

Noncredit Sub-Committee Meeting

Wednesday, December 3, 2025

3:00 pm – 4:30 pm

Zoom Meeting

Meeting Minutes

Call to Order – 3:03 pm

Attendees: Eric Anthony, Quinton Bemiller, Ashley Etchison, Amber Lappin, Arezoo Marashi, Adan Navas, Michael Peterson, Thea Quigley, Carla Reible, Star Rivera-Lacey, Mia Timme, Patty Worsham, Chui Zhi Yao, Lijuan Zhai

I. Approval of December 3, 2025, Agenda

First: Mia Timme, **Second:** Thea Quigley; Approved by consensus.

II. Approval of September 17, 2025, Minutes

First: Carla Reible, **Second:** Mia Timme; Approved by consensus

III. Suggested Name Change: District Extended Education Subcommittee

A proposal was raised to rename the subcommittee to “District Extended Education Subcommittee” to improve perception and reduce the negative connotation associated with “non-credit.” However, some members felt “Non-credit” is already embedded in strategic plans and official documents, and changing the name may create inconsistency and confusion. Suggestions included hybrid naming (e.g., “Non-Credit and Extended Learning”), but concerns about length and complexity were noted. This topic may be revisited later, especially if branding becomes more public facing.

IV. Workgroup Reports

a. Admissions & Records (Regina Miller)

Regina Miller updated the committee about their progress including updates to CCCApply messaging across colleges, and certificate applications now available via the student portal. Faculty are encouraged to advise students to apply for certificates in their final course. Evaluations team working on auto-processing awards, and website and communication updates are ongoing. Some challenges include the complexity of CCCApply which remains a barrier for students. Transitioning between non-credit and credit is confusing as students must submit separate applications. Messaging and system errors lack clarity. We need to improve messaging to students, faculty, and staff about

transitioning between credit and non-credit and exploring clearer system messaging.

b. Strategic & Operational Planning (Adan Navas)

Adan Navas updated the committee regarding a Non-Credit Faculty Lead role framework with phased support of 20%, 40%, and 100% reassigned time models. There is increasing administrative support at higher implementation levels. Key responsibilities include curriculum development and coordination, faculty support and professional development, scheduling and program oversight, outreach, partnerships, and workforce alignment. The process of cross walking the non-credit strategic plan with college and district strategic plans has begun to avoid duplication and align with funding priorities. They will continue to compile crosswalks from all colleges and share documents 1–2 weeks before next semester's first meeting.

c. Professional Development (Michael Peterson)

Michael Peterson recommended establishing a district-wide professional development framework, securing dedicated funding, especially for classified professionals, and launching a Non-Credit Training Series. This training series can be partnered with CAPE (CAEP Technical Assistance Provider) and develop "Non-Credit 101" sessions for Spring Flex. Other recommendations include developing an advanced training session (curriculum, attendance, outreach), a centralized online PD resource hub, and a non-credit handbook (updated from existing materials).

d. Curriculum (Amber Lapin & Mary Legner)

There is no major update due to heavy curriculum committee workload of over 700 proposals. The plan is to present non-credit topics during an open forum next semester, and schedule formal discussions for future meetings.

e. Pathways/Transitions (Thea Quigley)

Thea Quigley updated the committee that current efforts include leveraging Adult Education Advisors to support transitions, launching a district-wide non-credit marketing mailer (Dec 15 distribution), and developing Zoom information sessions (January–February). Some challenges include limited awareness of non-credit programs across staff, and a lack of clarity in student pathways between non-credit and credit. Marketing must be paired with live support (human interaction). Professional Development should include training faculty, advisors, and frontline staff and providing role-specific training (e.g., advisors vs. outreach staff). We need to improve messaging and guidance for moving

between non-credit and credit. Ensure all staff understand the available non-credit programs, certificates and pathways, and provide consistent, accurate guidance across campuses.

f. Counseling (Ashley Etchison)

Ashley Etchison updated the committee that counselors primarily serve credit-pathway students and are unfamiliar with non-credit programs. They do not feel equipped to advise non-credit students. There are a lack of awareness of non-credit offerings and Certificates and pathways. There are limited tools for Part-time counselors or quick reference guidance. Suggestions include developing a Counseling Toolkit such as a “Mini catalog” of non-credit programs, guided questions and advising workflows modeled after Credit for Prior Learning (CPL) resources. Create a Non-Credit Student Journey Map with a Step-by-step pathway from entry to enrollment to transition to credit. Expand Professional Development to train counselors on program offerings, registration processes, and credit vs. non-credit differences. Reinstate Non-Credit Filter in class search, develop a standalone non-credit course search tool, and rebrand “non-credit” in messaging as “Zero-Tuition Courses”

g. Faculty Contract Issues (Lijuan Zhai)

Lijuan Zhai updated the committee that non-credit instruction uses a different load calculation than credit as credit load calculation is around 525 hours per year while non-credit load calculation is around 875 hours per year. Faculty may misunderstand workload and its potential impact on retirement (STRS). There is a lack of clear, transparent load definition for non-credit.

V. Documenting Work and Progress

The committee discussed a shift in focus to include planning & idea generation during Fall semester, prioritization & strategy development in the winter semester, and implementation & execution during Spring semester.

VI. Next steps

a. Winter 2026

Compile all workgroup outputs and define priorities, tasks, and ownership.

b. Spring 2026

Early Spring review and finalize action plans. Mid-Spring for breakout groups to execute deliverables. End of Spring to reconvene and present outcomes.

VII. Next meeting

- March 18, 2025

VIII. Adjournment – 4:05 pm