VISION 2030

A Roadmap for California Community Colleges

Recommendations for Vision 2030 Noncredit Metrics: Enhancing Pathways for Adult Learners

Presenters:

Erik Cooper, Ed.D.
Vice Chancellor
Workforce and Research
California Community College
Chancellor's Office

Dulce Delgadillo
Director
Institutional Research and Planning
North Orange Continuing Education

Maryanne Galindo
Academic Senate President
L.A. Mission College

Jesus Rivas
Associate Dean
Research, Planning, and Innovation
San Diego College of Continuing Education

Lisa Mednick Takami, Ed.D.
Special Project Director CC TAP
North Orange Continuing Education

Vision 2030 Noncredit Metrics Subgroup

Madelyn Arballo: Mt. SAC

Erik Cooper: CO

Dulce Delgadillo: NOCE

Jason Makabali: NOCE

Jesus Rivas: SDCCE

Juan Salcedo: SDCCE

Harpreet Uppal: NOCE

Krystal Yeo: Mt. SAC

THANK YOU!

VISION 2030
A Roadmap for California Community Colleges

Who are we talking about?

- Currently adult learners are defined differently, recommendation is to adhere to CA Ed Code

Consistency in language and definitions across all adult education initiatives will be key. 🔑

California Code, Education Code - EDC § 52523

Current as of January 01, 2023 | Updated by FindLaw Staff

Adult education programs, courses, and classes shall not be used to supplant the regular high school curriculum for high school pupils enrolled in adult education. Adult education shall supplement and enrich the high school pupil's educational experiences. Therefore, adult education, at a minimum, shall meet the following criteria:

(a) All programs, courses, and classes conducted as adult education shall be open to adults and listed in the school district's catalog of adult education classes provided to the public and shall be under the supervision and jurisdiction of the adult education administrator as determined by the governing board of the school district. Adults shall have priority over other students for admission to any adult education class if those adults enroll not later than the regular enrollment period for those classes. The enrollment period shall be published in the course catalog.A course required by the school district for high school graduation or necessary for pupils to maintain satisfactory academic progress shall not be offered exclusively through the adult education program. An adult for purposes of this section is a person 18 years of age or older or other person who is not concurrently enrolled in a regular high school program.
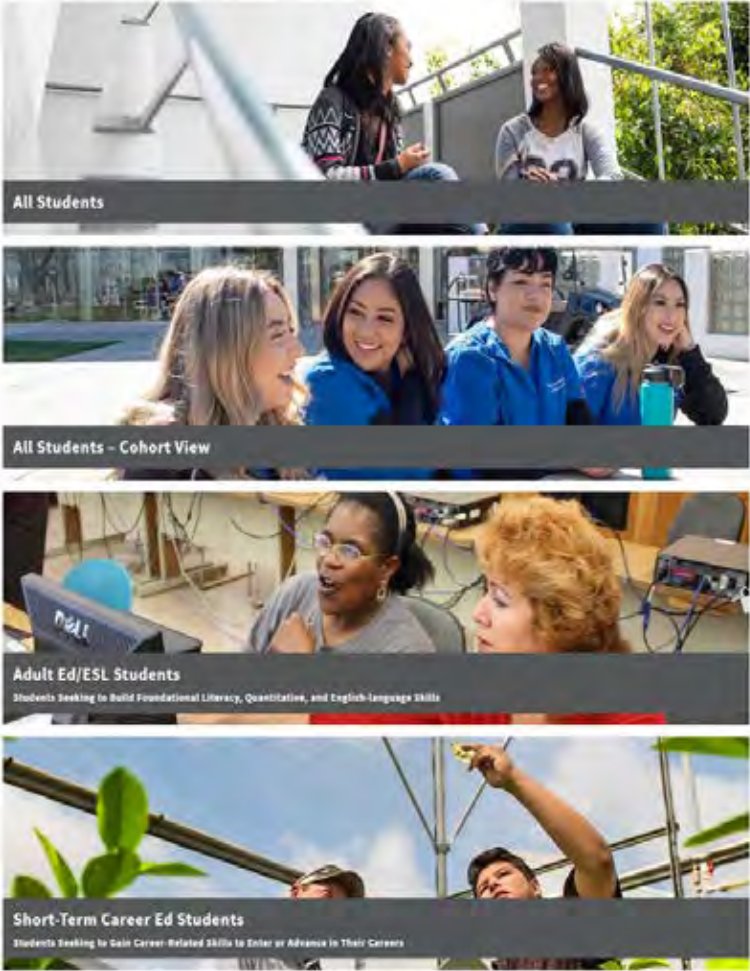
VISION 2030
A Roadmap for California Community Colleges

Current Definitions

- Student Success Metrics currently identifies Adult Education/ESL, Short-Term Career Education/ Degree/Transfer, Undecided/Other, All- "Enrolled" students

- Student types identify student pathways and for our student population of interest, a combination of "Educational Goal" and enrollment patterns are utilized

How can we ensure that data includes all those who are served by noncredit?

VISION 2030

A Roadmap for California Community Colleges

Noncredit programs are implemented in a variety of ways on the ground

Things to Consider for Noncredit Metric Development

Drop policies

Grading policies

Onboarding policies

Assessment policies

Current Noncredit Landscape

Importance of Noncredit Metrics

Noncredit programs within the California Community College system play a critical role in serving adult learners, particularly those who are low-income, justice-involved, recently immigrated, or from historically underserved communities. Table 1 displays the counts of students enrolled in noncredit in the most recent primary term across the California Community Colleges.

Table 1. Fall 2023 Special Population/Group Student Counts for Noncredit Enrollments

Economically Disadvantaged	Long-term Unemployment	Justice-Involved*	First Generation	Having a Low Level of Literacy
41,635	9,947	4,548	68,342	12,141

*Justice-involved count includes 1,279 of formerly incarcerated noncredit enrollment counts and 3,269 incarcerated noncredit enrollment counts.
Source: Data extracted on 7/15/2024 from https://datamart.cccco.edu/Services/Special_Pop_Count.aspx

Noncredit Enrollments Across the System

	2021-2022	2022-2023	2023-2024
Noncredit	191,694	241,398	288,398
Credit	1,645,493	1,686,447	1,824,267
NC%	**11.65%**	**14.31%**	**15.81%**

VISION 2030

A Roadmap for California Community Colleges

A Roadmap for California Community Colleges

Vision 2030 is a collaborative action plan that provides focus, equity, and direction to our community colleges. It guides field practice, removes barriers, fosters policy reform, and supports college implementation. And it responds to technological and environmental changes facing our community while holistically addressing the needs of colleges and students.

Alignment with Vision 2030 Goals

The proposed noncredit metrics support the three primary goals of Vision 2030:

Goal 1: Equity in Success

Ensure the academic and career success of all Californians who are current and prospective California community college students.

Goal 2: Equity in Access

Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California community college.

Goal 3: Equity in Support

Partner with other systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians.

Who was involved in this work?

Vision 2030 Noncredit Workgroup Subgroups:

SUPPORT

Student Support Subgroup
This subgroup focused on student support structures that are currently in place and that are needed to best support noncredit students.

METRICS

Noncredit Metrics Subgroup
This subgroup developed the initial set of noncredit metrics for Vision 2030, gathering feedback from a variety of stakeholders across the noncredit field.

PD

Professional Development Subgroup
This subgroup aimed to design training programs that support the achievement of the Vision 2030 noncredit metrics.

PATHWAYS

Articulation and Pathways Subgroup
This subgroup focused on enhancing noncredit student pathways and articulation opportunities across the CCC system.

Research and Feedback

The workgroup engaged in research and solicited feedback from key stakeholders, including the Academic Senate, the RP Group, the board of The Association of Community and Continuing Education (ACCE), and WestEd. This feedback was crucial for incorporating diverse perspectives and ensuring that the proposed metrics are comprehensive and meaningful. The feedback included reviewing existing noncredit initiatives and aligning the new metrics with these programs to ensure consistency and relevance.

VISION 2030
A Roadmap for California Community Colleges

Vision 2030 Workgroup Timeline

December 2023
- Vision 2030 Noncredit Workgroup launched & workgroups are established.

January 2024
- Presentation to Association of Community and Continuing Education (ACCE) board.

February 2024
- Presented to SMAC (CO); NC Metrics Meeting #1; Vision 2030 NC Meeting #2.

April 2024
- NC Metrics Meeting #2; Vision 2030 NC Meeting #3.

June-July 2024
- Finalize metric recommendations. NC Metrics Meeting #3. RP Group Board meeting for feedback. Vision 2030 NC Meeting #4.

Fall 2024
- Final feedback from ASCCC. Submit final Vision 2030 NC Metrics to CO.

Workgroup Deliverables:
- **Noncredit Metrics Recommendations**

Prepared for
California Community College Chancellor's Office
Arranged by
Vision 2030 Noncredit Metrics Workgroup

Recommendations for Vision 2030 Noncredit Metrics: Enhancing Pathways for Adult Learners

August 2024
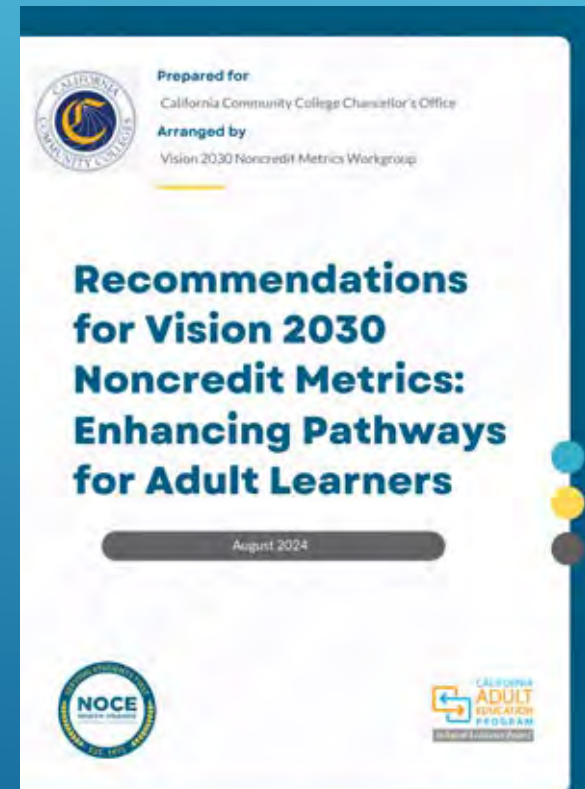
VISION 2030
A Roadmap for California Community Colleges

What does the noncredit student pathway look like?
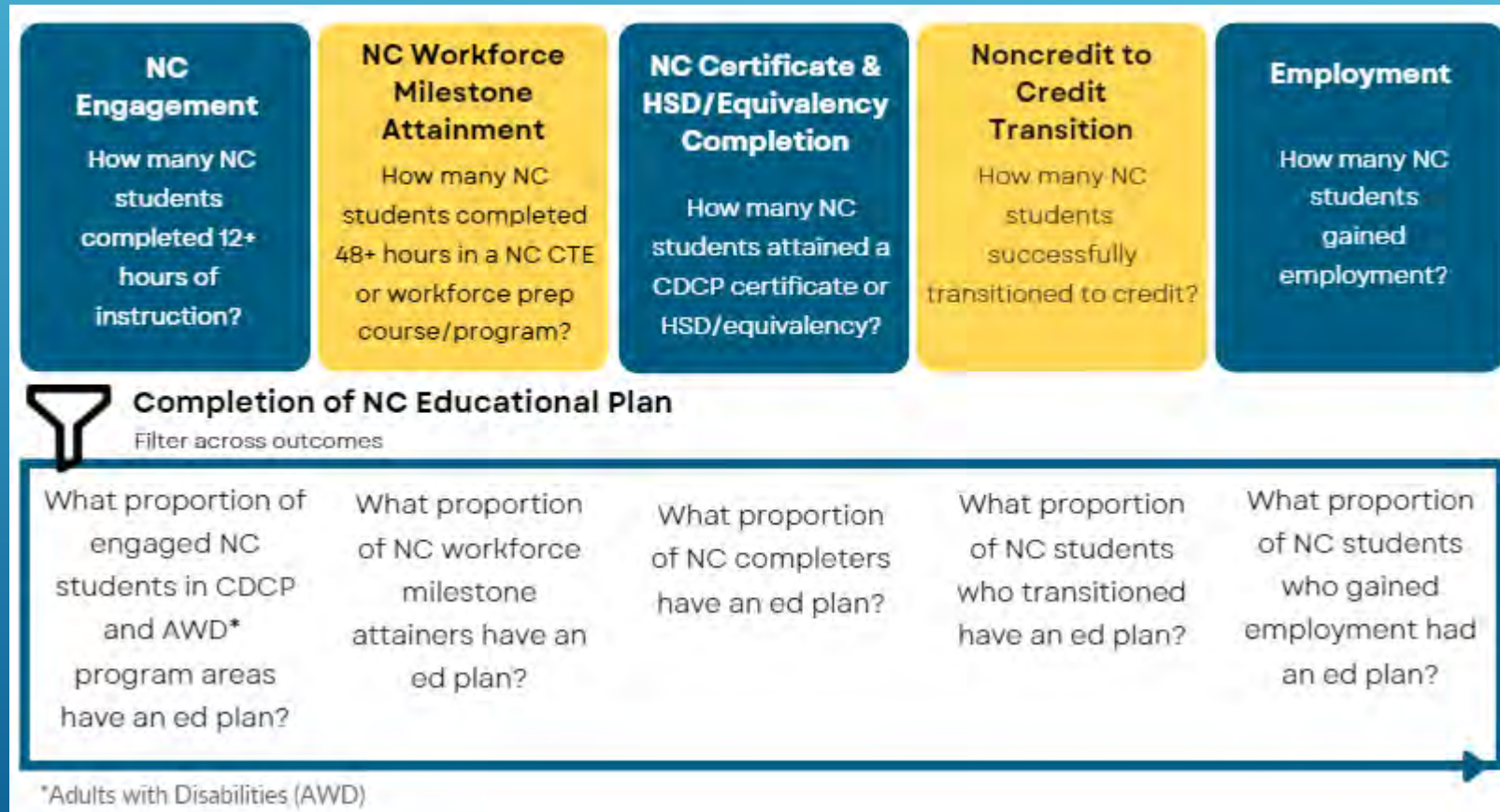
NC Engagement	NC Workforce Milestone Attainment	NC Certificate & HSD/Equivalency Completion	Noncredit to Credit Transition	Employment
How many NC students completed 12+ hours of instruction?	How many NC students completed 48+ hours in a NC CTE or workforce prep course/program?	How many NC students attained a CDCP certificate or HSD/equivalency?	How many NC students successfully transitioned to credit?	How many NC students gained employment?

Completion of NC Educational Plan
Filter across outcomes

What proportion of engaged NC students in CDCP and AWD* program areas have an ed plan?	What proportion of NC workforce milestone attainers have an ed plan?	What proportion of NC completers have an ed plan?	What proportion of NC students who transitioned have an ed plan?	What proportion of NC students who gained employment had an ed plan?

*Adults with Disabilities (AWD)

Metric: Noncredit Engagement

VISION 2030
A Roadmap for California
Community Colleges

Noncredit Engagement

How many NC students completed 12+ hours of instruction?

Noncredit (NC) Engagement is a proposed metric under the Vision 2030 initiative aimed at enhancing the educational outcomes of adult learners within the California Community College (CCC) system. This metric measures the number of students who attended 12 or more hours of instruction in noncredit programs, aligning with similar standards in the California Adult Education Program (CAEP), WIOA II and Strong Workforce initiatives.

Definition

The NC Engagement metric is defined as the count of students who have engaged by attending at least 12 hours of instruction in any noncredit instructional area.

Recommendations

- The 12+ hours threshold aligns with other adult education initiatives, making it a common measure of meaningful engagement.
- Further research is recommended to ensure this threshold is appropriate for all categories of noncredit instruction within the CCC system.
- Initial measurements should focus on the headcount of students meeting this criterion rather than a proportion to establish a baseline for engagement.

Implementation Considerations

- The metric relies on specific MIS elements, such as SX05 and STD7, to accurately capture and report data.
- Professional development will be crucial for understanding the definitions and scope of noncredit engagement to ensure accurate reporting.

Metric: Workforce Milestone Attainment

NC Workforce Milestone Attainment

How many NC students completed 48+ hours in a NC CTE or workforce prep course/program?

NC Workforce Milestone Attainment is a proposed metric intended to measure progress of noncredit students among workforce preparation and career technical education (CTE) courses. Mirroring milestone metrics such as those in the Adult Education and Strong Workforce Programs, this metric measures the number of students who complete or achieve 48 or more hours of instruction in a noncredit CTE or workforce preparation course.

Definition

The NC Workforce Milestone Attainment metric is defined as the count of students who have completed or achieved 48+ hours of instruction of a NC CTE or workforce preparation course.

Numerator:
Students who completed or achieved 48+ hours of a NC CTE or workforce prep course in the selected year.

Denominator:
Students who enrolled in CTE or workforce prep courses in the selected year with 12+ hours.

Recommendations

- The completion of 48+ hours of instruction or completion of the course threshold aligns with other progress milestones for adult education initiatives.
- Further research to better understand how noncredit programs across the CCC system assign noncredit grades or completions and capture noncredit enrollment attendance hours will be critical in ensuring this metric is reflective of the noncredit student experience.
- This metric will serve as a meaningful indicator to measure noncredit student progression toward completing a certificate or attaining a skill set.

Implementation Considerations

- The metric relies on specific MIS elements, such as CB03 , SX04, and SX05, to accurately capture and report data.
- Professional development trainings that specifically focus on course coding and course completion indicators will be important to capture accurate data.

Metric: NC Certificate & HSD/Equivalency Completion

NC Certificate & HSD/Equivalency Completion

How many NC students attained a CDCP certificate or HSD/equivalency?

Noncredit (NC) Certificate & HSD/Equivalency Completion is a proposed metric designed to measure the effectiveness of noncredit programs in helping students achieve their educational goal within the California Community College (CCC) system. This metric focuses on the number of noncredit Career Development and College Preparation (CDCP) certificates and high school diplomas/equivalency certificates awarded to students.

Definition

The NC Certificate & HSD/Equivalency Completion metric is defined by the count of CDCP certificates and high school diplomas awarded, aligning with the standards of other adult education initiatives.

Numerator:
Students who received a CDCP certificate and/or HSD/equivalency in the selected year or subsequent year.

Denominator:
Students who enrolled in CDCP courses in the selected year with 12+ hours.

Recommendations

- Ensure institutions are accurately reporting high school diplomas (HSDs) in MIS element SP02.
- Utilize the AA02 Adult Assessment file to track and report completions.

Implementation Considerations

- Institutions need to ensure awards are coded correctly for accurate reporting of all noncredit certificates and diplomas.

VISION 2030
A Roadmap for California Community Colleges

Metric: Noncredit to Credit Transition

Noncredit to Credit Transition

How many NC students successfully transitioned to credit?

Noncredit (NC) Transition is a proposed metric aimed at tracking the progression of noncredit students as they transition to credit coursework within the California Community College (CCC) system. This metric is crucial for understanding the effectiveness of noncredit programs in preparing students for higher educational opportunities and career advancement.

Definition

The **NC Transition metric** is defined by the number of noncredit students who successfully enrolled in a credit program for the first time after attending a NC program within a six-year timeframe.

Numerator:
Enrollment for the first time ever within a six-year timeframe in any credit program.

Denominator:
All students enrolled in a given NC category, with 12+ hours of instruction, during a primary term with an intent to transition.

Recommendations

- Potentially look at three variables to determine intent to transition: educational goal, enrollment patterns, and/or highest level of education.
- Examine all students who transition, not just those who completely exit noncredit programming.
- Analyze this metric over a six-year timeframe, in a cohort model, to capture long-term transitions. Further explore appropriate timeframes for this metrics, potentially exploring two-year, four-year, and six-year models.

Implementation Considerations

- This metric involves MIS element CB22 to ensure accurate data reporting across all institutions.

VISION 2030
A Roadmap for California Community Colleges

Metric: Employment

Employment

How many NC students gained employment?

Noncredit (NC) Employment is a proposed metric designed to measure the employment outcomes of noncredit students within the California Community College (CCC) system. This metric tracks the number of noncredit students who successfully gain employment to provide insight into the effectiveness of noncredit programs to enhance workplace readiness and job placement.

Definition

The **NC Employment metric** is defined by the number of noncredit students who are employed. Students who enrolled in CDCP courses within a selected year with 12+ hours of instruction will be considered for this outcome.

Numerator:
Students who are employed.

Denominator:
Students who enrolled in CDCP courses in the selected year with 12+ hours of instruction.

Recommendations

- Further discussion is needed to determine the appropriate timeframe for this metric, with a current focus on reviewing employment data during the second and fourth quarters. These refer to specific time periods within the calendar year used to measure and track the success of job placement efforts.
- Expand the scope beyond just exiters (those who have completely left the CCC system) to include all noncredit students, regardless of exiting noncredit programming.

Implementation Considerations

- Given that many noncredit programs do not use CCCApply and do not regularly collect Social Security Numbers (SSNs), data tracking efforts to gather employment outcomes effectively for noncredit students must be considered.

Noncredit Student Services

VISION 2030
A Roadmap for California Community Colleges

Additional Recommendations

1 **Development of granular metrics for each noncredit program area**

There is a need to develop more granular metrics for each noncredit program area. By creating detailed and specific measures, we can better understand and evaluate the unique aspects and outcomes of each noncredit program.

2 **Disaggregation of NC data by disability status, gender, and race/ethnicity**

This approach will help identify and address any disparities or specific needs among different student populations, extending a more inclusive and equitable educational environment for CCC noncredit students.

3 **Inclusion of NC course and program completion in eTranscript CA**

This integration will provide a more complete academic record for students, recognizing their achievements in noncredit programs and facilitating smoother transitions to credit programs or employment opportunities.

4 **Two-tiered approach to professional development and technical support to better understand NC data**

By providing both general trainings and specialized support for noncredit programs, PD will focus on both offering a foundational understanding to ensure a unified approach, while addressing local challenges for accurate reporting.

What's next for noncredit programs?

Address CCCApply gap to capture all NC students

Strengthen NC student services infrastructure for service delivery and data collection

Provide guidance on noncredit grading best practices and policies

Next Steps for Implementing Noncredit Metrics

Step 1 – Student Metrics Advisory Committee Review (9/27)
Step 2 – Operationalize Definitions (In progress)
Step 3 – Demonstrate metrics and collect feedback
Step 4 – Refine
Step 5 – Integrate metrics into reports and dashboards

VISION 2030
A Roadmap for California Community Colleges

What's Next for Noncredit Metrics Professional Development?
Training & Technical Assistance Subgroup

Maryanne Galindo, Academic Senate President, L.A. Mission College; ACCE Board

Frank Gerdeman, Director Adult Education, Lake Tahoe Community College

Marlyn Garcia, Director Adult Education, Santa Rosa Junior College

Dr. Carlos Guerrero, Faculty, L.A. City College, Chair Noncredit Committee, Academic Senate California Community Colleges

Don Daves-Rougeaux, Senior Advisor to the Chancellor, CCCCO, Co-Chair

Dr. Lisa Mednick Takami, Special Project Director, CC TAP, NOCE, Co-Chair

VISION 2030
A Roadmap for California Community Colleges

Professional Development Framework Considerations

Differentiate clear language, intent and delivery modalities for:

Technical Assistance	Information Sessions	Workshops	Training	Professional Development
• Providing ongoing support • A continuous process	• Webinars • 1-2 hours • Digestible content	• Small campus groups • Focused on long-term sustainable skills • 3 hours	• Large campus groups • Focused on immediate application • 3+ hours	• "Deep dives" • Identification of key influencers • Long-term coaching and capacity building

Consider Economies of Scale:
- Assess level of college readiness
- Tailor appropriate strategy to build site-specific capacity with relevant PD plans (e.g. train-the-trainer)
- Delivery: Tap into and leverage system partners to cross pollinate and scale up training options:
  ➤ CCTAP, ACCE, ASCCC, FACC
  ➤ CCCAOE, COAB, OTAN, CIWEA

Questions

Contact Information:

Erik Cooper, Ed.D.
ecooper@cccco.edu
CCCCO

Dulce Delgadillo
ddelgadillo@noce.edu
NOCE

Maryanne Galindo
galindm@lamission.edu
L.A. Mission College

Jesus Rivas
jrivas@sdccd.edu
SDCCE

Lisa Mednick Takami, Ed.D
lmednick@noce.edu
NOCE