

2014/2015 SURVEY OF INNOVATION

Commission on the Extended University

The Commission on the Extended University exists as an advisory group to the Chancellor and staff to the issues and opportunities facing the extended education program units at each of the campuses.

Representation includes CSU Campus Presidents, Provosts, Chancellor's Office Academic Affairs, Extended Education, and Academic Senate.

THEMES AT-A-GLANCE

- **Theme 1.0-External Partnerships**
- **Theme 2.0-External Collaborations**
- **Theme 3.0-Program Development**
- **Theme 4.0-Educational Technologies**
- **Theme 5.0-International Programs, Partnerships, and Strategies**
- **Theme 6.0-Administration**
- **For the future: Challenges**
- **For the future: Opportunities**

A number of these partnerships also included successfully seeking grants to support innovative initiatives. The partnerships were often seen as adding to the competitive advantage in the competition for grant funding.



SURVEY OF INNOVATION

This survey of innovation covered all 23 California State University (CSU) Campuses. The survey was based on two questions:

1. The most significant innovations in the campus extended learning unit in the last two years.
2. The challenges and opportunities ahead for CSU extended learning from the perspective of each campus.

Theme 1.0: External Partnerships

Innovations linked to external partnerships are often distinctive and yield benefits to the campuses. For example, the **Maritime Academy** works with regional law enforcement, fire departments, the Coast Guard and Chevron, to create a simulation facility with advanced technologies that simulate various emergencies providing context for emergency response and safety training. **Cal Poly Pomona** is offering an organic farming program in partnership with a regional organic farming group. **San Bernardino** works with local school districts and community colleges, sharing resources and expanding programming. San Francisco State is actively developing strategies to establish working relationships with major regional employers.

Theme 2.0: External Collaborations

Collaborations have greatly benefited CSU extended education. For example, **Chico's** collaboration with the AG Idea Consortium has led to a very distinctive agricultural education program that shares courses with other institutions in the consortium. **Channel Islands** has collaborated with Santa Barbara City College to create a Bachelor of Science to MBA program. **Los Angeles** is working with thirteen regional community colleges to create an innovative accelerated program that leads from the associate degree in nursing to a bachelor of science in nursing. **Long Beach** has a long and productive collaboration with the ports of Long Beach and Los Angeles. **Fresno** is partnering with a corporation supporting startups to offer courses and workshops in downtown Fresno.

“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”

Mike Schroder, Dean CSU San Marcos
Extended Learning

THESE CHOICES AND THE PROGRAMS AND CAPABILITIES THAT EMERGE SHOULD GIVE THE CSU A WIDE RANGE OF MODELS THAT MAY AFFORD DIFFERENT ADVANTAGES FOR DIFFERENT CAMPUSES AND THOSE THAT THEY SERVE.



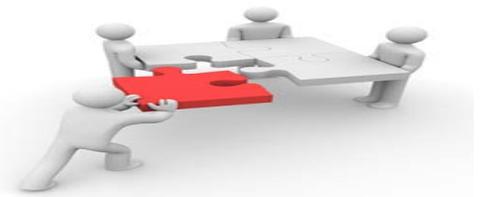
Theme 3.0: Program Development

Campuses reported a number of “firsts” in program development for online or hybrid delivery. Some were in emerging fields such as those at **San Jose State** in software engineering and battery technology, in addition to the Master of Science in cybersecurity at **San Marcos**. **Stanislaus** offers a very successful ASBSN with a high placement rate. **Cal Poly San Luis Obispo** offers a water leadership management program in collaboration with Los Angeles.



Theme 4.0: Educational Technologies

Campuses reported innovations and challenges in ensuring excellence and distinction in program design and instructional strategies, and in keeping the campus’s online and hybrid programs current in the use of educational technologies. While some campuses may seek assistance from a third-party provider, those campuses developing their own internal capacity seem to be more focused on achieving particular educational outcomes. **Bakersfield** requires Quality Matters training for all instructors teaching online for extended education. **Dominguez Hills’** use of Blackboard tools like Collaborate allows for a real-time virtual classroom experience. **Humboldt** launched a campus-wide eLearning excellence initiative with a focus on student success.



Theme 5.0: International Programs, Partnerships, and Strategies

Campuses discussed expanding international recruitment with responsibility for recruiting students for self-support and state-funded programs. Active international recruitment was new for some campuses so strategy along with capacity development were issues. Several campuses reported renovating or adding space to create a hub for international students and an international house/hall model. **Monterey Bay’s** focus on marketing and new international partnerships resulted in an increase from 12 to 200 students in a two-year timeframe. **San Diego** offers a Social Entrepreneurship certificate with a focus on solving social problems by using creative entrepreneurial skills.





Theme 6.0: Administration

A number of campuses reported innovations in administration. In some cases it was a change or role on the campus or in the organizational structure. In most cases it was the implementation of new technologies such as move self-support operations to PeopleSoft, acquiring the developing strategies for using Customer Relationship Management (CRM) software, and developing ways to gather and use data to analyze program/marketing performance and to inform managerial decisions. **Northridge's** growth has resulted in shifts and changes in staffing to create strong teams in areas such as digital marketing, educational technology and external relations. **East Bay** has completely re-designed their website, integrating a CRM component. **Fullerton** has restructured and expanded their professional development programs team, and created a support system around each program. **Sacramento** has developed long-term financial forecasts and overhead allocation models and shared these with other campuses. **Sonoma** completed a full integration of the School of Extended and International Programs, and can now run all credit and non-credit programs in PeopleSoft.

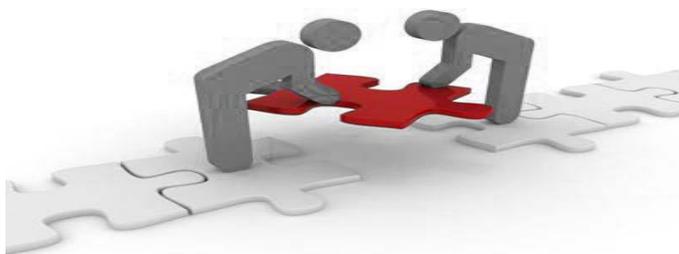


“AMONG THE THEMES THAT REOCCURRED, EXTENDED UNIVERSITY LEADERS WERE ASKED WHAT THE CHALLENGES AND OPPORTUNITIES WERE FOR THE FUTURE”

**JOYCE FEUCHT HAVIAR
DEAN, TSENG COLLEGE OF EXTENDED LEARNING**

For the future: Challenges

Quarter campuses converting to semesters noted there were significant challenges, potentially impacting the ability to start new programs. Increased federal and state regulations for distance learning, gainful employment and veteran's affairs were identified as challenges. A number of campuses expressed uncertainty of the impact of the recent state and internal audits, particularly in the use of self-support funds in their work with campus colleges and departments. Online education and international activities were noted as both challenges and opportunities.





For the future: Opportunities

Campuses noted that extended education could develop a more robust and sustainable approach to innovative collaboration across institutional lines. This would position the CSU for leadership in online teaching and learning, and international programs and partnerships.

This kind of collaboration was also seen as an opportunity to work on new administrative technologies with the development and dissemination of the new application system (AAWS) as an example of that approach.



HOW EXTENDED EDUCATION CONTRIBUTES TO THE CALIFORNIA ECONOMY ANNUALLY

- CSU Extended Education spends \$284.8 million on operating expenses
- Operational related expenditures create over \$459.9 million in economic impact
 - Supports nearly 3,060 jobs; generates \$157.5 million in labor income and \$24.2 million in state and local taxes
- Regionally, Los Angeles and the Bay Area lead in impact, generating over \$100 million in industry activity
 - Supports nearly 1,500 jobs in LA and 700 jobs in the Bay Area
 - Generates \$10.3 million in state and local taxes in LA alone
- The economic impact of self support undergraduate student wages results in \$45.41 million in industry activity
- The economic impact of self support graduate students wages results in \$77.82 million in industry activity

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