Grounding Noncredit and Adult Ed in System Priorities

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Likely Points of Focus in 2018-19

	Vision Goals	Funding Formula	AB705	Simplified Metrics
9+ CTE Units in a Year		x		x
Transfer-Level Math & English in a Year		x	x	x
Average Number of Units for Degree Earners	x			x
Completers/ Completions Over 16 Units	x	x		x
Transfers to Four-Year Institutions/UC and CSU	x	x		x
Job in Field of Study	x			x
Living Wage Attainment		x		x
College Promise Grants/ Pell Grants		x		x

Simplified Metrics Will Help to Keep Noncredit & Adult Ed on the Map

	Adult Ed/ESL	Short-Term Career Education
Successful Enrollment	(Being addressed by CCC Apply changes)	
Learning Progress	Math or English skills gain	(TBD)
Momentum	Completed an adult ed or ESL level	Noncredit workforce skills gain
Success	Transitioned from noncredit to credit	Transitioned from noncredit to credit
	Chancellor's Office approved certificate or degree (including noncredit), journey status	Chancellor's Office approved certificate or degree (including noncredit), journey status
Employment	Entered employment	Job in field closely related to field of study
Earnings	Median annual earnings	Median annual earnings
	Median change in earnings	Median change in earnings
		Living wage
Financial Supports	Perkins definition for economically disadvantaged	Perkins definition for economically disadvantaged

The Adult Ed Pipeline provides evidence on noncredit and adult ed outcomes
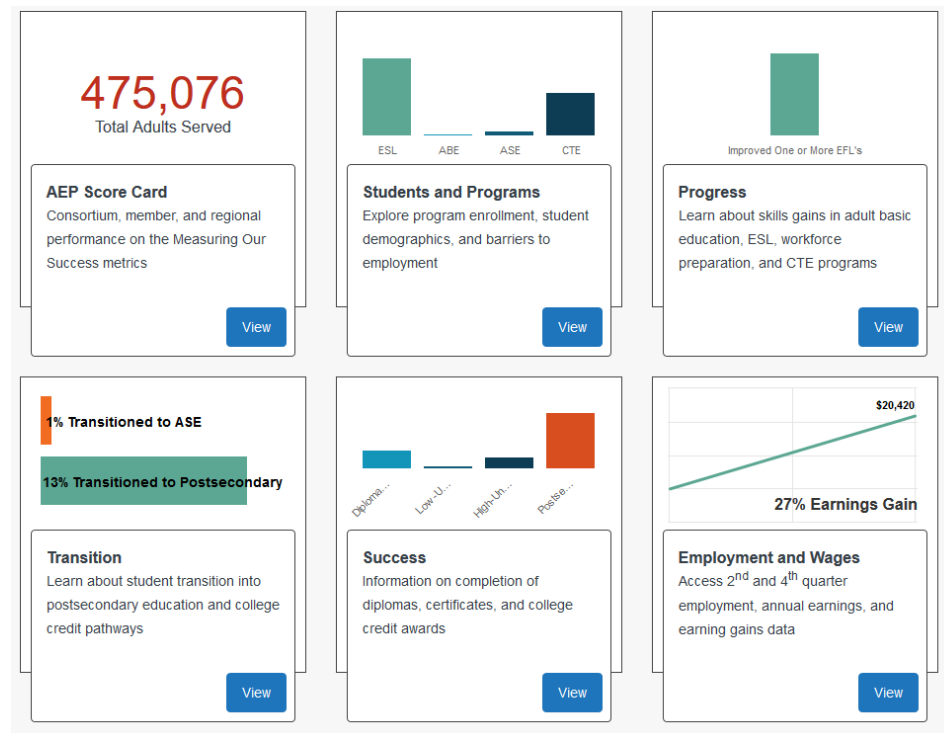
Noncredit and adult ed have an important role to play in guided pathways

AACC on guided pathways

Coherent and easy-to-follow college-level programs of study that are aligned with requirements for **success in employment** and the next stage of **education**.

Programs, support services, and instructional approaches are redesigned and re-aligned to help students:

- **clarify** their goals
- choose and **enter** pathways that will achieve those goals
- **stay** on those pathways
- master **knowledge and skills** that will enable them to advance in the labor market and successfully pursue further education

The Pathways Project, American Association of Community Colleges

WIOA on career pathways

A combination of rigorous and high-quality education, training, and other services that:

- **aligns with the skill needs** of industries in the economy of the state or regional economy involved

- **prepares** an individual to be successful in any of a full range of secondary or postsecondary **education** options, including apprenticeships

- includes **counseling** to support an individual in achieving the individual's education and career goals

- includes, as appropriate, **education** offered concurrently with and in the same **context** as workforce preparation activities and training for a specific occupation or occupational cluster

- organizes education, training, and other services to meet the particular needs of an individual in a manner that **accelerates the educational and career advancement** of the individual to the extent practicable

- enables an individual to **attain** a **secondary** school **diploma** or its recognized equivalent, and at least 1 recognized **postsecondary credential**

- helps an individual **enter or advance** within a specific **occupation** or occupational cluster. .
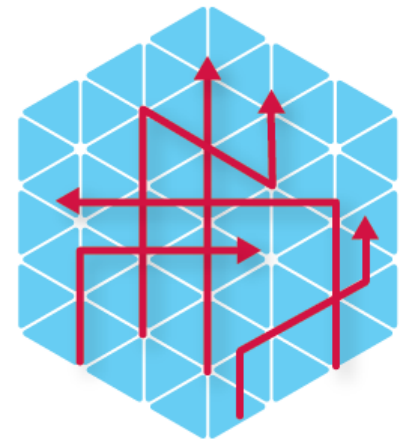
Workforce Innovation and Opportunity Act (WIOA)
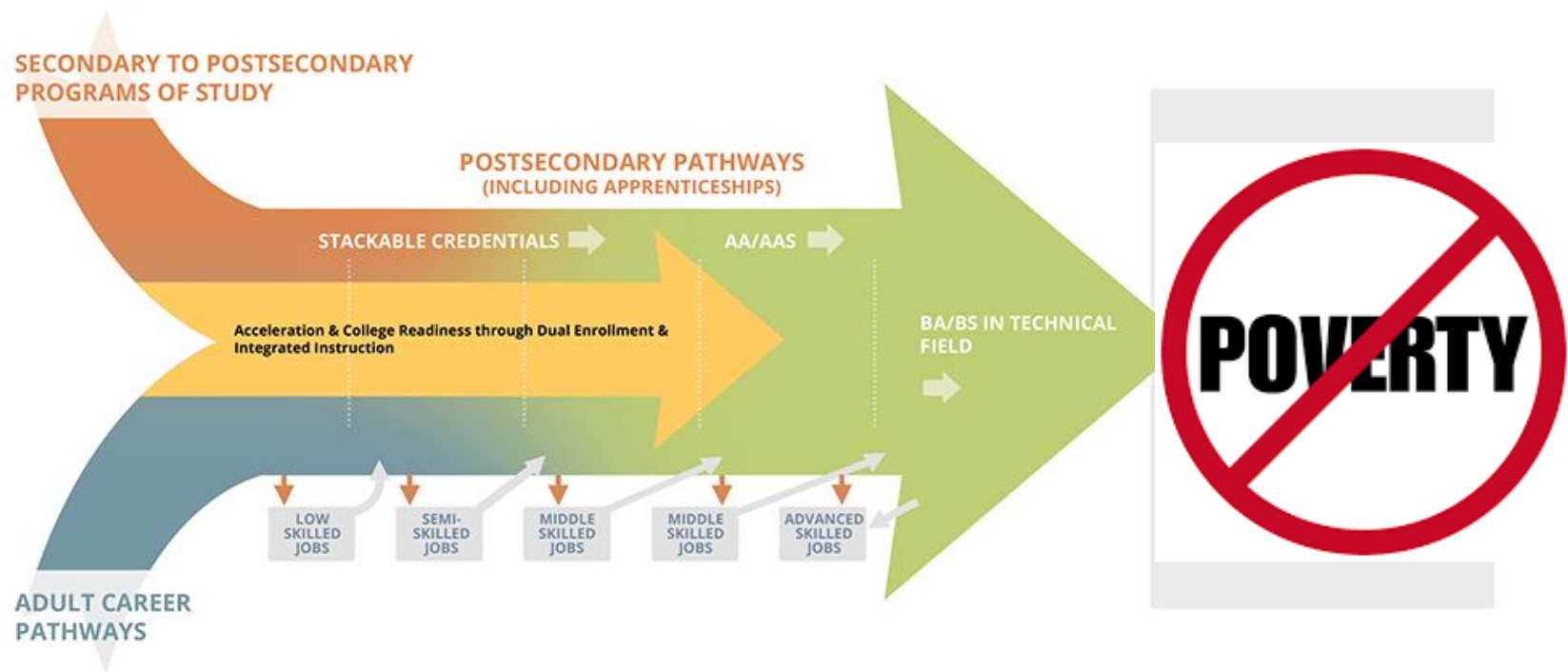
Guided pathways support long-term career pathways

It's more than just completion:

meta-majors that intentionally blend CTE and non-CTE offerings will help students build the complex skillsets they will need to **change careers and advance** up career ladders over time.

What if completing an adult education CNC machining certificate was the first step in a clearly-defined pathway to an engineering advanced degree?

*"The overall **number of high school graduates will plateau** for most of the next decade.... The average size of graduating classes between 2027 and 2032 is expected to be smaller than those in 2013."*

"Knocking at the College Door," Western Interstate Commission for Higher Education (WICHE), 2016

What would it mean to leverage noncredit & adult ed expertise for guided pathways?

Understand how noncredit and adult ed relate to metamajors

- Document how noncredit and adult ed offerings align with core competencies and first year curricula for area metamajors

- Identify gaps and determine whether offerings should be revised or expanded, taking into account labor market data

			First Year	
Fall Semester				
	ACTG	151	Accounting I - Financial	4
	ECNM	151	Macroeconomics	3
	ENGL	161	College Composition I	3
	MTHM	151	College Mathematics	3
☆	SDEV	101	College 101	1
				14
Spring Semester				
>	ACTG	152	Accounting II - Managerial	4
	CISS	121	Microcomputer Applications I	3
	CMMC	151	Oral Communications	3
	ECNM	152	Microeconomics	3
>	ENGL	162	College Composition II	3
				16
			Second Year	
Fall Semester				
>	ACTG	251	Intermediate Accounting I	4
>	ACTG	267	Federal Income Tax Procedures - Individuals	4
	BADM	165	Legal Environment of Business	3
>	FNCE	251	Business Finance	3
				14
Spring Semester				
>	ACTG	252	Intermediate Accounting II	4
>	ACTG	265	Cost Accounting	3
	BADM	251	Principles of Management *** OR	3
>	MKRG	251	Principles of Marketing	
	Science Elective-with lab**			4
	Electives*			2/3
				16/17
			Total Semester Credit Hours	**60/61**

Which courses offered in noncredit programs meet the requirements for specific pathways within a metamajor?

What gen ed requirements should students focus on when they transition to credit?

Lorain County Community College

The inability to delay earning a family-sustaining wage for four or more years is what drives many students into career education programs and is a large part of the reason why low-income, adult, and first-generation students are overrepresented in career programs at both community and for-profit colleges.

- Mary Alice McCarthy, New America Foundation

Black & Latino students are half as likely to earn longer-term awards

28% of white students and 26% of students from Asian backgrounds earned either a longer-term certificate or an associate degree, compared to only 17% of black students and 16% of Latinos.

*The gap is concerning in part because white and black students were roughly as likely to earn very short- and short-term certificates, but **black students were less likely to move on to longer-term credentials**.*

CTE students are less likely to become transfer-ready

- Relatively **few CTE students** (15%) become ready for transfer

- Under-represented students are **over-represented** in CTE pathways that are less likely to lead to transfer (or take a long time to get there)
  - Engineering and Industrial Technology
  - Family and Consumer Science
  - Education

- Under-represented students are **under-represented** in CTE pathways that lead to transfer (or are faster pathways)
  - Business Management
  - Information Technology
  - Health

Renah Wolzinger, 2017

Share what you know about applied learning

- Provide concrete examples of how you've implemented integrated education and training

- Show how you are using work-based learning to help students master core competencies

Noncredit 1st Friday "Community of Practice" Webinar Schedule (2018-19)	
Date	**Webinar Topic**
09/07/18	AB 705
10/05/18	Guided Pathways
11/02/18	Distance Education Series
12/07/18	Distance Education Series
01/04/19	TBD
02/01/19	TBD
03/01/19	TBD
04/05/19	TBD
05/03/19	TBD
06/07/19	TBD

Webinars are 12 noon to 1:30 pm unless indicated otherwise

Webinar archives posted to the CCCCO and ACCE websites

MAY THE NONCREDIT FORCE BE WITH YOU!