

ACCE Journal

Journal of the
Association of
Community and
Continuing Education

June, 2012

From the President

by Cyndi Pardee – ACCE President

ACCE members and colleagues:

This issue of the ACCE Journal will be my last opportunity to address you as President so **thank you** all for your faith in me and for the wonderful opportunities being your President provided! This past year was a tough one for your ACCE Board in terms of time commitment and effort, but considering all that was and is taking place statewide, it has been a very important year. I offer huge kudos to the Board and the committees it appointed who have worked very hard (even on furlough days) to keep Sacramento informed on what we do, the impact of what we do and what we need regulations to look like to make sure we can continue to have a positive impact on California learners at all levels.

You will see other articles in this Journal about all the different projects ACCE undertakes on your behalf, so take the time to read them, and then take the time to send an email of thanks to the individuals who carried the flag for you. Please, please consider running for a position on the Board; I promise it will take time; I promise it will create a learning curve; and I promise it will be one of the best and most fulfilling decisions you'll ever make. The new friendships and relationships you develop will be valuable to you personally and to your college and colleagues.

I would like to extend a heart-felt thanks to the special people who serve on the ACCE Board, beginning with Erica LeBlanc who will be your new President. Thank you to Dave Anderson, to Donna Burns, to Elaine Chapman, to Jarek Janio, to Bob Parker, to Valentina Purtell, to Betty Sedor, to Leslie

Smith, to Mary Walker and to Joanne Vorhies for your sacrifice of self for the greater good. ☺ And to Scott Hammer, thank you for the hard work you do setting up our conferences and gatherings, thereby enabling the ACCE Board to work on subject matter and not logistics. You are just the best! I hope that very soon we'll be able to once again offer the BIG ACCE two-day conferences that allow us to share northern and southern ideas and problems all in one venue.

My best wishes to you all. Remember to look for opportunities to serve with ACCE for the "greater good", and let me again repeat this important piece of advice from Merlin Mann that guide my work life:

Don't let the people with the brooms control how many elephants there are in the parade !! Great storytellers, artists, entrepreneurs and other ruckus makers manage to live with the detritus of lots more elephants than suit the comfort zone of the broom-holders. So choose to be a ruckus maker on behalf of California Learners.



ACCE Membership Spotlight

by Donna Burns – ACCE Board Member

Were you hoping to be the first member to join or renew with ACCE for 2012-13? Too late! That honor goes to **Julia Peterson**, Director of the Business Training Center at **College of the Redwoods**. Very close behind her is **James Johnson**, Contract/Community Education Manager in the **Victor Valley College** Foundation Office.

The College of the Redwoods Business Training Center, started a few years ago with a Department of Labor Grant, provides an array of classes and programs to support local business and industry. The BTC offers not-for-credit training to employers and employees in areas including Microsoft Excel, manager and supervisor training, health care training, Certified Phlebotomy Technician training, as well as lead paint certifications, green construction and energy certifications and more. A recent new program is Certified Smog Technician training, started in May 2012. The training center's certification from the California Bureau of Automotive repair was earned, in part, through **Julia's** securing of a \$19,000 grant from Humboldt County Headwaters Fund, which funded the necessary equipment.

Many of our members remember Debbie Potts, the entrepreneurial spirit behind Victor Valley College's Community Education program. Now that she is pursuing new goals, the Victor Valley College Foundation has assumed

responsibility for contract and community education. In addition to promoting scholarships and increased access to college programs, the foundation also works to "enhance the relevance of workforce training programs" in the Victor Valley community. **James** has been the Contract/Community Education Manager since January 2012.

Thank you, Julia and James, for leading the way into 2012-13 ACCE membership!

The ACCE membership year runs from July 1 to June 30. Directories are produced on cds and mailed in spring of each membership year. Renewals have been mailed for the coming year, but if you need another one, you can get it at acceonline.org, or email Donna Burns, dburns@mtsac.edu.



*Donna Burns, Dean of Continuing Education
at Mt. Sac College*

Membership Spotlight Continued:

*A Farewell Note from JoAnne Vorhies –
ACCE Board Member:*

Dear ACCE Executive Board Members,

I learned so much from you! I want to say “thank you” for taking a newbie under your wing and teaching her so much about Community and Continuing Education.

I have accepted a temporary “on-loan” assignment with our Workforce & Economic Development Division in the Nursing Unit. In return, Academic Affairs Division (AAD) is receiving a staff person to help with the workload under Barry and Sally.

Any inquiries regarding my AAD assignments, please ask Sally Lenz (slenz@cccco.edu).

Please know I enjoyed working as ACCE Liaison. You are great people serving a wonderful mission. I know I will see many of you as you travel to Sacramento for meetings.

Warmest Regards,

Jo Anne Vorhies
Specialist, Curriculum & Instruction
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Member Milestones and Accomplishments:

ACCE Board Member, Elaine Chapman, Director of Extension Programs and Contract Education at Pasadena City College recently attended the Learning Resources Network (LERN) Contract Training Institute in Cleveland, Ohio. Each year, LERN presents professional development Institutes where attendees have the option of participating in one of six different Institutes: eMarketing, Operations and Staffing, Program Management, Contract Training, Social Media and Mobile Marketing or CE and Credit Programming. Ms. Chapman, enrolled in the Contract Training Institute, commented that while LERN Conferences are exciting times to network and to discover the latest happenings in the field of life-long learning, attending an Institute is an amazing opportunity for professional growth. One is with a cohort, and for a week delve in-depth into the subject matter culminating in an exam the last morning. As Ms. Chapman noted, “the Cleveland Library was across from the hotel and I became a regular.” Passing the exam earns one a certified designation, and the right to note the designation professionally after one’s name. All who successfully complete their selected Institute are recognized at the LERN Annual Conference to be held this year in Washington, D.C. Congratulation to Elaine for earning the distinction of Certified Contract Trainer!

Learning Resources Network is an international association of lifelong learning programming, offering information and resources to providers of lifelong learning programs: www.lern.org

Spring Community Education Services Survey Follow-up

by Cyndi Pardee – ACCE President

At the request from Dr. Barry Russell, Vice-Chancellor in the CCCC, ACCE undertook an information gathering project that involved all the Community Services or Community Education programs in California Community Colleges. The trigger that started the survey was Education Code Section 78300, which is the statutory authorization for our programs, specifically the last phrase: The board of governors shall adopt guidelines defining the acceptable reimbursable costs for which a fee may be charged and shall collect data and maintain uniform accounting procedures to ensure that General Fund moneys are not used for community services classes. Dr. Russell advised that no process has ever been created to collect this data, but a project is now underway to make it happen.

The goal of the survey was to assist in collecting data to help the CCCC think about what this state-wide data collection guideline might look like. You all received an extensive survey, and we thank you for your responses. We discovered just what we expected: Community Education/Services programs are entrepreneurial therefore no two are alike. 😊 We are using the data you provided to design a presentation which will be delivered later this month to the Curriculum Institute at Dr. Russell's request by an ACCE

Team. The title is "From Credit or Non-Credit to Fee-Supported Classes" and the goal is to educate college curriculum developers on how our programs can assist our colleges maintain programs that do not require college credit. We'll keep you posted on how that goes, and share the presentation with you, either on the website or at our next gathering. We are also working to compile the huge amount of data you provided into a "Community Education/Services Practices" document for the use of ACCE members. This will be a major topic at our summer ACCE Board Retreat.

ACCE want to thank all of you who participated, who shared information you might have felt uncomfortable sharing, and promise you again that your confidentiality has been and will continue to be protected, and the data will be put to good use. Watch for info coming from the ACCE Board in the fall.



Dr. Liza Becker, ESL Director at Mt. SAC

SAVE THE DATE: November 15-17, 2012

- ACCE is partnering with the Community College League of California for the Fall Southern One-Day Workshop
- Location: Biltmore Millennium Hotel
- Date for the ACCE “pre-CCLC workshop” is November 15
- More information soon

Please follow the link to: the [Community College League of California Annual Convention and Partner Conferences](#)



Pamela Mary, Community College of San Francisco, and Vice Chancellor Patrick Perry

Continuing Education: Staying Informed about Noncredit Issues

by Mary Walker – ACCE Board Member

After all is said and done regarding the events of last year, the past few months seem to have settled into a “wait and see” mode of how the recent changes will affect noncredit programs. We continue to await the final word regarding the specifics of implementing the Student Success Task Force recommendations and are grateful for Leslie Smith’s ongoing presence in Sacramento and keeping us informed on

the latest details, particularly regarding educational plans for our students.

ACCE has new representation on state-wide committees, and one of these is the Vocational Research and Accountability Committee. Martha Gutierrez is the noncredit representative and she attended the May 4th meeting in Sacramento. The purpose of this committee is advising the System Office on Perkins accountability (including workforce accountability) issues. For noncredit programs, CDCP data collection for ARCC and the importance of accurate reporting of student progress and success are key issues. A big thank you to Martha for representing Continuing Education programs!



Karen Denis, ESL Faculty at Santa Ana College, Donna Burns, Dean at Mt. SAC College and Sergio Oklander, MIS Director at Victor Valley College

Our ACCE Fall One Day Workshop has been set for Wednesday, November 14, 2012, at the Los Angeles Biltmore Hotel. Please mark your calendars! By that date, we should have the results of the November elections and more of an idea on how the outcome of the governor’s tax initiative will affect the budgets and noncredit programs.

Noncredit Accountability Taskforce Update

by Valentina Purtell – ACCE Board Member



*Valentina Purtell, ACCE Secretary/Historian
and Ingrid Greenberg, Academic Senate
President for San Diego Continuing
Education*

During the past two years, under the leadership of the State Academic Senate, the Noncredit Accountability Taskforce including faculty, administrators, researchers, and IT specialists worked on identifying gaps in existing measures of noncredit student success and recommending improved metrics as well as developing a system indicating progress in and completion of noncredit courses, and piloting this system statewide.

Tremendous efforts undertaken by noncredit practitioners resulted in proposed resolutions to revise current noncredit accountability measures in the Accountability Report for Community Colleges (ARCC), change Title 5, and, subsequently, adopt course progress and completion indicators in all noncredit instructional areas. Additionally, the Academic Senate for California Community Colleges will

explore mechanisms to fund and support faculty training for implementation and use of progress indicators.

In April at the ASCCC plenary meeting the noncredit resolutions were passed unanimously by all 112 California Community Colleges. An excellent presentation made by Candace Lynch-Thompson (SCE), Karen Dennis (SAC), Ingrid Greenberg (SDCCD Continuing Ed) and Vivian Ikeda (CCSF) along with other faculty highlighted a unique nature and mission of noncredit and helped expand statewide support for the need to track achievements of students enrolled in noncredit programs and communicate student success through data. Now that the resolutions have been approved, the noncredit accountability project will move to the implementation phase. The Noncredit Taskforce will work closely with the State Chancellor's Office on revising Title 5, setting mechanisms for collecting student performance data, and providing necessary training.



*Lori Fasbinder, Dean of Student Services at
Rancho Santiago Community College,
School of Continuing Education.*

Visit the noncredit section of the BSI website to learn more about the project and access updates, archived presentations, training materials, and the pilot data at:

<http://cccbsi.org/noncredit-project-update>.

Please also see the resolutions:

[13.01 Noncredit Education and ARCC Reporting](#)

[14.01 Progress Indicator Implementation for Noncredit Coursework](#)

[19.01 Faculty Training for Implementation of Noncredit Progress Indicators](#)

Civic Intimacy: Community Partnerships in Community Education Programs

by *Betty L. Sedor – ACCE Board Member*



Betty L. Sedor – ACCE Board Member

What is Community?

As community education professionals, we live with the word “community” every day, but what does it mean? How is it defined as it relates to developing civic intimacy via community partnerships for the creation of

high quality and meaningful student learning experiences in our Community Ed programs? Moreover, are we dutifully responding to Ed Code 78300: “...to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled therein?”



Pentagon Papers panel discussion (left to right: John Powers, Dr. James Eula, Dr. Timonthy Naftali)

Community partnerships are common among our Development, Outreach and Contract Ed departments as well as our Kid’s College programs; however, they are less common as relates to our Community Ed adult personal-development programs. Yet there are striking similarities between Community Education departments and other forms of community-based lifelong

learning or cultural organizations such as museums or performing arts centers-- thus, making them excellent community partners.

Both entities possess valuable assets for creating classes, workshops and events such as instructional staff, art or artifacts, historical materials, facilities, marketing outlets, and passionate key personnel. At the same time, both share similar challenges, struggling to maintain financial sustainability and relevance. By cross-pollinating resources, community education programs and other community organizations can more powerfully and more meaningfully engage the community and maximize limited resources.

Creating Civic Intimacy

"Because of the increasing complexity of modern society, collaboration can greatly increase a program's effectiveness." -- Sachatello-Sawyer Et Al Adult Museum Programs



Special excursion to the Nixon Presidential Library and Museum

By collaborating through quality multi-layered community partnerships we can create a type of "civic intimacy" that I

believe our communities are craving in an era of oversaturated social media, television and smart phone culture. While on some levels, indeed, the pace of contemporary society has genuinely brought people together; on other levels, as a result, our culture has become prone to social fragmentation and isolation. There is an underlying desire among individuals for a deeper sense of connection with others who share their same interests. Multi-layered community education partnerships can foster such deeper meaning, creating a higher quality student learning experience.



Betty Sedor and Dr. James Eula

Meaningful community education classes and events have the power to create transformative learning experiences through active learning (using emotions and

intellect combined) and learning as a social experience (physical social experiences) beyond the internet & social media outlets. Ultimately, to learn, an adult must be emotionally comfortable with the learning situation. J. Roby Kidd in his book *How Adults Learn* says “Feelings are not just aids or inhibitors to learning; the goal of learning and of emotional development is parallel and sometimes identical.” As Community Education professionals, we can create these types of learning environments through our partnerships with the community.



Dr. James Eula speaking

Examples of Meaningful Partnerships

Last year, the Community Education department at El Camino College partnered with a local theatre producer and a historical museum to create a multi-layered partnership for a high quality student experience. The key community partner was theatre producer John Powers. As an experienced and skilled collaborator, his ties with his community have attracted him a dedicated “rock star” following. He has

partnered with colleges, libraries, art museums, historical museums and historical society organizations in conjunction with the programs he produces through the Cultural Arts Center in Torrance, CA. This includes his annual theatre series known as “Works in Progress”, for which he has written and produced a number of original stage adaptations including *The Watergate Tapes* and *The Pentagon Papers*.



Candace Lynch-Thompson, ESL faculty and Senate President and Diane Mendoza, Admission and Records at North Orange County Community College District

Our first collaboration with John Powers was in 2010 with his *Enduring Spirit-- Celebrating the Chinese-American Experience* Works in Progress series. El Camino College Community Education department presented concurrent classes to compliment his theatre series. This included *Introduction to Mandarin Chinese Language*, *Introduction to Chinese Calligraphy & Characters* and a *Walking Tour of Chinatown* led by *Chinatown in Los Angeles* author Jenny Cho. In 2011, we took our partnership a step further with the 40th Anniversary of the release of the Pentagon Papers Works in Progress series. This partnership blossomed into a multi-layered

partnership that included Mindy Farmer of the Nixon Library & Museum.



*Janet Fulks, Faculty at Bakersfield College
and Noncredit Taskforce Leader*

Social Experiences & Interactions

The first layer of this partnership was an event showing the documentary *The Most Dangerous Man in America: Daniel Ellsberg and the Pentagon Papers* followed by a panel discussion with experts on the topic including (thanks to community partner Mindy Farmer), the Director of the Nixon Library and Museum, Dr. Timothy Naftali. Also included as part of the panel were El Camino College History Professor Dr. James Eula and John Powers serving as the moderator.

The timing was perfect for this event as Dr. Timothy Naftali had just been featured on several major media outlets including the *New York Times*, *Los Angeles Times* and *CNN* regarding the opening of the new Watergate exhibit at the Nixon library. Judging by attendance and audience enthusiasm, the event was a huge success. The event was the perfect environment for quality social experience and interactions,

making for a transformative learning experience.

Adding another layer to the film screening and panel discussion event, we further partnered with Mindy Farmer, Educational Specialist for the federal Nixon Presidential Library and Museum. Mindy, like most of us Community Education managers, is a renaissance woman who wears many hats. She develops programs, community outreach, social media, and exhibits. Not only was it because of Mindy's efforts that we had the honor of hosting Dr. Naftali as part of the El Camino College panel discussion, but we also worked together to organize a special trip to the museum for a behind-the-scenes tour of the brand new Watergate exhibit.



*Karen Denis, ESL Faculty at Santa Ana College,
Donna Burns, Dean at Mt. SAC and Sergio
Oklander, MIS Director at Victor Valley
College*

The excursion that included bus transportation to the museum (with special guest John Powers onboard), a gourmet lunch, and a behind-the-scenes tour of the Watergate exhibit proved to be a tremendous success as measured by attendance and positive participant response. Many of the participants had also attended the film screening and panel

discussion event, proving that multi-layered programming is highly effective for generating interest in future classes or events. More importantly was the unforgettable opportunities for social interactions that made for a meaningful lifelong-learning environment.



Donna Burns, Dean at Mt. SAC and Sergio Oklander, MIS Director at Victor Valley College

Cross Promotion—Sharing Resources

Shared marketing was a huge part of the success of our multi-layered partnerships both in terms of financial sustainability and attendance at the events. We linked our respective programs on our websites; we included mentions of our respective programs in our print advertising and we included verbal mentions of our related programs at each other's events. John Powers' Works in Progress audience also became El Camino College Community Education department's audience and vice

versa—community building and engagement at its best!



Discussion at the Noncredit Taskforce meeting on June 28th, 2012

Conclusion

By sharing resources and energies, Community Education community collaborators can produce community-wide events that would otherwise be beyond reach. Viable community partnerships can more powerfully engage the community in “civic intimacy”, creating transformative and dynamic learning experiences. And ultimately, the cultural enrichment provided to the community via programs developed from viable partnerships can create a momentum leading to further success for our Community Ed programs and our fulfillment of Ed Code 78300.

Vendor's Corner:

The Software Tools Continuing Education Programs Need to Succeed in the Next Decade

by Greg Marsello, Vice President of Development, LERN

The Next Decade in Continuing Education

The second decade of the 21st century will be a time of significant change for the continuing education and lifelong learning industry. As the world shifts from the industrial age to the information age, continuing education and lifelong learning programs will need to re-evaluate programming, marketing, sales, and operations strategies and techniques and make the necessary changes to be positioned for long-term success.

Presently, only 25 percent of the continuing education and lifelong learning programs LERN works with are what we call "winners." During this decade these "winning" programs will continue to grow and thrive. "Winning" Continuing education programs have the following traits:

- They are financially self-sufficient
- They collect data and make data-driven decisions
- They use programming, marketing, sales, and operations best practices that match up to industry benchmarks
- They have a one-year business plan and two-five year strategic plan
- They operate in a structure where revenue generators can generate revenue and marketing is a priority
- They have a leader connected to the top of the organization
- They use a software system built specifically for continuing education

Over the last five years, it has become noticeably apparent that having the "right"

software system is a must to running a "winning" continuing education program. We have found that programs operating with a software system that is not built to support the diverse requirements of continuing education can reduce staff productivity by 25% or more. This not only negatively impacts customer service, but will also have an adverse effect on repeat rate – the leading indicator of growth and stability. Continuing education and lifelong learning staff need to have the right tools in place so they can be more productive, improve customer satisfaction, make data-driven decisions, and be flexible to quickly make changes and adjustments.



*Diane Mendoza, Admission and Records
at North Orange County
Community College District*

For the software system to be effective, the software company must be three years ahead of you with features that help you distinguish you from the competitors. With the difference between success and failure in continuing education being as little as 3% in profits, you cannot afford to be utilizing a software system that is not web-hosted, built on industry best practices, future-oriented, and easy for both staff and customers to use. In addition, your software must meet the needs of continuing education and lifelong learning programs for the next decade in the areas of corporate education, certificate programs, and ERP Integration.

Corporate Education (B2B)

Successful continuing education and lifelong learning divisions must develop and sell both open enrollment programming (selling to an individual) and contract training contracts (selling to a business, government agency, or some other organization). Being dependent on just open enrollment is not a sustainable strategy anymore. To sell contracts, you must have software that can handle your efforts from the proposal/client nurturing stage all the way through invoicing.

Certificate Programs

The fastest growing area in continuing education and lifelong learning today is certificate programs – the ability to have cohort programs or a grouping of courses that when completed a student earns a certificate. With the increased need in the workplace for specialization and knowledge, certificate programs will play a prominent role in the future of lifelong learning, particularly for Generation Y who are demanding these types of programs and will become the leading purchasers of continuing education and lifelong learning during the coming decade. Your software should include functionality that allows you to build certificate programs and track students so you can improve and report your certificate completion rate.

Integration

The main reason many continuing education and lifelong learning divisions are not using industry-specific software is because their IT Department requires them to operate on the same ERP software system as the rest of the institution, even if that means continuing education and lifelong learning does not have online registration. Some software providers offer batch uploading and an API to connect a continuing education software system to an ERP system such as Banner or Datatel. Soon, continuing education software vendors will provide complete and seamless integration capabilities that will allow you to easily interface your CE software system with your school's

ERP system, and move data from one software system to the other.

Software for continuing education continues to evolve. When selecting software for your continuing education program, it is important to work with a vendor that listens to your pains and has the ability to provide you with the necessary tools and functionality that will help you increase staff productivity, customer service, and the ability to meet the needs of a diversifying customer and client base.

LERN is the largest association in continuing education in the world. LERN provides "Information That Works!" to over 6,000 continuing education professionals each year. Members of LERN include universities, colleges, public schools, recreation departments, associations, and other providers of lifelong learning. For more information about LERN, please visit www.lern.org

In 1999, LERN teamed up with Augusoft, a developer and provider of continuing education software, to build Lumens, the first web-hosted enrollment management software system built for continuing education and lifelong learning programs. For over a decade LERN and Augusoft have worked together to enhance Lumens with LERN best practices and Augusoft innovation and commitment to exemplary customer service.

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Enlighten your spirit.





ACCE is dedicated 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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