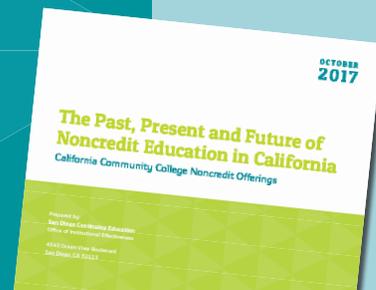


# Recommendations for Future of Noncredit Adult Education Research and Practice

**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://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 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 Future *Practice*

### 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)

## 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 instructional program design.
- > Support a seamless transition from noncredit to credit programs at the local level (e.g. articulation agreements).
- > 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. 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 CCCCCO) with a focus on Noncredit.

## **CHAMPION AND CHERISH NONCREDIT FACULTY**

- > Equalize the compensation and teaching load of noncredit and credit faculty while also including noncredit faculty in the Full-Time Faculty Obligation Number (FON).
- > To strengthen noncredit programming and increase faculty leadership by allocating state funding to hire noncredit contract faculty system-wide.

## **PROVIDE SYSTEM SUPPORT FOR INSTITUTIONAL EFFECTIVENESS**

- > Develop a noncredit CCCApply common and accessible application for noncredit students.
- > Based on the need to comply with accountability measures, identify retention, persistence, and success rate definitions for noncredit to better align and standardize noncredit across the state, along with a coordinated effort to track accountability data elements in CCCCCO MIS.
- > Provide State funding to support a noncredit community of practice and collaborative events.

## **Recommendations for Future Research**

### **PERIODICALLY REVIEW AND REFINE CCC OFFERINGS SURVEY AND DATA**

- > Amend the CCC Noncredit Survey to more directly explore changes made by institutions in the past two years.
- > Begin to explore CCC Noncredit Survey trend data, where applicable, to highlight changes that are occurring in noncredit offerings and programming within the California Community College system.



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## EXPLORE ADDITIONAL AVENUES OF NONCREDIT RESEARCH STATEWIDE

- > 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.
- > Research why only 74% of ABE/ASE programs have K-12 ABE/ASE partnerships.

- > Collect more robust data on noncredit pre-apprenticeships and apprenticeships, as well as CTE, DSPS and Emeritus workplace training/internships.

## 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.

The future for Noncredit and Adult Education relies on a renewed commitment to equity and social justice. This commitment can only be realized through allocating the necessary resources to expand the existing programs and to refine needed research to acknowledge system-wide inclusion of Noncredit and Adult Education within the California Community Colleges.