# Noncredit Task Force Implementation Plan and Status

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| Identified Issues | Area/person responsible | Deadline/ Priority | Current Status |
| **Philosophy** |  |  |  |
| **Develop Philosophy Statement:** The philosophy statement will guide the college in making decisions about the types of noncredit to prioritize, the mix of noncredit and credit offerings, and the support to be provided to students. | **Task Force** | Fall 2017 | **Done**--Draft 3 (attached) |
| **Finalize Philosophy Statement:** Senate and Academic Affairs |  | Spring 2019 |  |
| **Entering Students** |  |  |  |
| **Publication/Marketing:** Need a noncredit website with links to orientation dates, application portal, registration portal. Information about all parts of noncredit matriculation (from intake through support services through grades and programs).  Note: Lots of good models at other colleges. Our website is a challenge.  Word of mouth and print marketing/outreach also important, especially for ESL. Note: Math Academy has had good outreach in classes, on the website, and around campus.   Student documentation-how to get students to know how to provide the appropriate information. Add information to the application (paper version when needed) |  | Spring 2019 | Not done |
| **Schedule/Catalog:** Should noncredit have its own catalog and/or schedule? A separate section in the current catalog and/or schedule? Specific information and policies about noncredit should be published in addition to the course offerings. Pathways from credit to noncredit will be published in the schedule and catalog. | **Academic Affairs** |  | Not done |
| **Application process:** Determined process (get sample applications from other schools). After looking at other schools and discussing a streamlined application processes, a CCCCO memo was shared that emphasized schools should be using the CCCApply process for noncredit. Notes: Noncredit students (particularly in ESL, but also in Older Adult classes) face an obstacle in filling out CCCApply on the computer. Paper CCCApply applications are currently being used for ESL. Orientation sessions, Ambassadors, outreach systems, still need work to make the application process easier, smoother, have more help for students. | **Mary, Dave** for CCCApply  Who?? for getting more assistance for incoming noncredit students. |  | **Done--using CCCApply** Work still needed on strategies/systems to make the CCCApply process easier for students. |
| **Orientation process**: Develop orientation processes for noncredit.  Model to follow: Longer and more involved New Student Orientation for ESL. Include place of noncredit ESL in college ESL sequence, opportunities, etc.  Brief New Student Orientation for other types of noncredit. Perhaps a subset of current online orientation could be developed along with group sessions on a publicized calendar? | Ana has developed an initial orientation model for ESL.  **Counselors** and **ESL instructors** should be involved in further development of orientation. |  | **Begun** on a small scale. Not complete scalable system. |
| **Placement by Hartnell’s Assessment** if needed—what kind of assessment will be used? ESL, Math, English, CTE | Discipline faculty, counselors |  | Not done |
| **Registration**: Determine registration process. Other schools have separate registration portal for noncredit. At this point, we only have PAWS registration. Notes: Many noncredit students will need assistance with PAWS registration. Also, credit students might be confused by noncredit offerings showing up in PAWS. What about waitlists and priority registration? Same rule set as credit? Need to determine. |  |  | **Done-using PAWS**  Not done—provision of assistance system for noncredit students |
| **Business Services:** Cashiering services, ID services not currently available during evenings or weekends to accommodate noncredit students who aren’t able to use online payment.  Notes: $10 student fee is charged to noncredit students and credit students and all students get a student ID. Parking for short term noncredit courses is only available as daily parking pass. Is there a need for some other parking permit? | Business Services |  | Not done |
| **MIS Reporting/Research:** Are all the required fields available for noncredit so that it can be reported out and also tracked for internal research purposes. Are people involved fully trained to make sure things are coded and entered properly? | Technology, Academic Affairs, Research, A and R |  | ?? |
| **Enrolled and Continuing Students** |  |  |  |
| **Attendance Reporting:** System for swipe card attendance monitoring needed. Also needed, system that minimizes the recording requirements for faculty.  Notes: Currently, attendance recorded in Canvas as present or absent or tardy (no times entered), then positive attendance time has to be totaled and re-recorded in PAWs at term end. | Technology |  | Not done |
| **Noncredit Counseling:** This will be needed. Perhaps a few existing counselors could specialize in noncredit area as we develop programs and noncredit grows. | Counseling, Student Affairs |  | Not done |
| **Grades for noncredit**: Revise AP4230 on grades to reference noncredit and to allow for SP grade in addition to P and NP.  Note: noncredit courses can be graded A-F or P/SP/NP depending on the approved COR. Noncredit courses approved in 2017-18 all had SP grade allowed pending board policy update. | **Kelly and Mary** will submit AP4230 revision | Fall 2018 catalog | **Done** |
| **Grading criteria:** Develop rubric to guide faculty on what is P vs SP vs NP for a noncredit class. Model below.\* | Noncredit Task Force, Curriculum Committee | Fall 2019 | Not done |
| **Submitting Grades:** Grade submissions should be the same as for credit courses, but PAWS has to accommodate P/SP/NP grades for noncredit courses that are using them. | Technology, A and R | Fall 2018 | Done? |
| **Academic Support:** The college should provide academic support for students in the noncredit courses. Location of current services might be a challenge for off-site noncredit locations. | Support Services (Panther Lab, Tutoring Center) |  | Currently available on campus sites. |
| **Student Services/Counseling:** Counseling specific to the needs and locations of noncredit offerings. Educational planning, accessing supportive services, etc. | Counseling |  | Not done |
| **Exiting/Completing Students** |  |  |  |
| **Transcripts/Academic Record Processes:** Noncredit courses and programs will be transcripted. The transcript should be separate from the credit transcript. Note: This will impact degree audit, records staffing, technology systems. | Technology, A and R | 2018-19 | ?? |
| **Program Awards:** When/How will Certificates of Completion and Certificates of Competency be awarded?  In order to address the elusive nature of noncredit "awards," please note that Title 5 sections 55151(h) and 55151(i)  <<https://govt.westlaw.com/calregs/Document/I471FB340325E11E194EACEFFB46E37D1>> require a list of courses taken or skills obtained to be  placed on the physical certificate that is awarded to students |  |  |  |
| **Enrollment Verification:** Need system in place to allow students and employers to obtain enrollment verifications. Since using PAWs system for registration this will work the same as it does for other courses. | A and R | 2018-19 | **Done** |
| **Transition to Credit:** Need systems in place to ensure students know how the noncredit program leads to credit opportunities at the college. High priority on capturing noncredit students as continuing credit students regardless of noncredit program. | Counseling, noncredit to credit Ed Planning (technology?), |  |  |
| **Other** |  |  |  |
| **FTES targets:** The college should identify FTES targets for both credit and noncredit and should have a philosophy for the appropriate mix of credit and noncredit. (Crafton Hills, e.g. has “no more than 10% of course offerings in a semester.”) A plan should be in place for how/whether to use noncredit apportionment funding to support the noncredit offerings. Long term planning for noncredit FTES growth and appropriate increases in college financial support for noncredit. | Academic Affairs, Business Services |  |  |
| **Noncredit SSSP:** College should apply for noncredit SSSP as we grow the noncredit program. Initial SSSP funding would be small, but would grow as the program grows. Long term planning for how noncredit SSSP funds mix with apportionment funding (and possibly other funding) to support noncredit. |  | Spring 2018 | We had hopes of applying in Spring 2018 but turnover and other initiatives made it impractical. |
| **Course Numbering:** Designator is existing designator for the discipline in question. Noncredit should be integrated into our existing departmental faculty structure, not in a separate silo of noncredit. Numbering CTE courses are 300s, older adults courses are 400s, Basic skills/college preparation are 600s. |  |  | **Done** |
| **Faculty Load:** Current contract addresses noncredit for part-time and NIC pay (lab rate at appropriate step and column of contract). The contract permits faculty to teach noncredit as load, but isn’t specific about how that would work. Contract needs to more fully address noncredit. Load, pay, what about noncredit lecture courses? Not all noncredit is lab. |  |  |  |
| **Min Quals:** In some instances the noncredit min quals are significantly less than the min quals for the discipline. Where appropriate, faculty want a mechanism for requiring the higher min quals for the discipline. We don’t currently have a process for raising local min quals to a higher level than the state min quals. For example, ESL faculty have been clear that the min quals for noncredit ESL should be the same as the min quals for credit ESL and not the much lower level stated for noncredit. | Academic Senate (Melissa/Kelly) |  |  |
| **DE or Hybrid noncredit:** Mechanisms for “positive attendance” in DE courses needed. (Crafton Hills model?) |  |  |  |
| **Course Development/Approval:** Course development and approval follows the exact same process as for credit course development and approval.  Note:One challenge is to determine appropriate discipline faculty to create noncredit courses and to review and approve the course outlines in the curriculum process. Example: Refrigeration course: developed by CWE faculty, put into ABT discipline, moved to MFGT discipline based on discipline expertise. Demand for courses doesn’t always arise in the discipline area. We need improved system for involving discipline faculty early in the development process. |  |  | Done |
| **Faculty Handbook:** Attendance by positive attendance, grading criteria (especially for SP, rubric?), add drop period, open-entry/open-exit, |  |  |  |

# Hartnell College Noncredit Philosophy Statement Draft 4

## Purpose

Hartnell College noncredit offerings will **increase equity and access to education** throughout the service area by providing opportunities for students seeking

* workforce skills,
* academic preparation, and
* English language and literacy skills.

Noncredit offerings also provide educational access to parents, older adults, and individuals with disabilities. Finally, noncredit offerings can provide supplemental instruction to students in credit programs, increasing their ability to succeed.

Noncredit courses and programs will develop the knowledge, skills, and abilities necessary for students to be effective members of the community and to pursue higher education. They are an opportunity to improve workforce skills and economic mobility, opening opportunities to high-paying, living-wage industries.

## Removing Barriers

Since noncredit opens doors to students who may not otherwise consider attending community college, the systems used in noncredit must be designed to reduce, if not eliminate, barriers. Noncredit courses are free, so complicated financial aid processes are removed. Complex registration, orientation, and assessment systems should also be simplified for noncredit students. Counseling services should be readily available to assist students with career goals, educational planning, and accessing other campus resources. Course offerings should be scheduled to maximize access for target populations.

## Transition to Credit

Noncredit programs (Certificate of Completion and Certificate of Competency) will be designed to enhance and support the credit offerings of the college rather than compete with them. They will seamlessly connect to the credit degrees and certificates wherever possible. While not all students will desire to transition from noncredit to credit education, the college will consider and plan for this transition in the development of all noncredit programs. Noncredit offerings will serve as a portal to students seeking higher education, showing them the possibilities beyond noncredit, and developing the skills necessary for success in an Associate Degree or Certificate of Achievement.

## From the Resolution

Therefore, be it resolved that the HCAS urge the Board to hold a Board Development on effective practices in noncredit education, featuring some of the exemplary models already in practice at other colleges, and

Therefore, be it resolved that the HCAS urge the President to encourage all faculty, staff, and administration to attend the board development session, to become more knowledgeable about effective noncredit practices, and

Therefore, be it resolved that the HCAS urge the President to work with the HCAS to form a broad-based Noncredit Planning Task Force consisting of members of Divisions and Departments that would be involved in providing an effective noncredit program, and

Therefore, be it resolved that the Noncredit Planning Task Force be given the charge of providing college-wide planning recommendations for an effective noncredit program that is integrated with the other efforts of the college and leads to increased student success.