

NECHE Quality Framework for Non-Credit Programming

Bunker Hill Community College

Boston, Massachusetts

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A case study using the NECHE Quality Framework to describe and appraise non-credit programming. This report is intended to assess the quality of non-credit programming at Bunker Hill Community College, as well as provide a framework for continuous improvement.

Section One: Institution Overview

Bunker Hill Community College (BHCC), located in Boston, Massachusetts, is the largest community college in Massachusetts, with more than 19,000 students enrolled annually. BHCC was founded in 1973 and is fully accredited by New England Commission of Higher Education (NECHE). BHCC's two main campuses are in Charlestown and Chelsea, with three satellite campuses and several instructional centers throughout the Greater Boston area. BHCC offers a wide range of learning options to suit the diverse needs of its student body. The college offers day, afternoon, evening, late-evening, weekend, remote, hybrid and asynchronous courses. BHCC is one of the most affordable community colleges in Massachusetts, offering more than 100 academic programs, including associate degree programs, certificate programs, professional training courses, and programs designed to allow students to complete their first two years of a bachelor's degree before transferring to a four-year university.

BHCC's student body is one of the most diverse of any college in Massachusetts. Approximately 65 percent of BHCC students identify as people of color and more than 60 percent are women. There are nearly 700 international students who come from 83 countries and speak more than 75 languages. The average age of a BHCC student is 26, and most students work part time or full time while attending college. Approximately 35 percent of BHCC's students reside in the city of Boston and 84 percent live within ten miles of the College campuses.

BHCC's Division of Workforce and Economic Development (WFED) offers an array of non-credit courses and sits at the nexus of labor supply and demand providing pathways to economic mobility and access to diverse talent for employers. WFED provides a range of

opportunities for education and training that lead to professional advancement and life-long learning while meeting the workforce needs of the communities it serves.

Section Two: Non-Credit Programming Quality Framework Narrative

Mission and Purpose

The Mission of Bunker Hill Community College (BHCC):

BHCC serves as an educational and economic asset for the Commonwealth of Massachusetts by offering associate degrees and certificate programs that prepare students for further education and fulfilling careers. Our students reflect our diverse local and global community, and the College integrates the strengths of many cultures, age groups, lifestyles and learning styles into the life of the institution. The College provides inclusive and affordable access to higher education, supports the success of all students and forges vibrant partnerships and pathways with educational institutions, community organizations, and local businesses and industries.

Bunker Hill Community College's Division of Workforce and Economic Development (WFED) non-credit programming* reflects the College's mission in three ways:

- Recognizing its student community by providing deliberate support of many *cultures, age groups, lifestyles and learning styles into the life of the institution.*
- Providing non-credit programming in practical service to employer demand as a critical piece of building *vibrant partnerships and pathways with educational institutions, community organizations, and local businesses and industries.*
- Aligning non-credit programming existing models of continuous improvement towards a *spirit of inquiry, critical thought, inclusive excellence and lifelong learning.*

* In accordance with NECHE's definition of non-credit programming as a course, series of courses, or program that provides knowledge in a subject matter area that may lead to the award of a certificate, badge, or, in some cases, licensure.

WFED provides a range of non-credit and credit courses and programs in service of learners and its local economy needs. A full list of current WFED offerings can be viewed [here](#). Last year, the division served **5171** pre-college, college level and post degree learners through preparation courses, ESOL programs, employer /grant supplemented training, and continuing education. The range of services provided through the division and with some support from other departments is advising, enrollment, career services, tutoring, food pantry and other basic needs support, job placement and referral to credit programs. For the purposes of this case study, six WFED programs have been analyzed for quality framework review. These six programs serve as a representative sample of WFED non-credit programming, each providing student access to an industry recognized non-degree credential. This sample set informs the following report by reflecting the scope of WFED offerings and themes in service of the NECHE Quality Assessment Framework. A brief overview of the WFED program sample can be found in appendix A, and a detailed list of courses and credentialing encompassed in these programs can be found in appendix B.

Planning and Evaluation

At BHCC, non-credit program planning is driven by employer and community demand. This demand has increased by 30% since 2018. With the exception of a yearly projected revenue report to the Board of Trustees (BOT), WFED enrollment and financial goals have largely been treated as distinct to the college's enrollment and financial planning. However, this has begun to shift. Since 2020, non-credit enrollment is reported weekly during all deans, provost and direct

report meetings. BHCC's Provost has intentionally included WFED activities and influence in many discussions. A yearly review of revenue, trends in enrollment and cost analysis of certain programs occurs in the summer months and is factored into the short term and long-term goals of the college.

While the institution on the whole has not traditionally engaged in Student Learning Outcomes (SLO's) assessment for non-credit programming, the WFED's work incorporates learning outcomes and metrics to measure educational attainment in different areas of non-credit programming. This programming includes Adult Education, (700 / year), the Language Institute (LI)(900/ year) and certain vocational programming (300 / year). The Adult Education programs are funded by the Massachusetts Department of Elementary and Secondary education with standards, SLO's, and measurable outcomes reported on a consistent basis. There is a high level of academic rigor, performance evaluation and instructor support and professional development through SABES, System for Adult Basic Education Support, <https://sabes.org/> Because the LI serves international students, the Language Institute program Intensive English program is Commission for English Accreditation (CEA) accredited for five years with yearly progress reports. Vocational programs such as Certified Nursing Assistant and Medical Interpreter meet industry and data standards for credentialing and licensure. Many of these programs meet all the requirements of the Workforce Innovation and Opportunity Act (WIOA). There is more work to be done in the area of effectiveness and sustainability assessment in other non-credit programs. We have begun to assess programming effectiveness with the following five criteria: Labor market need, community need, student success toward goals, profitability, and fit with the College's Mission, vision and strategic plan. WFED has requested BHCC innovation funding to further assess these criteria, and the provost has set up an initial meeting with WFED and

Institutional Research, Assessment and Planning to discuss the development of a more systemic evaluation process.

A challenge for WFED non-credit programming has been data collection. Institutional Research, Assessment and Planning(IRAP) has not been able to access and collect data as part of the regular BHCC data collection reports. One of the barriers is system integration. WFED uses Elevate student management system (SMS) for enrollment while BHCC uses Colleague as an SMS. The two systems do not “talk to each other” in a seamless way. Weekly data reports are collected in WFED through Elevate and by manual counting. The last year has highlighted this issue, resulting in actions taken to address these data disparities. We can now measure the number of non-credit students who take credit classes as well as what degree program they matriculate in. The data is still rough but three years ago, we had no such mechanism to evaluate career pathways from non-credit to credit.

Employer and constituent engagement is a strength of WFED, is a core division goal, and is how WFED integrates and supports its “for credit” colleagues. For example, the medical interpreter program was previously run by the credit-bearing Allied Health Department with mixed results. Enrollment and placement were low due to faculty bandwidth. With feedback from employer partners at Mass General Brigham (MGB) and Boston Children’s Hospital, WFED redesigned the program as a non-credit credential program, increasing enrollment by an average of 78 % since 2019. Outcomes of these programs include National Board for Medical Interpreters certification and students placed in clinical internships and jobs. Conversely, many healthcare employers need medical assistants who are accredited by the American Association of Medical Assistants (AAMA). Because the credit program aligns with that need, WFED supports

credit Allied Health by creating the contracts and facilitating the logistics, so the department is able to focus on academics and student support.

Organization and Governance

BHCC recognizes the growth of WFED and is making significant investment in non-credit staffing to support the pain points of rapid growth. Examples of this include the recent addition of an Assistant Dean and ELL Recruitment Counselor, postings for an Accountant, and Employment Placement Specialist. While grant funds are partially used for the new staff, the institution continues to evaluate the need for increased institutional support. The college regularly includes WFED in larger discussions such as strategic planning and BOT meetings. There is also a WFED representative on the curriculum committee. However, there are some governance committees that would benefit from formal WFED staff input.

BHCC WFED engages in many state agencies and nonprofit meetings. It is the WFED Dean's primary role to be engaged in local workforce conversations and support students through those workforce system connections. We manage all unemployed student Mass hire documentation, credit and noncredit, training contracts and WIOA authorized training programs in the MASS Hire system. Some staff serve on Boards such as The Somerville Chamber of Commerce, The Massachusetts State Workforce Board, The Private Industry Council (PIC) Health Care Consortium and The Massachusetts High Tech Counsel. Responding to industry/employer needs is paramount. Our agility and responsiveness to develop programs, curricula, training, including the ability to adapt credit offerings, is an extremely important feature of our work with local employers. BHCC WFED is at the center of labor supply and demand. It is critical that WFED continues to operate with a sense of alacrity and urgency to

serve the workforce. Any curriculum review and assessment processes need to be cognoscente of this sense of urgency.

Academic Program

WFED non-credit programming offers coursework at different lengths and levels to achieve appropriate competencies by course. While each offering identifies learning outcomes and skill acquisition goals, a growing subset of WFED courses also identify and achieve goals specific to job acquisition and career advancement. For example, BHCC's Be Mass Competitive program, in response to post pandemic labor market shifts, has worked with industry partners to create current and comprehensive a 516-hour (126 hours in class, 350 hours in paid on the job training and 40 hours of professional mentoring) course sequence, resulting in high completion rates and 87% of students earning post-program employment in \$22/hr.+ full time benefited jobs with partner employers. Often, Adult Education students need a different path into their next steps and consequently over 700 students each semester achieve specialized competencies and learning outcomes aligned to The Massachusetts English Language Proficiency Standards for AE (MA ELPS) and College and Career Readiness Standards for AE (CCRS AE). The Adult Education program offers a potential 912 hours of instruction, counseling, mentoring and academic preparation for next steps. Students must maintain an 80% attendance rate and the program is evaluated on retention success. In conjunction with faculty pedagogical expertise, the MA ELPS and CCRSAE form the foundation for the program's curriculum regarding goals, objectives, outcomes, activities, materials, technology, and evaluation measures—all of which are appropriate for meeting learners' needs and goals. BHCC and American Training's LARE Institute directors collaborate with instructors to ensure that curriculum benchmarks are directly aligned to each content standard and are tied to measurable learning objectives. Many of WFED

programs also excel at incorporating much needed wrap-around services, including job preparedness and placement services into training programs. In many cases, should a subsidized WFED course be discontinued, adult education students would not have equivalent options to transfer into, without incurring financial and prerequisite barriers.

Though most WFED programming results in the acquisition of an industry recognized credential, only some WFED courses are eligible for transfer into credit-bearing programs or formal stackable credentialing pathways. A number of programs and courses, like in the Language Institute, are eligible for transfer on a case-by-case basis but additional consistency on this issue would provide more intentionally scaffolded opportunities for students. With additional BHCC integration and personnel capacity, WFED can take steps to eliminate this challenge and create more avenues for transferability into credit-bearing coursework.

Students

BHCC is a Minority Serving Institution (MSI), Asian American and Native American Pacific Islander Serving Institutions (AANAPISI) and a Hispanic Serving Institution (HSI) operating in service of the diverse population of the Greater Boston area. WFED programming reflects BHCC's highly diverse student body, enrolling students aged 16 to 50+. WFED serves a student population that on average is slightly older than BHCC credit programs. WFED's non-credit programming clearly demonstrates a structural focus on equity. Of the six programs analyzed for this report, five remove financial barriers, offering flexible coursework that is completely free for students or that offer stipends to students, ensuring financial stability during time dedicated to WFED coursework. Further, WFED programs boast strong wrap-around services that include basic needs support, one on one relationship building, peer mentoring, life and academic advising, tutoring, and career advice. These services are available but stretched

very thin. Student accessibility to this type of equity-forward student support will improve as cross-college collaboration continues and the WFED team expands. As noted in the planning and evaluation section, data collection and college-wide student support continue to be challenges for WFED. Connecting all data gathering systems across credit and non-credit programming will continue to clarify student profiles as well as trends in academic and career achievement.

Teaching, Learning, and Scholarship

The qualified educators of WFED courses come from a variety of professional and academic backgrounds. Thirty two(32) faculty work in the Division with Ten (10) Faculty who come from credit full time, (5)adjunct,(5) outside experts who are contracted, professional staff(2) and (10)existing part time noncredit faculty who teach multiple courses for the division. Because each program requires a unique area of expertise, appropriate credentialing and experience in identified in handful of ways including:

- Professional experience and certification in a field of instruction: Many of WFED’s intensive and flexible non-credit programs seek instructors with current professional experience/ licensing. For example, instructors for the Real Estate Sales courses are licensed realtors with significant and current experience in the field, faculty in the medical interpreting program are nationally certified for medical interpreting and demonstrate extensive knowledge in the field, and faculty teaching CNA courses are registered and hold a Bachelor of Science in Nursing. This professor of practice model serves many WFED programs well, creating an environment that remains close to the practical application of course content.
- Teaching experience, advanced degrees, and targeted certifications: For some programs faculty are vetted primarily for academic credentials. For Example, the vast majority of AE instructors hold a Master’s or PhD degree in education or comparable subject, are Test of

English as a Foreign Language (TOFEL) certified, and all are certified in Tests of Adult Basic Education (TABE) or able to become TABE certified upon hire.

- Affiliation with partner organizations: In some cases, WFED courses are taught by field experts that are hired and evaluated by WFED instructional partners or industry – related evaluators. This is the case in courses such as the Phlebotomy Technician Community Education, CompTIA IT courses and Gas Utility instructors(Eversource).
- Educational content partners such as a Condensed Curriculum International (CCI) are a source of faculty and content standards but are not directly evaluated by BHCC. These courses are a good way to access market need and when sufficient resources are available, can be converted into BHCC designed curricula. In the next 6 months, the Dental Assisting program with high enrollment will be transition from CCI content to BHCC developed content, as we have hired a professional dentist to assist with development.

Faculty and instructional staff of WFED can be full time or part time/ adjunct status. This group of educators often teaches multiple courses and, in some cases, also serve as faculty for credit-bearing courses. As mentioned earlier in the report, faculty members in WFED and Allied Health have a mutually beneficial relationship that support both divisions with increased collaboration. It remains a challenge to find, recruit and hire the number of highly qualified faculty and staff needed to grow the non-credit programs that carry waitlists or that are overenrolled. With additional administrative staff capacity, it may also be helpful to standardize instructor and faculty required credentials and evaluation processes by individual program need.

Institutional Resources

The base budget provided by the institution is \$1,500,000 but the division generates between \$300,000 to \$1,000,000 in additional revenue through corporate contracts and manages

\$4,000,000 in grant funds. There are 9 full time staff supported by the institution in the base budget, 10 FT funded by grants or partnerships, 9 part time funded by grants and partnerships and approx., 32 faculty funded by a combination of grants, contracts and tuition. The majority of WFED non-credit community education programming is supported by a combination of grants, limited monetary and in-kind institutional support, and the tuition of self-paying students.

Programs that supply full tuition and materials funding or student stipends overwhelmingly rely on the support of private grants and public agency funding. Generally, program leadership views program funding sources as adequate and semi-predictable. Of the programs assessed for this case study, with the exception of Real Estate Sales, which is funded exclusively by student-paid tuition, outside funding is upheld by the expert program reporting of Dean McKenna and the WFED team.

Besides providing a base budget, BHCC supports WFED programming in a number of ways including via human resources support, accommodation services, student services, division funding, and by providing technical resources including IT support. As BHCC continues its work of blurring the service distinction between WFED and credit-bearing coursework, general support including basic needs support, internship guidance, tutoring, data systems, academic counseling, health/mental health support and technology needs will coalesce into established cross-college departments available to the WFED student population.

In addition to the ongoing alignment of WFED and BHCC operations, data collection systems and student services, a consistent challenge to WFED is that of physical space.

Classroom space, laboratory/ clinical space, and parking are scarce on many of the BHCC campuses, often requiring WFED to move campus locations or transition courses to an online format. This is an issue felt across BHCC.

Educational Effectiveness

Of the programs analyzed for this case study, all identify processes and systems for enrolling non-credit students and for issuing credentials to students who successfully complete their program of study. A strength of WFED's impact is its ability to react to employer needs quickly by adapting and iterating upon course learning outcomes. Many WFED non-credit courses and programs maintain more static competencies and learning outcomes, such as AE, CNA, Medical Assisting and Phlebotomy, others are closely tied to industries experiencing rapid change. To date, there is no complete division-wide resource that captures all course-based competencies.

The WFED programming that remains most flexible to the needs of employers and the most rapidly changing industry sectors tend to lead to flexible short-term programming. At this time, these sectors include cyber security, IT, and customer service. This flexibility is helpful to WFED students and employer partners seeking to facilitate expedited career advancement and job placement. An area of opportunity for new and intentionally flexible WFED programming is the creation of a division-wide learning outcome review structure that catalogs high quality course outcomes, measures effectiveness but remains agile.

Creating a division wide structure of reporting and measuring program competencies would be a helpful tool to measure program effectiveness. As mentioned in other sections of this report, staff capacity and centralized data collection methods are challenges that impact WFED's ability to collect and measure program outcomes across programs. Many WFED programs rely heavily on student and instructor feedback as well as student retention, completion and student reported job placements as markers of success. WFED programs struggle to collect post-program data including credential exam outcomes and career success over time.

The particular strength of WFED programs is the weight of student feedback which influences equitable course design. As capacity allows, WFED leadership regularly disaggregates data to assess what students are succeeding and struggling across programs. There is clear evidence of continuous improvement across WFED programming. For example, the Rapid Recover and Reemployment program(R3) program works with students to identify what specific socioeconomic services students need to be successful in their studies, incorporating those learnings into future intake interviews and programming. The Micro Credentialing program demonstrates a similar sensitivity, noting challenges and changes in student performance and making real changes to prepare students for success moving forward. Examples of resulting program improvements include explicitly introducing basic needs services available to students on the first day of class, creating faculty professional development opportunities on equitable syllabus design and trauma informed approaches to workforce development, and intentionally training employers to recognize the unique strengths of the BHCC WFED student. Modifications like these are continuous, always led with student voice, and a true strength of the WFED team.

Integrity, Transparency, and Public Disclosure

For each non-credit course and program, the BHCC and WFED discloses to the public information about program costs, learning outcomes, and measures of student success. The majority of this information is disseminated via the Bunker Hill Community website and the regularly published [Workforce and Community Education Catalog](#). A sample of public web pages detailing program costs and outcomes can be found in Appendix B.

Section Three: Future Plans

The WFED division of BHCC will continue to grow and improve its non-credit programming in the best interest of student, community, and employer success. The WFED team looks forward to working closely with college leadership to fully incorporate WFED into the wider college community, leveraging the existing trends in enrollment to benefit the short term and long-term goals of the college.

The next phase of growth for WFED will focus on effective evaluation, personnel expansion, and building a framework for effectiveness and sustainability assessment across non-credit programs. WFED plans to maintain the existing five measurement criteria: Labor market need, community need, student success toward goals, profitability, and fit with the College's Mission, vision and strategic plan.

WFED non-credit programming will focus internal efforts on streamlining data collection across programming. A goal for this work will be to spearhead alignment of SMS systems in conjunction with BHCC Institutional Research, Assessment and Planning in a way that will allow for system integration and college-wide access to WFED data as part of the regular operations.

WFED non-credit programming's external efforts will remain consistent as it continues to serve industry/employer needs. The division will continue to hone its agility and responsiveness to develop programs, curricula, training, and credentialing structures in accordance with local labor market change across industry sectors.

Appendix A

A Brief overview of WFED programs sampled for this case study.

The Rapid Recovery and Reemployment (R3) program: R3 provides a sequence of short-term training that allow unemployed and underemployed students to earn an industry-recognized

credential in six to 10 weeks. R3 industry credentialing focuses on healthcare (certified nurse assisting, medical interpreting and phlebotomy) and information technology sectors (Google IT, Cyber security and IT foundations with COMP TIA Aplus), with additional programming and support for credit Emergency Management Technicians(EMT) and marine sciences. R3 is notable for its wrap-around student services, high completion rates, and significant growth. R3 students are fully funded throughout the program experience. R3 began in 2020 and currently serves ~80 students every six to 10 weeks. The R3 program encompasses the Training Resources and Internship Network (TRAIN) grant program, which is designed to support long-term unemployed, under-employed and new entrant adult workers who seek to enter/reenter the workforce under the oversight of the Massachusetts Department of Higher Education and with Education Training Funds (ETF) from the MA Office of Community Colleges (MACC).

Community Education, Phlebotomy Technician Program: The Phlebotomy training program provides a critical entry point into the healthcare sector. The program is housed under WFED Community Ed programming and has been offered since 2020. This course is consistently fully enrolled, serving approximately 24 students each semester.

The Be Mass Competitive Partnership (BMCP): This program serves unemployed and underemployed adults in partnership with Massachusetts Competitive Partnership (MACP) and some of the Commonwealth's largest businesses. Entering its fourth student cohort, BPMC serves approximately 50 students per session. MACP trains learners in customer service and IT. The program provides the unique experience of 10 weeks of intensive instruction and 10 weeks of full-time employer-based on the job training. This program currently reports a full-time benefited employment placement rate of 87%.

Adult Education (AE): AE is a 20+ year collaboration between experienced Adult Education (AE) providers serving communities in Boston and the Metro North region. AE is based in and targets the Chelsea community, a high-need city for EL and adult learners who have not completed high school and the high-need “gateway” communities of Boston, Revere, Everett, and Malden, MA. AE provides English Learning (EL) coursework at four classroom levels as well as pre-High school equivalency test (HiSET) and HiSET preparation courses. The AE coursework currently serves 723 students and aligns to the Massachusetts Department of Education’s (DESI) Adult and Community Learning Standards and the American Training Center LARE Institute.

The Micro-credentialing Program: This program provides micro-pathway opportunities that will help students obtain careers in high-growth sectors and thrive in the local economy. Specific courses include *Foundations of IT support* and *IT support Specialist* training. Each of these courses prepare students for the Computing Technology Industry Association (Comp-TIA) professional certificate exam. Micro-pathways were launched in 2022.

Real Estate Sales: This program stands out for its longevity and student body of working professionals. Students who successfully complete this 40-hour class receive the certification required to sit for the Massachusetts Real Estate Salesperson’s Examination. WFED has been offering this course for 15+ years.

Appendix B

Full list of courses qualified by BHCC programs and industry recognized credentials analyzed for quality framework review:

WFED Course/ Program analyzed	Credential earned/ prepared for
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Marine Technician Program: Introduction to Marine Engines and Systems [Program Details] - R3 Eligible	Mercury Marine Systems Technician Certificate
Medical Interpreter Program [Program Details] - R3 Eligible	Graduates are prepared for the National Board of Certified Medical Interpreters Examination
Principles of Clinical Practice (CNA program) Patient Care Skills (CNA program) Practicum for Nurse Aide (CNA program) [Program Details] - R3 Eligible (credit and non credit)	State Nurse Aide Certification
The Emergency Medical Technician -Basic Curriculum(offered in Allied health Division and supported by WFED funds) [Program Details] - R3 Eligible	Certificate with seven earned credits, eligibility for the Massachusetts/National Registry EMT Certification Examination
Dental Assisting Technician Program [Program Details] - R3 Eligible	Graduates are prepared to sit for the Dental Assisting National Board Examination and the Radiology Health and Safety (RHS) Examination
Foundations of IT Support IT support Specialist [Program Details] - R3 & Micro credentialing Eligible	Graduates are prepared to sit for the CompTIA A+ 1101 and 1102 exams.
Real Estate Sales [Program Details]	Graduates are prepared to sit for the Massachusetts Real Estate Salesperson's Examination
Electrocardiogram Technician [Program Details] - R3 Eligible	Graduates are prepared to sit for the Certified EKG Technician (CET) certification exam
Veterinary Assistant [Program Details] - R3 Eligible	Graduates are prepared to sit for the National Workforce Career Association (NWCA) Veterinary Technician (VET) Exam
Phlebotomy Technician Program With a Clinical Externship [Program Details] - R3 Eligible	Graduates are prepared to sit for the National Workforce Career Association (NWCA) Phlebotomy Technician Exam
Cybersecurity Training Certificate [Program Details] - R3 Eligible	Graduates are prepared to sit for the CompTIA Security+ (SY0-601 exam)
Cisco Networking/CompTIA A Plus (IT) [Program Details] - R3 Eligible	Graduates are prepared to sit for the CompTIA A+ 1101 and 1102 exams

Google IT Support Specialist [Program Details] - R3 Eligible	Students who complete all five courses of the Google IT Support Certificate earn a verified completion badge through Credly
Cisco Certified Network Associate (CCNA) [Program Details] - R3 Eligible	Graduates are prepared to sit for the 200-301 Cisco Certified Network Associate (CCNA) Examination
Be Mass Competitive Program & Partnership [Program Details]	
ESOL Levels 1,2,3 & 4	
ESOL HiSET Spanish	
Adult Education	
Pre- HiSET	
HiSET	

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