CRAFTON HILLS
COLLEGE
— NONCREDIT PROGRAM —

Program Viability Plan
Spring 2017

Definition: Noncredit. Has no credit associated with it. It is NOT zero units (which no longer exists). There is no cost to the student. Courses can be repeated unlimited amount of times. Does not articulate. Does generate apportionment when sequences lead to a certificate approved by the state chancellors office. Is limited to ten different categories.

Definition: Credit. Is unit bearing. Students pay the current fee per unit. Has articulation agreements. Does generate apportionment. Students can only repeat a course three times and then the student can petition for one more chance if approved by the Crafton Hills College (CHC) petition process.

A. VIABILITY PROPOSAL: A viability review is required prior to forwarding a program initiation or discontinuance proposal and must have taken into consideration the following:

1. ***The impact on students and student success.***
   According to Title V regulation 55756.5, this limits units earned in precollegiate basic skills courses to a maximum of 30 semester units. (However, learning disabled students are exempt.)

   Keeping the regulation in mind, students who have a hard time passing the precollegiate basic skills courses will have the most to gain from this program as noncredit courses are free (except for any other materials needed for the course such as books, software, etc.), can be taken multiple times, and can be taken more than once a semester. This can be a positive or a negative depending upon the individual student (see ***A.6***). According to statistics, 68% *(http://ccrc.tc.columbia.edu/Community-College-FAQs.html)* of students who come to community colleges and take the assessment are placed into remedial or precollegiate basic skills courses. If just some of the basic skills courses were to be made into noncredit, the burden of going over 30 units would be lessened. Most students know the areas in basic skills courses where they will conquer a topic and where their challenges are. Knowing that there may be a course that is noncredit in the specific area that they have difficulties in may give them adequate breathing room and know that they can have some cushion with the 30-unit limitation and can focus on other basic skills courses they need to take.

   Another problem that most community colleges have is with the participation from students taking noncredit courses. There seems to be a stigma associated with these courses. That somehow taking noncredit courses is for "low income" students or "those" students. And also being a noncredit student would be looked down upon by their credit peers. There has also been underground student generated gossip that faculty who are teaching those courses are not as qualified to teach the credit courses and students tend to look down on those instructors or believe that the instructors are less qualified. An absence of a full-time faculty member in noncredit courses could possibly mean a loss of a voice that would advocate for the noncredit students and faculty. Also, it may heighten the notion that full-time faculty don't believe in the noncredit program. Avoiding this type of stigma should be the main focus when starting this program. Student Life at CHC

would be a great resource and help with some solutions regarding student issues while administration in instruction need to help in regard to faculty.

There are interesting financial issues that need to be addressed for students. The courses would be free. The only out-of-pocket cost would be the book/s and other materials as deemed necessary for the course. This is a big benefit for those students who are not eligible for financial aid. However, because the noncredit courses do not have units, some students may end up not being able to get a Board of Governors (BOG) waiver or some other type of financial aid because they did not reach a unit minimum. This may have an impact on our students and drive some students away from taking noncredit courses which would have been more advantageous for them. Instructors should consider open source materials to lessen the impact of costs to noncredit students.

The courses can be repeated as many times as it is necessary and can be taken multiple times during a semester unlike credit courses. (Credit courses have a 3 limit max for repeatability—not including petitioning—and can only be taken once during a semester.) The courses would address skills attainment and not have its main focus on grades. Unlike credit courses, most of the noncredit are open entry/exit. Students come in when it is convenient on their schedule, and can take their time with the course to really understand the material being covered. With that being said, there are colleges who have moved to a stricter timeline and have limited number of weeks students are allowed to complete the noncredit course. This is because they found the students are not used to or ready for independent study. Noncredit courses also tend to have more students who have special needs and will need additional services to achieve success.

2. ***The impact on the comprehensiveness and balance of offerings across the college curriculum and within the district.***
San Bernardino Valley College (SBVC) currently has a few noncredit courses in their curriculum (active, modification, or pending with a 600 numbering system):
(6) ACAD; (11) BUSAD; (1) CHEM; (6) CIT; (1) ENGL; (8) ESL; (1) MATH; (8) WST
while CHC only has noncredit tutoring courses (LRC 900) at this time. CHC is, however, implementing a pilot workforce noncredit program for Spring of 2017.

The number of noncredit course offered may fluctuate the first couple years due to such circumstances as advertising, marketing, curriculum approval, the implementation the noncredit program, etc. which will affect demand. For most community colleges, the noncredit courses which are predominantly taught are English as a Second Language (ESL) and basic skills (math, reading, and writing).

As other colleges have seen with the noncredit program, not all of the students would be working towards a degree or transferring to a four year institution. There may be noncredit students who need to update their skills set for their job, are working toward a certificate to get a pay raise, may benefit from professional training for entry or re-entry

into the job market, used as a pathway into credit programs, or have a desire for self improvement. These populations are currently lacking at CHC and would be a growth opportunity for the noncredit program. Noncredit programs could have an immediate positive impact on students' lives in a very short amount of time and make a positive impact on the community. If Crafton decides to recruit this population, the college would find that it provides a pathway for students to enroll in credit programs and inspire some of those students to reach for another goal they may not have sought otherwise—a college degree.

3. ***The impact the educational and budget-planning process used at the institution.***
   The money for a noncredit course comes from the number of hours students are in the class. When students stop showing up the number of hours is reduced and the compensation from the state is also decreased. For credit courses attendance is not an issue, but for noncredit the issue of how to keep students in class must be addressed. If the college can figure this out, then Crafton will have a better chance of success for the noncredit program. CHC can lose money just by having a noncredit course with few students who don't show up while having to pay an instructor for the duration of the course. This is something that the administration should monitor closely. (See ***C*** for possible budget expenditures.)

4. ***The positive and/or negative impact on transfer to four-year colleges and universities.***
   The impact to four-year universities will be negligible, at best. The basic skills courses taught at a four year institution have the same price as any other course and the price of going to a four-year institution keeps increasing, making four years of learning very expensive. To date, the following universities have listed expenditures of tuition and mandatory fees included in the below stated costs per quarter. (Books, supplies, dorms are not included.)

California State University San Bernardino (CSUSB) resident undergraduate tuition:
0 – 6.0 units = $1441.37 | 6.010 + units = $2207.37
University of California Riverside resident undergraduate tuition:
$5,070.13
California Polytechnic University Pomona resident full time undergraduate tuition:
$7,067.00
University of California Los Angeles
$5,132.02 continuing student (not new)

Since noncredit courses are predominantly focused on (English as a Second language) ESL and/or basic skills, the impact will remain and be seen mostly at community colleges. However, if marketed effectively, there might be an opportunity to partner with the CSU's to offer basic skills courses for their students as needed. There may be, however, an impact with adult education programs within the community college recruitment

radius. Although there may be some competition, the programs that the adult education emphasize are significantly different and target a different demographic.

Note: Noncredit courses are nontransferable and do not articulate with any four-year institution.

5. ***The effects of the program on local businesses and industries.***
Initial focus will be on basic skills (math, reading, and writing), ESL, and workforce development. As we build short term vocational courses, there will eventually be an increase in the number of students who will be workforce ready and will have an impact on local businesses as the noncredit program increases.

6. ***The effects of the program on faculty and staff.***
Participation from full time faculty design and development noncredit courses has been problematic at some community colleges. As instructors, there needs to be an understanding that this is an opportunity to pilot new curricular ideas and different delivery methods; to create new innovative courses that meet the students' needs and could lead into credit courses.

A major area of concern is the negative impact on instructional departments. Noncredit courses should not be offered prior to hiring more full time faculty to support these courses/programs. Additional full time faculty must be hired for every Full Time Equivalent Faculty (FTEF) load that the noncredit program generates.

> *As is the case with credit courses, faculty own curriculum for noncredit courses. It is the responsibility of the faculty to develop, write, and implement the noncredit curriculum. Noncredit curriculum abides by the same exact process for being approved as credit courses which administration and staff must respect.*

One other thing to consider when implementing the noncredit program is the impact on department chairs who will have an increased workload. What follows are some additional faculty issues to be addressed when initiating the noncredit program and some ideas that have worked at other California Community Colleges.

- ***Who will recruit faculty to teach these courses? Will it default to the department chairs?***
  Some department chairs recruit and informally interview personnel who wish to teach at the college, making sure they are a good fit and can do the job adequately and abide by the contract. (From there the person is sent to the division dean who does the hiring process.) There is some concern that recruiting will come from the adjunct faculty pool which would put undo strain on departments, especially large ones like mathematics and English. There needs to

be some type of professional courtesy addressed with this issue when this process begins. Overall this will increase the work load for some department chairs for the near future and needs to be address by the administration, academic senate, and the union. However, not every department does an informal interview for part time instructors. It is understood that some departments leave interviews and hiring to the dean of the division.

- ***Who will determine which noncredit courses get scheduled? If courses can be added, who has priority—noncredit or credit?***
  Currently, the department chairs schedule the classes. They know which classes need to be taught during a given semester, and the times and days at which to teach them. Departments wishing to run noncredit courses will need to advise the department chairs as to what courses to add to the semester in question.

  If there is "room to grow" and the budget increased to add courses to the following semester schedule, there needs to be some discussion about which courses have priority. This needs to be addressed at the department level and at Academic Senate. For the time being, the department chair will determine which noncredit courses should be scheduled. There needs to be collaboration between the chairs, the deans, the Vice President of Instruction (VPI) and the director of noncredit (if and when hired).

- ***Where will noncredit courses be taught? How will noncredit courses be considered for room availability? Does Crafton have adequate room space to offer these courses?***
  From what the college has available currently, there isn't enough room during high demand days and times for these noncredit courses at CHC. Currently several departments are experiencing room issues for scheduling of classes which needs to be addressed prior to adding noncredit courses.

  There is some talk about off campus facilities in the city of Yucaipa. Crafton Hills College would have to negotiate this item. If noncredit courses end up off campus, the question still remains: "who will schedule these courses?" The department chairs will have to assume the extra burden of scheduling credit as well as the noncredit classes off campus. As previously stated, this will further increase the work load for some department chairs for the near future and needs to be address by the administration, academic senate, and the union. (Right of assignment still falls under the purview of the administration.)

- ***What type of grading symbols should be applied to noncredit courses?***
  The type of grade given for a noncredit course is established through the curriculum approval process as it is with a credit course. However, there are some key points to consider before giving a Pass/No Pass grade for a noncredit course just because it's not a credit course. Some companies and businesses may prefer or require a letter grade to indicate the level of attainment when it comes to a certificate or proof of professional skills. Therefore, a standard letter grade

of record (A, B, C, D, F) may be preferable in some noncredit courses. Aside from businesses, there are many faculty from other colleges who do not recommend a Pass/No Pass grade. There is something about the grade of A, B, C, D, F that the entire population, as a whole, adhere to and understand. Many faculty have also stated that when courses are graded as Pass/No Pass, students are less likely to take that said class seriously and attendance drops because there is no penalty for missing class. Receiving a letter grade may be more influential than a Pass/No Pass and students may tend to complete the letter graded course.

- ***Who gets priority in hiring instructors for full-time? Credit or Noncredit?***
  Hiring is determined by assessing the needs of the college as currently determined by the process set forth at CHC.

- ***What will be the impact on department Chairs?***
  The initial implementation of a noncredit program will increase the workload for some department chairs. The increased workload issues may include: scheduling, recruitment, informal interviews, peer evaluations, course and SLO development, room availability, researching course software and appropriate books, creating software homework shell and desired book homework, writing optional common final, tutoring recruitment, Program and Planning Review reassessment, Annual Plan reassessment, data collection, student surveys, course packages developed for part time personnel (i.e. homework assignments for book and/or for software, daily schedule, syllabus templates and checklist), training and mentoring, department meetings, writing minutes of the meetings, assessing SLO's, additional conferences, researching best practices, writing letters of recommendation, etc. Department chairs deal with these issues with credit, however the amount of work will be compounded by those departments having noncredit courses. These department chair load issues will probably end up being a union matter and needs be addressed as soon as possible and preferably before the establishment of the noncredit program.

- ***Who is writing the noncredit curriculum? Who has permission to write noncredit curriculum?***
  As it is stated in the portion of the Curriculum Committee Bylaws:

  > *"Any full-time, faculty member at Crafton Hills College can submit a proposal in his or her discipline to add, change, or delete courses from the curriculum of Crafton Hills College. Adjunct faculty may write curriculum in their discipline as Co-Contributors as long as a full-time, faculty member from the discipline serves as the Originator. In the instance where there is no full-time CHC faculty in the discipline, the course outline may be submitted by the adjunct faculty however the course outline must be originated by the CHC department chair of the discipline. Managers are not allowed to originate or be co-contributors to course outlines."*

With these permissions in place, the process remains the same for the credit and noncredit courses.

- ***Who will evaluate the noncredit instructors?***
  Evaluations are determined by the process set forth by the California Teachers Association (CTA) contract with the district (or by a process collegially agreed to by the department). Again, this may be an additional workload issue for department chairs that must be addressed.

- ***Who creates and evaluates the Student Learning Outcomes (SLO's) for noncredit courses?***
  SLO's, whether credit or noncredit, will follow the current process set forth by the Curriculum committee and Academic Senate at CHC.

7. ***In the case of program discontinuance, provisions that can and should be made for students in progress to complete their educational goals.***
   Not Applicable.

B. DECISION CONSIDERATIONS

1. ***Relation of the program to the College Mission***
   This program compliments the college mission by engaging diverse, nontraditional, and underserved populations within the college service area communities, and advances the educational, career and personal success of noncredit students.

2. ***Relation of the program to the Educational Master Plan***
   The noncredit program falls well within the scope of the Educational Master Plan. This program will develop new courses which will help underprepared students become more proficient in areas of remediation, and give a transitional pathway from noncredit to credit or workforce education courses. It will provide instructors an opportunity to develop and implement new teaching techniques and enhance student engagement not otherwise used in a typical credit course due to time constraints.

   The noncredit program may target underrepresented groups which may help improve inclusiveness college wide. With the implementation of the noncredit program, the college may have an increased opportunity to develop partnerships with community business, high schools, and other agencies in the region to help students gain employment or enhance job performance.

3. ***Recent Program Review or accrediting agency recommendations***
   Not Applicable.

4. **Measures of student demand (enrollment, average class size, degrees/certificates, or surveys)**
The enrollment is determined by the CTA contract and average class size is determined by the department setting this standard.

5. **Measures of labor-market demand (CTE only)**
Not Applicable.

6. **Current program effectiveness (FTEF/FTES ratio, success and retention)**
Not required for program initiation.

7. **SLO Assessment Data**
Not required for program initiation.

8. **Advisory Committee Recommendations or other reports (CTE only)**
None at this time.

9. **Interviews**
Not required for program initiation.

10. **Open Forum**
Not required for program initiation.

11. **Projected impact on overall educational program, students, faculty, college budget, community.**

The following are approximate minimal expenditures that Crafton Hills College may experience with the implementation of noncredit courses. The additional questions or selected items are matters that may need to be thought through and discussed before implementation of the noncredit program. The college will also generate noncredit FTES which should be used to help offset the additional costs.

Academic Senate, Classified Senate, District: $0
<u>Representation:</u> Committees are required to have representation from all respective areas. Will noncredit personnel be a separate representative group and will they have representation? This needs to be addressed by the senates and the district.

Committee: the campus may wish to consider forming an ad hoc noncredit committee/task force for the creation of noncredit programs, courses, and any residual issues.

Admissions and Records: $40,000
Online application: Credit and noncredit applications may need to be different. The college application may need to be modified or the current college application may be sufficient for the noncredit program. (Since this process is through CCCApply, the same form may be used for noncredit application.)

Registration and attendance software: The implementation of a user friendly online registration system is paramount to the success of the noncredit program. Is there a need for software updates? Will the current system suffice?

Transcripts: A noncredit transcript should be developed. Without a noncredit transcript, students are unable to verify enrollment for employment opportunities and are unable to document their educational history. Additionally, the college would be sending a message that would give value and purpose of noncredit instruction, and would stop any negative distinction between the credit and noncredit programs. Would new software be needed to run this new transcript? Could it be run from the current software? Should noncredit transcripts use the same or different transcript paper for printed hard copies?

Student ID's: Initially, noncredit students will use the same college ID numbers. In the future the college may want to consider assigning different ID numbers. Should they get different ID numbers? Some colleges do distinguish between the two. Other colleges find this cumbersome. This will then impact (Course Management System) CMS and online registration access.

Grades: How will the noncredit be seen on a transcript? Title 5 may impact how noncredit course grades are transcripted.

Student Workers: There may be a need for more student workers to help with noncredit students filling out forms, answering questions due to the increase in student population.

College Catalog: $0
Updates: The catalog would need to be updated with the new curriculum from the respective departments. This is an ongoing process.

Counseling: $10,000
Student Education Plan: Educational planning for noncredit will need to be coordinated by the counseling department.

Tracking students: Data will need to be gathered for noncredit students to determine the percentage who matriculate to the credit program.

Provide: Additional orientation workshops will need to be provided for noncredit students.

Counselors: Part time/Full time counselors will need to be available to help noncredit students
   Note: Monies for counseling can be found through other avenues such as SSSP funds and/or other grants.

Curriculum: $0 - $12,000
Committee: They will continue to evaluate and inform the originator of revisions for all noncredit course outlines of record to include student learning outcomes and ensure compliance with noncredit standards. The process for approval will not change.
Training: Noncredit and credit courses are very similar, however there will be some minor changes to the course outline of record for noncredit courses. The curriculum members will need to be trained as to what these new categories within the course outline are, and evaluating these new fields.
Computer Program: Additional fields have been created in CurricUNET for the development of noncredit courses.
Course I.D. and numbering: This is already being addressed by Academic Senate and Curriculum Committee. There is some communication and agreement to: XXXX/N to represent noncredit courses in the current CurricUNET system (Example: MATH/N) which will differentiate them from credit courses. The 600 - 699 numbers will be used for noncredit courses.

Director Position: $80,000
When talking to other colleges, most started with a director position since most noncredit programs start small and noted that administrative help was not given. At this time Crafton is just not big enough and the program is just not big enough to warrant a Dean position. If a director position is warranted, the cost should be funded out of the noncredit FTES.

Human Resources: $0
Faculty Pool: We may need to work with Human Resources to develop a pool of available noncredit faculty in each of the nine categories of noncredit instruction. Noncredit faculty should apply for the noncredit teaching pool. As per the Minimum Qualifications (MQ) Handbook, Noncredit disciplines have minimum qualifications specific to the noncredit instructional area.

Noncredit DSPS staff & tutoring: $80,000 (counselor) + $10,000 (tutor/s) + $5,000 (misc)
Services: Students with learning disabilities in noncredit courses may increase. There may be a need for additional DSPS advisors and tutors. There may be addition software needs.

Office of Instruction: $0
Syllabus attainment: There will be a need to require a syllabus on file at the division office from every noncredit instructor just as there is for credit instructors.

Outreach/Marketing/Webpage Manager: $15,000
Mini-brochures: Noncredit program brochures may need to be created and translated into different languages for the surrounding communities.
Webpage: A new webpage for noncredit will need to be added to the Crafton website.
Implement a marketing campaign: A marketing campaign is needed to enhance enrollment in the noncredit program which may include flyers, press releases, blogging, Tweeting, Facebook ads, and other social media resources. Noncredit program

advertisement should be mailed to local communities, community service departments, church groups, service groups, etc. via post cards, email or mailing list, marquee announcements, etc. Efforts need to be made to advertise these classes making sure to distinguish credit from noncredit courses.

Instructors: Instructors should be involved in promoting the noncredit program.

Press releases: KVCR, local newspapers, or news interest stories may be used to heighten awareness of the noncredit program at Crafton.

Semester Schedule: $0

Redesign: There may be need to consider redesigning the semester e-pdf schedule. Would there be two portals? One for credit and one for noncredit? Would the noncredit get its own webpage with all of details on noncredit there? If this is the case, then we need to address some of these issues with the Web Master.

Student Life: $16,000

Recognition Certificates: Maybe they should be distributed to those who complete the classes with good attendance.

Recognition Ceremony: Maybe the noncredit program hosts an annual student recognition ceremony which could be designed to acknowledge every student for their successful completion of a course.

Student ID: Issuing of the ID card.

Student workers: Student Life would need more help from students to issue ID's, give tours, talk to students in noncredit courses about credit courses and the workforce programs.

Tours: Students hear presentations about entering credit programs and visit a variety of credit classrooms (with instructor permission).

Technology: $150,000 (staff) + $100,000 (expenses)

Instruction Software: Faculty may need to explore online learning options for the noncredit programs, including specialized instructional software to be used as a supplement to traditional classroom instruction.

Computers: Most courses are going to need computers for the courses at these levels.

New Hires: Additional audio visual and technology personnel may need to be hired.

The Testing Center: $55,000 (staff) + $15,000 (expenses)

Testing: Crafton would need to test ESL, business, (and more subject areas to be added to this list) to determine the level at which the student should start at, therefore the hiring of another staff member may need to be hired within the next 3 years of implementation.

Tutoring Center: $17,000

Tutors: There may be a need for ESL and Business tutors.

Additional input from student services will be needed during the noncredit implementation process.

The increased costs, including those listed above, should be funded from the additional FTES generated by the noncredit program.

C. INFORMATION GATHERING

(See attached)