

Letter from the President

by Kerry Campbell-Price,

ACCE President

Dear ACCE Members,

Welcome to the beginning of a new academic year! I am pleased to be serving as the new President of ACCE for this year and want to thank Anna Garza for the wonderful job she did as President last year---she has left some large shoes to fill!

We are once again facing challenging times. Our Community Education colleagues are trying to maintain entrepreneurial programs which count on a population with discretionary time and income---at a time when few people have either. Our Continuing Education colleagues are facing increasing demand for classes, both from the burgeoning population in need of basic skills and vocational training, as well as the growing number of older adults. More is being asked of all, with fewer and fewer resources to get the job done.

Continued on page 7

What's New!

Have You Read the ARCC? page 2

ACCE Fall Workshop page 4

Title V and You page 5

ACCE Board Retreat page 6

Greening the Curriculum: San Francisco agencies work together to offer courses in solar technology

By Leslie Smith, Legislative Analyst

The City and County of San Francisco passed an ordinance on June 24, 2008 that allows San Francisco homeowners to receive assistance



of up to \$6,000 for installing solar roofs if the installers are trained through the City's workforce development system. San Francisco City College's Solar Photovoltaic Program is being considered the City's workforce development system.

Furthermore, on June 20, 2008 the Bank of America approached City College to specifically fund equipment and scholarships to enable students to take the North American Board of Certified Energy Practitioners (NABCEP) entry level exam for PV installer.

Additionally, the San Francisco Chamber of Commerce has been on board with helping put all the pieces in place by offering to help put its members on an advisory board, to help place students in jobs once they complete the program, and to recruit students. *Continued on page 8*

Want to "Green" Your Curriculum?

Join us in San Francisco for our one-day workshop on
October 3rd!

Greening the Curriculum ♦ CD/CP Data and Reporting
Community Education Roundtable ♦

Details on page 4

Have You Read the ARCC?

By Anna Garza, North Orange CCD

Or perhaps the title of this column might be, Do You Remember What the ARCC Is? I know that our ACCE Noncredit readers will certainly know the terms CDCP or enhanced rate. Ah – now I’ve got your attention – these things are very connected, so please read on.

ARCC / AB 1417, 2004, Pacheco, is the Performance Framework for the Community Colleges. The framework for implementation of this legislation is known as Accountability Reporting for the Community Colleges – ARCC. This accountability reporting applies to credit, and with the passage of SB 361 (an enhanced rate of funding for special noncredit course categories), it also applies to noncredit in the Career Development & College Preparation courses – the ones we’ve all been so busy resubmitting to the CCCCCO. I am certainly not going to attempt a ‘book review’ here of the ARCC reports (yes – there are two of these to put on your ‘must read’ list) but I will mention some of the questions that the Governor’s office wanted addressed and some that the ARCC Technical Advisory Group and CO researchers thought important to begin to address (mostly captured in the second or ‘Supplemental Report’). Both ARCC reports cite System-wide data, research and analysis done on those data, and results are presented. Again, I am not going to even try to summarize what has been so well written by Willard Hom and Catharine Liddicoat (CO Research & Planning). Rather, I want to strongly encourage you to read or review both reports and see the noncredit data, or lack of, for yourself. This is the problem folks – better data is needed and we in the noncredit field need to find ways to provide it.

The first report to review is the 2008 ARCC Report (aka Focus on Results). This report piloted a new performance indicator for noncredit coursework, courses that qualify for ‘enhanced noncredit’ funding. This noncredit indicator will appear again in the 2009 ARCC report so colleges that could not provide data have the opportunity, right now, to be building that noncredit MIS data. You can find the 2008 ARCC Report at the Chancellor’s Office web site, <http://www.cccco.edu>. I recommend that you NOT hit the print button as it is 800 or 900 pages long. If your college is receiving SB 361 funds, find your college and

look at your noncredit performance indicator – it is only one. The “student progress rate” here measured student movement from noncredit to credit. I know. This hardly tells the ‘story’ of what we do for noncredit students or what our students can accomplish, does it? That is why you will want to read, not just review, a second report just recently released, Career Development and College Preparation in the State: Supplement to the ARCC Report. This one you could actually print as it is only about 30 pages. I recently circulated this supplemental report on the ACCE List Serve. The report is also available at the Chancellor’s Office web site as: <http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

In the CDCP Supplemental Report the CO Research & Planning Office and the TAG attempted to provide additional data and analysis that would elaborate on the benefit of CDCP to noncredit students, and finally to the State economy and our communities. TAG discussed at length numerous possible indicators that would represent noncredit student progress. The challenge continued to be the same – what noncredit MIS data is available at the CO? Much of the student data in CO MIS is incomplete for identifying students (absence of social security numbers) and this further complicates analysis of the data in the CO. Also, CDCP courses have undergone refinement just this past year, indeed CDCP only began in 2006-07 so there has been very little passage of time since legislation created CDCP. It is pretty hard to observe student progress in such a short time. Given the barriers that noncredit students have, their progress will take more than one or two years to capture in this report.

However, given the challenges, I was pleased to read the Supplemental report on CDCP. The overall conclusions are tentative but the indications are “that CDCP-coded courses positively affect persistence, especially for students whose first CDCP courses

Continued on page 3

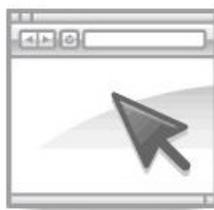
were classified as ESL. Further, while the percentages of CDCP students persisting to credit courses were low, the ‘persisters’ proved quite successful in their credit courses”. We have system-wide, noncredit research and you haven’t read the report yet? Hmm OK. I’m going to stop being folksy now but I am trying to get you to read the report because it is important to the work we do and I suspect most of us have not yet read it (I only just did this morning and it has been out for almost a month).

In the Supplemental report results are presented for the effects of CDCP on two performance indicators: term-to-term persistence and annual wages. For the persistence outcome measure, these research questions were posited:

1. What percentage of a cohort of first time students who take only CDCP courses (or CDCP plus other noncredit) in a given term return and enroll in courses in the subsequent term?
2. Is there a threshold number of CDCP hours (positive attendance hours?) in the first term that seems to lead to persistence?
3. When students persist, what types of CDCP courses do they take in their initial CDCP term(s)?
4. What percentage of a CDCP cohort persists into credit courses, or credit plus CDCP courses?
5. How well do students who persist do in the subsequent term (e.g., positive attendance hours, units completed)?

For the wages outcomes (paring of valid SSN and wage data from the EDD) these questions were posed:

1. For what percentage of CDCP students do we have a wage data match (SSN with EDD reported data)?
2. What are the overall effects of CDCP participation on wages?
3. What is the wage trend (pre-completion/post completion) for students who complete some threshold of CDCP hours?
4. What happened to wages for students taking courses “retro-coded” as



CDCP compared to those taking courses after enhanced noncredit funding was implemented?

5. What happens to wages for students in the various CDCP courses/programs?
6. What percentage of CDCP students moved from zero wages reported to greater than zero wages reported?

Interest in some of these questions was driven by representatives from the Department of Finance and Legislative Analyst’s Office. There were additional questions the TAG group posed but could not be included - as our SCE researcher is fond of reminding me, do we collect data that could inform your question, or how complete is the data?

And the results?

You have to read the report.

Why is the ARCC Supplemental report on CDCP important for the noncredit field? We can do a better job of sustaining our programs and serving our students if we understand what is at stake with accountability reporting. Also, we need to do our best to get student data collected and submitted to the CO MIS. This may or may not be difficult on your campus. Often noncredit does not get the benefit of having college researchers, IT, and MIS staff available to us. If this is the case on your campus, consider these suggestions:

- learn more about collection of noncredit student data at your college, MIS submissions by your college, and coding of data submitted for CDCP
- consider how you can improve the collection of SSNs, especially for those students completing a sequence of courses or CDCP certificate
- get to know your college’s Institutional Researchers and discuss ARCC reporting with them
- read the ARCC reports and share your comments with ACCE.

To see the new supplemental report go to www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx

The Association of Community and Continuing Education presents its

Fall Workshop in Downtown San Francisco

Friday, October 3

9 am-3 pm (Continental breakfast set up at 8:30 am)

**City College of San Francisco's
Downtown Campus
at "The Educated Palate" Restaurant
88 Fourth Street
(corner of Fourth and Mission)**

Register now for this informative, one-day session. Get the "inside scoop" on the issues that affect our programs, share ideas for hot topics in Community and Continuing Education classes, and explore the new "green collar" (environmental) programs which are springing up throughout the country.

**Registration Fee \$30
(includes continental breakfast and lunch)**

To register send the form below with your check (made payable to Santa Monica College) to:

Erica LeBlanc
Santa Monica College
1900 Pico Blvd.
Santa Monica, CA 90405

Name _____

College _____

Address _____

City _____ Zip Code _____

Phone _____ Email _____

Pre-Registration Deadline: September 19
(No refunds after September 26)

Title V and You!



What Form Do You Use?

A Summary of New and Existing Noncredit Program Applications Forms

By Cynthia McFarland

Program Analyst

Chancellor's Office, California Community Colleges

The Chancellor's Office will soon release several new applications prompted by new Title 5 regulations pertaining to courses and programs. This article is for the purpose of providing districts and colleges, clarification about these noncredit applications. Although this article makes note of the number of applications colleges are required to complete in order to obtain approval of a course or program, we are very aware of the frustration this can create. The good news is that in the near future and in collaboration with the Chancellor's Office's Technology Research and Information Systems (TRIS) Division and program staff, these forms and many others will be available electronically. So stay tuned for that announcement.

New Forms

Adult high school diploma program

Form CCC-459: The adult high school program consists of a sequence of noncredit courses that leads to a high school diploma. Title 5, section 55154, states that a college governing board must obtain approval from the Chancellor's Office before offering an adult high school diploma program. Once a college obtains approval of their Adult High School Diploma Program, the program may be modified by the addition of other noncredit courses without Chancellor's Office approval. Form CCC-459 will be available on the Chancellor's Office website in early October.

Form CCC-461: This application form is new and is designed to serve multiple purposes. There are five things this application may be used to complete: new or previously approved enhanced funding programs, or new or previously approved short term vocational programs or new non-enhanced funding programs that provide 288 hours or more of instruction (Title 5, sections 55152 and 55153). The changes in Title 5, section 55152, 55153, and 55154 states that once a program is approved by the Chancellor's Office, any course or courses added to that program need not be submitted to the Chancellor's Office for approval; the caveat to that is, the college will need to identify these new courses as being a part of the program by coding the course as such when reporting enrollments to the Chancellor's Office Management Information System (COMIS) data system. Form CCC-461 will be available on the Chancellor's Office website early October.

Existing Forms

Noncredit course application

Form CCC-456: This form is utilized by the college to submit a noncredit course to the Chancellor's Office for approval as required by Title 5, section 55100. The Chancellor's Office has revised this form in order to collect data that will be used in reporting efforts to the legislature and the Department of Finance. A course outline of record must be included with all CCC-456 forms. We encourage colleges to use the most recent version of Form CCC-456, located on the Chancellor's Office website.

Continued on page 6

ACCE Board Members Working for You!



A jam-packed agenda kept board members busy in July when they met at the Queen Mary in Long Beach for their annual board retreat.



Advocacy is a big part of the job. Board members reflected on ways to improve the organization's role in advocating for community and continuing education issues. They also reported their work on state committees.



Planning the February annual conference and other practical workshops for ACCE members is a big priority.

What Form Do You Use?, continued from page 5

Career Development and College Preparation program application.

Form CCC-457: This user-friendly electronic application is provided to allow a college to request approval of Career Development and College Preparation programs categorized as short-term vocational; elementary or secondary basic skills; workforce preparation or ESL/VESL (Title 5, section 55151).

Modify a previously approved Career Development and College Preparation program.

Form CCC-457(a): If a college has a previously approved noncredit enhanced funding program requiring a substantial change, Form CCC-457(a), provides colleges with a tool to make substantial changes to a noncredit program approved for enhanced funding. A substantial change consists of modifications to any of the following: the scope and focus of the program; program TOP Code; program certificate type; noncredit eligibility category code; instructional hours; and addition or deletion of courses. Form CCC-457(a) is currently available on the Chancellor's Office website.

Bi-annually, the Chancellor's Office staff will conduct program reviews via the COMIS of all programs that have been modified by the addition of other noncredit courses.

This concludes the summation of forms related to noncredit. The Chancellor's Office is dedicated to providing timely support to colleges as they implement and qualify courses or programs, for their students. The following noncredit staff will be available to provide additional clarification, or assistance in completing any of the aforementioned forms:

Vicki Warner (vwarner@cccoco.edu) (916) 322-1438

Juan Cruz (jcruz@cccoco.edu) (916) 327-2987

JoAnne Vorhies (jvorhies@cccoco.edu) (916) 322-9048

At our annual Board retreat held in July at the Queen Mary in Long Beach---the site of our 2009 annual conference---members of the Board met to plan the coming year. While the state budget had not yet been passed (in fact, as I write this, it STILL hasn't been passed), we realize that college budgets will continue to be tight. With that in mind, we made the decision to shift the statewide conference from the Monterey area, where prices were high, to Long Beach and the Queen Mary.

The Board approved a proposal to increase representation from the Community Education sector to include both a Northern and Southern Council Leader. Susan May, from Chabot College was elected to be the Community Education Council Leader and David Anderson from Irvine Valley College has been appointed to work with Susan to represent the Community Education practitioners in the southern portion of the state.

We know that while face-to-face meetings are the best, we must find a better way to use technology to keep our members informed about issues affecting us all. We have hired a firm to help revamp our website and will be updating our listservs to better serve our members. Watch for those changes at www.acceonline.org

As I begin this year as your President, I am well aware of how lucky I am to be surrounded by such a superb Board. Elaine Chapman, 1st Vice President and conference chair; Erica LeBlanc, 2nd Vice President in charge of membership; Cyndi Pardee Secretary/Historian; and Council Leaders: Jane DiLucchio (Continuing Education) and Susan May and David Anderson (Community Education). I have appointed Bob Parker, our 2nd VP/ Membership for the last few years, to fill the vacancy created when Elaine Chapman became the 1st Vice President. With his expertise as a CPA and his background in accounting, you can rest assured that the ACCE treasury will continue to be in capable hands. Pat

Mosteller has graciously agreed to serve again as our CCCEO representative, Leslie Smith will continue her excellent work as ACCE's legislative analyst, Scott Hammer will continue as ACCE's webmaster, and Vicki Warner will continue to be our vital link to the Systems Office.

Rounding out the Board is newcomer, Deborah Robiglio from Glendale College who has agreed to take over the responsibility of producing the ACCE Journal. Thank you Debbie!

In addition to Board members, we have colleagues who have willingly agreed to represent ACCE at the statewide level. Lynda Lee, Dean of Community Education at MiraCosta College, has agreed to serve at the ACCE liaison to the Chief Instructional Officers' Executive Board and as the ACCE representative on the System Advisory Committee on Curriculum (SACC). Jane DiLucchio and Pat Mosteller have both agreed to continue to serve on the SACC subcommittee on repeatability. And Anna Garza will continue to be our liaison to ARCC TAG (Accountability Reporting for Community Colleges/Technical Advisory Group).

As incredible as these Board members are, they cannot do it alone. The old adage "many hands make light work" has never been more applicable. While I know we are all stretched to capacity, I am asking you to find some space in your crowded lives to contribute to ACCE. Whether it is presenting at one of the workshops or the conference, mentoring a new member, submitting an article for the Journal, or participating in our advocacy campaigns, your help is needed. I encourage you to send me your comments, ideas, and suggestions (kcampbell-price@santarosa.edu)

Thank you for your support as I begin this year. I look forward to hearing from you!

Kerry

Ahoy...All Aboard!

ACCE's 2009 Conference is going to be at the Queen Mary in Long Beach

February 25, 26, and 27

Call for Presentations!

Visit our website www.acceonline.org for information about submitting your proposal.

Deadline: October 6, 2008

The CCSF Construction division of our noncredit trade skills department already offers varied hands-on classes in the construction trades. The development of a Photovoltaic (PV) installation class is an outgrowth of our electrical application and electrical code classes. The department already has small sections for discussion of PV in our electrical applications course and we discuss solar thermal in our plumbing applications course.

Our catalog description on PV states: "This course will give students an introduction to the design, installation and maintenance of Solar Photovoltaic (PV) systems. The class will emphasize a hands-on approach to the installation of PV systems and associated safety issues. This class will also prepare students to take the North American Board of Certified Energy Practitioners (NABCEP) entry level exam for PV installer."

So, the question is whether this course should be credit or noncredit. At City College of San Francisco we decided that it was not an entry-level course and had the rigor of a credit course. But could another college go down a different track and offer this course as a noncredit Career Development and College Preparation (CDCP) noncredit course? Not without significant hurdles.

First, the course needs to be part of a

sequence. In this case, some of our students will be coming from our noncredit construction trades programs, but many will be coming from the workforce to upgrade their technological skills, only wanting to take this one stand-alone course.

Second, the timeline for offering the course after Curriculum Committee approval is quite lengthy for a CDCP course as part of a certificate program. This is a great disadvantage as compared to the process used for credit programs.

The state is looking for the implementation of green, clean, sustainable technology to pull California out of the current economic downturn. The community colleges are the segment of public education made for training all aspects of the workforce from small business owners and employees, to trades people and entrepreneurs. However, we need to have a system that allows us to be responsive.

The City and County of San Francisco passed an ordinance on Monday, August 4 to have all construction--new and remodeling—in SF meet very strict green standards. Who is going to train the people? There will be needs in credit and noncredit CDCP. We need to evaluate whether our curricular processes are best set up to meet the needs of our community, business and industry, and our students.

ACCE

Advocates for Lifelong Learning in California

ACCE EXECUTIVE BOARD (2008-09)

President: Kerry Campbell-Price, Santa Rosa College
1st VP/President Elect: Elaine Chapman, Pasadena City College
2nd VP/Membership: Erica LeBlanc, Santa Monica City College
Treasurer: Bob Parker, San Diego Community College District
Secretary/Historian: Cyndi Pardee, Riverside Community College
Past President: Anna Garza, North Orange County CCD
CCCCO Rep: Vicki Warner, CCC System Office

COUNCIL LEADERS

Community Education: David Anderson and Susan May
Continuing Education: Jane Dilucchio

APPOINTED BOARD MEMBERS

Legislative Analyst: Leslie Smith
Older Adult Liason: Pat Mosteller
Web Master: Scott Hammer
Journal Editor: Deborah Robiglio

The ACCE Journal is published quarterly by the Association of Community and Continuing Education (ACCE), an organization of California Community Colleges.

The Executive Board of ACCE invites submission of information, announcements, research findings, and articles of interest to noncredit, contract education, and community education (fee-based) program providers. For information or submissions, contact Deborah Robiglio at deborahr@glendale.edu

We know you're busy, but....

why not write an article for the ACCE Journal? This is a chance for you to toot your horn about a unique program you're affiliated with. We would also love to read about marketing techniques, and advocacy issues related to continuing education. Better yet, why not contact me for publication? We include the CEOs and CIOs at



are a quarterly readership that and CIOs at
out the state. I'm Deborah Robiglio, journal editor, and I would love to hear from you. Contact me at deborahr@glendale.edu.