

## Presenting the 2010 Annual ACCE Award Winners

*by Kerry Campbell-Price, ACCE Past President*

ACCE presented its annual awards at its one-day conference, Friday, February 19, at MiraCosta College, naming **Debbie Potts** of Victor Valley College as Community Education Person of the Year and **Mark Manasse** from Miramar College as Continuing Education Person of the Year.

Each year nominations are sought for these awards which recognize individuals or groups who have established a new or different type or program; provided significant leadership in their respective areas; or made some other significant contribution to community and/or continuing education in the California Community Colleges.

**Debbie Potts** (pictured below), Coordinator of Community/Contract Education at Victor Valley, was recognized for her efforts at expanding the Community Education Program at Victor Valley

from a handful of courses per year to more than 500 courses per year today. Her colleagues described Debbie as a one-woman show, “assuming the roles of Human Resources, Payroll, Accounting, Admission and Records and Marketing all rolled up into one” She has also assisted in the growth of the college’s Contract



Debbie Potts, ACCE's 2010 Community Education Person of the Year

Education program which now offers more than 50 classes in such areas as auto, nursing, construction, manufacturing, healthcare, welding and wastewater management. Co-workers said Debbie is known for her patience, sense of humor and her incredible organizational skills and said she is always looking for innovative ways to meet the community’s needs and to offer classes that help students achieve their goals.

**Mark Manasse**, Assistant Professor of English & ESOL at San Diego Miramar College, was recognized for his creativity in utilizing graduate students at a nearby university, along with college

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## Noncredit Information from the ACCE Annual One-Day Conferences

by Jane DiLucchio and Valentina Purtell

ACCE Continuing Education Council Leaders

On February 19 and 26, more than 110 Continuing and Community Education professionals attended either the ACCE Annual Southern Conference in Oceanside or the Northern Conference in Sacramento. It was inspirational and energizing to spend a day among dedicated, passionate, and caring educators and to learn that difficult economic times did not cause pessimism but, rather, inspired innovation in serving student needs.

The Continuing Education presentations touched upon such recent and critical issues as noncredit accountability, the matriculation budget, and the Academic Senate's paper on noncredit. In addition, the participants in the northern gathering heard from the Chancellor's Office staff on upcoming regulations and curriculum submission changes.

### Accountability Data and the ARCC

Our data are the most effective way to tell the noncredit success story to stakeholders including legislators and general public. Accountability data can also help agencies analyze areas needing improvement and evaluate the effectiveness of the action plans targeting these areas. Janet Fulks and Vivian Ikeda gave an overview of the current accountability measures set forth by the state and listed challenges preventing many agencies from submitting accurate data. The Research Analyst from the School of Continuing Education, NOCCCD, Dr. Venette Vunduyt provided a comprehensive overview of the ARCC report in the southern session while Myrna Huffman of the Chancellor's Office covered the topic in the north.

Local institutions are encouraged to review annual ARCC reports and compare performance indicator numbers with the local data, work closely with the departments responsible for submitting MIS data, and ensure that all pertinent data residing in shadow systems get transferred to the mainframe systems used as the source for the MIS data.

Since there is currently no data element indicating the completion of the CDCP certificates, the CDCP success rate is based solely on transfer and wage increase outcomes. The self-assessment section is a way to communicate the reasons for imprecise representation of student outcomes and recommend further improvements.

Proposed modifications to the current accountability system include expanding the timeline to track CDCP student cohorts, development of noncredit-specific indicators for successful course completion, acknowledgment of student attainment of civic

responsibilities and Citizenship status, and expansion of the student cohorts to include credit students. ACCE members are encouraged to send their feedback to the noncredit council representatives for further discussion and communication with the Chancellor's Office.

### Noncredit Matriculation

Recent changes in matriculation funding seriously affected student services in noncredit. Anna Garza, the Vice President of the California Community Colleges Matriculation Professionals Association, summarized the current financial state of matriculation. Matriculation funding has been reduced by 62% in the year 2009 – 2010. There is no guarantee of ARRA funding backfill next year and fiscal flexibility may result in further funding reduction due to redirection of state matriculation funds to other categorical programs. The System Advisory Committee on Student Services developed an electronic survey to be deployed system-wide to measure the extent to which cuts made to categorical programs have had impact on services and students. The first survey was distributed in December, 2009. The results of the survey will be published in the form of the executive summary and used for budget advocacy. The second survey will be published in fall, 2010 and colleges are encouraged to use this tool to communicate the needs of the student services to the CCCC. Meanwhile, colleges are encouraged to maintain the services to the greatest extent possible in all core components of matriculation and participate in the matriculation advocacy efforts by tracking student demographic information and student key performance indicators measured by persistence, retention and successful completion.

### The Academic Senate and Noncredit

Accomplishments and challenges of noncredit education were highlighted in the paper recently published by the ASCCC. It is titled, *Noncredit Instruction: Opportunity and Challenge*. Andrea Sibley-Smith, SCE NOCCCD Academic Senate President, and Greg Keech of City College of San Francisco shared the findings on the most recent developments influencing noncredit instruction: recent economic and demographic projections, policy changes, and the need for equitable instructional and support services for noncredit students.

Overall, the conference highlighted challenges and opportunities for noncredit and proved to be an excellent place to network and exchange experiences and ideas. We encourage you to send your feedback to the ACCE Board. We would like to know if the conferences and regional meetings meet your needs and if there is anything else we can do to add value to them. Send your comments to Jane DiLucchio at [dilucchi@glendale.edu](mailto:dilucchi@glendale.edu) or Valentina Purtell at [vpurtell@sce.edu](mailto:vpurtell@sce.edu).



## ACCE 2010 Conferences: Community Education Track

*By Susan May and Dave Anderson, Jr.*

Despite the gloomy weather at both the northern and southern conferences, the mood inside was electric, as Community Education professionals from around California met to discuss the current state of fee-based programs and how to enhance our programs to better benefit our respective campuses and students. Special sessions included:

- Rich Talmo, from Ed2Go, sharing ideas on how to expand on-line classes, certificate building, WIB & WIA funding possibilities, and how to improve marketing of distance learning courses.
- ACCE Secretary, Cyndi Pardee, who provided excellent resources for adapting to change and profiting from tackling challenging issues assertively.
- ACCE Past President, Kerry Campbell-Price, who led us through the process of successfully transitioning a college credit course to a fee-based course.
- Community Education Council Leader, Susan May, who led a roundtable discussion on "Cutting Costs, Raising Revenues," which brought many creative contributions from the group.

Open & Hot topics, led by ACCE Board-members Susan May, Cyndi Pardee, and Dave Anderson included effective uses of social media, building in-house online classes, summer kids camp suggestions, what to do when programs "fail" to cover

costs, converting credit classes to fee-based classes, how to hire and deal with credit faculty shifting to Community Education, effective partnering ideas for working with credit programs, and of course, hot classes currently being offered.

Many participants shared ideas. For example, the website, [www.ccewd.net](http://www.ccewd.net), contains the Nuts & Bolts of Contract Education (for those venturing into Contract Education). It was also suggested that we become "ambulance chasers" (i.e., look for opportunities to add new programs as cities and local K-12 school districts downsize the programs they've had to reduce or cut). You also might meet with your college's counseling staff to appraise them of your programs and get them to refer students to your classes. Other suggestions included offering pre-college "intensives" to prepare high school seniors entering college or encouraging your best instructors to create online versions of their classes. Exploring LERN's "Build a Class" option was another suggestion for building programs.

The most controversial topic was Contract Education assignments and whether they counted towards a faculty member's load. This is definitely a topic that needs to be addressed in the next year. More notes from these sessions (and PowerPoint presentations) are available on the ACCE website at [www.acceonline.net](http://www.acceonline.net).



One Day Conference Attendees Enjoy a Roundtable Discussion in Sacramento, February 2010

### Treasurer's Report

*by Bob Parker, ACCE Treasurer*

As we approach the end of our organization's fiscal year on March 31, we are in a strong financial position. We entered the fiscal year with a healthy reserve, and decided to use a portion of the reserve to accomplish the following organization goals:

- Fund improvements and upgrades to our ACCE web site to increase on-line services to our members. If you have visited our web site recently, you have seen the results of the first phase of the upgrade, and additional changes will be coming soon.
- Reduce conference costs while covering all conference expenses with conference fee and exhibitor revenue.

- Hold membership fees at current levels.
- Maintain ACCE representation on statewide committees to ensure our voice is heard

I am happy to report that, while all numbers are not yet in, it appears that we will break-even on the recently-held conferences, and (as I reported at our business meetings during the Oceanside and Sacramento conferences) we have been able to accomplish all of our objectives and will still end the year with a reserve in excess of \$45,000. If you have any questions, please contact me at [bparker@sdccd.edu](mailto:bparker@sdccd.edu), or by phone at (619) 388-4894.

## Money Matters: The Monetary Value of Noncredit Classes to Your College or District

by Bob Parker, ACCE Treasurer

We realize the value of our noncredit classes and recognize the contribution we are making in the lives of our students. ACCE's advocacy efforts continue to highlight the benefits our students receive from our noncredit offerings.

Unfortunately, when dollars are limited and cost reductions are necessary, it may appear that the lower apportionment rate associated with our noncredit classes makes them a less desirable "investment." If you are faced with this challenge at your college or district, use the following points to remind your Chief Financial Officer of the monetary value of noncredit offerings:

- With lower apportionment rates, the number of FTES required to generate the same dollar level in apportionment is increased when comparing noncredit and credit class offerings. While this may seem like a negative, it actually results in an increase in the level of funding your college or district receives when allocations of funds are based on

FTES totals (such as lottery allocations). Elimination of noncredit offerings (and transferring the FTES generation to credit offerings) would result in a decrease in these funding sources.

- While non-CDCP classes receive the lowest apportionment rate, many of these classes provide the greatest "return on investment" (to use a term your financial officer will understand). In our district, many of our non-CDCP classes are offered in free or low-cost community sites and require a relatively small investment for supplies and equipment. The lower cost to deliver these classes often more than compensates for the lower apportionment rate.

You may also have situations unique to your college or district that make a reduction in noncredit offerings a bad financial idea. Share them with me at [bparker@sdccd.edu](mailto:bparker@sdccd.edu), and we will distribute your ideas via the ACCE Noncredit Listserv.

### *ACCE Annual Awards, continued from page 1*

instructors, to create programs to ensure the success of the Basic Skills students at Miramar College.

In Fall 2007 Mark created a program at Miramar which recruits students from nearby university graduate programs to work in a basic skills English or ESOL class as Instructional Assistant. Because the graduate students in the IA program plan to be college instructors after graduation, the IA program provides them with experience in the community college classroom. The IAs receive mentoring from the faculty member; gain experience creating lesson plans, exams, and worksheets; assist in the grading of student work; lead class activities; present new material; and spend hours outside of class working with students. Mark provides ongoing training for the IA's throughout the semester. Last fall (2009) Mark expanded support services available to Miramar's Basic Skills students by establishing a computer lab where the students

receive tutoring from both IA's and instructors and also work on writing assignments and conduct online research, and creating a website and blog to provide the students with links to helpful websites, documents and handouts.

### *Congratulations to Debbie and Mark!*

#### **WANTED: ACCE JOURNAL EDITOR**

Are you looking for a fun, exciting way to get involved with ACCE activities? If so, consider an appointment to the ACCE Board as the Journal Editor. Even if you're relatively new to the world of continuing or community education, it's a great opportunity for diving right in and discovering how these programs tick.

If you enjoy writing and organizing newsletters and journals and are interested in serving on the board, please contact Jane DiLucchio at [dilucchi@glendale.edu](mailto:dilucchi@glendale.edu) or Erica LeBlanc at [leblanc\\_erica@smc.edu](mailto:leblanc_erica@smc.edu).



# Do YOU have what it takes or know someone who does?

## Nominations Sought for Positions on ACCE Board!

by Kerry Campbell-Price, ACCE Past President

ACCE runs on the contributions of the volunteers who are willing to step up to the plate and share their collective energy and willingness to ensure that our voices are heard when important decisions are being made about our programs and to provide you, our members, with informative professional development and networking opportunities. We are looking for members of ACCE who are ready to take the next step and actively participate as a member of the ACCE Board. Nominations for positions on the ACCE Board for 2010-11 are now being solicited! There are eight elected members of the ACCE Board:

- First Vice President/President-Elect
- Second Vice-President/Membership
- Secretary/Historian
- Treasurer
- Community Education Council Leaders (one from the North; one from the South)
- Continuing Education Council Leaders (two elected at large)

To provide continuity on the Board, the ACCE By-laws call for four of the positions elected in odd years and four in even years. This year (an even year), nominations are being solicited for the following positions:

- First Vice President/President Elect (must have served as one year as an elected/appointed member of the board)
- Second Vice-President/Membership
- Community Education Council Leader (North)
- Continuing Education Council Leader (at large)



Several ACCE Board Members “mug” for the camera:  
(left to right) Susan May, Cyndi Pardee, Donna Burns,  
Dave Anderson, Erica LeBlanc, Elaine Chapman, Bob Parker and  
Scott Hammer

The Past President, Kerry Campbell-Price, serves as the chair of the nominating committee. Please send your nominations for the positions listed above to her no later than **April 9, 2010**. The election will take place in late April. Persons being nominated for the position must be ACCE members, must be contacted prior to making the nomination, and must agree to serve if elected. Submit nominations electronically to: [kcampbell-price@santarosa.edu](mailto:kcampbell-price@santarosa.edu) or contact Kerry at (707) 524-1546.

The duties of the first Vice-President/  
President-Elect are:

1. To promote the mission of ACCE in all California Community Colleges.
2. To serve as Chairperson of the annual conference and regional workshops.
3. To perform such other duties as directed by the President.

The duties of the Second Vice President/  
Membership are:

1. To promote the mission of ACCE in all California Community Colleges.
2. To maintain the current membership lists.
3. To work with the Council Leaders to increase membership.
4. To invoice members for fees each year.
5. To perform other duties as directed by the President.
6. To coordinate registration for the annual conference.

The duties of the Council Leaders are:

1. To promote the mission of ACCE in all California Community Colleges.
2. To keep members informed about their particular area- Community Education (fee-based), or Continuing Education (tuition-free noncredit).
3. To serve as lead/ point person for their constituencies and promote best practices within their areas.
4. To write articles for the ACCE Journal.
5. To hold regional meetings as appropriate.
6. To serve as liaison between the association and other professional organizations.
7. To compile lists of practitioners for the Vice-President/ Membership and the President.
8. To encourage membership in the association.
9. To alert Legislative Analyst about legal/ legislative concerns and disseminate legal/ legislative information to constituents.
10. To work with the Recognition and Awards Committee Chairperson to identify exemplary achievements of constituents to be acknowledged by the association.
11. To assist the Conference Chair to plan pertinent workshops for the annual conference and regional workshops.
12. To perform such other duties as directed by the President.

# California Community Colleges Curriculum Inventory To Be Unveiled!

*by Joanne Vorhies, CCCCCO Representative and Noncredit Program Specialist*

The Chancellor's Office is pleased to announce the California Community Colleges Curriculum Inventory. The purpose of this innovation in the Chancellor's office is for electronic submission of proposals for curriculum approval. It will also serve as a repository of approved noncredit courses and programs. The CCC Curriculum Inventory (CI) will replace the Noncredit Inventory of Courses, as well as the web interface for submission of noncredit programs for enhanced funding (SB361). Hard copies of apprenticeship applications will not be replaced at this time.

As April approaches, CIOs and CISOs will be notified when their college will be added to the CCC Curriculum Inventory and scheduled for one of the Tuesday or Thursday webinars. Approximately ten colleges will be added at each training session. Each college should bring to the training session all faculty, administrators and staff who are involved in the curriculum approval and reporting process on your campus. Those invited should include the CIO, CISO and delegates, curriculum committee chair, curriculum specialists and any others who might be responsible for submitting proposals, such as academic senate presidents or academic deans. The Chancellor's Office estimates that all colleges will be included in the new system by May 1, 2010. Colleges will be ready to submit electronic proposals immediately after participating in the training sessions.

Reminder: Because of the transition to the electronic Curriculum Inventory, **hard copies of proposals are not required and should not be submitted after March 1, 2010.** Contact staff in the Academic Affairs division for assistance with any new or pending proposals. You may contact:

- Joanne Vorhies for noncredit courses and programs – [jvorhies@cccco.edu](mailto:jvorhies@cccco.edu) or by phone at (916) 322-9048

This is an exciting project for the California Community College system! The Chancellor's Office appreciates your patience and cooperation during this transition. One question we have heard from you is how will the application signature

page be handled? We have been advised by General Counsel that the original signatures must be obtained for every proposal regardless of its submission method. However, the college or district will now be responsible for keeping the original signatures in their files and for uploading a copy of the signature page with the electronic submission. No proposal will be reviewed until the signature page has been uploaded. Instructions for this and many more solutions will be given during the training sessions in April.

## TIMELINE:

### March 1-31, 2010

- The Chancellor's Office will stop using the existing databases noted above on March 1st.
- Data from Academic Affairs and Management Information Systems will be merged and uploaded into the new Curriculum Inventory.
- Chancellor's Office staff will check the merged data for anomalies and complete final testing of the new processes during this time.
- Hard copies of proposals for noncredit courses and programs will not be required and should not be submitted after March 1, 2010. Please hold new proposals until your college/district is trained to use the new electronic submission process. Contact the Academic Affairs division at the email and numbers on the next page if you have concerns about new or pending proposals.
- All proposals received prior to March 1<sup>st</sup> and all pending proposals will be entered into the new system by CCCCCO staff when the proposals are approved. The only exception will be apprenticeship applications that must be submitted on the current forms. Chancellor's Office staff will manually enter apprenticeships into the new Curriculum Inventory when approval is granted.

**March 19, 2010** Joint CCCCCO/CCCAOE Spring Conference Announcement Presentation

**April 6 – 30, 2010** Webinar Training for Community Colleges, every Tues/Thur (as assigned) 11:00am-12:00pm



## **ACCE Welcomes Dr. Barry Russell, Vice Chancellor, Academic Affairs** *by JoAnne Vorhies, Noncredit Specialist and Chancellor's Office Representative to ACCE*

In November 2009, Barry Russell was appointed by Governor Schwarzenegger as the Vice Chancellor of Academic Affairs for the California Community College Chancellor's Office. A graduate of the Community College Leadership Program (1991) at the University of Texas at Austin, he also holds degrees in music from Texas A&M University - Commerce (previously East Texas State University).

Prior to becoming the Vice Chancellor, Dr. Russell served as Vice President of Instruction at College of the Siskiyous in Weed, California. He also served as the Dean of Fine Arts and Communication at Cerritos College and held the same position at Southwestern College in Chula Vista, California, before moving to Cerritos.

Dr. Russell served as Director of the Central Texas Tech Prep Consortium and was a faculty member in music and computer science at Paris Junior College in Paris, Texas. He is active in both state and national community college organizations serving as a board member representing northern California for the organization of California Community College Chief Instruction Officers. In 2009, Dr. Russell was awarded the Instructional Leadership Award from the National Instructional Administrators - an affiliate of the American Association of Community Colleges.



Under the direction of Vice Chancellor Russell, the Academic Affairs Division oversees the delivery of leadership and technical assistance, enhancing the capacity of the community colleges in the areas of academic planning, program approval, and review of degrees and certificates. Specific areas under this division include Credit and Noncredit Program and Course Approval, Library and Learning Resources Programs, Basic Skills/ESL, Noncredit Adult and Continuing Education, International Education, Distance Learning, Special Project Management and Grants, Minimum Qualifications, Middle College High School, Career Advancement Academies, Career Technical Education Teacher Preparation Pathways, Systemwide Technical Assistance, Compressed and Flex Calendars, Intersegmental Policy and Program Development, and Coordination with the Statewide Academic Senate and the Chief Instructional Officers.

### **Recreational, Avocational and Personal Development Courses**

*by Dr. Barry A. Russell*

*Vice Chancellor of Academic Affairs for the California Community College Chancellor's Office*

In a review of documents all the way back to 1982, there have been several instances where recreational, avocational, and personal development courses have been addressed. In fact, in a letter dated January 31, 1984 to all Chief Instructional Officers, clear direction was provided that still remains appropriate today. The difference is that at that time, the Legislature mandated that the Chancellor's Office develop a list for a \$30 million reduction and, at this time, there is no mandate from the current Legislature. Here is a quote from this 1984 memo:

“Recreational, avocational, and personal development courses are those which:

- (a) are not required courses or suggested electives leading to the completion of the requirements of a major offered by the college,

- (b) are offered primarily to provide recreational or avocational pursuits for students.
- (c) are of greater private than public interest.
- (d) should be offered as a community service class for a fee which covers the cost of instruction.”

*Letter to Chief Instructional Officers by Allan L. Petersen, Dean, January 31, 1984.*

It should also be noted that the language is very general intentionally so as not to focus or marginalize one specific sector of the curriculum. These types of courses can occur in virtually every curricular area of the campus.

While not giving colleges specific direction, the Chancellor's Office would highly recommend that each college visit their course offerings and review

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them for three priorities: basic skills, transfer, and career technical. If courses do not fit into one of those three categories, then further analysis should be done according to the four points (a through d) listed above. Note that option “d” provides a way to continue offering a course as a community service class without affecting the state budget.

It is the opinion of the Chancellor’s Office that this is a local decision and not one that should be made at the state level. The reality, though, is that if courses that are perceived as recreational, avocational, or personal development are not voluntarily removed from the credit/noncredit offerings, the Legislature or others may choose a more intrusive method.

It would be prudent for colleges to also focus on communication with their local communities and governance groups as these changes take place. The budget message should be clear to all sectors (boards, administration, faculty, staff, and students) that the necessary limited focus on basic skills, transfer, and

career technical education requires subsequent changes in scheduling and course offerings.

In the next Legislature, the issue of funding community college courses will inevitably include some review of courses which the Legislature interprets as outside the scope of the community college mission. If California community colleges have proactively changed or removed the offering of these courses voluntarily, there will be less evidence to support further reductions in state funding based on this one point of contention.

As you study your offerings and take action to reduce course offerings to meet workload reduction goals, please focus first on sustaining basic skills, transfer, and career/technical courses and programs. With a statewide response to this reduction of \$120 million, hopefully the chance of further state budget reductions based on this issue can be minimized. If you have any questions or concerns throughout this process, please feel free to contact the Chancellor’s Office, Division of Academic Affairs at 916.322.6881.



*Advocates for Lifelong Learning in California*

**ACCE EXECUTIVE BOARD (2009-10)**

President: Elaine Chapman, Pasadena City College  
1st VP/President Elect: David Anderson, Jr., Irvine Valley College  
2nd VP/Membership: Erica LeBlanc, Santa Monica College  
Treasurer: Bob Parker, San Diego Community College District  
Secretary/Historian: Cyndi Pardee, Riverside Community College  
Past President: Kerry Campbell-Price, Santa Rosa College  
CCCCO Rep: Joanne Vorhies, CCC Chancellor's Office

**COUNCIL LEADERS**

Community Education: Donna Burns and Susan May  
Continuing Education: Jane DiLucchio and Valentina Purtell

**APPOINTED BOARD MEMBERS**

Legislative Analyst: Leslie Smith  
Older Adult Liaison: Vacant  
Web Master: Scott Hammer  
Acting Journal Editor: Jane DiLucchio

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 Jane DiLucchio at [dlucchi@glendale.edu](mailto:dlucchi@glendale.edu)

## ARE YOU INTERESTED IN JOINING ACCE OR RENEWING YOUR MEMBERSHIP?

For only \$60 per year (July 1 – June 30), or \$53 each when three or more individuals from one college join, you support ACCE’s advocacy of your programs...when and where it counts most!

### Our Purpose:

To develop and promote desirable policies, practices, and support for the educational constituencies within the association and to promote professional growth of the membership.

### Objectives and Functions:

- To contribute to the professionalism of our members.
- To provide special assistance, including professional growth and development opportunities.
- To promote friendship and collegiality among those engaged in providing community education, and continuing education.
- To play a leadership role in the development of legislation and policies affecting our programs.

### What You Gain From Membership:

- Representation at the regional, state and national levels.
- A quarterly newsletter, statewide college and membership directory, invitations to attend both regional workshops and the annual conference.
- Legislative liaison and analysis.
- Affiliation with other professional organizations.

Not sure if you’re a member or would you like to join/renew your membership? Contact Erica LeBlanc (310.434.4227 or [leblanc\\_eric@smc.edu](mailto:leblanc_eric@smc.edu)) for more information.