

Non Credit Course and Program Implementation Issues as Noted in the Viability Plan that need to be Addressed

Definition: 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 chancellor's office. Is limited to ten different categories.

There will be increased costs, in order to address the issues as listed below. The added costs should be funded from the additional FTES generated by the noncredit program

- 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.** (pg 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. 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 (pg 4)
- 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. One other thing to consider when implementing the noncredit program is the impact on department chairs who will have an increased workload. (pg 5)
- Additional faculty issues to be addressed when initiating the noncredit program:
 - 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. 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. (pg 5)
 - 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. (pg 6)

- 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? Currently several departments are experiencing room issues for scheduling of classes which needs to be addressed prior to adding noncredit courses. 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. (pg 6)
- What type of grading symbols should be applied to noncredit courses? 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. A standard letter grade of record (A, B, C, D, F) may be preferable in some noncredit courses. Receiving a letter grade may be more influential than a Pass/No Pass and students may tend to complete the letter graded course. (pg 6)
- 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. (pg 7)
- What will be the impact on department Chairs? The initial implementation of a noncredit program will increase the workload for some department chairs. 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. (pg 7)
- 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. (pg 7)
- Who will evaluate the noncredit instructors? Evaluations are determined by the process set forth by the California Teachers Association (CTA) contract with the district. Again, this may be an additional workload issue for department chairs that must be addressed. (pg 8).
- 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. (pg 8)

Additional Projected impacts on overall educational program, students, faculty, college budget, community. (pgs 9-12)

- **Senate Issues (pg 9)**

- Representation: 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 (pg 10)**
 - **Online application**: Credit and noncredit applications may need to be different.
 - **Registration and attendance software**: The implementation of a user friendly online registration system is paramount to the success of the noncredit program. How and which (if any) fees will be assessed? How will positive attendance be tracked?
 - **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.
 - **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. Some colleges do distinguish between the two. 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 transcribed.
 - **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 (pg 10)**
 - **Updates**: The catalog would need to be updated with the new curriculum from the respective departments. This is an ongoing process
- **Counseling (pg 10)**
 - **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.
 - **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
- **Curriculum (pg 11)**
 - **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 of Non Credit Position (pg 11)**
 - The cost should be funded out of the noncredit FTES.
- **Human Resources (pg 11)**
 - Faculty Pool: 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 Services (pg 11)**
 - 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 (pg 11)**
 - 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 (pg 11)**
 - 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 PAGE 12 OF 13 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 Redesign (pg 12)**
 - 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 (pg 12)**
 - 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 (pg 12)**
 - 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 (pg 12)**
 - Testing: Crafton may need to test ESL, business, (and more subject areas to be added to this list)
- **Tutoring Center (pg 12)**
 - There may be a need for ESL and Business tutors.