

## Letter from the President

by Anna Garza, ACCE President

ACCE members and colleagues:

This issue of the ACCE Journal will be my last opportunity to address you as President so I must take this time to thank each of you for a great learning opportunity and a truly interesting year! You may think, "h'mmmm – sounds like a hidden message," and yes, I do mean it just a little tongue-in-cheek. This was a tough year in terms of my time commitment to ACCE, considering all that was taking place statewide, but it truly has been a very important year, one that I have enjoyed very much. Look at what we have accomplished! Most importantly, ACCE provided input to the State Education Code changes in Title 5 – how often do we get a chance to do that? We also

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## Enlisting Participants to Market Your Program: RCC's "Rah-Rah Club" Reaches Out to the Community

by Cyndi Pardee, Riverside Community College

We all know how much our students love our older adult classes, but my college struggles to get the word out in economical ways. We advertise our classes regularly in college publications, but not



Members of the RCC's "Rah-Rah Club" spread their enthusiasm for the Young@Heart Older Adult Program throughout the community

all older adults look for our classes there. New students often tell us they would have attended classes long ago but just discovered our programs through a friend or by reading about it by chance.

Our Older Adult Program, Young@Heart, is staffed by just one person,

so there is little time to do additional marketing, and, of course, no budget to cover these costs. We decided to enlist the help of our students and formed the Rah-Rah Club. The Rah-Rah Club is a group of students who love what we do and want to pass the word. They were recommended by a teacher, filled out a simple, one-page application and were "interviewed." We've started this venture with a core group of 10 members, some of whom are pictured above.

The Rah-Rah Club volunteers perform several services for us. First, wearing RCC name tags, they carry flyers and information cards to doctors' offices and other medical facilities to familiarize medical professionals with our free fitness classes. They leave the doctors with postcards, emblazoned with the words "Free Prescription for Fitness from RCC" on one side and information about the Young@Heart program on the other. Doctors hand these to their

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# ***Patient Management Education in the 21<sup>st</sup> Century: Reality Without Risk***

by Dr. Ingrid Thompson, Grants and Special Projects Manager  
San José/Evergreen Community College District

A pair of nurses is at the foot of a hospital bed, discussing how their patient's day has gone during the past eight hour nursing shift. The patient, an elderly man with chronic obstructive pulmonary disease (COPD), has a do-not-resuscitate (DNR) order in his chart, but he is conscious, having difficulty breathing and his family at the bedside, is demanding the nurses "do something." His vital signs, as displayed in the console on the wall at the patient's head, reveal he is poorly oxygenating and his electrocardiogram (EKG) shows an increasingly irregular and ineffective heart beat.

The dilemma: how to make the patient comfortable, ensure his wishes are carried out, and how to tactfully deal with his family. An everyday situation for many nurses—but in today's scenario, no one will die in the name of medical practice, and the patient will be available for the next scenario once this one has concluded.

Welcome to the Center for Innovative Medical Simulation (CIMS) suite at the Workforce Institute (the Institute) on the campus of San José City College (SJCC). The nurses are real, the situation is real, but the patient in distress isn't really an elderly man. He's HAL Jackson, a human simulator designed and built by Gaumard Scientific, Inc. in Florida.

Methods used for training and retraining of medical care providers, from doctors and nurses to emergency medical technicians (EMTs) and paramedics, have traditionally involved classroom time, with some procedures practiced on classmates or various incarnations of the Resusci Annie CPR dummy in a lab setting. After completing the lab assignment, the trainee was paired with an experienced clinician, and the two worked side-by-side for a period of time. Frequently, trainees learned through trial by fire, practicing procedures on actual patients, and observing patient care practice in actual real-life situations.

There is something new for the 21<sup>st</sup> century—just like the practice of medicine, today's human simulators have come

a long way from 1960's Resusci Annie. And the concept of a patient simulation lab isn't unique, either. Many hospitals and schools of medicine and nursing have established simulations labs. What makes the Institute's CIMS lab unique is while it is housed on a community college campus, it has been created as a community resource to benefit regional health care practitioners—this virtual hospital environment will be utilized by hospitals, nursing programs, and the Institute for training physicians, nurses, and other allied health care professionals.

Developed through a California Community Colleges

Economic and Workforce Development Program's Responsive Training Funds for Incumbent Workers Grant, the CIMS project fulfills the grant's goals by providing assistance to an existing business' educational needs in a community college setting. The grants are targeted toward the needs of several industries including applied competitive technologies; biotechnology; advanced transportation, technology and energy; and health care. There is no doubt that the CIMS suite is a resource that will reach far beyond the current grant partner, Kaiser Permanente San José Medical Center (KP San José).

"There are a couple of things that make our medical simulation lab unique," says the Institute's Executive Director Carol Coen. "The CIMS lab is

not physically located in a hospital or within the confines of a college nursing program. This means our lab and human simulators will be available to hospitals, clinics, fire and rescue agencies and nursing programs, including our own Evergreen Valley College's registered nursing program, all who do not have their own simulation labs.

"Our human simulators are also wireless and fully portable, facilitating tracer methodology training across the medical care spectrum. For example, we can take any one of our simulators out of its bed, place it on a fully movable gurney, and the manikin will continue through its pre-programmed

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**Dr. Ingrid Thompson and Executive Director Carol Coen with HAL Jackson in the CIMS Lab**



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scenario. This can be of benefit to EMT training—a scenario starting on site, continuing through transport and into the ‘emergency room.’”

The benefit the CIMS lab will have upon EVC’s nursing program has not been lost on the Interim Dean of Nursing Lynette Apen, RN, MSN. “The CIMS lab will provide student enrichment and safe learning opportunities in otherwise high risk scenarios,” says Apen. “The students and faculty of the EVC Nursing Program are thrilled to have the opportunity to work in a state of the art simulation lab with culturally diverse, high-fidelity human simulators. These experiences will be a meaningful accompaniment to the students’ hospital rotations and the nursing curriculum. We all look forward to the enhanced student learning that culminates by the end of the simulation experience.”

The CIMS lab is presently working two full shifts, four days a week, to facilitate the training of 400 staff nurses who are current KP San José employees, as one of the required grant outcomes is 16 hours of simulation training for 450 of KP San José’s current nursing staff. Each shift consists of 10 nurses and two facilitators, along with a simulation technologist who prepares the appropriate set-up and programs the physiological responses required for each specific scenario. Some nurses are the “learners” while other nurses may play a different role in the scenario such as respiratory therapists, radiological technicians, or even family members. After each scenario is completed, the nurses and the facilitators retire to an adjacent debriefing room, where video of the scenario is viewed and constructive criticism offered through a guided debriefing. “In every sense of the word, the CIMS lab will be a safe place to practice patient care management,” says Dr. Thompson. “The video is destroyed on a daily basis and each participant signs a confidentiality agreement. ‘What happens in the CIMS lab stays in the CIMS lab.’ There are no reports given to supervisors or KP San José regarding an individual nurse’s performance.”

The lab is also designated a Gaumard Premiere facility—the only one in California. On the days it is not in use, the lab is available for tours by hospitals, colleges or other agencies interested in viewing Gaumard’s human simulators in action—a showroom for the HAL family (which features two adults, one pediatric and one neonatal manikin) and Noelle, the only WIFI birthing simulator currently available on the market.

For information on the Institute’s CIMS lab, contact Dr. Thompson at 408-283-3607, e-mail: [Ingrid.Thompson@sjeccd.org](mailto:Ingrid.Thompson@sjeccd.org).

## Changes in ACCE Bylaws Approved by Membership

The following changes in the ACCE Bylaws were approved by the membership in the June 2008 election. An updated version of the bylaws is now available on the ACCE web site: [www.acceonline.org](http://www.acceonline.org)

### **1. Change in number of Board members and election schedule:**

Most of the proposed changes in the ACCE bylaws reflect the fact that we no longer have a Council Leader for Economic Development. The Economic and Workforce Development folks have their own organization (although they are also welcome to join as ACCE members and attend workshops and conferences) and we haven’t had an Economic Development Council Leader for several years.

By reducing the number of elected members of the Board, we needed to also change the election schedule to eliminate having both remaining council leaders (for Continuing Education and Community Education) elected in the same year. At the time of this year’s election, these changes had not yet been approved by membership, and the current board reflects the election order of the old bylaws. Now that these changes have been approved by membership, the Community Education Council Leader will serve only a one-year term and will be up for election for a full, two-year term in 2009. The Continuing Education Council Leader will serve a two-year term and will be up for reelection in 2010. For a full list of newly elected board members, please see page 4.

### **2. Clearly define non-voting members of the Board:**

ARTICLE IV, Section 1, A: This change clearly spells out that a non-voting representative from the Chancellor’s Office (now known as the System Office) is a member of ACCE’s Executive Board.

ARTICLE IV, Section 4, A.6: This section spells out that the ACCE president may appoint other non-voting liaisons to the board as necessary. This was never prohibited in the past and has, in fact, been done (Pat Mosteller, for example, is a non-voting liaison from CCCEOA).

### **3. Shifting job duties between Board members:**

ARTICLE IV, Section 4, B.3: This change moved the responsibility for the Nominating Committee from the First Vice President to the Past President and added regional workshops to the First Vice President’s responsibility.

## Welcome to ACCE's Newly Elected/Appointed 2008-2009 Board Members

Joining ongoing ACCE Board members Kerry Campbell-Price (President), Anna Garza (Past President) and Cyndi Pardee (Secretary/Historian) and board appointees Vicki Warner (Chancellor's Office Liaison), Leslie Smith (Legislative Analyst), Pat Mosteller (Older Adult Liaison) and Scott Hammer (Webmaster), several board members were recently appointed or elected to the following positions:



### **Elaine Chapman, First Vice President/President-Elect**

Elaine has been a member of ACCE for seven years and has served two terms on the Board as Treasurer. She has been director of the fee-based programs at Pasadena Community College since 2001. Prior to joining the staff at PCC, Elaine worked for three and a half years as director/principal of a private high school in San Fernando Valley and spent eight years in commercial banking as a financial analyst and head of marketing for trust and investment services.



### **Erica LeBlanc, Second Vice President/Membership**

Erica has served as the editor of the *ACCE Journal* for the past several years. She is an academic affairs dean at Santa Monica College, where her duties include administration of the college's noncredit program. Prior to her current assignment, Erica managed the community education program at SMC. She also served for nine years as the college's director of grants and held a similar position at El Camino College for three years.



### **Bob Parker, Treasurer**

Bob joined the San Diego Continuing Education program as Vice President, Administrative Services in November 2005. Prior to this, he spent over five years as a Finance System Consultant with Datatel, Inc., a provider of software solutions to colleges and universities. Bob also amassed more than 13 years of higher education business office and personnel experience during his tenure at the University of Pennsylvania and Drexel University.



### **Susan May, Community Education Council Leader**

Susan has served as Director of Community Education and Marketing at Chabot College since June 2003. This past spring she was named ACCE's "Community Education Person of the Year." From 1997 to 2003, Susan worked as Marketing and Publications Coordinator at Chabot College. Prior to joining the staff at Chabot, Susan was editorial director and editor of the university magazine at the University of Miami and worked as Coordinator of Marketing at Miami-Dade Community College.



### **Continuing Education Council Leader**

Jane DiLucchio is the chair of the Continuing Education Business and Life Skills Division at Glendale Community College. She has been working at Glendale for 21 years. Jane has been a member of ACCE since 1992 and has served as ACCE's Continuing Education Council Representative for the past several years. She previously served as Treasurer. Jane is currently representing ACCE on the SACC Advisory Committee on Noncredit Course Repetition and Multiple Enrollments.

## *Students as our Best Advocates: Promoting the Benefits of Community Education Programs*

David E. Anderson Jr., ACCE Community Education Council Leader

How do you measure the un-measurable? We count many things, from student registrations to actual attendance, from revenues received to the growth of our programs, etc., but do any of these numbers truly show our success? Do administrators and elected officials recognize these statistics as a benefit to the communities we serve? How do we communicate the value, or impact we have on the students we serve, to the purse-string holders?

Now today, we are faced with budgetary cuts, staffing reductions, and changing social priorities which have left many of us feeling ineffective, overburdened, and discouraged. Why has this occurred? Because we have forgotten how to promote the benefits of our services to our communities.

My past agency realized a unique way of promoting the benefits of community education programs to our community. We ran a contest in which residents shared how the programs, facilities, and services offered have enhanced their lives. Staff assisted in promoting the contest to class participants and others utilizing our facilities in a variety of activities, and encouraged them to submit entries.

The results were overwhelming. One resident shared that while she was bringing her daughter to swim lessons, she was encouraged to join in. "Frightened at an early age by an unfortunate swimming related incident, I grew up terrified of the water," she says. "I have overcome a fear that has been with me all of my life."

A parent praised the community education programs because they focus on what her child "can do," rather than what he "can't do." A child wrote that she learned the importance of volunteering and giving back to the community. One person had even considered ending her life after a serious accident, before she found a program we offered. "It [the class] helped my confidence so much that I was determined to go on," she said.

Two Grand Prize Winners were chosen by the elected Board members and a local newspaper editor, from the nine finalists selected by the department. All finalists received

certificates at a Board meeting and the grand prize winners won the opportunity to appear on a future cover of the community education schedule of activities and classes, in addition to having their winning entry read at the Board meeting and on the local cable television station. We received local publicity through the newspaper and a few other local publications, and portions of the letters were used as testimonials, sound bites, and quotes promoting these programs to potential future customers.

This contest tapped into those who use our programs and receive the benefits we offer, and provided us with the impact statements that many of us are well aware of, but seldom get to actually hear. Many respondents mentioned how they "finally had a chance to say thanks for all we do." It was also successful in communicating the benefits of our programs and services to the elected board, those who make many budgetary decisions. Most importantly though, it also reminded our staff of the immeasurable impact we have on the lives of those we serve on a daily basis.

Xiomara Hiller, one of the two winners in the contest, shared her delight when she was told that we would make accommodations for her son, who suffers from a pervasive developmental disability. "I

stuck next to my son like a shadow, ready to protect him from your (staff's) accommodations." Xiomara continues, "They intervened and directed him through signing and basic gestures while communicating verbally to the group. He was surrounded by other 'normal' kids, and for the first time I was able to see him as a kid, not as an enormous responsibility."

No advertising agency can beat the reality that our own program users can provide to us. Since many of us do not have access to statistical information that supports the need for our services, it is imperative that we share the impact statements we receive from our program users with those we come into contact with. This contest should be just the first step.

David is the Director of Extended Education for Irvine Valley College and can be reached at [danderson@ivc.edu](mailto:danderson@ivc.edu).





## ACCE One Day Workshop in Sacramento



The weather was picture perfect for ACCE's one-day workshop in Sacramento on May 12. The sky was a brilliant blue and the trees were sporting a flush of new greenery. Community and Continuing Education professionals gathered at the Chancellor's Office to hear Vice Chancellors Carole Bogue-Feinour and Eric Skinner and Executive Vice Chancellor Steve Bruckman address a variety of issues facing our col-



leges. In the afternoon, the group split up. There was a lively roundtable discussion among the Community Education folks (pictured left) and an equally lively discussion about accountability between the Continuing Education representatives and representatives from the System Office's Technology, Research and Information Services staff.

## *New Guidelines for Title 5 Regulations*

by Jane DiLucchio, ACCE Continuing Education Council Leader

On June 16, 2008, the Board of Governors issued new guidelines for the implementation of Title 5, Chapter 6, Part 2. Included in these guidelines are four areas of special interest to noncredit programs: Acceptance of Noncredit Courses (section 55064), Career Development and College Preparation (section 55151), Adult High School Diploma Programs (section 55154), and attendance accounting (sections 58003.1, 58006, and 58007).

**§55064:** Students could formerly petition to have noncredit courses accepted towards an associate degree. As of July 2009, this will no longer be the case. Noncredit students wishing college credit will have to follow the credit by examination policy of the college.

**§55151:** This section deals with the certificate programs in Career Development of College preparation. It clarifies the difference between certificates of completion and certificates of competency. Criteria and requirements for approving the programs on the local and System Office levels are explained. This section also outlines what needs to be included on the certificates issued to the students.

The guidelines of this section discuss modifications to existing programs, however it does not include the news that the System Office has created a new form for modifying already-approved

programs. The form can be found at the System Office website ([www.cccco.edu](http://www.cccco.edu)). The last part of the guidelines for this section include the warning that enhanced funding may only be claimed "for FTES generated after the System Office has approved the corresponding noncredit certificate application." Thus, the application should be submitted to the Office 60 days prior to the start of the semester.

**§55154:** The guidelines for this section include all of the requirements for a high school diploma that need to be in place by June 30, 2009. It specifies what the standards are for a high school program, but it does not mention whether or not a new application needs to be completed for existing "Completion of Secondary Education" programs and if the application for a new program will be specially crafted to include all of the additional information required by the guidelines. When more information is issued, ACCE will send out an e-mail to the listserv.

**Attendance Accounting:** Procedures for counting noncredit distance education courses is outlined on page 45 of the guidelines. This formula also applies to "independent study, cooperative work-experience and distance education." (See page 47 of the guidelines.) It requires two census points and the average of those two counts. Regular attendance accounting is described on page 46.

gave input to the System Office and the Legislature as regards accountability reporting affecting noncredit programs within the California community colleges. And we dramatically raised the bar of consciousness for community college noncredit and community education across the state, not to mention within our own system.

Several of our members played significant roles in moving ACCE into the System's limelight. Lynda Lee and Jane DiLucchio gave even greater time commitments this year to SACC, they attended and testified at several Consultation meetings, and continued their work in bringing critical issues to ACCE members. Leslie Smith, our passionate Legislative Analyst, tirelessly kept us ahead of Title 5 and budget issues affecting noncredit. One of our members, Andrea Sibley-Smith, maintained a constant vigil over the Title 5 changes and worked continuously to inform the statewide Academic Senate of the issues related to noncredit and changes in education code. We also received on-going support from the Chancellors Office and our Noncredit Specialist serving on the ACCE Board, Vicki Warner.

In terms of extra-ordinary contributions from the Board, ACCE membership is at a record high under the leadership of Vice President Bob Parker; our treasury is also very healthy and well guarded by Elaine Chapman; Cyndi Pardee keeps the historical record and ensures we are on track with the action items – or nothing would get closure. And what about this Journal! Erica – you amaze us with each issue (and most of you don't know how hard she has it to get our contributions submitted in somewhat of a timely fashion!).

Dave Anderson joined us late this year following a Council Leader resignation, but he picked up speed by the February conference. The Board also ventured out to add an Older Adult Liaison and Pat Mosteller from San Diego stepped up to assist. Past Presidents Jan Roecks and Scott Hammer were always in the wings for expert advice and “now tell us how this should really be done” stuff.

This year ACCE had the best annual conference we have ever had – all of you told us this in person at the conference or in your evaluations. We can thank Kerry Campbell-Price, our 1st Vice President and conference chair, for a great conference and workshop year! Council leaders Jane DiLucchio and Dave Anderson played supporting roles, bringing you key programming in 2007-08. We are so lucky to have Kerry Campbell-Price taking the helm now – she will be a strong president for ACCE in 08-09.

In closing, I must say what a privilege and honor it has been to work with this ACCE Board. These people are at the top of our profession. Thank you Kerry, Bob, Jane, Cyndi, Elaine, Leslie, Dave, Erica, Vicki, Scott, Jan and Pat! You are the best and I thank you so much for your support, clear thinking, and hard work this past year (I'm getting a little teary-eyed right now ☺). I encourage any of our members with an inclination towards service to our field to become more involved with the outstanding group serving on the ACCE Board. I will be around in 2008-09, but definitely looking forward to taking a back seat. My best wishes to us all.

### ***People on the Move***

- **Bob Parker, San Diego School of Continuing Education Vice President and newly appointed ACCE Treasurer has earned a Master of Science degree in Accounting from San Diego State University.**
- **Terry Newman, Gavilan College's Director of Contract and Community Education, recently received her Master of Educational Administration degree from the University of South Dakota.**
- **Christine Terry was recently selected as the Interim Provost for the North Orange County Community College District's School of Continuing Education. During her 36 years in education, Ms. Terry worked for 14 years as an instructor/counselor and 22 years as an administrator. Most recently, she served as dean of instruction and student services at the SCE Wilshire Continuing Education Center and supervised the Older Adults Program, the largest FTES-generating program at SCE, serving nearly 12,000 students annually.**

### ***Just for Fun***

You know you are living in 2008 when....

1. You accidentally enter you PIN on the microwave.
2. You haven't played solitaire with real cards in years.
3. You have a list of 15 phone numbers to reach your family of four.
4. You e-mail the person who works in the office next to you.
5. Your reason for not staying in touch with friends and family is that they don't have an e-mail address, blog or facebook/myspace page.
6. You pull up in your own driveway and use your cell phone to see if anyone is at home to help you carry in the groceries.
7. Leaving the house without your cell phone, which you lived without for the first 20...30...or 50 years of your life, is now a cause for panic and you turn around to get it.
8. You get up in the morning and go online before making coffee.
10. You're reading this and nodding and laughing.
11. You are too busy to notice that there was no #9 on the list.



**LOL!**



older patients when they recommend more physical exercise. Second, the volunteers carry these cards and flyers along with them to distribute at any event or activity where they find a group of seniors. One of our students hands them out while waiting in line at her pharmacy. They take the cards to local gardening clubs, book clubs, and other older adult programs they attend. They also pass them out at their churches and even at restaurants that have early-bird senior citizen specials.

Finally, these wonderful ambassadors are willing to staff a table at community events and talk to the crowds who inquire about our program. They recently set up a table at an event called "Wieners to Wheels". It was a fund-raiser for a dachshund

dog rescue organization that included a classic car show, wiener-dog races and fashion shows for the dogs and food booths. At the RCC Young@Heart booth, the students displayed art work, an art

instructor painted caricatures of dogs, and the photography students roamed around taking pictures and promoting the program with flyers.

Next month the Rah-Rah Club is scheduled to attend a city health fair where they'll also pass out flyers and demonstrate both Yoga and Tai-Chi. It's too early to know what

the results will be, but the community reception to date has been great, and we're beginning to get inquiry cards back in the mail asking for the latest class listing.

*young@heart*  
program

**Young@Heart Program Information and Philosophy**


Riverside Community College District believes that learning is a life-long pursuit, so we offer district residents 55 years old and older a wide range of high-quality learning experiences. Classes are available at locations throughout the district, and are offered tuition-free. Students need only pay for their own materials if materials are needed.

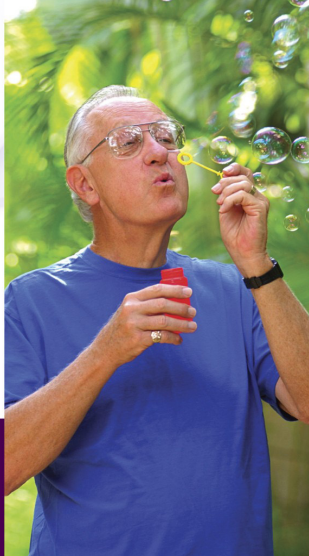
Students should register in advance and make a commitment to try to attend each class meeting. Our funding is based on student attendance!

Please call our office today for more information - we'd love to talk with you!

**(951) 328-3811**

**Riverside Community College District**  
4800 Magnolia Avenue  
Riverside, California 92506  
(951) 328-3811  
FAX 222-8091





**ACCE**  
*Advocates for Lifelong Learning in California*

**ACCE EXECUTIVE BOARD (2007-08)**

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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 Erica LeBlanc at [leblanc\\_erica@smc.edu](mailto:leblanc_erica@smc.edu)**

*And Finally...*  
**a Sneak Peak at 2008/09!**

Coming soon — a new ACCE Journal editor and a brand new ACCE logo.

**Save These Dates:**  
ACCE's 2009 Conference is slated for  
**February 25 - 27, 2009**  
The exact location is still being finalized but it's sure to be a great conference.

