ACCE Membership at an All-Time High

By Bob Parker, 2nd Vice President, Membership

ACCE enjoyed a record 14% increase in new members over last year: 120 members, representing 52 colleges and 45 districts, have joined ACCE in the last year. **Members enjoy discount registration to ACCE sponsored events and the annual conference, access to three focused listservs (one each for Community Education, Continuing Education (noncredit) and Contract Education/Workforce & Economic Development programs), the quarterly ACCE Journal, special "members only" information on the ACCE web site, the ACCE Directory, and, perhaps most important, a voice at the state level – ACCE representatives serve on a variety of statewide committees and serve as advocates for our respective programs.** All this for a mere $60 per year (or even less when three or more individuals from your institution join ACCE at the same time!) – see page 4 for more information on how to join ACCE today! ◊

Greetings from San Francisco

Best Practices in Adult Basic Skills

by Marsha J. Elliott, Program Coordinator/Faculty, Basic Skills/High School Diploma Program, North Orange County CCD, School of Continuing Education

Last year I was granted a sabbatical to examine, in depth, community college noncredit basic skills programs and specifically, the nine programs that provide high school diploma courses. These districts are Desert, Glendale, MiraCosta, Mt. San Antonio, North Orange County, Rancho Santiago, San Diego, San Francisco and Santa Barbara. The activities I undertook during the spring 2006 semester provided me with a unique opportunity to examine educational resources, methods of instructional delivery and teaching strategies.

This article summarizes some of the key characteristics (both common and unique) of the high school diploma programs. **The full report, which will be accessible on ACCE's web site (acceonline.org) later this fall,** provides additional detail including a compilation of the nine programs observed and their respective best practices. It also includes a review of publications and online resources, as well as a bibliography of instructional materials.

For the most part, the adult basic skills (ABS) programs offer classes in elementary-level instruction and adult secondary education courses in General Education Diploma (GED) test preparation and high school diploma subjects. Six of the nine districts offer the diploma exclusive of any other school system. Three districts (Glendale, Santa Barbara and San Diego) award a joint diploma which means that the community college and unified school districts have a partnership in which coordination of courses, transfer of students and/or selection of instructional materials are a joint effort. *continued on page 2*

President's Message
by Jan Roecks

Hello to all ACCE members and friends! As your new ACCE President, I am looking forward to an exciting and interesting year filled with stimulating events and the chance to work with old and new colleagues! I welcome your thoughts, suggestions, and ideas as to what ACCE can do to support you and your fellow members.

The Board held an executive retreat in San Francisco during the first couple of days of August to develop a road map

SOUTHERN CALIFORNIA FALL ONE-DAY WORKSHOP OCTOBER 27

Make plans now to attend the fall one-day workshop to be held at MiraCosta College in Oceanside next month.

The day's program includes what promises to be an intriguing keynote presentation by MiraCosta Dean of Academic Information Services Joseph A. Moreau, entitled "From Nanotechnology to Bird Flu: What Does the Future of Technology Hold for Us?" plus the ever popular breakout sessions for our respective groups. Go to **acceonline.org/meetings.cfm** for more information. ◊

BEST PRACTICES, *continued from Page 1*

Instructional Delivery: These adult high school diploma programs, with the exception of two (MiraCosta and City College of San Francisco) are primarily conducted in an instructional lab environment where students attend on an open-entry/open-exit basis (i.e., students register and attend whenever classes are offered, set their own schedules and study at their own pace.)

Most programs that use a self-paced instructional environment issue a student contract, guide or competency-based course outline that specifies in detail the course requirements, assignments and exams. Students use these documents to track progress and record scores or grades. Students enrolled in structured classes are also given a syllabus that delineates course and student expectations.

I also observed the use of technology-based tools. Computers were typically used as supplemental guides or complements to the textbook or classroom instruction; in a few cases computer software was the primary method for delivering instruction and providing assessment. Most prevalent was the use of word-processing for note-taking, chapter outlines and compositions. Some instructors request that students create, edit and submit documents via e-mail for class assignments. Many textbook publishers also include resources on CD's and links to Web sites or virtual tours.

I also observed alternative methods of evaluation during my visits. In addition to the standard, publisher- or teacher-created examinations (e.g., chapter quiz, unit test, final exam), some students were able to demonstrate mastery of course content through projects. Presentations (typically using PowerPoint) were another way students organized and displayed assignments.

Program Services: Most programs offer a selection of initial assessments to determine students' skills in reading, writing and mathematics. The Test of Adult Basic Education (TABE) is a primary tool for this intake process. A few programs have selected other methods/instruments for advisement purposes. Typically, there is an orientation scheduled so that students receive pertinent information about the program before enrolling. Counselors or advisors are available to discuss the academic preparation, transcripts, and various life goals of each student before advising which classes are appropriate.

In most programs, students with low assessment scores, insufficient academic preparation and/or learning challenges are advised to begin supplemental instruction through Adult Basic Education (ABE) courses or other supportive methods to improve skills (e.g. learning labs, tutoring or Disabled Students Programs and Services (DSPS) accommodations).

An additional benefit of having continuing education students served on or nearby a college campus is the access they have to college classes and services. Some programs (e.g., College of the Desert, Mt. SAC, and MiraCosta) have credit students enrolled in noncredit basic skills labs to improve academic skills. At Santiago Canyon College, noncredit and credit students study side-by-side in the same developmental skills lab.

Exit Examination: Commencing with the 2003/04 school year, students receiving diplomas from a school district must pass the California High School Exit Exam (CAHSEE). As of the end of school year, adult students attending a local high school district would also be required to pass this exam before being awarded a diploma. Currently, community colleges that grant high school diplomas are exempt from this requirement, but this may change. The San Diego CCD already includes the CAHSEE as part of the joint diploma graduation requirement. Some continuing education programs within the community college system have established courses in CAHSEE preparation for local school districts.

Classroom Materials: GED test preparation and high school diploma courses typically use standard published textbooks, some of which are state-adopted texts. Some programs also assign materials according to the corresponding reading level of each student. In addition to written materials, audio-visual tools, software applications and online resources are available to students at many campus locations. Technology is incorporated effectively where both adequate facilities exist and sufficient budget allocations allow.

Curriculum development and textbook selection is primarily the responsibility of the faculty. Some campuses have a scheduled time during the school year to set goals, review course content and revise curriculum. Others examine teaching materials periodically and reach consensus prior to implementation of new course content. Prior to any curricular revisions, programs have focused on course rigor, selecting instructional materials with content that aligns with state standards.

Graduation Requirements: The number of credits required to graduate vary from 160 to 185 (185 (note that San Francisco only requires 40). Most programs allow credits from other institutions to be applied toward the diploma. In addition to the core subjects and elective credits, students are also expected to demonstrate a level of competency. These competencies typically include English language arts (e.g. reading, writing skills and composition) and mathematics.

Best Practices: Summaries of individual campus visitations and practices that appear to make a difference in student success are included in the full report. Common "best practices" include:

- Open labs with adjoining classrooms where direct instruction in specific diploma subjects takes place.
- A high degree of coordination and communication with instruction and student services departments.
- Full-time instructors to monitor classroom activities, manage student discipline, supervise support staff, develop curriculum, and help coordinate program operations.

COMING SOON: Marsha Elliot's full report at ACCEONLINE.ORG

Using Carrier Route Analysis to Target Your Marketing Efforts

Saturation mailing to selected carrier routes, not entire zip codes, is helping community education programs improve the efficiency of their promotion dollars. According to an article in the April 2006 issue of *LERN Magazine ("Segmentation Carrier Route Analysis Guidelines")*, programs can cut distribution costs by up to 30% by targeting their best carrier routes and find new growth areas by analyzing their current participant list by carrier route.

LERN cites two purposes of carrier route saturation. First, increasing promotion efficiency and/or relocating brochure distribution to more productive addresses/names will maximize your return on the dollars spent on promotion. Second, it allows you to explore growth (an increase in registrations) by mailing your schedule to previously unused carrier routes that reflect the same demographic composition as one or more of your best current carrier routes.

To take advantage of this targeted marketing strategy, you first need to find out all the carrier route numbers in the zip code you are planning to test with carrier route saturation. LERN notes, however, that the post office does not necessarily provide sequential numbering for all carrier routes, so you'll want to find out the total number of carrier routes to ensure that you identify all of them.

Next, get your past participant list coded and sorted by carrier route. By having your current sales sorted by carrier route you can tell which routes are the best candidates to test – in other words, find the carrier routes that are more likely to be worthy of saturation and those that aren't. Eliminate from your list any carrier routes where you have no registrations. According to LERN, this may and probably will be 50 to 80 percent of the carrier routes within the zip code! When nobody has registered from a given carrier route, it is far less likely to produce registrations than a route that is currently resulting in registrations.

A note about your data: LERN says it should consist of any one of the following (and you only need to use one) but the data from each carrier route (CR) must be from the same time frame (same session, year, or date range):

- Lifetime sales from each CR;
- Single session sales from each CR;
- Registrations from each CR;
- Unduplicated head count from each CR.

Illustration (based on LERN's article): Castlerock College's Community Education Program wants to determine which carrier routes to saturate and identify which routes to drop. Their initial analysis shows that zip code 02906 generated $12,510 in registrations during the Fall 2005 semester. Out of a total of 85 carrier routes in the zip code, these sales all came from 18 carrier routes. An additional 65 carrier routes in the zip code generated no registrations at all. First conclusion: of the 85 carrier routes in zip code 02906, nearly 80% of the routes did not generate a single dollar of revenue and should be dropped.

Step two of the analysis is to look at the revenue generated by the "producing" carrier routes. After analyzing these 18 carrier routes, Castlerock finds that the top 50% (nine carrier routes) produce 80% of the registration income. After counting the residences in those nine carrier routes, a total of 2,000 residences are identified. If they mailed to all 2,000 residences (thus saturating those routes) and had the same results (i.e., no net increase in registrations), they would have the following approximate numbers: 2,000 x $1.25 (brochure + postage) = $2,500. The return on investment, even with no net increase in revenue is 5:1. The conclusion? Castlerock should continue to saturate these carrier routes.

But what about the other 50% of the "producing" carrier routes. They, too, account for approximately 2,000 residences but only 20% of the registrations. If Castlerock saturates these routes, and again has no increase in revenue, the return is 1:1, which is still a good return. Conclusion: Castlerock should also saturate these routes *unless their promotion budget is extremely limited*. These are still good bets, just not as good as the top performing routes.

According to LERN, there is always a chance that a carrier route with no previous sales could produce registrations if saturated, but the odds are low and the risks are high. If there is a compelling reason why a particular carrier route might eventually produce registrations if saturated, it might justify a pilot test, but only after you saturate those carrier routes that have generated sales. LERN also notes that because carrier routes change over time, it is likely that at least one carrier route from the bottom will move to the top and one of your top performing carrier routes will fall from favor.

In conclusion, as customers focus their attention on rising costs of gas and other "life necessities," community education programs will have to take advantage of new and varied tools to help them target how the promote what they have to offer. Carrier route analysis is yet another method for maximizing return on promotional investments.
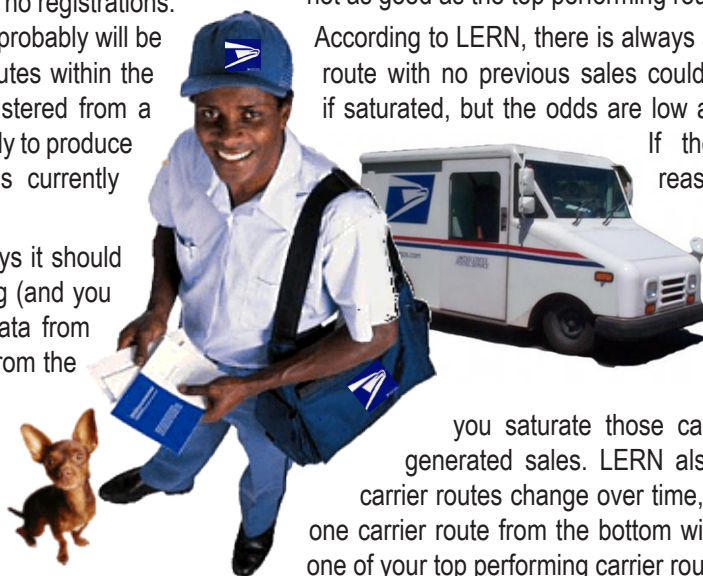
Terry Newman Accepts Appointment as ACCE Council Leader for Community Education

The ACCE Board congratulates Laura Franklin on her new position with Santa Ana College's Continuing Education program and has regretfully accepted her resignation as the ACCE Council Leader for Community Education. Laura has been a tremendous asset to the board, and we look forward to her continued involvement in ACCE. Best wishes, Laura!

We are very excited to announce that **Terry Newman** (pictured at left), Director of Community and Contract Education at Gavilan College (Gilroy, CA), has agreed to take on the responsibilities of the Community Education Council Leader. Terry brings an extensive background in Community Education through her many years at El Camino College and in her current position at Gavilan College. Terry has also been an active member of ACCE for many years.

You can contact Terry at **tnewman@gavilan.edu**. Please welcome Terry and send her any Community Education questions or issues you would like to see addressed. Welcome aboard, Terry!

Call for Presentations for the 2007 ACCE Annual Conference

The ACCE Conference Planning Committee is in the midst of planning the 2007 Conference to be held February 21 - 23 at the Fisherman's Wharf in San Francisco. We are in the process of negotiating with hotels to secure the very best rates.

We are currently seeking proposals for 60 to 75 minute workshops on topics of importance to practitioners in Community Education, Continuing Education, Economic/Workforce Development and Contract Education. Proposals that stimulate dialogue among colleagues, highlight proven practices and innovative solutions, or present creative approaches to issues facing professionals in their respective fields are especially welcome.

If you (and/or your colleagues) have an idea for a presentation, we invite you to submit a written proposal ASAP but no later than **December 1, 2006**. Please complete the workshop proposal form, which can be found on the ACCE web site (acceonline.org) and e-mail it to Anna Garza, ACCE First Vice-President/President Elect at agarza@sce.cc.ca.us. Questions? Please call Anna at (714) 808-4687.

ACCE will provide flip charts, laptop computers, screens and projectors for presentations, if requested. ACCE is a nonprofit organization and presenters should note the following:
- ACCE does not pay honoraria or travel reimbursement for workshop presenters.
- All presenters are required to register and pay the conference registration fee and make their own travel arrangements.

Presenters will be notified of the status of their proposal by December 15, 2006.

Thank you for your interest in participating in ACCE's upcoming conference. We look forward to seeing you at the conference as a participant, presenter...or both!!

ACCE *Join Today!*

ASSOCIATION OF COMMUNITY AND CONTINUING EDUCATION

The cost of your directory includes ACCE membership for *calendar year* 2007.
- $60 for one directory
- $160 for three directories*
- $300 for affiliate members**

* please submit a separate form for each directory ordered.
** commercial vendors, independent contractors, etc.

Mail your check and the form below for each directory ordered to:
Bob Parker, 2nd VP/Membership,
915 L Street, #C125, Sacramento, CA 95814
or contact Bob at bparker@sdccd.edu or 619.388.4884

Name:		Title:		
College:				
Mailing Address:		City:		Zip:
Phone:	( ) -	Fax: ( ) -	e-mail:	

Area of Responsibility (check all that apply):
- ☐ Continuing (Noncredit) Education   ☐ Community Education   ☐ Economic Development
- ☐ CIO   ☐ CEO   ☐ Other:_____

TOP REASONS WHY YOU SHOULD ATTEND ACCE 2007
February 21 - 23, 2007 ♦ San Francisco's Fisherman's Wharf

- *hear the very latest on issues* in California affecting continuing (noncredit) education, community education, and economic development practitioners

- *reconnect with ACCE colleagues* from up and down the state – *make key connections* with new professionals who share your interests & goals

- stay in deluxe accommodations in the heart of San Francisco at an *incredibly discounted room rate*!!

- *invite family or friends to join you* for relaxation in San Francisco before or after the ACCE conference at the same discounted rate (must book early to receive the ACCE room block guarantee)

- enjoy fantastic activities including the Wednesday evening *ACCE President's reception at Bistro Boudin* (the famous San Francisco sourdough bread bakery). We will walk five minutes to the Bakery and meet in the Boudin Museum for a delicious reception and a tour of the Boudin Bakery

- *gain knowledge and skills* you can put to practice immediately.

- *go home inspired* by new ideas, best practices

for the coming year. We welcomed new board members into the fold: Anna Garza, who is returning to the board as the First Vice President/President Elect; Bob Parker, new to the board as the 2nd Vice President for Membership; and Jane DiLucchio, also returning to the board as your Continuing Education Council Leader. These individuals have hit the ground running!

Your ACCE board is a dynamic, passionate, hard working team. We want to do the best job we can to plan and deliver unique opportunities and exceptional service to you! Our retreat focused on reviewing the past year's activities to determine what went well and looking ahead to what we can do better. This launched us into preparing for this year's events, which of course will include the very popular one day workshops (to be held at MiraCosta College, San Diego (Oceanside) on October 27 and at the Chancellor's office in Sacramento on April 26) as well as the winning annual ACCE conference.

We intentionally held the board retreat in San Francisco so that we could preview potential venues for the annual ACCE conference that will take place February 21-23, 2007. Save the dates now! We feel confident that you will enjoy the conference as much as last year while having fun and taking advantage of staying only a block away from the famous Fisherman's Wharf. We are currently negotiating an excellent rate for the weekend preceding and following our conference – a wonderful opportunity to extend your conference stay with some well deserved "R & R."

I always come away from our board meetings appreciating the fine organization we belong to and what it provides to each of us – the opportunity to meet and collaborate with wonderful colleagues from all around the state who ask the questions we all want to ask, who freely share expertise and knowledge, and who understand what it is we do every day. You don't have to wait for a workshop or conference to network – remember to take advantage of the ACCE listservs to post questions, request information, and start discussions anytime. Help is just an e-mail away.

I'm looking forward to hearing from you and meeting you at upcoming events.

– Jan Roecks, ACCE President

Save These Dates!
- Fall One Day Workshop: October 27 (MiraCosta College in Oceanside)
- Annual Conference: February 21-23 (San Francisco)
- Spring One Day Workshop: April 26 (Sacramento)