



Continuing Education

Program Review

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Prepared by

Debbie Vanschoelandt, Supervisor, Continuing Education

Jim Lancaster, Dean, Career, Technical and Continuing Education

In Consultation with

Kathie Garcia, Secretary, Continuing Education

Karen Christopher, Noncredit Faculty

Kristie Shimokawa, Coordinator, Noncredit Counseling and Matriculation

Linda Welz, Chief Information Services Officer

Julie Miranda, Admissions & Records

Lan Hao, Director of Institutional Research

Kay Nguyen, Research Analyst

Table of Contents

Introduction.....	4
Relationship to College Mission	4
Program Descriptions	4
Organization	5
Faculty Minimum Qualifications	5
Number of Students Served	6
Facilities/Locations	6
Progress on Prior Program Review Recommendations	6
Integration and Coordination with Other Programs	6
Coordination with Other Instructional/Student Services Programs	6
Relationship with Research and TeC Services	7
Integration with Student Equity and Strategic Planning.....	8
Program Self-Evaluation	8
Data Accuracy.....	9
Review of Data by Program Coordinator	9
Accessibility	10
Comparison of Demographic Data	10
Effectiveness of Program for Underprepared/Underrepresented Students.....	11
Educational Goals of the Program Compared to College Program.....	11
Development and Implementation of Program SLOs	11
Processes Used to Develop Program SLOs	12
Activities Used to Achieve Program SLOs	12
Assessment Outcomes	12
Assessment Information Used to Improve Services	12
Compliance with Minimum Requirements of Law.....	12
Student Eligibility.....	13
Program Services.....	13
Approximate Number of Participants	14
Comparison to Similar Programs at other Community Colleges	14

Relationship with Business Office to Monitor Expenditures/Fiscal Reporting	15
WSCH/FTES Generated by Program	15
Census and FTE Trend	15
Environmental Impact	15
Technology Needs	15
Effective Practices	16
What is Working	16
Successful Pilot Projects	17
Participation in Improving the Effectiveness of the Program	17
Opportunities for Improvement, Recommendations and Needs Identification	17
Staffing	17
Administration	18
Budgeting and Finance	19
Technology Needs and Recommendations	20
Other Recommendations	20
Technical Assistance/Training Needs	22
Training or Technical Needs	22
Supplemental Information	22
Materials Provided to Students	22
Supplemental Information	23
Attachment A – Demographic Data for College	
Attachment B – Demographics and FTE Data for Noncredit	
Attachment C – Fall 2009 Brochure Cover and Sample Pages	
Attachment D – Previous Brochure Covers	
Attachment E – Current Brochure	

I. Introduction

Continuing Education is one of the most rewarding fields of endeavor and work. It is essential to the improvement of the quality of life for all individuals. It is necessary for the success of business, government, and employers. It is the primary delivery mechanism for lifelong learning. It enhances the sense of community and is central to the improvement of society in the 21st century.

Continuing Education is critical to the mission and future of our institution. Continuing Education provides unique contributions to help position the institution for continued success as we transition from the last century into the new knowledge society and information age of the 21st century. – from “The Essentials” LERN booklet

Relationship to College Mission

The Citrus College Continuing Education Department contains a collection of programs that offers a breadth of educational opportunities for every quadrant of life. It is comprised of three distinct programs: Community Education, Noncredit Instruction, and Contract Education. Each of these programs has distinct purposes, goals, and objectives.

In agreement with the College Mission Statement, the Continuing Education program fulfills the following mission objectives:

- deliver programs to improve basic math, reading, communication, and ESL skills
- conduct community education programs that encourage learning at every stage of life
- advance cultural and personal enrichment programs for the college and community members
- foster a comprehensive and enriching program of extracurricular activities
- administer customized training programs for business and industry

Program Descriptions

Community Education is a fee-based program that is intended to be financially self-supporting. Classes are supported by class fees, not state funds. Community Education classes and workshops are flexible. A class can meet for just one day or a class can meet for several weeks. Most classes are offered evenings and weekends. Community Education classes are taught by experts in their field who bring hands-on, practical information to the

classroom. Classes are open to all adults in the community. Children and teens can enroll in classes through our College for Kids program, which is offered during the summer. Community Education classes provide a lifelong learning opportunity for people in all stages of life.

Noncredit Education is designed to supplement continued growth and to enhance employment opportunities through classes ranging from basic skills and health care to vocational preparation and job retraining. Noncredit Education often serves as a point of entry for many students as well as a transition point to credit instruction. Enrollment in noncredit classes is free and continues throughout the school year. Noncredit classes are funded through state apportionment. Noncredit classes are classified into nine legislated instructional areas: Parenting Education, Basic Skills, English as a Second Language, Education Programs for Persons with Substantial Disabilities, Short Term Vocational Programs with High Employment Potential, Education Program for Older Adults, Family and Consumer Sciences, and Health and Safety. Tutoring is also available. Classes are taught by instructors who meet state minimum qualifications. They have educational backgrounds and professional experience in their fields.

Contract Education programs provide employee education and training to meet specific and immediate needs of local businesses. Contract Education offers an array of services designed to improve business and individual performance. These programs offer a single point of access to employers and individuals seeking training through customized performance-based training, assessment and consulting services. Contract Education offers day, evening and weekend training individually developed to meet the specific needs of the business owner. The cost effective approach of customized training allows the business owner to select the dates, the number of hours and the training location, all of which provides the customer with the flexibility in their training programs not typically allowed with traditional semester based educational programs.

Organization

The Continuing Education program is overseen by the Dean of Career, Technical and Continuing Education. The Continuing Education department is overseen by a classified supervisor who supervises three part-time classified employees, two short-term on-call employees, 20-25 Community Education consultants, 50-60 Noncredit adjunct faculty, and 20-30 professional experts (lifeguards/swim leaders/aerobic leaders). During the summer, an additional 75-80 Noncredit adjunct faculty are hired for the high school summer school programs offered at the four surrounding school districts.

Faculty Minimum Qualifications

Community Education classes are taught by experts in their field who bring hands-on, practical information to the classroom. Noncredit classes are taught by instructors who meet state minimum qualifications. They have educational backgrounds plus professional experience in their fields. The qualifications for Contract Education faculty can vary depending on the courses being taught, for example, credit based programs, performance-

based training or professional enrichment classes can vary in their qualification requirements. Professional experts, lifeguards and aerobic leaders, meet professional industry standards and possess all current certifications.

Number of Students Served

The Continuing Education program serves a large and diverse population of students. Approximately 1,500 Community Education students attend fee-based classes each year, with an additional 1,100 swim lessons offered each summer to children and adults. There are approximately 2,000 Noncredit students enrolled each semester who take classes on campus and off campus at over 20 off-site locations within the surrounding communities. During the summer, an additional 3,000 high school students participate in our Noncredit high school summer school programs offered at Azusa High School, Claremont High School Duarte High School and Monrovia High School.

Facilities/Locations

The Continuing Education department is located in the Lifelong Learning Center. The Lifelong Learning Center includes the supervisor's office, a reception area and five classrooms fitted with smart panels and projectors. One classroom is equipped with 30 computers mounted at individual workstations and can be utilized as a computer lab or classroom. In addition, Community Education and Noncredit classes are offered in a variety of buildings on campus, including the Aquatics Center, the Adaptive Physical Education Center, the College Success Center in the ED building, and various classrooms on campus. Off-site locations include twenty convalescent and retirement homes, surrounding district high schools, and on-site business training centers.

Progress on Prior Program Review Recommendations

There have been no previous program reviews completed for the Continuing Education program.

II. Integration and Coordination with Other Programs

Coordination with Other Instructional and/or Student Services Programs

The Continuing Education program is actively involved with a number of instructional and student services programs on campus.

The Noncredit Counseling and Matriculation department is housed in the Lifelong Learning Center and services all Noncredit students. A Noncredit student who wishes to enroll in ESL, Basic Skills or vocational courses is required to have an appointment with a counselor prior to registration. For most of our students, the Noncredit Counseling and Matriculation office is their first stop in the enrollment process. We have partnered with the Noncredit counseling staff to develop and implement the highly successful POWER Math program.

We interact with the Admissions and Records staff on a daily basis to enroll and track our Noncredit students. At the completion of each semester, all positive attendance records are submitted to the Admission and Records office for input into the Banner system.

We work in conjunction with the Learning Center staff to provide basic skills services to our Noncredit students. The Basic Skills Lab and Math Success Center are programs that utilize noncredit curriculum as a foundation for providing basic reading, writing and math skills to both noncredit and credit students.

We have partnered with the Dean of Fine and Performing Arts on a variety of Contract Education programs, including the Kenshu and Grammy Camp events.

The Community Education program partners with a variety of instructional areas on campus to offer a diverse course offering each semester. We work with the Automotive Technology faculty to offer smog update courses for automotive technology students and industry professionals. We have also partnered with the Water Technology faculty to provide water treatment courses for students on campus.

We coordinate with the External Relations and Reprographics department each semester to develop the Continuing Education brochure.

We regularly communicate with the Dean of Physical Education and the PE faculty to maintain our Fitness Club and Aquatics Center activities.

We have an active relationship with the TeC Services department who is responsible for the MIS data reporting for our noncredit program.

Relationship with Research and TeC Services

The Continuing Education program has not had regular interaction with the Institutional Research Department.

The Continuing Education program interacts with TeC Services in several ways:

- TeCS tracks and advises on necessary licensing and software upgrades to computer programs used in the Lifelong Learning Center computer lab and classrooms.
- TeCS evaluates and recommends all requests for technological equipment and software purchases, most recently, the purchase of the Lumens software which allows for online registration for Community Education classes.
- TeCS staff assists with tracking attendance for Noncredit classes, including the swipe hours collected by the CI Tracker system.
- TeCS staff works with the Continuing Education supervisor to organize and update the Noncredit data for more accurate MIS reporting.

- The Continuing Education supervisor serves on the Banner Working Group Committee, which was created by the TeCS department to address the continual challenges of the Banner system. As a representative for the Noncredit program, the supervisor assures that the specific needs of the program are identified and addressed by the TeCS staff.

Integration with Student Equity and Strategic Planning

The Continuing Education program takes a central role in providing instructional services to underrepresented students. All students are provided with the same learning opportunities and are encouraged to succeed in their educational goals.

Noncredit Education often serves as a point of entry for many underprepared and underrepresented students. Noncredit students are diverse in their educational backgrounds but are united in their willingness to improve their personal circumstance through education and learning. The Noncredit student population includes the adult re-entry student who is returning to college in hopes of earning a degree or certificate, the basic skills student who needs a little help before transitioning to the credit program, the older adult who wants to continue his learning despite his age, the displaced worker in need of updated job skills and the English as a Second Language student who needs to improve his verbal skills in order to move ahead in his job.

III. Program Self-Evaluation

Self-evaluation is based on the WASC Accreditation Standard II:

IIA Instructional Programs

“The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.”

IIB Student Support Services

“The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input and other appropriate measures in order to improve the effectiveness of the services.”

IIC Library and Learning Support Services

“ Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assess these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.”

Data Accuracy

The MIS Reporting process applies to the Noncredit program data.

The Noncredit program data is not perfect. While it may not be perfect, Noncredit data is based on the collection of positive attendance; therefore, there are hard copies of attendance records and roll sheets available as supporting documentation for any given semester.

Prior to 2006, the Noncredit program data is questionable. The Chief Information Service Officer has spent a great deal of time organizing and updating MIS reporting for the Noncredit program. This process has improved slightly with the Banner system.

Review of Data by Program Coordinator

Since the implementation of the Banner system, it has been difficult to obtain accurate reports from TeC Services. In prior years, a detailed report that included class size, positive attendance hours and FTE calculations was provided by TeCS at the conclusion of each semester. Since Banner, this report has not been available. Without access to accurate reports, it is difficult to make the necessary projections for future schedule builds and consequently does not allow for informed decisions regarding budget planning.

There has never been a satisfactory report that represents the positive attendance hours captured by card swipe and how those hours figure into the overall Noncredit FTE count.

In the past, the Dean of Career, Technical and Continuing Education was not involved in the review of the Noncredit data before submission to the Chancellor’s office. The Dean was invited to attend the various 320 Report meetings held by the Dean of Admissions and Records where a summary of the MIS reporting data was explained in a very broad sense. The Dean of Admissions and Records provided all attendees with a spreadsheet that included the positive attendance/FTEs totals for Noncredit and swipe, along with credit daily/weekly attendance. All of the figures were calculated prior to the meeting. The actual figures and calculations as they related to the Noncredit program were not provided

in detail. The Dean reviewed the numbers and if the numbers were realistic, the data was approved and submitted. An extensive review of the data was not completed.

Accessibility

The Lifelong Learning Center, which houses the Continuing Education office, is open an extensive number of hours each week, including Saturdays. The Center is open Monday through Thursday, 8:00am-9:00pm, and Friday and Saturday, 8:00am-4:00pm. The office is staffed by at least one staff member during all open business hours. A staff member is available at all times to provide customer service to students, faculty, and members of the community. Whether it be directions to another location on campus, registration information about a fee-based class, or referring students to the Noncredit Counseling and Matriculation Office for an appointment, there is a staff member available to assist each customer with their specific needs.

The physical location of the Lifelong Learning Center allows for easy access to the Continuing Education programs. The building is located in the parking lot relatively close to the main entrance of the campus, which makes it easy for our customers to locate our program and access our services.

The Continuing Education brochure, which includes the classes scheduled each semester, is mailed to all residents and business owners within the college district. The class schedule can also be found online.

Community Education offers coursework for learners of all ages. Classes are open to all adults in the community. Children and teens can enroll in classes through our College for Kids program, which is offered during the summer. Community Education classes and workshops are flexible. A class can meet for just one day or a class can meet for several weeks. Most classes are offered evenings and weekends. Community Education classes are designed to be accessible to students of all ages and abilities.

Noncredit courses are offered to high school students and adults. Classes are offered on campus and off campus at over 20 off-site locations within the surrounding communities. Enrollment in Noncredit classes is free and continues throughout the school year. Noncredit courses are offered nights and weekends.

Contract Education offers day, evening and weekend training individually developed to meet the specific needs of the business owner. The customized training format allows the business owner to select the dates, the number of hours and the training location, all of which provides the customer with the flexibility in their training schedule.

Comparison of Demographic Data

The Continuing Education program does not currently track demographic data for our Community and Contract Education classes. Refer to Attachments A and B for the demographic data of the college and the Noncredit program.

Effectiveness of Program for Underprepared and Unrepresented Students

Noncredit Education often serves as a point of entry for many underprepared and underrepresented students. Noncredit students are diverse in their educational backgrounds but are united in their willingness to improve their personal circumstance through education and learning. The Noncredit student population includes the adult re-entry student who is returning to college in hopes of earning a degree or certificate, the basic skills student who needs a little help before transitioning to the credit program, the older adult who wants to continue his learning despite his age, the displaced worker in need of updated job skills and the English as a Second Language student who needs to improve his verbal skills in order to move ahead in his job.

The fear and pressure that is often associated with the credit program is alleviated by the structure and design of the Noncredit program. The open entry/open exit format removes the stress involved with the strict start and end dates of the credit program. Each student is allowed to work at their own pace at their own level without the pressure of earning a passing grade. The Noncredit faculty are understanding of this population and adjust their teaching styles accordingly. Faculty members become mentors and counselors to their students.

Educational Goals of the Program Compared to College Population

The Continuing Education program does not currently track student completion rates for our programs; however, this does not mean students are not completing their individual goals.

ESL students are progressing from one level to the next and are drastically improving their language and pronunciation skills. Students who could not communicate with the office staff in order to register for their class are now interacting with classmates and instructors. A number of students have transitioned from noncredit ESL classes to credit ESL classes, successfully integrating the skills learned in our program into their new educational goals. Numerous students have completed fee-based classes and have received certificates of achievement from the instructor and the college, including our online students who have completed professional development and job training courses. Most importantly, there are the students who have completed a Community Education or Noncredit course, and the completion alone is the reward. This group of students enrolls in classes for a variety of reasons, both personal and professional, oftentimes overcoming the fear of taking a college course. By completing the course, the student has accomplished a personal goal, a goal that cannot be measured by tracking completion rates.

Development and Implementation of Program Student Learning Outcomes

Prior to the beginning of the program review process, the Continuing Education program had not developed Program Student Learning Outcomes. Through the course of the

development of this document, we created the following Program Student Learning Outcomes:

- Noncredit basic skills learners will successfully articulate into credit instruction.
- Noncredit ESL learners will enhance their written and verbal communication skills, leading to increased personal and professional growth.
- Noncredit and Community Education instruction will improve the learner's life skills, employability, physical wellness, overall sense of well-being, and/or offer personal enrichment.
- Through continued lifelong learning, older adult learners will enhance a lifetime of knowledge and skills to promote an active lifestyle, mind, health, and well-being.
- Contract Education will lead to increased employee performance and productivity in business and industry.

Processed Used to Develop Program Student Learning Outcomes

To be honest, there was a great deal of chocolate and caffeine involved, fueled by the time crunch of the program review submission deadline.

The staff from the Institutional Research office was consulted to ensure the Program Student Learning Outcomes could be assessed and in what manner.

Activities Used to Achieve Program Student Learning Outcomes

We will work to develop activities and programs that will be integral in the implementation and achievement of the goals outlined in the Program Student Learning Outcomes.

Assessment of Outcomes

Assessments are not currently being performed with critical data.

Assessment Information Used to Improve Services

The Continuing Education program has not assessed the Program Student Learning Outcomes yet. In the future, assessment data will be used to develop new programs, improve and/or expand existing programs and guide budget decisions.

Compliance with Minimum Requirements of Law

We are currently working on improving and maintaining our compliance with the minimum requirements of law.

We are in the process of rewriting the noncredit curriculum assuring compliance with the apportionment guidelines for noncredit coursework. The manner in which noncredit courses are scheduled is being re-evaluated in order to maintain compliance with curriculum and apportionment guidelines set forth by the Chancellor's Office.

We are in the process of developing contract templates for our Contract Education program. The templates will be reviewed and approved by legal counsel to assure compliance with the law.

Student Eligibility

Community Education classes are open to all adults in the community. Children and teens can enroll in classes through our College for Kids program, which is offered during the summer.

Noncredit courses on campus are offered to adults over the age of 18 and/or a high school graduate. Residency requirements apply to most noncredit classes. In order to enroll in a noncredit class, a student must be a U. S. citizen or permanent resident with the proper documentation. Students under the age of 18 (high school students) may enroll in noncredit courses provided the curriculum being used has been developed and approved for high school completion. Residency requirements apply.

Contract Education classes are open to all adults and children in the community. If the contract includes credit/noncredit classes or is designed for a specific business, additional participation requirements may apply.

Program Services

Community Education is a fee-based program that is intended to be financially self-supporting. Classes are supported by class fees, not state funds. Community Education classes and workshops are flexible. A class can meet for just one day or a class can meet for several weeks. Most classes are offered evenings and weekends. Community Education classes are taught by experts in their field who bring hands-on, practical information to the classroom. Classes are open to all adults in the community. Children and teens can enroll in classes through our College for Kids program, which is offered during the summer. Community Education classes provide a lifelong learning opportunity for people in all stages of life.

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Programs with High Employment Potential, Education Program for Older Adults, Family and Consumer Sciences, and Health and Safety. Tutoring is also available. Classes are taught by instructors who meet state minimum qualifications. They have educational backgrounds and professional experience in their fields.

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Approximate Number of Participants

The Continuing Education program serves a large and diverse population of students. Approximately 1,500 Community Education students attend fee-based classes each year, with an additional 1,100 swim lessons offered each summer to children and adults. There are approximately 2,000 Noncredit students enrolled each semester who take classes on campus and off campus at over 20 off-site locations within the surrounding communities. During the summer, an additional 3,000 high school students participate in our Noncredit high school summer school programs offered at Azusa High School, Claremont High School Duarte High School and Monrovia High School.

Comparison to Similar Programs at other Community Colleges

Our Community Education program is comparable to programs at other community colleges. The Noncredit program is larger than most community colleges our size, and our Contract Education program is much smaller than other community colleges.

There are a number of factors that contribute to the size of our Continuing Education programs. The main factor is the location of our college compared to other community colleges. Citrus College is a one-college district located in a geographical area composed primarily of residential units. The lack of business and industry surrounding the college is problematic when it comes to the development and expansion of our Contract Education program.

Another reason for the limited size of our Contract Education program is the lack of staffing. Our current staffing numbers do not allow time for the supervisor to venture off campus to meet with local business and industry partners with the hopes of developing new contracts and/or training programs.

The current staffing and job descriptions do not allow for any growth within the Continuing Education programs.

Relationship with Business Office to Monitor Expenditures and Fiscal Reporting

The Continuing Education program works with the Business Office in the preliminary stages of budget development and thereafter works independently using established guidelines for expenditures and fiscal reporting.

WSCH/FTES Generated by Program

Community and Contract Education courses do not generate FTES.

See Attachment B for a visual representation of the FTES generated by the Noncredit program over the past five years. Attachment B also includes demographic data.

Census and FTE Trend

There is no information available at this time.

Environmental Impact

The Continuing Education program is doing its part to contribute to a greener campus environment. All paper used and discarded in the Lifelong Learning Center is recycled. When not recycled, the discarded paper is used as scratch paper by the staff and students. Documentation that includes confidential information is shredded, boxed, sealed and sent to Facilities for recycling. When possible, double-sided copies are made to reduce paper consumption.

All used ink and toner cartridges are recycled. All cardboard boxes are recycled as well. We recently requested and received a recycling receptacle in the Lifelong Learning Center. The receptacle is used by students, faculty and staff to recycle their bottles and cans.

Lights and smart panels are turned off in each of the classrooms when not in use. Quite often, half of the lights in the reception area and supervisor's office are turned off, utilizing one track of the lights rather than both, further reducing our energy consumption.

Technology Needs

An additional computer is needed at the front counter to allow walk in/online registration.

Staff computers in Continuing Education office need to be updated to Microsoft Office 2007.

A digital camera is needed to capture student activities for online catalog, printed brochure, and future marketing.

Maintain updated software for current computer-based classes.

Future technology needs for the Continuing Education program will be made in response to local community interest. As interests change and technology advances, the needs for new technology will be more prevalent. Whether it be new computers or a specialized software program it is absolutely vital to have the most recent and up to date technology in order to provide the most effective instruction to our students.

IV. Effective Practices

What is Working

We are extremely aware of our position in the educational path of our students. Due to the location of our building, the interaction the student has with our staff and our programs is often times their first college experience. We place an emphasis on providing excellent customer service to our students and patrons. We greet everyone with a smile and a welcoming tone hoping to ease the nervousness the student might be feeling by the task before them. At times we encounter the student who has been to a number of offices on campus finding it difficult to obtain the answer he/she is looking for and is extremely frustrated by the situation. Again, our staff takes the time necessary to listen to the student and rectify the situation, even if the solution does not originate in our department. We value and appreciate the relationship we have with our students and patrons.

The California Community College system prides itself on providing access to all students, but the Continuing Education program is one of the cornerstones to truly providing access to everyone. Through our various Continuing Education programs, we are able to provide learning opportunities to a wide variety of students at various stages in life, which is an admirable accomplishment.

The Continuing Education program continues to operate efficiently and effectively despite the fact that the department exists on a very limited staff - permanent part-time and short-term hourly personnel only. Considering the extensive hours of operation, this is a commendable achievement.

In the Continuing Education program, we take a holistic approach to the instructional process. Due to the fact that our students are so diverse and come from such distinctly different backgrounds, our instructors and staff accept the added responsibility of mentoring and guiding the students along their personal and educational paths. Our instructors and staff encourage students to succeed in their studies but are also there as a source of personal guidance and support. The support, both educational and personal, ultimately benefits the student and inspires success.

Successful Pilot Projects

We are currently in the process of implementing a new software program that will provide online registration opportunities for our Community Education classes. The ease of the registration process will provide our customers with a fast and effective way to enroll in our classes. The software will provide better data collection capabilities and a large number of valuable reporting options.

We have begun the process of reclassifying the noncredit curriculum in order to maintain compliance with apportionment standards.

We are actively working with the External Relations staff to modernize the Continuing Education brochure. It is our hope that a 'new look' will attract a broader audience and increase sales. Our first updated brochure will be the Fall 2009 schedule of classes.

Participation in Improving the Effectiveness of the Program

Due to the nature of the Continuing Education program, there is limited input in improving the effectiveness of the program. All instructors are adjunct faculty or consultants and most teach off-site. Office staff consists of all part-time classified staff or short-term hourly staff. At present time, decisions regarding the effectiveness of the program are made primarily by the supervisor and Dean of the program with minimal input from the faculty and staff.

Community Education students are provided the opportunity to complete a course evaluation form at the conclusion of each fee-based class. The feedback from the evaluations is used to determine whether or not the class will be offered in subsequent semesters. Copies of the evaluations are given to the consultant for their review.

Faculty and staff are encouraged to express their opinions and suggestions about the effectiveness of the program. There is an open line of communication between faculty, staff and management. All suggestions are taken into consideration and if found to be a reasonable solution are implemented within the program.

V. Opportunities for Improvement, Recommendations and Needs Identification

Staffing

Noncredit and Continuing/Contract Education are two distinct entities that require unique staffing. The current staffing and job descriptions are placing a restriction on growth. We are proposing the following positions and organization in the Continuing Education program.

Administration

Director- Under the supervision of the Dean of Career, Technical and Continuing Education, the director oversees all of Noncredit Instruction, Community Education, and Contract Education. The director is the leader of the lifelong learning program. He/She is the visionary who is in touch with what is going on in the field and is committed to the program's mission, vision and values. As the leader of the program, the director manages the Operations Professionals, the Sales Professionals, and Programming Professionals and other staff. The director's job involves environmental scanning, testing, research, analyzing the competition, financial and budgetary skills and statistical analysis.

- **Administrative Assistant/Secretary to the Director** - supports Noncredit Instruction, Community Education and Contract Education.
- **Account Clerk** - monitor and track all financial transactions, cost centers, contracts, Noncredit apportionment, Community Education income and costs, and generate financial reports.

Community Education

Full-time Operations, Programming, and Sales Professionals - One full-time professional or full-time equivalent support staff for every \$150,000-\$250,000 in sales. Current annual sales are approximately \$400,000; therefore, Community and Contract Education should currently have two full-time professionals, an Operations Professional and a Programming Professional or an Operations Professional and one full-time equivalent support staff.

- **Operations Professional** - Primarily responsible for the day-to-day management of Community Education. The Operations Professional focuses on customer service. Areas include registration, promotion, production/distribution, booking and refunds, management information services (reports), logistics, such as room setup, tabulating course/event evaluations, scheduling repeat instructors for future teaching slots and other routine activities.
- **Programming Professional** - Primarily responsible for the development of new products for present customers and selecting existing products for new markets. Programmers must be accountable for numbers. They need to be able to justify their selections by predicting the final registration, income, operating margin, and quality performance, and by recommending marketing strategies learned while interacting with his/her customer segment. Programmers hire, negotiate, evaluate, and provide instructor orientation. Critical activities of a programmer include market research, market data collection, customer and target audience research, marketing strategies, planning, new product development, initial instructor recruitment, and budget analysis.
- **Sales Professional** - The Sales Professional is responsible for selling contracts. This person is a sales person who meets directly with the client to sell contracts that

meet the client's needs/wants. The professional is in the business of relationship selling. He/she needs to be meeting with clients, explaining the capabilities of Community and Contract Education, and developing a relationship based on trust.

Noncredit

Coordinator of Noncredit Instruction - Duties include, but are not limited to: evaluating and monitoring faculty, facilitating the enrollment of students, work as a liaison with Admissions and Records, coordinating facility usage, tracking enrollment and attendance, managing FTES, coordinating curriculum development, scheduling class sections, and hiring or recommending for hire Noncredit faculty.

- **Customer Service Clerk** - Front line customer service clerks assist with online/phone/in person registrations, and assist with other light office duties. One customer service clerk is needed for every hour of operation.

Budgeting and Finance

Community and Contract Education

Recognizing that Community and Contract Education is a retail enterprise, implement a business management model that leads to self-sufficiency and increased productivity.

Reevaluate budget to fund travel/conferences, equipment, instructional supplies, annual subscriptions, specialized marketing, and institutional memberships that lead to additional growth and sales.

Transition all Community and Contract Education instructors currently being paid on an hourly basis to consultant agreements to be paid on a fee split.

Consolidate multiple cost centers.

Establish an accounting system parallel to the fund accounting model used by the institution that allows better tracking of Community/Contract Education in order to ensure self-sufficiency.

Ensure that we maintain ideal percentages of promotional costs, production costs, direct costs, operating margin, administrating costs, and net profit for the total program, individual categories, and individual classes or activities. Ideal percentages for Community and Contract Education are shown below.

Ideal Percentages for Community Education

Promotion	10-15%	Direct expense involved in registration, brochure, printing, ads
Production	45-50%	Teacher or instructor costs, handouts, materials, evaluations
Direct	60%	Direct costs = promotion costs + production costs
Operating*	40%	Operating margin = income – direct costs
Administrative	35%	Staffing
Net profit	5%	Net profit = operating margin – administrative costs

Ideal Percentages for Contract Education

Promotion	5%	Direct expense involved in registration, brochure, printing, ads
Production	35-40%	Teacher or instructor costs, handouts, materials, evaluations
Direct	40-45%	Direct costs = promotion costs + production costs
Operating*	55-60%	Operating margin = income – direct costs

*4% indirect built in on all contracts for Fiscal Services

Noncredit

Reevaluate budget to fund conferences, equipment, instructional supplies, and institutional memberships.

Include FTE data on budget sheets to mirror other instructional programs.

Technology Needs and Recommendations

An additional computer is needed at the front counter to allow walk in/online registration.

Staff computers in Continuing Education office need to be updated to Microsoft Office 2007.

Digital camera is needed to capture student activities for online catalog, printed brochure, and future marketing.

Maintain updated software for current computer-based classes.

Other Recommendations

Rename the department to remove any potential negative associations with the terms “continuing education” and to create a brand that can be marketed as a recognizable image. At the time of this writing, we are considering “ECCELL”, Extended Campus for Community Education and Lifelong Learning.

Work to change the cultural awareness and perceived value of Noncredit instruction on the Citrus College campus and surrounding community.

Launch online registration beginning July 2009 providing registration for Fall 2009 semester.

Utilize Lumens data reports for planning, marketing, and budgeting beginning January 01, 2010.

Explore new marketing platforms, such as utilizing social networking websites, Google AdWords, email blasts using Lumens, discount and promotional strategies, such as early bird discount, etc.

Develop an evaluation instrument and procedure to evaluate Noncredit and Community Education faculty.

Work with Human Resources to develop a pool of available Noncredit faculty in each of the nine categories of Noncredit instruction.

Continue to evaluate and revise all Noncredit course outlines of record to include student learning outcomes and ensure compliance with Noncredit apportionment standards.

Begin a dialog between credit basic skills, including ESL, and Noncredit instruction regarding course sequencing and course offerings to avoid unnecessary overlap and duplication.

Explore the option of hiring full-time Noncredit faculty in basic skills and/or ESL.

Create consistency across Noncredit curriculum and ensure course outline of record is being followed.

Require a syllabus on file at department office from every Noncredit instructor prior to first day of instruction.

Work with TeCS on a process that will allow Noncredit instruction to enter positive attendance into Wingspan.

Schedule biannual Noncredit faculty meetings to review department policies, procedures, instructional models, curriculum updates, etc.

Improve data collection and access to reports from TeCS and Office of Institutional Research.

Improve communication with TeCS and Institutional Research.

Transfer day to day supervision of the Aquatics and Fitness Center activities to the Physical Education and Athletics division.

A significant number of continuing education students are those with very limited English skills, older adults, or are re-entry students; therefore, it is highly recommended that we maintain a facility and location that is easily accessible to these populations.

The program is in need of specialized rooms that can be used for specific community education classes such as a kitchen for cooking classes and a multi-purpose room for martial arts, tumbling, and dance classes.

VI. Technical Assistance/Training needs

Training or Technical Assistance

We do not need any specific training or technical assistance at this time.

VII. Supplemental Information

Materials Provided to Students

A current Continuing Education brochure is attached. Also included is the redesigned cover of the Fall 2009 brochure along with some examples of the newly reformatted pages. For reference, copies of previous covers have been included.

Attachment A – Demographic Data for the College

Table 3.3
Credit Students by Age, Fall 2003 to Fall 2007

	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
19 or younger	3,615	30.7%	3,978	32.8%	4,040	33.9%	3,886	34.2%	4,384	34.3%
20-24	4,341	36.9%	4,486	37.0%	4,376	36.8%	4,210	37.0%	4,843	37.9%
25-29	1,325	11.3%	1,283	10.6%	1,268	10.6%	1,200	10.5%	1,320	10.3%
30-34	726	6.2%	665	5.5%	620	5.2%	582	5.1%	686	5.4%
35-39	553	4.7%	489	4.0%	474	4.0%	450	4.0%	471	3.7%
40-49	792	6.7%	810	6.7%	718	6.0%	671	5.9%	661	5.2%
50 and above	397	3.4%	419	3.5%	407	3.4%	367	3.2%	418	3.3%
Data not Available	9	0.1%	4	0.0%	4	0.0%	9	0.1%	4	0.0%
Total	11,758	100%	12,134	100%	11,907	100%	11,375	100%	12,787	100%

Source: MIS Referential Files (CCCCO)

Table 3.4
Credit Students by Gender

	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	6,805	57.9%	6,862	56.6%	6,678	56.1%	6,391	56.2%	6,929	54.2%
Male	4,952	42.1%	5,270	43.4%	5,228	43.9%	4,981	43.8%	5,729	44.8%
Data not available	1	0.0%	2	0.0%	1	0.0%	3	0.0%	129	1.0%
Total	11,758	100%	12,134	100%	11,907	100%	11,375	100%	12,787	100%

Source: MIS Referential Files (CCCCO)

Table 3.5
Credit Students, by Race/Ethnicity

	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American Non-Hispanic	659	5.6%	707	5.8%	673	5.7%	611	5.4%	743	5.8%
Asian	1,581	13.4%	1,637	13.5%	1,645	13.8%	1,474	13.0%	1,480	11.6%
Hispanic	4,711	40.1%	4,990	41.1%	4,996	42.0%	4,900	43.1%	5,519	43.2%
Native American/ Alaskan Native	108	0.9%	88	0.7%	88	0.7%	79	0.7%	96	0.8%
White Non-Hispanic	3,937	33.5%	3,914	32.3%	3,718	31.2%	3,532	31.1%	3,648	28.5%
Other	218	1.9%	247	2.0%	262	2.2%	235	2.1%	234	1.8%
Decline to State	480	4.1%	488	4.0%	460	3.9%	488	4.3%	404	3.2%
Data not available	64	0.5%	63	0.5%	65	0.5%	56	0.5%	663	5.2%
Total	11,758	100.0%	12,134	100.0%	11,907	100.0%	11,375	100.0%	12,787	100.0%

Source: MIS Referential Files (CCCCO)

Attachment B - Noncredit Demographic and FTE Data

Total Contact Hours by Noncredit Apportionment Category - Fall 2002 - Fall 2007

Contact Hours by Category						
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Basic Skills	14,262	8,782	10,650	8,529	9,009	12,800
ESL	5,643	9,525	6,837	6,573	7,840	4,644
Health and Safety	76,292	44,215	66,808	63,118	103,631	50,630
Older Adults	87,022	86,285	132,592	132,470	126,538	28,304
Parenting	4,407	3,598	3,914	2,982	3,819	3,906
Vocational	2,026	164	79	277	300	264
Total	189,652	152,569	220,880	213,949	251,136	100,548

FTES by Noncredit Apportionment Category - Fall 2002 - Fall 2007

FTES by Category						
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Basic Skills	27.2	16.7	20.3	16.3	17.2	24.4
ESL	10.8	18.1	13.0	12.5	14.9	8.9
Health and Safety	145.3	84.2	127.3	120.2	197.4	96.4
Older Adults	165.8	164.4	252.6	252.3	241.0	53.9
Parenting	8.4	6.9	7.5	5.7	7.3	7.4
Vocational	3.9	0.3	0.2	0.5	0.6	0.5
Total	361.2	290.6	420.7	407.5	478.4	191.5

Demographic Data for Noncredit Program - Fall 2002 - Fall 2007

Ethnicity	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	Asian	1,033	8.3%	709	10.6%	861	10.9%	544	8.4%	548	8.3%	132
African American	570	4.6%	327	4.9%	355	4.5%	291	4.5%	317	4.8%	100	5.3%
Hispanic	3,250	26.2%	1,803	27.0%	2,106	26.7%	1,680	25.9%	1,656	25.2%	508	27.1%
Native American / Alaskan Native	93	0.8%	47	0.7%	51	0.6%	49	0.8%	47	0.7%	3	0.2%
Other	139	1.1%	86	1.3%	109	1.4%	154	2.4%	216	3.3%	60	3.2%
Caucasian	5,341	43.1%	2,737	41.0%	3,128	39.7%	2,979	45.9%	2,995	45.5%	904	48.3%
Decline to State	1,915	15.5%	951	14.2%	1,253	15.9%	765	11.8%	773	11.7%	99	5.3%
Missing	44	0.4%	20	0.3%	21	0.3%	28	0.4%	29	0.4%	67	3.6%
Total	12,385	100.0%	6,680	100.0%	7,884	100.0%	6,490	100.0%	6,581	100.0%	1,873	100.0%

Gender	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	Female	7,785	62.9%	4,121	61.7%	4,884	61.9%	4,003	61.7%	4,043	61.4%	1,006
Male	4,174	33.7%	2,413	36.1%	2,816	35.7%	2,386	36.8%	2,476	37.6%	845	45.1%
Missing	426	3.4%	146	2.2%	184	2.3%	101	1.6%	62	0.9%	22	1.2%
Total	12,385	100.0%	6,680	100.0%	7,884	100.0%	6,490	100.0%	6,581	100.0%	1,873	100.0%

Age	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	19 or younger	1,176	9.5%	633	9.5%	763	9.7%	478	7.4%	536	8.1%	123
20-24	1,565	12.6%	790	11.8%	937	11.9%	532	8.2%	531	8.1%	90	4.8%
25-29	700	5.7%	303	4.5%	352	4.5%	274	4.2%	262	4.0%	54	2.9%
30-34	523	4.2%	242	3.6%	271	3.4%	233	3.6%	224	3.4%	57	3.0%
35-39	509	4.1%	235	3.5%	252	3.2%	237	3.7%	210	3.2%	61	3.3%
40-49	1,086	8.8%	510	7.6%	596	7.6%	570	8.8%	556	8.4%	159	8.5%
50 and above	1,889	15.3%	1,154	17.3%	1,370	17.4%	1,447	22.3%	1,518	23.1%	455	24.3%
Missing	337	2.7%	254	3.8%	343	4.4%	232	3.6%	206	3.1%	7	0.4%
Declined to State	4,600	37.1%	2,559	38.3%	3,000	38.1%	2,487	38.3%	2,538	38.6%	867	46.3%
Total	12,385	100.0%	6,680	100.0%	7,884	100.0%	6,490	100.0%	6,581	100.0%	1,873	100.0%

Total Contact Hours by Noncredit Apportionment Category - Spring 2003 - Spring 2008

Contact Hours by Category						
	Spring 2003	Spring 2004	Spring 2005	Sppring 2006	Spring 2007	Spring 2008
Basic Skills	16,325	3,404	8,839	1,951	2,730	55,374
ESL	6,994	0	6,730	5,513	4,385	5,985
Health and Safety	50,311	12,121	44,187	72,344	83,529	32,650
Older Adults	86,612	15,778	165,730	12,239	17,739	37,506
Parenting	6,669	439	192	8	44	5,817
Vocational	225	178	389	51	51	32
Total	167,136	31,920	226,066	92,106	108,478	137,363

Total FTES by Noncredit Apportionment Category - Spring 2003 - Spring 2008

FTES by Category						
	Spring 2003	Spring 2004	Spring 2005	Sppring 2006	Spring 2007	Spring 2008
Basic Skills	31.1	6.5	16.8	3.7	5.2	105.5
ESL	13.3	0.0	12.8	10.5	8.4	11.4
Health and Safety	95.8	23.1	84.2	137.8	159.1	62.2
Older Adults	165.0	30.1	315.7	23.3	33.8	71.4
Parenting	12.7	0.8	0.4	0.0	0.1	11.1
Vocational	0.4	0.3	0.7	0.1	0.1	0.1
Total	318.4	60.8	430.6	175.4	206.6	261.6

Demographic Data for Noncredit Program - Spring 2003 - Spring 2008

Ethnicity	Spring 2003		Spring 2004		Spring 2005		Spring 2006		Spring 2007		Spring 2008	
	Asian	1,039	8.1%	925	9.1%	1,119	11.2%	612	7.5%	654	7.8%	210
African American	573	4.5%	411	4.0%	435	4.4%	380	4.7%	405	4.8%	171	6.9%
Hispanic	3,485	27.1%	2,494	24.4%	2,628	26.3%	2,062	25.4%	2,073	24.8%	647	26.2%
Native American / Alaskan Native	102	0.8%	63	0.6%	75	0.8%	82	1.0%	75	0.9%	15	0.6%
Other	154	1.2%	111	1.1%	194	1.9%	216	2.7%	361	4.3%	56	2.3%
Caucasian	5,617	43.7%	3,660	35.9%	4,115	41.2%	3,720	45.8%	3,935	47.1%	1,109	44.9%
Decline to State	1,839	14.3%	2,518	24.7%	1,381	13.8%	1,009	12.4%	822	9.8%	88	3.6%
Missing	37	0.3%	22	0.2%	36	0.4%	33	0.4%	34	0.4%	175	7.1%
Total	12,846	100.0%	10,204	100.0%	9,983	100.0%	8,114	100.0%	8,359	100.0%	2,471	100.0%

Gender	Spring 2003		Spring 2004		Spring 2005		Spring 2006		Spring 2007		Spring 2008	
	Female	8,239	64.1%	6,212	60.9%	5,973	59.8%	4,972	61.3%	5,225	62.5%	1,394
Male	4,411	34.3%	3,777	37.0%	3,827	38.3%	3,053	37.6%	3,080	36.8%	1,059	42.9%
Missing	196	1.5%	215	2.1%	183	1.8%	89	1.1%	54	0.6%	18	0.7%
Total	12,846	100.0%	10,204	100.0%	9,983	100.0%	8,114	100.0%	8,359	100.0%	2,471	100.0%

Age	Spring 2003		Spring 2004		Spring 2005		Spring 2006		Spring 2007		Spring 2008	
	19 or younger	1,037	8.1%	1,090	10.7%	1,141	11.4%	567	7.0%	641	7.7%	215
20-24	1,779	13.8%	1,115	10.9%	1,075	10.8%	770	9.5%	780	9.3%	195	7.9%
25-29	738	5.7%	455	4.5%	408	4.1%	335	4.1%	357	4.3%	94	3.8%
30-34	601	4.7%	341	3.3%	298	3.0%	275	3.4%	278	3.3%	66	2.7%
35-39	553	4.3%	356	3.5%	295	3.0%	313	3.9%	280	3.3%	90	3.6%
40-49	1,204	9.4%	710	7.0%	740	7.4%	755	9.3%	699	8.4%	220	8.9%
50 and above	2,030	15.8%	1,569	15.4%	1,582	15.8%	1,735	21.4%	1,964	23.5%	513	20.8%
Missing	297	2.3%	576	5.6%	434	4.3%	222	2.7%	226	2.7%	1	0.0%
Declined to State	4,607	35.9%	3,992	39.1%	4,010	40.2%	3,142	38.7%	3,134	37.5%	1,077	43.6%
Total	12,846	100.0%	10,204	100.0%	9,983	100.0%	8,114	100.0%	8,359	100.0%	2,471	100.0%

Total Contact Hours by Noncredit Apportionment Category - Summer 2002 - Summer 2007

Contact Hours by Category						
	Summer 2002	Summer 2003	Summer 2004	Summer 2005	Summer 2006	Summer 2007
Basic Skills	132,301	97,913	106,656	118,187	94,783	132,741
ESL	1,653	1,896	996	2,739	1,921	
Health and Safety	92,878	16,000	39,698	69,874	19,651	70,561
Older Adults	106,286	49,920	63,185	77,862	6,354	24,703
Parenting	3,898	1,470	1,327	217		840
Vocational	3,872	719		108		66
Total	340,888	167,917	211,861	268,986	122,709	228,911

Total FTES by Noncredit Apportionment Category - Summer 2002 - Summer 2007

FTES by Category						
	Summer 2002	Summer 2003	Summer 2004	Summer 2005	Summer 2006	Summer 2007
Basic Skills	252.0	186.5	203.2	225.1	180.5	252.8
ESL	3.2	3.6	1.9	5.2	3.7	
Health and Safety	176.9	30.5	75.6	133.1	37.4	134.4
Older Adults	202.5	95.1	120.4	148.3	12.1	47.1
Parenting	7.4	2.8	2.5	0.4		1.6
Vocational	7.4	1.4		0.2		0.1
Total	649.3	319.8	403.6	512.4	233.7	436.0

Demographic Data for Noncredit Program - Summer 2002 - Summer 2007

Ethnicity	Summer 2002		Summer 2003		Summer 2004		Summer 2005		Summer 2006		Summer 2007	
	Asian	1,232	7.8%	561	8.1%	664	10.3%	680	10.5%	976	9.0%	308
African American	723	4.6%	260	3.8%	417	6.4%	373	5.8%	566	5.2%	282	7.4%
Hispanic	3,641	23.2%	1,190	17.2%	1,459	22.5%	1,604	24.8%	2,832	26.1%	1,316	34.7%
Native American / Alaskan Native	89	0.6%	34	0.5%	41	0.6%	58	0.9%	92	0.8%	18	0.5%
Other	224	1.4%	85	1.2%	131	2.0%	254	3.9%	682	6.3%	263	6.9%
Caucasian	6,230	39.6%	2,318	33.5%	2,493	38.5%	2,747	42.5%	4,661	43.0%	1,219	32.1%
Decline to State	3,555	22.6%	2,452	35.5%	1,259	19.4%	735	11.4%	986	9.1%	164	4.3%
Missing	33	0.2%	14	0.2%	10	0.2%	18	0.3%	47	0.4%	226	6.0%
Total	15,727	100.0%	6,914	100.0%	6,474	100.0%	6,469	100.0%	10,842	100.0%	3,796	100.0%

Gender	Summer 2002		Summer 2003		Summer 2004		Summer 2005		Summer 2006		Summer 2007	
	Female	9,014	57.3%	3,947	57.1%	3,623	56.0%	3,711	57.4%	6,238	57.5%	1,855
Male	6,446	41.0%	2,757	39.9%	2,508	38.7%	2,634	40.7%	4,509	41.6%	1,888	49.7%
Missing	267	1.7%	210	3.0%	343	5.3%	124	1.9%	95	0.9%	53	1.4%
Total	15,727	100.0%	6,914	100.0%	6,474	100.0%	6,469	100.0%	10,842	100.0%	3,796	100.0%

Age	Summer 2002		Summer 2003		Summer 2004		Summer 2005		Summer 2006		Summer 2007	
	19 or younger	2,776	17.7%	1,158	16.7%	826	12.8%	1,006	15.6%	1,648	15.2%	860
20-24	1,216	7.7%	306	4.4%	372	5.7%	327	5.1%	771	7.1%	84	2.2%
25-29	498	3.2%	187	2.7%	169	2.6%	180	2.8%	321	3.0%	35	0.9%
30-34	404	2.6%	142	2.1%	147	2.3%	129	2.0%	258	2.4%	41	1.1%
35-39	406	2.6%	129	1.9%	141	2.2%	150	2.3%	287	2.6%	54	1.4%
40-49	896	5.7%	356	5.1%	366	5.7%	409	6.3%	773	7.1%	136	3.6%
50 and above	1,794	11.4%	1,068	15.4%	1,002	15.5%	1,115	17.2%	1,741	16.1%	411	10.8%
Missing	1,024	6.5%	601	8.7%	600	9.3%	395	6.1%	439	4.0%	234	6.2%
Declined to state	6,713	42.7%	2,967	42.9%	2,851	44.0%	2,758	42.6%	4,604	42.5%	1,941	51.1%
Total	15,727	100.0%	6,914	100.0%	6,474	100.0%	6,469	100.0%	10,842	100.0%	3,796	100.0%

Non-Credit Data Notes

Data that we used:

- SX (Student Enrollment)
- CB (Course File)
- ST (Student Demographics)

With these files we were able to find students who are in classes that have course numbers 800 or higher. From then, we find per term how many unduplicated students take at least one non-credit (800+) class. The Student Demographics data helped give us more ideas into their gender, age, and ethnicity.

Calculating FTES and Contact Hours

In the SX file there is a data element called SXD4. This is a derived data element from the Chancellor's Office that calculates the total contact hours of the student in that section. The purpose of deriving this element was to save cost in calculating WSCH and also easy to use in terms of contact hours per student. To calculate the Contact Hours for Non-Credit we simply find the sum of all the contact hours.

FTES are calculated by taking the contact hours of each student per class and divide by 525 and take the sum to find the total FTES for Non-Credit.

Notes

A small problem that was encountered when calculating the WSCH was the XBD4 and the placing of the decimal points. So, as a result, despite having lower enrollment numbers, the FTES and Contact Hours were higher. We had corrected the problem and double checked to make sure the contact hours for students are within reasonable range as they should be and recalculated the contact hours and the FTES.

The biggest problem with Non-Credit data is, because the nature of its open enrollment, it is hard to track students and make sure that they are correctly enrolled in the right term. For an example, in the past there was an issue with students who took a non-credit class many terms ago, but still are enrolled in the same class. Hopefully with Banner, the data will be more correct and consistent. In the meantime, it is hard to know whether it is Banner that is an issue or the older system that is an issue.

Session begins Sept. 2

COMMUNITY EDUCATION

Citrus College Fall '09 Class Schedule

COMPUTER SKILLS



Microsoft Word 2007

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Instructor: name Here Fee: \$00*
0000 Wed. 07/01 6:30-9pm LL
*plus \$00 optional material fee payable to instructor

Microsoft Excel 2007

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0000 Wed. 07/01 6:30-9pm LL
*plus \$00 optional material fee payable to instructor

Get blown away!



Introduction to Quickbooks Pro 2006

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0000 Wed. 07/01 6:30-9pm LL

Photo Magic Using Adobe Photoshop CS3

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Instructor: name Here Fee: \$00*
0000 Wed. 07/01 6:30-9pm LL
*plus \$00 optional material fee payable to instructor



PLACES TO GO

Please call (626) 852-8022 for information regarding tours, including travel brochures and information meeting dates, September 10 and November 12 at 1:00pm. All prices subject to change.

San Antonio & Dallas New Year's

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Departure date: 12/28/09
Cost: \$1,869 double; \$2,329 single, \$1,839 triple.
Payment terms: \$100 deposit per person; final payment due 10/29/09.



Shades of Ireland

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Departure date: 12/28/09
Cost: \$1,869 double; \$2,329 single, \$1,839 triple.
Payment terms: \$100 deposit per person; final payment due 10/29/09.



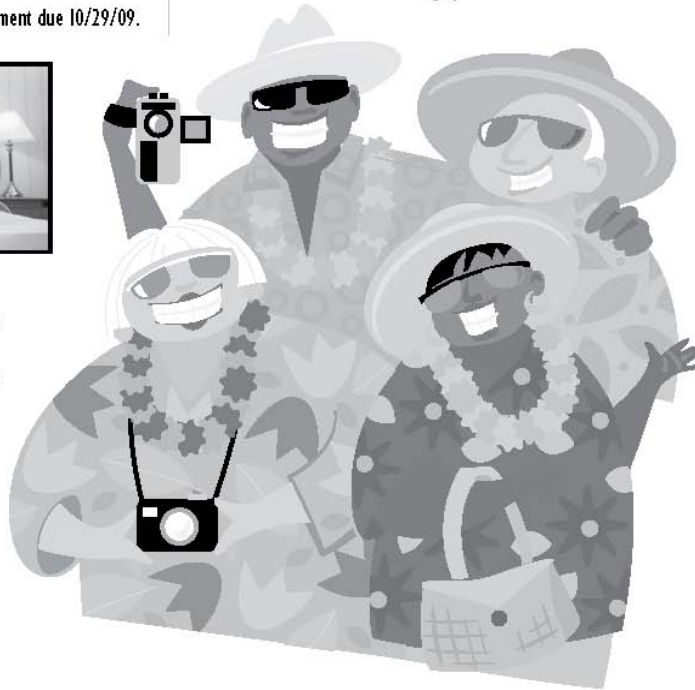
Florida - The Sunshine State

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Departure date: 12/28/09
Cost: \$1,869 double; \$2,329 single, \$1,839 triple.
Payment terms: \$100 deposit per person; final payment due 10/29/09.



Say, "Cheese!"



Spirit of Washington, D.C.

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Departure date: 12/28/09
Cost: \$1,869 double; \$2,329 single, \$1,839 triple.
Payment terms: \$100 deposit per person; final payment due 10/29/09.

WELLNESS

Swedish Massage

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Instructor: name Here Fee: \$00*
 0000 Wed. 07/01 6:30-9pm LL
 *plus \$00 optional material fee payable to instructor

Practical Pilates - A New Approach for a New Body

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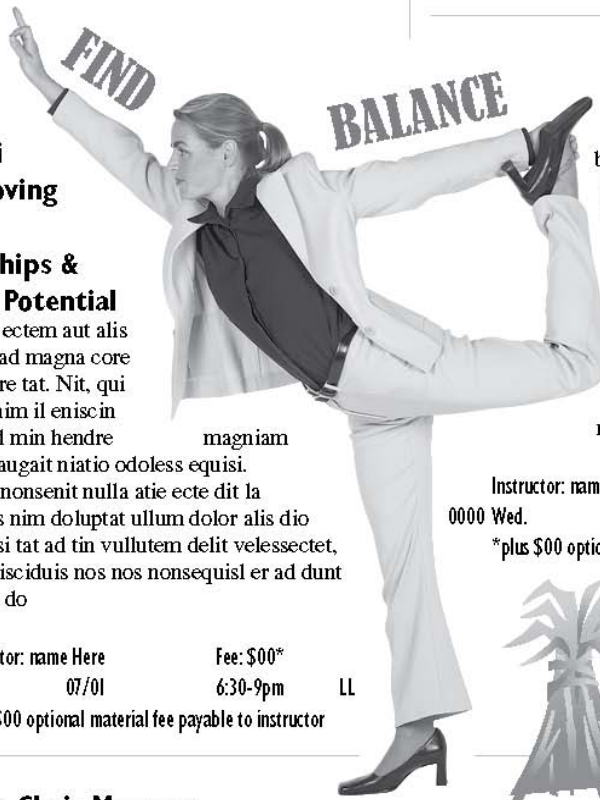
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Instructor: name Here Fee: \$00*
 0000 Wed. 07/01-09/30 6:30-9pm LL
 *plus \$00 optional material fee payable to instructor

Feng Shui for Improving Health, Relationships & Financial Potential

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Unclutter Your Mind

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Instructor: name Here Fee: \$00*
 0000 Wed. 07/01 6:30-9pm LL
 *plus \$00 optional material fee payable to instructor

15-Minute Chair Massage

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Instructor: name Here Fee: \$00* 0000 Wed. 07/01 6:30-9pm LL
 *plus \$00 optional material fee payable to instructor



Make A Splash This Summer!



Continuing Education Class Schedule

Take a Look Inside - Something for Everyone!
The Young and The Young at Heart!

Summer 2009 Session begins June 15, 2009

Welcome to Continuing Education

We realize that education doesn't end when you leave high school or college. It's a lifelong process. Citrus College Continuing Education provides different types of workshops, classes, seminars, activities and events to help you continue learning throughout your life. You can attend classes that will help you develop your professional skills, grow your business, enrich your cultural experiences, improve your life and relationships, or just be entertained. Citrus College doesn't give college credit for these classes. However, a few classes offer continuing education credits that are required in some professions.

New Classes

Fee Based Courses

Introduction to Pro HD Video	12
Introduction to Microsoft Publisher.....	14
Sewing Machine Basics	15
Stop Smoking with Self-Hypnosis	20
Beauty Makeover on a Budget.....	20
Fitness Club Memberships!!.....	22

Continuing Education Office

Tel: 626-852-8022
Hours: Mon.-Thurs., 8:00am-9:00pm
and Sat., 8:00am-4:00pm

James Lancaster	Dean
Debbie Vanschoelandt	Supervisor
Kathie Garcia	Secretary
Linda Reed	Clerk
Carol Christian	Clerk

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Citrus College Mission Statement

Citrus College delivers high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society.

We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.

La Misión de Citrus College

Citrus College ofrece instrucción de alta calidad que capacita a los estudiantes para que puedan competir a nivel mundial y contribuir al crecimiento económico de la sociedad de hoy en día. Estamos comprometidos a promover una comunidad educativa con diversidad y un ambiente cultural de aprendizaje que apoye el éxito estudiantil en su excelencia académica, oportunidades económicas y logros personales.



Coming Soon -
Online Registration -
Fall 2009

Citrus College Continuing Education

Summer 2009

COMMUNITY EDUCATION FEE-BASED COURSES

Registration Information 2-4
 Refunds 5
 Registration Form 37
 Online Career Training Programs 6
 Online Learning 7

Business 8-11
 Become A Notary In One Day
 Renewing Notaries
 Building Your Own Website
 Are You the Next American Inventor?
 Professional Speaking for the Clueless
 \$Money-making\$ Using your Computer
 Become a Mystery Shopper and Other Fun
 Ways to Earn Money
 An Introduction to Voice Acting- How To Earn A
 Living With Your Voice
 Find and Start a Home Based Business
 Write a Business Plan in a Week
 Start Up Financing
 NEW! Introduction to Pro HD Video

Computers 12-13
 Microsoft Word 2007
 Microsoft Excel 2007
 Introduction to Microsoft Windows
 NEW! Introduction to Microsoft Publisher
 Photo Magic Using Adobe Photoshop CS3
 Spectacular Powerpoint 2007

Fine Arts 14-15
 Scrapbooking with your Computer
 NEW! Sewing Machine Basics
 Feng Shui for Love and Money
 Beginning Rubber Stamping I & II

Languages 16
 Conversational Russian - Beginning
 Basic Japanese Conversation I, II and III

Money Management 17
 Rescore Your Personal and Business Credit

Recreation 17
 Practical Pilates
 Swimming and Diving Lessons

Retirement Planning 18
 Retirement Planning Today

Self-Improvement 18-19
 Unclobber Your Mind
 Self-Hypnosis Stress Reduction
 NEW! Stop Smoking with Self-Hypnosis
 NEW! Beauty Makeover on a Budget

Trips 20
 Canadian Rockies by Rail
 Natural Newfoundland and Legendary Labrador
 Splendors of the Nile
 Southern Charm Holiday

Writing 19
 Self Publishing for the Clueless

Fitness Club 21

Swimming and Diving Lessons

Descriptions 22
 Sessions 23-25
 Recreational Swim 25
 Swimming Lessons Registration Form 26

COLLEGE FOR KIDS

General information 27
 College for Kids Registration Form 29
 Reading 28
 Water Sports 28
 Guardstart: Lifeguarding Tomorrow
 Water Polo for Kids

NONCREDIT FREE COURSES

Registration Information 30-31
 College Success Lab 34
 English as a Second Language 35
 Beginning, Intermediate and Advanced
 Health and Fitness 36
 After-Stroke Socialization and Communication
 Lapidary 36
 Gems and Minerals Field Trips
 Painting 36
 Watercolor Workshop - Field Trip

SPECIAL PROGRAMS

New Classes Inside front cover
 Fitness Club 21
 Counseling for Noncredit 32-33

POLICIES AND OTHER INFORMATION

General Information 2
 Policies 38-39
 Maps/Parking 40
 Campus Directory Inside Back Cover

*Parking Permits are required.
 Parking Regulations: See page 40.*

Citrus College publications are available in an alternate format upon request by persons with verifiable disabilities.

Community Education Fee-Based Classes

Community Education classes are supported by your class fees, not state funds. We determine fees based on length of class, instructor's salary, administrative and operating costs, course materials, minimum enrollment and rental factors. Fees don't include textbooks or supplies. The class descriptions indicate those classes that have an extra charge for materials.

Register in Advance

You must pre-register for Community Education classes. Pre-registering secures your space in a class you want to take. (Some classes have limited enrollment.) It helps us determine if a class will be held or canceled, and it allows us to notify you if a class is canceled. All classes are subject to change and/or cancellation at the discretion of the department.

You can register any time after you receive this schedule. You don't need an appointment to register. You will not be able to register in the classroom without prior approval of the Community Education Office.

When Are Classes Offered?

Community Education classes are flexible. You can take a class that meets just one day or a class that meets for several weeks. Most classes are offered evenings and weekends. You'll also find special all-day workshops and seminars.

Summer 2009 Session begins June 15 and ends August 28.

However, class start and end dates vary throughout the semester. Be sure to check class dates listed in the schedule carefully, so you don't miss the class that you want to take.

Summer 2009 Session Holidays

Classes will not meet on the following dates:

July 3-5 Fourth of July

Where Do Classes Meet?

Most classes meet on the Citrus College campus. You can find the location of the building where your class meets on the map in the back of this schedule. A few classes are held in local communities. Addresses are given for the classes that meet off campus.

Who Teaches the Classes?

Classes are taught by experts in their fields who bring hands-on, practical information to the classroom. They present class materials in a format that is appropriate to the audience served.

Who Can Enroll?

Community Education classes are open to all adults in the community. Children and teens can take classes through College for Kids, which is offered during the summer.

Want to Know More?

Check out our web site at www.citruscollege.edu/ce or call us at 626-852-8022.



Community Education courses are presented for your information and enjoyment. They do not necessarily reflect the views or policies of Citrus College. Citrus College does not endorse any person or product. The Citrus Community College District Board of Trustees reserves the right to change courses, programs or instructors.

All classes in this schedule are subject to change without notice by the college.

*Parking Permits are required.
Parking Regulations: See page 40.
Registration Form: See page 37.*

Summer 2009

Tel: 626 852 8022

Four Easy Ways To Register For Fee-Based Classes

1 By Mail

Just fill out the quick and easy registration form found on page 37. Please print clearly and provide all of the information requested on the form to ensure quick processing of your registration. Be sure to include your VISA or MasterCard information, or a check or money order payable to Citrus College, and mail to:

Community Education Office
Citrus College
1000 W. Foothill Blvd.
Glendora, CA 91741-1899

2 By Phone

You can register by phone using your VISA or MasterCard. Have the class information and your credit card ready, and call 626-852-8022 Monday through Thursday from 8:00 am to 9:00 pm, and Saturday from 8:00 am to 4:00 pm.

3 By Fax

For 24-hour service, you can fax your registration form any time using your VISA or MasterCard. Complete the registration form found on page 37 and fax to 626-852-8028.

4 In Person

You can register in person throughout the semester at the Community Education Office, located in the Lifelong Learning Center, Monday through Thursday from 8:00 am to 9:00 pm, and Saturday from 8:00 am to 4:00 pm.

Don't Miss Out

Enroll early. Many classes fill up quickly. We'll accept your registration as long as there's room. Community Education classes may be canceled before the first class meeting if the minimum class size isn't met. If a class is canceled, you'll receive a refund.

Getting a Refund

Full refund

If a class is filled before we receive your registration or if we cancel a class, you'll receive a full refund.

Partial refund

If you're unable to attend a class, notify the Community Education Office at least 3 days before the class begins. Your registration fee less a \$5 service charge will be refunded. If you've purchased a parking permit, you must return it with your refund request. **No refunds on the day of class.**

Please allow 4 - 6 weeks to receive your refund.

If you don't cancel at least 3 days before the class begins and you don't attend the class, you'll be charged the entire fee. We will not issue any refunds after the class begins.

Want to Know More?

Check out our web site at www.citruscollege.edu/ce regularly for more new or added classes.

Ⓞ *Parking Permits are required.
Parking Regulations: See page 40.
Registration Form: See page 37.*

Create A Class

Do you see a need for a class that hasn't been offered or do you have a special interest that you think others might like to learn?

Send your course proposal to us along with your name, daytime phone number and address to:

Continuing Education Office
Citrus College
1000 W. Foothill Blvd.
Glendora, CA 91741-1899

or fax your ideas to us at
626-852-8028.



Summer 2009

Tel: 626 852 8022

Online Learning Anytime, Anywhere...Just a click away!



Online Career Training Programs

Citrus College

Are you ready to take the next step in your career?

Prepare for today's hottest careers from the comfort of your home or office!

The GES Career Training Programs are comprehensive, affordable, self-paced and completely online! You can begin these programs at any time and learn when it fits your schedule. Once you have successfully completed all required coursework, you will receive a Certificate of Completion from a college or university of your choice.

All the tools that you need to learn are included in the registration fee and each course has an instructor available to answer questions and help you solve problems.

Program Features:

- Facilitators and mentors are available to answer questions and help you through your studies
- Career Counselors to help you prepare for the transition from the classroom to the workplace
- Courses are all open-enrollment and self paced
- No additional charges - all materials, workbooks, and software are part of the course fee
- Payment plans are available

Programs are available in the following areas:

- Business and Professional
- Healthcare and Fitness
- IT and Software Development
- Management and Corporate
- Media and Design
- Hospitality and Gaming
- Skilled Trades and Industrial

Enroll Today!

All materials are included in the Program fees. Each course has an instructor assigned to answer student questions and solve student problems. To learn more, visit

<http://www.gatlineducation.com/citrus>

You can also reach us by calling

(626) 852-8022



Citrus College Continuing Education

www.citruscollege.edu/ce