

Non Credit Course and Program Implementation Questions and Issues

Noncredit workshop - March 31, 2017

There will be increased costs, in order to implement a quality noncredit program. The added costs should be funded from the additional FTES generated by the noncredit program

- 1. How is noncredit FTES figured and paid by the state? based on hours... it is positive attendance which means you must keep track of the hours:**
 - *525 hours = 1 FTES*
 - *CDCP (enhanced) ~ \$5,000*
 - *Regular ~ \$3,000*
- 2. Since noncredit is based on positive attendance what is the best way to plan/budget for the classes?**
 - *Avoid Open Entry/Open Exit; use managed enrollment (i.e. instructional sections) (Shall we roll out Noncredit as managed enrollment classes?)*
 - ***Managed Enrollment** is better than Open Entry /Open Exit as students tend to commit better. Telling people what the expectations are up front*
 - *Plan for attrition – can use SSSP for noncredit and noncredit has its own allocation for SSSP funds. Also, there is an opportunity for BSI funds - (What is our plan?)*
 - *Should also explore Rigorous retention efforts (What is our plan?)*
 - *San Diego CE – 40,000 FTES and 46% is ESL*
- 3. How important is having a Dean or Director of noncredit?**
 - *Does anyone already here have time to do this work?*
 - *Do we want it to be successful?*
 - *Yes, this is VERY important, adult ed funds, could be used to fund this position (Do we need to retain someone to manage the implementation and rollout of noncredit on our campus? If yes, what is our plan for retaining a direct director of noncredit? Can this be paid for with BSI money? What about equity money? Do*
- 4. What process is followed to increase full time noncredit faculty? Is there a relationship between FTES generated and FTEF load in terms of hiring?**
 - *Not currently part of the FON*
 - *Faculty hiring priority committee – FTES should be part of the determination process (What is our plan to bring on Noncredit FT faculty - shall we establish a ratio? How many FTES would be needed to trigger a FT faculty hire?)*
- 5. Costs for the College**
 - *Positive attendance - every minute counts! (What is our plan to track attendance? What form shall we use, how will be log the hours?)*
 - *1 FTEF = 262.5 hours*
 - *1 faculty member teaching 5 3-unit courses for 17 weeks*
 - *15 hours * 17.5 weeks*
 - *Load is locally negotiated – ranges 18 to 25 but that is problematic when considering costs*
 - *Productivity:*

- *Guideline: 17.5 FTES/FTEF*
*17.5 FTES = 9,187.5 SCH (17.5 * 525)*
- *9,187.5 / 52.5 hours per class (3 hours/week for 17.5 weeks) / 5 (classes) = 175 students semester*
- *175 / 5 = 35 students per class*
- *How does this to the Workforce Training Certificate:*
 - *8 hours/day * 5 days/week * 6 weeks = 240 SCH = .46 FTES/student = 39 students attending all 240 hours for 1 FTEF*
 - *1 cohort of 25 = 11.5 FTES enough to support ~ .65 FTEF*
 - *Must be considered as we develop our N/C model – is this a pipeline for other programs? May be able to support this - at least partially with categorical funds (e.g. SWP).*

6. Costs for the Students

- *Fees*
 - *Health fees – some colleges charge/some do not, but if we want our noncredit students to feel like they are part of the community then they should be integrated (What is our plan?)*
 - *Parking fees – our policy does not differentiate - So noncredit students will need to pay parking fees*
- *Materials and textbooks Program specific*
 - *Same as credit?*
 - *Consider using OER materials*

7. Admissions and Records:

- Registration: What support should be planned for in terms of assistance to noncredit students with filling out forms, answering questions related to registration issues?
 - *We should make it as simple as possible; provide on-site support services; remember these are our future credit students! (What is our plan? Do we want to explore a different registration tool? For noncredit students? What options are available?)*
 - *SDCCE has a customized (simplified) processes for noncredit (different from CCC Apply)*
 - *Noncredit students have to be California residents*
 - *Noncredit online courses require a first day, face-to-face class (i.e. legal residence 1 year and 1 day). Bring in proof of resident such as a piece of mail.*
 - *Hybrid class (2 census dates: at the 3/4 will take another census). Students keep time cards*
 - *Do we want to have separate ID? Only necessary if we want to limit access to services (such as health center). (What is our plan?)*
- Online application: Is it a best practice for noncredit applications and online registration to be different from the process (CCC apply) used for credit courses? If so, what is the most common tool used by colleges to register students into noncredit courses and programs?
 - *SDCCE uses both an online and paper process for attendance tracking – sometimes essential for limited English language proficiency applicants;*
 - *They are migrating to PeopleSoft implementation which may minimize paper processes (What is our plan? Shall we explore PeopleSoft?)*

- Grading: What type of grading symbols should be applied to noncredit courses? Letter grades? Pass/no Pass? What is a best practice and Why? *(What is our plan?)*
 - *Course specific - Shall we leave this up to the course and include in the NC course outline of record? Some may want to include letter grades in their NC course(s)*
 - *Letter grades are acceptable and based on achievement of the objectives*
 - *Unlimited repeatability*
 - *P - N/P - S/P (What is our plan?)*
 - *MIS submission currently does not include ANY grades, only the code UG – ungraded, even for those students that are assigned grades*

- Transcripts: How are noncredit courses and grades typically transcribed? How is noncredit enrollment, certificates, educational history, etc. tracked?
 - *This is a local decision - need to develop a definition of completion (What is our plan?)*
 - *SDCE is implementing People Soft – and there will be Transcripts*
 - *Need to build systems that honor the work these students do (What is our plan?)*

- Course Management System: What CMS is used and how are the course shells generated?
 - *Blackboard now, moving to Canvas; same as the credit classes*

8. Class Schedule and College Catalog

- Schedule: Is it best to have a printed schedule of noncredit classes? How about an e-pdf schedule? Separate from credit listings? Costs? Audience? Creating a pipeline?
 - *Printed and electronic - Separate from credit (What is our plan?)*
- Catalog: Is it typical to have a separate catalogue and schedule of class for noncredit courses and programs? Costs? Audience?
 - *Printed and electronic - Separate from credit (What is our plan?)*

9. Counseling

- Counselors: Is there a need to hire noncredit Part time/Full time counselors? If so, how many FTES are required to sustain a FT counselor?
 - *Can use SSSP and Student Equity allocations for this (What is our plan to bring on Noncredit counselors - shall we establish a ratio? How many FTES would be needed to trigger a FT counselor hire?)*
- Orientation workshops: Is there a need/requirement to provide orientation workshops for noncredit students? How often? And when?
 - *Varies by program but generally should be done early each semester for prior to a new cohort beginning (e.g. auto 13-week cohorts) (What is our plan?)*
- Student Education Plan: Do noncredit students need to have ed plans? If so who assists with this?
 - *Yes - Counselors support the development of the NC Ed Plans (What is our plan? Again we may need additional FT counselors dedicated to Noncredit. Shall we establish a ratio? How many FTES would be needed to trigger a FT counselor hire?)*

- Tracking students: Is there a standard practice for tracking the progress of noncredit student? If so what tool is used? What is the best way to keep track of the percentage of noncredit students who matriculate to the credit program?
 - *Tool: TOPSpro Enterprise due to AEBG*
 - *Common student ID; clearly articulated pathways (What is our plan?)*

10. Student Services

- Health Center: Is this available for use by the noncredit students? Are they assessed a fee? If so how much?
 - *Local decision (What is our plan?)*
- Tutoring Center: Is this available for use by the noncredit students? What is the demand? Need? Additional Space requirements to accommodate the tutoring needs of noncredit students?
 - *Local decision (What is our plan? Will we need dedicated tutors for noncredit?)*
- Veterans Services?
 - *These services can be included for NC students - can use Equity funds to support veterans, homeless, opportunity youth, etc. (What is our plan?)*
- DSPS staff: Is there a need for additional DSPS advisors and tutors to assist noncredit students
 - *NC students are enrolled at our institution and are therefore entitled to all of the legal accommodations, etc. (What is our plan?) We will need a staffing plan that includes noncredit instructional faculty and non instructional support services*

11. Student Life

- Recognition Certificates: Are these awarded? If so are they done on a per class? Per program basis? Who manages this?
 - *May want to consider including CTE certificate programs in commencement along with the HS diploma students; other certificates may be managed by the faculty in the class and/or program (What is our plan?)*
- Recognition Ceremony: Is it typical to have an annual student recognition ceremony to acknowledge the progress and/or performance of students?
 - *May also want to host a NC CTE Certificate Completion Celebration (What is our plan?)*
- Student Life: How are noncredit students integrated into the college culture? Are there tours? Noncredit student representation? Workshops or sessions for noncredit students about the credit courses and the workforce programs.
 - *Yes, all of the above should be provided (What is our plan?)*

12. Curriculum

- Course Development: Who can develop noncredit courses & programs? How is this decision made?
 - *No different than your credit process (What is our plan? What departments shall have course development and course approval/review rights for each of the 10 areas of noncredit?) What courses should we focus on first and why?*

- Committee: Do the curriculum committee members need additional training in order to understand the requirements related to the approval of noncredit courses? If so, who can provide this training
 - *The process is pretty similar to credit with a few differences – outlined in the PCAH; New version being published this year. ((What is our plan to train our curriculum committee members?))*
- CurricUNET: What modifications are required to accommodate noncredit courses?
 - *Done*
- Disciplines: Do all noncredit courses fall under one of the 10 noncredit disciplines? How is this decided?
 - *Local decision; short term voc in discipline TOP code; workforce preparation : speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills necessary to participate in job-specific technical training likely in TOP codes 4930.10 – Career Guidance and Orientation, 4930.11 – Interpersonal Skills, 4930.12 – Job Seeking/Changing Skills*
- Course I.D. and numbering: Is there a model or a standard for naming and assigning numbers to noncredit courses?
 - *No standard - recommend consistency with our existing system and then include a specific non-credit indicator. (What is our plan? We have already established the 600's for noncredit courses)*
- Course offerings: Who determines which noncredit courses get scheduled? How is priority determined between credit and noncredit?
 - *Same process as we follow for credit courses*
- Syllabi: Is there a standard for noncredit? Minimum requirements? Who maintains the record of the noncredit syllabi for each course taught? The instruction office or division dean?
 - *Same processes as credit*
- SLO's: Who develops and evaluates the Student Learning Outcomes (SLO's) for noncredit courses?
 - *Same processes as credit*

13. Human Resources

- Faculty Pool: Since the MQs are different for noncredit courses does the HR office at the district maintain a separate list of faculty who are approved to teach noncredit courses? Should Human Resources maintain a pool of noncredit faculty in each of the noncredit disciplines categories?
 - *Same as the process used to track credit faculty*
- FT Faculty Hires: Who gets priority? Credit or Noncredit? How is this determined?
 - *Local decision - we are building a new model so we must decide what works best for CHC*
- Recruitment: Who recruits, recommends and hires faculty to teach noncredit courses?
 - *Same process as credit faculty*
- Evaluations: Who evaluates noncredit instructors? How often is done
 - *Same process as credit faculty*

14. Marketing/Webpage/Outreach

- Marketing campaign: What is the best way the noncredit program? What about flyers, press releases, blogging, Tweeting, Facebook ads, and other social media resources? Are they typically marketed separately from noncredit courses and programs? Or co-advertised?
- Print Media: Are program brochures and other noncredit print media translated into different languages for the surrounding communities?
- Webpage: Is it typical to have a website for noncredit? Or just a separate webpage.
 - *These are all local decisions. We should view NC as an entry point for future credit students. We need to think long term (What is our plan?)*

15. Resources

- Association of Community and Continuing Education
 - <http://www.acceonline.org/>
- Preparing Students For Careers And College Through Noncredit Enhanced Funding
 - <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-CDCEP-Report-ADA.pdf>
- *Building Bridges and Programs: Developing and Sustaining a Culture of Noncredit*
 - <http://iepi.cccco.edu/professional-development>
- SDCE Office of Institutional Effectiveness
 - <http://sdce.edu/organization/institutional-effectiveness/institutional-research/reports-presentations>
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