

Noncredit Education & Guided Pathways – What's the Deal

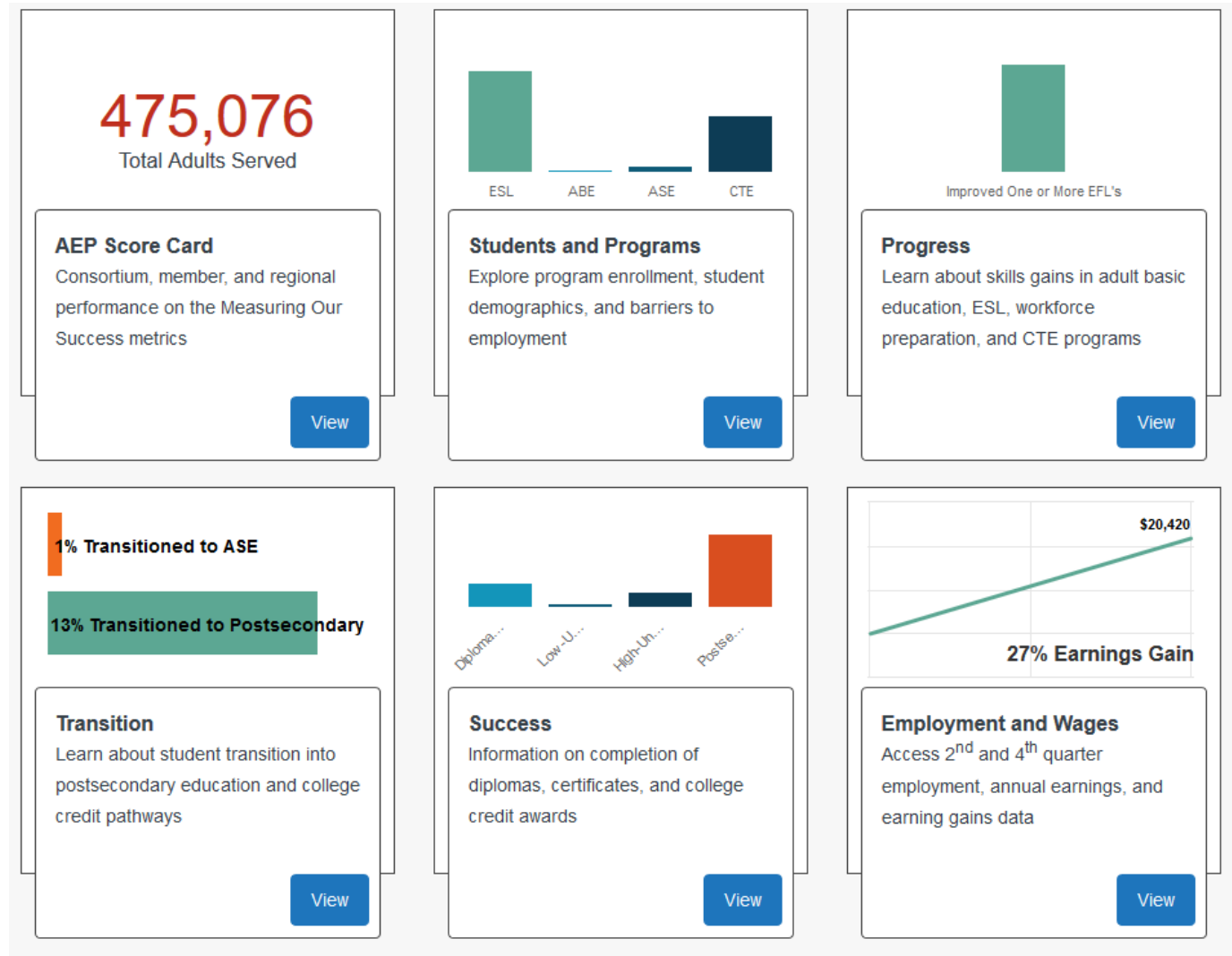
Randy Tillery - WestEd

November 8th, 2018

Student Success 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



AB104: Data for Measuring the Effectiveness of Consortia:

- (1) How many adults are served by the consortium.
- (2) How many adults served by the consortium have demonstrated the following:
 - (A) Improved literacy skills.
 - (B) Completion of high school diplomas or their recognized equivalents.
 - (C) Completion of post-secondary certificates, degrees, or training.
 - (D) Transition into post-secondary education
 - (E) Placement into jobs.
 - (F) Improved Wages

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**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

Four Pillars of Guided Pathways

Clarify the Path



Create Clear
Curricular
Pathways to
Employment
and Further
Education

Enter the Path



Help Students
Choose and
Enter Their
Pathway

Stay on the Path



Help Students
Stay on
Their Path

Ensure Learning



Follow Through, and
Ensure that Better
Practices are
Providing Improved
Student Results.



AEBG Student Progress Framework

Completion by Design Momentum Framework

AEBG Objectives

AEBG Indicator Framework

AEBG Metrics

Activities

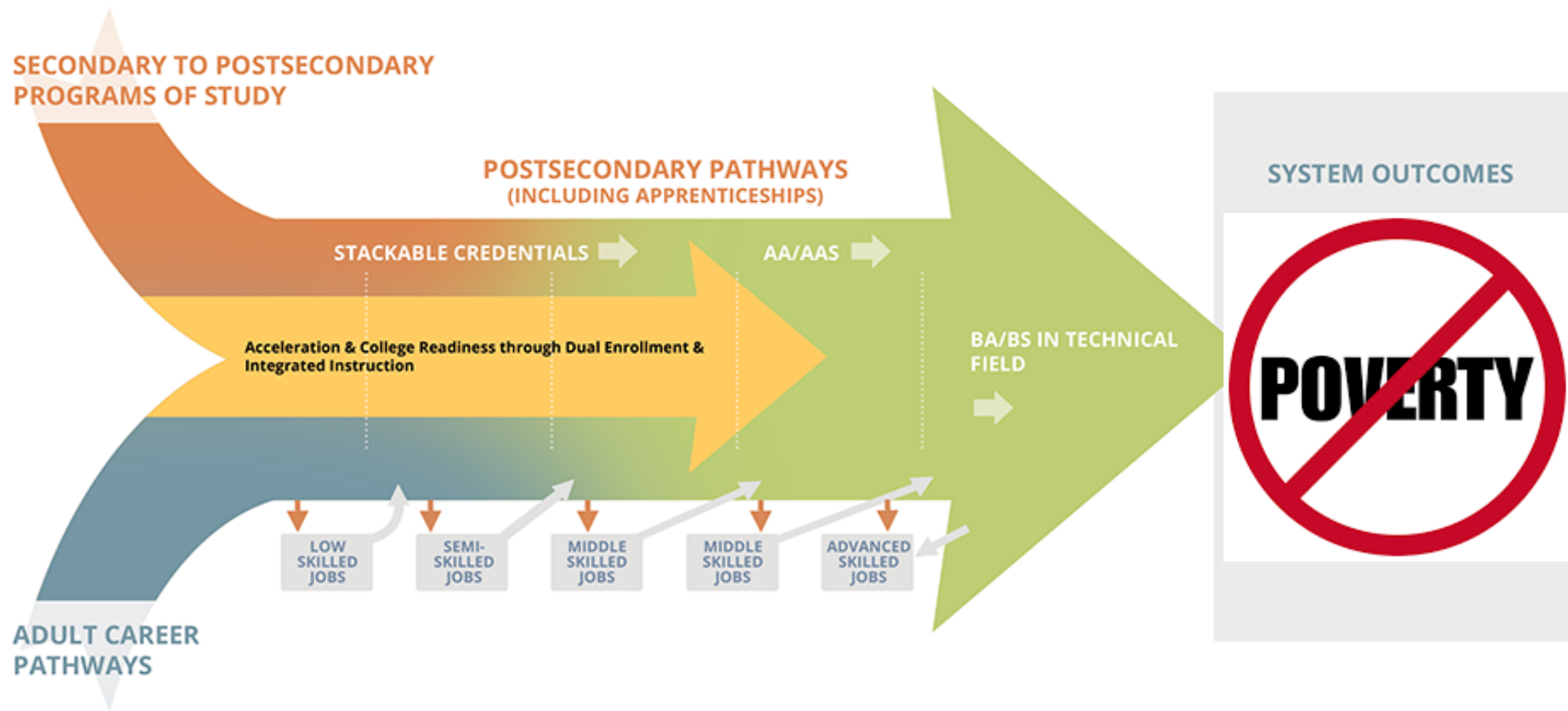
Connection	Entry	Progress		Completion	
Objectives 1, 2, 4		Objectives 3, 5		Objectives 5, 6, 7	
Adults Served	Participants	Student Progress	Transition	Completion	Outcomes After Exit
Reportable Individual: 1+ hour or svsl	Participant: 12+ contact hours	Interim Progress Meas's 1. EFL Level Attainment 2. CB21 Level Progress 3. Occup. Skills Gain 4. Workforce Prep MS	ABE/ESL to ASE Transition to Postsecondary	HS Diploma or Equivalent Postsecondary Credential	Employment Wage Increase College Credit Award
<ol style="list-style-type: none"> 1. Expand/improve outreach & marketing to target populations 2. Improve/redesign student intake processes 3. Deeper engagement w students regarding goals and longer term educational opportunity 4. Improve initial student data collection 		<ol style="list-style-type: none"> 1. Increase number of ABE/ASE/ESL courses based on community need/demand 2. Reallocate offerings geographically based on regional demographic shifts 3. Increase course articulation agreements or dual/co-enrollment between K12 & CC 4. Increase offerings & enrollment in IET & pathway programs 5. Implement consortia-wide agreement for placement into college level courses using EFL's and other student persistence measures 		<ol style="list-style-type: none"> 1. Increase offering of postsecondary CTE credential programs 2. Improve alignment of CTE credential programs with labor mkt demand 3. Increase offerings & enrollment in IET & pathway programs 4. Improve information about pathways and career opportunities at intake 5. Increase articulation & dual /co-enrollment between K12 AE/CC 6. Improve collection of emp/wage data 7. Increase student participation in WBL activities connect to pathways 	

WIOA on Career Pathways

Combination of rigorous high-quality education, training, and services that:

- **Aligns with the skill needs** of industries in the state or regional economy
- **Prepares** people for success in a range of secondary or postsecondary **education** options,
- Includes **counseling** to support achievement of an individual's education and career goals
- Includes **education** concurrently with as workforce preparation activities and training for a specific occupation or occupational cluster
- Organizes education, training, and services to **accelerate education and career advancement**
- Enables attainment of a **secondary** school **diplomas** and at least **postsecondary credentials**
- Helps an individual **enter or advance** within a specific **occupation** or occupational cluster.

Workforce Innovation and Opportunity Act (WIOA)

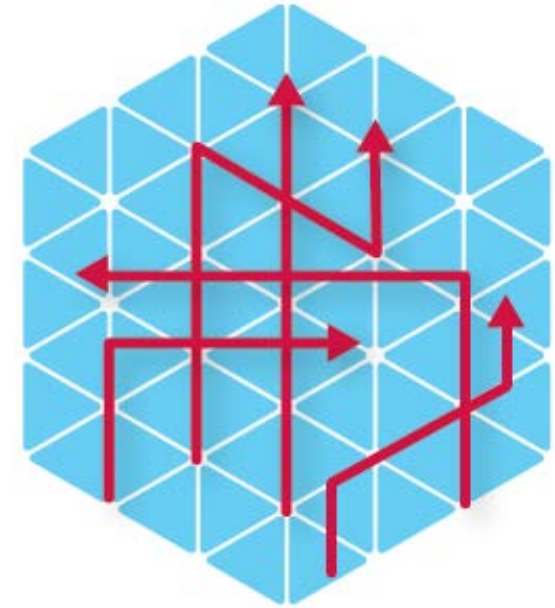


Perkins Collaborative Resource Network

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 custodial certificate was the first step in a pathway to a 2 year program in building control systems and transfer to an advanced degree in building automation technology?



*"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?**

Three ways Noncredit Practitioners Can Strengthen Guided Pathways Conversations at their College

- Document alignment of noncredit programs and offerings align with programs and 1st year competencies in metamajors
- Increase readiness of students into transfer level math and English course through acceleration and contextualization strategies
- Leverage expertise of noncredit in working with vulnerable populations, sticking points in effective onboarding of students, and effective applied learning strategies.

1. Documenting Alignment of Programs and Offerings

Meta Majors



CAREER + ACADEMIC COMMUNITIES

at St. Petersburg College

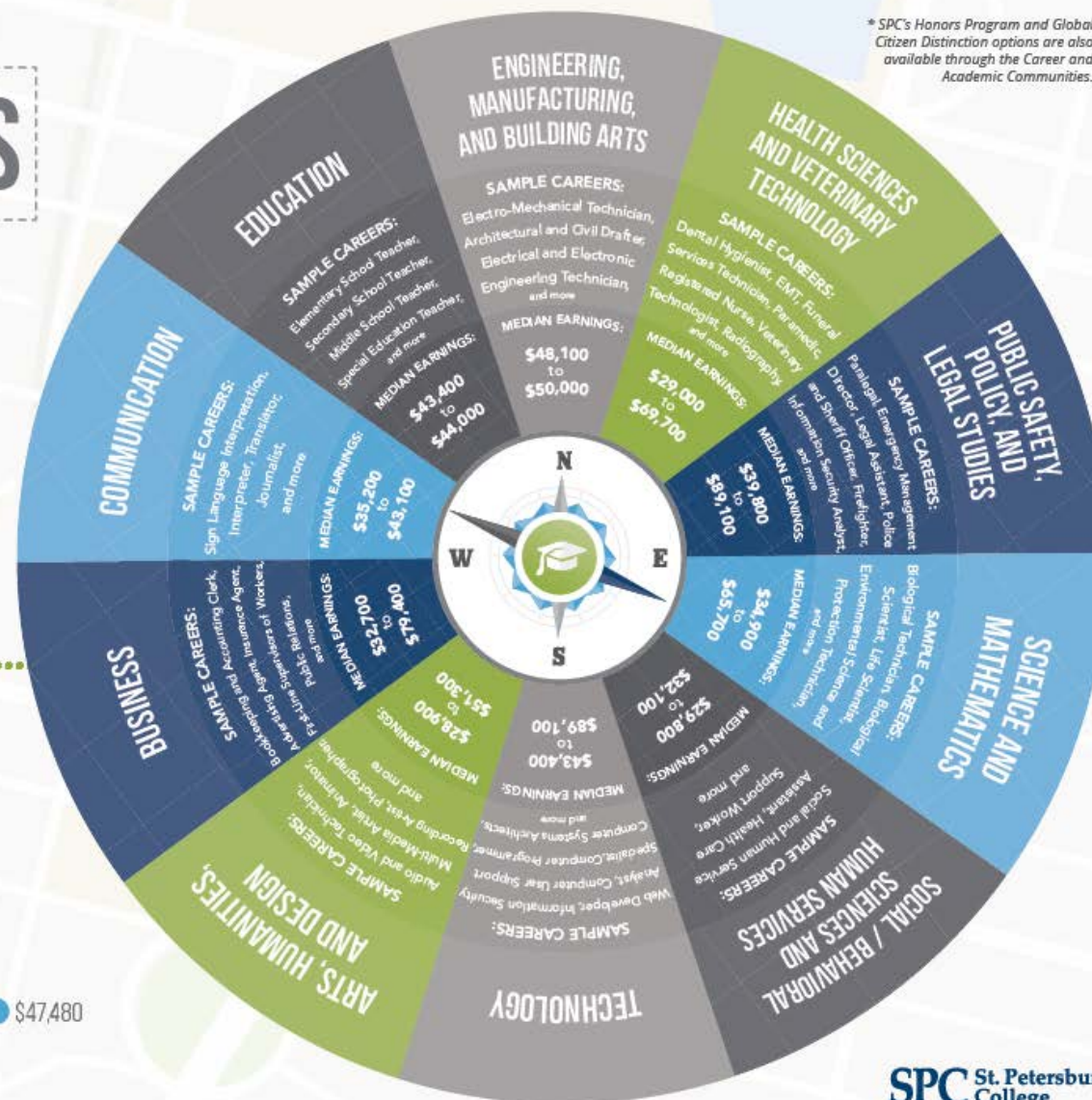
Start your journey today! Choose from one of the ten career and academic communities to see what opportunities await after you graduate. Take the first step now by going to spcollege.edu

CHART YOUR PATH BUILD YOUR FUTURE

MEDIAN FIRST-YEAR EARNINGS (AFTER GRADUATION)



ALL FLORIDA PUBLIC COLLEGES
ST. PETERSBURG COLLEGE



*SPC's Honors Program and Global Citizen Distinction options are also available through the Career and Academic Communities.

SPC St. Petersburg College

Contra Costa AEBG Business Pathways

Community College

Degrees/
Transfer

Business Administration CCC, DVC, LMC	Accounting DVC, LMC	Office Administration LMC	Business Management LMC	Business Office Technology LMC
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Certificates of
Achievement

Business Mktg 24/36 units DVC	Management & Leadership Studies 24/36 units DVC	Office Professional 29/43.5 units DVC	Small Business Management 24/36 units DVC	Business Mngmt 19.5/29.3 units CCC	Adv Gen Business 24/36 units DVC
Accounting/Adv Accounting 23/35, 28/42 CCC, DVC	Office Administration 24/36 units LMC	Retail Mngmnt 31/47 units DVC	Small Business Operations 24/36 units LMC	Business Administration 28/42 units CCC	Accounting Tech 18/27 units CCC

Low Unit/Entry
Level Certificates

Business Essentials - 7/10.5 units DVC	Office Professional Essentials - 9/13.5 DVC	Bookkeeping - 12/18 units DVC	Business Info Worker - 12/18 units CCC/DVC/LMC
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Common/Hinge
Courses

K12 Adult Schools

Certificates

Administrative Assistant Ma, Mt	Accounting/ Bookkeeping An, Li, Mt, Pi	Customer Service Li, Ma, Mt	MOS-Microsoft Office Certification Li, Ma, Mt, (WCC)
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Courses

Small Business, Records Management, Proofreading/Editing, Ten-Key, Business Communications, Web Communications, Quickbooks, Real Estate, Paralegal

			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	2
				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

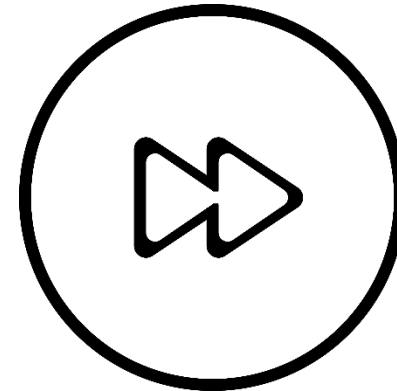
Which courses offered in noncredit programs meet the requirements for specific pathways within a metamajor?

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

Lorain County Community College

Be Creative.....

Explore how credit for prior learning and articulation agreements can be used to advance noncredit and adult ed students into advanced courses within a metamajor



1. Accelerate and Contextualize

Clarify How Noncredit and Adult Education Align with AB705 Implementation

Identify the types of math and English skills that are emphasized in noncredit and adult ed programs

Discuss articulation agreements to support success in transfer-level coursework



Look at your Course Sequencing for Opportunities to Accelerate or Contextualize

A Student Who Completed New EFL Level	Is Ready for CAI Level
Level 6: High Adult Sec	Transfer Level
Level 5: Low Adult Sec	One Level Below (CAI) (CB21 A-B)
Level 4: High Intermed	
Level 3: Low Intermed	Two Levels Below (CAI) (CB21 A-D)
Level 2: Beginning Basic	Three Levels Below (CAI) (CB21 E)
Level 1: Beg Literacy (with supports)	Four Levels Below (CAI) (CB21 F)

- Experiment with bridge curriculum to accelerate students into transfer level math or English (Quantway, Statway, Reading Apprenticeship)
- Use contextualization of basic skills in association with CTE courses to be sure CTE students are not lost in the CTE ghetto
- Use documented CTE levels to have credit for prior learning discussions with credit faculty



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

— What courses did students take once in college?

Adult Basic Education Students

Topcode	Course Title
150100	English
170100	Mathematics, General
152000	Reading

Adult Secondary Education Students

Topcode	Course Title
150100	English
170100	Mathematics, General
152000	Reading

ESL Students

Topcode	Course Title
170100	Mathematics, General
493086	English as a Second Language-Speaking/Li
493084	English as a Second Language-Writing
493085	English as a Second Language-Reading
150100	English

Sharing Noncredit Expertise

Document Sticking Points in Onboarding and Student Support

- Support colleges in understanding how noncredit and adult ed students currently transition to credit
- Document the procedural requirements that can hamper retention and ongoing enrollment



Share What You've Learned About Providing Ongoing Support

- Document the types of supports that make it possible for students to stay on their path and in school
- Demonstrate how you've leveraged partnerships to provide support when life gets in the way
- Don't be afraid to make the equity issues explicit





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.***

[2016 Inside Higher Ed article on stackable credential study](#)

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



Important Related Efforts

- **Student Success Metrics** are now live on the LaunchBoard
<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>
- State Field Committees **Revising CB21 Course Levels**
- **LaunchBoard Adult Education Pipeline**
www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx
- **AB705 ESL Research Project:** Documenting effective practices related to self guided placement and the alignment between EFL attainment and successful transition into credit coursework

Final Thoughts

**Solving Big Problems is Often a Matter of Solving Smaller
Problems that Get to the Heart of a Bigger Issue**

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