

## Letter from the President

by Anna Garza, ACCE President

Can you believe this – we are almost half-way through this academic year! I want to think that time flies because we are all having so much fun, but it might be more because everyone of you is way too busy. I do hope last month, with the Thanksgiving holiday, you had a relaxing break to enjoy family and friends, regain your perspective, and return refreshed to tackle our important work.

At beginning of this fall term I referenced all the important things happening right now – “in noncredit, with Title V changes, additional funding for some of our program areas (at last!), budget stalemates in the legislature, change and opportunity all over California.” This could not have been more accurate and your ACCE Board has been in the trenches, literally, all fall. We have Lynda Lee from MiraCosta College serving as the ACCE liaison to SACC (System Advisory Committee on Cur-

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## LAST CALL FOR EARLY BIRD SAVINGS

Postmark your registration by **December 14th**

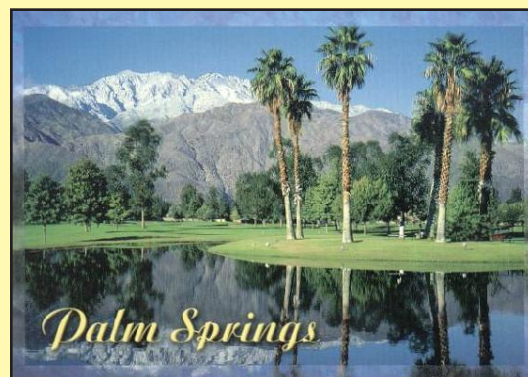
for the **2008 ACCE ANNUAL CONFERENCE**

February 25, 26 and 27, 2008 in Palm Springs

**“Insight at the Oasis – Reflecting, Recharging and Responding to the Challenges Ahead”**

Join us in Palm Springs for an information-packed conference where you’ll get practical advice on how to make your programs the best that they can be. You’ll come away with useful ideas for effectively branding your program, implementing new certificate programs and maintaining accountability. Get the answers to your questions about student learning outcomes, career development and older adult programs. Learn what’s hot and what’s not in Community and Continuing Education and what changes are being contemplated at the state level that may impact your programs.

Our keynote speaker is Dowell Myers, professor of urban planning and demography in the School of Policy, Planning, and Development, at the University of Southern California. He directs the school’s Population Dynamics Research Group, whose recent projects have been funded by the National Institute of Health and the Ford Foundation. Well-known as a specialist in demographic trends and their relation to all areas of policy and planning, Dr. Myers has been a long-standing advisor to the US Census



Bureau and is the author of the most widely referenced text on census analysis. In March 2007, the Russell Sage Foundation is publishing his newest book, *Immigrants and Boomers: Forging a New Social Contract for the Future of America*.

The 2008 ACCE Conference begins at 1pm on Monday, February 25 and concludes at noon on Wednesday, February 27. Get the best rate by registering BY December 14! Only \$290 for current ACCE members; \$350 for non-members (non-member fee includes complimentary ACCE membership). Registration forms are available at [ACCEONLINE.ORG](http://ACCEONLINE.ORG). Hotel reservations can be made at <http://palmsprings.hyatt.com/hyatt/hotels/index.jsp> (be sure to get the conference rate of only \$139 per night). See you in February!

– Kerry Campbell Price  
ACCE 1st Vice President/President Elect

# ***Impromptu Community Education “Pow-Wow” Brings Shared Ideas and a Team Blog***

By Susan May, Director of Community Education and Marketing, Chabot College

When my college president asked me to resurrect Chabot’s community education program in 2003, I thought, ‘Where do I start?’ As the college’s marketing director and with a background in journalism, I knew how to write decent copy, design publications, and convince students to come to community college. But I had NO experience in creating classes, hiring instructors, operating a registration system—or directing a program with no state funds to back me up!

I had hundreds of questions. I remember thinking at the time that I wish I could gather together a group of my counterparts and brainstorm ways to make all of our programs more successful.

Four years later, that’s exactly what I did. And I discovered that there are a lot of talented and enthusiastic folks willing to share their thoughts and ideas for the greater good of community education—and of course we collectively benefit from it.

While ACCE conferences, workshops, and the email listserv are wonderful ways to network and share experiences on specific topics, I wanted to sit down in an informal, roundtable setting with my counterparts to discuss a laundry list of topics we deal with on a day-to-day basis. In addition, I thought it would be a good opportunity for some of us northerners to meet face-to-face so we would feel comfortable contacting each other as new questions and concerns arose.

With trepidation (but an encouraging thumbs-up from Terry Newman of Gavilan who I ran the idea by initially), I sent out an invitation to a handful of people I already knew from ACCE conferences. As I said in that email, “It’s the nitty-gritty, best-worst ideas I hear from others that I learn the most from.” I also asked them to send agenda items they were specifically interested in discussing.

The response I got was immediate and enthusiastic. Not only did everyone agree to come to the “Northern Community Education Pow-Wow,” as I called it, but they also suggested others who might be interested. And when I invited the others, they also responded quickly and eagerly.

So on October 2nd, we had a full house of 16 in Chabot’s conference room and a nearly four-page agenda. My guests had come from as far as 100 miles away, fighting morning-rush commutes and willingly canceling meetings to meet the 10 a.m. start time. We re-introduced ourselves and determined the most important topics we wanted to discuss since I wasn’t sure we could cover the whole agenda.

The range of topics was rich and varied:

- What were the most popular/least popular classes over the past year?
- What marketing practices help drive enrollment/revenue for your various programs?
- How do you negotiate compensation with your various instructors?
- How does Community Education fit into the context of your respective

college?

- What are the best methods to maximize our partnerships with outside vendors – ed2go, Gatlin, Boston-Reed, etc.?
- What do you foresee being the biggest growth engine for community education programs in the future – certificate programs, online learning, etc.?
- How can our various community education programs leverage technology more effectively – utilizing our online registration and/or content management systems, creating our own blogs, podcasting etc.?

By and large, we had a lively, informal discussion consisting of a number of useful topics. Most importantly, it set a potential blueprint for future meetings and ‘pow-wows’ where we might delve deeper into specific topics in a more meaningful way.



Susan May, Director of Community Education and Marketing at Chabot College, displays catalogs brought by participants of an informal get-together to network and discuss community education issues.

Most importantly, everyone had an opportunity to talk to each other one-on-one or in groups and learn first hand the unique challenges our programs faced. As the afternoon closed, I believed everyone could see the benefit and intent of this meeting. Our ability to collaborate provided everyone with new ideas and a renewed sense of energy.

As we were contemplating the best way to build on what we discussed, Michael Heggland of the Foothill-De Anza Community College District (in Silicon Valley, of course) offered to create a “team blog” and we all enthusiastically accepted his offer. The blog ‘is designed to be a collaborative forum for professionals in the field of Community & Continuing Education to discuss topics related to program development, industry standards, best practices, and other emerging issues.’

(Note: while still in its early stages, the blog has been created and Michael has opened it to all ACCE members. The blog, entitled ‘Community Education, CA,’ may be found at <http://allcal-commed.blogspot.com>. Anyone interested in being an author/contributor on the blog should send an e-mail to Michael at

[hegglandmichael@fhda.edu](mailto:hegglandmichael@fhda.edu) or call him at (408)-864-8275.

We intend to repeat our in-person Pow-Wow again in the near future. If anyone has questions, would like a copy of our informal agenda, or would like to attend our next meeting, please feel free to contact me at [smay@chabotcollege.edu](mailto:smay@chabotcollege.edu) or 510-723-7618.

Northern Community Education Pow-Wow attendees: Beverley Dierking and Claudia MacKey, San Joaquin Delta College; Terry Newman and Rosie Armstrong - Gavilan College; Diana Verdugo and Karen VanKreidt - College of Marin; Frances DeNisco - Las Positas College; Lily Lau - College of San Mateo; Pat Rawe and Martha Rice - Modesto Junior College; Michael Heggland - De Anza College; Danny Nguyen - Mission College; Marnee Chua - Merced College; Susan May, Kim Bononcini, and Judy Veters - Chabot College



# Nominations Sought for Annual ACCE Awards

Each year, ACCE presents awards to recognize professionals who have made significant contributions to our field. The awards will be presented at the Annual ACCE Conference in February in Palm Springs. Please consider nominating colleagues you feel would be deserving recipients of the award. The nominees for the person/program of the year awards would preferably be members of ACCE. You may make multiple nominations. **Complete one form** (available online at [ACCEONLINE.ORG](http://ACCEONLINE.ORG)) **for each person you are nominating** (or provide the information indicated below) and return the form/information to me by e-mail or fax. **My e-mail address is [roecksj@smccd.edu](mailto:roecksj@smccd.edu) and my fax number is (650) 574-6574. The due date for receipt of nominations is Friday, January 11, 2008.**

Jan Roecks  
ACCE Past President

- **Mariann Loniello Award:** This award is given for distinguished service to Community Education (fee-based), Continuing Education (noncredit), or Economic Development (includes contract education). Nominees may be from outside the field and/or ACCE and may be active or retired.
- **Community Education (Fee-Based) Person/Program of the Year:** This award is given to an individual or a group that best meets one or more of the following criteria:
  1. Established a new and different type of program;
  2. Distinguished him/herself/themselves by contributing information to legislators that has helped the growth, development, and improvement of Community Education (fee-based);
  3. Provided significant leadership in Community Education (fee-based);
  4. Made some other significant contribution to Community Education (fee-based).
- **Continuing Education (Noncredit) Person/Program of the Year:** This award is given to an individual or a group that best meets one or more of the following criteria:
  1. Established a new and different type of program;
  2. Distinguished him/herself/themselves by contributing information to legislators that has helped the growth, development, and improvement of Continuing Education (noncredit);
  3. Provided significant leadership in Continuing Education (noncredit);
  4. Made some other significant contribution to Continuing Education (noncredit).

## Association of Community and Continuing Education (ACCE) Award Nominations

Award Category (see Description of Awards): \_\_\_\_\_

Nominee Name: \_\_\_\_\_ College/District: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: (\_\_\_\_) \_\_\_\_\_ E-mail: \_\_\_\_\_

Nominated by: \_\_\_\_\_ College/District: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: (\_\_\_\_) \_\_\_\_\_ E-mail: \_\_\_\_\_

Signature of Nominator: \_\_\_\_\_

**Please attach a Justification for Nomination in narrative form.** (Please be specific and provide as much detail as possible. )

**Do not submit without justification. This will be read when the award is given out. Use additional pages as necessary.**

**Nominate as many individuals as desired. Please fax or email to Jan Roecks (email: [roecksj@smccd.edu](mailto:roecksj@smccd.edu);  
fax: (650) 574-6574) no later than Friday, January 11, 2008**

# Promotion Design Savvy: Tips from Our Friends at LERN

by Erica LeBlanc, Santa Monica College

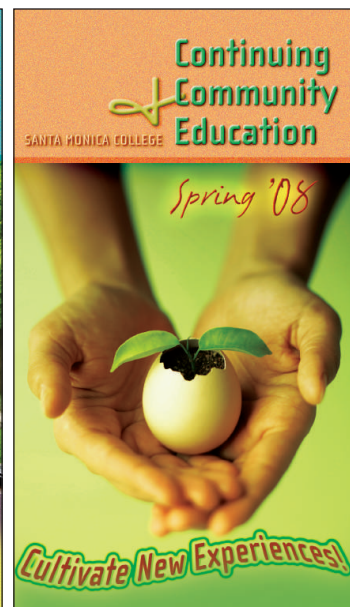
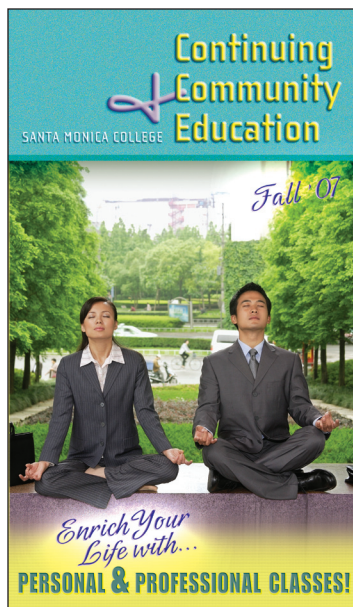
In a recent *LERN Magazine* article (“Consistency in design pays off in several ways,” October/November 2007), several tips were included for improving the effectiveness of our brochure, e-mail and web promotions. The article championed the notion of design consistency because (among other reasons):

- Consistent design saves time: while the copy and photos you use change with each brochure or class schedule, the design specifications should remain the same.
- Consistent design is more likely to create brand image, enhance recognition and retention and create a positive image in the minds of your customers.

Several years ago, we changed the name of Santa Monica College’s fee-based program from “Community Services” (which always struck me as the place where you pay your dog licence fee) to “Community & Continuing Education.” Since we were changing the name, we took the opportunity to develop a consistent layout for the brochure to help our customers readily identify our program and differentiate it from other promotional pieces in their mail box. As shown on the two examples at right, the college developed a consistent brand image for the program with the ampersand symbol serving as a logo. While the color scheme and photo content change with each brochure, the overall look of the brochure remains consistent.

Other tips worth noting from the article:

- Use the same photo on your brochure and on the main page of your web site.
- Use the same course/event categories in both your brochure and on your web site.
- Create a standard email banner and side bar for each of your email promotions. (And you should always email participants twice: 5 to 8 weeks prior to the event and again 1 to 4 weeks before the start date.)



An example of design consistency: Santa Monica College’s Community Education brochures for Fall 2007 and Spring 2008 reflect different color schemes and content, but the overall specifications and design layout remain consistent from brochure to brochure

- Create a web update calendar to ensure that your information is always up to date, whether you execute the updates with each brochure or on a monthly basis.
- Explore automatic web site updates for events coming up in the following month; the most popular classes still open and accepting registrations; and the five newest classes or events that you’ve developed.

## SAVE THE DATE: MAY 12, 2008 ACCE SPRING ONE-DAY WORKSHOP IN SACRAMENTO



With the passage of proposition 13 just over 30 years ago, our community colleges became a bilateral system of government with both the local trustees and the state board of governors setting policy, but the community college budget is almost entirely determined by the State Legislature and the Governor (with the exception of local bond dollars, a few local dollars, and some federal funds).

Every year the Governor comes out with his January budget proposal, in March the Legislature holds hearings, in April we pay taxes, and in May the real budget discussions get going in earnest. This year, the economic picture appears quite dire and we are facing mid-year budget cuts for the first time since 2003 when we “Marched in March” and brought 15,000 students to the Capitol to fight for their rights to an affordable, high quality college education. This year we are also facing three elections,

with the first ever statewide community college initiative on the ballot. Will the public support us and help us keep the fees for students low and increase the funding?

Get involved in helping shape the future of the California community colleges. Come to Sacramento on May 12 to hear what’s going on. ACCE will hold its Spring workshop just days before the Governor comes out with his May Revise budget. What will the revenue picture look like? Will we need to be tightening our belts, cutting programs, closing doors, or will we be working together to get the best for our students? Are the legislative proposals going the direction you need? Are regulations working for you or against you?

Be informed! Come hear what is going on in Sacramento. You can make a difference with your involvement.

**WHEN: Monday, May 12, 2008**

**WHERE: Chancellor’s Office, Sacramento**

**TIME: 9:00 a.m. to 3:00 p.m.**

— Leslie Smith, City College of San Francisco



# Older Adult Programs – Linking and Leveraging

by Pat Mosteller, San Diego Continuing Education, Older Adults Program

The California Community College Older Adult Programs (OAPs) are reinventing themselves to address the growing population of seniors (55+) in the state. With a greater demand for classes for older adults and innovative requests from the emerging “baby boomers,” OAPs are discovering creative ways to enhance programs through partnerships with community, industry and senior organizations. Loraine Wicks, the Older Adult Program Manager from North Orange School of Continuing Education and the founder and director of the CCCEOA (California Community College Educators of Older Adults) calls these ongoing, mutually beneficial collaborative efforts “linking and leveraging.” Older adult programs and community partners link to share ideas, provide senior services and support joint efforts. Sharing assets allows all parties to leverage and pool limited resources for greater output and increased public service. OAPs are attracting statewide recognition for the programs they are creating with “a little help from their friends.”

OAPs offer students, the colleges and their communities a host of benefits. Older Adult Programs have the unique opportunity of providing an extensive variety of subjects through a single program. OAPs and Emeritus program classes range from every aspect of health and exercise to art, music, literature, nutrition, communications, sewing, memory improvement, employment training, computers, writing workshops, genealogy, law and many more areas too numerous to list here.

Classes for older adults are specifically designed to meet the needs of the aging population by incorporating positive aging skills and senior resource information into every older

adult course. Built into all OA curricula are educational objectives to challenge, stimulate and engaged 55+ learners mentally, physically and socially – the “golden triangle of healthy aging.” Student access is important to the mission of the CCCs. No one “does access” as well as OAPs. Classes for seniors are offered wherever seniors congregate: senior centers, churches, rec centers, senior residences, hospitals, schools, museums, and anywhere seniors need classes.

Emeritus programs are also fiscally sound. Older adult programs, in general, cost districts less, because many of the facilities are “borrowed” from community partners; most classes don’t require expensive equipment; class size is often above average; and when offered in residential facilities students attend classes rain or shine.

“Friends” of OAPs help to make older adult classes successful, professional and fiscally advantageous. Community Partnerships provide OAPs with valuable support in the form of facilities, staff, resources, marketing, and community recognition. Community and senior centers advertise OAP classes in their newsletters and events calendars, and share facilities. Churches open their doors to provide classroom space and encourage community involvement in OAP classes. Schools share facilities, equipment and resources (tables, chairs, desks, copy machines, home economics and computer equipment, etc.). Senior apartments and residences allow OAPs access to utilities, kitchens, community rooms, swimming pools and parking. Special settings (convalescent and care facilities) host educational opportunities and OA programs for non-mobile seniors. Public parks grant access to space for outdoor meetings and plein-air classes (painting, fitness, music, etc.). Hospitals work with OAPs to develop health and fitness courses offered on their premises. Arts and cultural organizations (symphony halls, opera houses, art museums, etc.) offer field trip opportunities, preview events and special presentations for senior groups. Museums collaborate on docent training classes and archive oral history projects. Community partners save districts money in overhead, staffing and equipment; assist in marketing classes to the public; are accessible and convenient to seniors; understand the educational needs of their

continued on Page 6



communities; and are invested in the success of the OA programs.

Collaborations with service providers, UCs and other four-year institutions, and community, state and national agencies increase quality of services by stretching limited resources, jointly identifying community needs, merging research data, cooperating on the development of new programs, preventing duplication of efforts and serving the community responsibility. Organizations like the California Department of Aging, the California Commission on Aging, AARP, the Arthritis Foundation, Area Agency on Aging, Aging and Independence Services, International Osteoporosis Foundation, and the American Heart Association share best practices, provide training for instructors, lend resources, and provide expert guidance to help ensure quality, consistency and professionalism for OA programs. Currently, California's Department of Aging and the Commission on Aging are collaborating with OAPs on a series of health classes to teach seniors positive aging skills in a variety of health-related areas. The project includes assessment and documentation of student success to be shared with the colleges.

The future holds even more possibilities for OAPs. Senior students are more diverse in their mental and physical health, level of education and economic status than they were in the past. "Boomers" have changed the face of "senior citizens." They are healthier, younger, and living longer, more active lives. They are looking for meaningful and constructive ways to spend their retirement years. And because they are "retiring"

from long-term, experience-intense occupations, business and industry face shortages of qualified workers. OAPs can offer specialized training programs to transfer knowledge from impending retirees to future employees. OAPs



Students enrolled in San Diego CCD's Older Adult program attend a post-event lecture as part of their Opera/Music Appreciation class.

can offer vocational training, retraining and upgrading courses to help seniors start over in new careers or attain new skills for current occupations. OAPs can offer meaningful volunteer training programs to help fill the gaps left by a shortage of skilled workers. CCCs have the expertise and the resources to coordinate job counseling, training and placement for senior students who are looking for a new adventure in retirement years.

CCCs will change the meaning of "retirement" for future senior populations as well. OAPs are offering seniors new options for retirement. Healthy living through lifelong learning can become the retirement mode of choice for California seniors. The California Community Colleges' Continuing Education Programs are the key to senior job training, positive aging, social engagement, mental stimulation, and lon-

ger, happier and healthier lives. OAPs generate "positive externalities" for the state by keeping seniors healthier, less dependent on state aid, and more willing and able to give back to their communities. OAPs are poised and qualified to respond to the needs of senior students and the state. Caregiver and advocacy training classes are teaching seniors to care for themselves and for other seniors. Retraining retirees to mentor younger workers and transfer valuable skills and knowledge provides meaningful engagement for seniors as it benefits business and industry. "Positive aging" education saves the state valuable and limited health care resources.

While OAPs are currently serving both community and state successfully, potential for growth is tremendous over the next 20 years, not only in OAPs, but in vocational, computer, basic skills and ESL classes designed for older adults. Community colleges have the resources to meet the needs of this growing population, a generation that values education like no generation before or after them. Baby boomers were raised with an unprecedented respect for education. They are the children of the first recipients of the GI Bill who taught their children that they could become anything they wanted in life through education. They know how education can change lives (even after retirement). They support education through participation and at the polls. They are a generation who will role-model and encourage lifelong learning for their peers and for future generations. They are worthy of recognition and support from the CCC system.



## ***Being Accountable – OR – Just What Is ARCC??***

*by Anna Garza, North Orange CCD*

ARCC / AB 1417, 2004, Pacheco, is the Performance Framework for the Community Colleges. The California Community Colleges System Office is currently working on implementing the framework set forth by AB 1417. This implementation is known as Accountability Reporting for the Community Colleges – or ARCC.

As the early drafts of the noncredit ARCC metrics became available, the ACCE Board discussed the possibility of having more input to the development of how noncredit student accomplishments would be measured. At the ACCE Board meeting in October, the Board decided to ask the CCCCCO Research & Planning Office to add another member to the ARCC TAG (Technical Advisory Workgroup).

Vicki Warner, CCCCCO staff & ACCE Liaison, already participates on this workgroup. Vice Chancellor Patrick Perry agreed to add an ACCE representative to the group and Anna Garza attended the November 7 workgroup meeting in Sacramento. Anna will continue to serve on the ARCC TAG. The noncredit metrics are still being developed and the timeline is to have these finalized shortly, by January-February 2008.

Plan to attend a special session at the 2008 ACCE Conference on Monday, February 25 presented by Patrick Perry. We all need to learn how we can work to strengthen reporting and MIS for noncredit as well as give input to the Vice Chancellor, Technology, Research & Informational Systems.

### ***President's Letter, continued from Page 1***

riculum). SACC has worked hard on the Title V changes affecting us all. As often as possible, we have forwarded the various drafts of these changes to our membership. I want to again encourage you to follow this discussion as it is posted to the ACCE ListServ and give us your input and ideas – this is our opportunity to help shape the public policy that affects the work we do. Our noncredit council leader, Jane DiLucchio of Glendale College, has also been intricately involved in the work of the Title V revisions and she has been alternate for us to Consultation Council and to SACC. Of course, our ACCE Chancellor's Liaison, Vicki Warner, has also been directly involved in the accountability and Title V revisions discussion and sits on several of these committees. We appreciate the opportunity to consult with Vicki as we all try to understand the dynamics at play in these discussions. Even my NOCCCD colleague, Andrea Sibley-Smith, not on the ACCE Board but a good friend for ACCE, has been working hard to understand and shape many of the change factors for noncredit in the state. Finally, I absolutely must acknowledge the work of Leslie Smith, our ACCE Legislative Analyst. You all know of Leslie's passion for serving noncredit students and this dedication has probably never been greater than right now. I believe that Leslie is one of the key players responsible (certainly there are others too) for some of the enhanced funding that noncredit is currently enjoying. Leslie is regularly in Sacramento, knocking on doors, advocating for noncredit students. When you have a moment, please send a note to these professionals thanking them for their dedication and commitment to our organization and to our students.

In October, the Board met in lovely Monterey for our fall Board meeting. We were hosted by colleagues at Monterey Peninsula and Kerry Campbell-Price, our 1st VP, set a busy schedule to review 2009 conference sites. We are still looking in to this location but, think about it – how would you like to come to Monterey in February 2009?!

Kerry and the Council leaders, Jane DiLucchio and David Anderson, have been busy putting the 2007 ACCE conference program together. You will read more about the conference keynote and breakout presentations in this issue of the Journal. I think this will be the best ACCE conference we have ever done. The topics are so critical and timely, we have found expert presenters, we will have updates presented by Chancellor's Office leaders, and we will be in Palm Springs in February – how much better can it get?! I want to especially encourage you to attend the full conference. We have added sessions even on the first day to fit in the important updates on statewide issues. Plan to hear about Title V revisions, ARCC metrics for noncredit, best practices for community education, a special Older Adults breakout, and a session on noncredit SLOs.

I hope that you get your 2008 conference registration in today – the 'Early Bird' deadline is just around the corner – December 14. With Kerry's leadership, all of the ACCE Board will be in a race to complete finishing touches on an outstanding conference. I hope to see you in Palm Springs this coming February and I hope you all enjoy a lovely break the end of December. My best wishes for your holidays and the New Year.

# WHAT ARE OUR MEMBERS READING?

A BOOK REVIEW BY CYNDI PARDEE, RIVERSIDE COMMUNITY COLLEGE

I've just finished reading a wonderful book called *Hypnotic Writing* by Joe Vitale. The subtitle says it all: "How to Seduce and Persuade your Customers with Only Your Words." I'd like to recommend that every Community Education programmer log onto Amazon right now and buy it! Here are just a few of the lines I covered with yellow highlighter in the first few chapters:

- All successful communication is a form of hypnosis.
- Words were originally magic and still retain much of their magical power.
- Hypnosis is about getting you so relaxed that your mind, especially your subconscious, is more receptive to commands.
- Hypnotic Writing is so clear, concise and effective that you can't resist reading all of it. It gets your attention and tells the audience to sit still and listen.
- Hypnotic writing isn't about manipulation; it's about communication.

Galileo said, "You cannot teach a man anything; you can only help him find it within himself." Hypnotic Writing intentionally uses words to guide people into a focused mental state where they are inclined to buy your product or services. Hypnotic writing refers to any writing that holds your attention long enough to get your money.

Sounds just like what we all need to learn, doesn't it? – a guide book to help us translate regular copy into compelling copy. I think I'd call it Positive Manipulation.

The book is cheap, only about 14 bucks on Amazon. If you can't afford it, put it on your Christmas list! I'd suggest everyone get a copy and come to the Community Education break-outs at the ACCE conference in February prepared to share a rewrite with us!

Here's my first attempt:

Original title and opening line:

### ***Fishing Clinic for Beginners***

**Fishing is a great sport. Discover information on equipment, laws, ecological concerns and respectful practices.**

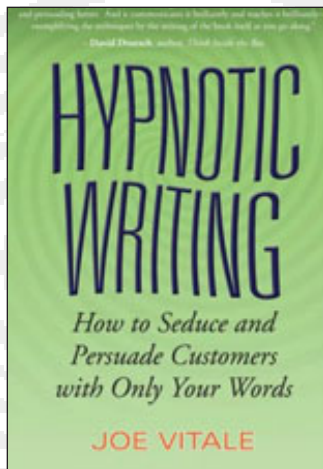
Here's the re-write attempt at Hypnotic Writing:

### ***Fish or Cut Bait***

**Fishing is a great sport – but rods, reels, hooks, baits, weights ... and fishing eti-**

**quette?? Trust us! It will be fun and you'll love learning how to fish without "hooking" your fishing buddies.**

See you at the conference with your re-writes. I challenge you all to do a fun, hypnotic re-write for your "Anger Management" classes!! I'll even bring a prize for the person voted "Best Community Ed Hypnotic Writer in California!"



## ACCE

*Advocates for Lifelong Learning in California*

### ACCE EXECUTIVE BOARD

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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\\_eric@smc.edu](mailto:leblanc_eric@smc.edu)**

## ***Don't Miss the "Ride 'n' Dine" Excursion at the Conference!***

The aerial tram is a "must do" while visiting Palm Springs. You'll be whisked away from the hotel by motor coach and delivered to the famous Palm Springs Tramway where you'll ride on a genuine Swiss tram car to the top of Mount San Jacinto – 8,516 feet up! – with magnificent views of Coachella Valley below.

While we're at the top, we'll enjoy a casual dinner (with a no-host bar available) and opportunities to network with colleagues before heading down for more exciting conference activities. **The cost for this fun event is only \$35 but you must register no later than Friday, February 1, 2008.** Don't miss out – register today! Send your check to Bob Parker at San Diego Continuing Education, 4343 Ocean View Blvd., San Diego, CA 92113.

