

FOOTHILL COLLEGE
Noncredit Program Narrative
Certificate of Competency in Bridge to College Level English

Item 1. Program Goals and Objectives

Students will demonstrate writing and reading English proficiency towards a level of college ready competency.

Program Learning Outcomes: As a result of this program students will . . .

- gain the college readiness skills necessary to be successful in English courses and courses in other disciplines.
- develop metacognitive awareness of student success strategies for reading, writing, critical thinking and academic progress.
- feel confident to seek assistance in class and around campus as needed to self-advocate.
- be able to identify campus resources to promote their academic success.

Item 2. Catalog Description

The Certificate of Competency in Bridge to College English Pathway prepares students to be successful within the English discipline as well as courses across the disciplines that demand critical reading, writing and thinking. The core course provides a foundation upon which students build as they transition into their transfer-level English courses, and the ongoing co-requisite support courses encourage students to more readily complete the first year requirements supported by the state's funding formula. Students will be exposed to college readiness skills courses for reading and writing at a college level, with significant focus on developing self-advocacy, agency, metacognitive awareness, and study skills, as well as reading and writing strategies to successfully complete assignments required in transfer level courses.

This program provides practical skills and knowledge for students progressing out of high school classes, adult education classes, and non-credit courses in English (NCEN) and ESL (NCEL), as well as students returning to school after a significant break due to work or family demands, or those seeking some English reading and writing proficiency for career advancement. This student group often includes more non-traditional, basic skills students who have been traditionally underserved by the institutions.

Moreover, this program awards students who start in the core course and move through the sequence organically. As a non-credit series, this program provides a unique opportunity for students who are placed into these courses requiring additional time and support, to be honored and rewarded for their tenacity, and their efforts to develop, elevate, and apply their skills while also avoiding the burden of additional costs (be it time completing coursework, or money for additional classes). This burden continues to be disproportionately carried by those less capable of bearing it. In order to create equitable standards and opportunities, we must provide additional support, with no additional cost.

Taking these transfer-level English courses with the co-requisites within the first year of college will also substantially improve student retention and success rates in college overall as they learn to apply and further develop their skills with each quarter within the non-credit courses, while concurrently completing their required credit courses for transfer, completion of certificates and/or degrees. Essentially, the program enables students to take their work in these courses and extend that learning into all other aspects of their college/academic career, excelling at the same pace as their peers.

Furthermore, students taking these courses independently, apart from the English credit sequence, as part of their academic enrichment, will be acknowledged for their pursuit of excellence and their desire to further develop themselves as learners within the institute and beyond, as they become prepared to extend their learning in the non-credit courses into their own classes across the disciplines. When taken independently, students will benefit from the connection with other students and other course materials, expanding their understanding of the interconnection between reading, writing, and critical thinking, and recognizing the diverse and varied application of these skill sets.

Item 3. Program Requirements

Requirement	Course #	Title	Hours	Sequence
Required Core (60 hours)	NCEN 400	ENGLISH BRIDGE	60	Year 1, Summer
Electives (24 hours)	NCEN 401A	BRIDGE TO COLLEGE ENGLISH	24	Year 1, Fall/Winter/Sp ring
	OR			
	NCEL 401A	BRIDGE TO COLLEGE ESL--NC	24	Year 1, Fall/Winter/Sp ring
	OR			
	ESLL 201A	BRIDGE TO COLLEGE ESL--CR	24	Year 1, Fall/Winter/Sp ring
	OR both			
	NCEN 442A	PORTFOLIO DEVELOPMENT	24	Year 1, Fall/Winter/Sp ring
	and			
	NCEN 442B	PORTFOLIO MANAGEMENT & COMPLETION	24	Year 1, Fall/Winter/Sp ring

TOTAL HOURS: 84 hours

Item 4. Master Planning

History of the program proposal origins and curriculum offerings

Because the majority of the courses in the Certificate of Competency in Bridge to College English Pathway were originally written as credit courses to introduce students to college English composition classes and to provide concurrent corequisite support for transfer level English to comply with AB 705 requirements, these courses will better serve students as noncredit classes, particularly for students who are transitioning from local high schools and adult schools to community college.

This program prepares students to advance to higher levels of English, both credit and noncredit, and provides the foundations for students to meet the requirements of an associate degree.

College Mission

The Foothill College mission statement articulates: “Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability.”

This program is in keeping with the Foothill College mission statement in that students who complete the certificate are “empowered to achieve their” educational goals. Whether students are advancing into credit instruction, or refining their language skills for work, this program will provide students with the reading, writing and metacognitive preparation they need to succeed.

The program is also in keeping with the college’s basic skills mission and provides opportunities for students to enhance all of their English and critical thinking skills including reading and writing. Since the courses in this program have no prerequisites, students completing the certificate may continue their pathway in this institution and beyond.

College/District Master Plan

According to the Foothill Educational Master Plan, “the college seeks to fulfill its education mission by supporting student achievement of certain learning outcomes, which emphasize knowledge and skills development beyond those of a specific discipline. Regardless of their educational goal or the number of courses and quarters completed successfully, Foothill college students should demonstrate equitable outcomes and student success in areas that include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies.”

Furthermore, to address the achievement gap displayed among student population groups, the college prioritized success course completion rates and basic skills completion rates, with a specific equity goal to “collaborate with K-12, adult education, and four-year institutions in ways that serve students and society.” As stated in the Master Plan, “Strengthening the pathway to transfer by collaborating with K-12, adult education, and four-year institutions can also contribute to developing a quality workforce who participates in higher-wage, higher-skill positions.” The faculty who developed these courses worked with their colleagues in the high schools and adult schools in our service area to ensure that the courses in the program created a ladder from high school and adult school curriculum to the college’s English curriculum.

Finally, the Foothill Educational Master Plan indicates that “increases in the senior population may affect course offerings, perhaps increasing emphasis on non-credit, community education, skills building, or advanced technical training.” This program would be part of an overall endeavor in which the college has increased offerings in noncredit, with noncredit enrollment increasing from 1,566 to 4,389 students (+180%).

Objectives and conditions of higher education and community college education in California - statewide master planning

The report, “Preparing Students for Careers and College through Noncredit Enhanced Funding: Fiscal Year 2016-17,” highlights the role of the California Community Colleges in advancing students’ basic education and employment skills through the use of noncredit enhanced funding, stating, “Students who attain this education and training are better equipped to succeed in the world.”

According to the report, “There are still opportunities to develop Career Development and College Preparation certificates in the future,” and advises that “more colleges may develop certificates of competency or certificates of completion ***in basic skills*** and English as a second language.” The report also suggests that “alternatively, colleges may decide to transition credit basic skills and credit English as a second language programs to noncredit,” as has been done for the courses in this program. The report states, “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.”