

ACCE Journal

Journal of the
Association of
Community and
Continuing Education

March, 2012

From the President:

Greeting to all of the ACCE Team!

by Cyndi Pardee – ACCE President

At this critical time in the history of California education, I hope you'll agree that it is wonderful to have an organization like ACCE enabling us to join together with our peers, share ideas and concerns, and develop best practices and recommendations that will help our students survive California's rough waters. It is truly an honor to work with people so dedicated to the mission of providing education and training to everyone who wants and need it in every form possible, regardless of the challenges we have to overcome to "make it so".

ACCE has just completed the two Spring Conferences serving our members in the North and the South. Thank you to the CCCCCO and El Camino College for providing space for us. A special thank you to Scott Hammer, our conference coordinator, but putting it all together and making it look so easy. These were wonderful full-day events, but I think many of us wish for more time together and more discussion; it will be a good thing when travel budgets return and ACCE can once again offer the full two-day state-wide conferences of old.

In spite of the budgetary challenges each of us face in our various programs, important new and effective things are still happening in the State. ACCE was able to present nine awards this year for Model Programs in Community Education, Model Programs in Contract Education, Model Procedures in Non-Credit, Model Program in Continuing Education, Productive Ideas in Non-Credit, Best Practices in Contract Education, Best Practices in Vocational Education, and Model Efficiency in Community & Career Education. These awards verify that we are working harder than ever to help the students of California succeed!

Thank you all for your dedication to your programs and your students. If you heard my welcome comments in the North and the South you'll understand when I encourage you not to worry about how many elephants there are in the parade. In fact add all the elephants you want! We're all smart and creative enough to develop a "model efficiency and best practice" to handle what the clean-up crew at the end of the parade worries about. ☺ The important thing is the parade!

Let me encourage you to stay connected with ACCE; encourage your colleagues who are not member to join. Your annual \$65 is the best professional development, think tank and advocacy money you'll ever spend, and it allows us to put people you know and trust on important committees and projects to speak your words and support your projects and students at the highest levels.

Thank you for being part of the ACCE Team,

Cyndi Pardee (Riverside), your President.



ACCE Membership Snapshot

by Donna Burns – ACCE Board Member

The ACCE Directory of 2011-12 Members will be produced and distributed at the end of April. Members who joined or renewed at any time between July 1, 2011 and the present will be included, as well basic contact information and executive leadership for all community colleges.

In the meantime, remember that you can access the real-time directory by logging in to acceonline.org. Your user id is your email address; your password was emailed to you when your membership was confirmed. However, to forget is human, and if you need help just email Donna Burns, dburns@mtsac.edu.

Here are a few *Fast Facts for 2011-12*:

- Total Members: 105
- Colleges Represented by Members: 38
- Primary Responsibilities of Members:
 - Slightly more than 1/3 list only Continuing Education (apportionment noncredit)
 - Slightly fewer than 1/3 list only Community Education (fee programs)
 - Slightly fewer than 1/3 list both Continuing and Community Education

Affiliate members are vendors or other business interests who partner with us in some way to help us serve our communities. Affiliate members may join for \$300 and must be recommended by an ACCE member. We appreciate the support of these affiliate members for 2011-12:

- Augusoft, Minneapolis, Minnesota
- Boston Reed College, Napa, California
- ACEWare Systems, Manhattan, Kansas



Finally, here is a quick introduction to a couple of our newer members:

- Dr. Mark Meadows and Mr. Steve Tadlock have joined from Southwestern College, which provides both noncredit and fee programs on the Chula Vista campus and at off-site locations in southern San Diego County. One feature of their service area is that has an extensive number of small businesses and very few large employers. Their community as a whole shows a strong interest in Older Adult Nutrition, Health and Safety, Fitness and Wellness, and Career Preparation. Among its many programs, a couple of the stronger ones at Southwestern are Tax Preparer and Notary Public. If given the opportunity, they would expand their Tax Preparer and Customer Service Programs and offer more classes related to Older Adult needs.

Ms. Annie Rafferty has joined ACCE from Butte College, where she is Director, Contract Education, Training & Development. She serves her community through The Training Place, located at Butte College Chico Center. The Training Place helps local businesses advance their economic growth through high quality education and services focusing on continuous workforce improvement. Though their workshops and customized trainings address an array of business needs, the college plays a particularly strong leadership role in sustainability education.

HELP

by Leslie Smith – ACCE Board Member

All of public education, but especially public higher education has received drastic budget cuts. The community colleges have been cut by a total of \$564 million for fiscal year 2011-12. \$102 million came in January as part of the \$981 million of “triggers” pulled when the State economy did not grow by the \$4 billion anticipated in by the Governor in May 2011. \$149 million came in February when property taxes and student fees did not produce the anticipated revenues. Unbelievably, we are still facing another potential: the Governor’s is proposing to take another \$147 million from the community colleges’ general fund allocation and replace it with money from the discontinuance of the redevelopment agencies—money that may or may not really be available to our colleges.

Thus, the colleges have addressed deep permanent cuts of \$385 million, an anticipated late hit of \$102 million, an unanticipated “February Surprise” of \$149 million, and now, an unfathomable \$147 million all at a time when major policy changes to their mission, the students they serve, and the way they operate are being proposed under the guise of “Student Success.” Are the people of California really ready to see their community colleges decimated, programs discontinued, and students displaced negatively affecting hundreds of thousands for families for generations to come?

The State Budget and Legislative season is just getting underway and we need all of you to be actively involved in letting our elected officials know what is happening to our colleges and how students are being negatively affected. There are three basic strategies: the first is to provide numbers and statistics to make our case, the second is to put a face on what is happening, and the third is to find friends and allies. We need to let Sacramento know which classes and programs were cut after each of the budget cuts, which groups of students were the most impacted, and how increased load in all areas of our colleges has negatively impacted the ability of colleges to best help students succeed. We also need to bring in our

community partners to support us. ACCE will help you with all.

The California budget process starts with the Governor proposing a budget in January, then both houses hold budget hearings in subcommittees on education, the Governor comes out with a revised budget proposed based on new revenue projections in May, the Legislature votes on its modifications, and the Governor signs the budget into law in July, using a blue pencil to veto any item he chooses not to fund. The dates for community college hearings in the Budget Subcommittees on Education of each house are as follows:

Senate:

| | |
|-----------|-------------------------|
| Monday, | April 9, noon, room 112 |
| Thursday, | May 3, 9:30 a.m. |

Assembly:

| | |
|------------|---------------|
| Wednesday, | April 25, 4pm |
| Tuesday, | May 8, 4pm |

Watch your emails, as dates and times frequently change. ACCE is currently conducting a letter writing campaign on the \$149 million problem, please go to www.acceonline.org for details. This is a great opportunity to get your students involved in their democracy. In fact, civic engagement is one of the missions of the California community colleges.

Policy changes, such as the proposed change to require all students to have an education plan and to have an educational objective of pursuing a degree, certificate, transfer or career advancement go through a different process. Policy bills are heard by first by the education and appropriation committees of the house of origin, then voted on by the entire house before going to the second house and following the same process. After reaching concurrence, a policy bill is sent to the Governor for signature.

Currently, there are two policy bill that have come out of the SSTF process, the Student Success Act of 2012, SB 1456 (Lowenthal) and SB 1062 (Liu) on changes to the way the community colleges are governed. They are both set to be heard on Wednesday, April 18 at 9 a.m. in Senate Education chaired by Senator

Alan Lowenthal. An alternative bill, AB 1741 (Fong) that requires any policy changes be mandated, that funding be identified is scheduled for a hearing in Assembly Higher Education on Tuesday, April 17. Please watch for emails with sample letters and requests for student success stories.

Let's fight together to keep the community in the community colleges! Together we can do so very much more than anyone of us can possibly do by ourselves. Please don't hesitate to contact me directly with your questions, concerns, ideas, or requests at lsmith@ccsf.edu.

Continuing Education Updates

by Mary Walker – ACCE Board Member

The fall of 2011 and the spring of 2012 have brought people together for a common cause in a way we haven't seen in a long time. The budget shortfalls in our state have motivated state and local officials to examine college course offerings from a singular perspective...a financial one. There is only so much money to go around, and classes are being reviewed with much scrutiny to determine which ones stay and which ones go. This has brought our colleagues together across the state for a common purpose – to continue to serve our noncredit students and provide the education they need. Last fall we all observed the process of responding to the recommendations drafted by the Student Success Task Force. The committee members held town hall meetings throughout the state. Specific groups came forward, advocating for their particular programs including parenting education and older adult programs. Students gave testimonials on why programs should be maintained and how these classes changed their lives. In the end, changes were made to the recommendations, and programs were saved.

The spring brought new challenges to noncredit programs. The focus has been on the possibility of a new funding model that could affect credit and noncredit, the effects that a prescribed educational plan could have on all noncredit courses (but specifically the non-CDCP courses), increased power in Chancellor's Office, accountability, the Board of Governor fee waiver

changes, and changes to eligibility for the Pell Grant. At both the northern and southern ACCE conferences this spring, Leslie Smith facilitated a discussion on "Civic Engagement: An Essential Piece of the Puzzle". Mary Lange (Mt. SAC) and Lori Bronson (NOCCD) shared what they have done to advocate for the older adult programs. Dr. Lori Fasbinder (SCC) explained how she advocated for parent education and substance abuse classes in the Inmate Education Program. These were very powerful presentations motivating everyone to share the importance of their programs.

Effective July 1, 2012, only students who have a high school diploma or GED certificate will be eligible to receive the Pell Grant. (The California HS Proficiency Exam will still be accepted; however, it is administered by high schools to a small number of students who are able to graduate early.) Prior to this, students without these documents were able to still qualify under the "ability to benefit" clause under which colleges could administer appropriate assessments to determine a student's ability to benefit from credit courses.

This Pell Grant issue was addressed at the southern ACCE conference at El Camino College on March 22nd. There was a presentation from three community colleges on how their Adult High School Diploma programs are helping students taking credit classes qualify for Pell Grant funding by advising them on the high school diploma requirements through Continuing Education. Madelyn Arballlo (Mt. SAC), Dione Carer (NOCCD), and Terry Tomlinson and Rosa Salazar dela Torre (SCC) shared the direction their colleges are taking to help students earn a diploma keep their eligibility.



Noncredit/Credit Collaboration Enhances Success for Basic Skills Students

*by Jennifer Perez – North Orange County
Community College District; School of
Continuing Education*

The North Orange County Community College District's School of Continuing Education (SCE) developed a unique basic skills pilot course in collaboration with its credit sister school, Cypress College (CC). As a statewide trend, enrolling credit students are seeing an increased need for additional basic skills instruction. Over a two semester period at Cypress College, only 100 students successfully completed both Math 10 and Math 15 out of the 304 students who attempted to complete the courses – a disappointing 33 percent success rate. And even fewer – 139 students out of 568 – successfully completed both Math 15 and Math 20 over a two semester period – a 24 percent success rate. Because of this increased need in basic skills, as well as budget cuts to classes throughout the credit school, CC was unable to serve a total of 440 students in either a Math 10 or Math 15 course in the Fall 2011 semester.

Although the traditional class model works well for some students, SCE and CC developed an option for students that took a different approach to address diverse student needs and abilities. The goal was to increase the number of students academically prepared for Math 20 by offering an alternative instruction delivery method – such combining two credit-based developmental levels of Math 10 and Math 15 into one noncredit open-entry/open-exit lab course. The expected outcome was that at least 40 percent will have a completion rate of the combined 10/15 course and transition to Math 20 after attending the noncredit lab for at least 144 hours.

This noncredit course, held at SCE's Cypress Continuing Education Center, provides individualized instruction and tutoring based on the students' academic preparedness, learning styles, and educational goals. The lab is led by one lead adjunct faculty member and Basic Skills Initiative grant funds provide for classified hourly tutors and classified hourly clerical

support. The lab is open four days per week for four hours per day.

Curriculum and assessment of the course, utilizing the Plato Math instructional and reporting software, was articulated so that students who successfully completed the SCE noncredit math course were eligible to register for the CC Math 20 credit course. This benefit of shortening the amount of time it takes them to reach the credit level status also addresses a cause for low completion rates. As a greater incentive, students completing this SCE/CC accelerated basic skills course will have **priority registration** for the next term **and a guaranteed seat** in the CC Math 20 course. With CC Math 10 and 15 sections full for the Fall 2011 semester, this accelerated noncredit course was an option for students who did not want to "wait and see" if they could enroll in the Spring 2012 semester. Because of this noncredit/credit collaboration, 110 more students had the opportunity to begin classes during Fall 2011.

Students were referred to the noncredit math lab either when they placed low in math assessment scores, when they were noted to have repeated the Math 10 course, when they were identified by faculty members during the first week of classes, or through District or campus events where programs and services were promoted. Expectations and guidelines were given to students through an orientation upon entering the lab. A part-time counselor was available three times per week, holding both morning and evening office hours for students. Students with low attendance were contacted and additional referrals were given to students who needed assistance with disabled services, financial aid and EOPS.

Students expressed their satisfaction with the model stating that the open lab hours made it possible for them to navigate school while tending to work and family responsibilities. In addition, students appreciated the accelerated course which, upon successful completion, guarantees them a seat in Math 20 as well as priority registration.

In just two months time, the noncredit/credit partnership was proving to be successful in demonstrating student persistence, with many

students projecting to complete the noncredit accelerated course by the end of the fall. Because of the program's success, SCE extended the math lab hours to include afternoon hours during the winter term (January) and then additional evening hours in the spring term (beginning in April).

The math lab pilot students worked hard to successfully persist through Math 10 and Math 15. Of the 85 active students in the lab, 48 completed Math 10 (56 percent transition to Math 15) and 34 completed both Math 10 and Math 15, with 33 students (97 percent) transitioning into Math 20 for the Spring 2012 semester! Additional resources are being sought to continue, and perhaps expand, the program in the near future.

A large team at both SCE and CC collaborated to develop and implement this basic skills pilot program: SCE Dean **Valentina Purtell**, CC Executive Vice President **Bob Simpson**, CC Dean of Science, Engineering, and Math **Richard Fee**, CC Matriculation Coordinator **Kris Nelson**, CC Math Department Coordinator **Dave Nusbaum**, CC Counselor **Armando Garcia**, CC Math Instructor **Karen Watson**, SCE Basic Skills Manager **Dione Carter**, SCE Registrar **Diane Mendoza**, SCE Learning Center Instructor **Van Pewthers**, and SCE Learning Center Instructor **Jamie Jensen**.

High School Diploma Program Update

by Valentina Purtell – ACCE Board Member

A group of the practitioners offering adult high school diploma program at various colleges throughout the state gathered at the spring ACCE conferences to share common practices in setting the program's credit structure, designing instructional delivery, and developing effective systems of student support services.

When local practitioners develop high school diploma program, they consider practices of K-

12 feeder districts, unique characteristics of students they serve, the types of student services and credit programs offered by their colleges.

As a result of the discussion, the document titled "CCC Adult High School Diploma Implementation: Common Practices" was developed. We hope that this guide will be a "living document" and that effective practices will continue to be added. One other goal of the document is to serve as a resource for colleges that don't currently offer an adult high school diploma program but are interested in developing one. All practices listed in the guide adhere to Title 5 requirements. The guide can be found on the ACCE website.

Since the instructional content in most high school diploma programs is delivered in a modular format and in a lab environment, the ability to offer courses for variable credits was of special interest. When submitting high school course outlines for approval by the California Community Colleges Chancellor's Office, programs may include a range of instructional hours correlating with the range of high school credits. In a typical scenario, an instructional module is assigned a credit value so students complete the number of modules only needed to meet credit requirements for a given subject area. Programs that currently offer HSDP courses for a set number of credits will have an option of revising their course outlines to reflect variable credits. If you have any questions, please contact Patti Blank, CCCCO Academic Affairs, at pblank@ccco.edu.

The discussion participants expressed an interest in forming a user group with the purpose of fostering collaborative partnerships including exchanging resources and best practices to better serve educational needs of the students completing adult high school diploma program. If you are interested in participating, please contact Valentina Purtell at vpurtell@sce.edu.

CCC Adult High School Diploma Implementation Common Practices

by Valentina Purtell – ACCE Board Member

Title 5, section 55154, confirms the authority of the California community colleges to issue adult High School Diplomas and provides guidelines for implementing Adult High School Diploma Programs. Within this regulatory framework, colleges have a long history of collaborating with local K-12 districts with the goal of designing the programs which best suit the needs of the local student community and serve as a bridge for adults who have previously earned credits in a typical high school but for a variety of reasons were unable to complete their diploma studies.

Community colleges provide a delivery system that is more accessible and effective for diverse populations, unskilled workers, and individuals seeking a high school diploma with the purpose of job placement, career advancement and transition to credit programs or universities. A total of 11 community college districts in the state provide adult high school diploma programs.

When choosing a model for its High School Diploma Program, every college makes a strong effort to accommodate a typical student, i.e., an adult who must juggle academic pursuits with family obligations while maintaining a demanding work schedule at multiple employment places.

Most colleges opt for an open-lab environment with competency-based instruction. Students may attend classes on a flexible schedule and instruction is provided one-on-one or in small groups. Instructional modules covering mandated high school diploma subject areas are assigned based on the evaluation of the HS credits previously earned and the results of the basic English and math skill assessment. Some districts also offer lecture-style classes that range from 8 to 16 weeks in duration. In both the structured classroom and open-entry lab environment, an attendance policy consistent with title 5 requirements is often used to ensure students maintain regular attendance.

Students who earn a minimum of 160 high school credits, including transfer credits, and successfully pass competency exams are considered to have completed their high school diploma studies and are eligible to receive their diplomas.

The following chart lists the most common practices in the core areas of implementing an Adult High School Diploma Program in a community college. It must be noted that these practices adhere to all requirements of title 5, including minimum credits for subject areas and total instruction, study, and lab hour requirements for credits.



| Credit Structure | |
|-------------------------------|---|
| High school transfer credits | Official transcripts of incoming students are evaluated with the goal of applying the HS credits earned in like subject areas towards the completion of the college adult HSDP. Subsequent to the transcript evaluation, the number of HS credits to be earned in each subject area is assigned. Courses from high schools applied towards a diploma must be from accredited institutions only. |
| GED transfer credits | Scores obtained from passing the official GED exam may be considered as equivalent to credits for certain subject categories within the diploma requirements. |
| College transfer credits | Students may apply credit/college units earned in non-degree applicable courses for elective high school credits and required credits in some discipline areas. In a few colleges adult high school courses are articulated with the corresponding college departments. Credit students may enroll in individual high school courses to satisfy prerequisite requirements for the military or credit programs (ex., high school chemistry as a prerequisite for allied health credit programs). |
| Residency credits | Each college determines the requirements for meeting its residency requirement. College credit units earned in the same district as the HSDP can be applied towards completing a portion of the required residency credits. |
| Instructional Delivery | |
| Instruction delivery methods | Instruction is delivered in a modular format and in a self-paced lab environment. Every course is assigned a credit value, usually 5 or 10, or ranging between 1 and 10 variable credits. Students may work on various courses in different subjects at the same time. In addition to traditional presentations, computer-assisted tools, including instructional software and web-based instruction, are used. Some lab-based programs schedule direct-instruction classes in specific diploma subjects, e.g. math and English. |
| Course expectations | In the self-paced instructional environment, most programs issue a student contract, guide, or competency-based course outline that specifies in detail the course requirements, assignments, and exams. Students enrolled in structured courses are given a syllabus. In addition to a general orientation facilitated by counselors and prior to beginning high school coursework, diploma students receive a more detailed overview by the program faculty. Topics covered by counseling and instructional faculty include review of the expectations of the assigned lab including procedures, policies, curriculum, services and resources, as well as credits |

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|--------------------------------|---|
| | needed to earn a diploma. Students must earn a "C" or better in all courses taken in the Adult Diploma Program for them to be credited to their diploma. |
| Variable credits | Course outlines may specify a range of variable credits rather than a set number of credits. Depending on each student's comprehension of the subject area, instructors have the option of assigning only the number of credits needed to fulfill the minimum credit requirement for a subject area. |
| Credit by Exam | Students have an option to earn credits for a course based on an examination/proof of competency within that subject. |
| Elective options | Most high school courses that are offered to satisfy core requirements can also be used to fulfill the requirement for elective credits. No course may be claimed for the core and the elective requirement at the same time. In addition to assigned subjects, students may also earn credits for work experience, vocational training courses in the community and other articulated courses within a noncredit program. |
| Competencies for graduation | Reading, math, and composition competencies are assessed by the exams designed by the program faculty and correlated to the high school standards and course content. Most districts also accept the CAHSEE test results for the English language arts and mathematics competencies. Faculty also determine which college placement scores are equivalent to competency attainment. |
| Course progress and completion | Mastery of a course is demonstrated through standard examinations as well as projects and portfolios. It is a local decision that determines the criteria for passing individual assignments and exams. Multiple assessment methods to evaluate progress may include the use of rubrics, standard grading methods, and teacher observation, among others. Colleges may choose to implement an academic progress policy where students are expected to attain a certain number of credits within a specified number of lab attendance. |
| Staffing Structure | Most open-lab programs assign at least one qualified instructor and one assistant in every lab. Some colleges use grant funds to provide tutorial support for individual or group work. |
| Student Services | |
| Basic skills assessment | Most programs offer a selection of initial assessments to determine current functional academic skills in reading, writing and mathematics. The Test of Adult Basic Education (TABE) is a primary tool for this intake process. Students with low assessment scores, insufficient academic preparation and/or learning challenges are advised to begin supplemental instruction. These services refer the student to ABE courses or provide other |

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| | supportive methods to improve skills (e.g., learning lab, tutoring session or DSPS accommodations). |
| Orientation | Typically, there is an orientation scheduled so that students receive pertinent information about the program, services, expectations and facilities before enrolling. |
| Counseling/Advising and Education Plan (or Student Education Plan) | Counselors or advisors are available to discuss academic history, transcripts, strategies for possible barriers to persistence, and various life goals of each student before advising which classes are appropriate and to provide referrals to other resources that may be needed. Services also include the development of a student education plan. |
| Follow-up | Diploma students are encouraged to follow-up with their assigned counselor on a regular basis to review academic progress, update the education plan, and get assistance with obstacles to academic success. Counselors provide intervention to students who are at-risk of not completing courses or persisting in the program. Educational advisors call students who have dropped out, inviting them to return, and identifying the reasons for not persisting. An interdisciplinary team of counselors, instructors, support staff, and administrators have monthly meetings to discuss and implement short-term strategies for individual students for whom all previous interventions have not been successful |
| Grad check | As students approach completion of credits and competencies to earn a diploma, counselors are available to review each diploma student's academic progress prior to confirming completion of the diploma program. Once confirmed and final grades are submitted by instructors, students are congratulated and invited to participate in the graduation ceremony. |
| Transition Services | Students are encouraged to meet with a counselor to identify the steps to transition to their next academic goal, i.e., transitioning to a certificate program and/or college. |



Lessons Learned from the Noncredit Progress Indicators Project

by Sergio Oklander and Jarek Janio

A two year pilot study in selected colleges throughout California was conducted to devise a system of progress indicators that would allow for accurate submission and interpretation of the success stories among noncredit students. System, currently in place and based on positive attendance hours, does not show the true story behind noncredit students' academic success. All grading data from noncredit institutions, once submitted to the Chancellor's Office is automatically converted into "ungraded" designation. As a result, noncredit is in a dire need to show how students within its system progress and complete their programs.

Noncredit students are typically nontraditional and their patterns of attendance are inconsistent and part of the mission of noncredit institutions is to adapt to this reality. Traditionally, instructors are used to seeing information about students based on individual students. Noncredit is an open entry/open exit system which allows agencies to provide immersion programs for students in a particular subject during the semester and to facilitate continuation of student attendance based on the student needs and goals and without risk. This flexibility has proved especially successful in meeting the needs of the noncredit student populations largely made up of part-time working adults from economically and educationally disadvantaged backgrounds, allowing these students to pursue their dreams of a college education, while increasing economic prosperity and stability, and better lives for their families for generations to come.

Progress indicators' data was collected over the period of three semesters from 11 noncredit programs at community colleges in California. The success of the piloted progress indicators project depended on an accurate assignment of three grading designations: NP – no measurable progress, SP – satisfactory progress, and P – pass to students from participating in the project agencies. The resulting data showed that noncredit can benefit from an accountability

structure truly representative of its students' progress and their academic attainment. One of the most significant findings of the project was revealed during the final analysis of the data received from participating in the project agencies. This analysis seems to indicate that students attending less time are more likely to receive the "NP" grade whereas students attending more hours are more likely to progress (SP) or pass the course (P). The collected during the project data shows that the open-entry/open-exit system is a very effective and efficient structure to offer opportunity for students to pursue a college education and achieve their goals, allowing them to exit as soon as they realize they cannot progress, rather than waiting until the end of the semester.

To illustrate the above analysis with an example, the following scenario could be considered: student enrolled in a given course at the beginning of a semester switches to an evening class because of a life situation. If attendance and performance are tracked only in one class and limited to one semester, then a success may be misunderstood and misclassified as a failure. In reality, time spent in the first class is actually a fundamental part of the student's progress towards successful completion of the class rather than a "drop out" or failure.

Here are preliminary findings based on a small sample of progress indicators used to measure student success in noncredit: Fifty percent of the attendance hours led to a pass and another 30-40% led to successful progress for a total of 80-90% of all attendance hours producing a successful outcome. Following the project surveys among the participating in the pilot project faculty underscored the importance of documenting instructor assessment in noncredit. Over 90% of the surveyed faculty responded positively to the proposed NP, SP, and P method of determining student success in noncredit courses. Taskforce members were also surveyed and there was a complete agreement among them that the progress indicators need to be used and Title 5 should be changed accordingly.

Preliminary findings from the projects are expected to inform the discussion defining student success both for accountability and curricular improvement.

Tracking the Success of Noncredit Students - Longitudinal Research Study

Venette Van Duyn, Ph.D.

Introduction

Statewide accountability metrics place a high importance on noncredit student transition to community colleges, yet data is often unavailable, misleading, or may show low transition rates. The purpose of this research study was to explore the success of noncredit students who declared a goal of transitioning to community colleges and/or obtaining employment. This paper will describe the characteristics of this cohort, document the percentage of students that eventually enrolled in colleges within the district, and describe the success rate of these students after enrolling.

Methodology

In August 2011, The School of Continuing Education (SCE) Research Office completed a longitudinal research study investigating a cohort of students who received counseling services in the 2009-2010 academic year and had declared a goal of transitioning to community colleges or obtaining employment. Then, series of success outcomes were tracked through the end of the Spring term of the 2010-2011 year.

Results

Cohort Student Characteristics

Total Unduplicated Count of Noncredit Students = 1,734

| Student Declared Goal | Number | Percentage |
|------------------------------|---------------|-------------------|
| Community College | 1,307 | 75.4% |
| Career | 651 | 37.5% |

| Type of CDCP Student | Number | Percentage |
|------------------------------------|---------------|-------------------|
| High School Diploma | 1,139 | 65.7% |
| Learning Center | 301 | 17.4% |
| Career Technical Education (CTE) | 277 | 16.0% |
| English as a Second Language (ESL) | 327 | 18.9% |

Cohort Student Success Outcomes

| Success Outcome | Number | Percentage |
|---|---------------|-------------------|
| HS Students completing a High School Diploma | 533 | 46.8% |
| CTE Students completing a CTE Certificate | 136 | 49.1% |
| ESL Students completing an ESL Advanced course | 201 | 61.5% |
| All Students enrolling at Cypress or Fullerton College | 348 | 20.1% |
| All Students successfully completing one or more credit courses | 275 | 79.0% |
| Success Rate by Total Enrollments | - | 62.3% |

| Type of Course | Enrollment | Enrollment % | Cohort Success Rate | Statewide Success Rate |
|--------------------|------------|--------------|---------------------|------------------------|
| Math | 156 | 44.8% | 50.4% | 52.5% |
| English | 129 | 37.1% | 60.1% | 61.6% |
| ESL | 82 | 23.6% | 75.5% | 73.4% |
| All Credit Courses | 348 | 100% | 62.3% | 65.0% |

Data revealed that, for this cohort, the majority of students declared the goal of attending a community college, and most students were enrolled in the High School Diploma program. Data also revealed a transition rate to the colleges of 20.1%, and a 62.3% overall success rate across credit enrollments. Finally, data showed that while many students enrolled in courses related to their major or recreational courses, a significant number also enrolled in credit basic skills courses. Especially noteworthy is that the success rate of ACCT students that had transitioned to the colleges mirrored the success rate of credit students statewide in these courses.

Conclusions

This study illustrated a much different picture of noncredit student outcomes than statewide accountability reports such as ARCC. For example the ARCC CDCP performance rate for SCE in 2010-2011 was 7.3%, suggesting that only 7.3% of CDCP students transitioned to a community college within a 3 year time period. However, this research study demonstrated a 20.1% transition rate occurring in only a 2 year time period. These findings suggest that the cohort methodology in ARCC fundamentally will underestimate the success of noncredit students statewide. Possible reasons for the differences between local data and Chancellor's Office ARCC data include:

- ARCC methodology excludes any noncredit student who ever took a credit course. SCE's methodology did not impose this restriction.
- SCE's study only investigated the outcomes of CDCP students who declared a goal of transitioning to community colleges or obtaining employment. The ARCC report tracks the outcomes of all CDCP students who completed 8 or more positive attendance hours, regardless of whether they have a goal of attending community colleges or not.
- SCE's study tracked the outcomes of noncredit students using a local Student ID number. Students beginning in noncredit who transition to the colleges within our District keep the same ID number. However, ARCC data tracks student transition to community colleges using social security numbers. If a noncredit student fails to provide an SSN to their institution (which is common for noncredit students), then the Chancellor's Office is unable to track their movement to other community colleges.

Thus, this study illustrates the need for more local studies that depict the success of noncredit students. Statewide metrics, due to limitations in the definitions of noncredit cohorts and MIS use of SSNs to track outcomes, will continue to underestimate the success rates of noncredit students.

Awards North

Kerry Campbell-Price
ACCE Lifetime Achievement Award 2012



The Executive Board of the Association of Community and Continuing Education has the distinct pleasure of recognizing and commending Kerry Campbell-Price for her service and dedication to the ACCE executive board and our organization as a whole. Kerry's service to ACCE coupled with her unflagging, effective, dedicated leadership of Santa Rosa Junior College's Older Adult and Community Education programs make her a natural recipient for the ACCE Lifetime Achievement Award.

Kerry faithfully served on the ACCE Board in several capacities, for several years as the vice president of membership and later as first vice president, president and past president. Even after her tenure as an official board member was over, Kerry willingly contributed to ACCE's efforts, helping to plan workshops and conferences and writing articles for the ACCE Journal. As a board member, Kerry invariably contributed beyond the call of duty, helping to organize the myriad details of our events and professional development activities, or simply by pitching in to do whatever needed to be done. Kerry's unhesitating can-do spirit and willingness to roll-up-her-sleeves with a smile and a kind word have contributed immensely to the health and vitality of ACCE as a professional organization.

Kerry has contributed freely of her time, energies and abilities toward the development and enhancement of all of our Community and Continuing Education programs throughout the state. She has provided insight and valuable input on a wide range of vital issues including the development of policy recommendations for programs that serve older adults; identifying critical community needs and advising the ACCE Board on issues that address those needs.

Throughout her involvement with community education programs, first with Lake Tahoe Community College and, starting in 2001, with Santa Rosa Junior College, Kerry made significant contributions to the health and general welfare of the residents of the communities she served with intelligence, modesty, courage and grace.

In the words of Mary Kay Rudolph, Assistant Superintendent and Vice President of Academic Affairs at SRJC:

"In 2005, when I came to SRJC I quickly learned that Kerry was my go-to gal. Honest, ethical, dependable, with incredible stamina, energy and humanity. She has grace, style, humor, wit and common sense. In the past seven years Kerry has been a touchstone for me both professionally and personally. In short, she is the gold standard for what an academic administrator should be. No one will ever take her place."

As described by another coworker:

"Kerry Campbell-Price is a consummate professional. She is fair to all. Her knowledge and understanding of all aspects of the 21st Century human condition is outstanding. Her compassion shows and her expertise and good judgment are present in equal measure with every person she encounters. Kerry is a genuinely gifted leader."

Among the many accomplishments cited by her coworkers, Kerry modernized the JC's office system, added innovative revenue-producing programs, encouraged her staff to set and reach new goals, and served as an advocate for Santa Rosa's programs throughout the community. Members of her Community Education staff describe her as very creative, with a "never say can't" attitude. In her years with Community Education, Kerry was always up for the task, always ready to take on new programs that would enhance the value of the Community Education program to the Santa Rosa community (even when her staff begged her not to!).



Her many talents and positive attributes were recognized by the college throughout her 28-plus year tenure with Santa Rosa Junior College, as evidenced by the variety of her assignments at the college, where she served as Public Relations Manager, Director of Community Education, Dean of Continuing Education and culminating with her deanship in the Science, Technology, Engineering and Math department.

Several themes run through the comments made by her Santa Rosa colleagues. They describe her as innovative and forward thinking, a sound decision maker, a clear and articulate leader, and very creative in solving complex problems. Her leadership skills are described as "fun, fair, fit and no-nonsense." She is both a cheerleader and a great teacher. As an idea person, said one, "Kerry never deals with problems, only solutions." She also exhibits integrity, devotion, trustworthiness and steadfast commitment. Santa Rosa also enjoys in Kerry, an encyclopedic knowledge about the district. In short, as one colleague described her, Kerry is "a gem."

And then there's the famous "Kerry-Mobile" – a Toyota van with just over a gajillion miles on it in which Kerry graciously ferried ACCE board members to and from the Sacramento Airport on many occasions. Like Kerry, it has a "can do" attitude and willingness to go the "extra mile."

In recognition of the accomplishments and distinguished service Kerry has bestowed on her colleagues in ACCE and the thousands of citizens throughout California who have benefited from her contributions to our programs, we express to Kerry Campbell-Price great appreciation for the services she has rendered to both ACCE and the Santa Rosa community.

Here are a few comments from co-workers submitted over the last year:

- Kerry conducts her affairs as a seasoned professional in all respects!
- Kerry takes her decision making very seriously. She goes to great lengths to gather all the information she needs before making a decision.
- Sound decision maker. Considers all viewpoints & possibilities.
- Doesn't mind making a firm decision.
- Kerry consistently demonstrates excellent judgment when working as the clear and articulate leader of team decision making. She models the actions that get appropriate outcomes and gives her staff and faculty room to improve performance.
- Kerry makes clear decisions in a punctual fashion.
- Makes thoughtful, ethical decisions and asks for additional information when necessary. Very creative in solving complex problems; reasonable. Kerry has taken on a new Cluster as Dean of STEM. She quickly has assessed the territory, established rapport, and worked with all aspects of Academic Affairs, faculty, staff, facilities, students, and other on campus to get results efficiently and with eloquence and fairness. She is a gem.
- Kerry can be counted on to make creative decision after listening to input.
- Has a unique ability to view issues from different perspectives and ask questions that bring forth new information.
- Kerry will take on any project with confidence and is excellent at encouraging and empowering her employees when they take on new learning projects. She has a way of making it fun and easier to comprehend.
- Not afraid to step up and get things done. Doesn't wait for a crisis to act.
- Kerry is an idea person who is a problem seeking solution finder. She figures out how to stay one step ahead of the people, meetings, issues, and goals. Her ability to empower employees to work independently to achieve goals is unequaled. Her creativity in putting existing resources to good use within parameters of new demands is outstanding.
- As dean of Community Services, Kerry was constantly innovative. Very innovative and forward thinking in her approach. Kerry is one of the most devoted and committed Deans on this campus. I had never met Kerry professionally on campus before, however many people informed me of her good work for the District prior to her arrival. It is clear now that she is here that she is a fair, fearless, fun, fit and no-nonsense leader. The needs of the students and the mission of SRJC are forefront in her mind at all times. She is also an encyclopedia of knowledge about the District.
- Kerry always acts in the best interests of the college. She is not afraid to make unpopular decision. (Inactivating classes that have not been revised) Kerry stepped into a new position and immediately began to solve problems.
- If I had the chance to work for Kerry longer, I am sure that this would be "exceeds expectations." I can see that Kerry is exceptionally well organized, scrupulous, fair, hard working, and sensible about budget development, allocation, record keeping, and long-range planning. She has already taught her faculty and staff so much about how to handle offering the most to students in short economic times.
- Kerry is a consummate professional. She is fair to all. Her knowledge and understanding of the broadest base of representation of all aspects of the 21st Century human condition is outstanding. Her compassion shows and her expertise and good judgment are present in equal measure in the same way with every person she encounters. Kerry is a genuinely gifted leader in the contemporary sense.
- Kerry's interpersonal skills are like no others. She is a leader, and cheerleader and a great teacher.
- I implicitly trust Kerry for follow-through & keep commitments.
- Kerry is a Dean who keeps confidentially AND takes appropriate risks based on leadership, experience, and the wiliness to advance the institution and its goals. She would make and

excellent President here, or at any institution fortunate enough to have her on board. I hope she joins the SRJC Board!

- Kerry follows through on commitments. She can be trusted to always be very truthful.
- Works to instill trust with those she works with through her action.
- Reaches across departments and components to solve problems and deliver services.
- Kerry is highly cooperative and highly competent. She finds a solution that is good for students and SRJC AND satisfies the unique needs of faculty and/or staff too. Again, this person is a rare jewel. Time for her to write a book!
- Has a way of making individuals feel at ease even in stressful situations, so a solution can be reached.
- I trust Kerry. I have never heard her speak negatively of anyone. She speaks openly and diplomatically of her concerns, without affront to others. She does not assign blame, but rather looks to create a positive resolution of problems. She has great integrity and follows through on commitments. Her survey group confirms that they trust her and count on her for her follow through. She is honest, ethical, honorable, and never betrays a confidence.
- Throughout her career, Kerry's commitment to the college has been steadfast. Whatever her role, she goes above and beyond to assure that our community and our students have the best possible experience at SRJC. In the six years reporting to this VP she has twice been volunteered to take on new jobs. Prior to that she went from Public Relations to Community Ed. She accepts these new assignments with a smile, enthusiasm, and anticipation of making things better.

Best of luck in all your future adventures, Kerry. You are much loved by the ACCE Board and our members. Thank you for your many years of service and friendship.

Sincerely,

Cyndi Pardee, President
Erica LeBlanc, First Vice President, President Elect
Donna Burns, Second Vice President, Membership
Robert Parker, Treasurer
Valentina Purtell, Secretary/Historian
Dave Anderson, Past President



Letter from Cindy Pardee, ACCE President to

March 7, 2012

Dr. Steven M. Kinsella, Superintendent/President
Gavilan College
5055 Santa Teresa Blvd.
Gilroy, California 95020

Dr. Kinsella,

It's my pleasure to write to you in my role as the President of the Association of Community & Continuing Education, and brag about members of your staff and their programs. ACCE is a membership organization for practitioners in the fields of Community Education and Continuing Education in the State of California. Our objectives are to provide professional growth experiences in the form of conferences and training, to promote relationships among practitioners that trigger sharing of information and ideas, and to play a leadership and advocacy role as we work with the CCCCCO office and staff.

Prior to our February 29th, 2012 ACCE Conference held in the Chancellor's Offices in Sacramento, we asked our northern members to nominate programs for the **ACCE Annual Awards**. They were to choose a best practice, a model program, a productive idea that solved a problem, a practice or procedure that resulted in student success, or an efficient practice developed to save time and/or money and tell us all about it.

I'm excited to inform you that ***Terry Newman, Director Contract and Community Education*** was chosen from among all the applicants to receive one of only two awards for creating a **Model Program**, and her Certificate was presented at the conference. Terry, of course, included Rosie Armstrong from her staff in the award photos. She will soon be featured in an article in the ACCE newsletter, and we'll make sure you receive copies to share with your Board.

Below is a description of the winning program, and you'll see clearly why it was chosen as a **Model Program**. Please know how proud ACCE is of Terry and her hard work and contribution to the body of knowledge that will make similar programs throughout the State better as a result. I'm sure you're proud of her as well!

Respectfully,

ACCE President
Cyndi.pardee@rccd.edu

GAVILAN COLLEGE

CONTRACT & COMMUNITY EDUCATION

Contract and Community Education and Career Technical Education Water and Industry Training Programs and GavH2O

In 2009, the Contract and Community Education office developed a successful Water Training program to service the greater Monterey Bay area as well as Southern Santa Clara County. Partnering with us to deliver training to students were instructors who are leaders in their fields in Water Distribution, Wastewater, Backflow Prevention and Water Treatment. Their tremendous efforts resulted in over 1300 student registrations; over 500 unique students, nearly 130 classes delivered and over \$100k in revenue. The students served were previously laid off workers, and therefore a workforce that required re-training in this stable and growing field.

The program has been so successful that it recently attracted the attention of Gavilan's for-credit counterparts in the Career Technical Education department. Together, our departments were granted nearly \$300k to develop a credit-bearing Associate's program in Water Resource Management as well as pending certificate programs. This Spring 2012 semester, the credit classes have approximately 60 students who are working toward their respective degree or certificate programs.

The success of both departmental programs is evident by numerous industry leaders in the public and private sectors joining the college to offer their facilities for student training and tours and dissemination of job leads to our office for student distribution. Advisory committee work that includes recommendations, networking opportunities and partnerships continue to grow and flourish. This program is a partnership in the making and continues to be successful every semester.



Awards South

Provost Christine Terry
North Orange County Community College
District, School of Continuing Education



North Orange County Community College District's (NOCCCD) School of Continuing Education (SCE) stands as the state's fourth largest community college-based continuing education program, serving 43,602 students annually. A unique model among the California Community Colleges, SCE is an independent organization operating solely to provide continuing education, community services and economic development programs for children and adults throughout the lifespan in the NOCCCD.

A program of this depth and breadth could only be successfully led by a visionary leader such as current Provost Christine Terry. Ms. Terry has served nearly all of her 37-years in higher education as a noncredit educator at NOCCCD SCE.

Under her leadership, SCE completed its first accreditation self-study, being called a "Model Noncredit Program" by the Western Association of Schools and Colleges (WASC). WASC granted SCE a six-year term of accreditation, the longest cycle possible; WASC noted "...the stellar aspects of the school" and the "...quality of instruction being offered" at SCE were key in making their decision for full accreditation. SCE received commendations for clearly articulated mission, vision and value statements; creating a culture of evidence; transparent and compliant processes; passionate and knowledgeable teachers; cutting-edge educational programs; "educating the whole family" by offering both noncredit and community service programs for people of all ages; a model matriculation/counseling/ student support service program for students; positive and seamless customer service; clean and well-maintained facilities.

Over the last several years as Provost, Ms. Terry developed the first SCE community advisory committee; created and chaired the Data, Reporting, Evaluation, and Accountability Measures (DREAM) Team to

address new accountability requirements; launched SCE's first program review process and positioned SCE to respond quickly and confidently to budget challenges. Ms. Terry's priority to serve the entire community led to the creation of the Lifeskills Education Advancement Program, which now coordinates programs for children, adults and seniors. Over the past several years, Ms. Terry has been a leader in advocating for noncredit funding, programs and particularly during the recent Student Success Task Force recommendations, when it was proposed that funding would be cut for large portions of continuing education populations.

SCE has long enjoyed the benefits of being proactive and oftentimes innovative in the noncredit field across the State. Over the past several years, Provost Terry has empowered her team of managers, faculty and staff at SCE to develop student learning outcomes; launch its first program review process; expand student scholarships; pilot progress indicators school-wide; develop strong ties with the credit colleges in basic skills partnerships, including groundwork on creating identifying appropriate curricular levels in CB21; and hire a full-time researcher – the only noncredit-based researcher in the state.

A leader in California noncredit education, Ms. Terry participated in the establishment of postsecondary adult education standards, credential evaluation, Title 5 revision, and program review. In September 2011, Ms. Terry received the Outstanding Visionary Leadership award from the SCE staff and faculty for her accomplishments, being student-centered and having the ability to turn challenges into opportunity.

Prior to her tenure as Provost, Ms. Terry served as the dean of instruction and student services at the SCE Wilshire Center in Fullerton for 10 years. In this role, Ms. Terry oversaw the remodeling and new construction activities at Wilshire that earned SCE a historical preservation award by Fullerton Heritage in 2009. Previously, Ms. Terry served in the disabled student program at NOCCCD for 26 years as teacher, counselor, coordinator and director where she was instrumental in advocating for the independent and vocational abilities of adult students with disabilities.

Provost Terry's fearless leadership, historical perspective, and quiet sense of humor will be missed as she retires on June 30, 2012. Under her visionary leadership, SCE has truly become a "MODEL PROGRAM" for noncredit, continuing education, community services and economic development for students of all ages, all backgrounds and all stages of life.

The Association of the Community and Continuing Education is pleased to present the Visionary Leader and Committed Educator Award to the Provost of the School of Continuing Education Christine Terry.



Dr. Liza Becker: the award for a Procedure, Non-Credit



For the past 11 years, the English as a Second Language Department at Mt. San Antonio College, Mt. SAC, has hosted a Career Conference for students in the Intermediate and Advanced ESL Programs. Program Director, Dr. Liza Becker, ESL and college staff, and faculty from across the campus use this Conference to ease students' transition from non-credit to credit courses. The Conference is a collaborative effort between instructional areas and student services as students are exposed to field-specific information as well as the myriad college services available. This annual Conference is highly anticipated and consistently well-received by students, faculty, and staff.

Dione Carter: the award for a Productive Idea, Non-Credit:



Since becoming the manager of the North Orange County School of Continuing Education, Basic Skills and High School Diploma Program, Dione implemented an electronic class record system replacing the long-used, hard-copy method. This electronic class record system is

accessible by staff at all three campuses: Anaheim, Cypress, and Wilshire. This new system greatly enhanced staff's ability to look up student files in order to check student progress or to assign subjects. Dione also implemented an attendance policy that requires students to attend a minimum number of hours per trimester. The implementation of the attendance policy has resulted in students becoming more committed to attending class, to working toward completing the program, and to achieving their educational goals.

Linda Kurokawa: the award for a Model Program, Contract Education



As the Director of Community Services and Business Development at MiraCosta College, Linda was instrumental in partnering with Archi's Acres, a small-scale, organic farm located in North San Diego County to create the Veteran's Sustainability Agriculture Training Program. This unique program provides six weeks of intensive, hands-on training in hydroponics, drip/micro irrigation, environment control, soil biology, and green house construction. In addition to having the opportunity to meet with government, industry and business professionals, students also are given career development course work designed to assist them in being effective in agricultural businesses. Since its inception in 2007, fifty-two veterans and Marines have successfully completed the program which proudly boasts a 90% business start-up or job placement rate.

Linda Kurokawa: the award for Best Practices, Contract Education



As the Director of Community Services and Business Development at MiraCosta College, Linda undertook an extensive research project which included numerous phone calls, e-mails, and conferences with the goal of establishing an armed security guard program geared toward transitioning Marines from military life into civilian security guard positions. This concept, now known as the Certified Armed Protection Specialist Program, is well underway and provides students with training in 16 distinct areas all of which culminate in certification. Since its inception, fifty-six Marines have successfully completed the program and are employed locally, nationally, and around the world. Plans are underway to offer an advanced course titled High Threat Executive Protection. It will be one of only three such courses in the nation. In Linda's own words, "When we are planning a work skills program and we take the time to think about our potential participants carefully, think about "extraordinary" goals for ourselves and our training, and then follow through with extensive research and consultation, we find these undertakings become the prototype for Best Practices for every type of offering we roll out."

Nilo Lipiz: the award for a Practice, Vocational Education



As the Dean of Instruction & Student Services at Santa Ana College, Nilo is proud of the six major state approved vocational programs available to students. Students are awarded certificates for successful completion of all program requirements. What makes the programs and therefore the students so successful is Santa Ana's model of assigning a counselor to meet with students individually. In these counselor-student meetings, an Educational Master Plan is created to guide students through the requirements of each certificate program. Counselors and students develop a rapport which builds an environment where students feel comfortable asking questions or seeking guidance in areas of vocational, academic, and personal concerns. According to Nilo, "since the implementation of this practice, student interest on state approved vocational certificates has significantly increased; thus the completion of business skills courses and state approved certificates has demonstrated a promising pathway for students' vocational success."

**Paulo Madrigal, the award for Efficiency,
Community and Career Education**



As the Director of Community and Career Education at Mt. San Antonio College, Mt. SAC, Paulo Madrigal, in collaboration with the college's Information Technology Department, was instrumental in developing a method to enable the collection of positive attendance for Continuing Education students using Banner and Augusoft/Lumens data collection and report-writing features. Attendance collection is now web-based providing faculty with 24/7 online access from any computer. According to Paulo, the new system has a myriad of functions including updating attendance, submitting questions, and monitoring laboratory use. Working in a 21st century environment has improved all aspects of educational data collection and reporting.

**Sally Saenger, the award for Model
Program, Continuing Education**



As faculty at Santa Barbara City College involved with Continuing Education fitness classes, Sally is delighted to share a new and exciting endeavor called "Achieving the Vision for Continuing Education Task Force." This Task Force has been charged with finding ways to continue to offer a comprehensive and vibrant Continuing Education program that remains responsive to the needs of the community at a time when state and federal funding is being substantially reduced. Though still a work-in-progress, the Task Force has the backing of the college and the community and is committed to developing a program that may serve as a model for other California Community Colleges.



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

Membership information: <http://acceonline.org/membership.cfm>

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