

# CHC Continuing Education Noncredit Courses and Programs Implementation Plan

## Mission and Vision

Implementation of a noncredit program complements the college mission by engaging diverse, nontraditional, and underserved populations within the Crafton Hills College service area, and by advancing the educational, career and personal success of noncredit students.

## Description of Program

The CHC noncredit program will include courses that can help underprepared students become more proficient in areas of remediation, and will also include courses that help provide a transitional pathway from noncredit to credit and/or workforce education courses and programs. The noncredit program will provide instructors an opportunity to develop and implement new teaching techniques and to enhance student engagement and success. The noncredit program will provide a supportive learning environment for those who do not possess the study and learning skills required to succeed in a traditional credit course.

Noncredit courses have no credit associated with them and there is little to no cost to the student. Courses may be repeated an unlimited amount of times. The courses generate apportionment and some may include a sequence of courses leading to a certificate approved by the state chancellor's office. Noncredit apportionment is limited to the following ten categories:

1. English as a Second Language
2. Immigrant Education (including citizenship)
3. Elementary and Secondary Basic Skills (including supervised tutoring)
4. Health and Safety
5. Courses for Adults with Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-Term Vocational (including apprenticeship)
10. Workforce Preparation

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

Initial focus will be on enhancing basic skills (math, reading, and writing), ESL, and workforce development courses. However as the college adds additional short term vocational courses, there will eventually be an increase in the number of students who will be workforce ready which will have a positive impact on local businesses.

Title V regulation 55756.5, limits units earned in pre-collegiate basic skills courses to a maximum of 30 semester units. Students who have a difficult time passing the pre-collegiate basic skills courses will have the most to gain from noncredit. According to statistics, (<http://ccrc.tc.columbia.edu/CommunityCollege-FAQs.html>) 68% of students who come to community colleges access into remedial or pre-collegiate basic skills courses. If just some of the basic skills courses were transformed to noncredit, the chances of reaching the 30 unit limit would be lessened. Knowing that there may be a course that is noncredit in the specific area that students traditionally have difficulties may provide them breathing room and provide some cushion with the 30-unit limitation which may allow them to focus on other credit-based basic skills courses.

### **External Factors with Significant Impact**

The budget for supporting noncredit courses and programs comes from the apportionment generated from students who enroll in and attend the courses. For noncredit classes this is calculated through positive attendance for all hours the students are in class. When students miss classes or stop showing up the number of hours is reduced and the apportionment from the state decreases. The college will need to provide faculty training so that they are able to implement strategies that will help increase retention and success of the noncredit students which is essential to providing the financial support necessary to provide a successful noncredit program.

Four-year institutions do not offer noncredit classes. As such there could be benefits for students attending four year institutions given that the basic skills courses offered at four year institutions cost the same as any other course and the price of going to a four-year institution keeps increasing, making four years of learning very expensive. Crafton can assist students at four year institutions with no cost basic skills remediation which in turn could save hundreds if not thousands of dollars. If marketed effectively, there might be an opportunity to partner with the CSU's to offer basic skills courses for their students as needed.

Crafton Hills College will need to plan for additional full time faculty, increased student support services, management needs and faculty needs with the implementation of noncredit courses. The additional resources are matters that need to be thought through and budgeted for as the college begins to implement noncredit courses and programs. The college will also generate noncredit FTES which should be used to help offset the additional faculty, staff and resources required in order to implement a quality and fully supported noncredit program.

## Evaluation

The number of students enrolled in noncredit courses may fluctuate the first couple years due to such circumstances as course development, curriculum approval, the implementation the noncredit program, advertising, marketing, etc. The college will track the number of students enrolled in noncredit courses for each semester and will continue to add courses and sections until we have reached the 10% target.

While ed plans will be required for all of our noncredit students, it must be understood that many noncredit students may not be working towards a degree or a transfer pathway. Instead the noncredit students may be interested in updating their workplace or job readiness skills, working toward a certificate in order to get a pay raise, acquiring professional training for entry or re-entry into the job market, and/or taking class for self-improvement. As such Noncredit courses may provide a pathway for students to transition to the college's credit programs and may also inspire students to achieve an academic or vocational goal they may not have sought was possible. The achievement of goals and completion of ed plans will be tracked for noncredit students. Data will also be collected on the number of students who transition from noncredit in a college based credit program.

## Noncredit Program Implementation Guidelines

These guidelines were developed from the noncredit research plan submitted by Jodi Hanley. Additional input was provided from departments chairs, the noncredit committee, consultants, A&R staff, Academic Senate, managers, and other members of the CHC campus community.

<b>Management</b>	
<b>Director of Noncredit</b>	The CHC Director of noncredit will oversee the implementation of the noncredit program, courses, faculty hires, etc. The director could also oversee dual enrollment non-CCAP, adult ed, and not-for-credit programs and initiatives.
<b>Courses</b>	
<b>Noncredit Course Development</b>	Noncredit courses will be developed at the discretion of CHC FT faculty members as a way to enhance their credit offerings and/or to provide a pathway between adult education and a two year college program. Noncredit courses will be approved by the CHC curriculum committee, and will follow the same process used for credit courses.
<b>Noncredit course ID's, Numbers, and names</b>	Noncredit courses will be identified first using one of the 10 noncredit area abbreviations, followed by a /N, followed by the full course name. All noncredit courses will be assigned a number from the 600's. (example: WFP/N-601 Essential Workplace Traits and Skills)
<b>Noncredit Course Percentage of total CHC courses</b>	Noncredit course offerings shall NOT exceed 10% of the total course offerings at CHC for any given semester.
<b>Class Sizes</b>	The class sizes for noncredit courses will follow all negotiated contract language. Maximum class sizes for noncredit classes will be established as part of the course development and approval process.
<b>Course Offerings</b>	The schedule for noncredit courses (days and times) and the number of sections offered will be developed and submitted following the same processes as for credit courses.
<b>Hybrid Course Offerings/Online Course Offerings</b>	<p>Hybrid NC courses will be allowed. A DE addendum is required for all NC course offered online. All online instructors must be approved to teach online per the CHC DE instructor approval process.</p> <p>Noncredit hybrid courses must include three required face-to-face sessions: a first day session, a second session (halfway through the course), and a final session.</p> <p>All students in either fully online or hybrid noncredit courses will maintain time cards</p>

	documenting all class time.
<b>CMS</b>	<b>A course shell will be created for every noncredit course offered.</b>
<b>Syllabi</b>	<b>Noncredit class syllabi will follow the same recommendations established for credit classes.</b>
<b>SLOs</b>	<b>Noncredit class SLOs will follow the same requirements established for credit classes.</b>
<b>Grades</b>	<b>Noncredit courses will include the use of letter grades and/or a mark of P, N/P or S/P. Grading options for all courses will be included in the course outline of record, and established during the course development and approval process.</b>
<b>Noncredit Faculty</b>	
<b>PT Faculty hires for Noncredit</b>	<b>Department chairs will work with the Full Time discipline faculty (as needed) to recruit and recommend the recruitment of NC faculty. Noncredit faculty must meet MQs for the NC discipline in which they are hired to teach.</b>
<b>Evaluations</b>	<b>Evaluation processes, timelines, etc. for noncredit faculty will follow the contract. As the program grows this will create additional workload for Department Chairs and FT faculty which is an issue that must be addressed.</b>
<b>FT faculty hires</b>	<b>The college will hire 1 additional FT faculty member for every 35 FTES generated by the noncredit program.</b>
<b>Noncredit Student Services and Fees</b>	
<b>Student Fees</b>	<p><b>Noncredit students may pay the same fees assessed to credit students. It is likely that for the initial rollout of noncredit most students will be enrolled in both credit and noncredit courses. Additionally, it is important to make sure the noncredit students have access to and assist in covering the costs of those college programs and services funded through student fees including health fees, parking fees, materials, textbooks, etc.</b></p> <p><b>A waiver of fees for stand alone courses that are taught entirely off site (at a remote location) may be offered.</b></p> <p><b><i>59400. Required Instructional and Other Materials.</i></b></p> <p><b><i>The governing board of a district may, consistent with the provisions of this Subchapter, require students to provide instructional and other materials required for a credit or noncredit course, provided that such materials are of continuing value to a student outside</i></b></p>

	<i>of the classroom setting, and provided that such materials are not solely or exclusively available from the district.</i>
<b>Student Services</b>	<b>Noncredit students without a fee waiver will have access to all CHC student services. Students who are enrolled in classes or a program offered off site that include a fee waiver may not be eligible for some campus based services.</b>
<b>Admissions and Records</b>	
<b>Registration</b>	<b>Noncredit students will use the adopted noncredit application process to enroll into the college.</b>
<b>Course enrollment Process</b>	<b>Noncredit students will use the adopted noncredit registration process to register for noncredit courses. This may vary by course.</b>
<b>Positive Attendance</b>	<p><b>Attendance shall be recorded for each ¼ hour that students are present in the class. The CHC noncredit positive attendance roster will be provided to each instructor by the office of Admissions and Records.</b></p> <p><b>For online and hybrid noncredit courses student time cards will be posted to the online course shells, and students will be required to sign and submit the time cards for every ¼ hour of course related work. Student time cards must be submitted at the conclusion of the course.</b></p> <p><b>At the conclusion of each semester, the instructor will submit the Positive Attendance totals as per the adopted process.</b></p>
<b>Transcripts</b>	<b>Noncredit courses will be transcribed on a separate noncredit transcript. Students can obtain a transcript from the Admissions &amp; Records Office.</b>
<b>Recognitions</b>	<p><b>Noncredit students will be awarded certificates of completion and/or certificates of competency twice a year at a college hosted award ceremony.</b></p> <p><b>Certificates of completion include:</b> "For students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, leading to improved employability or job opportunities, a certificate of completion may be awarded. A noncredit certificate of completion means a document confirming that a student has completed a noncredit educational program of noncredit courses that prepares him or her to progress in a career path or to take degree-applicable credit courses. The certificate of completion must include the name of the certificate and the date awarded, be identified by a Taxonomy of Programs (T.O.P.) Code number and program discipline, identify the goal of the program, and list the courses completed by the student" (<a href="http://www.ccccurriculum.net/certificates/">http://www.ccccurriculum.net/certificates/</a>).</p> <p><b>Certificates of competency include:</b> "For students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, that prepares students to take credit</p>

	coursework, including basic skills and ESL, a certificate of competency may be awarded. A noncredit certificate of competency means a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies that prepares him or her to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses. The certificate of competency must include the name of the certificate and the date awarded, by identified by a Taxonomy of Programs (T.O.P.) Code number and program discipline, and list the relevant competencies achieved by the student" ( <a href="http://www.ccccurriculum.net/certificates/">http://www.ccccurriculum.net/certificates/</a> ).
<b>College Catalog, Class Schedule and Webpage</b>	
<b>Noncredit Course Schedule</b>	<b>Noncredit classes will be published in a separate section within the course schedule. A separate listing of Noncredit courses will be included on the CHC website.</b>
<b>Noncredit Catalog</b>	<b>CHC will include a section within the college catalog for Noncredit programs, certificates, and courses.</b>  <b>As applicable the catalog should include a pathway between the noncredit courses and programs and the credit courses and programs</b>
<b>Noncredit Webpage</b>	<b>The college will develop a noncredit webpage on the CHC website that explains the noncredit enrollment and registration process, courses, programs, instructors, pathways, etc.</b>
<b>Marketing</b>	<b>The CHC marketing office will develop a strategic plan outlining strategies that will be used to let the community know what we are planning and providing for noncredit.</b>

<b>Noncredit Discipline</b>	<b>Minimum Qualifications</b>
English as A Second Language (ESL): Noncredit <i>(same as the MQs as the discipline of Credit ESL)</i>	<b>Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech or any foreign language OR the equivalent.</b>
Mathematics - Basic Skills: Noncredit	Bachelor's degree in mathematics.

<p>Writing - Basic Skills: Noncredit <b>(same as the MQs as the discipline of Credit English)</b></p>	<p><b>Master's in English, literature, comparative literature, or composition</b> <b>OR</b> <b>Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing or journalism</b> <b>OR the equivalent.</b></p>
<p>Reading - Basic Skills: Noncredit <b>(Same as the MQs as the discipline of Credit Reading)</b></p>	<p><b>Master's in education with a specialization in reading or teaching reading</b> <b>OR</b> <b>Bachelor's in any academic discipline AND Twelve semester units of course work in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL or psychology</b> <b>OR the equivalent.</b></p>
<p>Older Adults: Noncredit</p>	<p>Bachelor's degree with a major related to the subject of the course taught, and either: (A) Thirty hours or two semester units of coursework or class work in understanding the needs of the older adult taken at an accredited institution of higher education or approved by the district. This requirement may be completed concurrently during the first year of employment as a noncredit instructor; or (B) One year of professional experience working with older adults <b>OR</b> Associate degree with a major related to the subject of the course taught; and two years of occupational experience related to the subject of the course taught; and sixty hours or four semester units of coursework or classwork in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the district. This last requirement may be completed concurrently during the first year of employment as a noncredit instructor.</p>
<p>Vocational (short-term): Noncredit</p>	<p>Bachelor's degree; and two years of occupational experience related to the subject of the course taught <b>OR</b> Associate degree; and six years of occupational experience related to the subject of the course taught <b>OR</b> Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter <b>OR</b> For courses in an occupation for which the district offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.</p>
<p>Workforce Preparation: Noncredit</p>	<p>Bachelor's degree; and two years of occupational experience related to the subject of the course taught <b>OR</b> Associate degree; and six years of occupational experience related to the subject of the course taught <b>OR</b> Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter <b>OR</b> For courses in an occupation for which the district offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that</p>



	occupation, as specified in title 5 section 53413.
Citizenship: Noncredit	Bachelor's degree in any discipline, and six semester units in American history and institutions.
Health and Safety: Noncredit	Bachelor's degree in health science, health education, biology, nursing, dietetics, or nutrition; or an associate degree in any of those subjects, and four years of professional experience related to the subject of the course taught.
Home Economics: Noncredit	Bachelor's degree in home economics, life management, family and consumer studies, dietetics, food management interior design, or clothing and textiles; or an associated degree in any of those subjects and four years of professional experience related to the subject of the course taught.
Parent Education: Noncredit	Bachelor's degree in child development, early childhood education, human development, family and consumer studies with a specialization in child development or early childhood education, educational psychology with a specialization in child development, elementary education, psychology, or family life studies; and two years of professional experience in early childhood programs or parenting education.
Specialized Instruction (DSP&S): Noncredit	A bachelor's degree with any of the following majors: education of students with specific or multiple disabilities; special education; psychology; physical education with an emphasis in adaptive physical education; communicative disorders; rehabilitation; computer-based education; other computer-related majors which include course work on adapted or assistive computer technology for students with disabilities; other majors related to providing specialized instruction or services to persons with disabilities. <b>OR</b> An associate degree with one of the majors specified in subparagraph (2) above; and four years of experience providing specialized instruction or services to persons in the disability category or categories being served.
Specialized Instruction (DSP&S): Vocational Noncredit	An associate degree or certificate of training; and four years of occupational experience related to the subject (4) of the course taught; and two years of experience providing specialized instruction or services to persons in the disability category being served.

<b>Prioritization for the 10 areas of Noncredit</b>		<b>Begin Course Development</b>
1	Short-term Vocational Programs (CDCP/Enhanced Funding eligible)	
	Workforce Preparation (CDCP/Enhanced Funding eligible)	
	Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible) <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Writing</li> <li>• Reading</li> </ul>	

	Courses for Older Adults	
	English as A Second Language (CDCP/Enhanced Funding eligible)	
2	Immigrant Courses	
3	Health and Safety	
4	Home Economics or family and consumer sciences	
5	Parenting	
6	Substantial Disabilities	

<b>Department under which the Noncredit Discipline is currently assigned as per Department requests</b>	<b>CHC Department</b>
Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible) - Mathematics	Math
Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible) - Writing	English & Reading
Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible) - Reading	English & Reading
English as A Second Language (CDCP/Enhanced Funding eligible)	English & Reading
Courses for Older Adults	TBD
Immigrant Courses	TBD
Health and Safety	TBD
Home Economics or family and consumer sciences	TBD
Parenting	TBD
Substantial Disabilities	Counseling
Short-term Vocational Programs (CDCP/Enhanced Funding eligible)	BEIT
Workforce Preparation (CDCP/Enhanced Funding eligible)	BEIT

**Department Assigned to Oversee the Approval of the Noncredit Discipline Courses as per Department Requests**

<b>Noncredit Discipline</b>	<b>Alignment of Discipline to one of the 10 Noncredit Areas</b>	<b>Department(s) involved in NC curriculum approval</b>
Mathematics - Basic Skills: Noncredit	Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible)	Math
Writing - Basic Skills: Noncredit	Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible)	English & Reading
Reading - Basic Skills: Noncredit	Elementary and Secondary Basic Skills (CDCP/Enhanced Funding eligible)	English & Reading
English as A Second Language (ESL): Noncredit	English as A Second Language (CDCP/Enhanced Funding eligible)	English & Reading
Older Adults: Noncredit	Courses for Older Adults	Social Science, Human Development (others as requested)
Citizenship: Noncredit	Immigrant Courses	Social Science, Human Development
Health and Safety: Noncredit	Health and Safety	Kinesiology & Health, Public Safety & Services
Home Economics: Noncredit	Home Economics or family and consumer sciences	Social Science, Human Development
Parent Education: Noncredit	Parenting	Social Science, Human Development
Specialized Instruction (DSP&S): Noncredit	Substantial Disabilities	All Student services
Specialized Instruction (DSP&S): Vocational Noncredit	Substantial Disabilities	All Student services
Vocational (short-term): Noncredit	Short-term Vocational Programs (CDCP/Enhanced Funding eligible)	All CTE
Workforce Preparation: Noncredit	Workforce Preparation (CDCP/Enhanced Funding eligible)	All CTE

**PPR 2016-2017 Action Plan (Goals, Objectives, Resources, and Actions)**

**Goal: To successfully implement a fully supported noncredit program**

**NOTE: The increased costs, including those listed below, should be funded from the additional FTES generated by the noncredit program.**

<b>Objective</b>	1.1 To provide instructional expertise for noncredit courses and programs			
<b>Responsible Person(s)</b>	VPI, CHC Faculty,			
<b>Strategic Direction</b>	5. Enhance Value to Surrounding Community			
<b>ILO</b>				
<b>Action</b>	<b>Description</b>	<b>Rationale</b>	<b>Resource Type</b>	<b>Timeline</b>
Hire Additional Full Time Faculty for every 35 of FTES generated by noncredit courses	Noncredit courses will increase workload for current FT faculty. It is imperative that the college to hiring NC full time faculty to support the courses/programs.	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. Full time faculty must be retained to lead the development of the noncredit courses and programs	Contract Classroom Inst. (1100) \$80,000 per FT faculty per year.	08/15/2017 - ongoing

<b>Objective</b>	1.2 <b>The college will develop noncredit courses and programs based on need</b>			
<b>Responsible Person(s)</b>	Discipline Faculty			
<b>Strategic Direction</b>	5. Enhance Value to Surrounding Community			
<b>ILO</b>				
<b>Action</b>	<b>Description</b>	<b>Rationale</b>	<b>Resource Type</b>	<b>Timeline</b>

Provide training and support necessary to approve quality noncredit courses and programs	The curriculum committee will evaluate and inform the noncredit course originators of revisions for all noncredit course outlines of record to include student learning outcomes and ensure compliance with noncredit standards.	Noncredit and credit courses are similar, however there are specific additional requirements for the course outlines of record for noncredit courses that are unique. The curriculum committee members will need to be trained on the noncredit course outline requirements as well as how to evaluating the courses for compliance.	Conferences/ Training	02/01/2017 – ongoing \$12,000 annually
Curriculum Tracking	CurricUNET: Additional fields will need to be created in CurricUNET for the development of noncredit courses.	Course IDs & Numbering: There is agreement to use: XXXX/N to represent noncredit courses in the current CurricUNET system (Example: MATH/N) which will differentiate them from credit courses. Additionally 600 - 699 numbers will be used for noncredit courses.		Completed Fall 2017

<b>Objective</b>	<b>1.3 The college will provide admin support for the growth of a noncredit program</b>			
<b>Responsible Person(s)</b>	VPI			
<b>Strategic Direction</b>	5. Enhance Value to Surrounding Community			
<b>ILO</b>				
<b>Action</b>	<b>Description</b>	<b>Rationale</b>	<b>Resource Type</b>	<b>Timeline</b>

Hire a Director of Noncredit	When talking to other colleges, most started with a director position since most noncredit programs start small. At this time the program is just starting and so may not be big enough to warrant a Dean position.	The CHC Director of noncredit will oversee the implementation of the noncredit program, courses, faculty hires, etc. The director could also oversee dual enrollment non-CCAP, adult ed, and not-for-credit programs and initiatives.	Personnel	08/15/2017 End Date: ongoing \$90,000 annually
------------------------------	---	---	-----------	--

<b>Objective</b>	<b>1.4 Students will be enrolled into noncredit courses and their performance in the noncredit courses and programs will be tracked</b>			
<b>Responsible Person(s)</b>	VPSS and Admissions and Records personnel			
<b>Strategic Direction</b>	5. Enhance Value to Surrounding Community			
<b>ILO</b>				
<b>Action</b>	<b>Description</b>	<b>Rationale</b>	<b>Resource Type</b>	<b>Timeline</b>
The college will need to increase support for noncredit students. (The current process is through CCCApply, the same process will be used for noncredit however these students may need extra assistance.)	Online application- The implementation of a user friendly online registration system is paramount to the success of the noncredit program.	Admission and Records support services and personnel will need to increase in order to support the noncredit students and programs.		01/15/2018 End Date: ongoing \$90,000 annually
A noncredit transcript will need to be developed to record course progress, grades, etc.	<u>Transcripts</u> A noncredit transcript is needed so that noncredit students can verify course enrollments for employment opportunities and/or to show progress towards competency in a specific subject area.	Admission and Records support services and personnel will need to increase in order to support the noncredit students and programs.		

<b>Objective</b>	1.5 Provide noncredit students with computers and computer software.			
<b>Responsible Person(s)</b>	VPI			
<b>Strategic Direction</b>	5. Enhance Value to Surrounding Community			
<b>ILO</b>				
<b>Action</b>	<b>Description</b>	<b>Rationale</b>	<b>Resource Type</b>	<b>Timeline</b>
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.	<u>Instruction Software, Hardware and support</u>	Most noncredit courses are going to need computers to augment instruction.	Computers, computer software and ongoing support	04/01/2017 End Date: ongoing \$150,000 annually

<b>Objective</b>	1.6 <b>The college will promote the noncredit program to the surrounding communities</b>			
<b>Responsible Person(s)</b>	Marketing office			
<b>Strategic Direction</b>	5. Enhance Value to Surrounding Community			
<b>ILO</b>				
<b>Action</b>	<b>Description</b>	<b>Rationale</b>	<b>Resource Type</b>	<b>Timeline</b>

<p>Noncredit program brochures will need to be created and communities. A new webpage for noncredit will need to be added to the Crafton website.</p>	<p><u>Mini-brochures, Webpage, , Noncredit marketing campaign, Press releases</u> translated into different languages for the surrounding will need to be developed for the noncredit courses and programs</p> <p>KVCR, local newspapers, or news interest stories Tweeting, Facebook ads, and other social media resources may also be used to heighten awareness of the noncredit program at Crafton.</p>	<p>A marketing campaign is needed to enhance enrollment in the noncredit program which</p> <p>Efforts need to be made to advertise these classes making sure to distinguish credit from noncredit courses.</p>	<p>Marketing staff and resources needed to promote noncredit courses and programs</p>	<p>04/01/2017 End Date: ongoing \$20,000 annually</p>
---	---	--	---	---

<b>Objective</b>	<b>1.7 Noncredit students will receive the counseling services needed to help them succeed</b>			
<b>Responsible Person(s)</b>	VPSS			
<b>Strategic Direction</b>	5. Enhance Value to Surrounding Community			
<b>ILO</b>				
<b>Action</b>	<b>Description</b>	<b>Rationale</b>	<b>Resource Type</b>	<b>Timeline</b>
<p>Part time/Full time counselors will need to be available to help noncredit students. Educational planning for noncredit will need to be coordinated by the counseling department.</p>	<p>Counselors will assist with Student Education Plans, Tracking student progress, facilitating Orientation workshops will need to be provided for noncredit students.</p>	<p>Noncredit students will need the support of counselors to help them select courses and plan their educational program of study.</p>	<p>:</p>	<p>08/01/2017 End Date: ongoing \$30,000 annually</p>

<b>Objective</b>	<b>1.8 To provide support for students with learning disabilities in noncredit courses.</b>			
<b>Responsible Person(s)</b>	VPSS			



<b>Strategic Direction</b>	5. Enhance Value to Surrounding Community			
<b>ILO</b>				
<b>Action</b>	<b>Description</b>	<b>Rationale</b>	<b>Resource Type</b>	<b>Timeline</b>
Support noncredit Students with learning disabilities	DSPS counselor and tutors will need to be available to help students with learning disabilities who are enrolled in noncredit courses. There may also be additional software needs.	Noncredit DSPS students will need help with selecting courses and to plan their educational program of study.		08/01/2017 End Date: ongoing \$90,000 annually

<b>Objective</b>	<b>1.9</b> To provide noncredit students with tutoring and testing support services			
<b>Responsible Person(s)</b>	VPI			
<b>Strategic Direction</b>	5. Enhance Value to Surrounding Community			
<b>ILO</b>				
<b>Action</b>	<b>Description</b>	<b>Rationale</b>	<b>Resource Type</b>	<b>Timeline</b>
Provide the required Support staff and technology needed to assist the NC students with their needs.	Tutoring and Testing Services will need to be provided for the noncredit students. There may be a need for ESL, math, reading, writing and other basic skills support.	Noncredit students will need similar support services for tutoring and testing as is currently provided to credit students	Provide support services for testing and tutoring services for noncredit students.	08/01/2017 End Date: ongoing \$90,000 annually