

## Letter from the President

By Kerry Campbell-Price  
ACCE President

Dear ACCE Colleagues,

I have to say that when I wrote in my first President's message in September that this would be a "challenging" year, I had no idea how terribly challenging it would be. I know that you are all dealing with the same issues that are facing my college - severely reducing programs, staff and services. Every reduction affects someone's life and the domino effect is chilling. Perhaps most disheartening to me are the cuts being made to those programs which serve the students who need help the most. Intellectually I know that we will one day emerge from this recession/depression and start building again, but emotionally this process is taking a toll on everyone I know. So how can ACCE help? This is the time, more than ever, that we need to tap our collective wisdom to survive.

I urge you to use the ACCE networks to connect with your counterparts at

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## The Immigrant Professional Transfer Academy

By Sheyla Castillo and Anthony E. Beebe, Ed.D.  
San Diego Continuing Education,  
San Diego Community College District



**Students hard at work in an academy workshop. Participants learn about the U.S. educational system.**

English as a Second Language (ESL) classes represent the largest component of adult education. Nationally, about 2 million students are in ESL classes, representing 40% of adult education enrollments. Many times, the waiting lists for admission into ESL classes exceed the numbers enrolled (Chisman and Crandall, 2007).

Unique to Adult Education, virtually all ESL students are immigrants. Like our ancestors, these are legal immigrants, who have come from

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## The California Budget Impasse Three questions everyone is asking:

How long can this last?

What does it mean for community colleges?

What can I do?

By Leslie Smith  
ACCE Legislative Analyst

### How long can it last?

Partly because the state is now paying IOU's to lower-priority creditors,

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ACCE President  
Kerry Campbell-Price

*Letter from the President, continued from page 1*

other colleges to share ideas and brainstorm solutions. If you haven't been involved politically, now is the time. The issues that this state faces are tremendous and to survive, we're going to need the best and the brightest to come to the forefront to lead. It has been my privilege this year to serve as the ACCE president. As I look back over this year, I am proud of what we accomplished: four regional workshops, a wonderful statewide conference, and a dazzling new website to better serve our members. Your quarterly Journal (thank you Debbie Robiglio!) and your legislative email updates (thank you Leslie Smith kept you informed about issues facing us all.

While juggling home, work, and a statewide association is no easy task, your board members did an outstanding job in not only serving you, but helping each other as well. I could not have asked for a more dedicated, talented and energetic group! Kudos to Elaine Chapman, First Vice President, for an outstanding conference; Erica LeBlanc, 2nd Vice President/Membership, for making the transition from a calendar year membership to a fiscal year membership happen (and all the incredible bookkeeping required to keep it all straight), Treasurer Bob Parker whose financial acumen has guided us well; Secretary/Historian Cyndi Pardee who not only takes remarkable minutes but infuses energy and light into everything she does; Council Leaders Jane

DiLucchio, Pat Mosteller, David Anderson and Susan May who kept their fingers on the pulse of what is happening throughout the state and kept the listservs working for all of us; and Past President Anna Garza who provided much needed guidance and advice and worked tirelessly on the new website (with Cyndi & Scott). In addition to your elected board, you also have appointed positions who work on special assignments. As previously mentioned, our new Journal editor Debbie Robiglio, did an outstanding job with the quarterly publication, updating the design and making sure it was full of information and articles which promoted professional development for our members.

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*Immigrant Transfer Academy, continued from page 1*

around the world to start a new life in the United States. These immigrants join us with great diversity, including the full range of literacy and educational levels.

Over the years, the primary focus of ESL instruction has been educating students who are illiterate or under-educated in any language. In San Diego, California, the nation's largest border city, this type of instruction is essential for developing the local workforce and integrating immigrants into society as productive citizens.

The educational attainment of the U.S. population ages 25 years and older by nativity for the year 2000 is presented in Figure 1. As the figure indicates, the percentage of foreign-born citizens who have less than a high school education is 33% compared to 13.4% for native born.

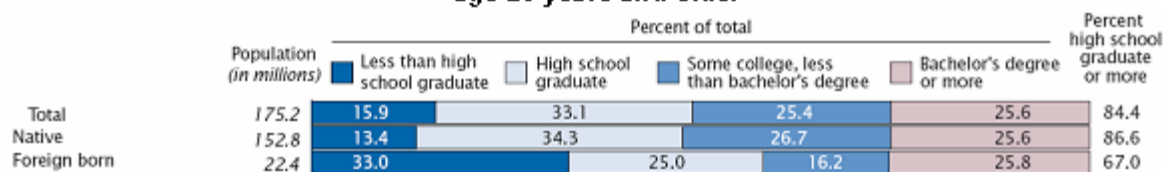
The need for ESL instruction for under-educated immigrants is clear and convincing. However, there is a different need for curricular and student support, serving immigrants with formal education. These students come to us highly literate in their own language and are educated in their native country at the bachelor, master's, or doctorate levels.

As can also be seen in Figure 1, the percentage of foreign-born citizens with bachelor degrees or higher is 25.8%. Interestingly, this is slightly higher than U.S. native-born citizens with higher education degrees.

The point of this is that it is a poor use of resources, having these advanced students in the same classes as limited literacy ESL students. This is particularly true given the body of evidence showing a direct correlation

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**Figure 1**  
**Educational Attainment of U.S. Population**  
**age 25 years and older**



Schmidley, Dianne A., *Profile of the Foreign-Born Population in the United States: 2000*, U.S. Bureau of Census, Washington, DC, 2001.

# Surviving the Economy: Northern ACCE Members Join Forces at Summer Workshop

By Susan May  
Director of Community Education, Chabot College

Amid the swirling news of budget cuts and programs at risk, ACCE held its Northern Community Education Workshop, “Tips, Strategies, and Darn Good Ideas” on June 9 at Chabot College. From best classes to printing costs to high-tech marketing innovations—including Twittering—participants engaged in a non-stop exchange of ideas about how to keep our programs successful—and even growing—during this woeful economy.

This was the first of two summer workshops (the other offered in southern California at MiraCosta College on June 25) to bring together ACCE members to network and share ideas in locations convenient to members throughout the state.

With Californians forced to become more selective about where they spend their money, we shared stories of how we are constantly changing our programs to meet the needs of the community and finding what classes will fare the best in the current environment.

Not surprisingly, the consensus among the group was that certificate and career/job-related classes are on the rise. Health-care certificate programs like Pharmacy Tech and Phlebotomy seem to be at the top the list, and a certificate in Personal Training is another growing trend. Other popular career-enhancing classes include computers, especially Quick Books at one college, Voice Acting, Medical Billing, and Entrepreneurship. At Chabot, we’ve found that just changing the title can make a difference: a low-enrolled Special Event Planning became an overfilled Be a Special Event Planner; our age-old Cake Decorating 101 took on a new life when renamed Cake Decorating for Fun and Profit. Gavilan reports the same thing with their lackluster Accounting for Business retooled to Survival Accounting.

But it seems like folks all over California are still looking out for their health, happiness, and general interests: Zumba (Latin dance/exercise) is popular at Delta College, and Modesto swears by its homegrown Better Booty class. Anything having to do with food or wine works at De Anza, and DIY (Do It Yourself) classes are also showing new enthusiasm with classes like dog grooming, interior design, jewelry making, wine-making, and sewing.

With lots of last-minute registrations across the board, the group came to the conclusion that our customers are holding on to their money as long as they can.

And so are we! Many of us have been slashing our budgets by cutting back on the biggest expense we have: printing and mailing. We’ve been finding less expensive printers and then figuring out how to reduce the number of copies to print and mail. LERN offers its members mailing cost analysis and Google also has a program to determine where customers are coming from. San Joaquin Delta College saved thousands by only printing and mailing to current customers then producing a flyer to insert in the newspaper directing its readers to the website.

Kids are still big business with registrations flourishing for summer camp at some colleges and others starting fledgling programs and keeping their fingers crossed as enrollment creeps up. Top kids’ classes: fencing (at Las Positas); “gooey” classes and music (at Modesto); “anything science” (at San Joaquin Delta); and cartooning, baking, flash animation, and a new middle school-age “Cool Career Camp” with a long waiting list (at Chabot College).

To market our programs aggressively, we’re leaning toward more high-tech methods like e-newsletters offered by companies such as Constant Contact.

They are being used to do everything from announcing a the new semester to promoting one particular class, and from selling summer camp to inviting best customers to registration events. Other marketing methods we shared: sending out a second catalog mailing to best customers, promoting classes on the college TV station, getting instructors to promote their own classes (including on Facebook), and putting several class photos on the cover (Lily Lau of College of San Mateo swears by it—she says those classes fill every time).

Moving further into the high-tech world, Michael Heggland of De Anza gave a demonstration of how he uses Twitter to create a buzz about his classes, but admitted that he didn’t really see it as a big marketing tool

as most community ed students are not that tech savvy. But, he says, it’s a good way to get a feel for what kinds of classes twitter-ers are interested in.

After four hours, including a big lunch, the group left exhausted, exhilarated, and anxious to try out the new strategies they learned. With a list of attendees and contact information in hand, we are all planning to keep in touch to continue the dialogue as we wait for the economy to take a turn for the better.



*Beverly Dierking of San Joaquin Delta College, Rosie Armstrong and Terry Newman of Gavilan College, and Lily Lau of College of San Mateo shared and gathered lots of helpful information at the Northern Community Education Workshop.*



# Thank You Vicki Warner!

## A noncredit friend begins a new chapter.

By Lynda Lee  
*MiraCosta College*

While it may be hard for those of us in Continuing Education (noncredit) to remember when Vicki Warner was not our “go to” person in the Chancellor’s Office, the reality is that she served as the lead specialist for noncredit for a mere five years. Perhaps our perceptions are colored by the many noncredit developments that Vicki touched, influenced, or led in those five years as noncredit became more visible to the system and the legislature. We’ve seen the noncredit report to the Board of Governors which influenced the Systemwide Strategic Plan. The Noncredit Alignment Project, conceived by Vicki, culminated in the publication of *Noncredit at a Glance*, a document which has become the statewide resource for noncredit. How many of us answer a question by saying, “Oh, you’ll find that on page....?” That project brought a diversity of people to the table to really think about noncredit—what it is, what it does, and what we can point to with pride. Then there was the passage of SB361 with the ensuing revisions to Title 5 for implementing the Career Development and College Preparation Certificates plus training for the field. Vicki cites the processing of around 400 certificate applications as one of the major challenges she and her colleagues faced during her tenure in the position. And how many of us have benefited from Vicki’s diligence in reviewing and providing guidance for revising our courses of study, including yet more training?



In fact this position was just the culmination of 36 years of service to education, much of it involving our most vulnerable students, including 20 years at the Chancellor’s office and 7 years in Foothill/DeAnza Community College District. In addition, Vicki served as a senior associate in the degree granting unit of the Council for Private Postsecondary and Vocational Education and owned and operated her own management consulting firm. In summing up her career, Vicki states that she has in some cases flown

with the eagles and occasionally tussled with turkeys.

When asked about her retirement plans, Vicki will tell you she doesn’t have any and that’s the best part of it—the freedom. If one pushes a bit more, she will admit to a desire to connect with family and friends, to rest and to become physically, mentally, and spiritually healthier. She expects to continue on her path of making a difference by being an active volunteer.

Regarding what she will miss, Vicki immediately states, “The people.” She says that she found her noncredit colleagues to be some of the most dedicated educators she met in her career, and she appreciated their pride in serving those less fortunate. Vicki can be assured that her noncredit colleagues will miss her as well, especially her passion.

Controller John Chiang is now estimating that the State may not run out of cash for several more weeks. Thus, some of the pressure is off for an immediate solution. "We're in deep trouble in September, if not sooner," Chiang said in an interview Tuesday, July 7, 2009.

Additionally, at this time of the budget season, usually the Big 5—the Governor and the majority and minority leaders of both houses of the State Legislature—negotiate the deal that gets the budget done. To close the \$26.3 million deficit, the Governor is proposing ever-deeper cuts that the Democrats are unwilling to make. There is even talk of suspending Proposition 98—the initiative that ensures that 40% of the State budget goes to K-14.

"I feel that all of the things that he was not able to accomplish in 2005 - he's trying to use this budget process to do that. I really think our sole focus should be on (the current) deficit," Assembly Speaker Karen Bass, D-Baldwin Vista (Los Angeles County), said after refusing to show up at a budget negotiating session with the governor Monday."

There is no clear pathway to a solution. The sides are far apart on issues that are fundamental to their beliefs.

### **What does this mean for community colleges?**

The latest development is to defer \$540 million from the beginning of July to the end, creating potential cash flow issues for districts. However, on July 30th the Advance Apportionment will also be paid to colleges. In most years in which the payment of the Advance is in question during a budget impasse, but the 2009-10 State Budget is already in place, so authority exists to make the Advance Apportionment payment.

While people think the Conference Committee proposal is pretty solid as the solutions come from federal dollars and student fees rather than tax increases, any delay in getting a final budget decision creates uncertainty for colleges as they plan to open in the fall.

Furthermore, there is beginning to be talk that even once the budget is settled we may be facing mid-year cuts as we did last year. So even when the budget is signed it isn't over.

### **What can I do?**

California community colleges have been doing great advocacy in recent years. In fact, when the 2008-2009 and the 2009-2010 budgets were signed in February, we avoided cuts to our budget.

Our advocacy has been strong because it included 1) all constituent groups saying the same thing rather than circling the wagons and firing inward and 2) focusing on a positive message—why investing in community colleges helped California by providing economic stimulus to the economy and changing lives for the better.

We will continue to create common coalitions telling our story. But, how can we make it better? First, by getting even more people involved. Every college needs to have both an advocacy team made up of Trustees, administrators, faculty, staff, students, community members, and business leaders. These are a select group of people who are well-versed on the issues and ready to act when called upon. Second, by developing a larger group of folks who are committed to take action when necessary, i.e. write a letter, make a phone call, or get on a bus. Third, come to the ACCE Conference in February and participate in a hands-on experience in the legislature, meet the staff, learn the ropes, and hear the latest.

Don't ever hesitate to contact me should you have any questions at 415-218-0590. We only become stronger and serve our students better when we advocate for good public policy based on sound educational principles.

between prior educational attainment and English language acquisition. In addition to instructional services, there is also a need for a different kind of student services for these students. San Diego Continuing Education has recognized this and has developed an Advanced ESL Transfer Academy specifically oriented to prior literate ESL students.

The Immigrant Professional Transfer Academy is an individualized student services program designed to promote the educational or employment transition of advanced ESL students. In order to enter the program, students must have at least a bachelor's degree from another country. The range of students who have entered the program has been astonishing, including lawyers, architects, nurses, medical doctors, chemists, nutritionists, and so on. What they have in common is that they cannot speak English, but other than that, they have a tremendous amount of experience, knowledge, and professionalism to contribute.

The Advanced ESL Transfer Academy is a series of eight, three-hour workshops to help these professionals learn about the U.S. educational system, the opportunities available to them colleges and graduate schools, and job prospects in the workforce. Through the Academy, they define their goals and outline the steps necessary to achieve these goals. In the process, these students learn the proper format for writing an application essay, creating a resume, interviewing and searching for jobs, and networking. They also learn what is expected of them as a student and/or working professional. They learn about local resources that prepare them for further progress, including preparation for examinations such as the TOEFL, GRE, and CBEST and how to have their foreign degrees evaluated for graduate studies in the U.S. Individual counseling and career development appointments are also available for participants.

Students leave the workshop series with an educational/workforce plan that outlines the steps towards achieving their goals. All of the information necessary to fulfill their goals is compiled in a resource notebook that they can use immediately and in the future, keeping them on track.

Although the pragmatic information in the program is substantial, one of the most valuable aspects of the Immigrant Professional Transfer Academy program is intangible—learning about the U.S. culture. Students work in interactive small groups of 10 to review their own beliefs. They do this while, at the same time, they are learning about culturally relevant American concepts. These concepts may relate to calculating

the value of time and money, being a “team player” and leader, or defining and understanding their professional niche in the United States. Because of their educational level, the Academy students are quickly empowered by their understanding of the U.S. system. This knowledge, along with the cohort experience and peer and counselor support, facilitates the integration of these students into the San Diego community, enriching our workforce and region.

Each of the students who complete the Advanced ESL Transfer Academy has a unique success story. Here is a small sample:

- A nutritionist from Mexico obtained a position at a local California State University as a community health educator;
- A Peruvian lawyer who was in the United States for three months obtained a position as an instructor in Adult Education;
- A Brazilian architect and a Brazilian accountant who met in the Academy started their own small business in architectural design; and
- A Mexican accountant who obtained his CPA credential.



**Students leave the academy with an educational or workforce plan to help them achieve their goals.**

Many participants transfer to graduate school or are preparing for transfer by improving their English skills in preparation for the TOEFL or GRE exam. Some of the students are not in a position to make immediate changes, but plan on using their acquired knowledge in the future.

Immigrants enrich California in many ways. It is the goal of San Diego Continuing Education's Advanced ESL Transfer Academy to provide a connecting point, where immigrant professionals can gather information about the U.S. system, take inventory of their background, decide on a goal, and have the support to achieve their goals, contributing as responsible United States citizens.

#### References

(2007), Chisman and Crandall, *Passing the Torch: Strategies for Innovation in Community College ESL*, Council for Advancement of Adult Literacy.

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## Noncredit Repetition and Multiple Enrollment Advisory Committee Report By Jane DiLucchio ACCE Continuing Education Council Leader

By now SACC has received the advisory committee's recommendations regarding students who repeat noncredit courses and/or enroll in multiple sessions of a noncredit course within one semester. The advisory committee had several issues to clarify. First of all the definition of re-enrollment verses repetition had to be clarified. It was agreed that since noncredit courses only receive funding for the hours that students attend the class, a student who re-enrolls in a class they have not completed the hours for does not increase the cost to the state. The idea of multiple enrollments within one semester was another point of debate. The value of intensive study in some areas (such as ESL) and schedule flexibility (for those students who work or have other obligations) were recognized as valid reasons for allowing such practices.

The advisory group proposed that SACC recommend to the Board of Governors that they:

- Not establish system-wide limitations on noncredit instruction,
- Adopt regulations requiring each community college district to develop local policies designed to ensure that noncredit repetition and multiple

enrollments do not limit access and facilitate student progress,

- Reaffirm the value and role of noncredit instruction in completing the various missions of the California Community Colleges, and continue the practice of publishing the criteria for the appropriate academic standards for noncredit courses and programs in the Program and Course Approval Handbook.

Both SACC and the Board of Governors have the choice of adopting, changing, or rejecting any or all of the findings of the advisory committee.

### Uniform Grading System for Continuing Education?

A question bloomed from the noncredit CB 21 workshop that intermingled the Title 5 change in grades for credit courses from credit/no credit to pass/no pass with the possible need to show student progress within CDCP programs. Noncredit is not required to assign or report grades. Does your college do so? If so, what evaluative marks do you assign? How do you report them? Please email Jane DiLucchio at [dilucchi@glen-dale.edu](mailto:dilucchi@glen-dale.edu) with your ideas/practices.

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### Letter from the President, continued from page 2

Leslie Smith, our Legislative Analyst, had an incredibly challenging year and yet did a wonderful job of keeping us up to date as to what was going on in Sacramento.

And last, but not least, is Scott Hammer, our appointed "webmaster" who kept the web site humming and also shared his wisdom and guidance as past president of this organization. We all owe a debt of gratitude to Vicki Warner, our liaison to the Chancellor's Office, who retired in June after a long career in education, both working in the field and at the Chancellor's Office where she was our "go to" person for noncredit issues. Vicki was instrumental in spearheading the alignment project and did an excellent job helping us all work through the layers of the course approval process. We wish her the very best in retirement!!!

I am grateful to all of you for the time, energy, and commitment that you bring to the work you do. It is a pleasure to be associated with such dedicated people who care so deeply about the students they serve. In the days, months, and year ahead, I urge you to be kind to yourselves and others as we go through this difficult process.

Thank you for letting me serve as your ACCE President. Kerry

# People in the News . . .

## ***New faces at the Chancellor's Office***

**Morgan Lynn** of Auburn, has been appointed executive vice chancellor of the California Community Colleges. Since 2007, she has served as an independent education consultant with Professional Personnel Leasing. Lynn previously served as vice president and assistant superintendent at Sierra College from 2001 to 2007 and Cerritos College from 1990 to 2001. From 1980 to 1990, she served as an industry liaison officer at Santa Monica College. **Terri M. Carbaugh** is the new Vice Chancellor for Communications. She has worked in and around state government and members of the media and public for more than 20 years. Most recently she served as Governor Schwarzenegger's appointee to the California Unemployment Insurance Appeals Board. Terri served as press secretary for First Lady Maria Shriver. Terri also served as Chief Assistant Secretary of State for Communications and coordinated the agency's response to more than eight-thousand media inquiries about the unprecedented recall election. ~ **Leslie Smith**

## ***New Provost for NOCCCD***

Christine Terry is the new Provost of the School of Continuing Education at the North Orange County Community College District (NOCCCD). Terry was selected for the SCE leadership position in a nationwide search after serving as SCE Interim Provost for nine months. During her career with SCE, Terry has worked both as a faculty member and a manager. She began as an instructor and counselor in Disabled Student Programs and Services (DSP&S), moved on to become the DSP&S Coordinator in 1986, and then the Director in 1993. Before serving as Interim Provost, Terry served as Dean of Instruction and Student Services at the SCE Wilshire Continuing Education Center adjacent to Fullerton College.

## ***New journal editor position***

The ACCE Journal is looking for a new journal editor. Hear the latest news in noncredit and fee-based programs, meet interesting people, and help educate your colleagues by putting out a quarterly journal. Please contact Elaine Chapman at [EFCHAPMAN@pasadena.edu](mailto:EFCHAPMAN@pasadena.edu) for more information.

### **ACCE**

*Advocates for Lifelong Learning in California*

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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 Deborah Robiglio at [deborahr@glendale.edu](mailto:deborahr@glendale.edu)