

Economic and Workforce Development

Not-for-Credit Course and Program Offerings

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The Economic and Workforce Development (EWD) Division at Shasta College provides course and program offerings (contract and community service) that are predominately not-for-credit (non-FTE generation). Consequently, the District maintains the program through fees assessed that are fair and equitable. This allows the recapture of operational and administrative expenses. The District formalized the EWD effort in 1997, and the program has provided these services since its inception. In addition to not-for-credit offerings, the EWD provides other services to ensure an ongoing and consistent economic and workforce development effort for our community. These efforts are an integral component of the mission of the District, California Community College System, and that of the State Economic and Workforce Development Program (*Appendix References*). This document was written in order to provide clarity to individuals who may have questions or misconceptions regarding the EWD course and/or program offerings

Since the establishment of the Shasta College EWD, there have been misconceptions expressed by a small sampling of individuals regarding the various EWD not-for-credit courses and/or programs offered. One misconception held is that the EWD not-for-credit courses compete with unit-based instruction. This is certainly not the case, as the EWD typically deals with a different customer base. Research indicates that the services offered by the EWD provides an additional outreach for the institution, allowing exposure of traditional College courses and/or programs to an otherwise untapped consumer base. Historically, these “customers” would normally not seek traditional College offerings to obtain their educational objective. The result is additional opportunities for outreach to the community. While the EWD offerings do not compete with the College, they do provide an excellent marketing outreach for the institution allowing exposure and awareness of traditional courses and programs offered by the College.

Another misconception is the perception that the instruction provided by the EWD Division is of lesser quality or does include any level of academic rigor. This misconception is based on a lack of understanding concerning the process and mechanisms required in order to maintain financial self-sustainability for not-for-credit courses/programs. The EWD engages in a comprehensive evaluation process to ensure quality instruction is delivered. Student evaluations are conducted on every faculty member and if an instructor does not meet the expected outcomes, the EWD has the ability to no longer retain the instructor or quickly modify the course/program’s learning outcomes to meet the desired objectives. In addition, the participants of these courses and programs pay a fee for the opportunity to

participate. If the courses and/or programs do not maintain the highest level of quality instruction, the community would not continue their enrollment and, consequently, the EWD could not maintain its obligation for financial sustainability. Simply stated, the EWD operates akin to a business, wherein the product has to be of such “high quality” as to ensure repeat customers who will recommend the courses/programs to others in the community (word-of-mouth marketing). Without a quality product, the program would not continue.

In reference to our vocational programs, in addition to providing job assistance once the training program is completed, EWD collects data on the ongoing success of students to verify the program(s) provided the necessary skills and knowledge to ensure employment retention. This level of analysis is necessary to validate program-learning outcomes.

The advantage of EWD course/program offerings is the ability to develop specialized courses and/or programs as requested by the community. This necessary flexibility, allows the EWD Division to respond quickly to the community, as well as engage in beta testing of vocational programs, validating and justifying a program that can become a formalized traditional unit-based college offering. For example, by working with the nonprofit sector, the EWD Center for Nonprofit Resources Program recognized the need for a formal certificate targeting the nonprofit manager. Based on the feedback from our interaction with this specialized group, a traditional unit-based certificate was established in Nonprofit Organizational Management. The same process was followed for the formalization of the Industrial Technology and Entrepreneur unit-based Certificates currently offered by the College. These certificates are the result of direct interaction between the community and the efforts of the EWD Division.

The EWD Division satisfies a vital role for the Shasta-Tehama-Trinity Joint Community College District. If College personnel and/or community members have questions, or retain misconceptions related to the quality of EWD courses/programs, then continued exploration and first-hand research will displace these and provide additional evidence of the quality and importance of the EWD effort. The Economic and Workforce Division at Shasta College, delivers diverse courses, programs, and services that collectively allow the Division to meet its mission, and those of the District and State, while maintaining compliance with the California Ed Code.

Appendix References

Economic and Workforce Development at Shasta College Mission:

The mission of the Economic and Workforce Development Division at Shasta College is to provide quality services and programs that benefit the community, employers and employees of the region thereby contributing to a better quality of life, the local economy and a more flexible and well-prepared workforce.

Shasta-Tehama-Trinity Joint Community College Mission:

The mission of the Shasta-Tehama-Trinity Joint Community College District is to provide open access and opportunity for success to students who have diverse backgrounds, interests, and abilities. The District is committed to providing the knowledge and skills necessary for a student to succeed. The District recognizes that success requires specific life skills and professional skills and also effective communication, critical thinking, global consciousness and global responsibility. By offering programs leading to successful completion of a quality university-transfer program, or career-technical education, the District is responsive to the needs of our communities within a changing global society. By offering comprehensive campus and community service programs, the District enables students to achieve personal as well as academic potential and contributes to the social, cultural, and economic development of our region.

CA Community College Mission:

(1) The California Community Colleges shall offer, as a primary mission, academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions. *[from California Education Code Section 66010.4 (a), as of 10/19/99]*

State Economic and Workforce Development Mission 88500:

The mission of the economic and workforce development program, subject to approval and amendment by the Board of Governors of the California Community Colleges, shall include, but not necessarily be limited to, all of the following:

- (a) To advance California's economic growth and global competitiveness through high quality education and services focusing on continuous workforce improvement, technology deployment, and business development, consistent with the current needs of the state's regional economies.
- (b) To maximize and leverage the resources of the California Community Colleges to fulfill its role as the primary provider in fulfilling the vocational education and training needs of California business and industry.
- (c) To work with representatives of business, labor, and professional trade associations to explore and develop new alternatives for assisting incumbent workers. A key objective is to enable incumbent workers to become more competitive in their region's labor market, increase competency, and identify career paths to economic self-sufficiency and lifelong access to good-paying jobs. This includes, but is not necessarily limited to, career ladder approaches.
- (d) To collaborate with other state and local agencies, including partners under the federal Workforce Investment Act of 1998 (Public Law 105-220), and the Technology, Trade, and Commerce Agency, to deliver services that meet statewide and regional workforce, business development, technology transfer, and trade needs that attract, retain, and expand businesses.
- (e) To develop, in consultation with the Economic Strategy Panel of the Technology, Trade, and Commerce Agency, local economic development agencies, the private sector, and labor and community groups, innovative solutions, as needed, in identified strategic priority areas, including, but not necessarily limited to, advanced transportation, biotechnology, small business, applied competitive technologies, including computer integrated manufacturing, production and continuous quality improvement, business and workforce improvement, environmental technologies, health care delivery, multimedia/entertainment, international trade, and workplace literacy. Strategic priority areas that may be explored if new or additional funding becomes available may include information technology, e-commerce and e-trade, and nanotechnology.
- (f) To identify, acquire, and leverage community college and other vocational training resources when possible, to support local, regional, and statewide economic development.
- (g) To create effective logistical, technical, and marketing infrastructure support for economic development activities within the California Community Colleges.
- (h) To optimize access to community colleges' economic development services.
- (i) To develop strategic public and private sector partnerships.
- (j) To assist communities experiencing military base downsizing and closure.

CA Ed Code 78020-78022 - Contract Education:

78020. For purposes of this article:

(a) "Contract Education" means those situations in which a community college district contracts with a public or private entity for the purposes of providing instruction or services or both by the community college.

(b) "**Credit**" refers to any class offered for community college credit, regardless of whether the class generates state apportionments.

(c) "**Noncredit**" refers to courses that meet the criteria for apportionment pursuant to Section 84757.

(d) "**Not-for-credit**" refers to classes, including community services classes, that are offered without credit and that are not eligible for apportionments pursuant to Section 84757.

78021.

(a) The governing board of any community college district may establish, or with one or more community college districts may establish, contract education programs within or outside the state by agreement with any public or private agency, corporation, association, or any other person or body, to provide specific educational programs or training to meet the specific needs of these bodies.

(b) The contracting community college district or districts shall recover, from all revenue sources, including, but not necessarily limited to, public and private sources, or any combination thereof, an amount equal to, but not less than, the actual costs, including administrative costs, incurred in providing these programs or training.

(c) The attendance of students in these contract education programs shall not be included for purposes of calculating the full-time equivalent students (FTES) for apportionments to these districts, unless all statutory and regulatory conditions for generating FTES are met.

78022.

(a) Faculty in all credit and noncredit contract education classes shall be selected and hired according to procedures existing in a community college district for the selection of instructors for credit classes.

(b) Faculty teaching credit and noncredit contract education classes shall be compensated in the same manner as comparable faculty in the regular, noncontract education program. This subdivision does not apply to faculty teaching in contract education programs conducted outside California for the United States armed forces, unless the faculty member is covered by a collective bargaining agreement.

(c) Faculty teaching credit or noncredit contract education classes shall be evaluated according to the procedures used for the evaluation of faculty in the regular, noncontract education program.

(d) Faculty teaching not-for-credit contract education classes shall be compensated in the same manner as faculty in the regular, noncontract education program if the course meets the same standards as a course in the credit curriculum. This subdivision does not apply to faculty teaching in contract education programs conducted outside California for the United States armed forces, unless the faculty member is covered by a collective bargaining agreement.

(e) Faculty teaching not-for-credit contract educational programs shall be evaluated according to procedures specified in the contract between the community college district and the public or private entity to establish the program.

(f) This section shall not be construed to restrict the appearance of guest lecturers in any programs or classes operated by a community college district.

CA Ed Code 78300 – Community Service:

(a) The governing board of any community college district may, without the approval of the Board of Governors of the California Community Colleges, establish and maintain community service classes in civic, vocational, literacy, health, homemaking, technical, and general education including, but not limited to, classes in the fields of visual and performing arts, handicraft, science, literature, nature study, nature contacting, aquatic sports, and athletics. These classes shall be designed to provide instruction and to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled therein.

(b) Community service classes shall be open for the admission of adults and of those minors as in the judgment of the governing board may profit there from.

(c) Governing boards shall not expend General Fund moneys to establish and maintain community service classes. Governing boards may charge students enrolled in community service classes a fee not to exceed the cost of maintaining community service classes, or may provide instruction in community service classes for remuneration by contract, or with contributions or donations of individuals or groups. The board of governors shall adopt guidelines defining the acceptable reimbursable costs for which a fee may be charged and shall collect data and maintain uniform accounting procedures to ensure that General Fund moneys are not used for community services classes.

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