CALIFORNIA COMMUNITY COLLEGES GUIDELINES FOR COMMUNITY SERVICES

California Community Colleges Chancellor's Office
September 2018

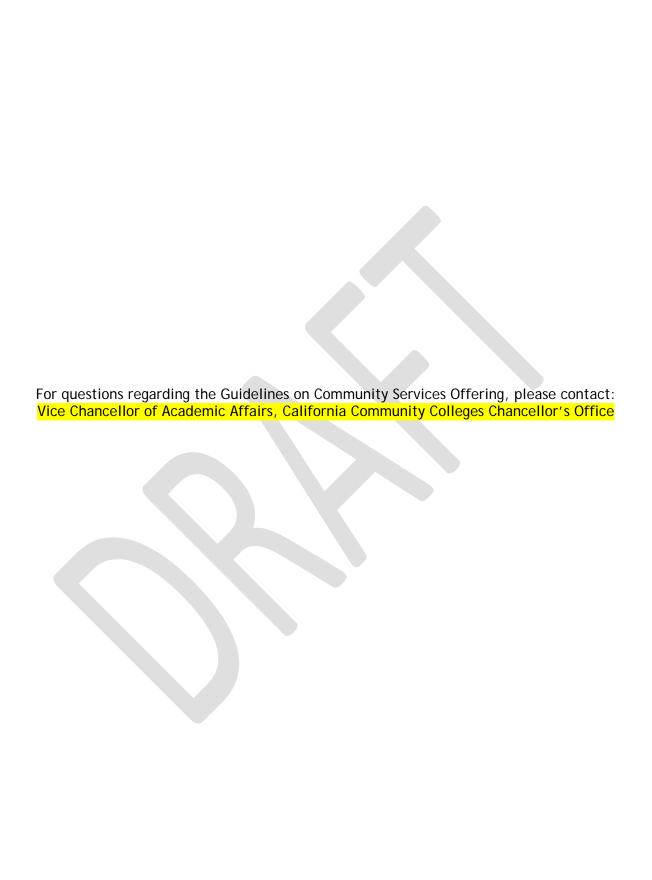Association of Community and Continuing Education

For questions regarding the Guidelines on Community Services Offering, please contact:

Table of Contents

Forward

The student population of today's California community college extend beyond the traditional students aged 17-25 to include students with a wide range of ages and needs. Community Services programs can serve this growing population who desire to extend their skills and/or pursue lifelong learning for other reasons. This is reflected in the popularity of 'extension' programs at universities and colleges. Throughout the state, community colleges are premiere options for lifelong learning and Community Services programs are uniquely positioned to serve this niche population and demographic. This access to education in turn increases the value of the community college to individuals and enriches the system as a whole.

Community Services is currently known by many names, including: Community Services, Lifelong Learning, Community Education, Continuing Education, Contract Education, Extension and fee-based classes, among others. The key determinate in identifying a program as Community Services is that it is composed of fee-based, not-for-credit classes and activities that are open to community members. This includes people from all walks of life, many of whom might not otherwise interact with the college. Anything that meets these criteria qualifies as Community Services offerings and programs under Education Code.

Colleges and communities differ greatly in demographics and needs, and a Community Services program that is well-run and fully integrated can offer a nimble and responsive unit that directly reaches into the local population, interfaces with entities both internally and externally as part of the college, and keenly understands the learning needs of these communities. Below are some examples of how Community Services educational options have been utilized in the California Community College system:

- introduce community members to academic curriculum through shorter not-for-credit courses
- gauge quickly the viability of topics that may eventually transition into credit courses
- provide classes for those who are not interested in receiving credits for the same subject matter
- provide supplemental courses that enhance student excellence not covered by traditional curriculum
- provide professional development for the internal college community, such as classified staff
- create synergistic relationships with academic departments that benefit those departments and the overall community

Community Services programs enable flexibility in creating content and can be more creative with course topics in a targeted, community-oriented and market-driven manner. Community Services programs contribute valuable insights that help college

administrations focus on the trends and needs of their community. Community Services is where college offerings meet community needs and, through that connection, colleges develop roots for their long-term viability and success.

In 2012, the California Community College Vice Chancellor for Academic Services asked the Association of Community and Continuing Education (ACCE) for help in drafting Guidelines referred to in Education Code. ACCE did research and presented a draft to the California Community College Chancellor's Office for review, revision and publication. In 2016, the Chancellor's Office requested that ACCE help revise those guidelines. ACCE spent two years in an extensive review with statewide colleagues and presented the information to the Chancellor's office in 2018. Based on statewide responses, ACCE will now also house a document repository related to these guidelines with promising practices, documents and links that can expand and enhance the information provided in these guidelines. Visit **acceonline.org** for more information and the document repository.

California Community Colleges Chancellor's Office Community Services Guidelines
July 2018

I. Introduction: The Value of Community Engagement

The purpose of these guidelines is to provide basic guidance mentioned by California Education Code section 78300 for colleges conducting Community Services programs. The field in which California's Community College Community Services programs exist may be known interchangeably as "Community Education," "Continuing Education," "Lifelong Learning," and "Extension," and others. A glossary of relevant terms can be found at the document repository maintained by ACCE at acceonline.org. For the purposes of this document, this document will discuss both the individual educational type authorized in the California Education Code, a "Community Services *offering*", as well as the practical organizational unit or endeavor that is necessary to coordinate the delivery of the offerings, a Community Services *program*.

Community Services offerings are a unique tool for fulfilling the mission of the California Community Colleges – engaging with the entirety of the surrounding community. When utilized effectively, Community Services can transform in the lives and function of both the community and college.

Community Services programs and offerings represent a vital connection to the local community, including taxpayers, bond measure voters, businesses, state and federal grant-funders, alumni, and future credit-enrolled students and their parents. Community Services students are central in the life and operation of the college as a touchpoint for the college in the community.

Community Services programs and offerings provide access for every segment of the community to the public resources of the campus (classrooms, theaters, observatories/planetarium, labs, athletics field/gyms, dance/art studios, fitness centers). Additionally, these programs and offerings can help the college create new opportunities with local cultural and business entities by offering a less formal, more short-term, and/or faster connection to community partnership for education.

One of the most valuable features of Community Services programs is their ability to develop and conduct offerings on an extremely short timescale. Coupled with the mechanism of being financially self-supporting, Community Services programs can monitor the interests and workforce trends affecting the lives of local residents and be an immediately responsive and market-driven service of the college. Community colleges can also use these findings to inform the higher-stakes, longer-development timeline for the credit and noncredit curriculum development process.

The flexible nature of Community Services makes it an opportune modality for offering courses to everyone in the community, regardless of age, local businesses, and college employees, among others. Community Services represents a possible modality for providing credit and noncredit students with supplemental instruction in

valuable and necessary skills development. Many campuses conduct contract education training, which is provided for in the Community Services education code section 78300 as well. These offerings can also provide solutions for employee wellness and professional development, and many more creative endeavors which benefit the entire campus community.

Ultimately, Community Services represents an important role of the Community College by offering meaningful personal-interest classes, job training programs, and events that have the power to create transformative experiences through active formal and informal learning. The goal of running a successful Community Services program is to engage community members, including businesses, by providing them access to the college campus facilities and the intellectual capital of the campus, such as instructors and statewide educational providers, through class, workshop, or event formats that respond to their immediate interests and needs. Community Services professionals create these types of learning environments through partnerships with the community on and off campus and statewide partnerships that broaden the reach of the college and benefit the system.

II. Definition of Terms

For the purpose of understanding the title 5 Code of Regulations related to a Community Services offering, it is important to note the definitions for the following terms and how they are applied.

Community Services Offering: A not-for-credit type of education which may take the form of classes, workshops, and other offerings, authorized pursuant to Education Code section 78300 and approved pursuant to subdivision (d) of title 5, section 55002, for which state apportionment is not claimed and credit is not awarded (title 5, section 55000).

Community Services Program: An organizational unit or endeavor of a California Community College, which coordinates the conduct of Community Services offerings. It is common practice to establish a Community Services program in order to conduct Community Services offerings.

Contract Course: A course which a community college district offers under a contract pursuant to Education Code section 78021 with a public or private agency, corporation, association, or other organization (title 5, section 55000).

Degree-Applicable Credit Course: A course which has been designated as appropriate to the associate degree in accordance with the requirements of title 5, section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students (title 5, section 55002).

Noncredit Course: A course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of title 5, section 55002) and approved by the district governing board as a course meeting the needs of enrolled students (title 5, section 55002).

Non Degree-Applicable Credit Course: A credit course designated by the governing board as not applicable to the associate degree which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under the subdivision (a)(1) of title, 5 section 55001) and is approved by the district governing board (title 5, section 55001).

III. Statutory Requirements and Regulations Related-to, and Nature-of Community Services Programs/Offerings

Authorization for California Community Colleges to conduct Community Services offerings derives from the California Education Code's Title 3, Division 7, Part 48, Chapter 2 ("Courses of Study"), in Article 7, section 78300 as follows:

> (a) The governing board of any community college district may, without the approval of the Board of Governors of the California Community Colleges, establish and maintain community service classes in civic, vocational, literacy, health, homemaking, technical and general education, including, but not limited to, classes in the fields of visual and performing arts, handicraft, science, literature, nature study, nature contacting, aquatic sports and athletics. These classes shall be designed to provide instruction and to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled therein.

> (b) Community service classes shall be open for the admission of adults and of those minors as in the judgment of the governing board may profit therefrom.

> (c) Governing boards shall not expend General Fund moneys to establish and maintain community service classes. Governing boards may charge students enrolled in community service classes a fee not to exceed the cost of maintaining community service classes, or may provide instruction in community service classes for remuneration by contract, or with contributions or donations of individuals or groups. The board of governors shall adopt guidelines defining the acceptable reimbursable costs for which a fee may be charged and shall collect data and maintain uniform accounting procedures to ensure that General Fund moneys are not used for community services classes.

Title 5 of the California Code of Regulations, section 55002(d), provides further guidance and the term "Community Services Offering," which:

1. is approved by the district governing board;

2. is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;

3. provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;

4. is conducted in accordance with a predetermined strategy or plan;

5. is open to all members of the community willing to pay fees to cover the cost of the offering; and

6. may not be claimed for apportionment purposes.

"Course" versus "Offering"

Title 5, section 55002, "Standards and Criteria for (California Community College) Courses" is where standards for Credit Courses [5 CCR § 55002(a) and (b)], Noncredit Courses [5 CCR § 55002(c)], and Community Services Offerings are delineated as three possible educational delivery formats within the community college system. It is of note that use of the word "Offering" for Community Services was chosen instead of "course" or "class" and reflects the diversity of possible modalities conducted under the category "Community Services."

Please visit **acceonline.org** document repository for a listing of the types of offerings that are provided by various California Community Colleges throughout the state.

Nature of Offerings and Students

The approval process for Community Services Offerings differs from credit and noncredit courses as it is specifically vested in the "district governing board," [5 CCR § 55002(d)(1)]. This is as opposed to 5 CCR § 55002(a)(1), where title 5 establishes the Curriculum Committee as the entity for approval of both credit and noncredit courses.

Title 5 gives a broad mandate for Community Services Offerings that allows them to be designed intentionally, with a wide range of possible outcomes for students, and an equally wide latitude for subject matter and teaching methods.

Title 5's mandate that a Community Services offering be open to all members of the community is most often expressed in the form of a regular schedule presented to the surrounding community – often via a printed and online schedule, brochure, and/or catalog. The listing of classes and other offerings might appear alongside credit and noncredit course listings, but often also has separate marketing, sequencing, titling, numbering and other features. This is due to the much higher degree of local determination regarding content and format as compared to the other two

6

educational modes. For example, some colleges might use a quarterly sequence of terms for Community Services offerings, while the credit and noncredit courses on the campus may offer classes in a semester format. Community Services offerings are designed to maximize marketing reach and differentiate the offering from more formal credit or noncredit courses.

Economics and Community Services Offerings versus Programs

Both title 5 and the Education Code references to not claiming apportionment and not utilizing general funds, respectively, effectively established not-for-credit Community Services offerings as a self-sustaining, fee-based, and business-minded enterprise.

Costs and Fees

Costs for a Community Services offering include direct costs and indirect costs. All of these costs are included in the cost that students pay to take the course. Practically speaking, in a Community Services offering, an instructor is paid at an hourly rate as a payroll hire or on a contract basis with a predetermined direct cost. Other direct costs may include instructional materials provided for students by the college and/or instructor, such as flowers for a flower-arranging class. Additionally, an individual offering may include fees per student that account for indirect costs, such as printing and advertising for the offering.

There are other indirect costs, however, that are impractical to calculate and account for through an individual offering or even sequence of offerings and can only be mitigated through the formation of a Community Services program. Examples might include the costs of staff taking registrations, processing paperwork, developing and coordinating the curriculum, training and supervising instructors, registration website fees, utilities, security, janitorial services and the like. This leads to a need for colleges to analyze the economics of a Community Services *Program* – the organizational unit of college personnel tasked with coordinating the conduct of multiple offerings. It is of note that neither the California Education Code nor the California Code of Regulations makes reference to a Community Services program or department.

It is also possible for a student to take a class for "free" or at a lower cost if instruction is provided "with contributions or donations from individuals or groups" (Education Code 78300(c)).

Community Services Offering versus Program

In addition to title 5 of the California Code of Regulations, section 55002(d) and Education Code, Section 78300, California Education Code, Section 76385 provides that:

> "A student enrolled in a class offered by a community college district that is not eligible for state apportionments may be required by the governing board

of the district maintaining the class to pay a fee for the class. The total revenues derived from the fee shall not exceed the estimated cost of *all of these classes maintained.*" (Emphasis added)

This section highlights a practical reality that total revenue from Community Services offerings' fees must cover the "estimated cost" of what is in reality a program that includes costs outside of the instruction of the particular offerings—including marketing, registration/payment processing, and other administrative work

While both regulatory codes indicate that individual offerings must self-support and not be claimed for apportionment, the reality of a college being able to offer more than a handful of offerings is that a Community Services *Program* must be created at each college to regularly produce a wide range of offerings. This changes the economics of maintaining self-sufficiency and retaining compliance with pertinent regulations.

When examining a potential Community Services program design it is essential to take into account the needs associated with maintaining a perpetual program with permanent employees, multiple offerings, regular logistical and facilities commitments, and a full-fledged programmatic identity with marketing and enrollment-management operations. In addition, it is standard practice for a program to seek to maintain a balance of affordability and value from the student-customer perspective, while maximizing the revenue generated from each individual offering and containing the costs of the program wherever possible; essentially, a not-for-profit, revenue-generating business.

How this type of program is maintained in California generally, and examples of variations by campus and district, are the subject of these guidelines. Best practices, rules, and challenges vary in this regard at the local level, and these guidelines can provide some help in creating a statewide community of practice, while allowing for the unique, locally focused and responsive nature of Community Services to continue to serve California residents' educational needs. Those colleges wishing to offer Community Services should spend time understanding statewide best practices and connecting with other Community Services programs and give strong consideration to working practices that have already been established. This methodology will save an emerging program time and, ultimately, benefit its college's community.

National Community Services Context

Links to information about the national context for fee-based education can be found in the document repository maintained by the Association of Community and Continuing Education at their website **acceonline.org**

IV. Promising Practices in Administering a Community Services Program

This section provides examples and perspectives on promising practices that a college may use to either start or maintain/expand a Community Services program. It is important for each college to consider that the economic situations and local community needs which determine the success or failure of various types of Community Services programs vary greatly from one school to another – often even between schools that are very close to one another or would otherwise serve similar student populations with their credit or noncredit offerings.

A: Starting a New Program: How to Run an Offering

A formal decision should be made at the college administrative level as to whether or not to create Community Services offerings. Since these offerings are fee-based, and current Education Code requires that funds be kept separate, it is important to create systems to accommodate that separation of funds at the college level prior to presenting any offerings to the public. Class fees in Community Services are refunded to students for a variety of reasons, including enrollment management reasons, so a procedure should be developed to prepare for that contingency as well. Some Community Services offerings may also include materials fees to the students for items necessary to learn skills and books necessary for instruction. Developing a method of dealing with these kinds of fees is also suggested including how to refund them.

Communication with both college personnel and the public is key to avoid potential confusion between Community Services offerings and the college's credit/noncredit programs and courses. Best practices to avoid this confusion vary among colleges, but include:

1. Maintaining ongoing dialogue between Community Services program staff and credit and noncredit program faculty as new Community Services offerings are developed. Colleges have found that dialogue between Community Services programs and credit and noncredit programs has strengthened overall college programs by developing fee-based feeder classes that may, in turn, provide completers with a path to credit or noncredit programs for further education.

2. Publishing a separate schedule or brochure for Community Services offerings that also acts as a marketing tool for the college overall. This visual presence in the community can also include a website that mirrors the brochure and offers an electronic version for students to access.

3. Creating a mission for the Community Services program that is aligned with the Mission, Vision, Values and Educational Master Plan of the institution.

Class Formats

There are many different formats that a Community Services offering can take. Current examples of promising practices in documenting and conducting Community Services offerings can be found in an archive maintained by the Association of Community and Continuing Education at their website: **acceonline.org**.

This section will suggest some practices with current widespread use in the field of Community Services and fee-based education.

- **Courses/Classes:** Instructional modules usually scheduled using number of weeks with a few hours of instruction per week. Courses are often repeated during the same semester.

  Instructors generally hold the class with a pre-determined minimum number of pre-enrolled students whose fees will cover class costs. However, the college and/or instructor may decide to allow the class to run (or be taught) with fewer students.

  A formula is developed for class costs versus revenue and is used when determining whether to hold a low-enrolled class or cancel it. Considerations often include the marketing and other production costs associated with each class. Factors related to the civic engagement and community relations goals of the college may justify offering a class that isn't quite at the enrollment level needed for the class to break even. Many colleges determine these types of overhead costs for the entire program to ensure that prudent cancellations are made. Patterns of late registrations and walk in enrollments can be tracked and can also inform cancellation decisions for offerings. Some campus practices look at overall income of the program as a way to determine a break-even point and do not rely on individual single class monetary gain or loss. These programs combine multiple funding streams such as grants and other allowable fee-based income to run under-enrolled courses that meet the goals of the program, the college, and the community.

- **Workshops:** Instructional modules of brief duration that otherwise function similarly to courses/classes listed above, but may only meet once or twice, perhaps for a full or partial day.

- **Excursions:** These are often one-time educational events. These events fall into three categories: local, domestic, and international. For local and domestic trips, participant enrollment is based on the nature of the event and the facility in which the event is held. Local districts decide parameters for fee-based travel. Regulations should be followed to the extent required by local governance with regard to liability, waivers, and insurance policies as well as other district/college requirements on travel. Some international travel is arranged in conjunction with turn-key travel partners who frequently work with groups and organizations to arrange these types of trips, but some

colleges create and arrange their own trips for local, domestic and international travel.

- **Work Skills Programs:** Instructional skills training modules can vary in length and are scheduled over several weeks to several months with differing hours of instruction assigned. They are usually based on certification provisions and skills acquisition requirements. These types of classes can be implemented quickly and nimbly respond to the short-term training needs of local workforce partners who do not necessarily require degree applicable credit for their employees, but who want to develop, and or teach, industry-specific technical skills. These types of programs may also include exam preparation and the administration of professional exams for certifications that do not require credit accumulation in order to sit for the professional exam.

As previously noted, the Association of Community and Continuing Education partners with the California Community College Chancellor's Office by maintaining a repository of Community Services class examples, document examples, and samples of budget and program planning documents at the **acceonline.org** website.

Marketing

Part of the mission of any Community Services program is to market the college to the community. This mission promotes lifelong learning, civic engagement, and gives the community an easy way to get to know the college. Marketing is also essential to Community Services program success, because participation in Community Services programs is voluntary and uses discretionary income. In addition, there are many options available to people that encourage hobbies and adventure. This need for marketing is a key difference, oftentimes, between credit and fee-based programs at the college. Credit certificates, degrees, and transfer are inherent attractors for students, whereas Community Services students need to clearly understand their return on investment for attending a class. What will they gain? How will the class improve their life or their job? Will they gain a new skill? Will they have a networking opportunity?

Marketing materials should be worded using persuasive, active language, focusing on what the student will gain, learn, and discover from their experience.

Best practices note: In order to circumvent misunderstandings among students, Community Services programs need to include clear statements on their marketing materials that indicate that offerings are not for college credit.

In some instances, colleges have found that dialogue between Community Services programs and credit or noncredit programs has strengthened the all college (credit/noncredit/certificate) programs by encouraging the development of fee-based classes that point their completers to the credit or noncredit programs for further education. As an example, a college could offer a short three-week course in

Photoshop that provides introductory activities that might lead a student to pursue a full-semester credit course.

Marketing Strategies

Marketing research has been conducted by fee-based practitioners related to the following ideas: actions and/or items that are essential to marketing a Community Services offering and those that are suggested promising practices for marketing.

Essential:

- Printed brochure of classes mailed to local communities
- Email and/or mailing list (internal or through a third party provider)
- Website with easy registration procedures
- Instructor networking, participation, and self-promotion
- Inbound marketing tracking
- Community promotion and interaction with businesses, organizations, clubs, and targeted groups who might have interest in a particular class
- Publishing Community Services Offering class brochure separately from the credit schedule of courses

Promising and useful:

- Flyers
- Word of mouth to students, other classes, co-workers, and/or friends
- Press releases or news interest stories
- Social media resources
- Purchase space on professional certification websites
- Marketing survey of the community to understand gaps in educational programming that could be filled by Community Services offerings, assess the desires of the community, and identify market niche for the Community Services program
- Consider cross promotion of community events and programs on campus that are of interest to the public

Establishing a Community Services Offering

Each community college governing board should determine the elements required in their district and/or at their college to propose a Community Service offering, and publish them so that there is a standard format around which to propose any Community Services offering. As noted, establishing a program to coordinate these offerings campus-wide is a best practice in order to ensure compliance with accounting and state regulations. Here are several elements commonly required.

Please refer to the document repository maintained by ACCE at **acceonline.org** for more specific examples.

Course proposal outlines serve as a way for Community Services programming staff to understand what an instructor is proposing by providing details that allow administrators to determine whether the course is viable (based on whether the course meets the needs of the specific community being served) or needs additional curricular additions and/or changes. A course proposal outline can include information such as:

- What is the **class title**? Provide a logical, attractive, short title for the class.

- What is the **class description**? Write a brief description highlighting the topics covered. The description will appear in all marketing materials for the offering. Make sure to address what the student will gain from taking the class.

- What is the **class format**? Write a brief description of the class format; for example, classroom, workshops, excursions, or work skills programs/classes.

- **Who could benefit** from participating in the class? Support the belief that there is community interest in your topic. Identify what groups might be interested or served by the class. Do economic or social trends exist to support a need for information on this topic? Who is your target audience? Children? Young adults? Seniors? Current Administrative Assistants?

- What are the course objectives? Some classes lend themselves to establishing clear objectives that can be included on the course proposal. For instance, "after taking this course, students will pass the American Heart Association CPR Test and become certified in that skill." Other classes support the overall mission of the college and the program and may function as a part of the Community Services program overall goals. This question often helps instructors focus their class on a target audience and to clarify return on investment for students.

- What is the **method of instruction**? Specify the teaching techniques that will work best to assist participants in learning the material. Is the class online or face-to-face? Is it comprised of lecture, discussion, role-play, and/or class demonstrations?

- **How will you evaluate** the students who have taken the class? Instructors can provide information about the methods they will use to assess students. Routinely surveying all students at the end of each class is also a best practice. Evaluation forms are customarily either given to students in the classroom or sent in an online format. See the ACCE repository for examples of student evaluations that can be included in an assessment of the overall program, the instructor's techniques, and content. Evaluations are important to ensuring that the community is having rewarding and positive experience with the Community Services program and the campus in general. They also help instructors improve their classes.

- **What materials, supplies and equipment will you need**? A list all resources needed to offer the class such as books, CDs, instructor-developed handouts, or perishable supplies should be listed on the course proposal outline. The instructor should be specific where possible and list the titles and sources of materials. Consideration should be given to marketing price point through an assessment of the total cost to student inclusive of course and materials fees.

Vision and Mission Statements

When deciding on vision and mission statement, it is acceptable to adopt the college's vision and mission statements, and align it with the Community Services program. The mission and vision statements need to meet the institutional goals of the college and the goals of the community. Several examples of mission statements are housed at the document repository maintained by ACCE at acceonline.org.

Vision Statement: A vision statement provides a broad, inspirational image of the future; the organization's goals and what it aims to accomplish; and/or description of its objectives and future plans.

Mission Statement: A mission statement defines what an organization is, why it exists, and its reason for being. At a minimum, a mission statement should define who the primary customers are, identify the services produced, and describe the location in which it operates.

Having these statements help Community Services staff evaluate the overall program in relation to the campus.

Community Services Approval Processes

A. Formal Approval:
Local approval processes may vary; however, all colleges must have a process in place that is "approved by the district governing board", per title 5, section 55002 (d)(1). Having a formal approval process for a Community Services offering fosters collaboration and communication between Community Services staff and campus departments and committees. Communication with both college personnel and the public is key to avoid potential confusion between a Community Services offering and the college's credit/noncredit programs and courses.

B. Informal and Courtesy Approval:
In addition to the formal process, there can be multiple informal processes that occur at the local level to identify areas for course offerings, collaborate with credit and noncredit staff to ensure that community needs are met as well as existing program needs, and promote pathways for Community Services students to enter into noncredit and/or credit programs if they desire.

Dialogue between Community Services programs and credit or noncredit programs strengthens college (credit/noncredit) programs overall by developing fee-based ancillary and feeder classes which, in turn, point their completers to the credit or

noncredit programs for further education. As an example, a college could offer a short three-week course in Photoshop that provides introductory activities that might lead a student to a full-semester credit course. At one college, the photography department reported that the students who took the array of fee-based courses and then fed into their program had gained a foundation of basic skills and were well prepared for the credit photography courses.

Additionally, in some cases Community Services offerings have served as "incubators" for new programs that were eventually converted to credit or noncredit. For example, one college's Photo-Voltaic program started out as personal-interest, fee-based short courses One was geared toward individuals interested in entering the field as professional installers and the other to homeowners interested in having systems installed. The success of the professional course led to the subsequent development of a comprehensive vocational credit program and the college is now offering a full degree for technicians in this field.

Based on local decisions and processes, a college occasionally offers a course or a program as a fee-based Community Services offering that may be comparable to a credit or noncredit course or program. In these cases, however, the college has determined that the program connects with a different student demographic than the regular course or program; in other words, different community members who have different goals. There are many individuals in the community who want to take short-term classes for personal interest and growth without the expectations and pressures of a 16- to 17-week credit class with homework, assignments, and examinations. Also, these students don't want or need credit or transcript records. These local practices have been successful for credit, noncredit programs, and Community Services programs. The important principle is ongoing dialogue and collaboration under local control.

Staffing

The following are staffing considerations for a Community Services program:

- **Office Staff**: Colleges should assure that adequate oversight and services are maintained. Excellent customer service is imperative to program success. Community Services can be the first touchpoint that any community member has with the college and can play an important marketing role for the college as a whole. A program should try to maintain a staff that is adequate for the program's size, but does not drain the program's revenue.

- **Class Instructors**: The decision to allow the hire of existing district employees as Community Services instructors/presenters is made locally. Programs can hire instructors who are local, who teach statewide, or who instruct nationally, as temporary employees of the district or as independent contractors. Local districts should ensure that hiring follows appropriate district and federal guidelines related to personnel practices and IRS regulations.

Selection of Instructors and Other Providers

Policies and procedures for the selection of instructors for a Community Services program should be developed.

Some guidelines are:

- Instructors and other providers (workshop leaders, lecturers, speakers, moderators, consultants, or performers) selected for classes/activities should have demonstrable and recognizable expertise in their areas of instruction and fields. However, Community Services instructors are not required to meet minimum qualifications in accordance with Education Code Sections 87001, 87002, 87003, 87356, and 87359.
- The following factors have been used by other districts in the selection of instructors, lecturers, and other providers of Community Services programs:
  - Recognized competence relating to the activity;
  - Sensitivity to the principles of academic freedom which ensure consideration of a variety of viewpoints on any issue;
  - Sensitivity to the diversity of the audience;
  - Demonstrated understanding of the educational goals of the college;
  - When applicable, qualifications mandated by a licensing or governmental agency must be adhered to (for example, California Department of Health).

Community Services Offering Instructor Guide: Community Services programs should develop written guidelines that describe what the instructors/presenters can expect from the program and what the program expects from the instructors/presenters. Examples of Community Services hiring practices can be found in the repository of documents at the ACCE website.

Community Services programs can also request references and check them for both individual instructors and contractors.

Compensation of Instructors/Providers

Compensation for Community Services instructors is negotiated between the instructor and the Community Services program for the college based on an established practice that takes into consideration local hiring practices and human resources requirements. Research into the local policy for compensation of instructors/providers is important. A college should also be careful not to "over price" instruction for fee-based classes, because that cost is passed on to the local community in terms of class cost and can have significant impact on the success of a Community Services program or offering.

Community Services instructors are typically NOT part of a college's bargaining units although some exceptions exist. When establishing compensation, the following are factors to consider:

- Community Services program providers (workshop leaders, lecturers, speakers, moderators, panel members, consultants, or performers) should be compensated on the basis of a combination of factors including professional reputation, potential drawing power, anticipated fee income for the individual class, travel requirements, and expenses pertaining to the service. Campus policy should be written ahead of establishing a program, and with thought and care for program goals and overall community impact.

- Community Services program instructors should be compensated on an individual assignment basis approved by the local and/or district board. Common practices include payment per hour of instruction or payment via percentage of registration revenue. A broad, non-specific policy is recommended to provide room for negotiation and allow flexibility for the Community Services program.

- Consultants/Independent contractors providing services to the Community Services program should be processed according to district policy and procedures established for consultants/independent contractors. Compensation should be negotiated between the consultant/independent contractor and the Community Services program.

- Lecturers in a Community Services program should be compensated at an individually negotiated rate and not negotiated in terms of bargaining unit.

- Some Community Services programs pay their instructors on an hourly basis while others use revenue split, and some use both depending on the agreement with the instructor. On split revenue, the instructor and the Community Services program agree on a percentage of revenue that the instructor will receive. Often, the type of compensation depends on the specific nature of the class; its size and cost factors. For example, a short-term class with a limited enrollment should probably hire an instructor on an hourly basis, while other classes of longer duration and indeterminate class size would be better offered on a cost-sharing basis. Cost sharing can also aid in marketing, as instructors are aware that their enrollment numbers will impact their own income for the offering.

Class Cost

Students should be charged a fee that reasonably represents the costs that a pre-determined minimum number of students would have to pay to cover the costs involved in providing a Community Services offering. This amount can be determined by dividing the estimated direct costs and indirect costs for the class by the proposed minimum enrollment. All fees collected should be used to defray the direct and indirect costs of instruction in the Community Services offering.

Determination of class fees and cost must adhere to Education Code, Section 76385:

> "A student enrolled in a class offered by a community college district which is not eligible for state apportionments may be required by the governing board of the district maintaining the class to pay a fee for such class. The total revenues derived from the fee shall not exceed the estimated cost of all such classes maintained."

In other words, class fees can include money for the maintenance of the Community Services program.

Local college Community Services policy determines direct and indirect costs for any program.

Student Registration

Successful Community Services programs offer registration online through a secure registration system that makes the offering enrollment available to the community 24/7 and ensures easy payment via credit card. Establishing these registration services upfront should be considered a key aspect of creating a new Community Services program.

Other modes of registration for students can include phone calls, mail-in registration forms with checks, and in-person registration. Policies and procedures for late registration and refunds should be established and well-publicized.

Refund Policy for Community Services Programs

Practices regarding monetary refunds vary. Some Community Services programs attempt first to offer students a credit or voucher toward future classes in order to retain the revenue. Other programs prefer to provide monetary refunds when conditions meet the refund policy.

Community Services refund policies should include the following considerations:

- If it is necessary for the college to cancel the class/activity due to minimum enrollment not being, a full refund should be offered. Notification to the students about class/activity cancellations is the responsibility of the college.
- If the class/activity has reached maximum enrollment (for example, due to limitation on facilities), the registration request should be rejected, In the case where the registration was allowed to be processed, payment should be returned to the student.
- If an enrollee withdraws and requests a refund prior to the start of the class/activity, the refund details vary by program. Some offer a voucher first, as listed above. Some offer a full refund within a set number of days prior to the class beginning. Some offer a refund, minus administrative charge to cover the cost of the processing of the enrollment (credit card charges are an

example of the fees incurred as is the maintenance of the registration system in some cases).

Once the class/activity starts, it is common for no refund to be given; however, some programs provide for refunds when there is evidence of extenuating circumstances. Examples of registration and refund policies are housed at the ACCE document repository online at **acceonline.org**.

Facilities

- Community Services programs should work closely and collaboratively with their college when scheduling classroom facilities.

- Credit and noncredit classes generally receive first priority in classroom assignments for on campus college facilities. However, some campuses have entire spaces/buildings/locations dedicated to fee-based class instruction.

- Community Services offering proposal forms should require the instructor to list classroom needs if they require a specialized classroom setup (types of desk, computer needs, AV equipment requests, sink usage).

- Preliminary room assignments are usually listed on student receipts and on websites that are accessible by students and instructors. Best practice is to alert everyone involved that their classroom assignment may change. This requires having a convenient way to contact students to alert them of these types of registration changes.

- Community Services programs should direct their instructors to leave their classrooms in clean and ready-to-use condition at the conclusion of each class session as a courtesy for the next class.

Community Services Offering Customer Service Evaluation

Student evaluation forms are the key to assessing the strengths and weaknesses of each Community Services offering and a Community Services program as a whole. Each instructor should strive to improve their curriculum and thoroughly evaluate their teaching. Likewise, the program as a whole should evaluate its effectiveness at meeting community needs and ensuring relevancy of programming and instruction. Community Services programs need to gather this data in order to make informed decisions regarding program planning, content, and instructor outcomes. Samples of student evaluation forms typically used in Community Services programs are in the ACCE online repository at **acceonline.org**.

B.   Resources: ACCE Association of Community and Continuing Education

As a statewide volunteer organization, ACCE develops and promotes desirable policies, practices, and support for the educational constituencies within the Association and promotes professional growth of the membership. Networking with colleagues throughout the state can also help generate offering ideas for programming staff.

ACCE advocates statewide on behalf of Community Services students, and the Association was instrumental in the updating of these guidelines, collecting statewide input from practitioners over the course of a two year period from 2016 to 2018. They operate professional listservs that can help practitioners with specifics on developing a fee-based offering or program, and with timely interpretation and implementation practices in the field. ACCE maintains a document repository for best and promising practices for Community Services. ACCE is pleased to work in conjunction with the California Community College Chancellor's Office in the development of these Guidelines.

ACCE Objectives and Functions:

- To contribute to the professionalism of community service (fee-based), continuing education (noncredit state supported), and contract education practitioners.
- To provide special assistance, including professional growth and development opportunities for community services, continuing, and contract education providers.
- To promote friendship and collegiality among the membership.
- To play a leadership role in the development of community services, continuing education, and contract education programs. To discover more about ACCE, the resources available to members and practitioners, and to access the repository of Community Services best practices documents and links, visit their website acceonline.org

C.   Types/Modes of Programs and Offerings

There is a wide variety of potential types of programs and offerings that Community Services can provide to the community. A few examples of the kinds of classes and collaborations that are part of a robust Community Services program are included below.

1.   Enrichment

Enrichment classes are classes that provide for the personal enrichment of the enrollee. They include topics such as discovering your job choice, writing memoirs, learning CPR, art, language, yoga and many, many more. Enrichment classes help the community meet their personal education goals and support the lifelong learning mission of the California Community Colleges.

2.   Career Training

Career training can involve topics like computer skills to improve an enrollee's current job, or brand new skill acquisition to help a student obtain employment. Microsoft Office, Notary, Phlebotomy, and Pharmacy Technician are included in this category. Professional development for the campus faculty, classified professionals,

and administrators can be organized through Community Services as well under this category.

3. Youth Programs

Youth programs fulfill a marketing function for the college by bringing the community on to campus and providing the community with an experience of the college. These types of programs can be summer camp oriented. Market research is necessary to be sure that programs fill a niche in the community and do not repeat other types of youth services available in the community.

4. Collaborations with 3rd Party Content Providers

There are many providers of education statewide, nationally, and internationally who create and maintain effective partnerships with Community Services programs in order to broaden the types of classes and provide classes in formats that Community Services programs may not have the capacity to provide without the collaboration. Examples might include online enrichment course providers and other types of "turn-key" programs where revenue sharing occurs between the Community Services program and the contracting content provider. Examples can also be local businesses, nonprofits, and organizations who have developed content that they would like to provide through the local community college.

5. Collaborations with Community College Entities

Community Services programs can also collaborate with on-campus entities to enable campus events to reach the broader community or to offer services related to ticketing and event production or facilities rentals to the community. These types of collaborations are subject to Education Code, title 5, and locally approved regulations.

6. Contract Education

While Community Services programming is offered to meet a civic community need or interest, Contract Education's main customer is industry. Contract Education may offer a service or training pursuant to a contract with a business, organization, or public entity. Industry training is usually specific and may include training on equipment, customer service skills, quality control, software skill building, improved performance, and more. Contract Education may operate under several "names" including Community Services, Extension, Workforce Training, Professional Development Center, and other monikers specific to a college. A promising practice is for a college or district to create a centralized single point of contact that makes it easier on industry to access contract education services and training from a college or district. Central to successful contract education programming is the ability to respond quickly and maintain flexibility in delivery formats for training. A contract education training would not mirror the format of a credit class, unless the industry desires this format for training.

Contracts for training result from marketing or other outreach including communication with an industry advisory board or private or public associations engaged in workforce development. Referrals from past contracts are key to continuing a contract education program. The definition and other governing policy are covered in California Education Code section 78020-78023. The need for training may be communicated through an advisory board, college foundation, private associations, or through a College's Community Services program. The vast majority of contract education training provided across California is not-for-credit through California Education Code although credit is allowed through title 5 of the California Code of Regulations, section 55170. Actual program costs include instruction, materials, books, administrative costs, and any other costs necessary to conduct the program. The cost of instruction varies by college and by program.

Training is based on the immediate and long-term needs of businesses located within a college district and offer a wide range of topics. These topics can feed into a large labor market demand in accordance with regional labor market data or may act to bridge the college's larger scale degree programming. For example, perhaps regulations have changed in California affecting compliance for Company A, therefore Company A contracts with the appropriate college district to bring their workforce up to speed by providing critical training and certification to maintain compliance.

Contract Education is distinct from Community Services; however, Community Services programs in some districts have responsibility to overseeing it and absorbing the large share of work in administering the program including marketing, negotiating the service contract, collecting fees, and enrolling students contracted for training.

As a result of this close relationship between the two programs, Community Services programs often employ a hybrid model of programming, including a mixed model of professional development Community Service programs offered to the community at large with a contract education component servicing one or more students. This model is quite popular in not-for-credit healthcare training programs like Phlebotomy Training, Pharmacy Technician, Certified Medical Assistant, Veterinary Assistant, Medical Billing, and more.

Examples of successful and popular contract education programs statewide are in the **acceonline.org** document repository. The California Community College Chancellor's Office also maintains a separate document related specifically to Contract Education and a repository of documents called *"Tools and Templates for Contact Education Practitioners."* It represents a compilation of recommendations and guidelines from practitioners.

Additionally, the Chancellor's Office has offered a guideline called, *"The Twelve Features of a High Performance Operation and the Model of a Supportive Campus"* document with permission from a study conducted by the Center for Adult and Experiential Learning (CAEL). You can find a link to this document at the **acceonline.org** repository.

7.   Co-Enrollment

As of the fall of 2017, the concept of co-enrollment of Community Services students and students supported by state apportionment has been referred by the California Community College Curriculum Committee to the Chancellor's Office Legal Department for a decision and, as of September 2018, no decision has been forthcoming.