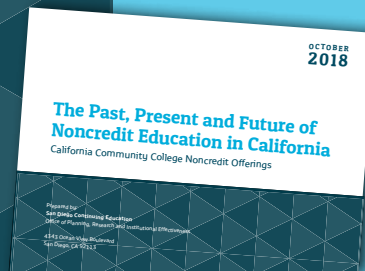


# Recommendations for Future of Noncredit Adult Education Research and Practice

**The following is an excerpt from:**  
*The Past, Present, and Future of  
Noncredit Education in California  
Community Colleges, 2018 edition*

**For entire report, please go to:**  
<https://goo.gl/Gquh6e>

**Please visit our website:**  
<https://goo.gl/gAe5hA>



Based on the enclosed history of Noncredit Adult Education and the findings of the California Community College Noncredit Offerings survey SDCE administered on the current status of Adult Education in California, SDCE's Office of Research, Planning and Institutional Effectiveness makes the following as recommendations for the future of Noncredit Adult Education in the community college system along with recommendations related to noncredit research.

## Recommendations for the Future of Noncredit Adult Education in Community Colleges

### AN AUTHENTIC COMMITMENT TO EQUITY AND SOCIAL JUSTICE CALLS FOR INCREASED RESOURCES FOR ADULT EDUCATION

- > Ensure that equitable funding is identified for noncredit adult education programs—specifically with respect to facilities, technology, and instructional equipment, as colleges build on and develop their infrastructure.
- > Provide noncredit programs with a more reliable funding model, and implement a census-based formula for managed enrollment classes to determine noncredit FTES.
- > Continue to fund Career Development and College Preparation (CDCP) offerings at an equalized rate, and include DSPS and emeritus programs that focus on transition to credit or workforce.
- > Allocate Statewide FTES annually for Noncredit Adult Education to incentivize the expansion of these vital programs.
- > Include noncredit funding allocations in the initial release of statewide initiatives (e.g. SSSP, Student Equity, Guided Pathways).
- > Identify noncredit as a viable and essential component of Guided Pathways.

## MODERNIZE NONCREDIT CURRICULUM AND INSTRUCTION

- > Develop a stronger noncredit infrastructure to support program development at the State level, including:
  - » localization of the noncredit program approval process to expedite the ability of noncredit programs to respond to industry demands;
  - » modification of the State curriculum approval system to mainstream noncredit course approval process; and
  - » identification of greater support for noncredit instructional program design.
- > Support a seamless transition from noncredit to credit programs at the local level (e.g. articulation agreements, credit for exam).
- > Appropriate state funding to support the development and dissemination of open educational resources (OER) to enhance resources for noncredit students and reduce the textbook fees required by some certificate programs in order to improve curriculum portability across colleges.
- > Promote and increase noncredit distance education courses to support the educational needs of adults (e.g. in the military, isolated rural communities, and working adults) who need alternative delivery modes.

## STRENGTHEN NONCREDIT STUDENT SERVICES

- > Provide an equitable distribution at the state level for SSSP and SEP noncredit funding. Noncredit students typically come from significantly more diverse and socioeconomically disadvantaged backgrounds. They often require more specialized and extensive student services and supplemental financial support.
- > Earmark restricted funding to provide dedicated mental health services to noncredit students.
- > Engage in targeted outreach to veterans, adults with disabilities, ex-offenders, the marginally housed, immigrants, refugees, opportunity youth, foster youth, the unemployed, and single parents to ensure noncredit programs serve our most vulnerable residents.
- > Reinvent and fund noncredit career counseling and implement workforce services to support students with successful career exploration, transition, placement, and workforce opportunities.
- > Mandate student support and student equity funding for all noncredit programming.
- > Provide infrastructure and funding specifically for noncredit outreach programs, and include noncredit in all statewide marketing and communications. Many, if not most, Californians are unaware of the free educational opportunities community colleges offer that could transform their lives.

## **MARRY NONCREDIT ADULT EDUCATION TO WORKFORCE DEVELOPMENT**

- > Increase Adult Education Block Grant (AEBG) and Strong Workforce (SWF) funding specifically to support noncredit program development and expansion.
- > Strengthen partnerships with regional WIOA-funded workforce development boards to support long-term job placement.
- > Modify Title 5 to allow for noncredit internship opportunities without instructor presence to augment experiential learning opportunities for job seekers. Ideally, these internships would also provide stipends.
- > Continue to emphasize Career Technical Education (CTE) program development and expansion in alignment with the Deputy Navigator Sectors (as identified by CCCCO) with a focus on Noncredit.

## **CHAMPION AND CHERISH NONCREDIT FACULTY**

- > Include noncredit faculty in the Full-Time Faculty Obligation Number (FON) and equalize the compensation and teaching load of noncredit and credit faculty.
- > Strengthen noncredit programming and increase faculty leadership by allocating state funding to hire noncredit contract faculty system-wide.

## **PROVIDE MORE SUPPORT FOR DATA SYSTEMS AND NONCREDIT RESEARCH**

- > Findings speak to a lack of research capacity for noncredit data. While most noncredit programs/institutions have access to research, the smaller size of noncredit offerings compared to credit offerings at most institutions likely impacts routing of research

efforts to track noncredit students, as evidenced by the lack of a defined student tracking metric. Systems and college/state-wide discussions to create standard metrics for noncredit student progress and completion are still needed.

- > Develop a noncredit CCCApply common and accessible application for noncredit students.
- > Provide State funding to support a noncredit community of practice and collaborative events.

## **Recommendations for Future Research on Noncredit Adult Education in Community Colleges**

### **EXPLORE ADDITIONAL AVENUES OF NONCREDIT RESEARCH STATEWIDE**

- > Utilize the baseline CCC Noncredit Survey results to continue to explore the growth of noncredit across the state, including promising practices for the implementation of new noncredit programs and program expansion, and labor market exploration of student demand for noncredit regionally. Interviews with key CEOs from large noncredit institutions, colleges with large noncredit programs, and colleges or institutions growing their noncredit programs may prove informative, as would focus groups with other stakeholders such as Academic Senate presidents and CTE deans.
- > Consider conducting local or regional surveys and focus groups of current noncredit students and the community to explore the unique needs of noncredit students, including student barriers, challenges, and resources needed to maximize enrollment and attendance and meet noncredit students' educational goals.
- > Collect more robust data on noncredit pre-apprenticeships and apprenticeships, as well as CTE, DSPS, and Emeritus workplace training/internships.



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