Partnerships

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PREMIERE ISSUE
A MESSAGE FROM THE DEAN

While the word partnership can have a multitude of meanings, at the College of Continuing Education (CCE) we embrace it as our mission to connect the resources of Sacramento State with the needs of our community.

Through our partnerships with scholars, local employers, industry experts and community leaders, the College of Continuing Education serves as an access point for vital services, courses and programs.

This premiere issue of Access Magazine focuses on several of CCE’s partnerships that help shape our community. From the need to train a new generation of science, technology, engineering and math students; to the impact of higher education in law enforcement careers; to closing the growing labor gap across all areas of public service, CCE is building a stronger workforce.

We take great pride in serving our community. Together we can do more than any one of us could do alone.

Welcome to the premiere issue of Access Magazine.

Sincerely,

Alice K. Tom
Dean, College of Continuing Education

First Impressions

If you have ever listened to an uninspired sports broadcast and thought “I can do better than this” why not unleash your inner Al Michaels through CCE’s Sports Broadcasting Program (page 12).

Did you know that U.S. consumers eat 2.8 billion pounds of chocolate every year? Dr. Kirsten Tripplett serves up a tasty course on the history of chocolate (page 24) through our Osher Lifelong Learning Institute where you can also take a hike, sip some wine, find your muse and learn to play mah-jongg this fall.

Do you know Joe? Meet one of our visionary young program coordinators with a multi-generational think tank on his mind (page 26).
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The College of Continuing Education (CCE) is one of eight colleges at Sacramento State. As a self-support college, CCE has offered certificates, courses, seminars, workshops and conferences since 1951. With an insight and responsiveness to the workforce development needs of the Sacramento region, CCE’s professional development focus advances individual employability and promotability while furthering the effectiveness and success of business, industry and government.
With 35 percent of California’s state employees eligible to retire in the next five years, Jenni Helfrich, director of extension programs for the Sacramento State College of Continuing Education, believes that it’s time for higher education providers to deliver succession planning support.
“My first reaction to the state of California’s succession planning crisis was a mixture of excitement and relief,” says Jenni Helfrich, director of extension programs for the Sacramento State College of Continuing Education (CCE).

“When I spoke to an audience of government leaders at the Executive Leadership Symposium in March of 2006, I asked how many of them were eligible to retire in the next few years. Hands shot up all over the room and my first thought was, ‘This is great! Look at all of the job opportunities opening up for people like me,’ but when the full impact of so many retirements really sunk in, I realized that CCE had to do something to help state agencies plan for the future.”

The retirement wave overtaking America’s workforce comes as no surprise to anyone keeping tabs on organizational culture. Forty-five years after President Kennedy’s “ask what you can do for your county” inaugural address set scores of idealistic young people on a path to public service, the once fresh face of government has grown a bit grey around the temples.

Born between 1946 and 1964, the oldest of the baby boomer generation turned 60 this year. As more and more older Americans retire, government organizations lose significant labor and knowledge resources. “If you look at who’s retiring from state government, most are people with institutional memory,” says William C. Bush, director of the California Department of General Services. “We need to make certain that we can still build roads and provide services after they’re gone.”

The Bureau of Labor Statistics reports that 50 percent of federal employees can retire by 2010. In California the numbers aren’t much better. “In the next five years, 35 percent of the state workforce is eligible to retire,” says David Gilb, director of the California Department of Personnel Administration (DPA). “We have a tremendous challenge to bring in new employees to fill the huge gap coming down the road because the supply of labor and the number of vacancies are imbalanced.”

Aware of the coming labor gap, Senator Roy Ashburn (R-Bakersfield) introduced Senate Bill (SB) 721 in spring 2007 that defines succession planning for the state as “the process of identifying and preparing suitable employees, through mentoring, training and continuing education, to replace key managerial or supervisory employees as their tenure expires, for reasons including retirement” and would require every state agency to establish and implement a succession plan by January 1, 2010.

Helfrich believes that higher education providers can help state agencies reach that goal. “There’s an urgent need for succession planning support — and that’s where CCE’s expertise in professional development and post-degree training can make a difference.”

CCE isn’t new to the succession planning business. Working with faculty and expert practitioners, CCE has been a part of the California Department of Transportation’s succession planning efforts since 1999 and in 2006 worked with the California Department of Corrections...
and Rehabilitation on designing their succession plan. CCE also launched a Workforce/Succession Planning and Management Certificate Program in 2006 based on work with numerous other agencies. Although the highly anticipated program did not hit its mark and was shelved for review, it served as a training ground for future initiatives.

“The certificate program had great information about succession planning, but was too theoretical,” says Carla Vincent, a CCE senior program manager. “Participants really needed less information and more application. They needed practical planning tools and strategies for collaborating with other areas in their organizations and obtaining support from top management.” Those lessons formed the foundation of CCE’s succession services team that launched its first program appropriately titled Leadership for the Government Executive (LGE) in 2006.

The LGE program brings together executives and high-level managers from different state agencies to tackle issues like succession planning, information technology (IT) initiatives and change management. The two cohorts that graduated in July 2007 included 48 participants from 27 different California state departments, commissions and agencies.

Clark Kelso, California’s highest ranking government IT advocate, doesn’t own the newest tech gadget — the iPhone. “I don’t jump first,” says Kelso. “You have to be smart about adopting new technologies. Particularly in my role as CIO where we’re spending taxpayer dollars, I jump after I know something works.”

Appointed CIO in 2002, Kelso is the strategic thinker behind California’s first complete IT overhaul in 30 years. “We’re going through a once-in-a-couple-of-generations modernization and that’s pretty cool, because we’re embracing change and its potential to improve society,” he says.

Kelso aims to improve access to government information, services and benefits. Part of the solution involves a Web-oriented approach to government interaction. “Much of this is simply about bringing public services online because increasingly that’s where people do business,” explains Kelso.

His team recently worked with Google™ to increase search engine visibility for over 100,000 pages on the state Web site. “That information used to be available only through pull-down menus,” he says. “People could get to it, but they had to navigate to the right site within the California Web site. Now we expose the information to the search engines to make it easier for people to find.”

Next, Kelso has his eye on digitized traffic tickets. “With the transactional capability that we have today, why do officers fill out paper traffic tickets that require you to appear in person or mail in payment?” he asks. “Let’s turn that into a digital process that speeds up payment and makes it more convenient for people to deal with government.”

As director of the department representing the governor as employer for the state of California, David Gilb sees challenges ahead. If nothing changes, he believes the state won’t be able to hire the right people quickly enough to keep pace. The 35 percent of state employees eligible to retire in the next five years only compounds the problem.

But Gilb relishes the challenge. “It’s being forced on us anyway and I think this is a great opportunity to lead through the inevitable,” he says. Part of Gilb’s vision includes the HR Modernization Plan that shifts the hiring process from a duty-based to a competency-based model and restructures the compensation system.

“People outside state government don’t know our titles or which exams to take,” says Gilb. “We need to certify people based on their knowledge, skills and abilities, not our task lists. That way they are eligible for many jobs rather than just testing and interviewing as a research specialist or a budget analyst.” Although the state constitution still requires an exam to get on the hiring list, Gilb firmly believes that getting on the list should be easier.

“The one thing I hope is that by the time I leave this office it’s easier to get into the system. Public service is a rewarding career and if we have a fair compensation plan and good working conditions, it will encourage a new generation of workers to serve the public.”

If you have ever filed your state taxes online or had your state tax return deposited directly into your bank account, you should thank Will Bush. During his 30 years of public service with the Franchise Tax Board (FTB), Bush pioneered creative improvements in technology and customer service.

Three months into his appointment as the director of DGS, Bush sees similar opportunities for innovation. “I’m a person who likes to take things apart and ask, ‘How can I make it better?’ I see this position as an opportunity to do that in state government.”

Bush has already developed a new solution to rehabilitate the state’s procurement system. “Oftentimes the state puts out specs on the project, someone bids on it, and what you get is the best thinking of the people who put the specs together,” explains Bush who implemented an alternative plan during his years at FTB. “In solution-based procurement, you put out the business problem and let vendors give you their best thinking on how to solve the problem using what others have done or new technologies unknown to us.

Bush has also targeted staffing. “We have quite a few vacancies at DGS and the number will only continue to grow,” he says. “With so many retirements on the horizon, finding the right people to fill those positions only becomes more difficult, which is why a program like Leadership for the Government Executive is good. It allows us to continue to grow and seek out potential leaders.”
“These people really do want to work with other agencies, and in the end, state government is really one giant organization with one CEO,” says Helfrich. “When you consider succession planning from an organizational standpoint you need to look at the skills and abilities necessary to meet the needs of California as a whole, not just the needs of a single unit, division, department or agency.”

LGE lead instructor Dr. Chris Sablinski accomplishes that goal by coaching participants through case studies in cross-departmental project teams. “What we do in these sessions has direct relevance to solving the problems that really need solving,” says Sablinski, a Sacramento State associate professor of human resource (HR) management with a doctorate in HR and organizational behavior.

One project had participants collaborate to reinvigorate the WD-40 Company’s “that’s the way we do it” corporate culture. Another asked them to weigh risk/reward scenarios in a time-sensitive decision about car racing based on disguised data from the 1986 Space Shuttle Challenger disaster. Through these hypothetical experiences, participants master the competencies they need to tackle similar problems and projects in state government. “We don’t just go through the motions,” he says. “Learning has to be fun, but it also has to be real.”

As a result, State Chief Information Officer Clark Kelso, co-sponsor of the LGE program with Gilb and Bush, hopes to see a better-managed state government. “When we have fully equipped executive level leadership in California, we should see greater creativity in the way the state builds new programs,” says Kelso. “The public should eventually see a more innovative and nimble state government.”

Combined, Kelso, Gilb and Bush represent over 100 years of public service and serve as visionary leaders for the LGE program. “Working with these three sponsors and the forward-thinking members of the LGE advisory committee, tracking SB 721 and coming to understand the HR Modernization Plan sponsored by DPA and the State Personnel Board inspired us to move forward with revamping programs targeted at the manager and supervisor levels,” says Helfrich. “When most people think of succession planning, they only think about replacing their executives. But if you fill executive positions with the people under them, are those people ready, willing and able to lead? And if you move them up, who’s going to take their place?”

The HR Modernization Plan shifts the state’s hiring process from a duty-based model — hiring people to do specific tasks — to a competency-based model — hiring people based on what they can do. “The ultimate vision is a bit like a matchmaking service,” explains Gilb. “Candidates will tell us what they can do, and we will match them with the jobs needing those competencies.”

While CCE already offers a State Supervision Certificate Program, its succession services team will work with advisory groups to refocus some of the curriculum in light of the state’s shift to competency-based hiring. “We want to make sure that state employees in supervisory, management and leadership positions have similar sets of competencies but can execute them at the level of involvement and sophistication appropriate to their position,” says Helfrich. CCE will open enrollment for the new supervisory and management programs with a special kick-off event in spring 2008 and begin classes later that fall.

Gilb sees CCE’s investment in training state employees as a significant asset. “Sacramento State has access to skills, resources and knowledge that we don’t,” he suggests. “CCE is in the information and education business. Partnering with a state university reinforces the fact that we try to give state employees the best possible education so they can best deliver the services that the public demands.”

Without significant improvements in succession planning and a hiring process that attracts a new generation of workers, Gilb believes that California won’t be able to get the right people into the right positions. He also suggests that filling vacancies with initially less-qualified applications only imposes larger future training costs. “We’re already seeing services suffer in a number of areas,” he adds. “Services that the public pays for aren’t getting done because we don’t have the bodies to deliver them.”

“People now realize that succession planning is more than a single agency problem,” says Helfrich, “and our role in that process is to ask, ‘How can Sacramento State help?’ We excel at connecting campus resources with employers’ needs. We can’t just stand back and watch. We have to step up, take risks and make a difference. Formal succession plans and a great leadership program are not the silver bullet, but they are key pieces to the solution.”

For a university whose motto is “Leadership Begins Here”, being part of the solution is a good place to start.
Building the STEM Pipeline

BY MICHELLE GAMBLE-RISLEY

Sacramento State is committed to building and filling the STEM pipeline. From left to right: Nichole Muñoz-Murillo, associate director, Office of Governmental and Civic Affairs; Phil Garcia, executive director, Office of Governmental and Civic Affairs; Alice K. Tom, dean, College of Continuing Education; Jill Trainer, dean, College of Natural Sciences and Mathematics; Susan Gonzalez, director, Conference and Training Services; Tom Landerholm, assistant professor, Department of Biological Sciences and Director, Center for STEM Excellence; Emir José Macari, dean, College of Engineering and Computer Science.

The Honorable Doris O. Matsui, congresswoman, 5th Congressional District of California, addresses STEM Summit participants by video. Matsui co-sponsored the Innovation Agenda, a new science education initiative which expands training for math and science teachers in critical STEM fields.

STEM Summit Industry Panelists from left to right: Scott Neish, president, Aerojet; John Distasio, assistant general manager, Sacramento Municipal Utility District; Leroy Tripette, education manager, Intel Corporation; Peter Van Deventer, president and CEO, Synapsense Corporation; Angela Phillips Diaz, director, strategic communications and development, NASA Ames Research Center; Sandy Merino, senior scientist, Novozymes, Inc.; Carl Johnson, vice president, Northrop Grumman.
Imagine a day without engineers, scientists or technologists. Our whole world would be changed. We would have no homes for shelter, televisions to watch, stereos to listen to or appliances to use; we would have no carpet to cover floors, paint for walls or furniture to sit on; we would have no cars to drive, roads to connect or bridges to cross; and we would have no cell phones to ring, computers to operate, Internet to access, or MySpace to share.

In fact, all of the benefits we enjoy today come from the innovations of modern science, engineering, math and technology (STEM). These technologies are driven by the talent, skill and technical expertise of thousands of STEM professionals. Without this expertise to promote innovation, create new jobs and enhance the economy, the U.S. would lose its competitive edge in the world.

Statistics show an alarming trend toward a declining interest in STEM careers. “Seventy percent of our senior engineers in the high-tech industry will retire in the next 10 years. Meanwhile only one in four students who graduate each year do so with degrees in STEM-related areas,” says Thomas Landerholm, assistant professor for biological sciences at Sacramento State. “The problem is made deeper by tremendous growth in high-tech industries.”

The rising tide of young Americans who choose to go into the field of liberal arts versus science- and math-based fields has not gone unnoticed. Many regional education and STEM leaders took heed of the gathering storm. Collaborating with Sacramento State deans, faculty and staff, the College of Continuing Education (CCE) helped organize an interactive forum called Building the STEM Pipeline Summit: Partnerships for Innovation in the Sacramento Region.

The STEM summit was a milestone for collaboration and partnership involving local academic institutions, regional industry and national education entities. “It was exciting to have so many key leaders come to our campus to focus on such an important issue,” says Susan Gonzalez, director of conference and training services at CCE. Summit partners included Congresswoman Doris Matsui and Congressman Dan Lungren; Sacramento State, UC Davis, Los Ríos Community College District and Sierra College; The College Board, Sacramento Regional Technology Alliance, and Education Testing Service (ETS); and Sacramento Municipal Utility District (SMUD), Aerojet, and Intel.

Summit partners helped identify and develop next steps to fill STEM gaps in infrastructure, education and research. “We want to get a good feel for the issues and look at some systemic changes we can make and lead the way in the Sacramento region,” says Leroy Tripette, education manager at Intel. “We also understand it will be a long, sustained process. We’re already creating some good initiatives but we still have a long way to go.”

The summit also focused on goals set forth in the national report titled Preparing for the Perfect Storm produced from a meeting of business, education, government and civil society gathered at the National Academy of Engineering in September 2006. The report outlined four goals to call the nation to action, including: raise awareness among policymakers, practitioners and the general public; strengthen the pipeline of technology and engineering talent; enhance technology and engineering workforce education through research; and develop partnerships to focus on resources.

Thought leaders analyzed the STEM issues not only in the region but across the state. “California is desperate for graduates with STEM degrees,” says Emir José Macari, dean of the College of Engineering and Computer Science. “Some of the challenges we identified at the summit include our ability to produce science engineers so that businesses can successfully relocate here. We have high STEM drop-out rates. We have not created an easy education path. We need to recruit better students and devise strategies to retain and coach them until they graduate.”

A key discussion addressed training requirements not just for educators but for students. Preparing for the Perfect Storm states, “We need to enhance design capabilities at schools by training teachers and providing materials and real-world design projects that use the latest approaches found in business and government. Students that learn design have higher grades, higher motivation, better attendance, and lower anti-social behavior. Learning design skills and how they are applied in business settings fosters entrepreneurship, creativity, imagination, and innovation. These skills are also critical for global competitiveness.”

Leaders brainstormed and analyzed core ideas relevant to improvement of concepts to deliver K-12 curriculum, train teachers to use new styles conducive to STEM studies, and develop private-sector programs aligned with higher education goals. “Third- and fourth-graders think dinosaurs, technology and science are cool,” says Landerholm. “It becomes less cool as science and math become more difficult. It turns kids off. We have to change how we teach hard subjects.”
Industry leaders embraced the idea of K-12 partnerships to align curriculum and build proficiency and competency that lead to technological literacy and fluency before students enter the higher education system. “We sometimes feel high school kids do not come to college properly prepared to go into a scientific or technological career,” says Macari. “We need to partner with the K-12 system to transition students from high school to a community college or university.”

This means looking across all education levels to coalesce a unified effort. “Right now, we don’t have the cooperation we need from the industries and education working together — that will be the first step to making all this work,” explains Landerholm. “We need to stop thinking that only the universities can take care of this problem. We need to start younger. We need proper equipment such as microscopes in the 4th grade. We need to build a better foundation and infrastructure.”

Changing the system might seem as lofty as changing the world but STEM summit leaders believe they can do it. “It’s a big, bold process,” explains Rafael Magallan, director of state services for The College Board. “But it’s a process we want to take on. We have to attract not just teachers but the right teachers with the right degrees. We don’t want our physical education teachers teaching math and science. We need enough teachers who have adequate content mastery and appropriate content to teach. We also have to have pre-service, in-service and post-service training so teachers can obtain the skills they need. Then we need the ability to transfer those skills to students.”

Then, perceptions need to change. While legal and forensic career fields attract mainstream attention through popular television shows such as Law & Order and CSI: Crime Scene Investigation, STEM fields have not been promoted. “You have to find ways to showcase engineering as a noble profession; as a money-making profession; and as something that can lead you to a long-term career,” says Tripette.

The country needs to be galvanized to create the engineering boom enjoyed in the 1950s, 1960s and 1970s. Current and future scientists and engineers have no President John F. Kennedy declaring that we’re going to the moon. “Putting a man on the moon made science and engineering a hot topic,” continues Tripette. “We had something to be proud of. Now we don’t have that motivation right at a time when we need to stay competitive in the global market. We have emerging markets — China, India and Japan — where they’re hungry and want their day.”

“We need to understand how we shift, change and provide incentives for young people,” says Sandy Kirschenmann, vice chancellor for resources development for the Los Rios Community College District. “Students believe they can make money and have a nice career without earning a difficult degree. We need to work as a community to make STEM careers attractive again.”

Mainstream marketing and advertising efforts combined with public outreach and increased awareness swell more interest. “We need to market like any other business,” says John DiStasio, assistant general manager of energy delivery and customer services at SMUD. “We have lots to sell. We’re at a time when issues such as global climate change, renewable energy and clean energy create opportunities for new engineers to distinguish themselves.”

Suffering from a STEM Shortage
In the Sacramento region only one in four students graduated with a STEM-related degree in 2005.

- Architecture (0.42%)
- Biology (6.64%)
- Computer Science (2.53%)
- Engineering (5.83%)
- Health (4.90%)
- Math/Statistics (0.49%)
- Natural Resources (0.72%)
- Physics/Chemistry (0.95%)
- Psychology (3.10%)
“The summit is just a first step toward better communication,” says Landerholm. “We learned we need to reach out to each other and then extend that reach and organize pathways to better partnerships. Then we need to retain the students we attract.”

Student retention requires proper career development that keeps up with industry demands, trends and skill sets. “We need to quit training our students in ways that produce obsolete skills,” says DiStasio. “This requires a vision of the future. We want to work directly with universities as a very open industry partner. We want to transfer knowledge to professors who teach to our needs and processes. We then advance our ability to make sure we’re solving the right problems.”

Coaching, mentorship and internships were cited as potential solutions. Colleges would develop programs such as peer coaching. “It takes a community to develop an engineer,” says Macari. “We can take 30 of our best junior and senior students to coach younger students. They would encourage other students and help them get through difficult subjects. If we can increase the number of freshman and sophomore students who become juniors then our chance of producing graduates increases threefold.”

The summit also opened communication with industry leaders to discuss how to create productive and helpful work-study programs and internships to give students a chance to earn money and gain invaluable experience. “We want to develop relationships with both the community colleges and the four-year institutions,” says DiStasio. “We want to create a two-way street and a shared vision to align goals as early as the high school years.”

For example, Intel has since 1989 offered programs aimed at attracting students into STEM fields of study including a regional program where they bring in 60 high school students and give them paid summer internships. “We develop project-based, hands-on, interactive approaches to build the pipeline for more students to enter these careers,” says Tripette. “The private and educational sectors can work together to fund programs that nurture and keep the students’ interest and teach them in a project-based way.”

Today the vision, strategies, objectives, goals and tactics to successfully filling the STEM pipeline with qualified candidates has just begun. Many community-wide efforts are already under way. “We need to continue to find ways to bring people of this region together, to look at the issues, to talk about the challenges,” says Tripette. “We can establish the benchmark programs and then try and market those programs to ensure all of our future prosperity.”

“The summit taught us we all share a concern,” adds Landerholm. “Now we as the community of Sacramento need work together, partner up and work on a problem we all face. I think the STEM summit took the first step. Now we need to take it further.”
Broadcasting courses provide hands-on experience for aspiring sportscasters

Have you ever sat through a sports broadcast and thought, “I can do better than this person?” For sports fans who long to grab the mic and unleash their inner Al Michaels, the Play-by-Play course offered through the Sacramento State College of Continuing Education (CCE) is a perfect fit.

Play-by-Play is one of two courses taught by Fox 40 sportscaster Mark Demsky in CCE’s Sports Broadcasting Program. The six-week course combines lectures on the nuts and bolts of calling a game with in-class practice and guest speakers, including Grant Napear and Gary Gerould, announcers for the Sacramento Kings, and Sacramento Monarchs play-by-play callers Jim Kozimor and Jason Ross. The class culminates with calling a game at Raley Field during a Sacramento River Cats game or at Hornet Field for a Sacramento State football game.

The course draws inspiration from a sports broadcasting camp Demsky attended early in his career but takes a more practical approach. “Other than critiques of our calls, the camp didn’t offer much teaching on how to do play-by-play,” explains Demsky who teaches through in-class participation.

Like an extreme United Nations simultaneous translation, students view sporting events on a screen at the front of the room and provide commentary into voice recorders — all at the same time. “It can get pretty loud,” says student Stu Varner.

During the cacophony, Demsky walks the room, listening and offering critiques. “I stress the importance of being an individual, to develop who they are into a play-by-play broadcaster,” he says.

Between classes, students try to “call” as many games as possible. Demsky sends them home with recorder and headset to practice and students leave tapes with him to review for the next class.

“Getting this kind of analysis from someone with industry experience is invaluable,” says Varner, who enrolled in Demsky’s course for a second time. A golf course restaurant manager by day, Varner practices his new passion as the game day announcer for Rancho Cordova High School baseball, and hopes to make game-calling a permanent gig.

“If we didn’t have something like this we would have to send students to another program somewhere else,” says Nick Burnett chair of the communication studies department in Sacramento State’s College of Arts and Letters. “We used to teach broadcasting on campus about 10 years ago,” he continues, “but it was a very expensive program to maintain and we had to shut it down.”

When Demsky approached Burnett about adding sports broadcasting courses to the communication studies curriculum, Burnett suggested he partner with CCE. “We didn’t have the budget or the teaching resources to offer this kind of class on the main campus, but it just screamed CCE because they have more flexibility and the program could reach further into the community,” explains Burnett. “My department doesn’t get any money from these courses, but they give us more options. This program offers the same type of experience as an internship and that is valuable to our campus.”

For more information about CCE’s Sports Broadcasting courses, visit www.cce.csus.edu/broadcasting or call (916) 278-4433.

BY LAURIE HALL
Play-By-Play:
Students Pursue Their Dreams

BY MARK DEMSKY

Greg Young

Greg Young enrolled in CCE's Sports Broadcasting Play-by-Play course with a purpose. After calling games for Sacramento State, he wanted to take his broadcasting career to the next level.

In an “American Idol” style turn of events, the California Cougars, a Stockton, Calif.-based Major Indoor Soccer League team, offered all students enrolled in that course a chance to “win” the play-by-play job for the Cougars’ upcoming season. Each student submitted a broadcast sample from a previous Cougars game and fans voted online for their favorite broadcaster. “I specifically took the course a second time to land the Cougars job,” says Young. He won the competition and began calling Cougars games in November 2006.

Young’s early Cougar career took him to Philadelphia, Pa., Boston, Mass., Detroit, Mich., and Chicago, Ill., and led to other opportunities as well. In the spring of 2007, the Cougars promoted Young to director of broadcasting. Now he doesn’t just call the games, he runs the entire broadcast. “The Cougars job definitely opened a few doors for me,” admits Young who also does sports updates and calls the middle three innings of Modesto Nuts home games for KESP 970 AM in Modesto, Calif. “I'd like to make it to Major League Baseball someday ... but I'm also happy with the way things are going right now.”

Bob Ripley

Fifty-seven-year-old Bob Ripley doesn’t strike you as someone on the verge of a new career, but first impressions aside Ripley has what it takes to be a sports broadcaster, including his first job.

On weekday mornings, you can hear Ripley doing radio sports reports for KAHI 950 AM in Auburn, Calif. He also calls American Legion baseball and sells ads for the station.

“It was time to do the things I’ve always wanted to do,” explains Ripley. “I called the KAHI station manager and asked what happened to the baseball games they used to broadcast. He told me there was a scheduling problem with their regular announcer, so I told him about my background and he said, ‘Go for it!’” Ripley submitted a broadcast package and now he’s on the air.

“I’m just dumb enough to see how far I can take this thing,” says Ripley who recently did live reports from Major League Baseball’s 78th all-star game at AT&T Park in San Francisco, Calif. Down the road, he hopes to branch out into football and basketball games for KAHI. “I’m not comfortable with those sports just yet,” he adds. “I plan to sit in the booth and watch some of the other guys do it first.”

Dylan McKenzie

Dylan McKenzie knows how to turn a second-place finish into a first-rate success. After taking second place in the California Cougars’ play-by-play broadcasting competition in 2007, he just wrapped up a summer calling Minor League Baseball games for the Asheville Tourists in North Carolina.

“What a crazy drive from Sacramento,” writes McKenzie from his home away from home. “Broadcasting the games is the smallest part of what I do,” he adds.

This is true of most people breaking into the field. The more skills one has outside the broadcasting booth, the better. For McKenzie that means selling time for the broadcasts, putting together game notes and doing other odd jobs for the club.

When McKenzie didn’t land the Cougars job, he sent out CDs of his work. “The Cougars job would have been cool, but I really wanted a baseball job,” says McKenzie. After applying to teams across the country, he landed the job in Asheville. “Asheville had an opening really late, so I don’t think too many other guys had applied. Lucky for me I guess,” he laughs.

The 12- to 14-hour days and low pay might discourage some, but McKenzie says, “This is a once-in-a-lifetime opportunity and it has been worth it. I feel like a kid on vacation!”
Sheriff John McGinness still remembers the day a Sacramento County deputy sheriff pulled his dad over for speeding. “I thought that officer was nine feet tall, but he had a great attitude,” says McGinness. “He told my dad ‘You’re carrying precious cargo and you need to be more careful with your speed.’” The officer made such an impression that he inspired McGinness’ career in law enforcement.

“I was about nine years old and before that I was enamored with the red lights and sirens, but that incident cinched it. The officer was a nice guy but he was firm and he got his point across. I thought, what a great opportunity to make a difference, to accomplish something,” explains McGinness.

Over the course of forty years, McGinness fulfilled his childhood dream and accomplished a lot along the way. He married his wife Peggy and raised two children. He graduated from California State University, Long Beach with a bachelor’s degree in criminal justice management and a master’s degree in emergency services administration. He promoted through the ranks of the Sacramento County Sheriff’s Department serving as supervisor of the homicide bureau, executive officer of the Sheriff’s Training Academy, and commander of the centralized investigation division before Sheriff Lou Blanas appointed him undersheriff in 2002. On July 27, 2006, after a solid election victory, the Board of Supervisors appointed McGinness sheriff of Sacramento County.

McGinness approaches this leadership opportunity with two personal missions: recruitment and education.

In January of 2007, the department had around 100 sworn officer and 150 support staff job vacancies. While a population decline following the retiring baby boom generation means a smaller pool of candidates to draw from, other factors are at work. Two years ago, 1,600 applicants passed the deputy sheriff exam but after background checks, psychological testing, credit reports and medical examinations, only 41 were eligible for the Academy.

“We have seen a significant improvement since then, but we want more than warm bodies,” says McGinness. “We want people who are intellectually, psychologically, emotionally and attitudinally suited for this job.”

— John McGinness, Sheriff, Sacramento County Sheriff’s Department
Sheriff John McGinness’ commitment to educate his department forged a partnership with the Sacramento State College of Continuing Education to deliver a customized Bachelor of Vocational Education degree.
“We need to look at research and marketing and at our target audience. And the one component this department has that others don’t is that we will help our employees get an education.”

— JOHN McGINNESS, SHERIFF, SACRAMENTO COUNTY SHERIFF’S DEPARTMENT

(CCE). “We need to look at research and marketing and at our target audience,” says McGinness. “And the one component this department has that others don’t is that we will help our employees get an education.”

McGinness’ passion for education touches all aspects of law enforcement. “Higher education further legitimizes law enforcement as a profession,” he says. “We do a lot of persuading. Based on our writing and speaking skills, we want to be able to convince a jury that something did or did not happen and that our investigation led to that conclusion.”

To illustrate the importance of an officer’s writing skills, McGinness points to the Sacramento County v. Lewis case decided by the U.S. Supreme Court in 1998. The Court determined that police officers involved in high-speed automobile pursuits are liable under the 14th Amendment only if their actions were conscience-shocking in that they intentionally caused harm to a citizen for an illegitimate purpose. “This landmark case for police pursuits included a report that the officer wrote up under a map light in a patrol car in the middle of the night in Orangevale, [Calif.]” explains McGinness. “You can see the enormous importance of an officer’s ability to effectively express and document things — and that ability is a product of education.”

McGinness’ commitment to educate his department involves customized delivery of Sacramento State’s Bachelor of Vocational Education (BVE) degree. The California Department of Education describes vocational education, also known as career technical education, as “a program of study involving a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students a pathway to postsecondary education and careers.”

Offered jointly through CCE and the College of Education, the BVE degree allows students to earn up to 40 semester units of elective credit for prior on-the-job, teaching and supervisory experience or training education. Using previous college-level coursework and job-related experience, many students complete the program in two years.

The cohort-style courses taught by tenured Sacramento State faculty and adult-learning practitioners will bring together sworn officers and support staff from all over the department, which genuinely excites Sergeant David L. Coffman, the department’s in-service training supervisor. “The students all work for the same agency but have different assignments and experiences to bring to that learning environment,” he says. “The Sheriff’s Department doesn’t have time or money to create an employee think tank to work on real projects; but these people will do it in an education environment and come up with potential solutions.”

BVE coursework focuses on adult learning styles, assessment, diversity, behavior management and instructional design, and equips graduates to teach and train in adult-learning environments. As part of the Swan Act requirements, students also obtain a designated subjects teaching credential in either vocational or adult education.

Earning the credential attracted Derrell Stevenson, an on-call deputy sheriff who works part-time in the Sacramento County Main Jail. “The credential
is important to me because it can lead to teaching opportunities within the department,” says Stevenson. “A lot of people have knowledge but not the credentials that go with their experience. A degree in training says that I have a specific body of knowledge that I am qualified to share with others.”

In law enforcement the BVE’s benefits extend even further — it’s not just about teaching, but effective interaction with lawyers, juries, reporters, victims, perpetrators and community groups.

“Understanding adult learners makes our officers better communicators,” says Coffman. “Some people learn visually. Some people learn by doing. Some people are auditory. Understanding that makes you a more skilled investigator.”

“The BVE applies to anyone working in public safety. You learn how to connect with the people in your community to be more effective in what you do.”

— JILL MATSUEDA, SENIOR PROGRAM MANAGER, ACADEMIC PROGRAMS, COLLEGE OF CONTINUING EDUCATION

The department’s support staff also benefit. “Our support staff employees perform a vital component of law enforcement,” explains Coffman. “Their writing, communication and critical-thinking skills — which is really what you’re learning at the bachelor’s level — all come into play in supporting the officers who actually put the handcuffs on people. When both types of employees have degrees, it contributes to the department’s overall efficiency and professionalism.”

All employees benefit from the financial rewards attached to higher education; the department gives both its sworn officers and support staff education incentive pay. “If you and I both graduate from the Academy today and you have a degree and I don’t, right away, you’re making 10 percent more than me,” explains McGinness. “Then in four years, you’ll be making 20 percent more than me. That can be the difference between $80,000 and $100,000 and when you retire that education incentive goes with you.”

Even so, only 41 percent of full-time sworn officers have bachelor’s degrees and less than one percent a master’s degree. Although it has in the past, the department no longer requires a degree for employment and once in the department, shift schedules make earning a traditional degree nearly impossible. “When you’re in law enforcement, you can’t commit to a weekday semester schedule. We’re a 24/7 operation,” explains Coffman. “We’ve got seven-twelve work schedules in our jails. On patrol we’ve got four-ten work schedules where different officers have three days off every week. We’ve got officers working five-eight schedules, with some on graveyard and some on day shifts. And it’s not just the hours they’re scheduled to work — it’s also the potential overtime. As a patrol officer, you’re not getting off at 1:00 a.m. if you’re in the middle of an incident.”

To improve access to education, CCE will deliver all of the courses in the BVE major and nine required units of upper-division general education at the department’s Northern California Regional Public Safety Training College in McClellan Business Park on a schedule that accommodates most officers’ schedules. CCE will also offer one-on-one application assistance and course advising.

“With CCE as a resource, our people don’t have to drive through the Sac State campus maze to find out what classes they need to take or forward their transcripts. That scares a lot of people off,” explains Coffman. “They’ve streamlined the process and it’s a one-stop shop.”

That makes life easier for people like Stevenson who juggles two jobs and a family of seven. “I had over 90 units and an associate’s degree from Sacramento City College, but couldn’t transfer to a traditional degree program because of my work schedule and my family commitments. The BVE program is a great fit for me because it’s a set list of things that I need to do; I can get through it in two years; and I can afford it,” says Stevenson who plans to graduate from the program in fall 2007.
In preparation for spring 2008 courses, Coffman and BVE staff from CCE visit briefings to promote the program. “When we take the time to do that, it’s important,” says Coffman. “It’s more than saying ‘Hey, here’s a degree program.’ We’re saying ‘We care about your educational process and about you doing a good job, and we’re here to help you with that process’.”

McGinness plans to make the program so accessible that it will take more effort for his employees to get around it than to sit down and earn a college degree.

With CCE as a partner, he banks on convenient, accessible, quality education with a good reputation. “Frankly, I think the education business has become very competitive and it troubles me that some private institutions are so focused on making money from tuition. I know of cases where people obtained advanced degrees and they’re not getting the full educational benefit from it,” he suggests.

“The California State University System has emerged as a leader in education and the desire of key players at Sacramento State to work with our people and make this a convenient opportunity is the perfect combination of resources.”

When the first wave of Sheriff’s Department employees graduate from Sacramento State two years from now, McGinness anticipates a more professional and polished workforce. “I want to enhance our image,” he adds, “so when people think of the Sheriff’s Department they think of an articulate, intelligent professional with whom they had an experience.”

For CCE, the first wave of graduates represents an ongoing commitment to workforce development and community connection. “Having officers with degrees adds value to the community that CCE and Sacramento State are a part of,” says Matsueda. “We couldn’t ask for a better opportunity to invest in our public safety and in our community.”

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“A lot of people have knowledge but not the credentials that go with their experience. A degree in training says that I have a specific body of knowledge that I am qualified to share with others.”

— DERRELL STEVENSON, ON-CALL DEPUTY SHERIFF, SACRAMENTO COUNTY SHERIFF’S DEPARTMENT

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Rick Martinez
Chief of Emergency Services
County of Sacramento
1999 BVE Graduate

When Rick Martinez earned his bachelor’s degree he was the fire chief for the Sacramento Metropolitan Fire District. He retired in 2005 after 31 years with the fire service but hasn’t seen much downtime.

Today, Martinez manages the Sacramento County Office of Emergency Services responsible for planning, training and exercising emergency plans for threats or hazards to the county and its cities. He also serves as the executive director of the Northern California Public Safety Training College, which trains public safety employees who concentrate on fire, law, emergency management and general public safety.

As in his first career, Martinez believes that his Bachelor of Vocational Education (BVE) degree is an excellent on-the-job resource. “The interaction with my classmates and understanding the process of how we learn as adults gave me tremendous insight into how to orient the presentations and instruction required of me as an emergency manager,” he says. “I use my background in education not only in training but in presentations to diverse groups of people and in personal interactions.”

Martinez credits earning his degree with giving him the tools and confidence he taps into on a daily basis. “To that end,” he says, “earning a four-year degree has been very beneficial.”

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BVE Information and Advising Sessions

To learn more about the BVE program, visit www.cce.csus.edu/bve, call Carole Taylor at (916) 278-2794, or attend a free information session. All sessions are held at Napa Hall on the Sacramento State campus unless otherwise noted.

**INFORMATION SESSIONS**

**Date:** November 6, 2007 (Tuesday)
**Time:** 5 - 6:30 p.m.
**Location:** Northern California Regional Public Safety College at McClellan Business Park

**Date:** November 14, 2007 (Wednesday)
**Time:** 5 - 6:30 p.m.

**Date:** November 29, 2007 (Thursday)
**Time:** 5 - 6:30 p.m.

**Date:** December 11, 2007 (Tuesday)
**Time:** 5 - 6:30 p.m.

**STUDENT ADVISING SESSIONS**

**Date:** December 5, 2007 (Wednesday)
**Time:** 5 p.m.

**Date:** January 15, 2008 (Tuesday)
**Time:** 5 p.m.
ADVICE WITH ATTITUDE

Teen Forum prepares youth to successfully emancipate from foster care

When foster children turn 18 they “age out” and emancipate from the social service system. Faced with securing housing, employment, higher education and the resources to pay their own bills, many travel the road alone. Studies show that four years after leaving foster care, 25 percent of youth have been homeless, 46 percent graduated from high school and 42 percent have become parents.

To prepare these young people for a successful transition out of the foster care system and into adulthood, the California Department of Social Services (DSS) sought the conference planning expertise of the Sacramento State College of Continuing Education (CCE). “Each year we plan and organize a Teen Forum held on a college campus,” says Susan Gonzalez, director of conference and training services at CCE. “Our goal is to show these teens that a college education can be their dream too.”

In June 2007, 116 youth and their chaperones from across California gathered at San Francisco State University to hear motivational speakers, participate in workshops and social events, and experience a slice of campus life through dorm stays and campus tours.

“The unique thing about this event is that it’s geared specifically for foster teens,” says George Duvall, an inspirational speaker, comedian, and Forum participant since 2001. “These young people are actively involved in the classes and the events. They possess a very high level of energy.”

Youth speaker and former foster child Josh Shipp, who has shared a stage with Bill Cosby and appeared on MTV and Comedy Central, shared “advice with an attitude” that resonated with his audience. “I especially related to Josh Shipp who told us, ‘If you want something, go get it. If you love someone, go be with them,’” says attendee Hassan Shabazz.

The workshops focused on issues such as transitional housing, education and employment opportunities, relationships, and foster youth rights. The FosterClub All-Stars, a group of 10 former foster youth who travel cross-country to share their wisdom and raise awareness, led several workshops. Their sessions encouraged youth to promote community change using their personal experience, provided strategies for finding life permanency, and featured a Lifebook project to help youth recognize and claim their own history.

The Forum also included a performance of vignettes from Kamika Whetsone’s play In by Chance, Out by Choice which tracks the lives of three young people who navigate the positive and negative influences of the foster care system to achieve their goals.

Whetstone wrote the play based on personal experience and her work as a youth employment specialist at the Sacramento Work Career Center. “I wrote it so young people know they’re not the only ones going through these situations,” she explains.

“It made my day to see how many questions the youth had after the presentation.”

While learning is the Forum’s focus, fun and friendship also flourish. A talent show caps off the event and while their talents are impressive, the youths’ attitudes are the real reward. “It warms my heart to see how supportive they are of each other,” says Debra Switzer, a program specialist at DSS.

Close bonds form quickly between participants who connect through shared experiences. “I still stay in touch with people from the Forum through phone calls and my MySpace page,” says return attendee Porchea Fields.

The Forum also connects youth with adults who can help ease the emancipation process. “Young people get to see caring and supportive adults not only for right now, but for their future,” says Duvall. “Connecting with their peers is important, but building partnerships with trusting, caring adults is most important.”

When it comes to navigating a future beyond foster care, every relationship and learning opportunity is an opportunity for success. “Yes, they had fun,” says Jill Sevaaetasi, manager of DSS’ independent living program policy unit, “but they also got some of the information they need to successfully transition out of foster care and into adulthood.”
We don’t make water. We help make water cleaner. That could be the slogan of Sacramento State’s College of Engineering and Computer Science’s Office of Water Programs (OWP).

While OWP doesn’t make water, it does something just as important. Under the direction of Dr. Ramzi Mahmood, OWP provides training that allows communities worldwide to have safe drinking water and environmentally safe wastewater.

“When we go to a drinking fountain anywhere in this country we can turn it on, take a drink and not worry about getting a communicable disease,” says Kurt Ohlinger, associate director of OWP. “There is a reason for that. There is a whole army of men and women producing clean, safe drinking water and protecting public health by treating wastewater to make it safe before releasing it into the environment.”

Many of those people have been trained through distance learning courses developed by OWP and offered through Sacramento State’s College of Continuing Education (CCE) whose offerings include more than 75 water program courses in everything from industrial waste treatment to utility management.

“The industry protects public health and the environment, so the job is critically important,” says Ohlinger. “To work in this field you have to be licensed, and to get a license, you need education. That is what we provide. Distance training is not new for us. We’ve been doing it since we started in the 70s.”

Water plant operators use the introductory courses to learn the science behind the treatment and take more advanced courses as they progress in their careers. “We have students who have taken courses from us for many, many years as they have moved up the ranks,” Ohlinger says.

The importance of OWP’s training programs is reflected in the severe penalties individuals and agencies receive for failure to comply with local, state or federal water and wastewater regulations. “There are strict laws regarding water and wastewater management,” says Ohlinger. “If an agency discharges wastewater outside of its permit requirements, it could be heavily fined. If it was found to be a purposeful violation, the individual operator could lose his license and receive jail time.”

OWP was formed in the early 1970s after the federal government began mandating higher standards for wastewater treatment and states began building new wastewater treatment plants. “Ken Kerri, a former civil engineering professor here, founded OWP after hearing from local treatment plant operators that there were a lot of sophisticated wastewater treatment plants coming on line and training for them just didn’t exist,” says Ohlinger. “Ken worked with the Environmental Protection Agency to secure grants and started developing training material that he sold to operators as publications and correspondence courses.”

OWP now sells more than 50,000 copies of its publications each year and two years ago sold its one-millionth publication. “That was a real milestone for the program,” Ohlinger says. “These are significantly sized books not little pamphlets.”

OWP issues about 30 publications, produces a variety of CDs and offers courses online through CCE. It also outsources some of its training through its approved instructor program. “A lot of people can do distance learning and work on their own, but it does take discipline. There are still many people who require an instructor to teach them,” says Ohlinger.

Most OWP courses require about 90 hours of study and the program boasts a 72 percent success rate for its students. “I’d call us a premiere training provider for the industry. There are certainly others out there, but most are primarily private not university affiliated,” explains Ohlinger.

In fact, OWP is such a success it has been a self-sustaining organization since the mid-70s and requires no university funding. OWP doesn’t do much advertising yet impressively enrolls more than 14,000 students from more than 100 countries in its distance learning programs each year.

“Most of our students hear about the program through word of mouth,” Ohlinger says. “We’ve done some informal interviews asking how they found out about the program and most said they had a family member or neighbor who was an operator and went through our training. So, in a way, it’s generational.”

Today that may be changing. Some of the newest students come from developing countries. “There is a desire all over the world to have clean water, but it has mainly been the developed countries that could afford it,” Ohlinger says. “Countries in the developing world traditionally haven’t had the wealth, resources or technology to develop safe water systems for their people. I’m pleased to see them striving to achieve those goals because thousands of people are dying from water-borne diseases every day.”

No, they don’t make the water, but OWP does make a difference — even halfway around the world.
Kurt Ohlinger considers himself part of the “silent service.” As an engineer trained in water and wastewater management, he has a job people rarely, if ever, think about. “We tend to call ourselves the ‘silent service’ because what we do is invisible to the public,” he says. “People never think about what goes into producing safe water — and when they take a shower or run the dishwasher, they don’t think about what happens to the water when it’s gone.”

Ohlinger is the associate director of Sacramento State’s College of Engineering and Computer Science’s Office of Water Programs (OWP). He oversees the development of distance learning courses used throughout the world to train water and wastewater treatment facility operators.

He took an interest in that field while studying engineering at California State University, Chico. “I went into my undergraduate program envisioning building bridges; that’s what you typically think about with civil engineering. When I took my first environmental engineering class, which I knew nothing about, it really grabbed me. I kept taking more classes and ended up steering my career in that direction.”

He worked as a civil engineer with the Sacramento County Regional Wastewater Treatment Facility for 14 years before making a career change. “I always had a desire for academics, so I went to graduate school at Sacramento State and then received my doctorate from UC Davis.” He has worked at the OWP since 2000.

Ohlinger also teaches a class in civil engineering, and when his students express an interest in working in developing countries, he encourages them to pursue the opportunity and perhaps make a little noise. “I know they will be able do much more there than they can here,” he says. “Most of the systems here are mature so they would most likely be in more of a maintenance role, but over there, they can make changes that will save lives.”
It could be said that the new Business Requirements training program currently underway between the Sacramento Municipal Utility District (SMUD) and the Sacramento State College of Continuing Education (CCE) offers the ideal case study on how to build a professional partnership. Not only is SMUD collaborating with CCE but the partnership grew out of an earlier relationship among technical members of the Sacramento Regional Technology Alliance (SARTA).

SMUD Chief Information Officer (CIO) Linda Johnson attends SARTA meetings where they focus on regional information technology (IT) issues. There she heard a recurring theme where members discussed a growing gap between skills associated with the ability to identify business requirements and capabilities associated with understanding technology.

“We’re facing a lot of turnover as the baby boomers retire,” says Johnson. “Local technology staff expressed concern about having an available pool of trained people experienced enough to understand the business requirements that also have the experience with the technology. We decided to develop a training program that would involve SMUD taking the lead to create the program.”

Course planning began with SMUD IT staff meeting with CCE to build a framework to meet learning objectives. “It’s a back-and-forth process between the university and SMUD to refine the framework and build the course,” says Kirsten Ryden, a program manager at CCE. “SMUD has a lot of expertise in this area so they really understand what needs to be done.”

The course content will focus on hands-on learning experiences aimed at helping students maximize the business value of technology applications and connect it to the business perspective. The goal is for students to attend class, take what they learn and apply it in the work place.

Students will learn core skills to help them explore and ask questions that lead to positive outcomes. “Conducting a business requirements evaluation could be compared to conducting a behavioral interview,” explains Johnson. “You ask a question and get the response and then you drill down and ask more questions and keep asking questions until you get all of the information you need. You have to be open to what the person tells you and not pre-judge or get ahead of them.”

“We’re looking to create a balanced perspective between understanding the needs of the business and how those needs translate to the technology,” says Larry Gunn, business technology program manager at SMUD. “We want our analysts to truly understand where the client comes from and look at the range of solutions available. These solutions may include process improvements, enhancing existing applications, developing new applications internally or adding third-party applications to existing enterprise solutions.”

The 13-week program will be offered to SMUD IT staff starting in February 2008 but will extend to outside organizations to create a pool of technical expertise to benefit the community. “We see this foremost as a way to streamline and optimize the process to provide better solutions,” says Karen Sutherland, senior IT training specialist at SMUD.
Sharon Lewis had a seven-year-old daughter, a liberal studies degree, seven years of work experience with the United Services Automobile Association (USAA), and three years out of the workforce when she found herself in need of a job. She was headed for a second bachelor’s degree in accounting when her mom received a postcard about the Payroll Administration Certificate Program from the Sacramento State College of Continuing Education (CCE).

“The only part of accounting that I really liked was payroll,” explains Lewis. “I had called a staffing agency about payroll positions but they basically said ‘Good luck’ because I didn’t have any experience and most jobs ask for two or three years.” The postcard changed her direction and she enrolled in the program.

The Payroll Administration Program includes four courses. The first three cover critical skills for today’s payroll professional. The fourth is a comprehensive overview of regulations and best practices for California-based employers.

Through lecture, small group interaction and hands-on computer application, students get a real-world problem-solving education from experts working in the field. “Continuing education courses deal with what you’re really doing at work,” explains Lewis. “I needed money. I needed a job. I needed training and I wanted to get right to it.”

The program also prepares students for the American Payroll Association’s Certified Payroll Professional (CPP) and Fundamental Payroll Certification (FPC) exams. For Lewis, national certification was the key to success. “Even though I had no experience, I completed the classes and became APA certified. When I talk about laws and policies, I know what I’m talking about,” she says.

Lewis received two job offers before she graduated from the program. She accepted a position as a payroll assistant at St. John’s Retirement Village in Woodland, Calif. “Without this program, I wouldn’t have had the confidence to apply for this job,” says Lewis. “Not working for those three years and then going back is tough. But the person training me says I’m doing well and that’s worth it.”

For more information about payroll courses at CCE, visit www.cce.csus.edu/payroll or call (916) 278.4433.

**Partnering with Professionals**

The College of Continuing Education participates in local and national professional associations to offer our students access to cutting-edge knowledge and skills.

- **American Payroll Association (APA)**
  - Certified Continuing Education Provider

- **American Society for Training and Development (ASTD)**
  - Member

- **International Facility Management Association (IFMA)**
  - Member

- **Meeting Professionals International (MPI)**
  - Member

- **National Contract Management Association (NMCA)**
  - Certified Continuing Education Provider

- **Project Management Institute (PMI)**
  - Certified Continuing Education Provider

- **Sacramento Area Human Resource Association (SAHRA)**
  - Member

- **Sacramento Convention and Visitors Bureau (Sacramento CVB)**
  - Member

- **Society for Technical Communication (STC)**
  - Certified Continuing Education Provider
At the Scharffen Berger Chocolate Maker Inc. factory tour even the air is infused with chocolate. Famous for its deep dark chocolate and artisan approach to the chocolate production process, Scharffen Berger offers a destination hotspot for chocoholics the world over. Each year, the Berkeley-based company guides at least 45,000 visitors through its “bean-to-bar” process before turning them loose in the Café Cacao and gift shop.

As on most days, giddy chocolate fans gleefully browse the shop’s rows and rows of chocolate after dining on cocoa-inspired entrées like the hot-pressed “BBQ” chicken sandwich in cocoa-nib BBQ sauce and fresh banana and chocolate pancakes. They look like kids in a candy store, but they’re actually students in Dr. Kirsten Tripplett’s “Got Chocolate?” course and after six classes with Tripplett, today’s trip isn’t just for fun. These people know their chocolate!

“By the time my students get to this fieldtrip, they’re pretty knowledgeable about the long social history of chocolate and the confectionary-making process,” says Tripplett. “They see the process differently from the average visitor.” When it came time to discuss the history and politics of chocolate, they even gave the Scharffen Berger tour guide a run for her money.

Offered through the Sacramento State Osher Lifelong Learning Program, the six-week “Got Chocolate?” course touches on this ubiquitous favorite’s journey from its origins in the Central American rainforest to its present-day status as a universally beloved confection.

The study of the origins and history of chocolate spans both centuries and continents, touching numerous and diverse fields: ethnobotany, culture, economics, fair trade certification, technology, genetics, conservation, chemistry, culinary arts and medical research. Chocolate allows one to explore all of these seemingly unrelated fields and draw them together in unimagined ways.

First-time Osher student Richard Sikert was drawn to the class out of curiosity and his love of history, but was concerned that the course’s
The U.S. chocolate industry uses seven million pounds of sugar every day — an annual value of $663 million.

The U.S. consumers eat 2.8 billion pounds of chocolate annually representing nearly half of the world’s supply.

Strong focus on taste testing might be too fluffy. Tripplett’s approach soon won him over.

“I was very impressed with the background of the instructor and her knowledge of the history of chocolate,” says Sikert. “Learning about the economics of chocolate and the production of high-end boutique chocolates were very interesting. Kirsten was extremely capable and her enthusiasm for the subject was evident.” Sikert was so intrigued by the course that he’s planning to do his own chocolate research and hopes to be involved in a newly proposed Sacramento Chocolate Club.

Students also had an opportunity to delve into chocolate’s reported medicinal benefits, including dark chocolate’s rich source of flavonoids, which act as antioxidants associated with numerous heart-health benefits. Other studies point to chocolate’s ability to stimulate endorphins, triggering feelings of pleasure, raising serotonin levels and acting as an anti-depressant.

That passion for learning represents the heart of the Osher Lifelong Learning Program. Founded in 2004 with a $100,000 grant from the Bernard Osher Foundation, the program offers a wide range of courses to adults ages 50 years or better.

Osher courses provide active adults with stimulating learning opportunities without the stress of grades and tests. Topics cover everything from exploring the Sierra-Nevada mountain range, to creativity and the craft of writing, and from parking lot safety to a master gardening series to a wine-tasting course. Each class attracts an equally diverse audience. Many of the friendships formed in the classroom continue long after the courses end. The "Got Chocolate?" students have continued their discussions with ongoing potluck dinners, the early foundations of Sacramento’s first chocolate club, and the common request for “Got Chocolate? — Part 2”.

Chocolate syrup was used for blood in the famous 45-second shower scene in Alfred Hitchcock’s movie Psycho, which actually took seven days to shoot.

Taste testing different chocolates in the classroom gave students the opportunity to savor the flavors as well as the reported benefits.

And when it comes to chocolate itself, sampling ranks right up there with learning. Student Carol Howle’s appetite to enroll in the class was whet by Tripplett’s promise to include taste testing.

“After tasting all the different varieties of chocolates in class, I’m now partial to Scharffen Berger’s 65 percent dark chocolate,” explains Howle, “but you can still occasionally find me with a handful of M&Ms” in my pocket.”

For Howle, enrolling in “Got Chocolate?” also provided the opportunity to share with others the wealth of knowledge she gained from the course. She adds that people are surprised that there is so much to know about chocolate.

“We are committed to developing a community of learners who share a similar passion for staying intellectually engaged,” says Amy Ruddell, program manager for the Sacramento State Osher Lifelong Learning Program. “Our classes focus on the mind, body and spirit. My goal is to continue to develop the relationships that help us deliver unique courses to diverse learners in a variety of locations.”

The Osher Program now partners with the cities of Sacramento, West Sacramento and the Folsom Department of Parks and Recreation to offer off-campus classes.

To preview Osher Program courses, please visit www.cce.csus.edu/osher or contact Lori May at (916) 278-2797.

Dr. Kirsten Tripplett fell in love with chocolate while doing post-doctoral research in Belize.

“I was interested in ethnobotany, which is the study of the relationships between plants and human societies, and that led me to the cacao plant and its impact on particular cultures and the world at large,” says Tripplett who sees chocolate as a nexus that connects its many components with both the past and the present.

Her explorations include the habitat and cultivation of the cacao tree, its spread from the Mayan and Aztec societies to Spain and beyond, and the current chocolate trends including fair trade certification, organic chocolates and boutique-type chocolates.

“Chocolate has amazing resonance across diverse fields of knowledge and is a substance that can be discussed from many different viewpoints and approaches. Knowing all the background about chocolate makes it even more valuable in my eyes — and in those of my students,” explains Tripplett. “They come away being amazed by chocolate. As they should be.”

Combining her Ph.D. in botany from the University of Texas at Austin with her passion for chocolate, Tripplett is a natural in the classroom.

“I am really thrilled when students catch my enthusiasm,” explains Tripplett. “I am inspired when students start discussing their own experiences with chocolate as they develop their knowledge base. The Osher program is a great place for this type of class because you have students of different ages with a wide range of backgrounds and I really appreciate all that they bring to the table.”

In addition to her lectures on chocolate, Tripplett works as the capital campaign associate for the Crocker Art Museum and is a part-time instructor in the Sacramento State department of biological sciences.

When she is not in a classroom, Tripplett globe trots passionately for tropical destinations, advocates for sustainable food production and avidly reads all things historical.
Joe Angeles is a night owl who reads everything there is to know about the San Diego Chargers. He’s got a sweet spot for cookies and wouldn’t be caught dead eating escargot. With a childhood passion for wrecking things, he always imagined a career in construction. A growing desire to change mindsets rather than skylines redirected him toward a career in higher learning and today you can find Angeles building successful education partnerships at Sacramento State.

**My work is rewarding because...**
Of the people I work with. It helps to know that we can get work done and still have fun. I appreciate the differences we have, and it’s great when we look back at the end of a successful project and realize that we made it without driving each other crazy.

**I am most proud of...**
Developing relationships with clients. The fact that they rely on me and can expect a good product makes me feel great at the end of the day.

**One of our greatest successes is...**
The semi-annual California Department of Corrections and Rehabilitation (CDCR)/Sac State Leadership Symposiums. This project is based on feedback from the graduates of our CDCR Leadership Development Program to reunite once a year and further enhance their leadership skills. This project is also unique because I believe it is one of the first large-scale partnerships between the College of Continuing Education’s extension programs and conference and training services (CTS) units. I coordinated our client’s needs with the logistics and conference expertise of my CTS peers, and together we delivered a great product that CDCR Leadership Program graduates look forward to.

**CCE is a great professional partner because...**
Not only are we right in the center of the workings of state government, we are a partner of choice when it comes to statewide collaboration. We take the extra step and deliver high-quality services that benefit not only our clients but the community as a whole.

**One thing I’ve learned about collaboration is...**
That it requires a great deal of trust, dedication and communication, but as a result, fresh ideas and different perspectives surface and have the opportunity to bring about tremendous insight and growth within CCE.

**The biggest challenge on my horizon is...**
Staying current with various projects. I’m learning every day that it’s not always the best thing to simply repeat the processes of how past projects operated. Sometimes we do need to reinvent the wheel or do a quick “pulse check” on where a project needs to be.

**When I grow up I want to be...**
The creator of a think tank within a higher education setting that would encourage young, middle-aged and older adults to bring their talents, skills and values to the table and find common ground on complex issues. I’m very grateful that my job at CCE enables me to pursue a master of arts in educational leadership here at Sacramento State.

**The last movie I saw was...**
Transformers. I liked the graphics but hated the stiff, robotic acting (zing).
ON THE HORIZON

CONFERENCE AND TRAINING SERVICES

CTS is recognized throughout California as a leader in the event planning industry. A sampling of upcoming events includes:

NOVEMBER 2007
Leadership Development Program Symposium
Host: California Department of Corrections and Rehabilitation

Comprehensive Perinatal Services Program — Provider Overview and Steps to Take Training Series
Host: California Department of Public Health

Nexus XII Training Conference
Host: Inter-Agency Council on Child Abuse and Neglect

CalWORKs Partnership Summit
Host: California Department of Social Services

Pedestrian Safety Workshop Series
Host: California Department of Transportation

California Strategic Plan for Suicide Prevention Public Workshops
Host: California Department of Mental Health

Delta Vision Blue Ribbon Task Force Meetings
Host: California Department of Water Resources

Delta Vision Stakeholder Coordination Group Meetings
Host: California Department of Water Resources

DECEMBER 2007
Project Engineer Academy
Host: California Department of Transportation

Leadership Forum
Host: California Department of Social Services

JANUARY 2008
Parent Leadership Conference
Host: California Department of Social Services

FEBRUARY 2008
Assessment of Occupant Protection for Children
Host: Office of Traffic Safety

Applied Environmental Statistics Training
Host: California Department of Water Resources

Community Care Licensing Leadership Training
Host: California Department of Social Services

Office of Homeland Security Annual Statewide Conference
Host: California Governor's Office of Homeland Security

California Health and Human Services Agency Convocation
Host: California Health and Human Services Agency

California Association for Behavior Analysis Annual Conference
Host: California Association for Behavior Analysis

Tobacco Control Section Evaluation Task Force Meeting
Host: California Department of Public Health

MARCH 2008
Cyber Safe California: Protecting Our Children, Safeguarding Our Privacy, Securing Our Future
Host: California Department of Consumer Affairs

Children's Medical Services — Health Care Program for Children in Foster Care Program Training
Host: California Department of Health Care Services

Integrated Pest Management School Facility Training Workshops
Host: California Department of Pesticide Regulation

APRIL 2008
4th Annual Expo — Safety Training & Construction Management
Host: Sacramento Builders' Exchange

INTEGRATIONAL EVENTS

CCE is honored to partner with professionals and students around the world.
This fall Sacramento State will welcome more than 100 students to CCE's English Language Institute and participate in two groundbreaking programs in the Peoples' Republic of China.

Wong Sam Hang China America Management Education College Inauguration
Kunming, Yunnan Province, Peoples’ Republic of China

Logistics Program
Kunming, Yunnan Province, Peoples’ Republic of China

PROFESSIONAL PROGRAMS

CCE offers a wide variety of courses and programs for personal and professional development in:

• Broadcasting
• Business Operations and Management
• Criminal Justice and Safety
• Health and Human Services
• Leadership, Management and Supervisory Development
• Meeting and Event Planning

To join a program in progress or register for spring courses, visit www.cce.csus.edu.

ACADEMIC PROGRAMS

CCE's business, education and criminal justice degree programs offer a flexible fit for working professionals. Courses are offered online, through weekend-intensive classroom sessions or blended-classroom/Web-hybrid classes. Most programs can be completed in less than two years. CCE is now accepting applications for:

• Bachelor of Arts: Early Development, Care and Education (EDCE)
• Bachelor of Science in Criminal Justice
• Bay Area Mild/Moderate/Severe Specialist Credential and Master of Arts in Education: Special Education
• Executive Master's of Business Administration (EMBA)
• Master of Arts in Education: Workforce Development Advocacy
• Master of Arts in Spanish
• Master of Science in Accountancy
• Master of Science in Business Administration (MSBA) Taxation

Visit www.cce.csus.edu to find a professional degree within your reach.
The College of Continuing Education is your all-access pass to learning and advancement opportunities necessary to stay competitive.

For more information, call 916.278.4433 or visit www.cce.csus.edu