ADULT EDUCATION, NONCREDIT, AND RIVERSIDE COMMUNITY COLLEGE DISTRICT

Status, Outlook, and Planning for 2022-2027

RCCD | **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

MORENO VALLEY COLLEGE

NORCO COLLEGE

RCC RIVERSIDE CITY COLLEGE

Contents

Executive Summary

January 20, 2022

This document reviews basics of adult education, summarizes potential adult student populations in the areas of basic skills, English as a Second Language, Career and Technical Education, education for adults with a disability, and education for older adults. The document also provides gap analyses for three of these potential populations. RCCD data are provided to highlight current district status. For CTE areas, research on projected job growth is included. Based on the data and SWOT analyses presented, RCCD noncredit mission, vision, and five-year goals and objectives are presented.

Background

Adult Education and Noncredit

Adult Education (with a capital "A" and a capital "E") is defined by the California Education Code in sections 52501, 52502, and 52503 and in the California Code of Regulations, Title 5, Section 10560 allowing unified or high school districts to establish separate adult schools while adult education (no capitalization) provides lifelong educational opportunities and services to adult learners 18 years of age and older (Diaz & Miho, 2021).

Noncredit is defined as "courses for adults that may include basic skills, English as a second language, short-term vocational programs, parenting, health and safety, home economics, and specialized courses for immigrants and older adults" (Diaz & Miho, 2021, p. 4).

The California Master Plan for Education separated "junior colleges" from "unified or high school districts." The result was that Adult Education is part of the K-12 system while noncredit is part of the community college system. Noncredit is a form of adult education. (Diaz & Miho, 2021). Figure 1 illustrates the ten areas for noncredit courses that are eligible for CA state funding

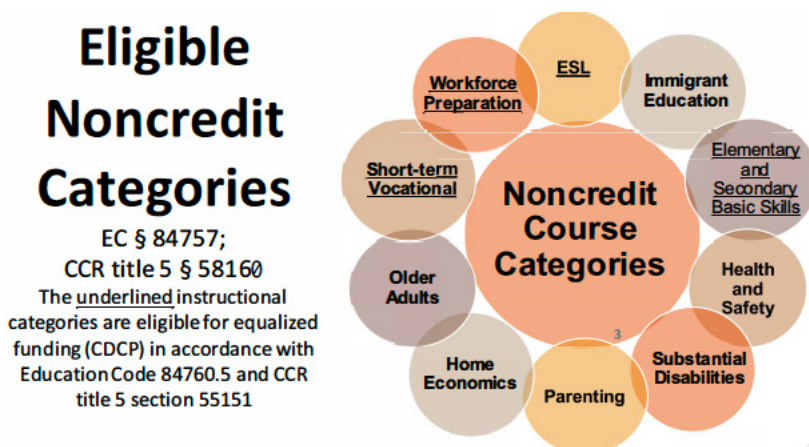Please note that data were verified from Sept. 8, 2021 dashboards.

Figure 1. 10 Categories of Noncredit Courses Eligible for State Funding (Ju-Ong, 2021, p. 3)

Enhanced Funding Areas

California Education Code, Section 84760.5 and the California Code of Regulations, Title 5, Section 55151 define noncredit instructional categories eligible for Enhanced Career Development and College Preparation (CDCP) funding. These are as follows:

- Elementary and Secondary Basic Skills
- English as a Second Language
- Short-term Vocational
- Workforce Preparation

These areas of noncredit should provide students with skills leading to employment or with bridges to further higher education. To receive the enhanced funding, the instruction must be part of a noncredit CDCP certificate. There are two categories of CDCP certificates, certificates of competency and certificates of completion. Each certificate must consist of at least two noncredit courses. Certificates of competency are awarded in the areas of basic skills, career development, English as a Second Language, or secondary education. Certificates of completion are awarded in short-term vocational programs (Diaz & Miho, 2021; Ju-Ong, 2021).

Adult Education Consortium

In 2015, AB 104 was signed into law, creating the California Adult Education Program (CAEP), a new delivery system of adult education. Seventy-one regional consortia form a hybrid system of K-12 district adult schools, community colleges, county offices of education, and community partners to expand and improve the provision of adult education (Diaz & Miho, 2021; Ju-Ong, 2021).

Riverside ABout Students

The Riverside ABout Students Regional Consortium for Adult Education consists of the following partners:

- Alvord Unified School District
- Corona-Norco Unified School District
- Jurupa Unified School District
- Moreno Valley Unified School District
- Riverside Community College District
- Riverside County Office of Education
- Riverside Unified School District
- Val Verde Unified School District

Riverside ABout Students commissioned an independent research firm, BW Research Partnership, to provide a scan for the consortium's strategic planning. The resulting document, published in January 2019, delineates the potential Riverside adult education population into the following four areas:

- Students Needing Elementary and Secondary Basic Skills
- English as a Second Language (ESL)
- Adults with Disabilities
- Career and Technical Education (CTE)

Sub-regions

In their analysis the Riverside ABout Students service area was divided into the five sub-regions seen in Figure 2.
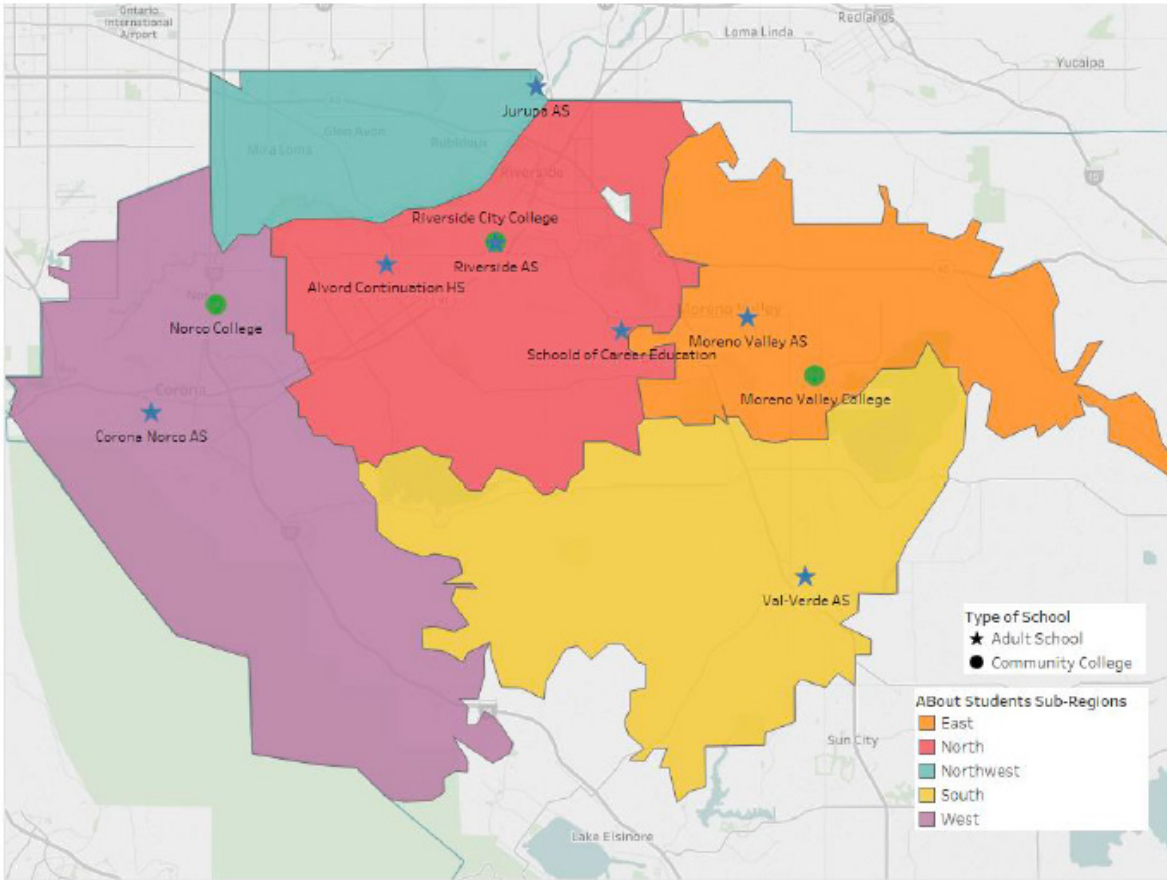
North	Northwest	East	South	West
92501, 92502, 92503, 92504, 92505, 92506, 92507, 92508, 92513, 92514, 92515, 92516, 92517	91752, 92509, 92519	92518, 92551 92552, 92553 92554, 92555 92556, 92557	92570, 92571 92572	92860, 92877 92878, 92879 92880, 92881 92882, 92883

Figure 2. Sub-regions in Riverside ABout Students Analyses (BW Research, 2019, p. 13)

Zip Code Analyses

For the RCCD analysis, the Riverside ABout Students sub-region zip codes were mapped to their corresponding college zip codes. Table 1 illustrates this mapping.

	ABout Students	MVC	NC	RCC
North	92501			92501
	92502			92502
	92503		92503	
	92504			92504
	92505		92505	
	92506			92506
	92507			92507
	92508	92508		
	92513			
	92514			92514
	92515			
	92516			92516
	92517			92517
Northwest	91752		91752	
	92509			92509
	92519			92519
East	92518	92518		
	92551	92551		
	92552	92552		
	92553	92553		
	92554	92554		
	92555	92555		
	92556	92556		
	92557	92557		
South	92570	92570		
	92571	92571		
	92572			
West	92860		92860	
	92877		92877	
	92878		92878	
	92879		92879	
	92880		92880	
	92881		92881	
	92882		92882	
	92883		92883	

Table 1. Mapping of ABout Students Zip Codes to Colleges' Zip Codes

The Moreno Valley College zip code 92599 (Perris) is not included in the ABout Students Regional Consortium. The Norco College zip code 91708 (Chino) is not included in the ABout Students Regional Consortium. Six Riverside City College zip codes, 92313 (Grand Terrace), 92316 (Bloomington), 92324 (Colton), 92337 (Fontana), 92521 (UCR), and 92522 (Downtown Riverside area) are not included in the ABout Students Regional Consortium.

The zip code analyses can assist RCCD colleges with developing noncredit courses and programs that best fit community and student needs as described throughout this paper.

Gap Analyses

In addition, the Riverside ABout Students research consisted of a gap analysis "to assess how the concentration of the targeted Adult Education (AE) population segments compares to the number of current AE students within a program category by zip code or sub-region." (BW Research, 2019, p. 35) The gap ratio is calculated as Targeted potential AE population divided by Current AE students in the program (ESL, Basic Skills, CTE).

While these data were published in 2019, the Riverside ABout Students Consortium notes in its 2021-2022 Annual Plan draft that due to the pandemic there was a 45% enrollment decrease from the 2018-2019 school year to the 2019-2020 school year (Riverside ABout Students, 2021). Hence, the gap ratios would be even larger.

Areas for Possible Expansion of Noncredit

Elementary and Secondary Basic Skills

In Adult Education, "basic skills programs are meant for students with less than a high-school diploma seeking to build a solid foundation of vocabulary, reading, and writing skills and to complete their high school diploma or equivalency." (BW Research, 2019, p. 24)

The South sub-region has the highest concentration of potential basic skills students (zip codes 92570 and 92571), while the North/Northwest sub-regions have the highest numbers of potential basic skills students (zip codes 92503 and 92509).

Gap analyses revealed that in the South sub-region, the zip code 92570 has the largest gap with 293 potential basic skills students for every current basic skills student. The Northwest sub-region has the second largest gap in the zip code 92509 with 168 potential basic skills students for every current basic skills student.

While unified school district Adult Education programs provide instruction for completion of the GED, community colleges provided students with additional basic skills instruction prior to the implementation of AB 705.

AB 705 (California Education Code, Section 78213) requires California community colleges to use multiple measures placement, including high school course work and grades, to maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe. AB 705 prohibits neither prerequisites nor pre-transfer level coursework. California Education Code, Section 66010.4 requires colleges to provide remedial education for students needing it (Fulks, Legner, May, & Stiemke, 2021). A potential impact of AB 705 is "the need to offer basic skills and lower-level ESL courses to a greater number of students, with many of the additional students coming from the colleges' credit programs" (The ASCCC, 2019 Noncredit, p. 17).

Other California community colleges provide examples of the use of noncredit courses and certificates of competency that are offered in the areas of English, reading, and mathematics.

Cerritos College has developed courses in preparatory math, pre-algebra skills, and college English skills. Math review boot camps are also available for students. (Cerritos College)

Mount San Antonio College has developed a noncredit program known as Academic Intervention for Math and English (AIME). The AIME courses target areas of curriculum identified by faculty to address competencies needed in English, BSTEM, and Statistics. Embedded counseling and tutoring are a part of the AIME courses. (Mount San Antonio College)

College of the Canyons has developed a noncredit English course, "Essential Reading and Writing Skills for College and Career" along with three non-credit math certificates, Essential Arithmetic Skills Certificate, Essential Pre-Algebra Skills Certificate, and Essential Algebra Skills Certificate for STEM Majors. (College of the Canyons)
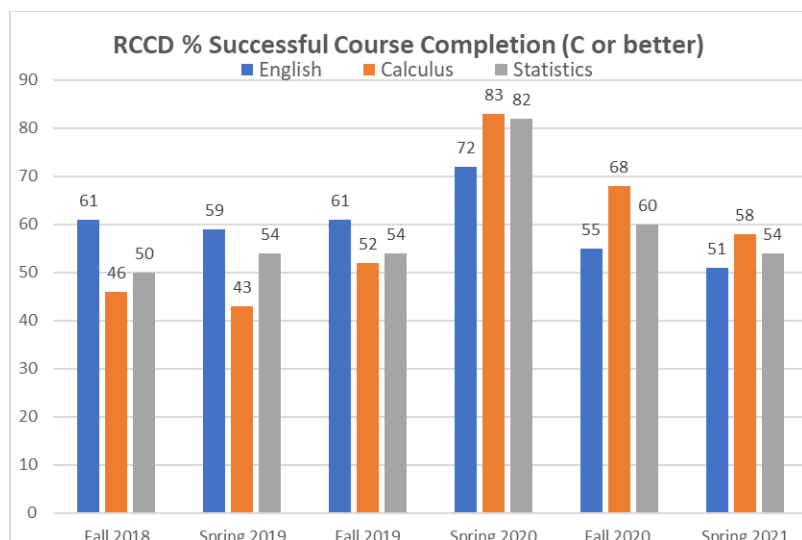
Figure 3. RCCD % Successful Course Completion for English 1A, Math 1A, and Math 12

Figure 3 shows the percentage of RCCD successful course completions for major terms in the 2018-2019 to 2020-2021 academic years for the courses English 1A – English Composition, Math 1A – Calculus I, and Math 12 – Statistics. While this report is not intended to provide an analysis of the effectiveness of AB 705 and corequisite supports, the data do indicate that consideration of noncredit English and mathematics skills courses and certificates is worthwhile. Success rates for spring 2020 appear to be inflated due to pandemic grading changes (e.g., EW allowed after end of semester). Comparing fall 2018 to fall 2019, the number of students successfully completing English Composition rose by 451, a 12.6% increase. Similarly, comparing the same two fall semesters for successful math course completion, the number of students successfully completing Calculus I rose by 98, a 28.2% increase and for Statistics rose by 661, a 51.8% increase. These increases support the success of AB 705 in improving student throughput. Comparing fall 2019 to fall 2020, the numbers of students successfully completing these courses saw only modest increases or decreased due to lowered enrollments during the height of the pandemic. These numbers are expected to increase as enrollment improves. Riverside City College has developed a Certificate of Competency in English and Reading Support that consists of the writing and reading clinic courses (ENG-885 and ALR-887).

English as a Second Language (ESL)

The ESL population "includes adults 18 years of age and older who speak English less than 'very well'" (BW Research, 2019, p. 30) The South sub-region has the highest concentration of potential ESL students (zip code 92571). The zip codes with the largest number are 92503 in the North sub-region, 92509 in the Northwest sub-region, and 92880 in the West sub-region.

Gap analysis revealed that the South sub-region has the largest average ESL gap with approximately 69 potential ESL students for every current ESL student. In particular, 92570 has the highest gap in the South with 80 potential ESL students for every current ESL student.

RCCD ESL discipline faculty revised their curriculum to meet the fall 2020 timeline for full implementation of the ESL portion of AB 705. In addition to course revisions, ESL faculty developed four noncredit certificates. Three of these, Beginning American College English, Advanced American College English, and Introduction to Education Profession for ESL Students, are Certificates of Competency, while Introduction to Basic Computer and IT Careers for ESL students is a Certificate of Completion.

Enrollments in the non-credit ESL courses for fall 2020 totaled 0.59 FTES (RCC with 0.33 FTES and NC with 0.26 FTES) and for spring 2021 totaled 6.38 FTES (RCC with 3.85 FTES and NC with 2.53 FTES). Although the ESL noncredit growth from fall 2020 to spring 2021 is significant, there is room for substantial expansion given the adult population needs described above.

Other California community colleges have developed vocational ESL courses for additional career paths, such as automotive technology and welding (Cerritos College). This is another area that RCCD ESL faculty may consider in expanding offerings.

Career and Technical Education

Career and Technical adult education courses are "meant to provide specific training and education to expand and improve employment opportunities and move students into career pathways." (BW Research, 2019, p. 32). The ABout Students report divides the CTE potential student population and gap analyses into two parts – adults with a high school diploma and adults with some college but no degree.

Adults with High School Diploma (or Equivalent)

The South sub-region has the highest proportion (32%) of adults with a high school diploma (or equivalent) that are potential CTE students. In particular, zip codes 92570 and 92571 have the highest proportions. The North sub-region has the highest number of potential students in this category. Zip codes 92509 in the Northwest, 92504 in the North, 92553 in the East, and 92570 in the South have the largest number of potential students.

The South sub-region has the highest gap for this group of potential students. Zip code 92570 has 340 potential CTE students with a high school diploma for every current CTE student in this category. Zip code 92883 has 328 potential students for every current student.

Adults with Some College but No Degree

The North sub-region has the largest concentration of adults with some college but no degree that are potential CTE students (zip code 92507). This is followed by the East sub-region (zip code 92555). The largest potential student populations are all in the North/Northwest sub-regions in zip codes 92503, 92507, and 92509.

Gap analyses revealed that the South sub-region is the most under-served. In addition, large gap ratios were seen in the zip codes 92506 (North) with a gap of 428 potential students for every current student, 92883 (West) with a gap of 381, and the central area of the region has gaps ranging from 156 to 428. All these regions are near RCCD colleges and additional CTE programming would likely have strong interest.

Centers of Excellence Local Workforce Demand Assessments

The Inland Empire/Desert Centers of Excellence for labor market research partnered with each college's research team to produce local workforce needs assessments. The methodology includes in-demand and high-wage occupational criteria. "In-demand" is defined as at least 100 annual job openings in the Inland Empire/Desert region; "high wage" is defined as a median hourly wage of at least $20.86.

The following middle-skill job demand data reveal programs with training opportunities that College may wish to expand or develop:

Moreno Valley College

- Marketing, Sales, and Services, 598 annual job openings
- Health Science and Medical Technology, 386 annual job openings
- Public Services, 28 annual job openings
- Business and Finance, 23 annual job openings
- Information and Communications Technology, 20 annual job openings
- Education, Child Development, and Family Services, 19 annual job openings
- Transportation, 521 annual job openings (no existing program)
- Building and Construction, 491 annual job openings (no existing program)
- Energy, Environment, and Utilities, 49 annual job openings (no existing program)

(Inland Empire/Desert Centers of Excellence & Moreno Valley College Research Team, 2020)

Norco College

- Transportation, 1488 annual job openings
- Building and Construction, 1463 annual job openings
- Marketing, Sales, and Services, 1001 annual job openings
- Business and Finance, 390 annual job openings
- Public Services, 293 annual job openings
- Information and Communications Technologies, 134 annual job openings
- Manufacturing and Product Development, 47 annual job openings
- Health Science and Medical Technology, 847 annual job openings (no existing program)
- Energy, Environment, and Utilities, 229 annual job openings (no existing program)
- Hospitality, Tourism, and Recreation, 126 annual job openings (no existing program)
- Agriculture and Natural Resources, 69 annual job openings (no existing program)

(Inland Empire/Desert Centers of Excellence & Norco College Research Team, 2021 January)

Riverside City College

- Building and Construction, 1071 annual job openings
- Transportation, 1022 annual job openings
- Marketing, Sales, and Services, 574 annual job openings
- Health Science and Medical Technology, 347 annual job openings
- Energy, Environment, and Utilities, 135 annual job openings
- Business and Finance, 71 annual job openings
- Education, Child Development, and Family Services, 64 annual job openings
- Hospitality, Tourism, and Recreation, 32 annual job openings
- Public Services, 31 annual job openings
- Manufacturing and Product Development, 12 annual job openings
- Engineering and Architecture, 110 annual job opening (no existing program)
- Agriculture and Natural Resources, 49 annual job openings (no existing program)

(Inland Empire/Desert Centers of Excellence & Riverside City College Research Team, 2021 March)

Noncredit Certificates

Appendix A provides a listing of RCCD noncredit certificates available as of this writing. The numbers of noncredit certificates awarded in spring 2021 are as follows:

Moreno Valley College Noncredit Certificates

- 11 Certificates of Completion in Computer Maintenance and Security
- 4 Certificates of Completion in Customer Relations
- 11 Certificates of Completion in Emerging Leaders
- 1 Certificate of Completion in Enterprise Communication
- 6 Certificates of Completion in Workplace Essentials

Norco College Noncredit Certificates

- 8 Certificates of Completion in Financial Literacy
- 1 Certificate of Completion in Enterprise Communication
- 2 Certificates of Completion in Social Media for Business

Riverside City College Noncredit Certificates

- 8 Certificates of Completion in Gig: The Solopreneurs Adventure
- 65 Certificates of Completion in Business Skills Boot Camp
- 2 Certificates of Completion in MOSPrep – Microsoft Office Specialist Master Certification Preparation
- 51 Certificates of Completion in Introduction to Python Programming
- 9 Certificates of Completion in Social Media for Business
- 20 Certificates of Completion in Customer Relations
- 15 Certificates of Completion in Emerging Leaders
- 4 Certificates of Completion in Enterprise Communication
- 15 Certificates of Completion in Financial Literacy
- 5 Certificates of Completion in Workplace Essentials

Enrollment data for Spring 2021 noncredit certificate courses are as follows:

Moreno Valley College

- 196 enrollments in Professional Development Studies, 4.45 FTES

Norco College

- 83 enrollments in Entrepreneurship, 1.57 FTES
- 62 enrollments in Professional Development Studies, 0.84 FTES
- 15 enrollments in ESL, 2.53 FTES

Riverside City College

- 50 enrollments in Computer Applications and Office Technology, 0.30 FTES
- 139 enrollments in Computer Information Systems, 2.59 FTES
- 174 enrollments in Entrepreneurship, 1.45 FTES
- 142 enrollments in Professional Development Studies, 2.25 FTES
- 25 enrollments in ESL, 3.85 FTES
- 18 enrollments in COS-60E, Level V Cosmetology Concepts, 0.20 FTES
- 26 enrollments in BUS-112, Business Success Seminar, 0.19 FTES
- 8 enrollments in ENG-885, Writing Clinic, 0.17 FTES

A comparison of the number of CTE awards (noncredit and credit) to the middle-skill job demand information is warranted.

"Work based learning is an educational strategy used to connect classroom instruction to careers by providing students with opportunities to reinforce and make relevant their classroom experiences" (The ASCCC, 2019 Work Based, p. 1). Work based learning opportunities include internships, cooperative work experiences, apprenticeships, clinicals/practicums, preceptorships, and work study. Some of these are appropriate to apportionment-bearing noncredit courses and programs (see Appendix B).

Given the potential student populations from the ABout Students report and the demand for middle-skill workers from the Centers of Excellence reports, the expansion of current non-credit (and credit) programs along with the development of new noncredit programs in the areas enumerated above should be explored.

Other Possible Areas for Noncredit Program Development

Adults with a Disability

Adults with a disability includes adults 18 to 64 years of age "with a verified disability such as hearing, vision, or cognitive disability, self-care difficulty, or independent living difficulty." (BW Research, 2019, p. 31)

The East sub-region has a high concentration of adults with a disability. It is noteworthy that the zip code 92518 has 16% of adults aged 18 to 64 with a disability. The North sub-region has the largest potential population of adults with a disability with 19,300 potential students; zip code 92503 has the most potential students in this sub-region. The East sub-region has 11,398 potential students; zip code 92553 has the most in this sub-region.

The ABout Students consortium does not focus on programs for this population of students and thus, did not perform a gap analysis. Serving adults with disabilities has myriad possibilities for RCCD noncredit.

Mount San Antonio College's IMPACT (Independent Living Skills, Mobility Training, Physical Health and Well-being, Advocacy for Self, College Career and Job Readiness Skills, and Technology Training) program provides an example of the types of courses that may be developed for adults with disabilities. These include memory building skills, consumer skills, money skills, lifelong learning for the special need population, introduction to banking for students with intellectual disabilities, basic budgeting and money management, and interacting with emergency personnel and authorities (Mount San Antonio College).

Older Adults

Education for Older Adults provides lifelong learning opportunities designed for community members aged 55 and older.

The Centers of Excellence reports show that the fasting growing age group in the RCCD area is residents of age 65 and older. By 2024, this age group is projected to grow by 24% in the Moreno Valley College area, by 20.7% in the Norco College area, and by 19.7% in the Riverside City College area.

Currently, for older adults RCCD has curricula for courses in senior topics, computer basics, photography, drawing and painting, healthy aging, music, music therapy, successful money management, mature driver improvement, health wellness and nutrition, weight management, craft design, and needle arts. During fall 2020, RCC had the following Senior Citizen Education (SCE) course enrollments: 13 in senior topics, 83 in computer basics, 209 in painting and drawing, 734 in healthy aging, 8 in mature driver, and 59 in craft design. During spring 2021, RCC had the following SCE course enrollments: 12 in senior topics, 96 in computer basics, 178 in painting and drawing, 771 in healthy aging, 23 in mature driver, and 54 in craft design. These enrollments accounted for 23.72 FTES and 23.99 FTES, respectively. MVC and NC held no SCE courses.

The projected increases in the older adult populations for all three RCCD colleges warrant exploration of senior citizen curriculum expansion.

Neither programs for adults with disabilities nor programs for older adults receive enhanced funding. According to a CCCCO noncredit offerings survey and report from 2017, more than two-thirds of California community college respondents that offered courses for disabled adults and older adults would create CDCP certificates in these areas if the state funding model were changed to allow this. (Fischthal, 2017)

Other Possible Areas for Noncredit Program Development

Student Support Services

RCCD has made progress on providing support services to noncredit students; however, additional support is needed. For example, RCCD provides educational advising to prospective noncredit students but once students are matriculated, noncredit counseling and educational planning support is limited. "To achieve significant student success in noncredit programs, colleges will need to commit resources to dedicated noncredit counselors or counselors with significant experience in working with noncredit students" (The ASCCC, 2019 Noncredit, p. 30). At RCCD, issues with noncredit student parking fees have been addressed, but student transportation remains an issue. Noncredit students do not pay the student services fee, and hence, do not receive a bus pass. Noncredit students may have many financial needs for transportation, childcare, etc. but few qualify for financial aid. "Mechanisms to increase the amount of financial aid available to noncredit students should be explored" (The ASCCC, 2019 Noncredit, p. 30).

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analyses

Table 2 provides the results of a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis. The members of the RCCD Noncredit Planning Workgroup participated in this SWOT activity. Strong partnerships, tuition-free courses and programs, and educational advising at adult schools were identified as RCCD strengths, while plan implementation, marketing and communication, and limited resources (staff, faculty, IT) were identified as RCCD weaknesses.

High labor market demand, business partnerships, and potential for pathways to credit programs were identified as opportunities, while lack of community awareness and perceived competition were identified as threats. The lack of awareness contributes to lowered enrollment and possible cancellation of classes. Competition may be perceived with credit courses, other institutions, and forms of work-based learning that are not noncredit.

Table 2. SWOT Analyses

INTERNAL FACTORS	
Strengths	**Weaknesses**
Collaborative relationships between colleges - Extended Learning programs	Limited CAEP funds
Collaborative relationships with most partnered adult schools	Implementation of the Noncredit Operational Plan
Responsive to prospective and current students' requests	Limited staff and resources due to expansion of the program
Educational Advisors assist students with registration and enrollment issues	Difficulties in awarding certificated due to Colleague
Virtual information sessions and classroom presentations	Faculty had trouble entering positive attendance in Colleague
CDCP certification programs and short-term CTE courses	Capturing two census dates
Extended Learning tuition-free and classes are repeatable	Lacks of comprehensive noncredit FTES tracker/dashboard
Flexible class schedules that are accessible to adult student population	CCCApply for noncredit students
Extended Learning student resources (college email accounts, zoom office hours, operational structure)	Marketing plans
Extended Learning's operational structures to offer tuition-free courses and programs	Lack of long-term planning
Established Curriculum	Accessible to noncredit student data
Long Term Community Partnerships	Lack of awareness of programs / pre-existing understandings of adult ed.
Expert Faculty	Limited course offerings
Strong College Brands	Perceived competition for student funding (with adult schools)
Available Capital Resources	ERP Changes Needed
	Low "buy in" for Noncredit Courses
	CALSTRS Issue for Full-Time Faculty
	Lengthy Curriculum Approval for New Courses
	Low Student Knowledge About Noncredit Education
	Additional Program and Course Development Needed
	Communication with faculty

EXTERNAL FACTORS

Opportunities	Threats
Establish partnerships with local businesses	Additional staff support due to program expansion
Partnering with other programs on each campus	Lack of community awareness of Extended Learning program
Purchase technology to help with data collection - aPlus attendance	Perception of similar course and program offering
Extended Learning course offering booklet with each college's class schedule	Decrease in FTES allocation/funding
Creating bridge programs/pathways that will assist and increase transition rates (adult students transition to college)	Canceled classes due to low enrollment
Developing new CTE programs at each college	Noncredit populations disproportionally affected
Transition to credit programs	Access to or the lack of knowledge to technology
The ability to serve the undocumented population	Perceived competition for student enrollment and resources
Filing gaps of credit curriculum strategic goals	Limited financial resources compared to partnered USDs
Serve more of the undeserved population	Competition From Other Institutions
Growth in program can lead to self-sustaining colleges	Competition with Other Types of Skills Based Workforce Development
Blend CTE funding with noncredit operations and goals	Low Enrollment for New Courses
High Demand for Courses in the Labor Market	Limited Pool of Instructors
Eager Students Looking to Upskill	
Possible Pathway for Matriculation to a Two Year or Four-Year Degree	
Good Vehicle for Dual Enrollment	
Potential To Generate High FTE	

Recommendations

The RCCD Noncredit Planning Workgroup, after reviewing the scan data and SWOT analysis above, developed nine possible recommendations for noncredit planning. The literature review, data analyses, and nine recommendations formed the basis of the mission, vision, goals, and objectives that follow.

Recommendation #1

Develop Certificates of Competency for English (possible additional) and mathematics skills to enhance successful completion of transfer-level English and mathematics.

Recommendation #2

Market recently developed noncredit ESL courses and certificates and expand ESL career pathway certificates.

Recommendation #3

Market recently developed noncredit CTE certificates and develop additional noncredit CTE certificates the emphasize technical skills and pathways to middle-skill jobs in industry areas discussed above.

Recommendation #4

For Basic Skills, ESL, and CTE, target communities with low educational attainment and low participation numbers.

Recommendation #5

Develop noncredit courses for adults with disabilities.

Recommendation #6

Expand noncredit offerings for older adults.

Recommendation #7

Advocate for enhanced rate noncredit certificates for adults with disabilities and older adults.

Recommendation #8

Expand support services for noncredit students (The ASCCC, 2019).

Recommendation #9

Work more closely with regional adult schools to develop pathways to transition students to RCCD credit programs.

Noncredit Mission

Relationship of Noncredit to California Community College System's Mission

Adult noncredit education is "in the state's interest" as "an essential and important function of the community colleges" that helps "advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement" (California Education Code, Section 66010.4). The centrality of noncredit to the California Community College System's mission is reaffirmed in The Vision for Success:

"The CCCs are also a major provider of adult education, apprenticeship, and English as a Second Language, offering thousands of valuable work and life skills courses to adults seeking to improve their lives or reenter the education system. Finally, the colleges are a source of lifelong learning, offering recreation, enrichment, and exercise to California's diverse communities. These opportunities for learning, training, and civic engagement together make the CCCs a rich source of opportunity for all Californians" (Vision for Success, 2017, p. 5).

Relationship of Noncredit to Riverside Community College District's Mission

The goal of noncredit is to help students to "transition to college, gain meaningful wage work and contribute to the community and civic society" (CCCCO, Division of Academic Affairs, Program and Course Approval Handbook, 7th edition, 2019, p. 122). This goal is directly aligned with the RCCD mission. The lower barriers to entry including a tuition-free model, streamlined application and onboarding, and often short, concentrated curriculum design focused on skill attainment, result in a larger portion of the community being able to access and benefit from the district's educational opportunities. Noncredit courses and programs can be offered at all RCCD locations and through Contract Education.

RCCD Noncredit Mission

Noncredit provides course and program opportunities to students, particularly those from underserved groups, to support successful transition to college credit programs, attainment of meaningful wage work, and lifelong learning.

RCCD Noncredit Vision

Noncredit promotes social and economic mobility for students with unique needs who are transitioning to college credit programs and the workforce.

Noncredit Strategic Goals and Objectives
Relationship of Noncredit to District's Strategic Goals and Objectives

Noncredit instruction will advance RCCD's strategic goals.

Strategic Goal 1: Student Access

Objective 1.1   Increase overall enrollment headcount by at least 3% per year (unduplicated headcount, FTES)

The lower barriers to entry and unique goals of noncredit will increase college access by targeting a previously unserved demographic.

Strategic Goal 2: Student Success

Objective 2.2   Increase number of certificates completed by at least 15% annually

The availability of noncredit certificates will result in awards to a new student population and transition students to credit certificates.

Objective 2.7   Reduce number of units for degree to not exceed 15% above required number of units (reduce by 3 units per year)

By strategically designing and enrolling in noncredit courses, students will have the opportunity to receive the necessary academic support or career exploration without increasing the number of units earned.

Objective 2.9   Increase number of students who complete both transfer-level math and English in their first year by at least 20% annually.

Noncredit instruction can be beneficial to credit students as "credit students often utilize noncredit to initiate and support their credit journey" (The ASCCC, 2019, p. 10). Noncredit prerequisites, corequisites, or support courses, such as the existing ALR-887 – Reading Clinic, ENG-885 – Writing Clinic, or ILA-800 – Supervised Tutoring, could support students in reaching the goals set out by AB 705 and further clarified in RCCD's strategic plan.

RCCD Noncredit Strategic Goals and Objectives

Noncredit Strategic Goal 1: Student Access

RCCD will ensure noncredit students have equitable access to the colleges' courses, programs, and services.

Objective 1.1　For Basic Skills, ESL, and CTE, target communities with low educational attainment and low participation numbers. (increase by at least 3% per year)

Objective 1.2　Explore noncredit CTE courses for adults with disabilities.

Objective 1.3　Expand noncredit offerings for older adults.

Objective 1.4　Increase percentage of students who transition from Adult Schools to noncredit programs and to credit programs. (increase by at least 5% per year)

Objective 1.5　Expand support services for noncredit students (e.g., counseling, tutoring, completion coaching, career exploration).

Objective 1.6　Explore additional non-credit apprenticeship and work-based opportunities.

Noncredit Strategic Goal 2: Student Success

RCCD will provide clear pathways for noncredit students. (increase number of certificates completed by at least 15% per year)

Objective 2.1　Explore development of Certificates of Competency for English, reading, and mathematics skills to enhance successful completion of transfer-level English and mathematics.

Objective 2.2　Expand noncredit CTE certificates that emphasize technical skills and pathways to middle-skill jobs in industry areas with high need by supporting faculty to develop courses and programs at all sites within the district. (increase percent of noncredit students with a livable wage by at least 2% per year)

Objective 2.3　Explore expansion of ESL career pathway certificates.

Objective 2.4　Provide educational pathways and career advising and financial aid information to all noncredit students.

Objective 2.5　Strengthen collaboration with college programs (e.g., CalWORKs).

Noncredit Strategic Goal 3: Equity

RCCD will work with community, workforce, and educational partners to reduce and eliminate equity gaps.

Objective 3.1　Disaggregate and analyze noncredit data to identify equity gaps in access, success, and employment.

Objective 3.2　Decrease identified gaps by 40% within 5 years and eliminate within 10 years.

Objective 3.3　Provide professional development opportunities in equity-related practices with particular emphasis on adult education populations.

Noncredit Strategic Goal 4: Institutional Effectiveness

RCCD will identify, measure, and report on noncredit outcomes.

Objective 4.1   Continue to collect and analyze data to develop meaningful noncredit targets.
Objective 4.2   Monitor, assess, and evaluate progress on noncredit goals and objectives.

Noncredit Strategic Goal 5: Resources and Infrastructure

RCCD will acquire, manage, and deploy resources – including human, facilities, technology, and financial – to support, grow, and sustain noncredit instruction and programs.

Objective 5.1   Develop and provide a noncredit handbook and corresponding training for developing noncredit programs, and support faculty in curriculum development.
Objective 5.2   Increase communication with faculty about purpose and benefits of noncredit, OER materials, and promising noncredit practices.
Objective 5.3   Develop strategies for innovative pilots.
Objective 5.4   Provide guidance and resources (e.g., Institutional Effectiveness and District Workforce and Economic Development support for labor market research) to assist faculty with identifying and developing relevant curriculum in accordance with processes outlined in RCCD Curriculum Handbook.
Objective 5.5   Provide IT support for noncredit (e.g., application process, certificate awarding, transcripts, ERP curriculum support).

Noncredit Strategic Goal 6: Partnerships and Communication

RCCD will strategically pursue, develop, and sustain collaborative partnerships with the Adult Education Consortium, educational institutions, civic organizations, and employers to further noncredit education and student pathways.

Objective 6.1   Strengthen business, industry, and community partnerships to identify workforce needs and increase noncredit offerings in the region.
Objective 6.2   Build structure and processes to offer noncredit courses and programs off-site.
Objective 6.3   Expand opportunities that lead directly to gainful employment for students.
Objective 6.4   Strengthen educational partnerships with regional adult schools, unified school districts, Riverside County Office of Education, and ABout Students Regional Consortium to develop pathways to transition students to RCCD noncredit and credit programs.
Objective 6.5   Increase community awareness of noncredit courses and programs to recruit students into programs with high need in the region.
Objective 6.6   Market recently developed noncredit ESL and CTE courses and certificates.

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Appendix A: RCCD Noncredit Certificates Available in 2021-2022

(RCCD Colleges' Catalogs)

Automotive Technology
ASE Engine Performance and Electric Specialist, Certificate of Completion, RCC
ASE Powertrain Specialist, Certificate of Completion, RCC
ASE Undercar Specialist, Certificate of Completion, RCC

Business Administration
Accounting Basics for Small Business, Certificate of Completion, MVC, NC, RCC
Business Skills Bootcamp, Certificate of Completion, RCC
Gig: Solopreneurs Adventure, Certificate of Completion, RCC

Computer Applications and Office Technology
Business Information Worker Essential Preparation: Workplace Communication, Certificate of Completion, MVC, RCC
Business Information Worker Essential Preparation: Workplace Decision Making and Time Management, Certificate of Completion, MVC, RCC
Business Skills – MOSPrep: Microsoft Office Specialist, Certificate of Completion, MVC, RCC

Computer Information Systems
Coding Prep, Certificate of Completion, MVC, RCC
Computer Maintenance and Security, Certificate of Completion, MVC
Information Systems: Cyber-Skills, Certificate of Completion, RCC
Internet of Things (IOT): Embedded Systems and Microcontrollers, Certificate of Completion, MVC
Introduction to Python Programming, Certificate of Completion, RCC
Operating Systems and Internet Literacy, Certificate of Completion, MVC

Culinary Arts
Food Service Career and Certification Preparation, Certificate of Completion, RCC
Math Skills for the Professional Baker, Certificate of Completion, RCC

Early Childhood Education
Family Childcare Provider, Certificate of Completion, MVC, NC, RCC

English
English and Reading Support, Certificate of Competency, RCC

English As A Second Language
Advanced American College English, Certificate of Competency, MVC, NC, RCC
Beginning American College English, Certificate of Competency, MVC, NC, RCC
Introduction to Basic Computer and IT Careers for ESL Students, Certificate of Completion, MVC, RCC
Introduction to Education Professional for ESL Students, Certificate of Competency, MVC

Entrepreneurship
Non-credit – Entrepreneurial Essentials, Certificate of Completion, MVC, NC, RCC
Non-credit – Entrepreneurial Foundations, Certificate of Completion, MVC, NC, RCC
Non-credit – Entrepreneurship and the Team, Certificate of Completion, MVC, NC, RCC
Social Media for Business, Certificate of Completion, MVC, NC, RCC

Guidance
College Career Readiness and Student Educational Planning, Certificate of Completion, MVC, RCC
College Student Success, Certificate of Completion, MVC, RCC

Manufacturing Technology
Computerized Numerical Control Operator, Certificate of Completion, NC
Industrial Automation, Certificate of Completion, NC

Professional Development Studies
Customer Relations, Certificate of Completion, MVC, NC, RCC
Emerging Leaders, Certificate of Completion, MVC, NC, RCC
Enterprise Communication, Certificate of Completion, MVC, NC, RCC
Financial Literacy, Certificate of Completion, MVC, NC, RCC
Sales Techniques, Certificate of Completion, MVC, NC, RCC
Successful Career Transitions, Certificate of Completion, MVC, NC, RCC
Workplace Essentials, Certificate of Completion, MVC, NC, RCC

Appendix B: Types of Work Based Learning

	Intent and Guiding Principles	Guiding Statutes and Regulations	Funding
Internships	Any work-based learning opportunity that allows a student to apply learned skills and theories to a hands-on, paid or unpaid employment environment	No specific California statute or regulation Federal Fair Labor Standards Act	None specific to internships although colleges may utilize independent study to earn apportionment for students completing internships
Cooperative Work Experience	Hands-on work-based learning, either general or occupational, paid or unpaid, coordinated by colleges with students and employers	California Education Code California Code of Regulations Title 5 Federal Fair Labor Standards Act	Colleges earn FTES-based apportionment for CWE units completed by students
Apprenticeship	Paid hands-on work-based learning, coordinated by employers or trades groups with students and colleges	California Labor Code California Code of Regulations Title 8 Federal Fair Labor Standards Act	Colleges may be given regular supplemental instruction (RSI or Montoya) funds by program sponsors Some potential for apportionment
Clinicals/ Practicum	Unpaid hands-on work-based learning completed as part of a course Often utilized in allied health courses but may be used in other disciplines as well	Regulations consistent with any lab-based curriculum, including required instructor supervision	Colleges may earn FTES- based apportionment for discipline-specific course units completed by students
Preceptorships	Hands-on work-based learning completed at the end of a program of study in coordination with employed professionals in the discipline Common in registered nursing and other allied health programs but may apply to other disciplines as well	California Code of Regulations §1426 1 Board of Vocational Nursing, Preceptorship	Varies depending on program
Work Study	Federal Work Study is an educational financial aid program for students with demonstrated financial need while enrolled	Federal Title IV Federal Student Aid, administered by the U S Department of Education	Federal Work Study hours may be included as part of student financial aid packages; Title IV Federal Student Aid Funds

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COLLEGE DISTRICT

Adult Education and Community Initiatives

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE