

Continuing Education & Small Business Development Center

A report to Lane's Board of Education

December 14, 2011

Lane's community education offerings are grouped in a division that encompasses two non-credit departments – Continuing Education (CE) and the Small Business Development Center (SBDC).

Continuing Education:

Over 90% of the courses offered through Continuing Education (CE) focus on preparing students for a new career and enhancing their skills; these are reimbursable. Some of the areas of highest demand and community impact include short-term career training and professional development for certified nursing assistants, licensed massage therapists and a wide variety of other health occupations including personal care aide and sterile processing technician. Other classes include fashion design, real estate, computer training, and encore career development for mature adults returning to the workforce.

The remaining offerings, approximately 10%, allow students/community members to pursue their passion in an enrichment course – non-reimbursable. As a comprehensive community college, the community expects that these types of classes are offered and they play a key role in Core Theme 4: Lifelong Learning, which seeks to foster accessible, quality lifelong learning in the community we serve.

Figure 1 shows the percentage of reimbursable vs. non-reimbursable classes taken in 2010-2011 in the Continuing Education department.

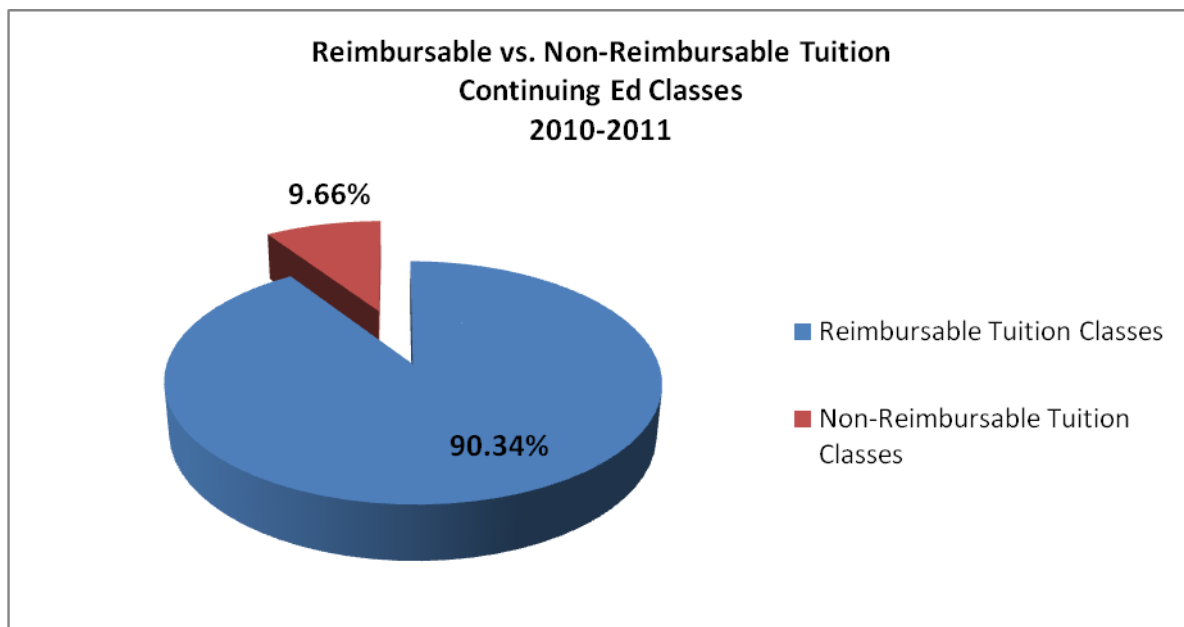


Figure 1: Reimbursable vs. Non-Reimbursable Tuition Classes in 2010-2011 in CE

Continuing Education classes are grouped under six categories--Career Technical, Computers, Creative Arts, Health and Wellness, Home and Family, Language and Culture. Table 1 shows the number of students FTE produced for each of the six program categories the last five academic years.

Category	06-07	07-08	% Chg LY	08-09	% Chg LY	09-10	% Chg LY	10-11	% Chg LY
Career Training	912.28	462.55	-49.3%	500.50	8.2%	509.23	1.7%	494.93	-2.8%
Computers	45.43	37.47	-17.5%	39.41	5.2%	52.00	31.9%	43.67	-16.0%
Creative Arts	49.43	47.16	-4.6%	50.44	7.0%	59.30	17.6%	45.41	-23.4%
Health & Wellness	69.26	70.45	1.7%	79.74	13.2%	80.52	1.0%	71.93	-10.7%
Home & Family	171.91	20.79	-87.9%	38.26	84.0%	63.40	65.7%	62.47	-1.5%
Language & Culture	54.87	44.92	-18.1%	50.73	12.9%	53.93	6.3%	44.87	-16.8%
Totals	1303.2	683.34	-47.6%	759.08	11.1%	818.38	7.8%	763.28	-6.7%

Table 1: Continuing Education FTE for the last five years

There was a drop in FTE from 2006-2007 to 2007-2008 of 620 FTE. 610 of the 620 FTE lost can be tied directly to the discontinuation of programming and classes that were no longer deemed reimbursable, in the Home & Family and Career Training categories, such as law enforcement and Lane County Drug Court. CE saw an FTE growth from 2007-2008 until 2009-2010. 2010-2011 saw a drop of 54.9 FTE due in part to a struggling economy and the loss of Fire District trainings (60 FTE) after the Emergency Medical Technician classes were restructured and moved into the Health Occupations Department.

Staff members are continuing to learn how to collect and analyze data to sharpen the enrollment management for the Continuing Education classes. For example, fewer course sections to accommodate the same number of students thereby maximizing class size and minimizing faculty expenditures.

Instructor Hiring Process:

Programming ideas come from both an internal process or external proposals and requests. During the unit and strategic planning process, program areas are identified. Trends are researched and community needs are assessed. Qualified instructors who are certified or have experience in the

content area are identified and go through the hiring process as outlined below. Potential instructors can also propose classes via the same hiring process.

This process for hiring an instructor is briefly described on the CE website and begins with the candidate emailing their interest of offering a class, providing basic content and instructor information. The program committee meets weekly to discuss new proposals. If there is interest in the content, the candidate is contacted and asked to provide more documentation, including a cover letter, Lane application, complete course proposal, three work related references and prior teaching experience or equivalent, all according to Lane's COPPS. If there is no interest at this time, the candidate is emailed a 'prepared' response

Once the additional requested information is received, the program committee reviews the materials. If the decision is no, the candidate will be notified. If the decision is to move forward, the assigned program coordinator will contact the candidate for an interview, which will include a mini-lesson to assess their knowledge of adult learning theory, teaching skills and ability.

After the interview, if the decision to offer the class is no, the candidate will be informed via a phone call from the program coordinator. If the decision is to offer the class, the program coordinator will contact the candidate, ask them to participate in a new hire orientation, review and sign off and the Instructor handbook and complete their HR paperwork.

Tuition, Fees and Market Endurance:

The CE department sets the cost of a class based on what the market will bear. The cost to a student includes tuition, at the non-credit tuition rate, plus class fees.

33898 - 10-11:30 am, Th, Feb 9, DTC Rm 202 (2 hrs No Charge) - Stevens

Nursing Assistant (CNA 1)

Upon completion of all elements of this program, you will be eligible to sit for the OSBN Nursing Assistant certification examination (CNA 1). Content includes introduction to health care facilities, role of the nursing assistant, communication, medical terminology, basic body structure and function, patient needs, basic growth and development, preventing infection, body mechanics, and much more. This course is approved by the Oregon State Board of Nursing. Clinical and lab hours TBA and will include some required weekends. Book required first class. Prerequisite: Completion of Nursing Assistant Orientation class.

33097 - 8:30 am-12:30 pm, M/Tu/W, Jan 9-Mar 15, DTC Rm 036 (158 hrs \$1099) - Stevens

well-respected by area employers, many of whom offer special hiring consideration to those who pass the course. Textbook included. (Note: Employers will conduct comprehensive criminal history checks before hiring.)

33985 - 5:30-8:30 pm, Tu/Th, Feb 7-Mar 22, DTC Rm 036 (40 hrs \$359) - Peterson (SAI Course)

Pharmacy Technician

Pharmacy Technician Certification Part 1 class is offered fall and spring term only. Enrollment in the class is by application only. To get an application, you must attend the informational meeting. The informational meetings for the spring term class 2012 will be Wednesday, February 15, 5-6 p.m. The informational meeting will be at the LCC Downtown Center, 1059 Willamette St., Room 202.

Medical Terminology in the

cost the same as other credit courses and are eligible for financial aid. You may be required to pass a background check, drug screen and have current immunizations to be eligible.

33108 - 7-9 pm, W, Jan 11-Mar 14, DTC Rm 306 (20 hrs \$329) - Barker

Phlebotomy

Phlebotomy I

The primary responsibility of a phlebotomist is to draw blood specimens from patients for laboratory tests. Upon successful completion of two courses, Phlebotomy I and Phlebotomy II, you will have the necessary skills to seek employment in this field.

34107 - 9:30 am-12:30 pm, Tu/Th, Jan 10-Mar 8, DTC Rm 036 (60 hrs \$799) - Mitchell

Veterinary Assistant

The image above is an excerpt of a screen shot of the Winter 2012 Community Education Schedule, page 23. The cost of the CNA1 class for Winter 2012 is \$1,099. At the current non-credit tuition rate of \$4 per contact hour, the student pays \$632 in tuition and \$467 in fees, for a total of \$1,099.

If the non-credit tuition rate increased to \$5 per contact hour, yielding \$790 in tuition revenue, the fees charged to students would have to be lowered to \$309 to achieve the total price for the course that the market will bear – \$1,099. As noted, an increase in the tuition rate does not increase revenue to the college or department, as the total price of the class does not increase.

The CE department uses the following criteria in their market-based analysis:

- compare price of classes offered at other Oregon community colleges
- review regional & national trends
- survey students and community members
- analyze the costs associated with the class
- appraise industry standards for work-force related classes
- compare price offered by the private sector
- evaluate expertise or skill level required of instructor

The CE department must have the flexibility to set price based on what the market will endure.

History of Non Credit Tuition Increases:

The table below (Table 2) illustrates how non credit tuition has been calculated. In recent years the increase based on HEPI hasn't risen enough to trigger the fifty cent rounding threshold. Therefore, the tuition resolution recommended leaving the rate unchanged.

Year	NC Tuition Rate	HEPI %	% applied	New Calculated rate	Following HEPI	
2002-03	2.79	2%	2%	2.85	2.90	2.85
2003-04	2.85	5%	29%	3.42	3.00	3.42
2004-05	3.42	4%	2%	3.5	3.12	3.5
2005-06	3.5	4%	4%	3.64	3.26	3.64
2006-07	3.64	5%	4%	3.79	3.44	3.79
2007-08	3.79	3%	5%	4	3.55	4.04
2008-09	4	5%	0%	4	3.75	4.24
2009-10	4	2%	0%	4	3.84	4.332
2010-11	4	1%	0%	4	3.88	4.368
2011-12	4	2%	0%	4	3.97	4.46

This is where we made an adjustment which was higher than the HEPI

We have landed at \$4.00 per contact hour, if we were to have followed HEPI we would be at \$3.97

This is when we stopped making an adjustments if it did not equal \$.50 or greater on Non-Credit tuition

Table 2: Non credit tuition calculation

Budget and Finances:

The table below reports several components of revenue and expenditures for Continuing Education for the last five years.

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Revenue					
Tuition: Reimbursable	\$845,488	\$821,472	\$657,114	\$620,364	\$557,330
Tuition: Non-reimbursable	\$109,154	\$88,427	93,056	\$92,908	\$63,198
Tuition:	\$954,642	\$909,899	\$750,170	\$713,272	\$620,528
TOTAL					
Other Sources	\$6,170	\$7,809	\$6,996	\$34,997	\$48,045
Student Fees	\$614,132	\$740,839	\$663,070	\$585,336	\$566,748
State Support	\$2,882,233	\$1,832,961	\$1,800,891	\$1,442,759	\$1,287,242
Total Revenue	\$4,457,177	\$3,491,507	\$3,221,127	\$2,776,365	\$2,522,563
Expenditures					
Personnel Services	\$1,374,579	\$1,370,225	\$1,379,315	\$1,610,225	\$1,496,462
Materials & Services	\$426,313	\$396,185	\$377,312	\$336,877	\$302,993
*College Overhead	\$1,550,570	\$812,770	\$903,210	\$973,420	\$907,970
Total Expenditures	\$3,351,462	\$2,579,180	\$2,659,837	\$2,920,522	\$2,707,425
Total Revenue less Expenditures	\$1,105,715	\$912,327	\$561,290	-\$144,157	-\$184,862

Table 3: Continuing Education Revenue and Expenditures for last five years

Other Sources of Revenue include sales of books, which particularly increased in 2009-2010 & 2010-2011 due to the Titan Store pulling their staff from the DTC store. Additionally there were sales of parking permits and receipts from student clinics, for example Licensed Massage Therapy. There was some miscoding, for example fashion design materials should have been expensed to class materials.

Personnel Services increases from 2008-2009 to 2009-2010 are tied to three key areas: a significant increase in OPE; in classified and timesheet staff hours, as they took on responsibilities of running the Titan Store; providing services to the credit students and faculty from the addition of 20+ credit classes and 500+ students per term. The expenses from the Titan Store and credit classes were not reimbursed and not funded from the onset.

Staff Information:

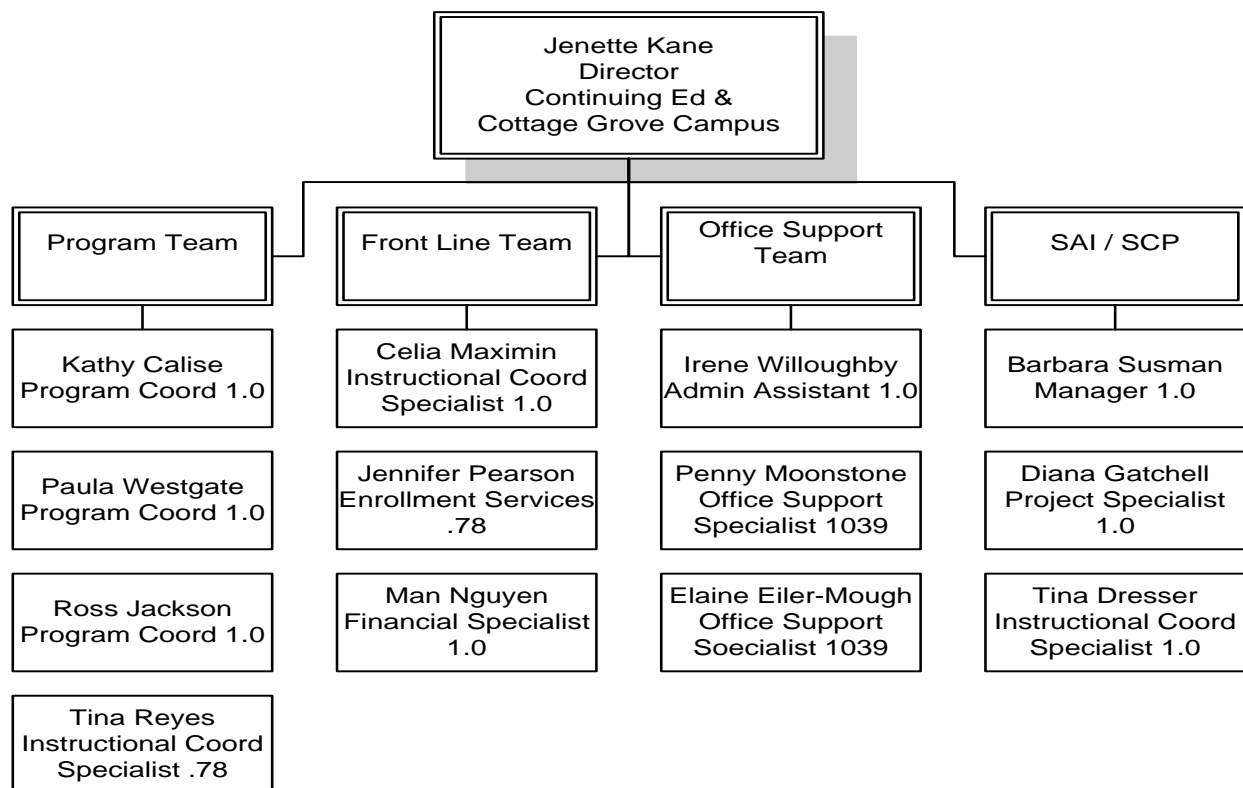


Figure 2: Current team structure for Continuing Education

Figure 2 shows the current team structure for CE. Team members are categorized by function. The structure is close to the LERN model for best practices.

The Program Team includes three program coordinators who are responsible for determining what classes will be offered each term, reviewing and approving course content and instructors and costing out each class/program in a fiscally sustainable manner. The part-time Instructional Coordinating Specialist's key responsibilities are to provide support to the program coordinators by developing, coordinating and scheduling new and repeat courses; compiling course evaluation information; designing and producing schedule information, promotional brochures and course materials and building non-credit classes.

The Front-Line Team is comprised of three team members who work the front registration/enrollment counter and are the lead customer service members. Their focus is on enrolling walk-in/call-in students, explaining special program requirements to continuing and potential students, accessing student records and handling minor student financial transactions.

The Office Support Team is comprised of three team members, whose tasks range from developing, analyzing, maintaining and interpreting budget and financial data; processing payroll; providing service to call-in students, potential students and community members; registering students in classes and providing administrative support for all team members/instructors in the department

Small Business Development Center and Employer Training Services

What distinguishes the Small Business Development Center (SBDC) and the Employer Training Services Department (ETS) at Lane Community College and is the business population served. The SBDC brings entrepreneurs vital education and services to pre-venture, startups, existing and growing businesses with distinctly different and effective delivery systems. The business development arena encompasses business advising, workshops, seminars, classes and full year program's to educate and support business growth throughout Lane County. The Employer Training Services Department brings pre-existing and customized incumbent employee training programs to the small to large public and private organizations located all over the county.

The Department's established Mission and Department Goals are:

Mission: Invest, Support and Advance Lane County's Economy by providing Business Development and Employer Training Services

Promote a favorable climate to grow and strengthen businesses and organizations, create jobs and raise real wages through the following activities:

- invest and engage in training entrepreneurs for success and sustainability
- invest and engage in customized training for a highly skilled workforce
- help retain and expand existing companies throughout Lane County
- support and engage in training micro-entrepreneurs

Assist Lane County communities and their economic development agencies to build capacity to start, retain, expand and attract businesses

- provide business development services and access to resources wherever there is need
- provide leading edge customized incumbent employee training services
- advocate for entrepreneurship and business development in Lane County, in Oregon, and the United States
- provide business incubation services to promote startup businesses

Improve national and global competitiveness of Lane County employees by:

- support innovation, research, and process improvement
- assist industry clusters to improve their operations, succeed, and be sustainable
- promote traded sector businesses and international export trade

- promote support of local businesses and their goods and services in their communities

Primary Service Offerings from the SBDC and ETS:

The core SBDC service offerings are through business advising and counseling, and through the Small Business Management Program (SBM). The SBM program model consists of 1-2 monthly classes over 9-10 months, cohort learning, and monthly 1:1 business advising. This structure has proven extremely successful in helping businesses start, run, and grow, and has been a significant success factor for companies like Molecular Probes/Life Technologies, Euphoria Chocolates, Pacific Yurts, Luna and Larry's Coconut Bliss, Café Yum!, to name just a few. This model has been used to expand the centers' outreach and serve other niche markets with programs such as the Strategies of Success Program serving rural markets in partnership with area Chamber of Commerce, the Non-Profit Business Management Program serving Lane County Non-Profit Organizations, the Agricultural Business Management Program serving Lane County farms and ranches in partnership with the OSU Lane County Extension Service, the Advanced Leadership and Communications Management Program in collaboration with Toastmasters International, and the Individual Development Account Management Program serving Lane County micro-entrepreneurs in partnership with eDev.

During the 2011-2012 academic year, the SBDC has added a Veterans Small Business Management Program to serve veterans returning from the Middle East and from previous conflicts that are starting a business or have an existing business.

Business Development Classes include: First Steps in Business; Dream of Owning Your Own Business; Getting Started: A New Business Survival Guide; Angel Investing; Implementing Your Business Plan to Achieve Success; Copyright and Trademarks; Developing and Online Presence for Your Business; Social Networking Tools for Your Business; Marketing Essentials for Your Business; QuickBooks for Business Operations; Microsoft Excel for Business Owners and Professionals; State Contractors Certification Training.

And others classes and workshops listed in each quarterly Community Education Publication, which are designed specifically for Business Owners and Entrepreneurs and for organizations served by ETS.

Five Major Areas of Employer Training Services and ETS Training Programs Offered:

1. Basic on the job skill training necessary for work competency
2. Enhanced on the job skill training and advanced certifications
3. Leadership and customer service skills for employees
4. Technology, computer, and process improvement training
5. Compliance and Regulatory Training to meet Federal, State, and Industry requirements

For these services, ETS uses existing or customize quality proven training programs from partner resources such as AchieveGlobal, SHRM, BITS, EVHPEC, OMEP, American Heart Association, OSU, Microsoft, CISCO Systems, SolidWorks, AutoCAD, and other organizational training

program developers. ETS can develop specific programs for organizations in any areas of need, and can customize existing curriculums to better meet the needs of our employee training clients.

SBDC and ETS Services Activity:

The departments have stayed busy offering small business development services and employer training services, even during this economic downturn. In 2010, the SBDC had 385 prospective and 407 existing business owners seek education and assistance at the SBDC and 27 new businesses opened their doors in our community. Current numbers year to date (2011) show we have provided services to 349 pre-venture and 322 existing business owners; and have seen 23 new business startups. The Employer Training Services side of the department offers training to employers that are created to meet outcomes that make their employees more efficient or effective at their place of work. In 2010, in spite of this challenging economy, ETS contracted with 23 companies and trained 1,715 employees at their place of work. So far this fiscal year ETS has contracted with 14 companies and provided training for 1476 employees.

<i>SBDC – Number of Individual Businesses Served (calendar year)</i>						
Business Type	2006	2007	2008	2009	2010	2011 YTD – 10 mos
<i>Existing</i> (established)	279	271	289	387	407	322
<i>Pre-Venture</i> (development stage)	247	240	245	343	385	349
<i>Business Startups</i> (opened doors)	3	11	11	31	27	23
<i>ETS – Individual Organizations and Employees Served (fiscal Year)</i>						
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011 YTD – 4 mos
<i>Number of employers</i> (organizations)	16	14	22	27	23	14
<i>Employees trained</i>	1111	*254 ¹	596	973	1,715	1,476
SBDC and ETS –						
<i>Total Annual Enrollment SBDC/ETS</i>	6867	6169	7,295	4,479	7,533	N/A
<i>SBDC/ETS Annual FTE (actual)</i>	289.2	335.3	408.9	**305.7²	410.44	N/A

Table 4: Businesses and types serves and annual FTE

¹ *drop in employees trained in 07/08 due to end of state training fund contract for the local RV Industry and focus on CCWD initiatives.

² ** drop for 09/10 FTE due primarily to unplanned lack of trained staff to build classes and populate them in Banner, to accurately reflect education and training activities at the SBDC and ETS

The department sets the price of our SBDC services, classes, and programs based on a cost recovery basis, and we identify all costs directly associated with these offerings. Prices for ETS training are negotiated with the company and agreed to on a contractual basis prior to instruction. Similar to the SBDC, ETS pricing focuses on recouping the costs associated with a specific training contract. For example, a recent AchieveGlobal Leadership Training for an area manufacturer was priced based on total direct project costs (trainer/instructor fees, material costs, and snacks that were provided) which were \$3,500, and then an additional 15% (\$525) was added to cover administrative costs (\$175) for administrative activities (ordering materials, accounts payables and receivables) and to generate a 10% margin (\$350) for continued ETS account management and marketing and sales activities. The details of the training project and curriculum, time frame for the training, and the specific price are defined in the standard contract, we use for each ETS training.

FTE is collected for all the trainings and is an integral part of the revenue generated along with fees, tuition and contract revenues. Table 5 below shows the revenues and expenditures as a composite for the SBDC and ETS, from 2007 to 2011.

	2007	2008	2009	2010	2011
Revenue					
Other Sources	\$34,993	\$92,399	\$118,849	\$147,014	\$127,328
Tuition	\$26,485	\$23,180	\$28,944	\$23,078	\$53,496
Student Fees	\$56,250	\$95,873	\$86,469	\$90,358	\$101,793
*State Support	\$484,075	\$596,045	\$685,032	\$512,095	\$688,390
Total Revenue	\$601,803	\$807,497	\$919,294	\$772,545	\$971,007
Expenditures					
Personnel Services	\$734,981	\$396,320	\$415,484	\$493,563	\$447,125
Materials & Services	\$109,767	\$172,588	\$143,749	\$147,430	\$177,970
*College Overhead	\$343,910	\$422,450	\$485,520	\$362,950	\$487,900
Total Expenditures	\$1,188,658	\$991,358	\$1,044,753	\$1,003,943	\$1,112,995
Total Revenue less Total Expenditures	(\$586,855)	(\$183,861)	(\$125,459)	(\$231,398)	(\$141,988)

Table 5 - Revenues, Expenditures, and Net Income for SBDC and ETS for past five years.

Table 5 illustrates that on the revenue side from 2007-2011 there has been some fluctuations, but revenues from other sources, and from student tuition and fees, have been rising steadily. Conversely, total expenditures over the past five years have decreased and were down in 2011 over \$200K from 2007 (an approximate 26% decrease).

SBDC and ETS Staffing and Personnel:

The Lane SBDC was the first center in the state and is the oldest and highest performing SBDC in Oregon. Although the Lane SBDC does not have the largest staff, the activities and results continue to increase and outpace the other 18 Oregon SBDC's. The Employer Training Services Department is the re-emergence of the college's Business and Industry Services Department from the early 2000's when it had close to 10 FTE for staff.

The SBDC has 5 full time staff members (4.917 FTE) and the total personnel services budget is currently 65% of what it was in 2007. However, working more effectively and efficiently has given a corresponding increase in FTE generation of 142%. An experienced and capable staff report to the Director for the SBDC and the ETS Department.

Jim Lindly – Director of the SBDC and ETS Department – 1.0 FTE

Shirl Meads – Operations Coordinator – 1.0 FTE

Rhonda Johnson – Fiscal Specialist - .917 FTE

Gary Smith – SBM Instructor/Coordinator – 1.0 FTE (Contracted Faculty)

Tina Thomas – Instructional Coordinator – 1.0 FTE

Other Hourly Part-Time Staff Members:

The ETS department has three hourly part-time employees totaling 1.05 FTE and the SBDC has 12 hourly part-time employees totaling 3.13 FTE. The list below includes the staff member's position and department, and brief job description, and their current FTE level.

SBDC and ETS Performance:

The Lane SBDC compares very well to the other 18 SBDC's in the state and is part of a statewide network, the OSBDCN, which is one of the few statewide networks in the country with SBDC's hosted primarily at Community Colleges.

The Lane SBDC is the highest performing center in the state, for most of the areas measured by the network office and the SBA. In 2010, the last complete year of data, the Lane SBDC was **#1** in the state for the four most important activity categories. The Lane SBDC provided 2315 advising/counseling hours to 647 clients (the highest in the state for both areas), and 3647 training attendees at 241 training events (also the highest in the state for both areas). A comparison of the Lane SBDC with the other five largest SBDC's is in Table 6 below and shows the Lane SBDC outperforming departments with larger staff and surrounding markets.

2010 Data (last complete year)	# Clients	# Client Hrs	Extended Engagement	Long-Term Clients	Capital Formation
LCC	647	2315	93	119	\$1,980,900
PCC	379	1760	94	112	\$2,246,750
Clackamas	337	1519	67	89	\$664,280
Mt Hood	290	808	26	34	\$97,500
Chemeketa	433	1500	61	77	\$322,850
Central OR	309	1390	71	75	\$562,000

Table 6 – Comparison of LCC SBDC to five other largest SBDC’s in Oregon on five key SBA/OSBDCN performance metrics.

Furthermore, the LCC-SBDC has achieved exceptional performance results during the current program year for goals set by the SBA and, as noted in these year-to-date data in Table 7, showing the center’s annual SBA goals attained in the first 9 months of 2011.

YTD 2011 (Sept. 2011)	2011 Goal	Actual YTD	% Achieved
Long Term Counseling Clients	58	136	234%
New Business Starts	20	25	125%
Client Satisfaction	4.5 out of 5	4.85 out of 5	107%
Job Creation	50	92	184%
Job Retention	100	365	365%

Table 7 - Actual performance to SBA calendar year goals for 2011

Also of importance is that the Lane SBDC was the highest FTE producer for its college the last five years (410 FTE in 2011 which is over twice that produced by any other SBDC in Oregon).

The ETS Department is one of the more active employee training departments with the Business Industry Training System (BITS – which is the statewide community college collaboration for incumbent employee training). Shirl Meads is the immediate past president of BITS and the Lane

ETS was awarded the BITS Ridge Award for Innovation two years ago for its consortium building efforts with the RV Consortium and the Emerald Valley High Performance Enterprise Consortium. Last year, 2010-2011, the ETS Department trained 76% more employees than the previous year, and 54% more employees were trained last year, than the other highest year shown in 2006-2007, resulting from large training projects with the RV Consortium companies.

Whereas most community college employee training departments in the state have seen a steady decline the past two years in employees trained, the Lane ETS Department has shown growth.

Future Plans:

The Continuing Education and Small Business Development Center departments are merging into one division entitled “Community Education” and will be fully merged by July 1, 2012. This merger affects all management, faculty, full and part time staff in Continuing Education, the Center at Cottage Grove, Senior Companions Program, Successful Aging Institute, and the Small Business Development Center.

The new Community Education division will move into the new Downtown Campus building between November 2012 and January 2013, in time for classes to begin winter term 2013.

The new CE unified division will:

- Provide clear information to the public for marketing purposes to differentiate non-credit from credit offerings.
- Allow for maximization of staffing resources and remove duplication of effort that exists now within the departments and, therefore, enhance staff productivity.
- Provide FTE reporting from one unit instead of two and avoids competition for enrollment between the departments.
- Maximize classroom utilization by eliminating duplication of open enrollment course offerings.
- Allow the adoption of software designed specifically for Community Education course offerings to reduce expenditures and increase revenues.