

National Contract Education 2017 Benchmark Survey

A Project of the California Community Colleges



CALIFORNIA COMMUNITY COLLEGES

Doing What **MATTERS**[™]

CONTRACT EDUCATION

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Overview

The National Contract Education Benchmark Survey was funded by the Technical Assistance Provider (TAP) Grant, which supports technical assistance for contract education units within the California Community Colleges system. The initiatives funded by the TAP Grant represent the efforts of the California Community Colleges Chancellor's Office to provide guidance and technical assistance at the local, regional, and statewide level and to support the development of the state's workforce talent. This national survey was undertaken specifically to provide insight and knowledge that will help contract education units statewide to build strong and sustainable practices that will continue to serve the workplace education and employee training needs of business and industry.

In California, as in other states, contract education is the unit of a community college that provides customized workplace education and training to businesses, municipalities, and government agencies. By collaborating with local and regional employers to develop a high-performance workforce, contract education contributes to building strong regional economies and improving the state's global competitiveness.

Data for the survey was collected during the spring of 2017. A total of 58 community colleges representing twenty-two (22) states participated. Each participating college responded to twenty-two (22) questions related to the following nine contract education areas:

- Funding
- Structure
- Revenue/Sales
- Service Offerings
- Industry Sectors
- Marketing
- IT Systems
- Success Factors
- Challenges & Goals

“Through contract education, community colleges nationwide partner with business and industry to upskill employees and close skills gaps. Additionally, contract education plays a key role in developing a strong workforce pipeline. This is the reason why so many organizations partner with their local community colleges for workplace education and customized training programs.”

Sandra Sisco, Director, Economic Development, Chaffey College, and Former Technical Assistance Provider, Contract Education, California Community Colleges

Diverse Locations, Similar Challenges and Approaches

Responses from colleges across the country indicate that contract education units face similar challenges and approaches when serving their business clients. Survey highlights show the following:

- The majority of contract education units (62%) operate with five or fewer full-time staff members.
- 67% of responding colleges' staff members are responsible for both sales and delivery.
- Regarding revenue, 3% of colleges reported that their contract education unit generated more than \$3 million in gross revenue.
- Manufacturing represents the largest industry segment served by contract education.
- 72% of colleges procure funding that offsets the cost of training for their clients.
- Many colleges are shifting or have already shifted their sales approach from transactional to consultative.

What Contract Education Leaders Are Saying about Growing Their Business and Responding to the Needs of Industry

Regarding Brand Communication

“Our focus moving forward is to improve our image and make sure our value proposition is relevant to employers. We must make sure we are communicating the value we bring and what is different about our solutions vs. the private consulting companies.”

Kip Kunsman, Assistant Dean, Workforce Development, Anne Arundel Community College, Arnold, Maryland

Regarding Agility

“It is a challenge to blend our academic and entrepreneurial worlds. Contract education must be agile to meet the needs of business and industry.”

Frank Castanos, Contract & Community Education Manager, Victor Valley College, Victorville, California

Regarding Lead Generation

“We’ve increased the utilization of social media to build brand awareness and generate leads. We currently have a business page on Facebook and a Twitter account. We are also planning to have a business page on LinkedIn.”

Tom Bux, Director of Workforce Development, Lehigh Carbon Community College, Schnecksville, Pennsylvania

Regarding Marketing and Outreach Efforts

“Our marketing and outreach efforts currently includes email newsletters, brochures, and social media. We are looking to increase our one-on-one interactions with employers via roundtable meetings and industry advisory board meetings. We are also working with our local Workforce Investment Board to identify new training programs for our market.”

Jorge Zegarra, Director, Training Resource Center, College of the Sequoias, Tulare, CA

Regarding Program Diversification

“ Our team has great knowledge in the gas and oil industry. As we work to diversify our program offerings, we need to figure out how to leverage that knowledge into other industries. We need to expand our comfort zone and learn to be confident in establishing relationships with industries in which we don’t have as much knowledge.”

Deanette Piesik, CEO, TrainND, Williston State College, Williston, North Dakota

Regarding Collaboration

“Collaborating with other colleges and sharing resources has been instrumental in allowing us to better serve the community, region, and state. By working together, we create efficiencies and can deliver a wider range of programs to California employers.”

Eldon Davidson, Director, Center for Customized Training, El Camino College, Torrance, California

Methodology

During spring 2017, fifty eight (58) community colleges representing twenty two (22) states completed a twenty two (22) question “National Contract Education Benchmark Survey”. SurveyMonkey was used as a tool to administer the online portion of this survey. As an incentive for completing the survey, community colleges were offered a copy of this benchmark report. All community colleges that participated in this survey have a “contract education” function. For the purpose of this survey, contract education is defined as “a contract to provide learning services to a client for a fee”. This fee may be paid by the client, a grant, or a combination of both.

Most of the 58 community college leaders participated in a 30-minute phone interview to share more qualitative data related to the following survey topics:

- Success Factors
- Opportunities for Improvement
- Challenging Issues
- Professional Development

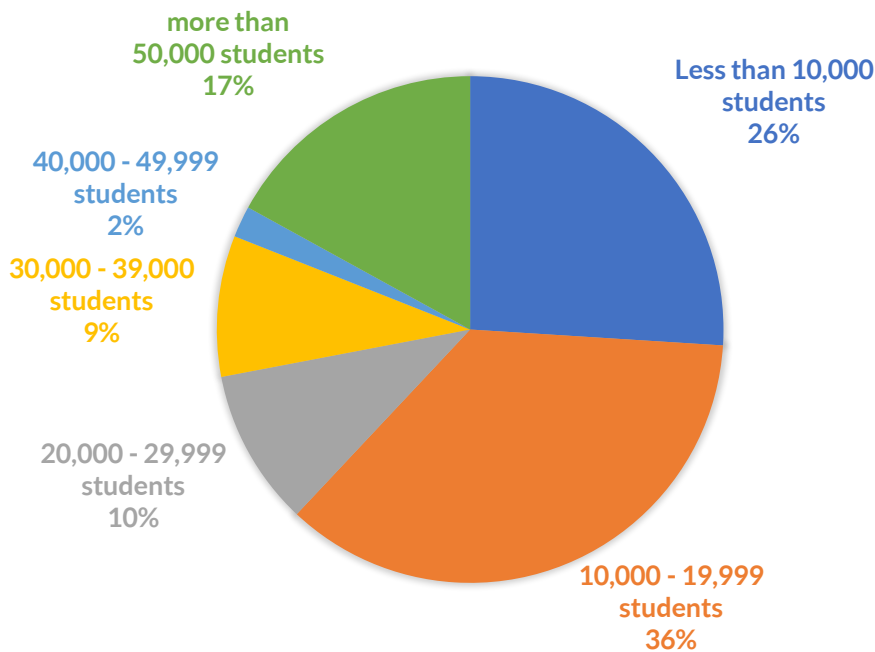
A list of community colleges that participated in this survey can be found in Appendix A. Please direct any comments or questions about this survey to Sandra Sisco.

Size of College

Question 1: “For FY 2015-2016, total annual enrollment (unduplicated headcount) of my college was”

Answer Options	Response Percent	Response Count
less than 10,000 students	26%	15
10,000-19,999 students	36%	21
20,000-29,999 students	10%	6
30,000-39,999 students	9%	5
40,000-49,999 students	2%	1
more than 50,000 students	17%	10

answered question 58
skipped question 0

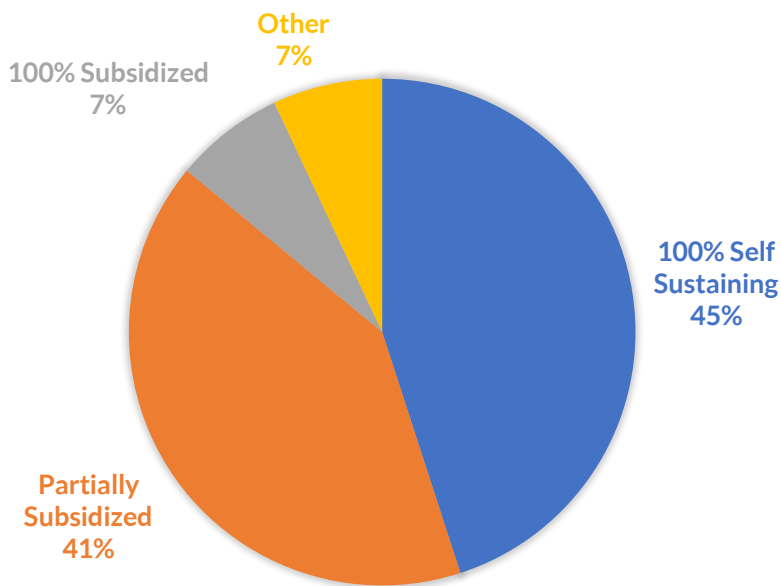


- There was a desire to include colleges across all demographics in this survey.

Funding & Structure

Question 2: “This statement best describes how the operation of my contract education business unit is funded”

Answer Options	Response Percent	Response Count
100% self-sustaining (grants & contracts)	45%	26
Partially subsidized by the college general fund	41%	24
100% subsidized by the college general fund	7%	4
Other	7%	4
	<i>answered question</i>	58
	<i>skipped question</i>	0

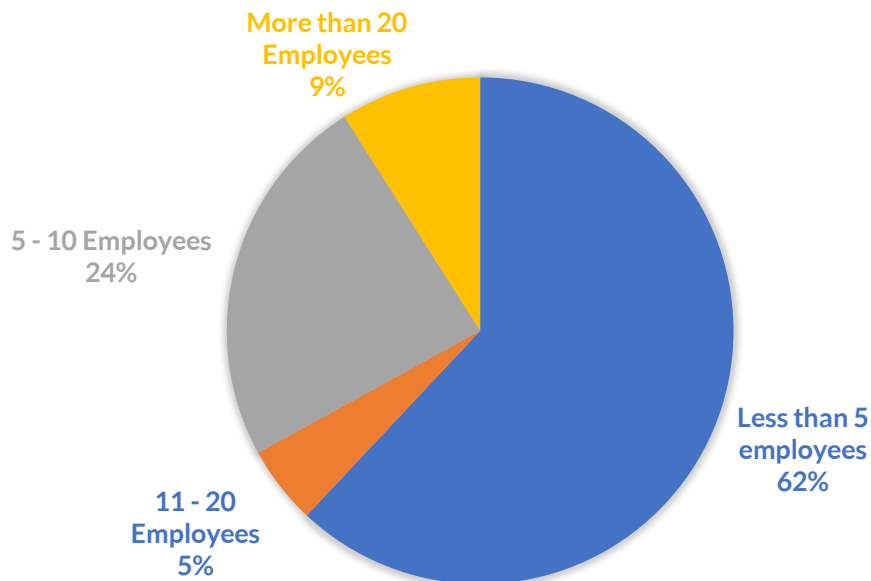


- Most of the contract education business units that were “partially subsidized by the college” expressed the desire to become 100% self-sustaining.
Most of the contract education business units that were “100% self-sustaining” expressed a desire to grow profits.

Question 3: “We have ___ full time employees (FTE’s) dedicated to our contract education business unit”

Answer Options	Response Percent	Response Count
less than 5	62%	36
5-10	24%	14
11-20	5%	3
more than 20	9%	5

answered question 58
skipped question 0

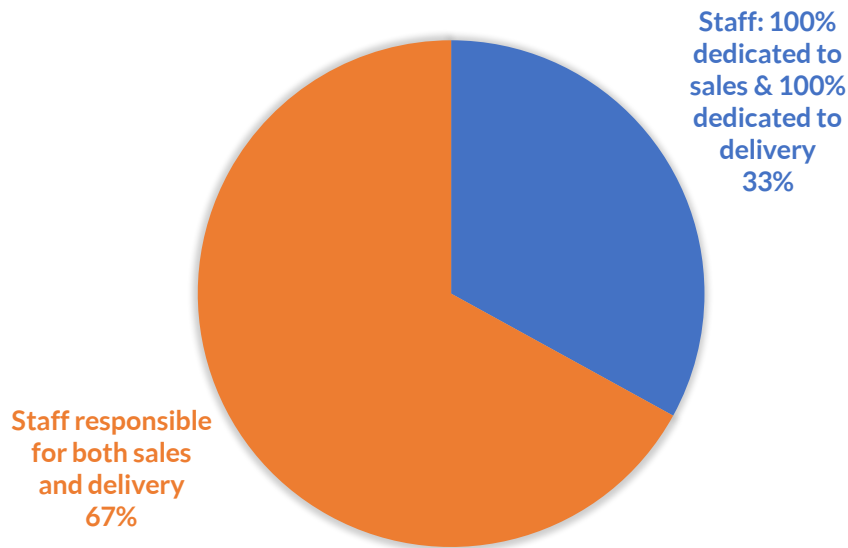


- All colleges with less than 10,000 students had less than 5 full time employees in their contract education business unit.

The main factor driving # of full time employees in a contract education business unit was leadership support and their appetite to grow revenue and/or serve clients.

Question 4: “This statement best describes how my contract education business unit is structured”

Answer Options	Response Percent	Response Count
We have staff 100% dedicated for sales and staff 100% dedicated for delivery	33%	19
We have staff responsible for both sales and delivery	67%	39
	<i>answered question</i>	58
	<i>skipped question</i>	0

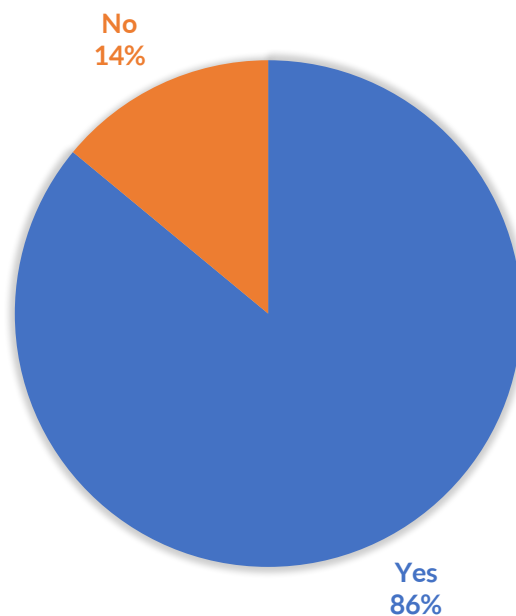


- Most of the colleges that have staff 100% dedicated for sales and staff 100% dedicated for delivery reported higher revenue levels than colleges that have staff responsible for both sales and delivery.

Collaboration

Question 5: “Our contract education business unit participates in regional, state, national, or international initiatives to develop and/or deliver learning solutions”

Answer Options	Response Percent	Response Count
Yes	86%	50
No	14%	8
	<i>answered question</i>	58
	<i>skipped question</i>	0



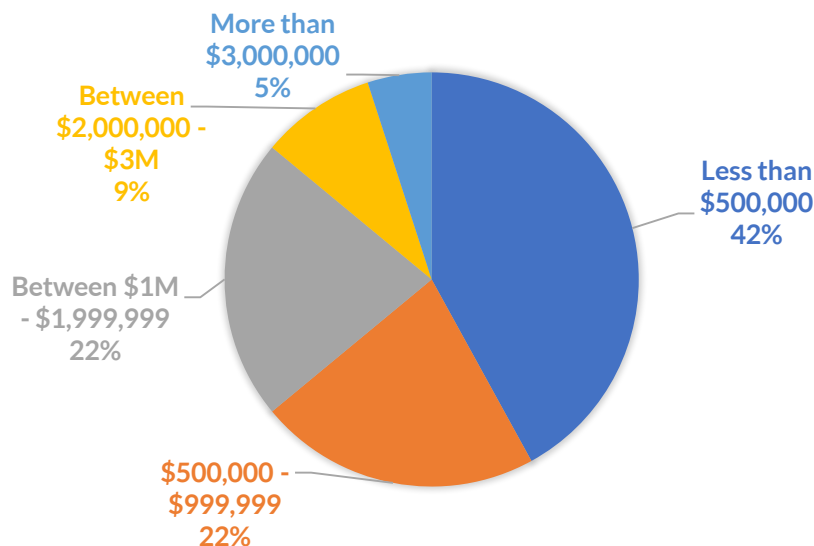
- Almost all colleges indicated a desire to collaborate with any/all entities that result in meeting client specific needs.

There was concern to ensure that involvement in these initiatives result in a benefit for their college in terms of net revenue and/or improvement of client relationships.

Revenue

Question 6: “For FY 2015-2016, our gross revenue for contract education was”

Answer Options	Response Percent	Response Count
less than \$500,000	42%	24
between \$500,000-\$999,999	22%	13
between \$1,000,000-\$1,999,999	22%	13
between \$2,000,000-\$3,000,000	9%	5
more than \$3,000,000	5%	3
	<i>answered question</i>	58
	<i>skipped question</i>	0

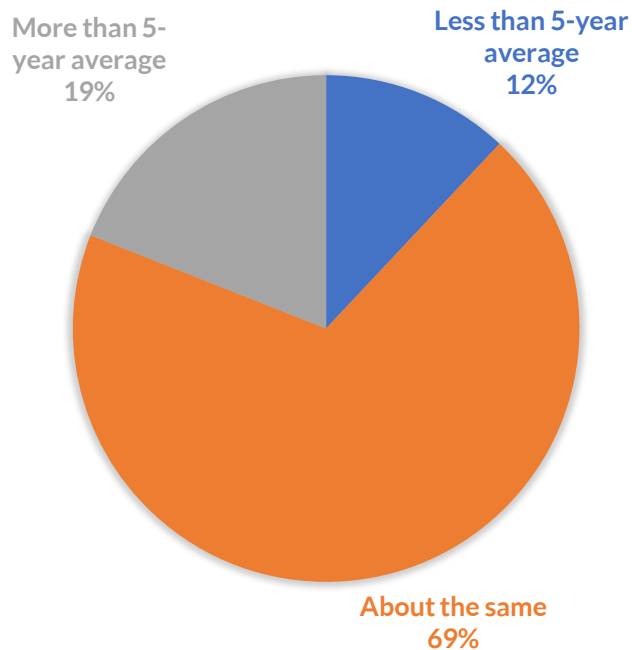


- Data between “gross revenue” & “college size” had no correlation.
Data between “gross revenue” & “# of FTE’s” could be correlated to define levels of efficiency:

Gross Revenue per FTE	Efficiency Rating
< \$50,000	Very Low
\$75,000	Low
\$100,000	Average
\$150,000	High
> \$200,000	Very High

Question 7: “Our gross revenue for contract education in FY 2015-2016 was”

Answer Options	Response Percent	Response Count
significantly less than our 5 year average	12%	7
about the same as our 5 year average	69%	39
significantly greater than our 5 year average	19%	11
	<i>answered question</i>	57
	<i>skipped question</i>	1

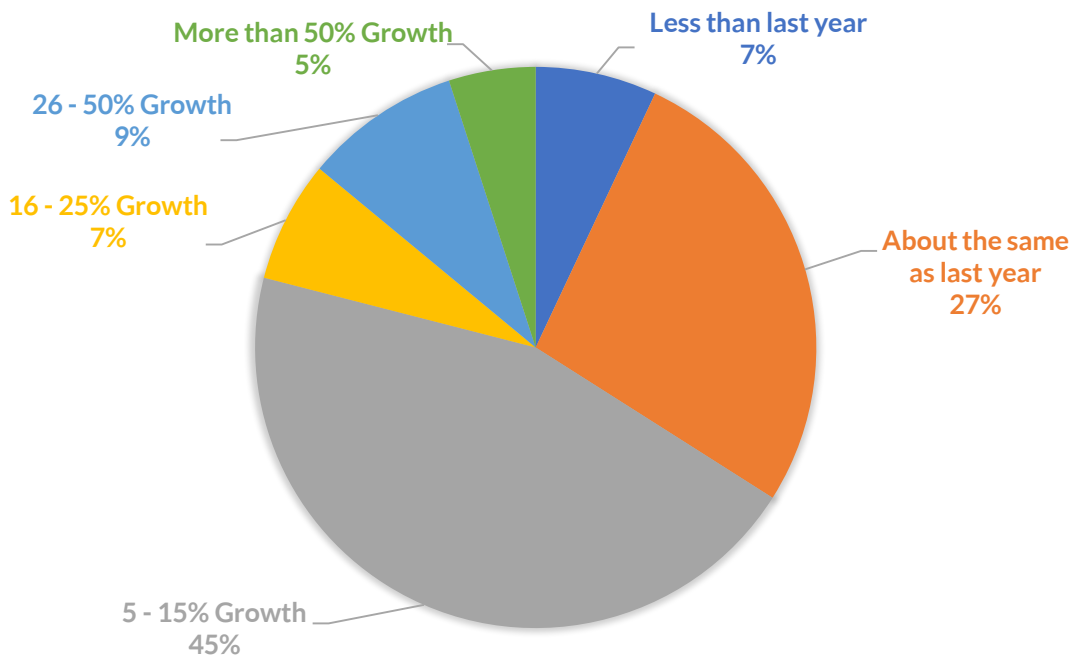


- Most of the 7 colleges that indicated “significantly less than our 5 year average” attributed their decrease in revenue to less grant dollars available.

Most of the 11 colleges that indicated “significantly greater than our 5 year average” attributed their increase in revenue to more grant dollars available and/or a few large contracts they were able to secure.

Question 8: “Our contract education business unit has the following gross revenue expectations for FY 2016-2017”

Answer Options	Response Percent	Response Count
less than last year	7%	4
about the same as last year	27%	16
5-15% growth	45%	26
16-25% growth	7%	4
26-50% growth	9%	5
more than 50% growth	5%	3
	<i>answered question</i>	58
	<i>skipped question</i>	0

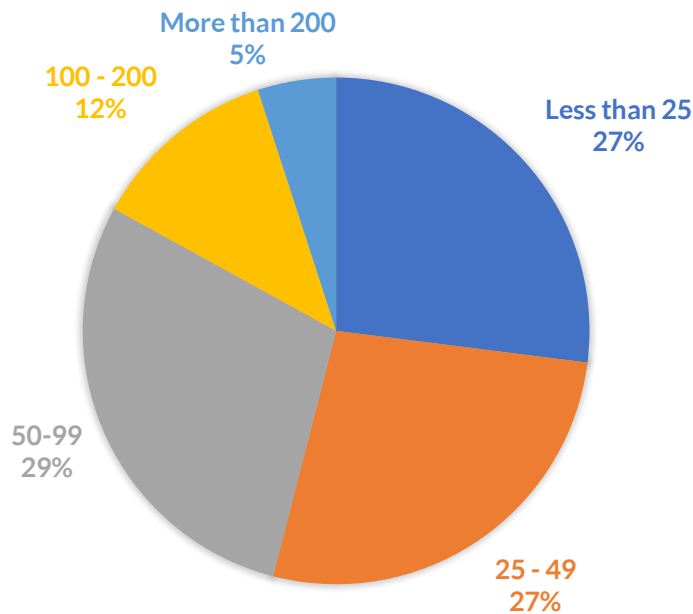


- 66% of colleges were optimistic about being able to grow revenue by at least 5%. Colleges plan to achieve this desired growth by seeking grant opportunities, expanding programs, adding FTE's, and restructuring.

Clients

Question 9: “For FY 2015-2016, my contract education business unit served ___ organizations”

Answer Options	Response Percent	Response Count
less than 25	27%	15
25-49	27%	15
50-99	29%	16
100-200	12%	7
more than 200	5%	3
<i>answered question</i>		56
<i>skipped question</i>		2



- Number of organizations served continues to be an important metric for contract education business units to provide to their leadership team in order to demonstrate a level of engagement in their service area. With a few colleges, this metric was a higher priority than revenue.

Question 10: “For FY 2015-2016, the top 3 industry sectors representing our clients that have generated the most revenue for our contract education business unit was”

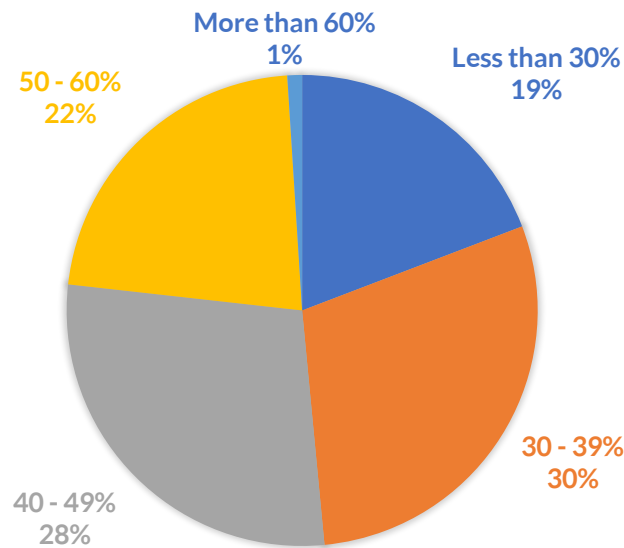
Answer Options	#1 Industry Sector (3x)	#2 Industry Sector (2x)	#3 Industry Sector (1x)	Weighted Total	Response Count
Manufacturing	87	24	4	115	45
Public Sector	33	18	12	63	32
Business Services	15	26	13	54	31
Healthcare	9	16	10	35	21
Transportation & Logistics	12	12	9	33	19
Energy & Utilities	12	2	3	17	8
Education	3	6	1	10	5
Hospitality & Entertainment	3	4	2	9	5
Non-Profit	0	6	3	9	6
Retail	0	2	0	2	1
				<i>answered question</i>	58
				<i>skipped question</i>	0

- The demographics and needs of a specific region were driving factors in this ranking.

Contracts

Question 11: “Our average margin % (profit) across all service offerings (based on direct costs only) is in this range”

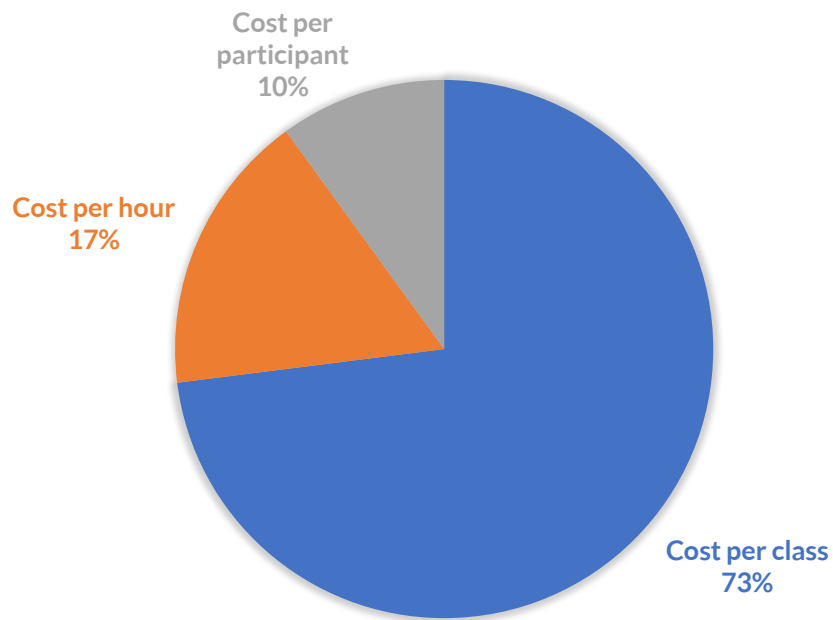
Answer Options	Response Percent	Response Count
less than 30%	19%	11
30-39%	29%	17
40-49%	28%	16
50-60%	22%	13
more than 60%	2%	1
	<i>answered question</i>	58
	<i>skipped question</i>	0



- Community college leaders made the following comments regarding margin:
 - “clients are only willing to pay a certain amount for training”
 - “we need to increase our margins, but with local competition this can be very difficult”
 - “we need to get better at selling on value and not lead with a grant”
 - “we determine our direct costs, double it, and that’s what we like to propose to clients”

Question 12: “When generating proposals to sell training, we prefer to present pricing as a”

Answer Options	Response Percent	Response Count
Cost per class with a maximum # of participants	73%	42
Cost per hour with a minimum # and/or maximum # of participants (materials may be extra)	17%	10
Cost per participant with a minimum # and/or maximum # of participants	10%	6
<i>answered question</i>		58
<i>skipped question</i>		0

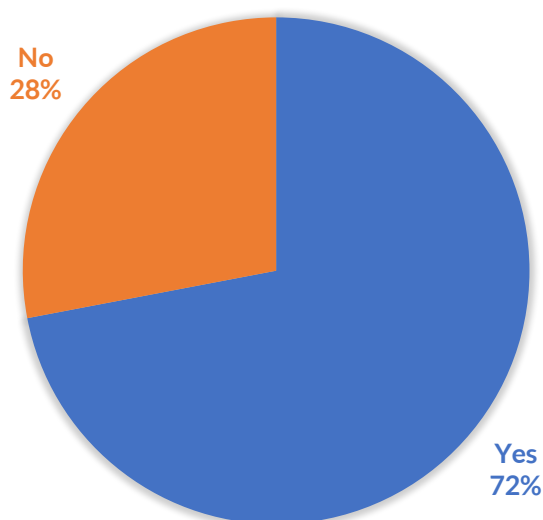


Question 13: “Our contract education business unit procures funding (i.e. grants, contracts) that will offset/subsidize the cost of training programs for our clients”

Answer Options	Response Percent	Response Count
Yes	72%	42
No	28%	16

answered question 58

skipped question 0



- Many colleges tend to “lead with the grant” in order to secure client meetings and eliminate cost as a potential objection to doing business.

Many college leaders are concerned that grant funded programs represent too much of their overall gross revenue.

Service Offerings

Question 14: “These are the top 3 program offerings that have generated the most revenue for our contract education business unit in FY 2015-2016”

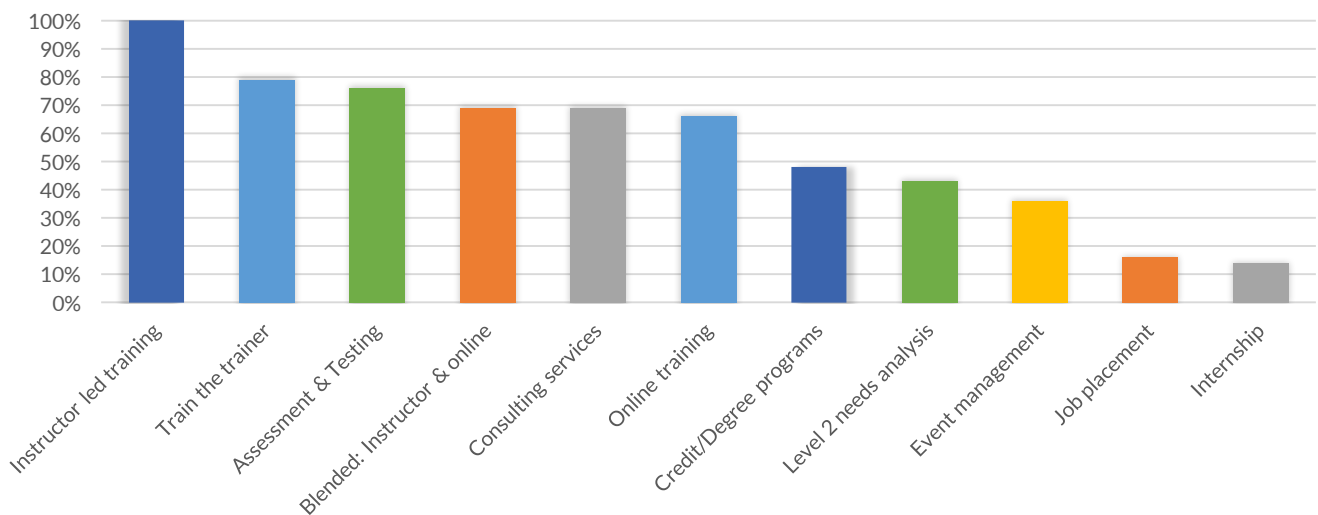
Answer Options	#1 Service Offering (3x)	#2 Service Offering (2x)	#3 Service Offering (1x)	Weighted Total	Response Count
Leadership Development	39	20	10	69	33
Soft Skills	15	30	11	56	31
Trades	30	16	4	50	22
Manufacturing & Machining	33	8	5	46	20
Continuous Improvement	15	12	9	36	20
Information Technology	12	8	7	27	15
Environmental Health & Safety	12	10	2	24	11
Customer Service / Hospitality	6	4	2	12	6
Healthcare & Biotech	6	2	3	11	6
Energy	6	0	3	9	5
Public Safety	0	4	1	5	3
<i>answered question</i>					58
<i>skipped question</i>					0

- Most community colleges offer a wide array of service offerings that puts them in a position to be the ideal learning partner for an organization with diverse needs. It’s important for community colleges to be able to leverage this competitive advantage by probing for needs in different areas of the organization. For example, a supervisory program may be handled by an organization’s human resources leader while technical manufacturing related training may be handled by the plant manager. By exploring all of their service offerings, a community college can become more engaged with larger accounts and lock out competitors that provide services that are narrow in scope.

Question 15: “These are the types of services our contract education business unit provides (choose all that apply)”

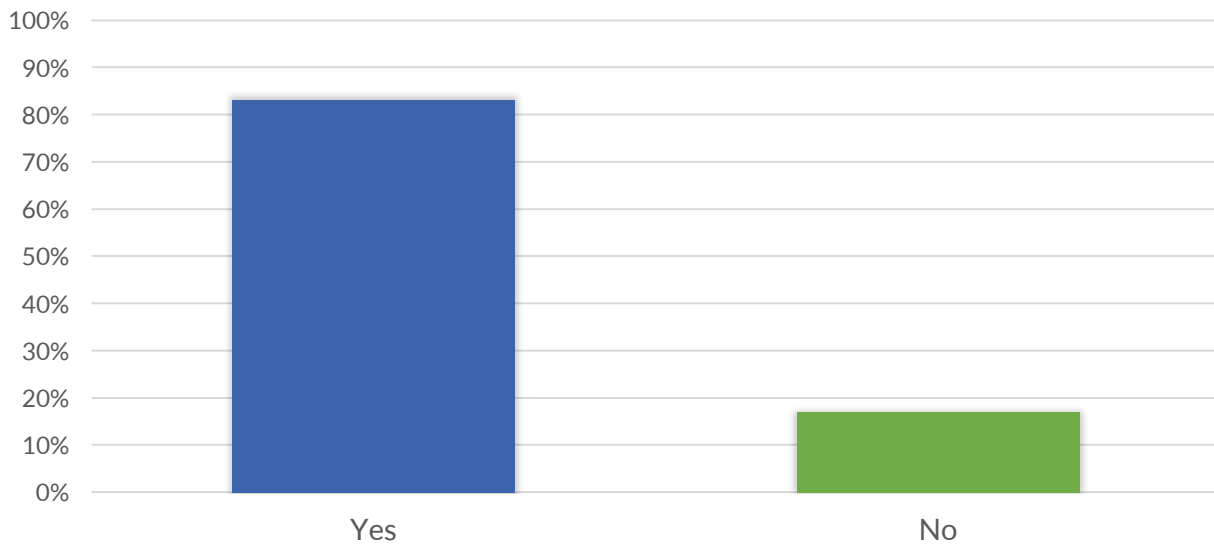
Answer Options	Response Percent	Response Count
Instructor led training	100%	58
Train the trainer	79%	46
Assessment & testing services	76%	44
Blended (instructor led + online) training	69%	40
Consulting services (performance mgmt., coaching, job analysis, etc.)	69%	40
Online training	66%	38
Credit/Degree programs	48%	28
Level 2 needs analysis (focus groups, interviews, surveys, etc.)	43%	25
Event management services (facility rental)	36%	21
Job placement services	16%	9
Internship	14%	8

answered question 58
skipped question 0



Question 16: “Our contract education business unit organizes and/or participates in industry advisory groups to better understand the changing needs of the organizations we serve?”

Answer Options	Response Percent	Response Count
Yes	83%	48
No	17%	10
	<i>answered question</i>	58
	<i>skipped question</i>	0

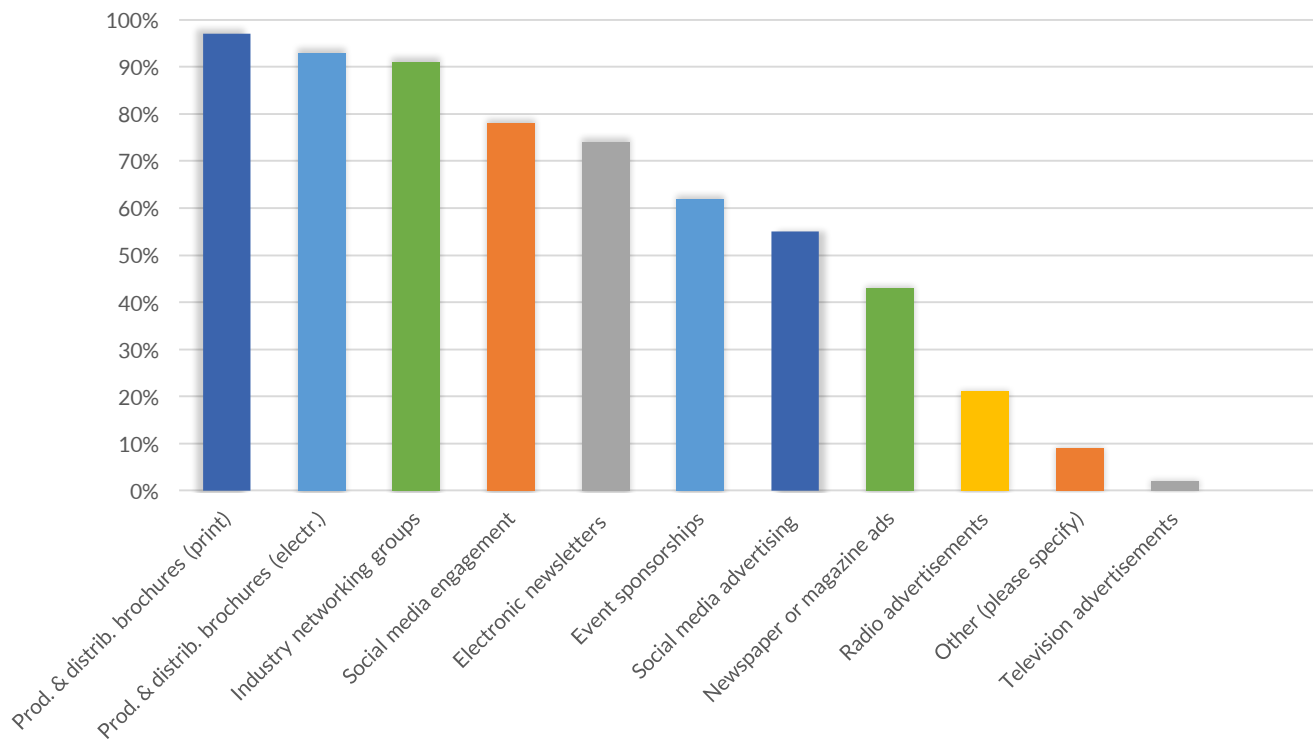


- Many contract education business units will partner with the credit side of the house to form advisory groups in manufacturing, healthcare, information technology, transportation & logistics, energy, and other industry sectors. Important topics to discuss include the knowledge, skills, and abilities that employers are looking to add to their workforce both short and long term and the learning needs of the incumbent workforce. This information is extremely helpful for program planning and to better understand industry specific needs.

Marketing

Question 17: “We engage in these marketing activities to promote the services of our contract education business unit (choose all that apply)”

Answer Options	Response Percent	Response Count
Production and distribution of brochures (print)	97%	56
Production and distribution of brochures (electronic)	93%	54
Industry networking groups	91%	53
Social media engagement (Twitter, LinkedIn, Facebook, etc.)	78%	45
Electronic newsletters (Constant Contact, Mailchimp, etc.)	74%	43
Event sponsorships (conferences, award dinners, etc.)	62%	36
Social media advertising (Twitter, LinkedIn, Facebook, etc.)	55%	32
Newspaper or magazine advertisements	43%	25
Radio advertisements	21%	12
Other (please specify)	9%	5
Television advertisements	2%	1
	<i>answered question</i>	58
	<i>skipped question</i>	0



“Other” responses include:

- Indoor digital billboard at the airport
- Media releases
- Direct communication with clients
- Complimentary webinars
- Magazine publication

- Small contract education business units (less than 5 FTE’s) are challenged with a very small or no marketing budget. They are reliant on the college marketing department to meet their basic needs.

It is common for contract education business units to supplement internal marketing resources with 3rd party vendor options.

Information Technology Support

Question 18: “My contract education business unit uses this system to track training/trainee data”

Answer Options	Response Percent	Response Count
Microsoft Excel or Access	23%	13
Augusoft Lumens	16%	9
Banner	14%	8
Colleague	11%	7
We use a homegrown system	9%	5
Campus CE	5%	3
PeopleSoft	3%	2
Salesforce	3%	2
ACEware Systems	2%	1
Microsoft Dynamics	2%	1
ASAP Registration + Management	2%	1
Insightly	2%	1
EnTren	2%	1
ACT Premium	2%	1
Xenegrade	2%	1
We currently don't track training/trainee data	2%	1
	<i>answered question</i>	57
	<i>skipped question</i>	1

Question 19: “My contract education business unit uses this financial system”

Answer Options	Response Percent	Response Count
We rely on our college financial system	82%	48
Peoplesoft	3%	2
Intuit Quickbooks	3%	2
Banner	2%	1
Augusoft Lumens	2%	1
Campus CE	2%	1
We use a homegrown system	2%	1
Colleague	2%	1
Nelnet	2%	1
	<i>answered question</i>	58
	<i>skipped question</i>	0

- Most contract education business units are encouraged to follow their college’s processes and use their tools to manage their financial data.

Question 20: “My contract education business unit uses this customer relationship management (CRM) system”

Answer Options	Response Percent	Response Count
Salesforce	42%	24
We currently don't use a CRM system	13%	8
Microsoft Excel or Access	13%	8
We use a homegrown CRM system	7%	4
ACT	5%	3
Microsoft Dynamics	4%	2
Sugar CRM	4%	2
Hubspot	4%	2
Hobson's Radius	2%	1
Microsoft Business Contact Manager	2%	1
Pipedrive	2%	1
vTiger	2%	1
	<i>answered question</i>	57
	<i>skipped question</i>	1

- 59% of colleges currently using a CRM system are using Salesforce, which is a great tool to manage accounts, contacts, opportunities, and action items.

Success Factors

Question 21: “These are the top 3 factors critical to the success of our contract education business unit”

Answer Options	#1 Factor (3x)	#2 Factor (2x)	#3 Factor (1x)	Weighted Total	Response Count
Talented staff on the contract education team	57	22	5	84	35
Support from college leaders	54	8	8	70	30
Great instructors	21	26	13	60	33
Great content/curriculum	9	18	10	37	22
Marketing support	12	8	5	25	13
The right strategic plan	6	12	2	20	10
Our ability to work as a team	3	4	10	17	13
Secure grants and/or contracts to subsidize training	6	6	2	14	7
Great facilities, classrooms, & equipment	6	6	0	12	5
regional and/or statewide collaboration with other educational institutions	0	4	2	6	4
Access to IT systems (registration, financial, CRM, etc.)	0	2	1	3	2
				<i>answered question</i>	58
				<i>skipped question</i>	0

A thematic analysis was conducted on feedback from the following question: ***“What’s the one initiative that had the most impact on growing contract education revenue over the past few years?”*** The top 10 responses were as follows:

1. Shifted our sales approach from transactional to consultative
2. Increased sales staff
3. Expanded grant opportunities
4. Growth of our training programs including blended and online offerings
5. Growth of the economy and specific industries
6. Implemented a customer relationship management (CRM) system
7. Doubled our revenue with a few large accounts
8. Improved the client engagement process
9. Implemented social media marketing strategies
10. Improved the quality of delivery

Challenges

A thematic analysis was conducted on feedback from the following question: ***“What’s the most challenging issue you’ve had to deal with over the past few years?”*** The top 10 responses were as follows:

1. Trying to accomplish our goals with a small team
2. Recruiting instructors and building our talent bench
3. Increased costs with flat revenue
4. Lack of awareness in our marketplace to serve corporate clients
5. Lack of college owned curriculum
6. Becoming dependent on grant revenue
7. Expanding beyond our comfort zone (manufacturing)
8. Local competition
9. Establishing processes to support what we do
10. Working with the credit side of the house

Improvement & Growth

Question 22: “Over the next 12 months we intend to pursue the following initiatives in order to improve and/or grow our contract education business unit (choose all that apply)”

Answer Options	Response Percent	Response Count
Add to our "talent bench" of instructors	74%	43
Build/strengthen strategic partnerships with economic & workforce development organizations	74%	43
Improve knowledge, skills, & abilities of current staff	64%	37
Expand service offerings	64%	37
Define or re-define our strategic plan	50%	29
Pursue more grants/contracts with local, state, or federal organizations	40%	23
Implement or upgrade a CRM system	34%	20
Hire additional staff	31%	18
Implement or upgrade a registration system	28%	16
Add or improve equipment	22%	13
Add or improve classroom space	12%	7
Implement or upgrade a finance system	10%	6
Other (please specify)	10%	6
	<i>answered question</i>	58
	<i>skipped question</i>	0

“Other” responses include:

- Offer blended interactive training available in a mobile format
- Expand our sales in strategic industry segments we currently aren't in
- Strengthen strategic partnerships with employers
- Implement Contract Education Management System

- Refine and expand our marketing and PR efforts
- We are developing an economic-development institute, required for all contract training staff

A thematic analysis was conducted on feedback from the following question: ***“What’s the one area of business you’re looking to improve over the next year?”*** The top 10 responses were as follows:

1. Marketing & Outreach
2. Letting go of smaller accounts so that we can focus on the right accounts
3. Selling on value
4. Calling on new accounts in industry sectors we are not familiar with
5. Letting go of underperforming programs so that we can grow the right programs
6. Increase sales
7. Put together a focused business development plan
8. Diversify program offerings by adding blended & online options
9. Understand client needs at a deeper level
10. Relationships on the credit side of the house

Professional Development

A thematic analysis was conducted on feedback from the following question: ***“What knowledge, skills, & abilities are important for your team to improve over the next year?”*** The top 10 responses were as follows:

- Relationship building & consultative selling skills
- Understanding client needs at a deeper level
- Understanding of different industry sectors and their trends
- Gathering, analyzing, & reporting client need data
- Growing opportunities and accounts from small to large
- Technical program knowledge (manufacturing, healthcare, & I.T.)
- Selling on value, and not on price & grants
- Demonstrating the impact of training to our clients (measurement)
- Marketing techniques
- Project management

Closing Remarks

On behalf of the California Community Colleges Chancellor's Office, I would like to thank all of the contract education professionals who took the time to participate in this important survey. What struck me right away was the similarity of the challenges we all face, including the struggle to attain brand recognition in the marketplace; the demands of managing program development, sales, and client relationships with limited staff; and the pressure to stay abreast of industry trends and the evolving needs of business. In addition to these challenges, we also face the important task of demonstrating the value our programs bring to our colleges.

Yet let us not forget that these are the same challenges faced by any entrepreneurial business. What sustains us in the face of these challenges is a passion for the mission and vision we embrace—helping to build a strong and skilled workforce that keeps businesses competitive and productive, and delivering training that enables workers to grow and thrive in their careers. I am continually encouraged by the way our contract education staff members statewide show their commitment to that vision.

Looking forward, I am also encouraged by the research and trends that indicate our core business's potential for growth. By planning and thinking strategically, we can harness these trends to help our businesses grow and deliver on our vision.

- **Spending on Corporate Training Continues to Increase**

A growth in corporate learning is fueling a rise in spending on training. This rapid growth can be attributed to multiple factors, including the increased recognition by business and industry of a critical skills gap that is hampering growth, innovation, and competitiveness. Spending money on training and developing current employees is one way organizations are trying to offset the effect of the skills gap on their business.

- **Strong Demand for Soft Skills and Leadership Development**

The renewed focus on soft skills development is creating a greater demand for programs that develop communications skills, critical thinking, collaboration, and creativity—all of which aim to improve long-term employee productivity.

Leadership development is high on the list of important concerns for organizations. The “2016 Deloitte Human Capital Trends” report notes that 89% of executives “rated the need to strengthen, reengineer, and improve organizational leadership” as important or very important. Twenty-eight percent of respondents also reported weak leadership pipelines as an issue. Employers emphasize the importance of developing leaders who have enhanced soft skills such as the ability to work collaboratively, to self-assess, and to work with more-diverse teams.

- **Instructor-Led Classroom Training Remains the Most-Used Delivery Method**

A 2016 report by the Association for Talent Development (ATD) asserts that instructor-led classroom training accounts for more than half of all issued training and learning hours. ATD gives the following reasons for this trend:

- Live, instructor-led training has a long track record of being effective and embraces in-depth interaction and discussion. An article published by ATD notes that “humans crave interaction, and tend to learn better in in-person environments.”
- Having a live instructor lead the classroom supports an interactive environment that allows a personal element in which responses, connections, and reactions are prevalent.

I personally wish all of my contract education and training colleagues nationwide a very successful 2018. Please feel free to contact me with any questions about the survey or about how we are implementing best practices here in California.

Best regards,

Sandra Sisco

Director, Economic Development
Chaffey College
Email: Sandra.Sisco@chaffey.edu

College	City, State
Ann Arundel Community College	Arnold, MD
Antelope Valley College	Lancaster, CA
Bellevue College	Bellevue, WA
Butler Community College	El Dorado, KS
Butte-Glenn Community College District	Oroville, CA
Central Piedmont Community College	Charlotte, NC
Chabot-Las Positas Community College District	Dublin, CA
Chaffey College	Rancho Cucamonga, CA
Clackamas Community College	Oregon City, OR
Coastline Community College	Fountain Valley, CA
College of DuPage	Glen Ellyn, IL
College of Lake County	Grayslake, IL
College of the Sequoias	Visalia, CA
Cuyahoga Community College	Cleveland, OH
Dallas County Community College District	Dallas, TX
Des Moines Area Community College	Des Moines, IA
El Camino College	Torrance, CA
Florida State College Jacksonville	Jacksonville, FL
Forsyth Technical Community College	Winston-Salem, NC
Frederick Community College	Frederick, MD
Gateway Community College	North Haven, CT
Grossmont-Cuyamaca Community College District	El Cajon, CA

Hawkeye Community College	Waterloo, IA
Illinois Valley Community College	Oglesby, IL
Invista Performance Solutions	Lakewood, WA
Iowa Lakes Community College	Estherville, IA
Johnson County Community College	Overland Park, KS
Kirkwood Community College	Cedar Rapids, IA
Lakeland Community College	Kirtland, OH
Leigh Carbon Community College	Schnecksville, PA
Madison Area Technical College	Madison, WI
Maricopa County Community College District	Tempe, AZ
Merced College	Merced, CA
Monroe Community College	Rochester, NY
Moraine Park Technical College	Fond du Lac, WI
Mt. San Antonio College	Walnut, CA
Northeast Iowa Community College	Calmar, IA
Northeast Wisconsin Technical College	Green Bay, WI
Northwest State Community College	Archbold, OH
Oklahoma City Community College	Oklahoma City, OK
Ozarks Technical Community College	Springfield, MO
Rose State College	Midwest City, OK
San Jacinto College	Pasadena, TX
San Jose-Evergreen Community College	San Jose, CA
Southeast Community College	Lincoln, NE
Southern State Community College	Hillsboro, OH
Southwest Tennessee Community College	Memphis, TN

Southwestern Illinois College	Belleville, IL
St. Louis Community College	St. Louis, MO
St. Petersburg College	St. Petersburg, FL
Tallahassee Community College	Tallahassee, FL
Triton College	River Grove, IL
Victor Valley College	Victorville, CA
Victoria College	Victoria, TX
Wake Technical Community College	Raleigh, NC
Washtenaw Community College	Ann Arbor, MI
Western Technical College	La Crosse, WI
Williston State College	Williston, ND

Acknowledgements

For Questions About the Survey, Please Contact:

Sandra Sisco

Director, Economic Development
Chaffey College
Email: Sandra.Sisco@chaffey.edu
Office: 909.652.8484

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Survey Questions Were Developed by the California Community College Contract Education Advisory Committee:

Becky Barabe
Dean of Applied Technology
Fresno City College

Eldon Davidson
Director for the Center of Customized Education
El Camino College

MariAnn Fisher
Assistant Director of Economic Development & Contract Education
Chabot-Las Positas Community College District

Joycelyn Groot
Executive Dean, Military Ed, Corporate Training & Business Technology Solutions
Coastline College

Rick Hodge
Dean, Workforce Development & Corporate Relations
Los Angeles Southwest College

Robert Levesque
Director, Workforce Development
San Bernardino Community College District

Paulo Madrigal
Director, Community & Contract Education
Mt. San Antonio College

John Means
Associate Vice Chancellor, Economic & Workforce Development
Kern Community College District

John Milburn
Director, Employee Training Institute
College of the Canyons

Annie Rafferty
Director, Contract Education & Training Development
Butte Glen Community College District

Sandra Sisco
Director, Economic Development
Chaffey College

Cassandra Storey Abedi
Executive Director, Customized Training
San Diego Community College District

Dave Teasdale
Director, Economic and Workforce
Development Programs Kern Community
College District

Bruce Winner
Manager, Government Training Academy
Los Rios Community College District

The Survey Was Administered By:

Greg Surtman
President
Contract Training Edge, LLC
Email: gsurtman@ctedge.net
www.ctedge.net

Additional Assistance Was Provided By:

Jon Wollenhaupt
President
Go! Launch Marketing
Email: jon@golaunchmarketing.com