ESG | Education Strategy Group

Strategies and Resources to Align Noncredit and Credit Programs
TACC Pre-Institute Workshop

Annie Phillips, Associate Director
Christine Barrow, Director
Brett Visger, Senior Director

November 3, 2021

Agenda & Goals

Agenda

- Welcome and Introductions
- A More Unified Community College
- Size Matters
- Activity Report Out
- Team Time: Starting Points & Next Steps
- Report Out & Closing

Goals

- ✓ Institutional leaders will receive expert resources, guidance and clear steps on how to create stronger and more seamless pathways across non-credit and credit programs

- ✓ Institutional leaders will apply that guidance to identify steps, stakeholders, priority programs, and solutions to anticipated challenges toward achieving alignment across non-credit and credit programs.

ESG

"

Only when your intent and actions are in alignment can you create the reality you desire.

Steve Maraboli
Veteran, Author, Behavioral Scientist

ESG

A More Unified Community College

Contributors to the Study

Achieving the Dream
Aspen Institute, College Excellence Program
Association of Community College Trustees
Austin Community College, TX
Blue Ridge Community College, NC
Brookings Institute
California Community Colleges
Capital One Foundation
City University of New York
Community College Research Center
Council for Adult and Experiential Learning
Cuyahoga Community College, OH
Dallas College, TX
Delgado Community College, LA
Florida Department of Education
Georgetown University, Center for Education and the Workforce
Harford Community College, MD
HCM Strategists
Hostos Community College, NY
Ivy Tech Community College, IN
Kentucky Community and Technical College System

Kirkwood Community College, IA
Lane Community College, OR
Louisiana Community and Technical College System
Monroe Community College, NY
National Council of Workforce Education
North Carolina Community College System
North Central State College, OH
Ohio Department of Higher Education
Prince George's Community College, MD
Rand Corporation
Rural Community College Alliance
Rutgers University, Education and Employment Resource Center
Salt Lake Community College, UT
Sinclair Community College, OH
Tennessee Colleges of Applied Technology
Urban Institute
Virginia Community College System
Washington State Board for Community and Technical Colleges
White Mountains Community College, NH
Yavapi Community College, AZ

A Note on Language

Non-credit programs: Industry-focused technical training programs that lead to a certificate or certification of value.

Degree programs: Programs leading to an associate's or applied associate's degree regardless of whether the credits are offered through non-credit or academic departments. This is inclusive of standalone credit-bearing workforce credentials nested within degree programs.

Pathways: Having a clear route with identified steps from one program to the next.

ESG

The Rationale

ESG

Community colleges are facing new challenges and opportunities

Enrollment	Persistence	Long-term Unemployed
9.5%⬇	**3.5 p.p.⬇**	**2.7 M**
one-year decline in enrollment at community colleges in spring 2021.	decline in overall persistence between fall 2019 and fall 2020 at U.S. community colleges	Americans have been jobless for 27+ and in need of upskilling.
Source: National Student Clearinghouse (June 2021)	*Source: National Student Clearinghouse (July 2021)*	*Source: Bureau of Labor Statistics (Sept. 2021)*

ESG

A postsecondary credential remains a must-have currency

Over the next ten years, there is zero or negative job growth projected for those with a high school diploma or less

Projected Job Growth by Educational Attainment
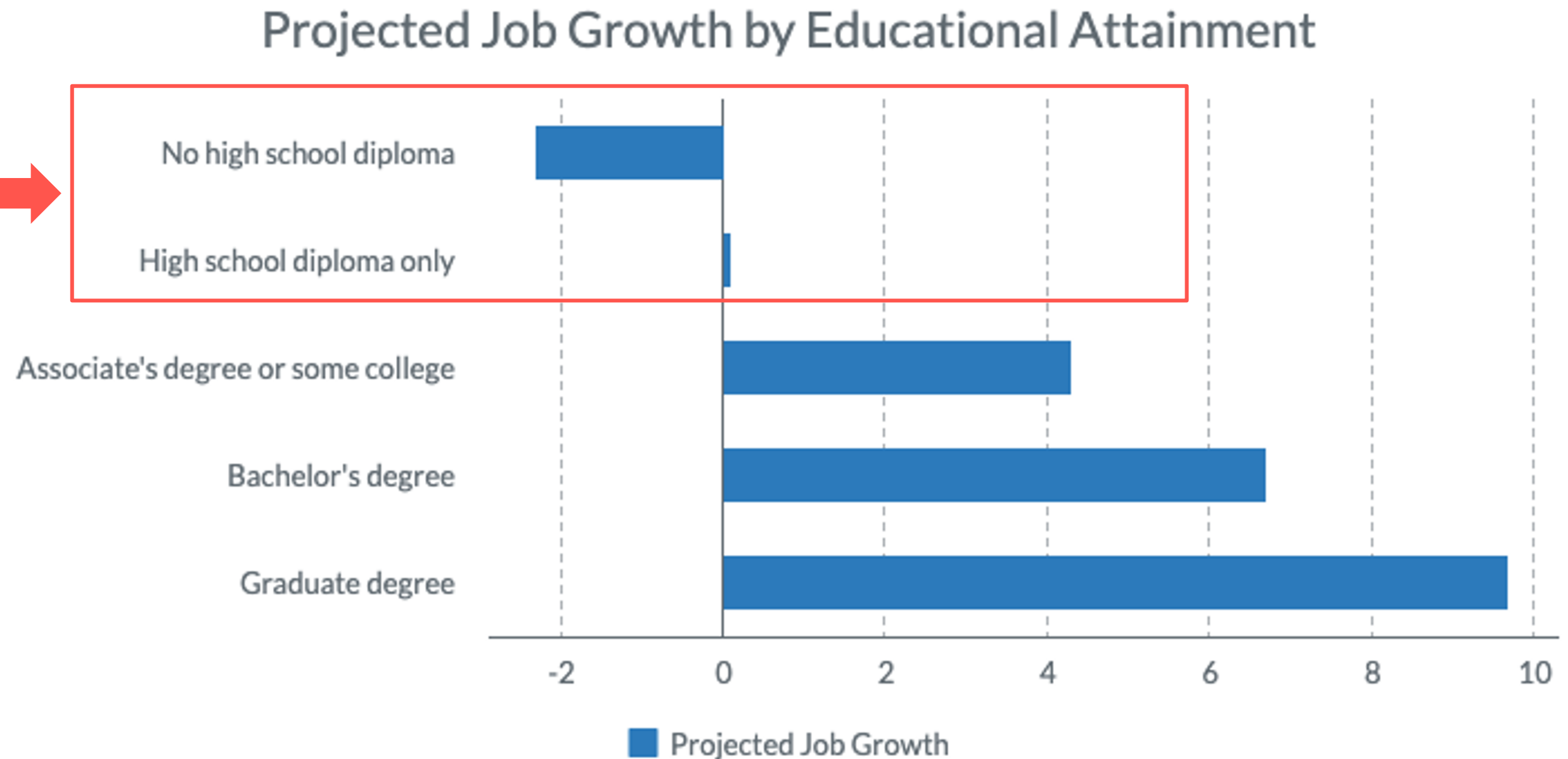
Source: Bureau of Labor Statistics via The New York Times (February 2021)

ESG

Not all credentials are created equal...

While 58% of Associate's degree holders recoup their cost in 5 years or less, **less than half of certificate holders receive any ROI at all**

## Type of Institution: Years to Recoup Net Cost by Type of College Program

Years	Students					Total
	0-5	5-10	10-20	20+	NO ROI	
Bachelor's	751,021 (51%)	351,548 (24%)	186,030 (13%)	115,823 (8%)	79,422 (5%)	1,483,844 (100%)
Associate's	209,444 (58%)	33,813 (9%)	20,583 (6%)	20,914 (6%)	76,627 (21%)	361,381 (100%)
Certificate	125,470 (34%)	20,666 (6%)	10,592 (3%)	19,121 (5%)	197,277 (53%)	373,126 (100%)

Source: Author's calculations using US Department of Education's College Scorecard data.

THIRD WAY

ESG

Evidence suggests stacking from a certificate to a degree is inequitable

Percentage of First-Time Certificate-Earners Who Stacked One or More Additional Credentials Within Two Years, by Field and Race/Ethnicity
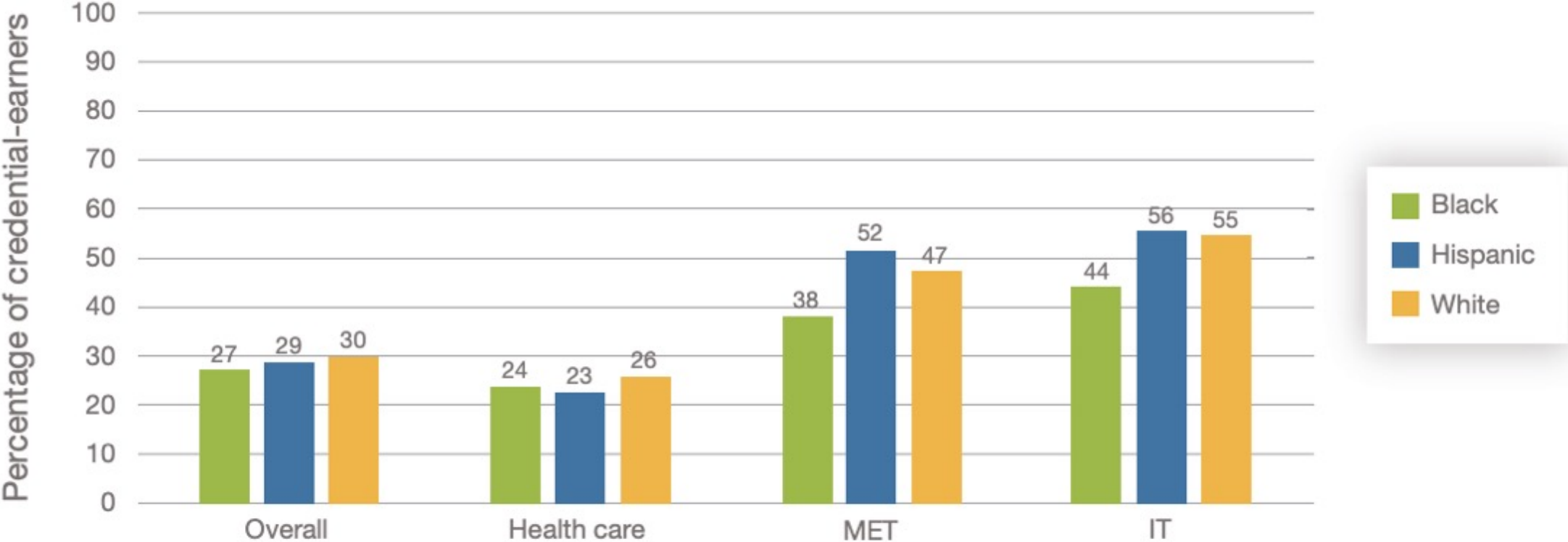
SOURCE: Author calculations based on HEI and OTC data in the Ohio Longitudinal Data Archive.

NOTE: The figure presents the percentage of individuals who earned an initial certificate in each of the three fields and overall (three fields combined) between 2005 and 2013 and then earned one or more additional credentials within two years. We display the results for three race/ethnicity groups (black, Hispanic, and white). Calculations are based on the following numbers of first-time certificate-earners, by field and race/ethnicity: 2,604 (health care, black), 551 (health care, Hispanic), 23,424 (health care, white), 605 (MET, black), 130 (MET, Hispanic), 5,030 (MET, white), 186 (IT, black), 36 (IT, Hispanic), and 1,616 (IT, white).

Source: RAND Corporation

Despite being represented at higher percentages among certificate-earners relative to degree-earners, Black students were less likely to stack additional credentials relative to white students.

ESG

The division between non-credit & credit **is severe** and **obstructs pathways**.

Differences

Results

Programmatic Differences

- Structure ⟶
- Credit Designation ⟶
- Value Determination ⟶

Duplication

Stakeholder Differences

- Students/Student Experiences ⟶
- Faculty & Staff ⟶

Real & Perceived Stratification

Operational Differences

- Funding & Financial Aid ⟶
- Student Services ⟶
- Technology ⟶

Inefficiencies

A New Framework for Alignment

ESG

A New Framework for Alignment & Integration

1 TREAT ALL STUDENTS AS STUDENTS

2 BUILD PATHWAYS BETWEEN NON-CREDIT & CREDIT CREDENTIALS

3 ALIGN DEPARTMENTS & GOVERNANCE

4 MAKE PROGRAMS CREDIT-WORTHY OR CREDIT-BASED

5 REMOVE BARRIERS TO TRANSITION

Starting Points to Implement the New Framework

Starting Point #1: Remove the Structural Divide

Approach
Create a new or merged division to encompass non-credit and credit departments. Facilitate pathway development and student progression between non-credit certificate and degree programs. Act as one unit through coordination, communication, and collaboration.

Tools
Focus on the policies, procedures, systems, software, job descriptions, administrative functions, and supporting infrastructure required to align non-credit and credit departments.

Tips
Transformational leadership is essential to guide change.

ESG

Starting Point #1 : Remove the Structural Divide

Case Study: The Division of Teaching, Learning, and Student Success

- In 2018, Prince George's Community College (PGCC) created a new division called Teaching, Learning, and Student Success. The *Teaching, Learning, and Student Success* division brought together credit programs, non-credit programs, and student services.
- Guided pathways provided the initial impetus for alignment, while the prioritization of agility in the marketplace drove a deeper and broader approach to alignment efforts.
- PGCC had to address policy and operations at all levels to effect this alignment, which has been an enormous undertaking. The effort included examining how they collect data, how they register students, and how they structure position descriptions to incorporate alignment.

Other Institutional & System Examples

- Louisiana Community & Technical College System, LA

- Austin Community College, TX

- Harford Community College, MD

Starting Point #2 : Developing Bridge Tools to Award Credit

Approach
Bridge tools are used to award credit for learning in industry-focused non-credit programs when students transition into credit programs. Non-credit and credit departments may retain their organizational distinctions.

Tools
Bridge tools include equivalency agreements, articulation agreements, competency-based education (CBE), credit by exam or other PLA, or credit matrices.

Tip
Select the bridge tool(s) that will make the transition process between non-credit and credit programs and credit awarding process as automatic as possible, without additional requirements placed on students.

ESG

Starting Point #2: Developing Bridge Tools to Award Credit

Case Study: Competency-based education and equivalency agreements

Salt Lake Community College

- From 2014-16, the School of Applied Technology and Technology Specialties moved 20 non-credit clock hour programs to a competency-based education (CBE) model in response to funded legislation that required affordable and flexible open terms to better
- The president empowered the administration to meet with faculty to begin developing pathways.
- The college developed internal equivalency agreements to grant credit for competencies, rather than courses.
- Equivalency agreements pertained to a full CBE program and required students to complete the CBE program in order to be eligible for credit.
- An institutional promise program covers any financial aid gap for students who transition.

Other Institutional & System Examples

- Gold-standard articulation agreements, **Florida Department of Education**

- Certification crosswalk & stackable credentials, **Ivy Tech Community College**

- Credit for prior learning, **Virginia Community College System**

ESG

Starting Point #3: Make Industry-Focused Programs Credit-Based

Approach
The majority of industry-focused non-credit programs pursue accreditation to become credit-bearing and automatically count toward an associate's degree.

Tools
Follow the accreditation process. Align curriculum and learning objectives and outcomes between workforce (formerly non-credit) programs and degree programs.

Key
Have a "myth buster" or "accreditation guru" on the planning team to address questions and concerns over changes related to programs becoming credit-based.

ESG

Starting Point #3: Make Non-credit Programs Credit-Based

Case Study: Making non-credit programs credit-based

- When Keith Bird was appointed as chancellor of KCTCS in 1999, he made it a priority to develop a process to award credit for non-credit programs.
- Making non-credit workforce programs credit-bearing would also better align with state funding, which flowed more directly into credit-based programs.
- The system assigned a team of faculty and staff from workforce and academic programs to develop a common language definition and process guide to manage the transition to credit programming; faculty members in academic programs who taught workforce courses helped facilitate the change, as these faculty knew the content and quality of workforce offerings were the same as academic programs, simply taught in a different format.
- Now, when new training offerings are developed, faculty make a credit recommendation based on competencies already approved and can quickly gain credit approval.

Other Institutional & System Examples

- Credit-based offerings for rural colleges, **Rural Community College Alliance**

Starting Point #4: Reorient for Demand-Driven Pathways

Approach
Design new aligned pathways for current and emerging industry demand. Some structural silos may remain. Pathways from non-credit programs are built into new programs and credential offerings.

Tools
External drivers, rather than internal organization, determine pathways.

Tips
Be adaptive, data-infused, and partnership-based.

ESG

Starting Point #4: Reorient for Demand-Driven Pathways

Case Study: Re-envisioning workforce development

- In 2011, Monroe Community College (MCC) created the Economic and Workforce Development Center (EWDC) to reach more students across the region, better prepare students for employment, and create pathways toward degrees.
- Leadership reoriented the division around strategic grants development, labor market analysis, employer engagement, and flexible non-credit to credit offerings.
- Within the EWDC, non-credit and credit programs are managed separately, though students from both types of programs share courses and faculty may teach both types of courses.
- The EWDC provides a high-touch, case management approach to supporting students, which makes the next step on the pathway clear.

Other Institutional & System Examples

- Centers for excellence, **Cuyahoga Community College**

- Labor market intelligence office, **Dallas College**

Questions?

ESG

Size Matters

Opportunities & Challenges

- Discuss how institution size impacts alignment of non-credit and credit programs

- Identify 2 challenges and 2 opportunities

- Enter challenges and opportunities at https://forms.gle/oA25a9Gv1K9jqPyS8

- 30 minutes

- Will inform Team Time conversation

ESG

Size Matters

Report Out

Team Time

Starting Points and Next Steps

- Starting points based on unique context and strengths of your institution?

- Additional stakeholders for planning and implementation?

- Priority programs to align (quick wins)?

- How to leverage opportunities and address challenges associated with size?

- Identify 2-4 action steps and at least one solution for a challenge

- 90 minutes, *including lunch*

ESG

Report Out & Closing

Creating Connections

- Sharing
  - Action steps
  - Solutions

- Institute: Onboarding Reimagined
- Equity
- Enrollment
- Completion

ESG

THANK YOU!

Contact us:

Christine Barrow, cbarrow@edstrategy.org
Annie Phillips, aphillips@edstrategy.org
Brett Visger, bvisger@edstrategy.org

ESG