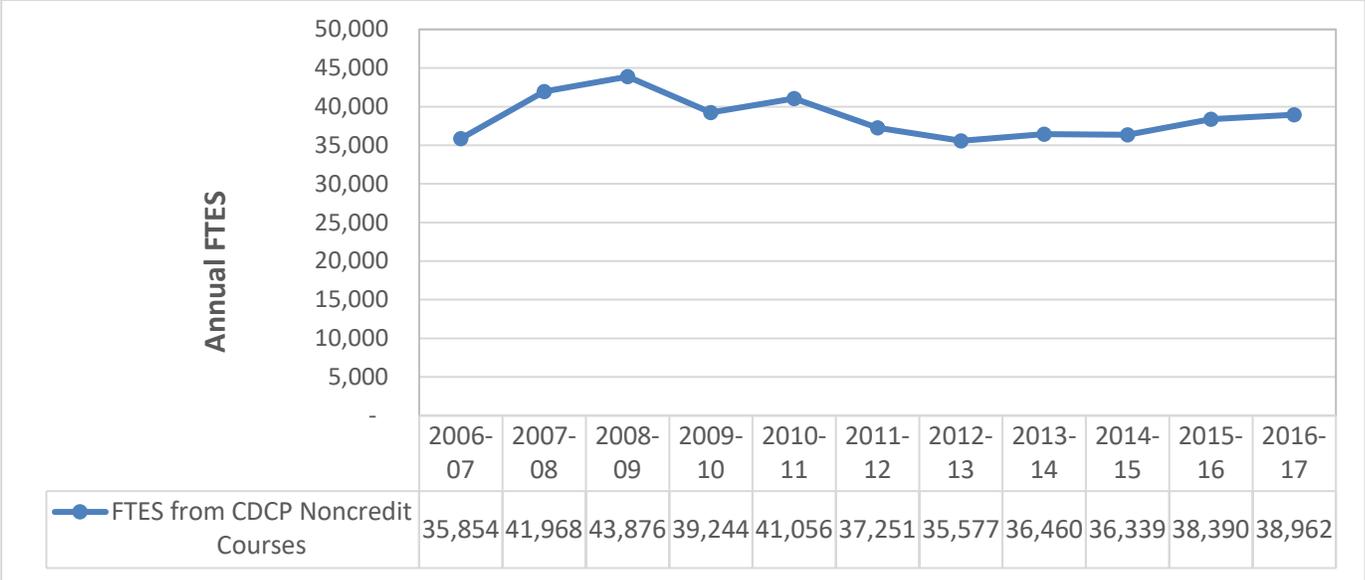
Annual Career Development and College Preparation Course Section Offerings from Fiscal Year 2006-07 to 2016-17



A slight increase is also shown in Chart 5: Annual Full-Time Equivalent Student from Career Development and College Preparation Noncredit Courses from 2006-07 to 2016-17. Full-time equivalent students over the life of the Career Development and College Preparation program have always exceeded 35,000. Overall 2008-09 is larger than any other year and mirrors the high watermark for sections offered in 2008-09 as shown in the previous chart. Over the life of the program overall noncredit has been very sensitive to the lean budget years beginning in 2009-10. All course sections were negatively impacted, but because credit course sections for degrees and certificates, transfer and workforce are primary missions of the system, noncredit courses that were not part of Career Development and College Preparation programs were not offered.

CHART 5

Annual Full-Time Equivalent Student from Career Development and College Preparation Noncredit Courses from 2006-07 to 2016-17



Uneven Distribution of Career Development and College Preparation Full-time Equivalent Students:

A trend of unequal full-time equivalent student distribution remains consistent in 2016-17, as illustrated in Chart 2: Percentage of California Community Colleges Full-Time Equivalent Students for Enhanced Funding in 2016-17, Grouped by the 10 Highest Districts and the Remaining 38 Districts. Contributing to the inequity, not all California community colleges offer noncredit courses. Of the 72 districts, a total of 49 have Chancellor’s Office-approved Career

Development and College Preparation certificate programs. This uneven distribution of why some colleges serve noncredit populations can be based on local agreements that date back to the beginnings of community college districts. Some districts grant the area of noncredit instruction to local adult schools that are administered by K-12 districts. Recent state legislation such as the Adult Education Block Grant funding program (AB 86, 2013) have developed greater coordination between community colleges and K-12 adult schools in serving this population.

Growth of Full-Time Equivalent Students from Career Development and College Preparation Compared to Full-Time Equivalent Students in Overall Noncredit Courses:

An analysis of the amount of full-time equivalent students in Career Development and College Preparation courses compared to overall noncredit courses reveals growth between the first and second year for Career Development and College Preparation courses far outpaced that of overall (non- Career Development and College Preparation) noncredit courses (Table 4). From 2006-07 to 2007-08, Career Development and College Preparation full-time equivalent student increased by 17.1 percent compared to overall noncredit full-time equivalent students of 5.2 percent. This represented a growth rate for Career Development and College Preparation courses that was three times greater than overall noncredit courses. However, in 2007-08 to 2008-09, the growth was virtually the same, 4.6 percent and 4.5 percent, respectively.

In 2009-10, because of the budget crisis and an overall reduction in all courses and full-time equivalent students, there was a significant reduction in both Career Development and College Preparation courses and overall noncredit full-time equivalent students representing 14.1 percent and 16.2 percent declines respectively for the two areas. In 2010-11 there was a slight increase in the Career Development and College Preparation full-time equivalent students of 1.1 percent but a continued drop in overall noncredit full-time equivalent students by 5.6 percent. Both categories continued declines for the next two fiscal years of 2011-12 and 2012-13 until 2013-14 when both increased by 2.5 percent and 6.3 percent respectively.

In 2014-15 there was a slight decline of less than 0.03 percent for Career Development and College Preparation course full-time equivalent students. However, there was a significant increase in overall noncredit courses in 2014-15 by 10.9 percent and is a reflection of colleges adding many of the types of other noncredit sections that were reduced during the budget shortfall years. As the state's revenues have increased and the system's overall budget has steadily improved, previously deleted course sections were restored into college catalogs.

With the equalization of full-time equivalent student rates for noncredit Career Development and College Preparation courses and the focus on a strong workforce, an increase in Career Development and College Preparation may be on the rise.

TABLE 4: Full-Time Equivalent Student (FTES) Changes from 2006-07 to 2016-17 for CDCP Noncredit Courses Compared to Overall Noncredit Courses

Fiscal Year	FTES from CDCP Noncredit Courses	Percent Growth	FTES from Overall Noncredit Courses	Percent Growth
2006-07	35,854	N/A	90,215	N/A
2007-08	41,968	17.10%	94,968	5.20%
2008-09	43,876	4.60%	99,262	4.50%
2009-10	39,244	-14.10%	83,174	-16.20%
2010-11	41,056	1.10%	78,496	-5.60%
2011-12	37,251	-9.30%	70,671	-10.00%
2012-13	35,577	-4.50%	64,729	-8.40%
2013-14	36,460	2.50%	68,793	6.30%
2014-15	36,339	-0.03%	76,788	10.90%
2015-16	38,390	5.64%	66,828	-13.00%
2016-17	38,962	footnote ¹	footnote ¹	footnote ¹

¹ In accordance with Education Code Section 84860.5(e), this report is due to the Legislature and Department of Finance on or before July 1. At the time this report was written, complete full-time equivalent student (FTES) data encompassing the entire fiscal year is not available, as district submissions to the Chancellor’s Office had not yet occurred. Therefore, FTES data encompassing the second reporting period (“P2”, July 1 through April 15) is included in this report. An addendum to this report will be posted to the Chancellor’s Office [Reports](http://californiacommunitycolleges.cccco.edu/ChancellorsOffice/ReportsandResources.aspx) webpage once complete FTES data encompassing the entire fiscal year is available, at the following URL: <http://californiacommunitycolleges.cccco.edu/ChancellorsOffice/ReportsandResources.aspx>

Growth of Career Development and College Preparation Certificates:

As shown in Table 5, Percentage of Growth of Career Development and College Preparation Certificates over the Ten Years of the Program, the number of approved certificates has steadily increased each year. The percentage of growth decreased from the second year (34.3 percent in 2007-08) to the seventh year (2.1 percent in 2012-13) and increased in 2013-14 and 2014-15 by 3.5 percent and 7.4 percent, respectively. In 2016-17, there was a slight increase in new certificates, which did not significantly change the percent difference as new certificates consistently remain at less than 10 percent of the overall total approved certificates. Certificates approved in 2016-17 for districts that did not previously offer a Career Development and College Preparation program include: Lassen, Peralta, and Ventura.

TABLE 5: Percentage of Growth of Career Development and Career Preparation Certificates over the Ten Years of the Program

Fiscal year	New CDCP Certificates	Total CDCP Certificates	Percent Difference
2006-07	254	254	N/A
2007-08	87	341	34.30%
2008-09	58	399	17%
2009-10	67	466	9.20%
2010-11	39	505	8.40%
2011-12	31	536	6.10%
2012-13	11	547	2.10%
2013-14	19	566	3.50%
2014-15	42	608	7.40%
2015-16	47	653	7.40%
2016-17	58	711	8.90%

CONCLUSION

In previous years, the success of noncredit Career Development and College Preparation programs and enhanced funding for noncredit courses was susceptible to the uncertainty of the state budget. When revenues fell, funding for these programs and noncredit full-time equivalent students declined. Likewise, when the budget increased so did the number of noncredit sections. In the 2015-16 fiscal year, the Legislature equalized the enhanced noncredit rate for full-time equivalent students to the credit rate. In concert, the colleges offered more than 16,700 sections of enhanced noncredit courses. This is the highest number of sections offered since the inception of the program in 2006-07.

Neither the changes in the funding formula, nor the increase in section offerings, could significantly mitigate the uneven distribution of Career Development and College Preparation noncredit instruction. Currently, 75 percent of noncredit instruction has been generated by 10 districts. Though this is slightly lower than last year, external governance may still be influencing this issue. This is based on historical, cultural and regional patterns dating back to 1960 when community colleges and K-12 were one system. At the time of separation in 1960, some newly-formed community college districts took responsibility for adult education (noncredit in the community colleges) while others allowed K-12 adult high schools to perform that function. This resulted in some community college districts offering no noncredit instruction while some established centers provide only noncredit instruction.

There are still opportunities to develop Career Development and College Preparation certificates in the future. More colleges may develop certificates of competency or certificates of completion in basic skills and English as a second language. Alternatively, colleges may decide to transition credit basic skills and credit English as a second language programs to noncredit. Students will benefit from the reduced costs and preservation of their federal financial aid status. Currently students are capped at 30 credit units of basic skills under federal regulations. This change can create a more even distribution of noncredit use throughout the system.

Overall, the California Community Colleges have embraced the use of Career Development and College Preparation courses to meet the needs of their noncredit students. They are developing the curriculum to better prepare students of all ages for new jobs and careers, as well as to pursue academic degrees and transfer to four-year colleges and universities.

For noncredit courses to be eligible for enhanced funding, they must be part of a sequence of courses that lead to either a certificate of completion or a certificate of competency with the intended result of improving student progress towards college or a career path (title 5, section 55151). Specific details regarding certificates and full-time equivalent students are included in the exhibit section of this report, specifically in Exhibits 2 and 3. Exhibit 2 provides the list by college of certificates and certificate titles. Exhibit 3 provides the list by district of the courses approved for Career Development and College Preparation certificates with their titles.

EXHIBITS

Click to view a PDF of the [Exhibits for this Preparing Students for Careers and College through Noncredit Enhanced Funding Report](#)

(<http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2017-CDCP-Report-Exhibits-ADA.pdf>)

Front cover photo: Students in a Cuyamaca College chemistry class.

Photo at right: A math professor with her student at Foothill College.

Back cover photo: De Anza College students on campus.



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