



ACCE Journal

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Community and
Continuing Education

Summer 2016



From the President

by Liza Becker – ACCE President

Years ago, I used to look forward to summer sessions, jokingly calling them “Summer Lite.”

These days, there doesn’t seem to be anything “lite” about them. Now I say “Where did the summer go!?” and I’m sure you can relate. There seems to be a good deal of activity on both the noncredit and community education fronts, and ACCE is making sure that we have representation at the table when the important conversations take place.



As I step into my new role as ACCE President, I can’t help but consider the major accomplishments we have achieved over the past few years. When I first joined ACCE in 2004-05, we were fiercely advocating for equalization of funding and eventually achieved it with the CDCP rate of enhanced funding. (Remember SB361?) This opened doors for some of us, and for others it helped to keep our doors open during the economic downturn, beginning in 2007-08. Today, we have different challenges (good ones!) that are the result of new initiatives, restored categorical funding, and collaborative opportunities with partners across our regions and the state.

So here are just some of the critical issues that are currently on our ACCE radar:

- Progress Indicators:** Board of Governors is currently reviewing the recommendation of adding Satisfactory Progress (SP) as an indicator of success for noncredit, requires title 5 changes. We want this to be approved!
- Noncredit SSSP:** Implementation of Common Assessment Initiative and CCCApply processes are being hashed out with workgroups so that our support services can be adequately reported in the new noncredit SSSP funding formula. Locally, we need to identify gaps and align our data to the data elements coding for proper upload (and pay points).
- Fee-based and Credit Co-enrollment:** ACCE is still pursuing advice and direction for this option which has the potential to provide additional opportunities for student access. This has been reviewed extensively in SACC and discussions will hopefully continue in the coming year.

Updates on these “hot topics” and much more will be communicated to you via our [ACCE website](#), the noncredit and community education listservs, our one-day fall workshops, and our annual spring conference. If you or a colleague would like to be added to one or both listservs, please contact your Council Leaders or the ACCE website administrator (contact information is on our website). Dates for the **Drive-In Workshops** are set for **October 21 (Fri.) for the north** and **November 10 (Thur.) for the south**. We also have the **spring conference** dates scheduled, so please save the dates of **February 1 – 3** and prepare to stay at a lovely San Diego beach-side hotel. We are working on a special rate for conference attendees.

Last, but not least, I want to send a special welcome message to our new council leaders. Carla Muldoon, Cindy Chang, and Jan Young: You will help your colleagues in the field and learn so much along the way!!

Happy summer everyone!

Community Education Update

By Frances DeNisco – First Vice President

The co-enrollment of fee-based and credit students has been a topic at the System Advisory Committee on Curriculum (SACC), one of several statewide committees at which ACCE members attend to advocate for our programs. Erica LeBlanc attended the June 2016 meeting on behalf of the ACCE and came back with an up to the minute report on this topic at the state level.

For several years, SACC has requested representatives from CCCCO's Legal Department to provide advice and direction to enable colleges to combine enrollment of fee-paying students and credit seeking students. Several years ago, the CCCCO's then-legal representative indicated that title 5 did not preclude this approach and several members of ACCE's Board worked with CCCCO representatives to develop guidelines to enable colleges to pursue this option. For classes, like orchestra and other performance-based classes where community involvement is needed, this option would be a viable way to accommodate students who are locked out of classes due to repeatability restrictions on credit classes.

Although, as mentioned, the CCCCO previously indicated this practice was acceptable. The current opinion from the CCCCO is there are many challenges that would have to be overcome and some are of the opinion this option would not be appropriate for colleges to pursue.

At the June 2016 SACC meeting, the co-enrollment of Community Education and credit students was again a hot topic. SACC heard from Elias Regalado, Director of Fiscal Standards and Accountability, who has a number of concerns which he brought to the discussion.

Although the list of challenges is daunting, Erica feels it is a positive step that the discussion is moving forward. It has been on the agenda for over two years, but now we know the CCCCO's specific concerns about co-enrolling fee-based and credit students. One of the issues is whether the Education Code, when written, considered this to be a viable approach. This argument was countered by the point that the Education Code, when written, had not considered repeatability limitations on credit enrollment either. Another concern is the effect this might have on Full-time Faculty Obligation Number (FON).

The good news is SACC, the membership of which includes representatives from the CIOs, ASCCC, and CCCCO, are in support of this approach, at least for some classes. Another option that SACC is pursuing is changing the Title 5 language regarding auditing. Whether to allow students to audit classes is a local decision, but the current Title 5 language limits the enrollment fee to \$15 per unit, which is well below the cost of instruction. SACC is pursuing a change to reflect a more broad language that would allow each college to determine the cost of instruction as it applies to auditing courses. Addressing this topic first might be a good intermediate step. The bottom line is that we now have a certain amount of traction on this long standing item that we did not have before. This topic will be carried over into next year.

Thank you, Erica, for your report! ACCE plans on conducting further statewide discussions on this topic, along with breakout sessions at upcoming conferences.

Institutional Effectiveness Partnership Initiative (IEPI) Update

By Jarek Janio – Past President

Summer seems to be going very fast!

In July, I attended an Institutional Effectiveness Partnership Initiative (IEPI) meeting with ACCE Secretary/Historian, Madelyn Arballo. While goals of IEPI revolve around the improvement of institutional effectiveness with focus on fiscal, operational, and student success matters, the role of noncredit programs at colleges cannot be overstated.

Thanks to CDCP equalization in funding, institutions throughout the state are questioning how to establish new programs or enhance existing ones. IEPI goals are supported by the Professional Learning Network and IEPI workshops. The technical assistance aspect of the initiative is fulfilled by Partnership Resource Team (PRT), which is composed of experts in different areas of college functions. Colleges may request assistance in any of the areas where they see a need to build or improve an existing program. Noncredit instruction is one of those areas. Any community college in California can request a PRT visit. If you believe that you, as a noncredit expert, can contribute to the PRT, please don't hesitate to contact them!

Please follow the links below for more information:

CCCCO Institutional Effectiveness Division:
<http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx>

IEPI Technical Assistance:
<http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness/IEPITechnicalAssistance.aspx>

PRT Resources:

<http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness/PartnershipResourceTeamResources.aspx>

Also, the Division of Institutional Effectiveness announced Coordinated Leadership Development Funding for CCC professional organizations, associations, centers, and institutes. The goal of the funding is for IEPI to provide leadership development to CCC personnel to better coordinate planning, implementation, and outcomes of statewide initiatives. Awards are planned to be up to \$200,000 per organization. The deadline for applications for this fall has not yet been set. There will also be an opportunity to apply in the spring of 2017. Noncredit programs are eligible for funding. Please contact IEPI if you are interested in applying or need more information.

Hope you are all enjoying your summer!



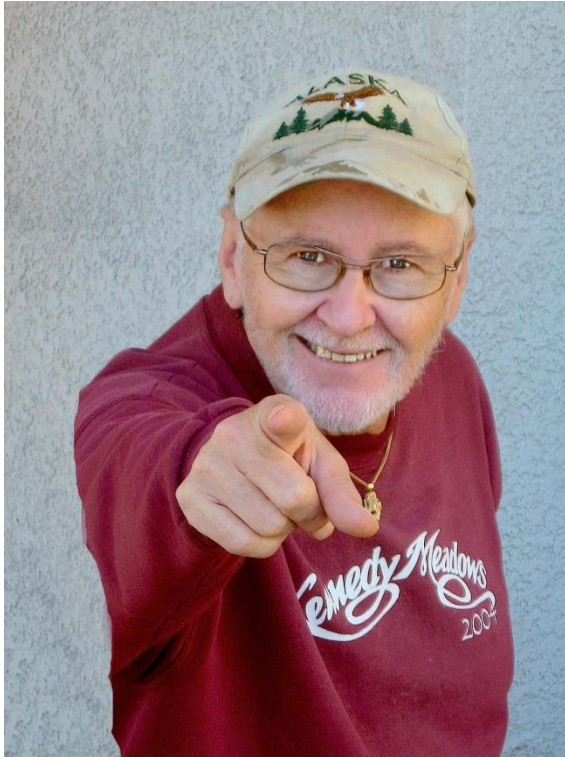
Do **YOU** have a great idea or article you want to share with your fellow ACCE members? Contribute to the blog....send your submissions to the ACCE website administrator, Michael Hegg Lund, at mhegglund@gmail.com

We'd love to hear from you!!

Outstanding Community Education Teacher

By Frances DeNisco – First Vice President

Featured instructor for Summer 2016 is **Jack Ligon!**



Jack Ligon has been teaching for Community Education at Las Positas College since 2004. He is local and participates in any Community Education activity that we request of him. He has even helped us recruit other instructors for the program. He is a model for the kind of instructor that makes a program great. He is responsive, frequently refreshes his classes, creates new classes based on his evaluations, and advertises to his "following" and beyond to fill up his classes!

Jack became interested in photography at a very young age when a counselor at a summer camp showed him the magic of printing a picture. From then on, Jack had a Kodak brownie camera by his side until he saved enough to buy himself an Argus C3 35mm camera, which he still owns to

this day. He began teaching in 1971 when one of his clients wanted to learn photography. He developed a 6-week course that 10 people attended. One course followed another and another with people spreading the news by word of mouth. During a 10-year period in Eugene, Oregon, Jack attended numerous classes to advance his portraiture and scenic photography skills working with various locally and nationally known photographers, including Ansel Adams. He graduated from the Fishback School of Photography in Sacramento, California in 1970. After a two-year adventure driving across the country in his RV, Jack moved to Pleasanton in 2004. He began teaching photography at Las Positas College Community Education with only one portraiture class. Jack has since expanded his offerings to include 14+ courses on an entire range of topics and subjects in photography. Several of his former students now have successful photography businesses in Pleasanton.



Northern California Drive-In Conference

Friday, October 21, 2016
9:00am – 3:00pm @ California Community College Chancellor's Office

Southern California Drive-In Conference

Thursday, November 10, 2016
9:00am – 3:00pm @ NOCCCD, School of Continuing Education

ACCE Annual Statewide Conference

February 1 – 3, 2017 @ The Dana, Mission Bay in San Diego

Research from the Field

The following is an article based on the research from *Noncredit ESL Student Transition into Community College Programs: Beyond Access to Success* completed by Dr. Alice Mecom, former Associate Dean of the Noncredit Division and current credit ESL faculty member at Pasadena City College. The complete dissertation and statistics can be found at <http://scholarworks.csun.edu/handle/10211.3/125342>.

How many of us have been asked by a credit administrator or colleague with the question, “Why noncredit?” Impassioned and with urgency, we jump at the opportunity to answer, to shed the light once and for all on this very important question, and yet we find ourselves talking in circles, relying on anecdotal successes and examples, while the questioner listens for the light bulb answer that he doesn’t hear. I’ve seen this scenario for nearly 20 years and know many others have too, over and over, up and down the state. It has been difficult explaining “how noncredit works” to our credit counterparts and to state-level politicians. But, how could it be easy to explain when historically, culturally, politically, and even physically, most noncredit community college programs have been isolated from credit programs? Blank data charts, omissions in the long-awaited lists of FTES allocations for next semester’s scheduling, and lack of full-time faculty to represent us have indicated that we are indeed the “stepchild,” a metaphor so commonly used for describing noncredit divisions. It is no one’s fault; noncredit is indeed unique and “complicated,” understood only by those of us who live and breathe it as a profession and passion.

So, after years as a noncredit ESL faculty member and most recently a division chair, I got my doctorate and did a research study on noncredit, one that would produce empirical findings that could not be ignored and that could communicate powerfully to all constituencies. I chose to examine how certain characteristics and practices of noncredit programs, institutions, and state policies impact the rate of noncredit ESL (NCESL) student transitions into credit general education (GE) and Career Technical Education (CTE) programs. This, I figured, would be a topic that would appeal to both credit and noncredit programs – a “win-win” for both sides. In doing so, I uncovered what many of us have always tried to explain - noncredit is somewhat amorphous, multi-missioned, and difficult to measure.

One of the overall findings from the study was the difficulty in applying a linear, completion-oriented logic model to noncredit programs. And this, perhaps, explains why we talk in “circles” when describing noncredit programs and why our explanations are often received with blank stares. It is nearly impossible to explain noncredit programs to those who visualize academic programs as linear models focused on completion. A logic model is a graphic representation of a program’s theory (Alkin, 2011). Depicting a program’s theory in a logic model allows us to see “the logic behind what a program intends to do” (Alkin, 2011, p. 78). However, the findings and results from this study indicate that this model is not quite logical for noncredit programs, as it is based on the following false assumptions:

False Assumptions about NCESL Programs:	Evidence Produced from the Research:
#1: NCESL <u>adjunct faculty</u> prepare NCESL students <u>during classroom time</u> for transition into credit.	Higher levels of NCESL transition into credit likely result from the engagement of <u>full-time NCESL and credit faculty and counselors</u> , which occurs <u>outside</u> of the classroom.
#2: NCESL programs can or should be able to operate on reduced funding and without SSSP services.	NCESL programs need appropriate levels of funding to implement practices, such as counseling, that this study has shown to relate with higher matriculation rates. NCESL program and student needs are no less than those of credit programs and students. <i>(Since this study, we have attained noncredit SSSP and equalized funding!)</i>
#3: Students <u>want</u> to go into credit immediately after completing the NCESL sequence.	There are multiple student-driven outcomes in addition to transition into credit. These include job attainment or advancement, citizenship, or civic preparation, including parenting and life skills. Students may reach these goals prior to completion of the NCESL sequence, and so may drop out mid-sequence and not continue to credit programs.
#4: Students will go from NCESL into credit in a linear manner <u>immediately after</u> completion of NCESL.	It may take <u>several years</u> before students are able to transition into credit. Many students may not be eligible to enter into credit immediately after NCESL if they have not established residency or become eligible for financial aid. Other students may opt to leave NCESL due to their immediate need for employment in order to support a family, and may put off transitioning into credit

	until their more urgent goals are met.
#5: Program effectiveness can be measured by NCEESL to credit transition rates.	Linear transition rates from NCEESL to credit ESL do not adequately measure program success. NCEESL programs assist students in achieving goals in many other areas in addition to transition into credit. And, if students do transition to credit after a stop out period, they are not counted in transition rate calculations.
#6: Noncredit programs, the institution, and the State can measure success rates by counting numbers of noncredit students entering credit.	Less than half of NCEESL programs surveyed said they had access to transition rate data. Furthermore, due to the various goals of noncredit, there is no single measurement that can evaluate the entire program's success.

To find out what a logical and effective noncredit model looks like, I conducted a mixed methods study comprised of interviews with noncredit state-level leaders/practitioners, a survey of all noncredit ESL programs in the State (response rate represented 85% of all NCEESL students served), and statistical analysis of these programs' features and their NCEESL transition rates into credit programs (rates provided by CCCCCO). Below are the quantitative results that show which NCEESL program characteristics significantly correlate with higher rates of student transition into credit:

1. The more full-time NCEESL faculty a program has, the higher the transition rates.
2. Campuses that used the same counselors to serve both credit ESL and NCEESL students had an overall matriculation rate twice as high (15%) as those campuses where counselors serviced only non-credit students (7.7%).
3. NCEESL programs that reported their colleges demonstrated an adequate or above level of institutional commitment to the success of their NCEESL programs transitioned students at a 14% rate versus 9% for those campuses with a below adequate level of institutional commitment.
4. NCEESL programs that practiced managed enrollment had higher rates of transition (14%), nearly twice that of programs without managed enrollment (7.8%).

5. NCEESL programs that included the explicit teaching of the system of higher education in their classrooms matriculated students at 13.6%, twice that of those programs which did not implement this practice (6.6%). This finding supports Dr. Liza Becker's research (2010).

The additional findings below, though not statistically significant, indicate a trend between the following practices and higher rates of transition.

6. Campuses whose ESL teachers teach both noncredit and credit likely result in higher transition rates.
7. NCEESL programs that are located on the "credit campus" likely produce higher transition rates.
8. The smaller a NCEESL program is, the larger proportion of students who transition.

These findings reflect several themes:

- Promoting transition rates requires **a community of practice**, including noncredit and credit faculty, noncredit and credit counselors, and the institution as a whole.
- Promoting transition rates requires **commitment** from the institution, faculty, counselors, and (based on the managed enrollment correlation) the students.

In essence, institutional commitment to NCEESL programs via resource and full-time faculty allocations result in an increased level of noncredit awareness, advocacy, and communication within our faculty-led institutions. Faculty communication between noncredit and credit programs results in collaborative relationships, such as co-teaching and co-counseling, which the data have shown to be effective in transitioning students. So, if colleges want to boost student transition rates between noncredit and credit programs, they might want to consider incorporating some of these features in their NCEESL programs.

Since this study was completed two years ago, a lot has occurred in California to support noncredit programs in ways that should help significantly. We have our full SSSP services and our equalized funding, and surely these monies will boost institutional commitment to noncredit program success. However, what remains lacking is the incentive for colleges to hire full-time noncredit faculty. As the empirical quantitative data shows, the more full-time noncredit ESL faculty a program has, the higher rates of student transition into

credit. The results and findings indicate that full-time faculty are the fuel that supports the engine of the logic model – the inputs, the activities, the participation, and ultimately, the outcomes. Full-time faculty secure the necessary inputs by advocating for the program’s needs for funding and additional full-time faculty, to perform the collaborative activities outside the classroom, and to serve as the essential participants in promoting NCEESL transition to credit. Therefore, if our State desires to transition more noncredit students into credit programs, they should strongly consider policy to include noncredit full-time hires in the FON count. In addition, due to the great importance of full-time faculty involvement outside of the classroom in order to increase noncredit student transitions into credit, the State should strongly consider equalizing the full-time noncredit faculty load to better match that of credit faculty.

If we continue to operate in noncredit and credit silos, how can we expect our vulnerable, life-worn students to make the leap? A bridge has two sides, built from both ends, sturdy on either side. And, while we can find ways to increase the number of students who cross that noncredit bridge to credit, we must realize that if noncredit is a true “gateway,” there will be other paths students will need and choose. However, if colleges keep the noncredit-to-credit bridge visible, accessible, and inviting, our students will always know that higher education is an option for them.

Feel free to contact Alice Mecom at amecom@pasadena.edu for comments, suggestions, questions, or further discussion on noncredit ESL programs.

Association of Community and Continuing Education Board

President

Liza Becker
Mt. San Antonio College
Phone: 909-274-5233
lbecker@mtsac.edu

First Vice-President/President-Elect

Frances DeNisco
Las Positas College
Phone: 925-424-1467
fdenisco@laspositascollege.edu

Second Vice-President, Membership

Graciela Vasquez
Cerritos College
Phone: 562-860-2451 ext. 2490
gvasquez@cerritos.edu

Treasurer

Bob Parker
Napa Valley College
Phone: 707-256-7175
rparker@napavalley.edu

Secretary/Historian

Madelyn Arballo
Mt. San Antonio College
Phone: 909-274-7500 ext 4845
marballo@mtsac.edu

Past President

Jarek Janio, Ph.D.
Santa Ana College/Centennial Education Center
Phone: 714-241-5773
janio_Jarek@sac.edu

Legislative Liaison

Valentina Purtell
North Orange County School of Continuing Education
Cypress Center
Phone: 714-808-4570
vpurtell@sce.edu

Journal Editor

Debbie Vanschoelandt
Citrus College
Phone: 626-852-8020
dvanschoelandt@citruscollege.edu

Website Administrator

Michael Hegglund
Phone: 408-687-6827
mhegglund@gmail.com

Chancellor's Office ACCE Liaison

Chantée Guiney, M. A.
CCC Chancellor's Office
Phone: 916-324-7916
cwarner@cccco.edu

Council Leaders**Community Education Council Leader (North)**

Rosie Armstrong
Gavilan College
Phone: 408-852-2802
ramstrong@gavilan.edu

Community Education Co-Council Leaders (South)

Cindy Chang
Pierce College Extension
Phone: 818-719-6425
changck@piercollege.edu

Carla Muldoon
Los Angeles Harbor College
Phone: 310-233-4450
muldoonc@lahc.edu

Continuing Education Council Leader (North)

Mia Ruiz
Cuesta College
Phone: 805-591-6270
mruiz@cuesta.edu

Continuing Education Council Leader (South)

Jan Young
Glendale College
Phone: 818-240-1000 ext 3054
jyoung@glendale.edu

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