

ACCE Journal

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A PUBLICATION OF THE ASSOCIATION OF COMMUNITY AND CONTINUING EDUCATION

Letter from the President

*by Jan Roecks,
ACCE President*

I want to take this opportunity in this, my last message as President of ACCE, to extend a very warm thanks to all of you for helping make my role as President of your organization a pleasure to fulfill.

ACCE has had very successful year! Membership for ACCE is at an all time high, with more member involvement than ever. The fall workshop at the Mira Costa College Community Learning Center proved to be very popular, and was especially timely with pertinent information for those of you involved in noncredit. Our annual conference held in San Francisco in February, "Learn- ing Forward", had the high-

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ACCE Members Share Insights and Tips with the System Office at the Spring One-Day Workshop

ACCE members gathered this spring at the System Office in Sacramento for an informative day of discussion and learning. The day began with a conversation with Vice Chancellor Steve Bruckman who discussed proposed changes to the Education Code, Title 5 regulations which may have far-reaching implications for our programs. Vice Chancellor Erik Skinner (pictured at right) joined us later in the morning and provided an overview of the budget situation in Sacramento.



In the afternoon, Continuing Education constituents (left) had the opportunity to act as mock evaluators, "reviewing"

noncredit curriculum applications and outlines submitted for enhanced funding under SB 361. This exercise, led by Vicki Warner and Jane Dilucchio, highlighted the enormity of the job that the System Office has in reviewing the wide variety of curriculum formats used by colleges and districts across the state.

Meanwhile, Community Education and Workforce Development members (right) enjoyed a lively roundtable discussion of best practices and problem solving related to their programs.

Many thanks to the System Office for hosting our workshop and to Vice Chancellors Bruckman and Skinner for spending their time and insights with us.



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Succession Planning: The Art of Cultivating and Finding the Right Person for the Job

by Erica LeBlanc, Santa Monica College

As many of our colleagues at other community colleges have experienced recently, several of my college's longest-serving staff, faculty and administrators have announced their plans to retire or take positions elsewhere. The most recent of these include two department chairs, our vice president of student services (who is leaving for a presidential position at another college), and our police chief. Collectively, these individuals have dedicated more than 125 years of service to higher education in general, and specifically, to our institution and our students.

While I am exceedingly happy for them and wish them all the best in their new ventures, I am struck by the extraordinary "brain trust" that is leaving with them and how much each of them embody, through their experience and dedication, the very essence of our college. We are also losing their "tacit knowledge," the unwritten rules and culture of the institution that leave with every departing employee and the priceless wisdom that is gained only through years of experience with an organization.

When I multiply my college's loss by the number of retiring or departing personnel at the rest of the 109 California Community Colleges, it makes me wonder where we will find replacements for these key individuals and how we might efficiently augment our existing employees' professional competencies. Two processes designed to answer these questions are "Succession Planning" and "Succession Management." These processes have become a priority for the business world, the federal government and other organizations worldwide as the 78 million Baby Boomers begin to approach retirement age and only 38 million "Gen X'ers" are in the pipeline to replace them.

William Rothwell, in "Effective Succession Planning: Ensuring Leadership Continuity and Building Talent from Within," (2000) defines succession planning and management as "any effort designed to ensure the continued effective performance of an organization, division, department, or work group by making provision for the development, replacement and strategic application of key people over time."

Dr. Robert Fulmer ("Choose Tomorrow's Leaders Today," 2005) asserts that it's not just addressing key positions at

the very top of the organization, but looking at how an organization can "create a match between the organization's future needs and the aspirations of individuals." Succession management systems have to evolve to focus on the *development* of human resources, not just plan for replacement of talent. "Best practice" organizations use a variety of developmental activities including mentoring, coaching, job rotation, education and feedback processes to accomplish this. They also try new development practices including special assignments that test current employees' ability to stretch their abilities and learn new competencies and web-based educational activities.

During the succession planning process, several key elements need to be addressed. Dr. Rita Martinez-Purson, Dean of Continuing Education and Community Services at the University of New Mexico, identifies several of these key areas ("Strategic Workforce and Succession Planning," *LERN Magazine*, February 2007):

1. **Needs:** what are the pressing needs and priorities for succession planning and knowledge management in your organization?
2. **Environmental Scan:** What are the internal and external factors that may affect your organization in the next 3 to 8 years? How will these factors impact the leadership development needs and priorities of the organization?
3. **Work:** What functions will need to be performed? How are these similar or different from work currently being performed?
4. **Demand:** What staffing levels and skill sets [competencies] will be needed to perform the functions of various positions?
5. **Supply:** Where will people come from to staff these functions? What is the availability of qualified people? Who are the possible successors for the positions?
6. **Gaps:** What special action is needed to enable the organization to recruit, appoint and retain the people with the skill sets you need? How does building a diverse workforce come into play?
7. **Priority:** What is the order of importance of addressing the identified gaps?
8. **Solutions:** What specific actions will you take to address the priorities?

According to Dr. Martinez, implementation of a succession plan might include "succession planning training for

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Making Your Program Essential

by Terry Newman, Community Education Council Leader

At the 2006 LERN annual conference in Baltimore, Julie Coates presented a dynamic workshop entitled “Make Your Program Essential” which forms the basis of this article.

Coates suggests that there are five success strategies to making your program essential to your college. These include developing a solid internal marketing plan, promoting your hidden assets, making your program central to other’s successes, developing growth strategies and exercising your power.

When developing your internal marketing plan you need to become aware of all aspects of your program. Ask yourself and your staff questions such as: Who are you? What do you do? Who do we work with? Who do you need to involve in this process? How do others see us? Do we need to change our image? Think of other questions you can ask yourself in order to draw out important information.

Next, Coates says you need to promote your hidden assets. Those assets may include the people who take your classes, the attitudes and values that your program imparts to your constituents, local benefits to employers, communities, businesses and your college, and the brand awareness your program represents to the community about your college.

There are a number of ways to make your program central to other’s successes. Most Community Education programs are successful because they have developed marketing plans that shine and deliver, or they have developed customer service models that stand out in the community. Help others use and build on your successful models. Build relationships with every part of the organization. Offer to be on college committees where your expertise is needed. Take part in community activities where you can represent your campus. Create training programs for your organization. There are many ways to embed yourself and your program into the lifeblood of the college.

The next strategy that Coates recommends is to develop a plan for growth. Analyze your current performance, determine your market segments, look at your key ratios and your budget, and decide what you want to change or improve. Once you have performed the above actions, you are ready to look at your potential. Brainstorm ideas for new programs, new audiences, and expanding existing programs. Look at unmet needs and demands and research what the competition is doing. Make sure that you are filling the gaps that make your program essential to the college and the community.

Finally, exercise your power. Tell everyone about the impact your program has on the community. Develop reports, presentations, charts and graphs that show your

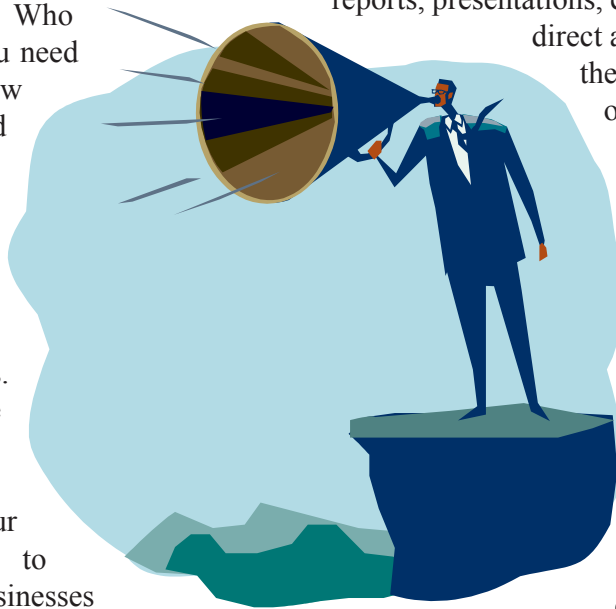
direct and indirect economic impact on the community. Share information on the amount of money your participants spend on campus in terms of books, parking and other fees and services; tie that to the money spent in your community related to your program such as food services, gasoline purchases and such.

Your program benefits local businesses by training their employees, improving their health through your fitness classes, adding to their income through your own program’s purchase

of supplies and services and in many other ways. You already know this but you need to make sure that others know it as well. In other words, take it “on the road” and share it with your colleagues.

Finally, Coates reminds us that those who are taking our lifelong learning classes are those same individuals who go to the polls and vote for initiatives and bond measures that benefit our institutions. Use those students to help promote your program and your college. Involve them in surveys and focus groups. Get them to teach your classes.

This exercise seems to be daunting, but by developing your own plan for making your program essential, you will uncover many other ways that you add to your college and your community.



The New Accreditation Standards

by Jane DiLucchio, Continuing Education Council Leader

Controversial? Yes. But a fact of life. The new accreditation standards are here to stay and noncredit programs are a definite part of your college's accreditation process.

The old ten standards have been "simplified" into four strands: (1) institutional mission and effectiveness, (2) student learning programs and services, (3) resources (including human, physical, technological, and financial), and (4) leadership and governance. Colleges have the option of addressing themes within the standards instead. The themes include institutional commitments; evaluation, planning, and improvement; student learning outcomes; organization; dialogue; and institutional integrity.

Whichever way your college decides to deal with accreditation, noncredit programs and faculty need to be a part of the process. There are some issues you may want to examine before the self-study part of your accreditation begins.

Standard I: Institutional Mission and Effectiveness

Is Continuing Education included in the mission of the college? Are noncredit faculty and staff included in the "on-going, collegial, self-reflective dialogue" called for in part B of the standard?

Standard II: Student Learning Programs and Services

Have your Continuing Education program courses identified measurable student learning outcomes (SLO's)? Do your noncredit programs have measurable SLO's? Have you established methods of evaluating student achievement based on those SLO's? Do the course syllabi identify the SLO's adopted by the college for that course?

Are your courses approved under an established procedure? Are your courses evaluated through a program review process? Are the courses published in both the college catalog and the schedule of classes?

Do you offer support services such as counseling to your students? Are students able to access library services?

Standard III: Resources (human, physical, technological and financial)

Do your Continuing Education instructors meet the minimum qualifications that have been established by your Academic Senate? Do you have a regular, systematic evaluation procedure for your instructors? Do you promote and/or provide staff development opportunities?

Are your physical facilities ADA-compliant, safe, and appropriate for the courses taught there?

Do you have a plan for the acquisition, maintenance, replacement, and training in regards to your technological infrastructure and equipment?

Standard IV: Leadership and Governance

How are your noncredit instructors and staff involved in the decision-making process of the college? How are your courses, programs, and instructors an integral part of the governance process?

The accreditation process may be the visit to the dentist's office that everyone dreads, but it is also an opportunity to examine your noncredit program's part in your college. Use this to your advantage. Use it to let your college know what you are doing and how wonderful you are!

Resources: The ACCJC/WASC website for publications is http://www.accjc.org/ACCJC_Publications.htm

New Postal Rates Are In Effect

Did You Know...

New postal rates went into effect earlier this year and the changes may have a significant impact on how we mail our class schedules and marketing materials. The overall theme in the new USPS pricing structure is that "shape matters," putting more emphasis on mail shape than on weight. Here are some of the major changes in postal policy:

- The new rates are based on the concept of "work-sharing." This means that the more work the mailer does to prepare a mailing, the more savings are possible. As a result, there are graduated rates, based on the degree of preparation done by the mailer. There are also changes to the discounts afforded mailings sorted by carrier routes.
- There are two and possibly three categories of mail that are most important to consider when mailing en-masse:

- a. Letter-sized
- b. Flats
- c. Nonprofit Not Flat-Machinable (NFM) Rates

The third category, Nonprofit Not Flat-Machinable (NFM), is a new category of mail. NFM rates will be required for mail pieces that no longer meet the test for standard rates because of rigid, uneven or box-like enclosures including books, CDs, and calendars.

- For mailings which weigh more than 3.3 ounces, both flats and letters, there is a charge per piece as well as a charge per pound.

You can find out more about the new rates at <http://bulkmail.info/rates.html> and http://www.usps.com/ratecase/ratecase_faqs.htm.

the organization's leaders; analysis and alignment of critical skills with organizational needs; development of training and mentoring programs; development of emerging leaders and advanced leaders development programs; mandatory performance reviews; and mentor/mentee feedback processes."

Another component of a comprehensive and effective succession management system is an Emergency Succession plan. Besides preparing an organization to respond to the sudden and unplanned departure of a key person, an emergency plan can help an organization focus on training people. By listing several people who could take over an executive's job in a crisis, governing boards can see the importance of training multiple individuals to take over key positions and for sharing information among them.

An effective succession planning and management system also needs to be evaluated. Dr. Fulmer sites several measurements of succession management system effectiveness: the ability to fill key jobs with internal rather than external candidates; ethnic and gender diversity in promotions; retention/attrition rates; and positive job evaluations following promotions. Other qualities of effective succession management cited by Dr. Fulmer include ensuring a smooth transition for the person assuming a new position; assigning work that prepares candidates for new positions as compared to a "sink-or-swim" approach; establishing competencies for each job to give everyone a clear picture of the skills, behaviors and attitudes required for success; and having more than one good person available for a key job.

The need for effective succession management systems is also true for our Continuing and Community Education programs. Dr. Martinez-Purson finds it ironic that despite our focus on workforce development, "we have neglected workforce development in our own organizations. ...We need to be proactive in meeting the challenges of staffing for future success." Further, she finds that "succession planning and management call for deliberate action in preparation for the future. This entails thoughtful engagement by organizational leaders in partnership with human resource professionals and employees to examine the organization's long term goals and objectives, identifying the developmental needs of our workforce and determining strategic actions to ensure a qualified future workforce during challenging times."

Welcome to ACCE's Newly Elected and Re-elected Board Members

Kerry Campbell-Price from Santa Rosa Junior College has been elected as ACCE's First Vice President/President-Elect for 2007/08. Joining her on the board is Kathy Seifert from Glendale College, elected as ACCE's Community Education Council Leader.

Re-elected board members are Cyndi Pardee and Elaine Chapman serving as ACCE's Secretary/Historian and Treasurer, respectively.

Congratulations to all of our elected board members.

We look forward to a productive year!

Save The Dates!

ACCE Annual
Conference:

February 25-27, 2008
Palm Springs, CA

Letter from the President, continued from Page 1

est attendance on record and the feedback was extremely positive. The workshop in Sacramento in the spring brought leaders from the Chancellor's Office to you, up close and personal. Throughout the year the listservs have been buzzing with activity. As members of ACCE, we are all very lucky to be able to benefit from the robust and diverse group of people that make up who we are as an organization.

It has been my privilege to work with the fine group of energetic, passionate people who make up your Board: Anna Garza, who did a superb job as your First VP/President Elect, and who will continue to provide excellent leadership as your new President; Bob Parker at the helm as Second VP/Membership; Elaine Chapman who keeps tight reins on the finances; Cyndi Pardee, who has always been keeper of records and history and provider of support extraordinaire as long as I have been on the Board; Vicki Warner, System Office Liaison, giving us access to the System Office just an e-mail away; Erica LeBlanc who does an outstanding job as editor-in-chief of our ACCE Journal; Legislative Advocate Leslie Smith, and your Council Leaders, Jane DiLucchio and Terry Newman who all provided excellent communication and facilitation skills for our various constituents, and, of course, Scott Hammer, your Past President. To the entire ACCE Board, I want to thank you so much for all your support and wonderful team work this past year. I owe a very special thanks to Scott Hammer, who is leaving the Board after many years of dedicated service to this organization, for his gracious and humorous leadership and advice.

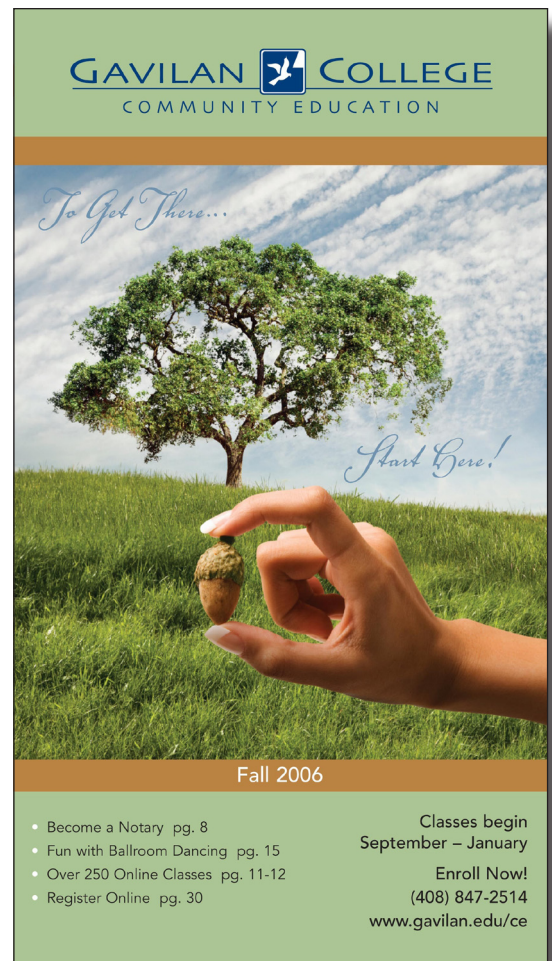
I am pleased that Kerry Campbell-Price, who has previously served as the Second VP/Membership will return to the Board as the First VP/President Elect. Welcome back Kerry! I am also pleased to welcome Kathy Seifert to the Board as the Community Education Council Leader. I am not saying goodbye completely as I will remain on the Board for another year as Past President. I hope that all of you will continue to express your ideas, concerns, questions, and thoughts to the group so together we can promote a discussion and generate solutions. I think this coming year for ACCE will be the best yet!

Gavilan College Earns Top Award from California Community College Public Relations Organization

Gavilan College's Community Education Program was recently honored by the Community College Public Relations Organization (CCPRO).

Gavilan's Fall 2006 Community Education catalog earned first place in the category of class schedules for small institutions. Class schedules were rated on the criteria of "attractiveness of cover, readability, impact and clarity of marketing message, use and quality of photographs and graphics, logical placement and sequence of information, and overall impact." The publication garnered 88.5 out of a possible 90 points. Judges indicated that the publication was "really clear and easy to read," and an "excellent community education piece." One judge enthused, "Fantastic! Bright graphics on cover caught my attention. Wish my community had something like this!"

Terry Newman, Director of Gavilan's Contract and Community Education program, attributes the success of her class schedule to the creative and collaborative work environment she shares with her two staff members, Rosie Armstrong and Virginia Estrada, and the management at Gavilan College. Additionally, Terry gives credit to the Learning Resources Network (LERN) for sharing their expertise in brochure design and to her graphic designer, Laura Waag from Sidedoor Studio, for her excellent design skills.



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.

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