The background features a dark blue and black color scheme with abstract geometric patterns. A prominent white line graph with four data points is visible on the left side. The data points are connected by a white line, and the points themselves are white circles with a yellow-orange glow. The background also contains faint, semi-transparent grid lines and data points, including the number '289.33' appearing twice in a light blue font. The overall aesthetic is modern and technological.

BRIDGING THE GAP BETWEEN CONTINUING EDUCATION AND ACADEMIC PROGRAMS TO REVOLUTIONIZE COMMUNITY COLLEGES

- DR. LAURA MARMOLEJO, ASSOCIATE DEAN

My Background

- BS & MS Engineering
- Doctorate in Education
- 10 Years engineering
- 5 years Full-time Faculty
- 6 Years Continuing Education

SAW THE NEED

- Department Chair
- Associate Dean



[This Photo](#) by Unknown Author
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AGENDA

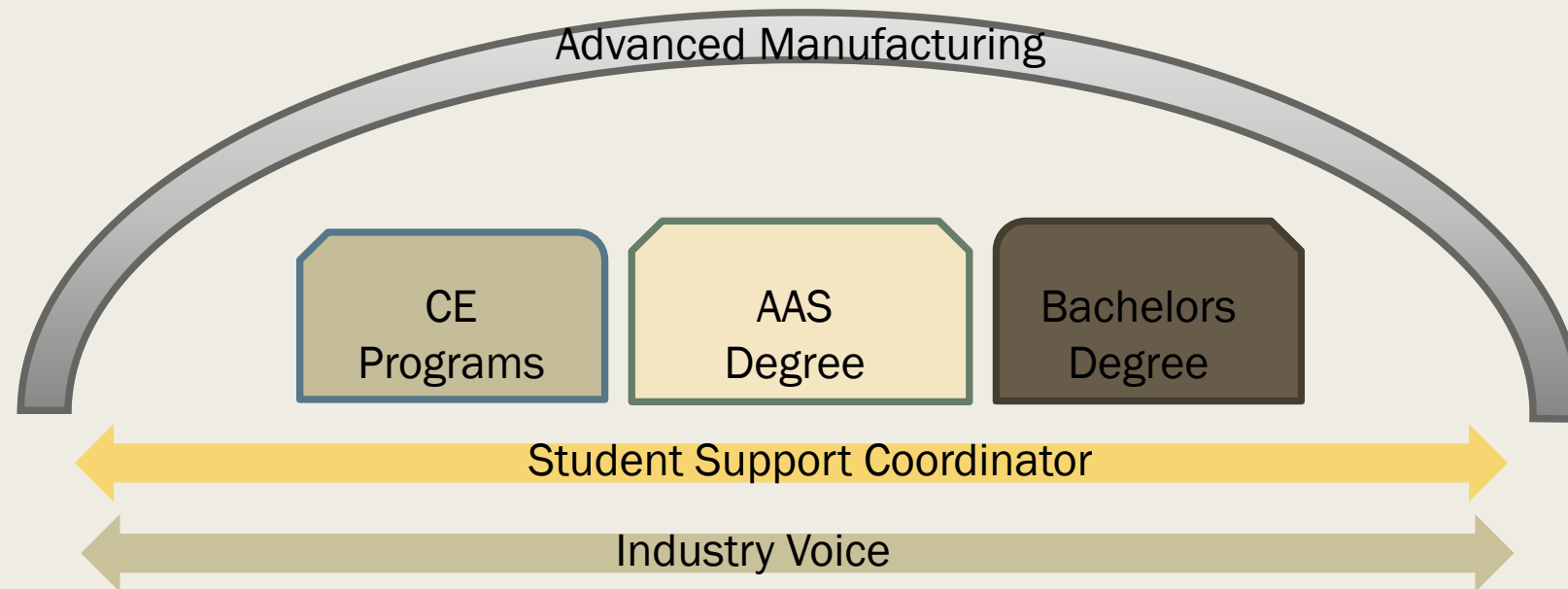
- Current Workforce Demands
- The Redesigned Framework
- Achieving Stackable Credentials
- Career Pathways Success Story
- Barrier between Continuing Education and Academic Programs
- Building Relationships with local industries
- Impact on Academic programs
- Student enrollment data
- Challenges and solutions
- Future opportunities
- Conclusion

Current Workforce Demands

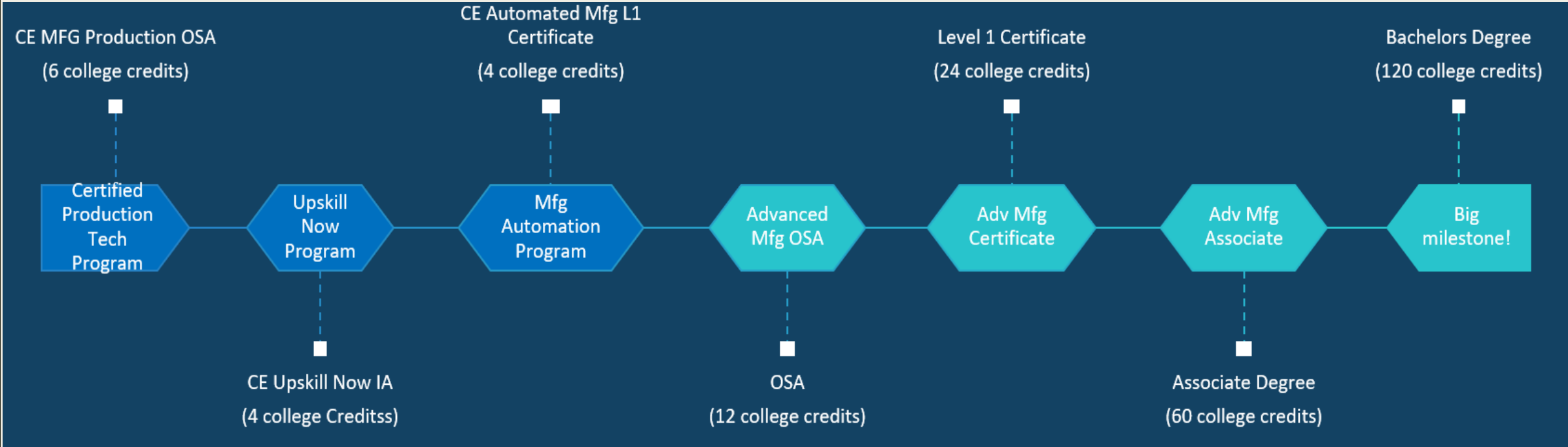
(why are we talking about this?)

- The current workforce landscape demands innovative solutions to address the requirements of local industries while simultaneously offering employment opportunities to students.
- This presentation illustrates how dismantling the barriers between continuing education and academic programs can result in a more robust career pathway for a broader spectrum of students.
- This redesigned framework has established stackable credentials that span from an 8-week employment training program to the attainment of a bachelor's degree

The Redesigned Framework at Austin Community College



Achieving Stackable Credentials



Career Pathway Success Story

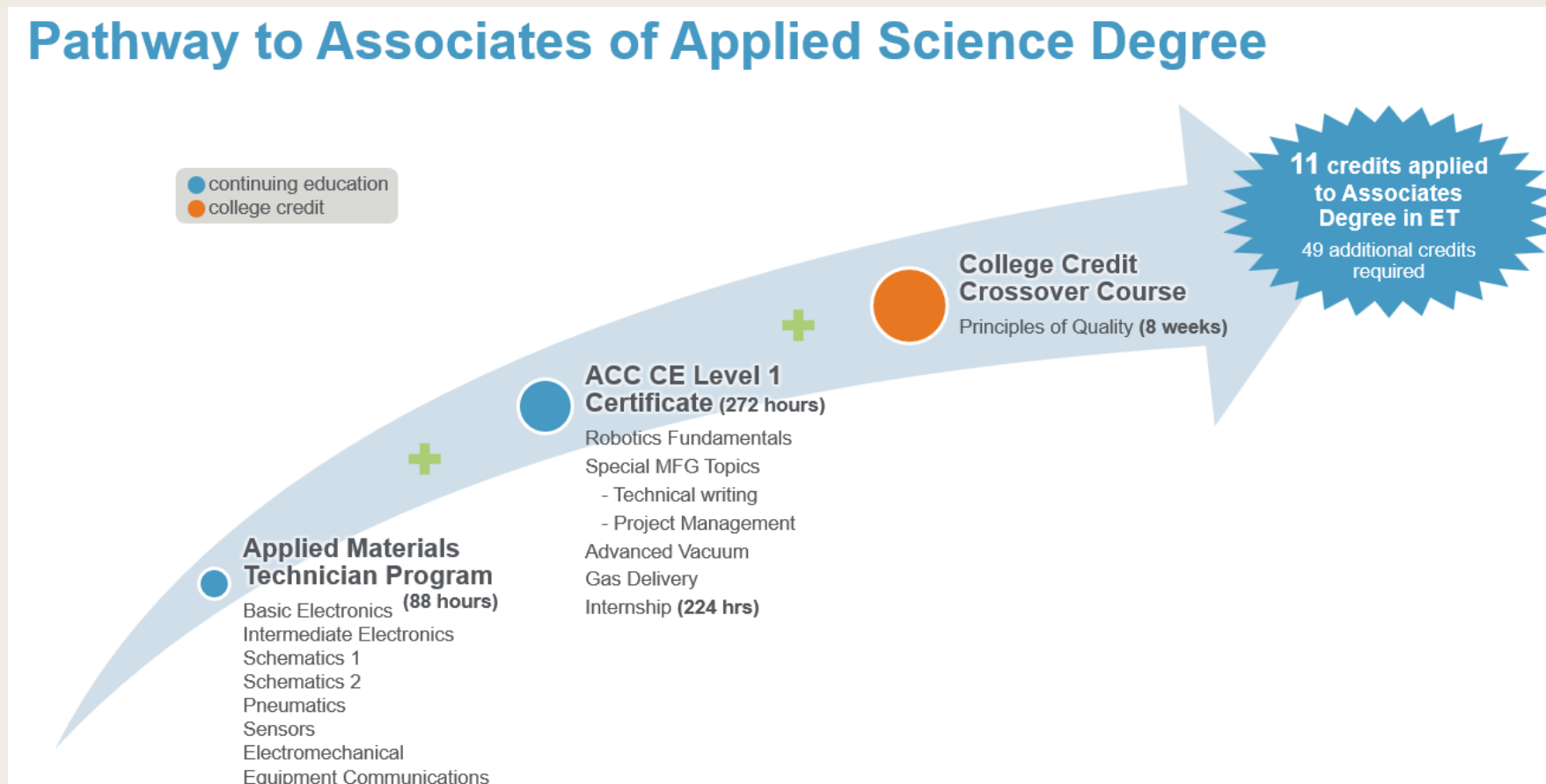
<https://www.youtube.com/watch?v=HdvO3I4mGY4>

Jared Franco
Certified Production Technician Program



Case Study

- In 2019, Company X began using ACC as a training provider for a customized technician training program developed
- By 2020, the company developed an employee training program with ACC that would launch a student towards an Associate degree



Case Study

- Currently, the company continues to use ACC as an internal training provider and has doubled its course requests
- Last year we awarded 13 CE Level 1 Certificates. This year we awarded 42

Partnership!



- This year, the company also started an DOL registered apprenticeship in partnership with ACC. We currently have 10 Students enrolled in our Advanced Manufacturing degree program and they plan to add 10 more students next year.

The image features two large, thick black L-shaped brackets. One is positioned in the top-left corner, and the other is in the bottom-right corner. They are oriented towards each other, framing the central text.

HOW TO BEGIN

Establish the Vision

- Since 2008, many industries eliminated internal training.
- However, technology has continued to advance and change the skillset needed in the work place
- Community colleges are perfectly positioned to address this gap
- We all have an aligned interest to solve the problem
 - *Industry needs skilled workers more than ever*
 - *The community college can fill the skills gap that has developed in manufacturing*
 - *Students need jobs that provide a living wage with growth potential*

Understand the Internal Barriers

Common perceptions:

- Continuing education serves those who cant handle academic rigor
- Non-Credit students don't want to go to college

College Barriers

- A working relationship between workforce areas do not typically exist
- College operations do not always work the same for credit and non-credit areas
- Metrics are not the same

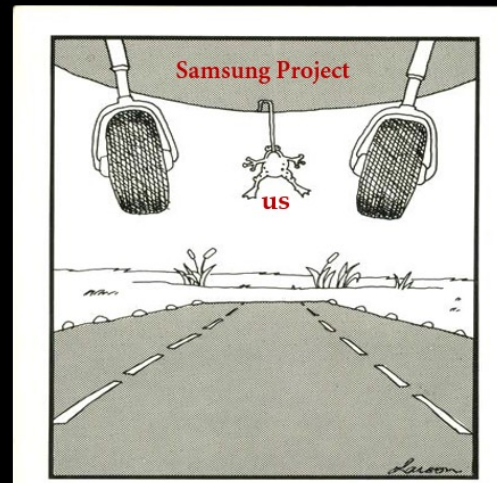
Building Industry Relationships

Where to begin?

- Major Corporate Companies in advanced manufacturing
 - *Started with Samsung Austin Semiconductor who was a major employer in the central Texas region.*
 - *Built a technical Curriculum with them of over 30 short courses*
 - *Used SDF to build equity for the college*

The Project...by the numbers.

- 3 years
- 70,000 hours of training
- 5000+ students
- \$2.8 million investment

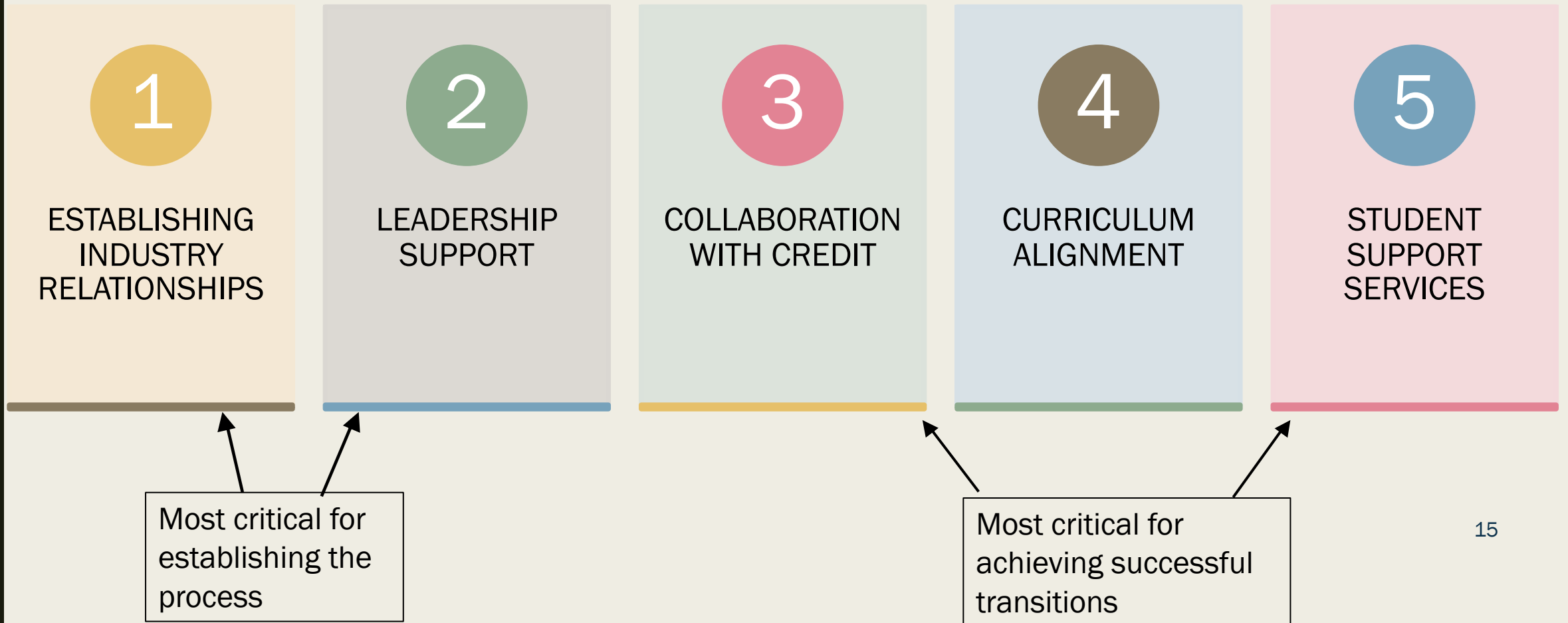


Building Industry Relationships

Next Steps:

- Work with other similar companies to provide the same type of core curriculum training
- Continue to leverage SDF grants
- Partner with Austin Regional Manufacturing Association
- Share successes with college leadership
- Look for curriculum alignment opportunities with academic programs

Creating the New Framework



Leadership Support

- Top leadership support is required both visibly and vocally
- Common purpose, **one college** culture
- All workforce deans, academic credit and continuing education, report to the same administrator
- State policies support collaboration

Significance of the Need



Continuing education population continues to increase. Currently over 40% of all students in the US are enrolled in non-credit courses (AACC, 2022)



Continuing education can provide quick, relevant skills training to support industry needs



Continuing education serves a large population of Non-traditional, underserved students

Questions to ask yourself:

- What strategic efforts, if any, are made by the colleges to expose continuing education students to credit-bearing programs?
- What entry point, if any, exists between continuing education and credit-bearing programs?
- What strategies are needed to facilitate successful transitions from continuing education to credit programs?



Impact on Academic Programs

- Providing continuing education students a pathway to credit could address several critical needs:
 - *Increase completion rates by adding an additional population into the degree pathway (over 50% of CE students have shown interest in more education)*
 - *Produce graduates with job-related skills acquired in continuing education (Non-credit labs are also incorporated into academic programs)*
 - *Provide a foundation to usher more non-traditional students into degree pathways. (over 60% of our CE students are minority)*
 - *Establish the college as a talent pipeline for the community (currently part of Learning management system in 4 major companies)*

Conclusion

Pathways from Continuing Education to Credit benefit the student, the college and the community:

- It creates a stepping stone for non-traditional and underserved students to access advanced education
- It offers them the opportunity to build careers instead of just gaining employment
- It provides solutions for the urgent needs of the business community by giving them a better prepared workforce with skills and education
- It creates a new pipeline of students to academic programs which could Improve college completion rates.

Quote by Roueche & Roueche (2012)

- “ Community colleges should not have to choose between being institutions of higher learning and providers of service for community development”

Thank You!

■ Any Questions?

