

February 26, 2015

The California State University
Commission on the Extended University, Innovation Committee

**2014/2015 Survey of Innovation in the CSU Extended
University for All Twenty Three CSU Universities**

In September, 2014 the Commission's Innovation Committee proposed to the following to the Commission:

The members of the Innovation Committee plan to divide the 23 campuses among the Committee members. Each Committee member will contact the CE/EE dean/director of the assigned campus and have a conversation with that individual asking the following two questions:

- 1. What are the two or three innovations in programs, partnerships, use of technology, administrative systems, or the like that your CE/EE college/unit made in the last two years that you find particularly significant from the perspective of moving your work forward in important new ways?*
- 2. What do you think are the one or two big issues (challenges or opportunities) that CSU extended learning overall is going to face in the next few years that will require us to think in new ways?*

Following each conversation, the assigned Committee member will write a summary of the conversation that will be shared with the dean/director in question to make corrections or additions. The refined version will be sent to the Committee's co-chair for compiling, proofing, and a final overview document will be created to share with the Commission and the CE/EE deans and directors. It will also be the source for ongoing exchange and presentations as a way to share the best ideas more broadly among CE/EE deans/directors and their staffs. The plan is to have the report completed by late January 2015.

The Commission accepted the proposal and the Innovation Committee went forward with this project. What follows is the report resulting from that project.

The following Innovation Committee members took on conducting the interviews with the assigned campus as listed for this report.

- **Gary Berg:** Channel Islands, San Diego State, Long Beach, Stanislaus, and San Jose
- **Joyce Feucht-Haviar:** Northridge, East Bay, Humboldt, Chico, Pomona, San Francisco, and the Maritime Academy
- **Ellen Junn:** Dominguez Hills, Fresno, Fullerton, San Bernardino, and San Luis Obispo
- **Suzanne Lingold:** San Marcos, Bakersfield, Monterey, Sacramento, Sonoma, and Los Angeles

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Commission on the Extended University Innovation Survey 2014

CSU Bakersfield – Extended University

Notes from Conversation with Mark Novak

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Selected Innovations Over the Past Two Years

In terms of delivering online classes, CSUB is changing their instructor requirements to include that any instructor teaching an online class through Extended Learning will complete a Quality Matters (QM) course to learn how to teach online. Instructors enroll through the CSUB Center for Teaching and Learning and is responsible for providing the courses at no cost to the instructor as a service to the University community. We hope that instructors will also have their courses assessed through QM to become a “QM certified” course. All courses offered through CSUB Extended Learning should meet the QM standards and follow a prescribed set of rubrics.

Like most small, extended learning units, CSU Bakersfield is short on resources and lean on personnel. Therefore, CSUB is implementing “smart growth” strategies through partnerships with other CSUs and through outsourcing non-core activities.

CSUB is opening-up new markets for her sister CSU’s online programs through promotions to local/regional CSUB audiences, namely, CSU Long Beach’s online logistics program. CSUB is marketing their courses in Bakersfield and pays a royalty fee to CSULB – 25% of revenue. The only cost to CSUB is marketing/promotion. Local students or those with an affinity to Bakersfield can register with Bakersfield, and the two institutions work out the payment details behind the scene. CSUB promotes the program to large distribution centers near Bakersfield.

Outsourcing non-core business activities as a strategy: Marketing for example – poster and brochure production and developing ad campaigns. Good model for use within union environments. Allows more flexibility in hiring good talent and firing problem employees. It is difficult to find excellent talent at an affordable price. Additionally, in-house staff who are hired with a specific sets of skills, such as web-designers, graphic

artists, instructional designers, etc., can soon become outdated and stale. Whereas, contractors who stay abreast of all the latest tools and strategies to be successful do so because it is their “business” to do so – to be exceptional at what they do, which in turn makes us exceptional.

Looking to the Future for CSU CE/EE

The educational competitive environment is changing, i.e., the private universities have taken and continue to take a lot of space in online education. The CSU’s are struggling in this market, and we are definitely NOT the leaders in the online arena. We are just getting started and have a huge amount of work that is yet to be done. We attempted with Cal State Online, but that was not a model we wanted.

Penn State is an example of a public university that invested a lot of time and money into building online education programs, and has been very successful. The application of technology and online education is changing the way we develop our programs, and it is not finished changing and shaping our environment and the way we deliver education programs.

Another challenge also related to technology is where will we get the funding and knowledge base, and, who will own responsibility for putting these models in place?

Additional challenges: How do we live in an audit sensitive environment? Audits are causing second-guessing among the deans. How are we supposed to run our organizations when the interpretations are vague and difficult to follow?

Using technology to become more efficient and effective on a consistent basis. Customer Relations Management – who are our customers? How do they purchase education? What are their habits? etc. “One size fits all” is an obsolete model. We are being forced to consider customization as an education model.

CSU Channel Islands – Extended University/International Programs

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Selected Innovations Over the Past Two Years

The following is a brief description of recent innovative activities in Extended University and International Programs (EU) at Channel Islands (CI). Extended University has focused on the development of new online degree programs, expansion of programs in Santa Barbara, developing grant-supported programs, and increasing international students. Both online and international program growth are seen as areas of opportunity going forward. Challenges identified are the policy environment, and increasing overhead costs.

The most significant expansion of educational programs through EU was the launching of two new programs: the BS Business online and the BS-MBA.

BS Business Online: The first online degree program at CI was developed with \$50,000 in funding from the Commission on Extended University and the involvement of all tenure-track faculty members in Business and Economics. The BS completion degree has a liberal arts and interdisciplinary focus. It is built on the five Cs: critical thinking, collaboration (working with others), communication (oral and written English), conduct (personal ethics) and competencies (discipline based). Students learn the fundamental principles of accounting, economics, finance, information systems, management, and marketing as applied in a variety of organizational settings. A distinguishing aspect of the CI Business degree are required courses developed in conjunction with disciplines outside the traditional business curriculum. Examples include courses with Biology, Chemistry, Education, English, Fine Arts, and History. A capstone course provides students with the opportunity to integrate their knowledge through a global strategy simulation exercise. The program successfully launched in fall 2014 with a full cohort, and applications are strong for the spring intake period. One unexpected result of this new program is the positive impact on undergraduate completion for stateside students needing one of two courses to graduate who can enroll in individual online courses.

BS-MBA: Offered in partnership with Santa Barbara City College and designed for high achievers preparing to enter the business world or those who've recently begun their careers, the program allows students to earn a BS degree in Business and an MBA in under four years. Participating students transfer at the junior level and take all Bachelor's degree and MBA classes on the Santa Barbara City College campus.

Admission criteria balance candidates' overall credentials including academic performance; internship, volunteer, and work experience; leadership potential; and extracurricular activities. The MBA segment of the program includes a short-term study-abroad option. BS Business-to-MBA is available as a second baccalaureate degree as well.

Grants, Institutes, Research:

Graduate Center (<http://www.csuci.edu/vista/>): In partnership with the School of Education, EU received a PPOHA grant of \$2.8 million for Project VISTA, which over the past four years has made special efforts to increase Latino/a participation in graduate studies. Dean of EU and Project Director conducted extensive study on Latino/a attitudes about graduate school across three CSU campuses (*Journal of Latinos and Education*, 2014).

California Social Business Institute (<http://socialbusiness.csuci.edu/>): EU assisted with the development of this Institute that is a result of collaboration with Nobel Peace Prize Laureate Prof. Muhammad Yunus. Outcomes include the first text book on Social Business (Springer, 2014), co-edited by the Dean of EU with contributions from CI faculty and international scholars, and credit programs in local high schools.

CIRM Bridges to Stem Cell Research Training Grant: \$1.86 million grant supports research training for 45 graduate students enrolled in the master's program for biotechnology and bioinformatics with an emphasis in stem cell technology and laboratory management. Partner institutions supporting paid year-long internships include UCSB, UCLA, Amgen, Scripps Institute, and the City of Hope.

Challenges:

Policy Environment: The fractious discussion over the past few years about special sessions degrees and "supplant" definitions, combined with more restricted State resources, has led to a challenging campus environment for EU. While the students, faculty, academic areas, and the University as a whole clearly benefit from EU programs, the lack of forward-looking policy and leadership defining the role of extended university in the CSU system continues to hamper planning and future growth.

High Benefit and Indirect Rates: Increases in benefit rates and indirect reimbursement of the general fund are putting pressure on student fee levels. As this continues, higher fees will make the campus programs less competitive.

Opportunities:

International Programs: A new plan for international student recruitment was developed with a target of 5% international student enrollment in 10 years. Current

enrollment of international students has increased at both the undergraduate and graduate level to approximately 100 per year. Additionally, new long-term agreements with international universities have been successfully negotiated, which is expected to lead to a sharp increase in international students studying at C.I in the future.

Online Programs: Strong enrollment in the new BS Business online program is encouraging. In terms of new programs, A CSU Commission on Extended University grant was received, which will fund the development of an innovative online MS Nursing program. A second online BA in Liberal Studies degree program targeting reentry students is also currently in development.

CSU Chico – Regional & Continuing Education

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Selected Innovations Over the Past Few Years

Regional and Continuing Education (RCE) at Chico has worked with Chico's College of Agriculture to develop a masters in agricultural education, which is the first such fully online degree in the West. What makes this degree a very interesting model for innovation overall is that it grows out of the AG*IDEA consortium (<http://www.agidea.org>), which is an affiliate of the Great Plains Idea consortium (<http://www.k-state.edu/ksugpidea/>) based at Kansas State University. Chico RCE observes that both of these innovative consortia offer models for working across institutional lines to offer programs in specialized and/or emerging fields, drawing on the different areas of strength and range of faculty expertise across multiple institutions. The CSU often looks for ways to work across institutional lines to address specialized and emerging educational needs in the California economy (across the state or within selected regions). These two consortia offer some tested and successful models upon which the CSU (and CSU CE/EE) might build to create viable approaches to developing and sustaining collaborations in different key fields across institutional lines.

The Chico masters in agricultural education draws on pre-authorized online courses for a number of other institutions, including the University of Montana, North Carolina State, Colorado State, and others. Consortium members agree upon a common price for courses and revenue share among collaborating institutions in a particular degree program. All courses are offered fully online to give students greater flexibility.

Students from collaborating institutions can enroll in the Chico masters in agricultural education, while Chico students might choose to enroll in a master's program from another institution in the consortium, which would offer a degree in a different field of specialization in agriculture. The shared engagement in the agriculture research, teaching, and professional practice across institutional lines gives the collaborating institutions and their faculty a common ground that seems to support co-creative ventures, and a level of understanding of the value of one another's programs and the changing needs of professional practice in the field. Similar collaborations within the CSU based on a shared disciplinary culture across institutional lines might also open the way to successful collaborations across institutional lines within the CSU.

Chico was one of the first CSUs to receive the one-million dollar Osher Lifelong Learning Institute (OLLI) endowment, and the Chico Osher program continues to be successful in terms of broad community engagements and enrollment. However, the program put a crushing administrative burden on staff for a number of reasons, including the challenge of finding the right administrative technology to support a program that serves a population that is not always comfortable with technology and often prefers a "high touch" level of personal contact and service. RCE has been able to be innovative in its use of technology to make the administration of the Osher program much more manageable (registration, schedule build, student records, etc.) in a way that works for the Osher students.

RCE has also found innovative uses of administrative technology to support its intensive English program. One new approach is the automation of the process for moving students in the program from the conditional admission status to formal admission in a Chico degree program, smoothly and automatically as a student successfully completes the intensive English program.

Finally, RCE has also developed an innovative and highly versatile spreadsheet program with pivot tables that allow RCE to put in all program expenses and revenue at both the program and course levels, so that different program and course scenarios can be considered early in the planning phases. RCE has come to refer to it simply as the "awesome thing."

Looking to the Future for CSU CE/EE

Looking ahead, RCE sees opportunities for CSU CE/EE in the growth of new technologies that are spreading across the professional practice in a variety of fields, such as GIS. The challenge is developing an interconnected set of courses/programs that provide the foundation in the technology in question and the application of that technology to a series of fields of professional practice. CSU CE/EE units on different campuses might collaborate to offer different areas of professional application of different technologies, depending on institutional strength and focus. If such programs are offered online (perhaps sharing a common foundational core focused on the essentials of the

technology in question) they could be marketing together (at the national and international levels, as well as within California) as a portfolio of programs on a given technology across a range of fields of professional practice, giving the CSU greater visibility and reputation nationally as a preferred provider of such programs that look at significant emerging technologies and its application across fields of professional practice. Similarly, the use of data and data analytics across different fields of professional practice may also offer an opportunity for new programs and new collaborations within CSU CE/EE.

RCE also noted that CSU CE/EE does not often work collaboratively across institutional lines to seek major State, Federal, or foundation grants for major initiatives in economic or community development. RCE sees this as a missed opportunity of CSU CE/EE, and one that warrants attention in the next few years. Developing concepts and strategies for such grants would also allow CSU CE/EE to create new opportunities for each participating CSU campus as a whole drawing on research capabilities, as well as its educational strengths and its ability to develop regional networks/partnerships and weave those together to create an extended regional or even State strategy as appropriate for the opportunity at hand.

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Selected Innovations Over the Past Few Years

The biggest innovations per Blackboard (MIDL area of expertise) are the live interactive tools like Collaborate, which allow a real-time virtual classroom experience - if used effectively and properly.

CEIE's MIDL unit leverages a full spectrum of available and future technologies to foster communities of learning/communities of interest to develop educational opportunities in a variety of delivery modalities. This is central to CEIE's role as an "incubator" for the University's academic/life-long learning programs and available 24/7, and anywhere in today's global economy.

Looking to the Future for CSU CE/EE

A big challenge is getting specific programs in CEIE to use those same live interactive tools, so that we can move beyond the posted syllabus/posted PDF readings/discussion board LMS to move decisively into the online interactive classroom. Of the programs in CEIE which use Blackboard, unfortunately many seem content with an LMS model rooted somewhere in the late 1990s.

Not having CEIE promoted as an academic unit that is also tasked with being the entrepreneurial arm of the University can often make collaborations difficult.

Electronic badging and certificates embedded in online resumes/CV's i.e. Linked In and other professional networking sites.

CRM's tied to PeopleSoft to track the life cycle of a student from prospect to alum.

Competency based education for working adults to apply work experience toward some level of academic credit.

CSU East Bay – University Extension (UE)

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Selected Innovations Over the Past Few Years

Within the past few years, East Bay has looked for opportunities to innovate in ways that both reconsider basic models in higher education and allow East Bay overall to explore new options. Among the areas of innovative focus are:

East Bay is exploring new models for hybrid education with its Concord Campus that is about an hour away from the main campus. At the Concord Campus, which is administered by UE, there are both state-funded and self-support programs. A state-of-the-art organic chemistry lab was recently added to the Concord Campus.

By being more strategic in its choices about what kind of facilities to add to the Concord Campus and linking those choices to educational options can be provided online and face-to-face at the Concord Campus and selectively at the main campus. East Bay is able to offer significant advantage to students and the region, rather than assuming a regional branch campus would have more general purpose facilities with an emphasis on face-to-face offerings. Indeed, with a reconsideration of what hybrid might mean when we think through different education challenges and opportunities (face-to-face in different facilities and formats, in collaboration with other institutions, partly or fully online, in the classroom or in the field, etc.), UE at East Bay has been able to expand the range of offering at the Concord Campus with new programs focused on career and career change options in the health sciences. These changes include a new program for post-baccalaureate students who want to redirect their careers into high demand fields in the health sciences through a program at the Concord Campus that prepares them to go on to become doctors, dentists, veterinarians, and in other health professions.

The Provost is also offering “grants” to East Bay faculty who are prepared to redesign their courses into various innovative hybrid models that make them increasingly accessible to students at the Concord Campus and/or throughout the East Bay region. Greater strategic purpose in how courses are designed and how facilities are used has also allowed UE at East Bay to open conversations with regional community colleges to create new career focused pathways leading to degree completion at the Concord Campus.

Working with specialists in the field, UE at East Bay has also undertaken a complete redesign of its website. This web site model integrated a customer relationship management system (CRM – Salesforce) in ways that allow a broader range of communication and relationship tracking with prospective students. UE also redefined some positions to handle the new marketing and communications options the new web site and web strategy provides. Thus far, requests captured are up 10-fold. In addition, another goal of this redesign was to provide a viable new model for East Bay as a whole that can be used by other East Bay colleges when they are ready to make web site changes, allowing each to build on the investment and testing of the model already made by UE. UE at East Bay is also at work on a “shopping cart” function for course registration. Once it is developed, East Bay plans to share it with other CSU CE/EE units that might find it useful.

East Bay UE is also working with East Bay overall to both increase international students coming to East Bay and increase the number of East Bay’s matriculated domestic students who have an international experience as part of their East Bay education (increase study abroad). To bring more international students to East Bay, UE is expanding recruitment for both its intensive English program and East Bay degree programs. In addition, UE is expanding the range of shorter format programs that allow international students to experience East Bay in meaningful ways tied to the disciplines in ways that encourage international students to consider East Bay for degree study.

Some of these shorter format programs are also being designed to attract non-traditional international students.

In terms of increasing the number of East Bay students who study abroad, East Bay overall has joined Generation Study Abroad with the goal of doubling the number of East Bay students that study abroad in five years. UE finds that among the barriers blocking more East Bay students from studying abroad is a combination of sticker shock and time shock. Many East Bay students cannot afford the more traditional year or even the semester abroad program, both because of the cost of such programs and because of their other obligations (moving ahead in their degree programs, work, family, etc.) do not allow them to easily be away for a long period. In light of these concerns, East Bay UE is seeking to develop international partnerships to provide significant shorter-format international experience that complement their educational goals and programs of study.

Looking to the Future for CSU CE/EE

While it may not impact all campuses, those quarter campuses that will be shifting to the semester format will be facing many challenges between now and the 2018 transition deadline. East Bay UE is offering to move some programs more quickly to the semester format to help identify workable approaches and solve problems in advance of the full campus transitioning. This might allow East Bay to transition more smoothly with options and potential problems already identified and addressed by UE. CE/EE units at campuses facing this major transition from quarters to semesters might also play a similar role. Perhaps there are opportunities to work across institutional lines to craft models and innovative solutions.

Looking ahead on another front, there is likely to be a growing need for professional development opportunities for both CE/EE staff (new technologies, new roles, and new core capacities supporting new programs and services, etc.) and CSU faculty are increasingly engaged in new areas of CE/EE (online programs, hybrid programs, programs for international students, as well as curricular and scholarly relationships with international partners, expanded work with regional employers, and the like). Collaboration among CE/EE units might be very valuable in the next few years to develop such professional development programs (in a variety of formats) including perhaps providing funding (the sending institution funding the staff time and or faculty stipend with the host institution providing the staff time needed for a meaningful professional development experience) for something like the ACE fellowships that would allow a staff member or a faculty member to spend some time at another campus where the CE/EE unit has strength in one area or another. This approach could speed the spread of best practices and develop relationships that would lead to more easy collaboration going forward.

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Selected Innovations over the Past Few Years

Fresno State has several innovative processes and programs over the last several years. Fresno State recognized the institutional bottleneck for students to complete the upper division writing requirement. A pilot program titled the, “Self-Paced Online Tutorial-Writing” was developed in partnership with the Division of Continuing and Global Education to offer students intensive writing tutoring paced by the individual student’s preference. The program was discontinued after the pilot revealed significant challenges with staffing the program and the cost associated with the staffing. Nonetheless, this attempt at alleviating student bottlenecks was identified by the Journal of Continuing Higher Education as a “Best Practice” in a 2014 volume.

Fresno State entered into partnership with a software company to train prospective employees and new hire employees on proprietary software programs. The company regularly updates the curriculum hosted on Fresno State’s LMS; Fresno State provides hosting, transcription and a certificate of completion.

Fresno State entered into a partnership with a corporation that houses small startup companies located about 10 miles away from the main Fresno State campus. The partnership allows Fresno State to offer noncredit seminars in a vibrant culture, in a downtown area that is undergoing community revitalization. This location allows greater engagement with different community market sectors. Using seed funds from the Commission of the Extended University, Fresno State created an alternate pathway for admission for veterans seeking stateside admission. The program, operated in self-support, allows veterans to take general education courses in a veteran cohort to develop their academic skills prior to university admission.

Fresno State also created a campus based passport acceptance facility that generates approximately \$65K annually. We utilize this fund to provide scholarships for Fresno State students studying abroad.

Looking to the Future for CSU CE/EE

Fresno is considering the degree to which it should invest in technology support to assist innovative course delivery; of primary concern is cost, of secondary concern is maintaining currency and needed staff support.

Of concern system wide, and recognized at Fresno State is the degree of consistency in budget modeling and program reinvestment, the scrutiny some have given Extended Education's operations and finance; as well as the degree of transparency for both campus and system operations.

As technology allows greater collaboration between faculty on different campuses, Fresno State recognizes the opportunity to develop multi campus programs in emerging fields. Institutional buy-in, curricular approval (and housing) as well as intercampus funding models create challenges that must be addressed.

CSU Fullerton – University Extended Education (UEE)

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Selected Innovations Over the Past Few Years

Fullerton is invested in the restructuring and expansion of the professional development program team. This includes a focus on developing an eco-system around each program, with value-added resources, industry connections, and continuous support for students/graduates. This requires a team of developers who are both internal quality monitors as well as external relationship ambassadors.

Fullerton has established and expanded partnerships within the public sector in their region. They have become the preferred training partner for many agencies due to their efforts to strengthen relationships with city, county and special districts. Fullerton not only offers educational experiences, but they are also being asked to be involved in organizational development strategy discussions.

Within the last two years, UEE has actively worked to take a stronger presence in the digital marketing space. They have been innovative in their use of social media outreach, media creation and analytics. Their work has directly contributed to the growth of both credit and non-credit programs. One great human interest story on their website is a pre-health graduate helped him to secure an interview at a medical school and subsequently gain admission.

The creation of a dedicated Self-Support Degree Programs unit has been instrumental in the commitment to strategic growth in this area of their portfolio. The increased capacity and experience has resulted in growth in numbers of programs, enhanced campus partnerships and the ability to expand into the international space in promoting new and unique collaborations.

Fullerton has developed partnerships with academic programs and international engagement.

Looking to the Future for CSU CE/EE

Challenge and opportunity: Fullerton expressed a need to decide whether or not to invest in technology and develop expertise to incorporate innovative course delivery methods in meeting the needs of our “consumers”. This can mean building infrastructure to deliver mobile learning, or rethinking how they package content. The next generation of learners demands total personalization of the learning experience in the form of programs they can design and customize on their own. This will require them to consider modularization and just-in-time delivery of content, and innovative and unconventional means of student engagement.

The transparency and diversity in budget and financial modeling within the self-support enterprise in the CSU.

There is a need for budget and financial modeling; revenue assumptions and expectations; “incentive” to academic program partners; international portfolio; “real estate”.

Humboldt State University – College of eLearning & Extended Education (CEEE)

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Selected Innovations Over the Past Few Years

Humboldt State University (HSU) has undertaken a campus wide eLearning excellence initiative. The focus of the effort is on student success, the role of educational technologies in supporting student success including on-time graduation and increase university facility efficiency.

The hub of eLearning at HSU is in CEEE both for state-funded and self-support online and hybrid courses and programs. In CEEE, HSU now has an instructional design team of six. Technical support is housed separately in HSU's IT division. The initiative will lead to developing best practices standards for online courses design, pedagogy and instructional strategies, and setting and measuring learning outcomes in a more dynamic way using the capabilities of the technology. CEEE is developing faculty workshops to help faculty build online course development skills and expand instructional strategy range for online teaching excellence and providing ongoing faculty support for online and hybrid course development. CEEE is also helping HSU develop and implement a campus-wide approach to developing and using e-portfolios that support student achievement and program assessment.

HSU is starting with a focus on General Education courses. Working with CEEE instructional designers, HSU is taking a team approach to developing online General Education courses so that various faculty members who teach sections of a given course work together to make choices about what are the best approaches to making the course in question a very successful online course that benefits from a wider range of faculty insights, feedback and expertise rather than having HSU online General Education offerings be the result of just one individual faculty member's approach.

The HSU approach is to start expanding the use of eLearning tools and strategies with state-funded courses and programs and then move to expand the use of eLearning in self-support certificates and programs. HSU is exploring doing lab science courses online effectively. This includes the use of a wide range of technologies, including things like remote sensing technology and other approaches to remote work in an actual lab, as well as using digital/virtual labs to allow HSU to offer more lab science courses fully online.

CEEE is also working to use technology to streamline administrative processes and decrease errors that can result in more cumbersome processes that require a lot of manual work.

Looking to the Future for CSU CE/EE

HSU CEEE sees significant potential for CSU CE/EE in greater collaboration, including more partnerships among campuses that share an interest in developing programs in emerging field, share approaches to international marketing and recruitment, shared approaches to national and international marketing of CSU as a preferred online education provider, and more comprehensive use of tools like “Course Match” to make a wider range of courses easily available to matriculated and non-matriculated students throughout California.

Sharing technology developed at one campus with others (like AAWS) and working together to support the faster development and implementation of other useful new technical capabilities could make a big difference for the future of CSU CE/EE. CEEE at HSU sees this as an era when helping each other will make the CSU and CSU CE/EE much stronger than approaches that are more competitive or even simply benignly “going it alone.”

CSU Long Beach University – College of Continuing & Professional Education

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Selected Innovations Over the Past Few Years

Summer online course conversion project: Two years ago, the College of Continuing and Professional Education took the lead on the campus in facilitating the growth of distance learning. This was done through a special new program which funded faculty to convert existing courses to an online format to be offered during summer session. An RFP process was employed funding 50 courses per summer for fully online conversion. The RFP process involved the Academic Departments and the Deans offices to ensure the

selected courses fit with the department's overall online strategy. Faculty received contracts of \$5,000 to convert face-to-face courses to fully online. The College of Continuing and Professional Education paired each faculty member with an in-house instructional designer.

The positive impact of this program on the campus has been far-reaching, both in terms of improving the campus climate for distance learning, and in better serving students. An immediate result was the formation by the Provost of a university-wide digital strategy task force to develop an online teaching-learning strategic plan. The task-force has completed its responsibilities and the recommendations are now moving to an implementation stage seeking to extend the model developed by the College of Continuing and Professional Education program to the whole university. Further, the university is moving forward to hire a new CIO and a Senior Academic Technology Officer position at the rank of Associate Vice President. Overall, through this program the ranks of trained and experienced online teachers in the university have grown, and the support for online education is mounting. Before this initiative there were only a handful of fully online courses at CSULB, and today it stands over 200.

Furthermore, the new online effort has been successful in meeting student demand with general education, bottleneck and high demand courses targeted for development as a way of reducing time to degree. The College of Continuing and Professional Education carefully studied student success in these new online summer courses and did a comparative completion rate analysis. The outcome of this analysis showed that students enrolled in the online courses did the same or better than in face-to-face courses at the university.

Study abroad scholarships. The College implemented two scholarship programs to support study abroad efforts. The first is a program, which supported 95 students in the past year, for summer and winter intersession study abroad. The College of Continuing and Professional Education offered scholarships in the form of half tuition waivers. The second program grew out of an institutional goal to double the study abroad student numbers at the campus by the end of this decade. The College of Continuing and Professional Education approached the Associated Students Inc., and was successful in instituting a new student fee to support study abroad scholarships. ASI has committed \$50,000 per year, which is matched by the College, making the new scholarship funding to \$100,000. About 150 scholarships are funded per year for a variety of study abroad programs. Students apply for the program and are required to present reflections on their experiences when they return to the campus. These study-abroad scholarship programs are first ever at Cal State Long Beach.

Faculty research and professional development in international education grant: In order to strengthen international partnerships, the College funds faculty to pursue opportunities for teaching and scholarly activities abroad. Through a formal RFP process with funds totaling \$50,000 per year (half from the College of Continuing and

Professional Education and half from the Office of the Provost), faculty involvement in the internationalization of the campus is encouraged by this initiative.

Incentive to Internationalize Curriculum: Another related effort that is in place focuses on infusing the curriculum with global content. Faculty members apply for development funds to create new courses, or redesign existing ones, to incorporate meaningful international perspectives. Academic area chairs organize and evaluate proposals which generally support faculty release time. An example of one program which grew out of this project is the approval of the Peace Corps Master degree program, which involves integration of the Peace Corp experience worldwide to the Master's degree at CSULB.

In terms of administrative innovations, the College is transitioning to a new CRM and an enterprise system that will increase efficiency and enable staff with effective tools to develop new programs. Additionally, a new contract with Burning Glass for market research was secured to increase new program development intelligence.

Looking to the Future for CSU CE/EE

Challenges: CSULB is not immune to the continuing challenges and misunderstandings we face in the CSU about the role Extended Education plays on a campus. Collective leadership is needed to confront the larger question of organizational legitimacy. One of the primary concerns is over the continuing backlash from the recent state audit, which has caused trepidation with current campus academic partners. The confusion over CSU policy regarding the definition of "supplanting", and possible CFA implications, may make the development of new special session degree programs more difficult.

The recent audit is also likely to create more fiscal scrutiny. The result of this attention, and possible new policies, may limit entrepreneurial activity and innovation--a core role of extended university. In such an environment, leadership will need to work hard to find what distinguishes us from the rest of the university.

Opportunities: One positive outcome of the CSU Online initiative is that it has forced a system-wide conversation about distance learning. A result of the dialogue is that the extensive history and capabilities of extended university in distance learning became very visible. This is an opportunity for extended university divisions to lead in developing online courses and programs for the campus as a whole. In this way, the College of Continuing and Professional Education has the potential to be the point organization for online learning in terms of program development, instructional design, faculty support, and student support services. In a way similar to the trend for extended university divisions to take increased responsibility for international program, if positioned well, online education might become a primary role for extended university system-wide.

CSU Los Angeles – College of Professional and Global Education

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Selected Innovations Over the Past Few Years

1. ADN-BSN Collaborative Track with thirteen Community Colleges in LA. Ten students from each Community College participate in the accelerated degree program. In this unique course share program students complete their degree in only 3 years. Students accepted into this program will have completed pre-requisite courses at their respective community colleges and gained a solid foundation in nursing, enabling them to pass the NCLEX-RN exam and complete the ADN degree. The curriculum of the ADN-BSN degree builds on this strong foundation with post-licensure content completed at Cal State L.A. in Research, Theory, Leadership, Case Management, and Community/Public Health.

Cal State L.A. is committed to AB 1295, which prescribes an articulated nursing pathway to the BSN, no replication of nursing prerequisites or content taken at the community college, attainment of the BSN degree one year post ADN, and sustainability. The California Collaborative Model for Nursing Education (CCME), which includes dual enrollment and shared faculty is also a tenet of this collaborative effort.

2. In an effort to help the University create a mechanism for building new online courses a partnership was formed between extended education and the CSULA Center for Effective Teaching and Learning (CETL). Twenty-five faculty and two instructional designers were hired to develop the online courses to be piloted during the summer term. Each faculty is paid a stipend. We are hoping to have larger enrollments during the summer.
3. An RFP was sent to Cal State LA faculty to pilot the development of 1-3 week self-support study abroad and service learning programs to be offered during the summer term. The program introduces to students and parents a short program to learn the value of an international educational program. The international service learning programs build upon Cal State L.A.'s priorities of "Engagement, Service, and the Public Good" and will provide students a unique opportunity to assist international communities, applying theory to practice in a discipline-specific area. Each of five programs will be limited to 15 students each.

4. The English Language Program (ELP) at Cal State L.A. recently worked with the Mexican Ministry of Foreign Affairs to offer short-term English Language classes to students and teachers from over 68 Mexican institutions of higher education. Cal State L.A. provided instruction and supports services for 300 Mexican students during the months of November and December; the Cal State L.A. program was ranked 3rd in terms of overall size. The collaborative partnership has served as a gateway for additional collaboration with the Mexican government and Mexican institutions of higher education.

Looking to the Future for CSU CE/EE

Dean Bullard continues to see as our challenge educating people about who we are and what we do in the business of extended education. We need to “move the dialog away from budget” to a new dialog. We need purposeful partnerships, advocacy as a group, capacity statements and better communication of who we are as valuable University assets designed to create broader access to serve our regions, California, the nation and the globe.

California State Maritime Academy – Department of Sponsored Projects & Extended Learning (SPEL)

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Selected Innovations over the Past Few Years

The Maritime Academy through SPEL has expanded its role as a nationally and internationally recognized provider of training programs for harbor pilots and other maritime professionals. The Maritime Academy has achieved this reputation in part because of its advanced simulation facilities and the special programs it has developed to make use of those facilities for research and professional training programs as well as for the Maritime Academy’s degree seeking students. In addition to the Maritime Academy’s distinctive facility that simulates navigating the major world ports, the Academy will be formally opening a new simulation facility in Richmond, California.

SPEL has worked to secure grants and to develop a set of significant partnerships with regional emergency responders (law enforcement, fire departments, the Coast Guard, and others) and with Chevron to plan, fund, and create a facility that simulates a range of maritime emergencies to provide advanced training for those who must respond to such emergencies. The new facilities include a full size ship that is designed to simulate various emergencies including fires in various configurations (created with propane burners).

Chevron is funding part of the facility and helping to plan programs that address the special challenges involved in achieving high levels of safety in oil and gas transportation. The facility and the programs offered will, in turn, also serve the broader petrochemical industry in California and beyond. There are eight refineries in Northern California that will benefit from the training provided at the new facility.

The new facility will also include a forefront engine room simulation that will be used by the Maritime Academy's degree seeking students and to train maritime engine room professionals in rapid response problem solving.

Each of the Maritime Academy's simulation facilities has its foundation in forefront digital technology that allows a wide range of scenarios to be developed and tested. This digital sophistication has allowed the Maritime Academy to increase its research capabilities in addition to the education and training programs provided. The Academy now does a wide range of significant studies that inform maritime practice on many fronts. Recent studies have helped the ports of Long Beach and LA to plan for and safely manage much larger ships. The Academy is also now playing growing role in sustainable practices in shipping worldwide (Green Shipping). For example, the academy is now working with Denmark on reducing fuel consumption by 15% and reducing carbon emissions overall.

The fact that at the Maritime Academy the extended learning unit is also responsible for sponsored projects and external partnerships has allowed SPEL to work more comprehensively to develop partnerships that provide funding sources; important collaboration in program planning; and a steady source of clients for Maritime research, programs, and services. This strategy has led to a wide range of innovations in research, partnerships, funding strategies, facilities, technologies, and education and training programs with a California focus but a global reach.

Through SPEL, the Maritime Academy has been able to develop and offer a very successful online masters in transportation and engineering management. The degree also offers specializations in project management, transportation logistics, and humanitarian response (planning and managing the worldwide effort for larger scale humanitarian response for natural disasters, disease and the like). This is a particularly innovative program overall but particularly in light of this humanitarian response option.

Looking to the Future for CSU CE/EE

Looking ahead, SPEL sees opportunities for CSU CE/EE overall in developing education and training opportunities for working adults that are based in the educational strengths of instructional strategies and program design rooted in simulations of various kinds – including digital demonstrations, smart scenarios and cases, digital prototyping and testing, as well as more complex simulations for key fields. CSU CE/EE could collaborate across institutional lines and with employers to develop some very advanced simulation software/facilities that might be shared within a region to offer programs for professions where simulated practice leads to the development of more complex problem analysis and problem solving applying theory to practice in a variety of context. Working together to develop sophisticated digital labs is another opportunity that would allow CSU CE/EE to move ahead in meeting the demands for a well prepared workforce in the STEM fields.

CSU Monterey Bay – Extended Education & International Programs

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Selected Innovations Over the Past Few Years

1. Extended Education at CSUMB launched in fall 2014 an online undergraduate degree completion program in Computer Science and Information Technology (CSIT) with a cohort of 40 students. Students can enter the 100% online degree program in fall or spring semesters. There are 80 applications being evaluated for spring 2015 admittance.
2. Due to Extended Ed's internationally focused marketing efforts and developing new international university partnerships the International student body at CSUMB has increased in number from 15 students in August 2012 to 300 students in Fall 2014.

Looking to the Future for CSU CE/EE

CSUMB biggest challenge continues to be educating campus on what we do and the process and procedures of working with us.

CSU Northridge – The Tseng College: Graduate, International, & Midcareer Education (Tseng)

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Selected Innovations Over the Past Few Years

Over the past few years, Tseng has continued to grow self-support master's degree programs

(http://tsengcollege.csun.edu/sites/default/files/programs/Tseng_College_Ten-Year_Overview_2004-2014.pdf). Increasingly, these programs are fully online. Even if a program is planned primarily to serve Southern California, the difficulties of commuting around the region for a working adult discourages many from considering a degree program unless it is online. This has led Tseng to refine and expand its approach to working with partner colleges and departments to plan and produce fully online programs. The emphasis of this approach is ensuring that the CSUN faculty are fully engaged in planning and teaching at the program and course levels. Tseng has created a strong instructional design team that works closely with both the program's overall faculty team and individually with faculty teaching individual courses in the program to explore how the educational technologies can be used to implement the envisioned instructional strategies, and help students achieve the program's learning goals. CSUN's online programs are designed to give online students a CSUN educational experience that fully links them with disciplinary faculty, as it does in a face-to-face program. CSUN online programs are also offered in the cohort format, creating a learning community that supports student success. CSUN online programs have won national awards, increasingly are included in listings of best online program in particular disciplines, and have an on-time graduation rate that is seldom below 80% and often reaches above 90%.

The e-publication (<http://www.csun.edu/elevate/>) called *Elevate* was part of a campaign Tseng started about 2 ½ years ago to more broadly publicize the work of CSUN (in both state-support and self-support) in graduate education and research. The time seemed right for CSUN to play a more visible and influential role in the region. Tseng created a position to focus on external relations by going out and spreading the word (enhancing visibility and building significant new relationships). Through these efforts Tseng was able to bring some of the most promising of these emerging relationships into a closer collaboration with CSUN overall and, in turn, expand the reputation and influence of CSU in the region. Among the initiatives that resulted from this effort are LACI@CSUN (a branch of the LA CleanTech Incubator now on the CSUN campus); the CSU5 (a

collaboration among the five CSU universities serving Greater Los Angeles); and CSUN's participation in major regional initiatives, such as AMP SoCal (a successful proposal that gave Southern California a Federal designation as a hub for advanced manufacturing and opened the door to advantaged competition for \$1.3 billion in Federal funding).

Tseng is now the hub of international programs and partnerships at CSUN. This contributes to a steady growth in international students coming to CSUN. In its broader role in all things international, Tseng has also been able to engage faculty in broader conversations about models for internationalizing the curriculum. There are also a wider range of models now for international partnerships that promise a more valuable range of international collaborations and experiences for faculty and students – research collaboration, curricular partnerships, and more.

Tseng also continues to look for ways to make technology work for CSU CE/EE, including the role Tseng played in the recent development and roll-out (to sister campuses) of the AAWS (PeopleSoft based) application system.

Finally, Tseng has had rapid growth over the last six or seven years which has led to shifts and changes in the staffing, and opened the way to create very strong staff teams with key areas of expertise in digital marketing, educational technologies, administrative technology, program development, external relations, accreditation and compliance, financial aid, financial management, and more. Tseng has been investing in the professional development of these teams to keep them on the forefront (and to share what they learn with colleagues at CSUN and in the CSU). Tseng is now highly integrated into the work (currently and in multi-year plans) of CSUN overall at the University level and at the level of the academic colleges. This allows Tseng to support innovation and offer partner departments and colleges a wider range of innovative opportunities of priority that might otherwise not be possible.

Work has also begun on a new facility to house Tseng on the CSUN campus. It will be complete in the summer of 2016. It will be built without the need for a loan or bond.

Looking to the Future for CSU CE/EE

Tseng feels that CSU CE/EE is beginning to use its capacities to more directly and more actively play a key role in the future of the CSU, particularly as it relates to the impact the CSU can and should have in economic and community development (in education and research), and in the ability of the CSU to be innovative and responsive to emerging fields, challenges and opportunities. Working across disciplinary lines and across institutional lines will be essential going forward if the CSU is to have a significant place in the future of California and in reshaping higher education for the decades ahead.

CSPU Pomona – College of the Extended University

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Selected Innovations Over the Past Two Years

Pomona is a quarter campus that is moving to semesters over the next few years. During the next phase of the transition – beginning in Winter Quarter early next year - Pomona has decided to create no new degree programs that can be offered before fall 2018. In this context, Pomona’s College of the Extended University (CEU), with a strategic goal of expanding degree offerings for working adults in the years ahead, accelerated activities this past year to develop and gain approval for new academic credit programs that were at least conceptually underway. In addition to producing new programs this past year, CEU will continue leveraging an approach that combines partnering, utilization of existing credit courses (credit course clusters), accelerated schedules and hybrid formats (face-to-face, televised, or online). These programs include a program offered in partnerships with the China Lake Air Force Base, a program offered in collaboration with an accounting association, and a program in organic farming for veterans. The organic farming program is a three-way collaboration between CEU, Pomona’s College of Agriculture and a regional organic farming group.

Pomona CEU is also shifting its approach to programs for international students. While it continues to recruit for its English language program, EU has seen more growth in new programs it has developed that combine the study of English (not necessarily at an introductory level) with a field-specific focus and a shorter format study of selected professional fields that are areas of strength for Pomona (examples include two-to-six-week programs for those in the hospitality industry or in engineering). International students in these shorter format programs are often enrolled in degree programs in the field in question at an institution in their home country. The study at Pomona fits with the international students’ degree study and gives them an international experience.

Pomona CEU is fairly distinctive in this innovation, being an integral part of establishing a brewery on campus that opened in the fall of 2014. Pomona has well-known hospitality management programs at both the bachelor’s and master’s levels. Pomona also has a winery. The new brewery adds to Pomona’s programming range in the hospitality and related industries. The brewery was funded by Pomona’s University Foundation, and is located in the CEU main building. In addition to augmenting existing coursework in the Collins College of Hospitality Management, the brewery will be utilized by CEU for creating both credit and career/professional development programs.

The Pomona University Foundation will also explore other commercial potential for the brewery to help finance its work over time (like selling the beer it produces).

Looking to the Future for CSU CE/EE

Pomona EU sees collaboration as an important focus for CSU CE/EE in the years ahead. Given the range of competitors in California and those serving California online, the CSU loses advantage if campuses compete with one another or try to compete individually. When working in collaboration it can give the CSU the added strength, visibility and distinction needed for real success in a competitive marketplace. Pomona is a part of the CSU5 (a collaboration among the five CSU universities serving Greater Los Angeles) and Pomona CEU sees this as a promising direction for the future that should be expanded to various configurations of collaboration that foster innovation and increase competitive advantage.

Similarly, what Pomona CEU sees as one of the challenges ahead is the pace of change and response that is traditional in higher education. Being slow to change was likely less of a problem when the disciplines themselves evolved more slowly and the economy did not change as rapidly as it does today. Today the pace of change is quite different. Emerging fields require higher education to change to offer programs that prepare students for the fields and careers that will be in the California economy. In addition to changes in the disciplines and emerging fields, and in the global economy, there are also changes in how education is being provided by more innovative institutions – outcomes and/or competency-based programs, badges, teaching and research are more comprehensively linked to practice, and the like. Pomona EU sees the need for greater agility and a broader capacity for innovation as both a challenge and an opportunity for CSU CE/EE in the next few years. CSU CE/EE could be positioned to be the source of new models for the CSU and it can provide an innovative context for developing new programs across disciplinary and institutional lines and, in turn, developing the overall capacity of the CSU to do so.

CSU Sacramento – College of Continuing Education

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Selected Innovations Over the Past Few Years

Effective partnerships with community colleges will become even more important in the future. CSU Sacramento was able to work on an innovative curriculum with 3 community colleges to integrate their nursing curriculum with that of CSU Sacramento. Summer terms are used to partially fulfill Bachelor's requirements, leading to an accelerated program where the BS in Nursing degree can be earned in 3 years.

Effective technological choices can greatly expand access to needed programs. CSU Sacramento's College of Education and College of Continuing Education worked with school districts and community colleges to offer a BA in Child Development in Early Development, Care and Education (EDCE). This degree completion program uses distance technology coupled with cohort instructors on-site to offer this important pathway to a degree statewide for early childhood educators. Currently it has 8 cohorts underway in 5 locations – 155 students are currently enrolled.

Effective international partnerships are becoming more critical for the CSU. Through its successful relations with local primary and middle schools, CSU Sacramento has been able to offer innovative programs for international pre-service and in-service teachers that combine a cultural immersion, professional development and practical mini internships in local schools.

Effective administrative systems help assure that we continue to offer low cost programs while fully recovering overheads. CSU Sacramento has made significant efforts to develop long term financial forecasts along with developing overhead allocation models to fully account for overheads. This enables to accurately allocate costs to individual programs.

Looking to the Future for CSU CE/EE

CSU faces the following major challenges:

How do we become more competitive, domestically (compared to private and for profit universities), internationally (leveraging our global CSU and California brand) and on-line (against state universities or systems from other states).

How do we retain the flexibility and nimbleness of Continuing Education, needed to effectively respond to student needs and opportunities, while we are facing increased scrutiny, increasing regulation and longer decision/ authorization timelines.

CSU San Bernardino – College of Extended Learning

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Selected Innovations Over the Past Few Years

Delivery of traditional MSW program via online (<http://socialwork.csusb.edu/majorsPrograms/pdep/index.htm>). The program has increased access to education opportunities by serving broader constituencies. Enrolled students come from communities at far distances from the CSUSB main campus. Many students expressed that this was the only viable opportunity for a MSW education for them. An unanticipated positive effect of the program was the ability to serve students with disabilities that limited their ability to come to campus. The student body in this program is very diverse in ethnicity, age and disability status. The program was recently recognized in the “Top 25 Online MSW Programs for 2014-15” by Best MSW Programs. (<http://www.bestmswprograms.com/best-online-msw-programs-ranking/>)

Creation of partnerships with local school districts and community colleges. Through these partnerships they have been able to expand course offerings for elementary and high school students (<http://pace.csusb.edu/courses/online-high-school.html>). Additionally, they have strengthened relationships with both the school districts and community colleges through the sharing of resources, and working toward common goals. These partnerships have created greater exposure not only for the College but the University as well.

Looking to the Future for CSU CE/EE

Both a challenge and an opportunity that CSU extended learning will face in the next few years is the participation in workforce development. They will need to be innovative in creating programs that can assist the chronically underemployed. Often many have had limited exposure to technology and have limited skills. CSU can use this

as an opportunity to develop programs that may require additional curriculum to aid in student success or partner with local business to provide externships.

San Diego State University – College of Extended Studies

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Selected Innovations Over the Past Few Years

Integration and Coordination with Campus: The College of Extended Studies (CES) has made great headway in breaking down previous barriers with campus departments by actively seeking out collaboration and integration of services and initiatives for specific populations and programs. This approach to campus collaboration has led to improved visibility and better integration in specific areas such as educational technologies.

Public Relations: Great strides have been made to improve the visibility of CES on the campus. A sign of this is that the President regularly mentions CES in speeches in terms of the role the college plays in revenue generation, in bringing international students to campus, and sending domestic students abroad in faculty-led short-term programs.

Educational Technologies: CES has emphasized taking a leadership role in the implementation of new teaching-learning technologies, and to do it in a way that is collaborative with the campus. For example, CES has forged a partnership with the campus Instructional Technologies unit to implement standardized innovative smart podium technology for all classrooms at SDSU. In terms of online program and course development, CES has three instructional designers who coordinate course conversion, and new course development, and efforts with six instructional designers on campus in the Instructional Technologies unit. CES also partners with the Instructional Technologies unit on faculty training, and specific staff resources such as videographers.

Market/Environmental Scan Analysis: In order to better organize and address proposals from academic areas for new program development, CES provides market research services evaluating the viability of proposed programs. Using internal staff resources, CES conducts an analysis of the variables that might influence the success of proposed new programs. In practice this service has led to better considered programs moving forward for development.

The American Language Institute: The new Social Entrepreneurship (SE) Certificate focuses on participating students on solving social problems by using creative entrepreneurial skills. Students learn about problems in society, current business trends, and innovative social entrepreneurs. They also gain the knowledge, tools, and language resources necessary to create a business that would positively affect social change for the future.

Internal Mini-Grant Program: CES created an internal mini-grant competition to encourage innovation and new program development. Mirroring to some extent the system-wide Commission on Extended University annual competition, CES invites any program within the college to apply for funding of up to \$50,000 for one or two year projects. The Social Entrepreneurship (SE) Certificate is a successful product of this mini-grant funding.

Looking to the Future for CSU CE/EE

Challenges:

Staffing: The CSU compensation limitations are an on-going obstacle to attracting and retaining skilled staff members.

Policy: Apparent new directions in policy are positive, but there remains a need for clarification on the policy which limits the combining of general and self-support students in the same course sections.

Opportunities: International Online Education: Online education is emerging as an important element in the over 50 active CES international partnerships. As international outreach increases in face-to-face programs, there is increased demand for online components. CES is likely to see growth in online international education.

Workforce Development: The New Initiatives and Outreach was created within CES three years ago as a special unit with a concentration on workforce development and gaps in the education pipeline that result in labor shortages. In addition to workforce, the division is responsible for all college outreach efforts in the community. For instance, the New Initiatives and Outreach Division coordinates with campus military support services CES programs designed to serve current or former military personnel.

San Francisco State University – College of Extended Learning

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Selected Innovations Over the Past Two Years

San Francisco State University's (SFSU) College of Extended Learning (EL) has interim leadership in the role of the dean for over seven years prior to the hire of a new dean within the last 18 months. In that light, a good bit of innovative time has been spent reviewing and refining processes and developing new approaches to current programs and services to build the foundation for taking the next steps forward, which will include developing new programs and services. EL has grown in the last few years from \$24 million in yearly revenue to about \$28 million.

The new dean is responsible for both state-funded and self-support international programs and services as well. SFSU historically has not been proactive in international recruitment either for self-support programs like the Intensive English Program or for SFSU degree programs. EL is not expanding investment in international recruitment both for self-support programs and for degrees. Since this is essentially a new area of endeavor for EL, it requires considering how to position SFSU in a competitive international market in a region (San Francisco area) where competition is particularly strong.

EL has developed a new international summer program that takes advantage of the availability of campus house and combines English language study with summer courses for those at higher levels of English language proficiency. The program includes special weekend outings and events. It has proven to be a very successful program that is growing quickly. The program was inspired in part by CSULB's *Study at the Beach* program.

SFSU's president and provost have recently sought CSU approval to pay international recruitment consultants a commission for recruiting students to SFSU degree programs. Because SFSU has done so little active international recruitment in the past, this additional strategy was deemed to be an important step in helping SFSU build its international enrollment in degree programs more quickly. SFSU now shares its international enrollment fees through commissions with recruitment consultants and also with the departments in whose degree programs international students enroll (to cover some of the added cost of international student support services at the departmental level), and with the international student office in EL that provides

international services to both state funded and self-support programs. This is one of the few sources of funds to support the international student support services at SFSU.

EL offers online certificate programs but not online degrees. At SFSU, the instructional design and technical support for online courses is part of the state-funded part of SFSU, but EL can engage the services of that group and plans to do more of that to grow online programs going forward. EL offers primarily noncredit programs, but plans to expand self-support degree programs in the years ahead.

While EL has long marketed noncredit programs to regional businesses and professional groups, EL has not focused on developing direct working relationships with regional employers. EL is now developing a more consistent strategy for developing working relationships directly with major regional employers. To do this, it has required shifting roles and adding to the core capabilities of EL and its staff.

Looking to the Future for CSU CE/EE

EL sees online teaching and learning as one of the major opportunities and challenges for CSU CE/EE in the next few years.

San Jose State University – College of International & Extended Studies

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Selected Innovations Over the Past Two Years

CIES has been pioneering a fairly well used extended education concept of creating well defined mini-modules, based on recognized curricula development standards for future use/reuse in one or several related programs. But this roll-out was implemented with a particularly interesting twist and set of partners. The experiment of creating six-hour mini-module courses in different topical areas (e.g., *Intro to Videography* or *Sentence Diagraming in American English*) was proposed to the US Department of State in the summer of 2010 for use in the University Partnership program in Afghanistan (SJSU-CIES contracts covering 2010-2013). The proposed 30 different six-hour mini-modules

created by SJSU faculty were rolled out to both the State Department and our participating Afghan universities and it was successful in a number of fronts:

- Expanded our technology range while increasing student engagement through the use of streaming video, Skype, and extensive use of LMS platforms rather than the use of text-based materials.
- Allowed SJSU faculty (experts in one or several fields) to exercise their talents and develop these modules in three simultaneous modalities: online, Skype/instant interactivity, and translatable paper-based material.
- Allowed all of these modules to be translated in local languages as requested and all videos to have embedded scrolling subtitles.
- Made curriculum recommendations to (future in-country) instructors using the material and guidelines for modifying the material, but remaining within the boundaries of the “six-hour mini-module” design.
- Created a “pass-through system” of training such that SJSU professors taught their counterparts at the participating Afghanistan universities how to use the module(s) and how to create a “train-the-trainer” program at the local university.

Beginning in summer of 2012, the University Partnership program grew to Pakistan (SJSU contracts covering 2012-2016), which has taken this mini-module packing of curriculum to Pakistan universities where the US Department of State once again endorsed this teaching methodology and funded the development of additional academic area modules in both “distant education management & integration”, as well as “applied linguistics”. Finally, because the “mini-modules” were so highly praised and were widely used in Afghanistan, many of these mini-modules were (some translated into Urdu) used in participating Pakistan universities. Between the two *University Partnership* programs (Afghanistan and Pakistan) - a total of 55 separate, multi-modality mini-modules have been created and passed on to our university partners. This cost-effective and highly effective program can be replicated in any department for any program.

Big Data and Cybersecurity have been identified as the University’s presidential priorities, resulting in the establishment of a cross-disciplinary Cybersecurity and Big Data Initiative at SJSU. The recently established Silicon Valley Big Data and Cybersecurity Center responds directly to the President’s Comprehensive National Cybersecurity Initiative to help meet the growing unmet need for cybersecurity expertise in both public and private sectors. The center spearheaded the recently launched Master of Science in Software Engineering (MSSE) with emphasis in Cybersecurity, which represents the first stage in an interdisciplinary roll-out of a new Master of Science Cybersecurity degree. The 30 semester units degree has an option to be completed fully online and is offered in special session. The degree is based on academic criteria and industry scenarios as determined by local tech Industry with regards to network security.

Battery Technologies address effective and efficient energy storage solutions. From a technology foundation perspective this area is mature, as well as a growing field, having a foundational discipline in the modern manufacturing industry. Master of Science in Engineering (MSE) with an emphasis in Battery Technologies (offered through special session) is the first of its kind in a degree program designed to provide advanced engineering studies and develop a high degree of competency in the theory and practice of energy storage and the rapidly growing battery industry.

SJSU's School of Music and Dance is preparing to launch one of the most accessible and progressive music education graduate programs in existence. The Masters of Arts degree will be a logical integration of educational theory and best practice, with all courses taking place online and over the summer, outside the demands of a working teacher's busy school year. The unique and innovative format of the program provides opportunities for enhanced educational experiences through the hybrid structure of the coursework: online for theory courses and residency for practice-based courses.

The high-demand (bottleneck) courses program was developed and launched as a means of increasing student access to critical courses (General Education and major requirements). In its pilot year, the program served over 100 students. The revenue generated by the program was re-invested into the program in the form of course development grants for faculty, instructional design services, and development funds for participating departments.

CIES launched an online program for Golden Four General Education area requirements (along with faculty course development grants) in response to international students need to take these courses to transfer to SJSU. This program supported our efforts to grow the campus' population of international students.

The International Student and Scholar Services (ISSS) department in CIES has had to optimize their operations in order to serve SJSU's growing population of international students. Below is a list of the innovative practices by ISSS:

- To meet the needs of a very large and growing international student population, the International Student Advisors offers weekly presentations of F-1 Employment workshops.
- Our International Student Orientation is now folded into the Graduate Student Orientation.
- The Housing Facebook group maintained by an ISSS staff member offers a community resource for all matriculated SJSU International students to find available rental accommodations and to introduce students to prospective roommates in lieu of a Housing Coordinator.
- For ISSS overall, its Spring I-Week culminating in our Scholarship Fundraising Banquet includes our Study Abroad Fair.

- For a six-month period, ISSS had a Graduate Intern who accomplished the following innovative tasks:
 - ISSS' check-in procedure for newly arrived international students this year used a Graduate Student Intern as a check-in specialist. Sessions were run daily for three weeks from a room outside of the ISSS office to reduce congestion and give students a more comprehensive check-in experience.
 - The Change of Status and F-1 Workshops were put into a format that can be posted online in order to save International Student Advisors time.
 - Developed an all-encompassing 37-page Student Assistant Manual, including in-depth documentation of procedures. The manual includes office organizational charts, an ISSS seasonal tasks calendar, glossary of ISSS terms, and much more.

The International House (I-House) at SJSU is a unique self-support home to 71 U.S. and international students attending SJSU. Residents include matriculated undergraduate and graduate students, English language students studying in the International Gateways language program, and one semester and one year exchange students and scholars. Cross-cultural programming at I-House includes our semi-annual Pancake Breakfast, which is attended by 500 guests; International Quiz (IQ), a trivia game played by 150 students in teams of 8; Cross-cultural Workshops facilitated periodically throughout the semester by faculty and staff; Regional Dinners offered by residents; a focus on cross-cultural training focus in our semi-annual Resident Advisor (RA) training, and more.

International Gateways (CIES department providing language programs) has two academic advisors who work individually with Conditionally Admitted students to assist with the CSU Mentor application processes, and liaise with SJSU undergraduate and graduate advisors, to help International Gateways students submit all documentation in order to be admitted and matriculated for SJSU degree programs. This has significantly helped in “yielding” the conditionally admitted students to becoming matriculated students.

Another innovation that SJSU has used well throughout the six academic colleges and CIES is the integration of relevant “Organized Research and Training Unit (ORTU)” with a particular College's work, for example:

- offering special session programs in Cybersecurity in collaboration with the Silicon Valley Big Data Cybersecurity Center (SVBCC)
- integration of SJSU's online education work and platforms with a variety of internationally oriented grants under Silicon Valley Center for Global Studies (SVC GS)

The ORTUs (SJSU has currently 30 approved ORTUs) have successfully served as a catalyst for a variety of applied and pure research and service efforts that require both undergraduate and graduate student participation, as well as participation from at least three plus departments across campus. This is a daunting task to assemble these components in short order. But through SJSU's unique use of the ORTU – SJSU, it has been able to quickly address these “diverse/combo” efforts because of the way the actual ORTU is setup from its establishment. Both the SVCGS and SVBCC are hosted by CIES. But both rely on a combination of peer review committees, project directors, advisors and regular support from the Provost's Office. Through both of these particular Centers, projects can be undertaken by the Center personnel - not necessarily owned, but the ORTU facilitates the assembly and production of these research and/or service efforts and is able - since they are already fully approved academic entities on campus - to “walk many proposals through the system” on behalf of a particularly close affiliated group to that Center. A current example is SVBCC serving as the “primary agent” for a National Science Foundation cross-discipline training program, but the “owner” is the College of Applied Science and Arts' School of Information. The Center instantly brought together like-minded faculty and staff to assemble a proposal that included eight departments housed by three academic colleges participating in the project over a five-year period. Using the ORTU as a mechanism for management-of-action in these synergy efforts can help any university gain important time and tactical advantages.

CIES Marketing and Communications created videos of the campus and its location and highlights, which were played at international student recruitment fairs to convey the highlights of SJSU offerings to key target audiences abroad. The unit used a student videographer and employed a drone video of the campus to create a visually striking introduction to the campus and its vicinity to Silicon Valley companies. The unit also filmed interviews with SJSU international students describing campus life to pass on to their countrypersons via the web.

CIES Marketing and Communications used innovative strategies to apply call-outs, calls to action, and links to vital programs through graphics embedded in the campus template web site system. These graphics, calendars, maps and links made the sites more marketing capable, and allowed CIES to reach more potential prospects and users. In some cases, CIES worked with the campus registrar and others to link to an extract of summer and winter courses reformulated to be more searchable. The unit also created a test app to help students choose a professional degree program.

International Gateways successfully moved from the off-campus facility to on-campus classrooms and learning spaces to encourage more affinity with the University in the students and promote the sense of being a SJSU Spartan. CIES and IGateways negotiated and collaborated with the campus to explain the benefits of this integration, (e.g., noting the importance of the language students matriculating into the University). The move also had complementary benefit of cost savings (reduction of 65% in facilities cost).

CPSU San Luis Obispo – Extended Education

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Selected Innovations Over the Past Few Years

Water Leadership and Management program in collaboration with CSU LA:

<http://www.extended.calpoly.edu/academic/waterlead.html>.

Cal Poly is delivering their cohort program (n=20) at Union Station to employees of the Metropolitan Water District of S. CA. This is a professional certificate with 4 courses and is done with CSULA.

"Quarter Plus" program for incoming freshmen

(<http://www.summer.calpoly.edu/quarterplus/>): This is for incoming freshmen and is a summer 3-week special session format (they are on quarter system) that enables students to take 2 courses (9 units—2 lower division GE courses and 1 unit leadership course) in 3 weeks. They have 51 students in their cohort who live in the dorm and have Mon-Thurs classes. They charge about \$4000 for room/board and ~\$2400 for the courses and are piloting with the College of Business now. They hope to expand to 200 students to include the Colleges of Engineering and Agriculture, and Honors students in the future. Very positive response from students and parents.

"Poly Planner" (<http://www.registrar.calpoly.edu/PolyPlanner>): (The vendor is CollegeSource and the application is U.Direct). Cal Poly has implemented a fantastic vendor that allows for student electronic transcripts that can be prepopulated with the major course requirements that displays a screen on the left that shows students the list of required courses, and students can drag each course over to the right side of the screen when they schedule a course. This permits students to also use this tool to select classes in the summer through Extended Ed and then EE can easily plan for student enrollments and course sections during the summer.

Looking to the Future for CSU CE/EE

Supplanting issues thwart innovation. Need to focus on competency based programs rather than Carnegie unit. FTE definition hampers competency assessment for workforce development. Severe problems associated with the constraint that the university can only use EE revenue for EE activities.

CSU San Marcos – Extended Learning

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Selected Innovations Over the Past Few Years

1. We offer a new Specialized Accelerated MBA (SAMBA) (<http://www.csusm.edu/mba/samba/index.html>) program that will benefit recent business and non-business major graduates and international students interested in pursuing advanced business education.

The program begins each summer and can be completed in 12-15 months. Career advisors will help provide students with a viable career plan. Students with or without work experience are encouraged to apply.

The unique “stackable” program consists of three phases: the Foundation, the Core, and the Specialization, which offer three entry and exit points into and out of the program. Specializations offered are Business Intelligence, International Business, and Hospitality & Tourism Management. Upon satisfactory completion of each phase of the program, students will receive a certificate, and upon completion of the final project/culminating experience, an MBA.

2. Pending Chancellor’s Office approval CSUSM will launch the Master of Science in Cyber security (<http://www.csusm.edu/el/degreeprograms/psmcybersecurity/>), a Professional Science Masters to meet a workforce demand for well-trained and educated cyber security professionals with both technical skills and business acumen. The PSM degree adeptly addresses the documented need for management-trained professionals "for technology-based companies, governmental agencies, and non-profit organizations" (NPSMA.org)

The program is designed for working adults with classes in the evening. The 38-unit program can be completed part-time in 2 years (5 semesters). Participants in the cohort will experience onsite training within the cybersecurity industry.

3. Fall term 2014 CSUSM began offering a 100% fully online CCNE-accredited RN to BSN (<http://degree.csusm.edu/>) with no traditional clinical requirements. Students graduate in as few as 14 months if all "Golden Four" courses are completed – also offered online. There are six start dates every 8-weeks. Courses are offered in 8-week format, which allows students to work while they learn. Personal coaching is provided by in-service MSN-prepared RNs.

4. 2+2 BS Business Administration degree (http://www.bizjournals.com/losangeles/prnewswire/press_releases/Georgia/2014/09/30/DC24908) with Mt. San Jacinto Community College is offered at our branch campus, Cal State San Marcos at Temecula, and is integrated with the City of Temecula's incubator, Small Business Development Center and the Economic Development Corporation of Southwest California. Both the AS and BS degrees have locked tuition from the first year through the 4th year, and the cohort model guarantees time to degree.
5. The Professional Certificate in Accounting (<http://www.csusm.edu/el/certificateprograms/bpdev/accounting/index.html>) launched this year and will provide an alternative pathway to meet the 150-semester unit education requirement for the CPA License in California. Students and professionals who need units to meet the 150-unit requirement can complete graduate-level accounting courses and earn a Professional Certificate recognizing their educational achievement.

Course offerings may include accounting courses required for licensure, courses required by regional Master's in Accounting programs, and courses that are particularly beneficial to the careers of the region's accounting professionals. Students earn a Professional Certificate for each 12 semester units of coursework completed.

6. The Certificate in Water Leadership and Management (<http://www.csusm.edu/el/certificateprograms/bpdev/watermgmt/index.html>) is an intermediate-level certificate designed to prepare middle-level managers for leadership roles in the water management industry. Future certificates will address the needs of executive and entry-level employees.

Working closely with local and regional water agencies this program has been tailored for individuals currently working or interested in working in the water management industry. Course content will include the study of regional water usage and sources, disposal and recycling, industry regulation, water infrastructure, water utility finance and investing, the impact of water shortage, and career opportunities in water management. Courses meet on weekday evenings to accommodate the needs of working professionals.

7. The Environmental Leadership Academy (ELA) (<http://www.csusm.edu/temecula/ela/index.html>), winner of ACHE's Outstanding Noncredit Program of 2013 is now entering its 5th year. The mission of the program is to enlighten and engage leaders and professionals in the Inland Empire region on critical environmental issues affecting our quality of life; such as climate change, air pollution, land use change, endangered species, water quality and energy. An urgent

need exists for current and future leaders to have a well-balanced knowledge and understanding of the critical environmental issues with which to support sound and well-informed decision-making and best practices.

Prompted by an expectation that the population of our Southern California area would grow by 1,000,000 by 2020, and followed by a yearlong series of regional listening sessions the ELA was created. The need became evident to understand the environmental effects on our quality of life, and to foster the ability to develop prudent policies that will make the 2-county area a model for balancing long-term sustainability with economic vitality and environmental stewardship. Sponsorships are provided from utility companies, banks and local business partners as a way to offset the cost of the program and keep tuition low.

The ELA uses a comprehensive approach to deliver program content through the use of field demonstrations, walking and bus tours, interactive group discussions, expert panels, and focused lecture presentations by experienced subject-matter-experts.

Students have four 1½-day meetings over four months beginning on Thursday at noon and ending at 4 pm on Friday. Each session focuses on environmental issues pertinent to the four regions in which they meet – mountain, coastal, high desert and urban.

The first session in September includes an over-night stay in a mountain region and is intended as an initial building block for creating a supportive and collaborative environment among members of the class. All meals are included throughout the program.

8. Administratively CSUSM has centralized all international programs (<http://www.csusm.edu/global/>) – from recruiting, admissions, marketing, advising, counseling and graduation to study abroad, semester at CSUSM, and intensive English classes. We have the ability to maintain closer control over all aspects of international programming which allows us greater efficiencies and provide a higher quality of service, hence a better reputation among our international partners – not to mention happier students.

Looking to the Future for CSU CE/EE

1. Continuing to build on our strengths and solid strong holds within industry, community, school districts, cities will lead to growth and new strategic partnerships. So many of our innovative programs have grown out of these strong partnerships.

An important component of innovation is balancing risks and managing the partnership expectations of the success. Not everything is going to be successful. So educating our partners on this is a critical piece.

Our current position is that of a small company hitting the next level of growth. Because we have grown so rapidly, we have stretched the functional demands of the campus. We will continue our growth trajectory and will need to remain cognizant of the strains being put on our campus partners. There is a lot of risk inherent in what we do. So it goes back to what I was saying earlier – balancing risk and educating our partners on the risks is critical. Many times, unfortunately, it is a little like building the plane while in flight.

2. Additionally, competition from private universities is causing even more challenges through online education as well as moving in “next door!” We need a diversified portfolio of programs in order to compete. In our case we need to increase our noncredit program area. Think strategically of more ways in which to partner with other CSUs to be more competitive. Education is a multi-billion dollar business in the US and a much more cut-throat business than in the past.

CSU Sonoma – School of Extended & International Education

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Selected Innovations Over the Past Few Years

Integration into PeopleSoft: SSU has completed full integration of all School of Extended and International Education programs, operations, personnel, and business into the SSU/CSU PeopleSoft system. This was a huge undertaking, and was complicated by the fact that IT would not allow us to purchase a bolt-on system. After working with three IT directors (because of turn-over), we finally accomplished full integration for all of our noncredit and credit programs. It took 5½ years to implement at SSU, but now that it’s done, it’s working extremely well. PeopleSoft integration gives our students fully-transcripted credit and non-credit work and the ability to transcript invaluable co-curricular items like study abroad. Student, course, and program data can be accessed easily for reports and analysis, allowing for better data-driven decision-making. There are still challenges. We are struggling with many of the same issues as other CSUs: trying to maintain the excellent level of traditional high-touch customer service in the fast paced world of instant online access to information; handling capacity; managing the different

needs of a wide array of non-traditional populations. However the need to adjust our processes and practices is far outweighed by the benefits of full integration.

Lifelong Learning: SSU merged the Osher Lifelong Learning Institute (OLLI) and the EXCEL for Youth programs into a more authentic “true” Lifelong Learning Model.

OLLI is a unique learning community for adults age 50 years old or better. OLLI offers the very best continuing education with no tests and no grades. Distinguished SSU faculty and other Bay Area educators enjoy sharing their expertise with OLLI students, whose life experience and intelligence enrich the exchange of ideas.

OLLI offers about 50 classes/year, including:

Color Confidence Workshop

<http://www.ssuexed.com/course.php?id=2630&sem=1&year=2015>

Paris through the Ages

The Western: America's Mythology

Medicine at War

Physics of Sports

The Supreme Court

Nixon & the Kennedys

The Middle East

Now in its 33rd year, EXCEL for Youth offers students entering 4-9th grades ungraded enrichment classes that celebrate the joy of learning through doing in a wide array of disciplines, including science, technology, and the arts.

OLLI website: <http://sonoma.edu/exed/olli/>

OLLI Flipbook: <http://www.sonoma.edu/exed/olli/flipbook/spring2015/>

EXCEL offers 50 classes/year, including:

Jr. BioTech

Crash and Burn Chemistry

Just Write!

Not So Simple Machines

Comedy on Stage

Crime Scene Investigation

Digital Photography

Raspberry Pi

Exploring Shakespeare

Industrial Scrap Magic

As well as creating intergenerational dialog and connections between our youngest and our oldest students, from an organizational perspective, creating an integrated Lifelong Learning Program facilitates a better self-support use of resources through shared staff and teamwork for programs with similar needs and structures.

Stop-action animated movies by EXCEL students:

<http://www.sonoma.edu/exed/excel/animation-movies-by-excel-students>

“Crash and Burn Chemistry” slideshow:

<http://www.sonoma.edu/exed/excel/slideshow/slide-shows-chemistry.html>

“Industrial Scrap Magic” slideshow:

<http://www.sonoma.edu/exed/excel/slideshow/slide-shows-junk-sculpture.html>

International Education: SSU has committed substantial resources and effort to increase the international presence on our campus. To that end, we have remodeled a 15,000 sq. ft. structure (the old student union) on the campus into a newly fashioned International Hall, providing international students with “place and pride.” Within International Hall, we have consolidated both our services for our international students and for our matriculated students interested in studying abroad into the Center for International Education. We are also creating pathways for international students to more effectively and efficiently transfer from Community Colleges to SSU using a model similar to the SB 1440 associate’s degree. It is our hope that if you build it, they will come. 😊

SSU Center for International Education video:

<http://www.sonoma.edu/cie/studyatsonoma/>

Sonoma State American Language Institute e-brochure:

<http://sonoma.mkctracker.com/app/standard/index.php#page/1&lan/en>

SSALI banner:



Wine Business Institute Program Growth: SSU added over 2500 new students to the Wine Business Institute Programs over the last two years.

Wine Business Institute info: <http://www.sonoma.edu/sbe/wine-business-institute/>

“I got real life examples that I could go directly back to the winery and put to use.”

- Courtney Murray Cortez, Stony Hill Vineyard

\$3 million donation for the new Wine Spectator Learning Center at SSU:
<http://www.winebusiness.com/news/?go=getArticle&dataid=135323>

\$500,000 donation for Wine Spectator Learning Center:
<http://www.sonoma.edu/newscenter/2015/01/ssu-wine-spectator-learning-center-receives-500000-gift.html>



New 2014 Community Partnerships:

- West Sonoma Historical Museum
- Jack London Historic Park <http://www.jacklondonpark.com>
- Di Rosa Gallery
- Sonoma Valley Museum of Art
- Sonoma County Museum <http://www.sonomacountymuseum.org>
- Pepperwood Preserve
<http://app.pepperwoodpreserve.org/pls/apex/f?p=514:1:0>
- Laguna de Santa Rosa

- Sonoma County Wine Library
- TedX Sonoma County

Looking to the Future for CSU CE/EE

Faculty Salary: Because of the dramatic lowering of state financing of CSU institutions, the CFA and others are scrambling to find revenue for salary and budget increases. The target is clearly Extended Education (self-support) funds. We have seen this with a change in salary for teaching summer self-support from 2322 to 1/30 of full-time salary. We have now seen increases in salaries for teaching winter intersession, summer session, and extension (credit) of 3 percent, without recognition of the self-support models we use to run our “auxiliary” operation.

A New Model: Without question to my mind, the state support model of funding higher education is “broken” and quite simply cannot fund the systems that currently exist. There will come a time in the near future when this will be acknowledged, and a hybrid model that relies on integration of Extended Education and State Supported Education different from anything seen in the past will be needed to insure the continuance of quality education in the CSU. I believe that it is a false assumption that if we move in this direction, the Governor/Legislature will cut funds because we “do not need them.” Instead, I believe that the Governor and Legislature will see the CSU working to solve the problem in new and creative ways, and their response will be to functionally encourage rather than discourage continued innovative financial models.

Program Viability Rubric: I believe that we will see Chancellor’s Office rubrics that can be used to determine whether a stateside program or degree is viable and should continue or be discontinued. It does not appear that the administration of many of the CSU institutions, or the faculty themselves, can formulate this on their own and make these necessary decisions to address what contemporary higher education curriculum and programs we should be offering now and in the future.

Supplanting: The outdated understanding of “supplanting” will be reviewed and dramatically changed so that more CSU students are served, the programs needed are available, and the classes needed (especially GE and Bottle-Neck) are offered through extended learning avenues, as appropriate.

International Education Funding: For many years, international education was not a high priority on many CSU campuses. Staffing and capacity for managing recruitment, application processing, and student services were not handled well, resulting in very low international enrollment. Over time, staffing dwindled. On our campus, Extended Education recognized the importance of international education and globalizing the curriculum, so the President moved international programs to our school. Funding, however, did not transfer with the staff and the responsibilities. This is a common scenario across the CSU because

administrations have counted on these revenues for years, and transferring them away would create gaps in their budget models. Because many campuses are experiencing this same issue, there should be a Chancellor's Office discussion regarding the necessity for creating funding models for international programs that have moved to self-support.

CSU Stanislaus – University Extended Education

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Selected Innovations Over the Past Few Years

Programs: CSU Stanislaus has focused on special sessions degrees including BA/BS completion programs (Accelerated Second Bachelor of Science in Nursing Program, BA in Social Sciences Degree Completion Program, BS in Health Science Degree Completion Program, and a BA in Criminal Justice Degree Completion Program), and graduate programs (Executive MBA, Online MBA, Master of Science in Genetic Counseling, and Licensed Professional Clinical Counselor Concentration). One particular program of note is the BA in Social Sciences which provides a general studies curriculum with courses that meet admission requirements for the MPA. Also, in development are a hybrid MSW, a fully online RN-BSN, and an MFA in Performing Arts.

Partnerships: Overall, Stanislaus sees an increased opportunity through regional partnerships. One particularly fruitful example is a gift of \$250,000 from St. Joseph's Hospital to support the renovation and equipping of classroom space at the Stockton Center. Recognizing the workforce need for BSN-trained nurses, the Hospital's funding helps to grow the special accelerated second BSN at the center with a dedicated classroom wing supplied with simulators and other state-of-the-art equipment. This program has a 90% graduation rate, and in the last cohort all students were placed in jobs within six months. The partnership with St. Joseph's also involves extensive clinical placements, essential for Nursing programs.

Technology: Most of the special sessions degrees are held in a hybrid format to reduce seat time for adult learners, and focus in-class time on productive activities. The MBA is completely online, and requires all faculty to complete the Sloan-C Mastery Sequence.

The campus believes that providing faculty training to teach online is crucial to assure instructional quality.

Administrative Systems: The EU unit emphasizes market research and enrollment data analysis to inform decision making. In terms of market research, the campus retains an external firm which provides targeted research reports on demand. Internally, the EU unit supports a staff position in Institutional Research (IR) to ensure regular reporting and analysis of enrollment trends.

Looking to the Future for CSU CE/EE

Challenges: The campus identifies resources and policy as primary challenges. As a smaller campus, program growth and staffing of current special sessions is dependent on limited faculty numbers. Financial reserves are also limited and need to be used cautiously for new program development. Commission grants have been especially helpful in this regard to subsidize limited funding. Overall the campus struggles to meet demands for infrastructure improvements in facilities and equipment.

In terms of policy, faculty are hired on overload and thus limited by the 125% rule. Furthermore, the limits on year-end balances to six months of operating expenses challenges the unit to keep sufficient reserves, while at the same time investing in new programs. Policy also does not encourage possibly fruitful joint state and self-support uses of facilities and equipment.

Opportunities: The campus sees great opportunity in reaching out to regional business leaders through groups such as the San Joaquin Partnership, Chambers of Commerce, and the Economic Development Association. These discussions have focused on listening to the specifics of what is meant by a “skilled workforce”. Specific examples of outcomes have been an understanding of growth in the Stockton region in the area of logistics and transportation, and in understanding the needs of specific large firms as Gallo for a more skilled workforce. These outreach efforts have led to opportunities in providing technical and vocational degree credit courses.

An additional outreach effort has been to community colleges in the region which are important to provide effective bridges to degree completion programs in EU. Students in the area tend to be more place bound than in urban areas, and therefore providing clear pathways to a degree is essential.

Overall, the campus has good support of the faculty and has seen consistent growth in enrollment.

Office of the Statewide Dean of the CSU Extended University

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Selected Innovations Over the Past Two Years

The Office of Capital Planning Design and Construction (CPDC) at the CSU Chancellor's Office approached the CSU CE/EE AVC/Statewide Dean's Office about the possibility of collaborating on developing the CSU's own future workforce in the skilled trades (fields such as electricians, locksmiths, and heating and air conditioning). Such skilled trades often have a particular path to gaining licensure/certification to practice that includes a required period of apprenticeship working with an established professional(s) in the trade. CPDC was able to provide the working context for the apprenticeships with established professionals in the skilled trade in question on various CSU campuses. But the CPDC was less prepared to make all the arrangements and do all the paperwork required to have a recognized apprenticeship programs in each of the skilled trades in question (each of which has different requirements and regulations). CPDC was also not as well prepared to provide any classroom training needed to prepare for the apprenticeship component of the preparation.

CPDC foresaw the need to plan ahead to develop the CSU's capacity to attract and hold skilled trades professionals across the career span. The anticipated retirements over the years ahead and the need to create their own pathway into a career in those skilled trades within the CSU to help ensure a strong CSU workforce for the future in the skilled trades.

While the AVC/Statewide Dean's Office is not able to manage such a program directly, it was able to engage the CE/EE units. The program has started with CSU Long Beach as the pilot because this campus had the greatest number of apprentices already (8) in the skilled trades. The CSU CE/EE AVC/statewide dean plans to engage other interested campuses so there are regional hubs (Northern California, Central Coast, and the like) for the procedural requirements for setting up apprenticeship programs in different skilled trades and any coursework/training required in preparation for or in complement to the apprenticeships. The actual apprenticeships can take place on any campus with the required senior professionals in the skilled trade in question and the willingness to provide the apprenticeship oversight and mentoring.

The CSU CE/EE AVC/statewide dean sees strong possibilities for the CSU to act as regional hub campuses for apprenticeship programs in skilled trades in the UCs and/or the California public community colleges both of which have similar needs for a prepared workforce in the skilled trades and face similar challenges in setting up the procedures and programs required for the apprenticeships to be provided as required

by each of the skilled trades in question. If the CSU has these procedures/programs in place they can provide those services to support other apprenticeship programs. The CSU CE/EE AVC/statewide dean also sees potentially useful links between this program and a CSU CE/EE initiative funded by a CSU Commission on the Extended University grant for which Sacramento State, CSU Long Beach, and CSULA are collaborating to create a Workforce Academy for California's Workforce Investment Boards (WIBs). The WIBs need some consistent and insightful training and staff development programs that prepare individuals to work in a context that is both highly regulated with State and Federal requirements for the use of funds and access to programs and services and yet at the same time be able to work in a way that is service focused and supportive for clients while crafting agile and thoughtful options for each client seeking a new and sustainable career path in a changing economy. This project has involved significant needs analysis and research prior to developing and launching the envisioned Workforce Academy program. But once the program is launched and tested, it too may have implications for the role that CE/EE units around the State can play in the development of the workforce for difference public sector agencies. The AVC/Statewide Dean's Office has also been very actively involved over the last couple of years in the challenges presented by Federal decisions that led to the requirement for each CSU campus offering online programs to seek authorization from every other state in the U.S. from which students might enroll in the online program in question from the CSU campus in question. The AVC/statewide dean has been actively involved in the first rounds of seeking authorization or exemption from authorizations in some states. This gave campuses seeking these authorizations a bit of a jump start on the effort.

The requirements for State Authorization vary state to state but it is largely a campus by campus and program by program quest for the approval one state at a time. Campuses that have not secured authorization from a given state must list their online program as not able to accept applications from each state from which the campus in question does not have authorization. This can lead to confusion in application and registration and a diminished reputation for the CSU campuses offering online programs because it would seem that there is some problem with their quality that prevents them from doing business in some states. More recently the CSU CE/EE AVC/statewide dean has been working with others in the CSU and in California overall to develop and support legislation that would set California standards for ensuring excellence in online program from all institutions that are approved as providers in California. Once this legislation is developed and enacted it can allow California to seek reciprocal agreements with other states in which each state trusts the other state's policies and procedures for ensuring the quality of the institutions authorized in their home states. In that light, other states will look to the rigor and comprehensiveness of California legislation in terms of its ability to assure quality and, in turn, warrant reciprocity. Such reciprocal agreements among states is important if each institution in the state is not going to be required to seek individual authorization for every other state (and often these authorization must be renewed each year and for each new program offered).

Having the ability to offer online programs in other states allows the CSU to serve its own alumni, the military, California employers with operations in many states, as well as other individuals who can benefit from the programs offered.

Looking to the Future for CSU CE/EE

The CSU has a new and emerging leadership team being created by Chancellor White which will soon include Dr. Loren Blanchard, the new executive vice chancellor for Academic and Student Affairs (beginning formally July 1, 2015). The CSU is in a very different position today in terms of its own capacities and the changing needs of the communities the CSU serves and the changing and emerging California economy than it was a decade ago. Chancellor White's 2015 report to the CSU Board of Trustees provides an outline for agile response, innovation, and reconsideration of possibilities for the future (<http://www.calstate.edu/bot/chancellor-reports/150127.shtml>). The CSU CE/EE AVC/statewide dean sees the CSU's capacities in the Extended University as an important resource for the future and she plans to work with the new leadership in the Chancellor's Office and the CE/EE leadership to leverage and expand capabilities in ways that make a significant positive difference for the future of the CSU.

The CSU CE/EE AVC/statewide dean also finds the many ideas and models for competency-based education to be an increasingly interesting and important educational model. The CSU CE/EE may be able to create some useful model for the possibilities of competency-based programs in the CSU over the next few years. Finally, the CSU CE/EE AVC/statewide dean sees data as an increasingly important tool for self-support in the CSU. This includes data at the campus level and at the system level that informs practice and clearly and accurately provides information on scope, impact, and the like will capturing the finer level of dynamic regarding student achievement and the success of individual programs and services.