



# ACCE Journal

Journal of the  
Association of  
Community and  
Continuing Education

Fall 2015

## From the President

by Jarek Janio, Ph.D. – ACCE President

Dear ACCE Community,

As we approach the end of the fall semester, I am happy to report that we all finally have more reasons to smile.



Thanks to AB 104, AB 86 changed its name to the Adult Education Block Grant (AEBG) and moved from planning to full implementation. Consortia are hard at work fulfilling their plans and all 72 college districts in California participated in the AEBG effort. At the same time, a funding formula, which equalized apportionment for CDCP courses, went into effect over the summer. The increases in funding could not have come any sooner.

As I attend State Academic Senate meetings and conferences, I realize how CDCP and AEBG changed funding expectations for community colleges throughout the state. Last spring, State Academic Senate passed a resolution asking local academic senates to appoint noncredit faculty members to act as liaisons to facilitate communication among local noncredit faculty, the local academic senate, and the ASCCC. By now, colleges which historically never offered noncredit courses are asking questions about noncredit program development, faculty minimum qualifications, and articulation between credit and noncredit programs to name a few examples. These questions really stir up the discussions about how noncredit, as a separate educational solution, can better serve adult learners, which is at the heart of the original AB 86 legislation.

In the climate of data-informed decision making, equity, SSSP, Basic Skills, and questions about overall institutional effectiveness, increases in funding will help noncredit tell its success stories more effectively. The state-sponsored initiatives, along with increased accountability, provide better funding but also more opportunities to discuss the designs of our programs, how those programs meet the needs of our immediate communities, and how the public at large can be better informed about the benefits of noncredit.

As an educational leader in the fields of noncredit and community education, ACCE organized two workshops this semester to inform its membership about the latest trends and developments. In collaboration with the Chancellor's Office, the northern and southern workshops tackled issues of IEPI, SSSP, CDCP, and AEBG. Links to the presentations from these workshops can be found on the ACCE website.

Budget outlook at the state level also looks very promising for next fiscal year, which may lead to more positive changes. I can already see an increase in noncredit faculty hiring. As ranks of noncredit professionals grow, I am hopeful, with added help, ACCE can lead the way in the following few months to address issues of faculty obligation number (FON), noncredit progress indicators, and accountability. These are arguably the most exciting times to be in noncredit, and I am certainly looking forward to working with ACCE members to make the vision of a better system to serve our students a reality.

At the end of February, ACCE's annual three day conference is scheduled to take place in beautiful Monterey. Call for presenters is already out and considering the new and ever changing information about noncredit, we all expect a truly successful event.

On that optimistic note: ***Happy Holidays to All!***

## The 2015 Northern and Southern Drive-In Conference Recap: Plans + Partnership = Potential

by Frances DeNisco – Northern Community Education Council Co-Leader

Community Education practitioners who attended both the North and the South Drive-In ACCE conferences participated in several presentations that explored the New Math in our field: *Plans + Partnership = Potential*. A few of the highlights included:

- **Revenue Partners**

This kind of math can work well when it comes to partnerships with turnkey providers. Rosie Armstrong and I held two roundtable discussions that focused on revenue partnerships. We discussed common and uncommon experiences with many companies that Community Education programs can partner with to increase revenues.

Discussions focused on ed2go, UGotClass, Lumens, and Genoo, among other partners in our industry. Those of us who had never integrated Lumens and ed2go spent some time discussing how to use ed2go as a revenue partner outside of Lumens. Those of us who partner with UGotClass discussed the various ways the system can work, including LERN providing a landing page and taking payments for your program in lieu of integrating into the Lumens system. These processes sometimes involve extra steps, the maintenance of new landing pages, and enrollment systems for program offices.

In the south, discussions centered on partnering to achieve new types of inbound marketing with providers like Genoo. Everyone shared their experiences and what has worked for them with regard to other types of revenue partnerships as well.

- **Regional Partners**

There were two different presentations at both conferences about building regional partnerships with WorkSource Centers, industry, and other community college Community Education programs. Both discussions focused on specific, successful partnerships and an analysis of what elements made them successful.

Michelle King, Director of Career and Contract Education at Santa Monica College, presented at the southern conference in Anaheim. She discussed a successful training collaboration she has and her hopes of repeating the successful elements of the collaboration with the WorkSource Centers in partnership with other industries to provide training for them.

Serafina Ramirez, Contract Training Coordinator at Merced College, spoke at the northern conference about a successful partnership that brought together multiple colleges for a shared goal to train the region's workforce through the community colleges. Both of the presentations will be posted at ACCEonline.org. Conference attendees were inspired about the success that can be had when regional partners work together with the goal of student success in mind. The state and the legislature seem to be moving to a regional format for training and educating adults, and Community and Continuing Education programs can benefit from beginning to think in these terms as well.

- **Student Surveys**

Attendees at both conferences were privy to two presentations on student surveys. Jill Gallo, Extension Coordinator at Cabrillo College, led an interactive workshop on surveys at the northern conference. Focus was on effective questions to obtain useable data,

both qualitative and quantitative, for your program. At the southern conference, Linda Kurokawa, Director of Community Education and Workforce Development and Christine Jensen, Special Programs Coordinator at Mira Costa College led a discussion on the importance of using survey feedback, no matter how it is gathered, in a meaningful and useful way to improve programs.

Both sessions reminded attendees of standards of practice, such as asking for feedback in a timely manner, regardless of the method of request, and making sure to integrate the feedback in multiple areas. Feedback can be used in reports to the college, the board, industry, advisory groups, and qualitative data should be gathered and used in marketing, both in-reach and outreach, for the program.

Both discussions sparked a need for a session at the statewide conference in February regarding how and in what ways student outcomes can be expected of fee-based and continuing students in the future, and how best to prepare for those requirements starting now. Join us in Monterey for more information on what program outcome requirements may be in the future!

## Outstanding Community Education Teacher

by Frances DeNisco – Northern Community Education Council Co-Leader

Featured instructor for Fall 2015 is **Angela Palmer!**



Meet Angela Palmer, a passionate Community Education instructor and business entrepreneur who teaches in multiple northern California Community Education programs!

From her website:

<http://www.farmgirlsoapco.com/>

"Handmade skin care products have always intrigued me. It started as teenager, when I experimented with homemade facial masks made from whatever I found in the kitchen. Later, I decided to branch out and try my hand at handmade soap. I still remember that first soap bar I made -- man, was I proud! So proud, in fact, that I made dozens more and handed them out to friends and family. From then on, I was hooked. If I could make all-natural soap, what other skin and bath products could I make with natural ingredients? Since then, I have made every skin care, cosmetic, and bath product imaginable. Truly, it's an obsession. I grow my own herbs and flowers specifically to add to my skin care creations. I love handmade skin care, and I hope you will too!" – Angela Palmer

## ACCE Spring 2016 Conference: Driving our new plans toward success!

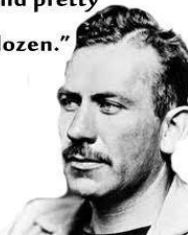
by Liza Becker – ACCE First Vice-President/Conference Chair



The economy is getting back on track with predictions of steady growth and a brighter outlook for California's community colleges. In both community and continuing education arenas, we are establishing new programs and growing the established ones. We are strengthening old partnerships and developing new ones. We are writing plans, plans, and more plans! So it seems like an opportune time for us to get away from our offices and get together with colleagues for some information sharing and gathering of ideas . . . in beautiful Monterey!

**"Ideas are like rabbits. You get a couple and learn how to handle them, and pretty soon you have a dozen."**

:- John Steinbeck



We have booked [InterContinental The Clement Monterey](#), an elegantly modern hotel on historic Cannery Row, and practically next door to the world famous Monterey Bay Aquarium. This is also Steinbeck country, where the iconic American writer was inspired to create his most memorable characters – an assorted and colorful bunch, all determined to improve their chances for a better life. We think this is the perfect venue for ACCE members to unwind a bit while getting a chance to exchange ideas with colleagues from across the state.

Take advantage of our early bird registration rates: \$325 for members and \$385 for nonmembers, if postmarked on or before January 10, 2016. Fees increase to \$375/\$425 after January 11, 2016. For your membership status, contact Graciela Vasquez at [gvasquez@cerritos.edu](mailto:gvasquez@cerritos.edu). For registration and hotel reservations, visit our webpage at [www.ACCEonline.org](http://www.ACCEonline.org).



**Conference Features:** Plenary and keynote speakers, breakout sessions, sponsored resources and educational material, President’s reception, and optional evening activities.

**Conference Location:** [InterContinental The Clement Monterey](#), 750 Cannery Row, Monterey, CA 93940 (831-375-4500).

**Conference Dates:** February 24 – 26, 2016; beginning late morning on Wednesday and ending at noon on Friday. The discounted InterContinental room rate for ACCE attendees includes Tuesday and Friday nights, in case you would like to arrive early or extend your stay.

**Travel Logistics:** If flying into a major airport such as San Francisco or San Jose, consider [Monterey Airbus Shuttle](#) service from the airport to the hotel as an option.



*Looking forward to seeing you in Monterey!*

## Noncredit Curriculum Submittals to the Chancellor's Office

by Chantée Guiney – Noncredit Curriculum, Chancellor's Office ACCE Liaison

As of November 25, 2015, the Chancellor's Office is pending a review of 113 noncredit curriculum proposals in the CCC Curriculum Inventory system.



Below are a few helpful tips to ensure a successful noncredit curriculum submittal and approval process to the Chancellor's Office:

### Courses

- The official course outline of record shall contain all elements described in California Code of Regulations, title 5, section 55002(c)(2).
- Proposal record course basic (CB) fields should coincide with items specified in the official course outline of record. Please refer to the CCCCO MIS Data Element Dictionary for a complete listing of CB fields and coding requirements applicable to noncredit curriculum.
- When coding an eligible noncredit course as Career Development and College Preparation (CDCP), please refer to the *Course Coding for CDCP* section of the *Chancellor's Office Program and Course Approval Handbook*.

Note: Noncredit Curriculum requirements are described in section four of the *Chancellor's Office Program and Course Approval Handbook*.

### Certificates

- Detailed guidelines pertaining to the development and submittal of CDCP

certificate programs are described in Appendices F (Certificate of Competency) and G (Certificate of Completion) of the *Chancellor's Office Program and Course Approval Handbook*.

- Certificate proposal record fields should coincide with items specified in the corresponding supporting documents (i.e., Narrative, official course outline of record, labor market or job availability analysis, etc.).
- Ensure the *Course Report* section of a certificate proposal record displays all required courses and ensure the corresponding "hours" field is populated. Blank or incomplete data in the "Course Hours Minimum" and "Course Hours Maximum" fields of a noncredit course record will result in errors in the *Course Report* of a certificate proposal record.

Note: The designation of the Adult High School Diploma Program (described in CCR title 5, section 55154) as a CDCP program is a misprint on page 99 of the *Program and Course Approval Handbook*.

On behalf of the Chancellor's Office, keep up the great work devoted to promoting and ensuring student success! I look forward to the opportunity to meet at various California Community College events throughout the year.

*Wishing you a safe and happy holiday season!*

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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://www.acceonline.org/membership.html>

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