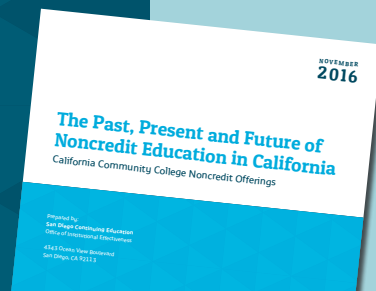


Recommendations for Future of Noncredit Adult Education Research and Practice

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

For entire report, please go to:
https://sdce.edu/sites/default/files/iep/The_Past_Present_and_Future_of_Noncredit_in_CA.pdf

Please visit our website:
<http://www.sdce.edu/organization/institutional-effectiveness>



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 Institutional Effectiveness makes the following as recommendations on the future of noncredit adult education in the community college system along with improvements to the research design for SDCE's future research.

Recommendations for Future *Research*

- > Triangulate research methods in future years to further expand the yield and breadth of findings, while validating the data through cross verification of multiple methods of quantitative and qualitative research. 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.
- > Amend the existing annual survey to collect data on the size of programs at each institution offering noncredit to yield a more precise picture of the non-credit offerings across the state.
- > Amend the existing annual survey to collect more robust data on noncredit pre-apprenticeships and apprenticeships.
- > Research why only 70 percent of ABE/ASE programs have K-12 ABE/ASE partnerships.

Recommendations for Future *Practice*

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

- > As colleges rebuild their infrastructure—specifically with respect to facilities, technology, and instructional equipment, ensure that equitable funding is identified for noncredit adult education programs.
- > Based on the need for on-demand programming, create an attendance infrastructure for online education that allows for open access enrollment and attendance tracking.
- > To provide noncredit programs with a more reliable funding model, implement a census-based formula for managed enrollment classes to determine non-credit FTES.
- > Continue to fund CDCP offerings at an equalized rate, and include DSPS and emeritus programs that focus on transition to credit or workforce.
- > Eliminate the two-tiered adult education system and fund all adult education program categories at the same rate. These programs serve our most needy residents and provide valuable educational opportunities. We should demonstrate our commitment to equity and social justice by taking these programs off the chopping block and ensure their financial sustainability. Non-CDCP program faculty and staff worry that their programs will be eliminated each year as continued funding becomes more difficult for institutions to manage.
- > Allocate 20 percent of Statewide FTES annually for noncredit adult education to incentivize the expansion of these vital programs.

MODERNIZE NONCREDIT CURRICULUM AND INSTRUCTION

- > After years of debate, clarify the role of the K-12 and community college systems in the delivery of noncredit adult education to minimize conflict between systems.
- > As colleges work to develop and expand noncredit, CCCCCO should develop greater infrastructure to support noncredit program development, including the:
 - » Localization of the noncredit program approval process to expedite the ability of noncredit program to respond to industry demands;
 - » Modification of CurricUNET (or other system) to mainstream noncredit course approval process; and
 - » Identification of greater support for instructional program design.
- > Shift basic skills instruction to noncredit system-wide to allow students to allocate their financial aid to complete a degree program and transfer-level credit courses.
- > Locally, expand articulation agreements to support seamless transition from noncredit to credit programs.
- > 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 to improve curriculum portability across colleges.
- > Expand noncredit pathways for inmates in jails and prisons to reduce recidivism and foster successful reentry.
- > Increase non-credit distance education offerings to support the educational needs of adults in the military, in isolated rural communities, and working adults who need alternative delivery models.

STRENGTHEN NONCREDIT STUDENT SERVICES

- > Noncredit students typically come from more diverse and socioeconomically disadvantaged backgrounds. They therefore require more intensive and extensive student services. An equitable distribution at the state level for SSSP and SEP funding would provide supplemental financial support for noncredit.
- > Qualify noncredit adult learners for federal Pell Grants as was done recently for high school students enrolled in community college.
- > 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 non-credit career counseling and implement workforce services to support students with career exploration, transition, placement, and success.

MARRY NONCREDIT ADULT EDUCATION TO WORKFORCE DEVELOPMENT

- > Increase AEBG and Strong Workforce funding specifically to support noncredit program development and expansion.
- > Institutionalize bridges between industry and education by creating competence-based certificate programs across the state, aligned with industry side competency-based and employee-recognized certifications.
- > 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 CTE program development and expansion in alignment with the Deputy Navigator Sectors (as identified by CCCCCO) the Priority Sectors (as identified by the regional workforce development boards) with a focus on noncredit.
- > Provide State support to develop a noncredit infrastructure (e.g. Strong Workforce) to track workforce placement.

CHAMPION AND CHERISH NONCREDIT FACULTY

- > As noncredit faculty tend to work with the most needy student populations, strengthen the voice and influence of noncredit faculty, equalize the compensation and teaching load of noncredit and credit faculty. There is no distinction in compensation and load for classified employees and administrators. Similarly, there should be no distinction in contracts for noncredit faculty. Maintaining a tiered system places more value on credit faculty and marginalizes the essential work of noncredit faculty.
- > To strengthen noncredit programming, increase faculty leadership by allocating state funding to hire 500 noncredit contract faculty system-wide.
- > ASCCC should continue to be a strong advocate for noncredit programs and faculty.

PROVIDE SYSTEM SUPPORT FOR INSTITUTIONAL EFFECTIVENESS

- > Create a single system for reporting community college, adult education, and workforce outcomes to minimize overhead, maximize efficiency, and marry these three disconnected systems.
- > Based on the need to comply with accountability measures, identify retention and success rate definitions for non-credit to better align and standardize non-credit across the state.
- > Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce development boards, and the state in CTE program development and improvement efforts.

ESTABLISH A CONCERTED STATEWIDE MARKETING AND BRANDING CAMPAIGN

- > Based on the challenges of community understanding of non-credit education and funding mechanisms, provide the infrastructure and funding to market provide outreach programs specifically for California non-credit programs. Many, if not most, Californians are unaware of the free educational opportunities community colleges offer that could transform their lives.
- > Noncredit adult students are not exclusively from lower income communities. A statewide branding and outreach campaign should be developed to de-stigmatize the image of adult education to encourage employed adults to enroll in certificate programs to advance their careers.



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