California State University, Northridge
The Tseng College

Academic Support / Associate Dean's Office
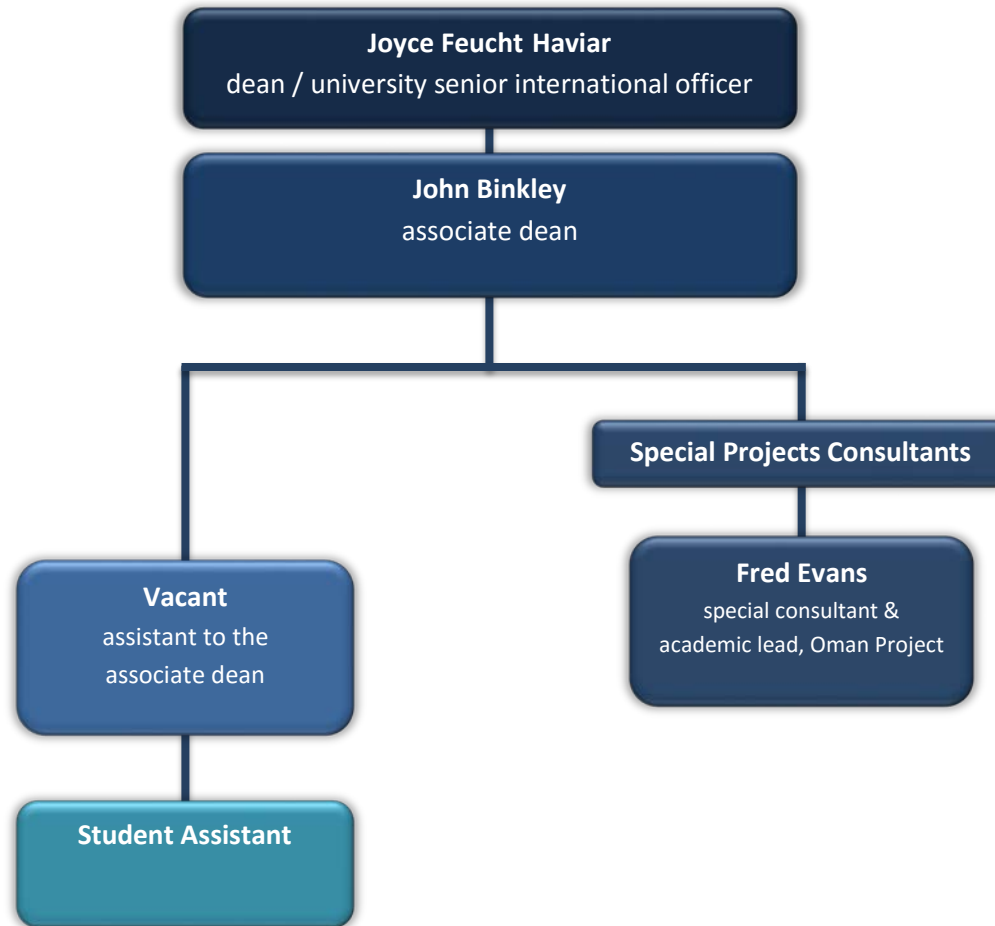
Joyce Feucht Haviar
dean / university senior international officer

John Binkley
associate dean

Special Projects Consultants

Vacant
assistant to the associate dean

Fred Evans
special consultant &
academic lead, Oman Project

Student Assistant

For staff contact information, see The Tseng College online directory at http://tsengcollege.csun.edu/stafflist.html.

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California State University, Northridge
The Tseng College

John H. Binkley
Associate Dean

</div>

Academic Support/Office of the Associate Dean Areas of Responsibility

<u>Academics</u>

- Lead for The Tseng College's regular academic interaction with the Offices of Undergraduate Studies and Graduate Studies. Maintains ongoing working relationships and facilitates the necessary policy and practice changes needed to accommodate the new program modes and markets of CSUN self-support programs.

- Assessment – oversight of each self-support program's approach to assessment (ensuring compliance with best practices) and record keeping (assessment process used, participating faculty, date of assessment, assessment report findings, and the specifics of curriculum changes made in light of the assessment findings).

- Collaboration with the academic leads of the programs' department to troubleshoot student advisement issues.

- Oversight of instructor performance in self-support programs and handling of complaints about instructors in keeping with CSU and CSUN policy and processes for each category of complaint. The Tseng College lead in working with the appropriate CSUN offices and office leads responsible for instructor related concerns.

- Management of student academic complaints in keeping with CSU, CSUN, and The Tseng College policies and practices. Tseng College lead in working with the appropriate CSUN office and office leads responsible for student concerns.

- Coordinator with the Office Admissions and Records as well as the Student Financial Aid Office to resolve student issues.

<u>Approvals</u>

- Oversight of approvals for California State University, Northridge (CSUN) self-support programs at the department, college, University, state, and accreditation levels.

- Submission to the CSUN Academic Plan within the California State University (CSU) for The Tseng College in collaboration with the partnering academic college (yearly: November or December)

- Oversight of preparation and submission of required CSU documents for moving an approved pilot program to regular status.

- Oversight of preparation and submission of CSU documents when requesting approval of self-support degree program offerings.

Compliance

- Monitoring CSUN self-support course and program compliance with The Tseng College, CSUN, CSU, and Accreditor academic quality and practice standards.

- Monitoring and responding to CSU Executive Orders for policy and practice implications for The Tseng College and its programs and services.

- Oversight of The Tseng College offerings in reference to Western Association of Schools and Colleges (WASC) and other accreditors' standards and requirements for programs delivered off-campus, online or internationally. Ensures best practices in record keeping, reporting, and Substantive Change submission preparation. Lead for The Tseng College in building and maintaining strong working relationships with the CSUN WASC liaison, WASC staff, and other accreditation representatives.

- Oversight of The Tseng College's participation in campus-wide WASC re-accreditation.

- Oversight and management of the CSU required notifications and approvals for delivering self-support programs at new off-campus sites located more than 25 miles from campus (linked to WASC Substantive Change). Duties include: keeping The Tseng College up-to-date on requirements, developing the most effective approaches to compliance, and building and maintaining the working relationships necessary to facilitate compliance.

- Oversight of The Tseng College's compliance with The Tseng College, CSUN, CSU, and Federal policies and practices for student record handling and security. Conducts periodic review of unit-to-unit standards and practices for student academic record and academic information security.

- Approvals and oversight of state authorization for all CSUN fully online programs with student enrollment of non-California residence. Monitoring and participation in the development of the State Authorization Reciprocity Agreement (SARA).

- Oversight of CSUN self-support programs and their compliance with international academic standards and reporting requirements when The Tseng College offers CSUN programs in other nations.

Outreach

- Lead for The Tseng College work with CSUN and Federal Veterans Affairs officials and programs.

- Lead for The Tseng College in work with Federal Workforce funding and programs. Ensures that any Tseng College programs or partnerships that involve state or Federal Workforce funds or programs are done in keeping with required policies and practices.

California State University Northridge

Basic Principles: Academic Oversight of Self-Support Programs

1. All CSUN degree and credit certificate programs, whether offered using state or self-support funding, are CSUN programs and, as such, subject to all CSUN academic policies and standards governing CSUN degree and credit certificate programs. These policies and standards include the requirements for approvals, accreditation, academic oversight, assessment and periodic program review.

2. Self-support programs can set higher -- but never lower -- standards for admission and student academic performance. For example, since self-support programs are often designed to serve mid-career professionals, they may require additional years of work experience, a higher GPA, or a more robust personal statement as part of admission criteria. However, they will never have a standard lower than CSU and CSUN baseline criteria for undergraduate or graduate admissions standards.

3. Whether a self-support program is a single discipline (offered by a single department) or multidisciplinary (offered by a single college with participation from multiple departments within or across college lines), the department (through the chair or designee) is responsible for approving the course content and the instructor for any course carrying that department acronym and/or covering content from that department in a program acronym. For example, the College of Social and Behavioral Sciences is the academic home of CSUN's Master of Public Administration (MPA) multi-disciplinary degree program. While all courses in CSUN's Masters of Public Administration program carry the MPA acronym, each course is tied to a particular department within and outside of the College of Social and Behavioral Sciences, based on the course content. It is that department which approves the course syllabus (and any changes in it) and identifies and/or approves the instructor for that course.

4. Self-support degree or credit-certificate programs are developed by CSUN faculty selected to participate in program development by the department chair. This is true when the development shifts an existing CSUN program to the cohort format and integrates the curriculum more tightly, and also in the creation of an entirely new program.

5. CSUN self-support degree and credit certificate programs go through the same department, college, University and CSU-required approvals as required for a state-funded CSUN program. The same approvals are required for any program modification in a CSUN self-support program as are required for a CSUN state-support program. In addition to the academic oversight of the department for course content and instructor selection, and the oversight of the CSUN approval processes, all CSUN self-support programs also have a department/college appointed faculty member who serves as the

Academic Lead. For single discipline programs, the Academic Lead is nominated by the department chair and approved by the dean of the college. For multidisciplinary programs, the Academic Lead is a faculty member appointed by the dean of the college in which the program resides, in consultation with the department chair(s). See **Attachment A**, Basic Principles of the Role of Academic Lead below for details on the role of the Academic Lead.

6. CSUN's self-support degree and credit certificate programs for the past decade have been developed using an established approach. See **Section 3 – Program Development**, Basic Principles of Program Development for CSUN Academic Degree and Credit Certificate Programs (or http://tsengcollege.csun.edu/aboutus/internal-policies). The appointed Academic Lead and the faculty appointed and approved by the department(s) and college(s) participating in the development of the program are responsible for the academic cohesion and the academic integrity of the program. They work together in close collaboration to refine the program, establish learning goals, integrate the curriculum to create a cohesive learning experience at the program level, and develop instructional approaches.

7. Once a CSUN self-support program is developed and approved, the Academic Lead is responsible for regular oversight of the faculty teaching in the program, successful student progress and continuous improvement of the program. To facilitate continued program improvement, the full program development group will be periodically convened. The Tseng College will organize and host. The Academic Lead will lead the discussion of the reconvening of the full program development group. The frequency of these reconvening is described in the Basic Principles of Program Development for CSUN Academic Degree and Credit Certificate Programs. Because CSUN offers its self-support programs (with one exception) in the cohort format, the faculty for each program, working with the Academic Lead, must pay close attention to the learning community created, student achievement, the way one course builds on another, and how faculty in the program can work together to enhance the program and student success. This program level of academic oversight and regular review and improvement are in addition to regular department oversight of course content and approval of instructors, and in addition to the CSUN regular processes for approvals, periodic program review, WASC standards and processes, and any special accreditation that pertains to the program. For example, the self-support online CSUN Master's Degree in Communication Disorders and Sciences is subject to the same special accreditation requirements and reviews as the CSUN on-campus state-support version of that degree program.

ATTACHMENT A

<p style="text-align:center">**California State University, Northridge**</p>

<p style="text-align:center">**Basic Principles of the Role of Academic Lead**</p>

For each CSUN self-support degree and credit certificate program, there is an appointed academic lead. Each CSUN degree and credit certificate program the University chooses to offer using self-support funding is subject to all of the standard CSUN academic policies and practices. Each CSUN self-support degree and credit certificate program is offered by the relevant CSUN academic department (or college for multidisciplinary programs) and is under the full academic oversight of that department which applies to the self-support programs the same academic standards it would for any other program in the department/college. To further ensure that each self-support program receives focused academic attention, an academic lead is appointed. What follows are the basic principles guiding the administration of this role:

1. The dean of the college in which the program resides selects the academic lead for any program. The selection is discussed with the dean of The Tseng College. The agreed upon candidate is then appointed.

2. The appointed academic lead is accountable to the dean of the college in which the program resides for meeting the performance expectations and academic and ethical standards of the role. For day-to-day reporting the dean may designate the department chair for single discipline programs or the associated dean for multidisciplinary programs.

3. The dean of the college in which the program resides would confer as appropriate with the relevant department chair(s) before selecting an academic lead.

4. The academic lead should be a member of the college's faculty. Generally it would be a member of the faculty in the department in which the program resides for a single discipline program. For multidisciplinary programs it would generally be a member of the faculty from one of the departments represented in the program's multidisciplinary curriculum.

5. Given the primary duties of the academic lead, the faculty member selected should have recognized achievements in instructional excellence. The academic lead should be a faculty member able to guide and mentor others as needed and engage faculty in the ongoing improvement of the instructional excellence of the program in question.

6. The academic lead serves for two years from the time of appointment. At that point, the term can be renewed or a new academic lead can be appointed. For renewal or reappointment, the process outlined in 1 above is followed.

7. If the academic lead fails to perform effectively in the role or violates any standards of academic integrity in the decisions made, the term of the academic lead may be ended at once by the dean of the college in which the program resides.

8. The academic lead cannot assign themselves to teach in the program for which they serve as academic lead. If they are to teach in the program that assignment must be approved in writing by the chair of the department in which the course in question (the one the academic lead is to be assigned to teach) resides and dean of the college in which the program resides.

9. The primary responsibilities of the academic lead are to provide leadership for and facilitate academic oversight, instructional excellence, and continuous program excellence. One aspect of the academic lead's responsibilities is to ensure that those assigned to teach in the program in question are prepared to teach successfully in the program. This includes introducing new instructors to the program and effective instructional strategies for midcareer students that are the focus of the program in question. This process is facilitated by the collaboratively designed Program Narrative, which documents and outlines program differentiators and distinctions that have an impact on teaching and learning for the program in question. The academic lead also uses the Program Narrative as an onboarding tool to introduce new instructors to the learning goals of the program overall, how one course builds on others in the program, and how the course in question fits in to the full program. The academic lead provides coaching and mentoring for all faculty teaching in the program in order to support instructional excellence and an optimal faculty/student experience.

10. The academic lead monitors the instructional excellence of the program and if assigned instructors are not meeting expected obligations (showing up on time to class and teaching for the full scheduled time, providing timely feedback to students on assignments, being active and engaged at the expected levels for any online courses, getting grades in on time, and the like), addresses problems as they arise. If necessary, the academic lead engages the chair for the department in which the program resides (or the dean for multidisciplinary programs) to address instructional problems that might put the reputation of the program and the academic achievements of the students at risk.

11. Once the program launches, The Tseng College works with the academic lead appointed for the program in question to reconvene the full program development group one year after a new program is launched. This will be a long (1/2 day or longer) meeting at which the faculty teaching in the program can discuss how the program is going in light of their original plan and vision for the program (as captured in the final program narrative). The program development group will consider how students are responding to the educational experience the program offers and whether or not students are succeeding in achieving the specified measureable student learning outcomes (based on how successfully students are completing key program assignments as well as other measures of student engagement and success). The group will also discuss what changes, if any, should be made in the first part of the program prior to the start of the next scheduled cohort to enhance student achievement and/or enrich the educational experience the program offers. The program development group will discuss how those teaching in the remaining part of the program for the first cohort might anticipate the learning dynamic of the

group and/or enhance or refine program components in light of the experience of those teaching in the first half of the program in question. The program development group for new programs will also meet at the end of the first cohort for a similar meeting to consider the experiences of those teaching in the program and make decisions about how the program and/or the instructional strategies should be refined or enhanced to make the program increasingly excellent. The dean of the partner academic college(s) and/or the relevant department chairs can join these reflective conversations as listeners (and information resources as needed) to enhance their understanding of the program and its strengths and distinctions. Thereafter the program development group for the program in question would be convened by The Tseng College in collaboration with the academic lead for the program in question once every 12 to 24 months (18 months being the standard with 12 to 18 months being recommended for programs still being refined as the first few cohorts of the program are offered – but, never to exceed 24 months between such review meetings). The academic lead would facilitate discussion and guide academic decision-making at these meetings focusing on continuous improvement of the excellence, distinction, and educational impact of the program in question. The faculty team that develops and teaches in each of CSUN's degree and credit certificate programs offered by CSUN through self-support funding are the academic community that works collaboratively and regularly to ensure the continuous improvement of the program and its ongoing enrichment through the regular exchange of ideas, experience, and possibilities among program faculty. It should be noted that faculty are paid a modest honorarium for participating in such program enhancement meetings and doing so is part of the obligations of those who accept an assignment to teach in the program in question.

12. The academic lead is expected to align decisions that fall within the scope of the role with a focus on the academic quality of the program and the academic achievement of the students. Making decisions to advantage colleagues or the like may be grounds for the dean of the college in which the program resides to end the term of service in the role.

13. For single discipline programs, the academic lead works with the department chair to make instructional assignments. For multidisciplinary programs, instructors are recommended and then reviewed and approved by the chair of the department in which the course in question resides.

14. Each program's curriculum is determined through standard CSUN approvals processes and in keeping with WASC and any special accreditation requirements. Any changes to the curriculum must be done through those same processes. The college's associate dean in which the program resides is responsible for leading any curriculum change process as with any other program modification process. The academic lead manages the offering of the program's curriculum as it is approved. For multidisciplinary programs that reside at the college-level, the dean of the college in which the program resides can choose to have program modifications start with the college-level curriculum committee if that is the college's standard practice or the dean can choose to appoint a committee of the chairs of the participating departments to act as a department level curriculum review committee when there is a program modification being proposed.

15. Each program is approved through CSUN standard academic approvals processes

with admission requirements specified in keeping with CSUN and CSU policies and practices. The academic lead manages the program admission process in keeping with the approved admission standards for the program. No new standards can be added without going through the CSUN formal approval process. No exceptions can be made to the admission standards without the written approval of the dean (or the associate dean of the college if designated by the dean) in which the program resides and that permission would only be given in keeping with the academic standards and practices of CSUN and the college in question for all programs regardless of funding source.

16. The self-support program in question is determined to be appropriate for offering via CSUN self-support funding after market research and/or consultation with leaders in the relevant field(s) of practice; ongoing review of other programs serving the same target market; and ongoing review of national and international best practice models in advanced education for midcareer professionals. Not all CSUN programs are appropriate for self-support funding. The dean of CSUN's Tseng College is responsible for determining whether or not a given program is appropriate for CSUN to offer via self-support funding. Changes in a program's structure and delivery mode may change its viability for self-support funding. In that light, once a program with a particular curriculum and a particular structure and delivery mode (online, hybrid, with a stackable curriculum, in an intensive format, off site, etc.) has been approved for offering using self-support funding that curriculum and its approved structure and delivery mode cannot be altered except with the approval of the dean of The Tseng College and the dean of the college in which the program resides. The academic lead manages the program as it has been approved in the planning and development stage, including – both the curriculum content and its self-support structure and delivery mode.

17. Each CSUN program offered via self-support funding has an established minimum enrollment required to go forward with a particular offering of a cohort/program/course and a maximum enrollment for each cohort/program/course. The minimum and maximum for a given program are determined by financial viability for the minimum and academic viability for the maximum with attention to attrition rates for the program in question. The minimum and maximum are determined in advance of offering the program in question and agreed upon by the dean of the college in which the program resides (in consultation with the relevant department/s) and the dean of The Tseng College. Any changes in the minimum and maximum for a program must be approved in advance by the dean of the college in which the program resides and the dean of The Tseng College.

18. The academic lead working with the department chair for single discipline programs and the college dean for multidisciplinary programs determines whether or not an admission committee should be formed to review applications for the program in question. The dean of the college (or the associate dean if the dean designates) and/or the department chair in which the program resides may choose to review some or all admission decisions for the program in question at any time to ensure compliance with the programs admission standards.

19. The academic lead works in close collaboration throughout the planning and offering of the cohort/program in question with the assigned administrative lead for the cohort/program in question.

California State University Northridge

Compare and Contrast: State-Support and Self-Support Programs and Services at CSUN

What is the Same?

- Self-supported programs are CSUN programs offered using self-support funding rather than state-support funding. The programs are CSUN programs regardless of funding approaches used by the University and are subject to all the same policies, practices, standards, and procedures regardless of funding approach.

- Accreditation and Approvals – all required program specific accreditation for the field in question and WASC requirements as well as all CSUN and CSU required program approvals and reviews at the department, college, University, and state levels.

- Assessment and CSUN six-year program review.

- Academic Policy – all CSU Executive Orders and campus policies for administration and oversight of CSUN academic programs apply to self-support programs as to policies and procedures governing student affairs. Self-support funds are still considered money belonging to the State and are subject to similar rules such as the policies governing:

  - ➢ Travel
  - ➢ Hospitality
  - ➢ Cash Handling
  - ➢ HR and Faculty Affairs
  - ➢ Use of Trust Accounts

- Academic oversight of degree programs, credit certificate programs, and credit courses by the relevant academic department and faculty – faculty have full curriculum control, whether a CSUN academic credit program or course is offered using state-support funding or self-support funding.

- Faculty make all admissions decisions for degree and credit certificate programs, and the admission standards for any CSUN self-support degree or credit certificate program are the same or higher than the state-support programs in the department/field in question.

- Faculty has responsibility for all decisions about student grades, assessing student performance, and in turn, awarding the degree or certificate. For any CSUN degree or credit certificate program, the degree or certificate is awarded by CSUN as with any state-supported degree or certificate program. Degree and certificate audits prior to awarding the degree are done by the CSUN Office of Undergraduate Studies or the CSUN Office of Graduate Studies as with any state supported degree or certificate program. The CSUN president awards the degree or certificate following the recommendation from the faculty, whether the degree or certificate is state-support or self-support.

- Faculty pay for CSUN self-support credit courses, degree programs, and certificate programs is governed by CFA negotiated pay schedules that are applicable to all CSU self-support programs.

- All PeopleSoft, all the time (at CSUN all student records, financial records, and HR records for self-support programs and services are in the CSUN SOLAR/PeopleSoft system).

What is Different?

- Self-Support funding and related agility (program design and curricular agility) -- it is often easier to fund innovative program ideas or program concepts that cross disciplines (or colleges or institutions) using self-support funding.

- Innovative and non-standard program formats, structures, and delivery modes/location.

- Ability to invest in crafting programs to meet the needs of emerging disciplines and fields and/or the emerging educational needs of particular groups of learners. The focus on post-degree programs – midcareer professionals and their employers.

- Ability to work across disciplines (across boundaries of departments, colleges, institutions, national lines, and the like).

- Partnership options and expanding University relationships.

- International programs, students, and long-term international relationships.

- Instructional design, production, and support strategies for fully distant (online) programs.

- Support services and administrative structures focused on working adult and international students.

  - Application and Transcript Evaluation
  - I-20 and SEVIS
  - Data Service Support and Applications Development
  - Registration
  - Financial Aid
  - Financial Management and Reporting
  - Marketing
  - Events Planning and Management

- Pace of change and the speed of response (agility and purposeful innovation).

- Proximity to the impact of a changing market/economy (external as well as internal focus, knowledge, and relationships).

Why Does CSUN Do Anything Self-Support? -- Adding Value and Expanding the Possibilities

- Adding to the diversity of funding sources for the University's colleges and departments as General Fund dollars decline as a percentage of total funding.

- Developing options for expanding innovative graduate education for advanced professional preparation at the master's and doctoral levels.

- Expanding cross-disciplinary options for teaching and scholarship and providing options for applied research in a variety of disciplines.

- Helping the University develop new areas of academic excellence and distinction that include a variety of research and educational possibilities for post-degree adults across their career and life span.

- Helping CSUN achieve broad recognition for excellence in advanced professional education at the master's and doctoral levels.

- Helping CSUN achieve broad recognition for excellence in international education.

- Expanding the number of international students at CSUN and the number of sustained international educational and research partnerships CSUN has with other nations.

- Helping CSUN academic colleges and departments achieve priority goals – such as, program growth, enhanced visibility/reputation, a wider range of collaborative relationships with key external constituencies, international partnerships, new relationships with potential research partners in the external community, new friends and supporters, and the like.

- Expanding CSUN core capabilities and institutional agility. Creating and testing new models for teaching, learning, and curriculum structure.

- Ensuring that the University is a leader in distance/online learning with a focus on well-designed programs, reflective instructional strategies, and high levels of student achievement.

- Expanding working relationships between public and private sector employers in the region (and beyond) and the University's academic colleges and departments.

- Expanding the formal educational relationships between CSUN alumni and the University across the career-span and the life span.

- Serving as a convener for internal, external, and international groups important for the University's future.

- Monitoring the regional, national, and global economy for new opportunities matched to the goals and aspirations of the University and its academic colleges and departments – and having the organizational agility self-support funding provides to allow the University to respond to new opportunities.

- Expanding the tested approaches to learning outcomes focused curriculum development, instructional design, and effective instructional strategies for advanced professional and international education.

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BASIC PRINCIPLES

The Role of the Faculty Lead for Program Planning/Development Projects and/or Program Review or Projects

The development, redesign, reviews, or assessment of CSUN self-support programs is a collaborative project involving CSUN faculty, administrators, and staff. In most cases, CSUN self-support programs are designed for mid-career professionals. CSUN self-support program development projects are funded to allow faculty to carefully craft (or refine) programs so that they are both distinctive and excellent in educational focus and learning goals, content, format, link between forefronts of scholarship and professional practice, instructional strategies, assignment design, and the creation of learning communities for the enrolled, within the context of each program (nearly always offered in a cohort format – whether face-to-face or online). For details on CSUN's approach to the development and academic oversight of its self-support programs, see the basic principles documents at the following links:

http://www.csun.edu/~exlinfo/policies/Aug2014/L_BasicPrinciplesOfProgramDevelopmentForDegreeAndCreditCertificatePrograms8-26-15.pdf

http://www.csun.edu/~exlinfo/policies/Aug2014/X_BasicPrinciplesAcademicOversightofSelf-SupportPrograms8-18-15.pdf

CSUN Self-Support Programs -- Curriculum Development, Update, and Review Processes

Since programs are offered in the cohort format, the program development/refinement process focuses first and finally at the program level (certificates or degrees) with courses within the program building on one another from start to finish of the cohort to achieve higher-level cumulative learning goals for the program as a whole. Program development/refinement is an iterative process that starts with the review of the program and the learning outcomes expected for graduates of the program in question. The process continues by working to identify which courses would need to be developed to lead to graduates having the knowledge, advanced critical reasoning skills, professional skills and dispositions, innovation and problem solving capabilities, research and information literacy skills, and the like, that are part of the overall educational attainment plan for the program in question.

This iterative approach requires full development group meetings with faculty, and practitioners engaged in the program development project to plan for the program's overall learning goals, individual faculty (or faculty teams) meeting and working on the development of program components (courses, modules, etc.), and then meeting as a full development group again to draw the emerging courses/modules together and create strong links in content, assignments, and instructional strategies between the courses to create a strong overall program. This cycle of group meetings and smaller individual (or small team) meetings will, in most cases, be repeated several times to arrive at the necessary and well-integrated (seamless) strength at the program

and course levels to make the program an excellent and distinctive comprehensive learning experience.

Some CSUN self-support degree programs have a required core and linked options/certificates that may be taken on their own. In such cases, each component of the program is designed as a program in its own right that can stand alone and/or work in strong complement with the core depending on whether the certificate is offered to a post-degree cohort or the cohort includes both the core and option/certificate as a seamless full program.

Role of the Faculty Lead for Assigned to a Given Planning or Review Project

Depending on the life of the program in question, the program planning or review project lead will be asked to participate in as a facilitator of the curriculum development process as well work in close collaboration with the lead professional staff member of the Tseng College prior to the cohort launch.

For Curriculum Development and Redesign/Update Process Facilitation Projects

The role of the faculty member appointed to the program planning project as faculty lead is to facilitate this iterative curriculum development process and engage faculty and staff in the planning stages prior to launch. The planning lead provides both cohesion and communication during the planning process, working with the full development group and the individuals (or small teams) working on individual courses or modules. Work with the full development group involves convening and attending meetings and facilitating the communication and forward progress of the planning to a successful outcome. This includes responsibilities such as: gathering and sharing information and drafting plans with the full group, facilitating discussion to keep a focus on the overall educational quality and impact of the program, fostering attention to developing links among the courses that ensure that one course/module builds upon another, facilitating attention to assignment design to support the learning goals of the courses/modules and the program overall, and keeping all members of the program development project linked and engaged in the creation of the overall program, and the course/models that it comprises through regular communication.

The program planning lead brings expertise in the particular field(s) in question and should also have a demonstrated ability to lead faculty working groups, exhibit strong project management skills, successfully lead projects through to completion, and communicate clearly and effectively.

The planning/review lead is appointed by the dean of the partner college in consultation with the dean of the Tseng College and others as appropriate, for the project in question. The role for program development/review projects begins with the start of planning/review and continues through approvals to the successful launch of the program (cohort) in question.

Working Collaboratively with Assigned CSUN Academic Staff for Program Planning/Review: The program planning lead works in close collaboration with the lead academic staff members from the Tseng College appointed to work on the program development/refinement project in question, typically the dean and/or the associate dean of the college and/or the assistant dean for program development and/or the director of distance learning and/or the director of self-support graduate and professional education programs and services. The Tseng College senior academic staff member assigned has instructional design expertise

focused on program development for midcareer professionals and expertise on the range and the processes and policies related to the development, approval, and launch of self-support programs at CSUN and within the CSU. Throughout the program planning and development process, the lead senior professional staff member (most often the assistant dean for program development or the associate dean) from the Tseng College in partnership with the planning lead, documents the evolving and collaboratively designed program narrative, which will be regularly shared with the full program development group to ensure a shared understanding of program decisions, features, differentiators, distinctions, and design.

Throughout the program planning and development/refinement process, the planning lead and appointed CSUN senior academic staff member, will also work in close collaboration with other units in the Tseng College (and from other CSUN offices/units as needed) to accurately and appropriately craft consistent messaging for effective marketing, recruitment, and application strategies for the program in question. Such engagement is carried over from the program development/refinement and review processes through the launch (or relaunch following review) of the program. In the engagement with various academic professional staff prior to program launch, the faculty lead assigned to the project in question is heavily relied upon to identify relevant field and degree entrance criteria, including but not limited to: application criteria, minimum GPA, entrance exam requirements, letters of recommendation, professional experience, statement of purpose, etc. The strategic partnership of the program planning lead representing the partner academic college/department working with Tseng College professionals is crucial to the success of the program launch, student success throughout their program, and student graduation and completion. Continuous reflection and potential revision of the above mentioned strategies is encouraged, in order to successfully launch the program as well as recruit, admit, and support well-qualified students.

Approvals: The faculty lead assigned to the program works in collaboration with the associate dean of the partner college as well as the associate dean of Tseng College to develop the necessary documents for the approval process for new and modified programs. The planning lead may be asked to write or coordinate the writing of the campus curriculum documents as well as Chancellor's Office new program proposal. These documents must be clear, strong, and accurate statements about the true purpose, features, learning goals, etc. of the program in question. In order to successful present these document both to the campus and the Chancellor's Office, the planning lead should actively engage the associate dean of Tseng College in the process. During the approval process, the faculty lead is expected to attend campus approval meetings with the partner college associate dean, associate dean of Tseng College and other program faculty.

Program Marketing and Communications: The faculty lead assigned to the program development or review project in question may also be called upon to meet with CSUN's self-support program marketing team to clearly outline the target student and student population for the program, including demographics, career experience/aspirations, educational background, and behavioral indicators. An important aspect of the close collaboration between the partner college(s)/department(s) and the CSUN's Tseng College includes successful communicating to prospective students the high value of and specific features of the program in question. The CSUN marketing team in the Tseng College plays a central role in that effort – to be successful they need to be able to identify the most relevant professional or academic conferences at which the most promising prospective students might be found (or those who might refer such students to the program); the industry associations and specific publications (including websites, or social media outlets) that the target audience is likely to read/visit, and other such publications and/or venues that will help in ensuring that the information about the program reaches the prospective students. The assigned faculty program planning/program review lead will collaborate with assigned senior academic staff to share, with the marketing team, potential advertising outlets and

marketing strategies with the intention of direct marketing, in order to recruit students.

Prospective Student Communication/Recruitment: An essential component of program planning prior to launch, involves a close partnership with The Tseng College's recruitment staff, who have direct responsibility for discussing the program in question with prospective students who make inquiries about the program. The recruitment/communications staff assists students considering the program and helps them through the application process (from student inquiry to enrolled student). The faculty lead assigned to the program planning or review project in question may be asked to play a role in communicating with prospective students about the program in question. Such duties may include but are not limited to: attending planned open houses/information sessions, attending new student orientations (on campus, online, and/or offsite), and advising prospective students whose academic questions about the program are more in depth than can be appropriately addressed by assigned staff.

If assigned by the Partner College/Department to Program Admissions Responsibilities -- the assigned faculty program planning/review project would work closely with the assigned recruitment/program management staff, in an effort to provide prospective students with responsive and timely support and work with a sense of urgency, regarding the return of pertinent documents pertaining to student's files and their acceptance or denial into their programs of interest. It should be noted that most mid-career students do need timely and clear responses from CSUN, in order to commit to the program in question, arrange their work and personal lives accordingly, work out financial considerations (including applying for financial aid in a timely manner), and prepare to start the program in question. The faculty member assigned to the role of planning/review lead for the program in question will work collaboratively with the recruitment/management staff and prospective students applying to the program, in an effort to ensure each cohort has the enrollment needed for the cohort to be successfully launched.

The Tseng College*:*
Graduate, International, and Midcareer Education (ExL)

Academic Support

UNIT Goals with Achievements 2016-2017

1. Develop a process of review for all cohort schedules verifying compliance with financial aid, faculty affairs, and academic affairs while working with Tseng College Information Systems and Services (ISS) and Tseng College Admissions, Registration and Client Services (ARC) for the set-up and build process of the Schedule of Classes (SOC).
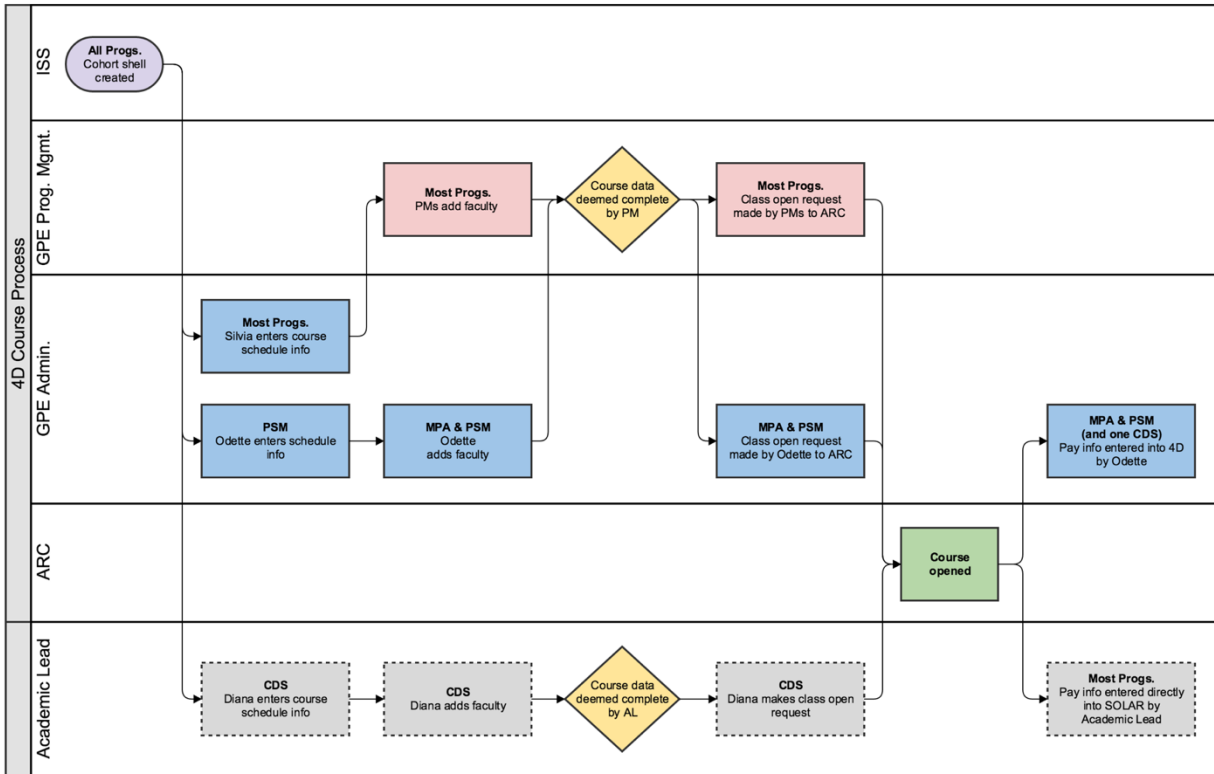
In achievement of Goal #1, the following outlines the updated process in relation to cohort scheduling and the set-up and build process of the Schedule of Classes (SOC) with GPE's remit. This revised process makes provision for a number control points prior to the creation of classes:

Draft course schedules are created by GPE program managers with the input of the respective academic lead. Once finalized to the academic lead's satisfaction, and with confirmation of compliance with the requisite academic affairs and faculty affairs mandates, such draft schedules are dispatched to Tseng Financial Aid for their review, in order to ensure compliance with the modular financial aid calendar. Once Tseng Financial Aid confirms such compliance, draft schedules are forwarded to GPE's Administrative Group for staging in the 4D system. At this juncture (per the primary event in the flowchart in Figure 1.1, below), Tseng's ISS Group creates a cohort "shell" from which GPE, or the respective partner, can populate the specifics of the courses with the respective program.

It should be noted that the internal division of labor at this juncture in the set-up and build process is intentional. With some 160+ classes per semester, it would not be possible, when taken into consideration with the other functions of existing staff roles, to assign this process to one individual alone. The added safety benefit of such a division is the in-unit cross training that it provides. Further, any *out-of*-unit labor division is in response to partner-college requests to manage that aspect of the process directly. In the interests of flexibility and collegiality, GPE is happy to accommodate our partner colleges when possible.

Once all of the course specifics have been populated, the process makes provision for a control/decision point (the yellow diamond in the flowchart), as to whether the course has sufficient data for a formal request to be made to ARC (directly through the 4D system) to create the course. Once this request is made, as second control point exists, in that ARC can elect to immediately create course, defer creation to an appropriate cycle, or return to the requester with questions in the event of perceived issues. Thereafter, the respective GPE staff member/partner college designee can populate the respective faculty pay information.

Figure 1.1: Set-Up and Build Process for Schedule of Classes in 4D Staging Platform

4D Course Process

ISS
- All Progs. Cohort shell created

GPE Prog. Mgmt.
- Most Progs. PMs add faculty
- Course data deemed complete by PM
- Most Progs. Class open request made by PMs to ARC

GPE Admin.
- Most Progs. Silvia enters course schedule info
- PSM Odette enters schedule info
- MPA & PSM Odette adds faculty
- MPA & PSM Class open request made by Odette to ARC
- MPA & PSM (and one CDS) Pay info entered into 4D by Odette

ARC
- Course opened

Academic Lead
- CDS Diana enters course schedule info
- CDS Diana adds faculty
- Course data deemed complete by AL
- CDS Diana makes class open request
- Most Progs. Pay info entered directly into SOLAR by Academic Lead

Notes:

1) Only three GPE staff members are approved to request classes (i.e. click the "approve" check box in 4D) to ARC: Odette, Jesse, Yvonne.
2) GPE will strive to ensure that classes remain in "draft" mode in 4D until the specific dates that ARC has requested that they change to "approved" mode (provisionally approximately six months before the terms starts); however, as a failsafe when creating classes, ARC will run reports thereon in 4D and only create classes that match the specific term for that cycle.

2. Develop wider and more efficient access to programmatic accreditation status reports for Tseng College internal and external communication and develop an approach to staff training for the effective update and the use of such a resource.

   In achievement of Goal #2, the following outlines the updated process in relation to programmatic accreditation status reports for Tseng College and staff training.

   This year various sources have been identified which document program review. CSUN has a program review website which includes the schedule of all programs, which utilize the CSUN program review process (http://www.csun.edu/assessment-and-program-review/program-review/schedule). For programs that have program level accreditation, the program review coincides with the schedule for the respective accrediting body. Schedules for all programs currently administered through the Tseng College have been identified and the next phase during the next year, will include developing a process to send notification reminders to engage with the respective academic leads at the appropriate time to support the program review process.

3. Complete the state authorization process for CSUN's online programs in all states and territories. Develop a process for adding new online programs as they are approved and implemented.

   In achievement of Goal #3, the following outlines the process in relation to state authorization for CSUN's online programs in all state and territories and online program process.

   CSUN has completed the state authorization process for all 50 states with the exception of four, which have active applications. New Mexico is still reviewing the application which was submitted in 2016. New York and Georgia, where CSUN previously had an exemption, recently changed their policies and now require full applications. CSUN is still able to "teach-out" any remaining residents of these states who were enrolled prior to the exemption expiration. The application for North Carolina is rather extensive and requires coordination with CSUN's Office of Purchasing and Contract Administration.

   As the University Access Unit is responsible for monitoring CSUN's state authorization process, the unit staff conducted an audit of all applications, exemptions, and authorizations. Moving forward, the unit will work with the GPE Director to compile relevant program information for newly approved programs to ensure authorization applications may be submitted in a timely manner. With each state application process being different, new programs will need to be assessed on a case by case basis to see which applications must be submitted immediately and which may only be filed during a renewal period.

4. Working with Tseng College web specialists and designers as well as the Tseng College Information System and Services Unit (ISS) to develop and implement individual webpages for international agreements for the All Things International Website. ISS will also develop an international agreement expiration notification system.

   In achievement of Goal #4, the following outlines the process in relation to international agreements for CSUN and the implementation of the international agreement expiration notification system.

Collaborating with the Tseng College web specialists, designers and Tseng College Information System and Services Unit (ISS), Academic Support created and developed individual webpages for international agreements. On the All Things International Website, under the sub-heading Agreements, there is now a user-friendly, detailed guide that explains CSUN's Approach to International Agreements (http://www.csun.edu/tsengcollege/international/agreements) from start to finish.

Also, there are now accessible spreadsheets, located on the left side of webpage, that list all of CSUN's international active agreements. The categories for the international agreements are: all, friendship, curricular and exchange agreements. Along with accessible spreadsheets, an international agreement expiration notification system was created with the assistance from ISS. The international agreement expiration notification system is set up to send a notification (via email), three months prior to the expiration of each international agreement. Along with sending a notification email, every international MOU is placed into a status indicator, based on the expiration date. The status indicators are: expires soon, expired or active. The notification emails and status indicators are assisting with maintaining compliance and renewal of all international agreements.

5. Working with the CSUN WASC liaison (Vice Provost) and the Associate Vice President of Research and Graduate Studies, the associate dean will develop a notification and approval process for the new WASC requirements for non-degree programs.

In achievement of Goal #5, the following outlines the process in relation to international agreements for CSUN and the implementation of the international agreement expiration notification system.

WSCUC notified ALOs earlier in the year that it had adjusted its definition of an "educational program" to be: a program of courses carrying academic credit leading to a credential (degree, diploma, certificate, etc.) This procedural adjustment was made to ensure that WSCUC conforms to the expectations of the U.S. Department of Education, which defines an "educational program" to include both degree and non-degree programs.

With the exit of the Vice Provost last fall, the Academic Support Unit was contacted by Associate Vice President for Student Success, Elizabeth Adams (Acting WASC liaison - ALO) to work with the Office of Graduate Studies to develop a list of the non-degree programs offered by CSUN.

Non-degree programs offered which were in existence prior to July 1, 2016 are considered to be grandfathered into an institution's scope of accreditation. In order to attest to those programs in existence at the institution prior to July 1, 2016, CSUN needed to create a spreadsheet. There was a request to provide the 1) Name of the non-degree program(s), 2) year implemented (if available), and 3) up to three relevant CIP code(s). In collaboration with the Office of Graduate Studies, the necessary information was provided so that the documentation could be submitted prior to the December 16, 2016 deadline.

Moving forward, Institutions must submit information regarding ALL new non-degree programs, whether or not subject to WSCUC substantive change review and approval, within 30 days after the program is implemented. A separate form is required for each program that has been implemented. A different form should be used to notify WSCUC

about new degree programs. Submission of this form is required to confirm the offering of the program and will trigger inclusion of the program on the institution's Programs table on the WSCUC website.

https://www.wscuc.org/content/non-degree-program-implementation-form

This process is similar to a program implementation notification for a new cohort within 25 miles or a new online offering of a CSUN degree. The Academic Support Unit will continue the current process of contacting CSUN's ALO within the appropriate time frame to submit the implementation form.

California State University, Northridge
The Tseng College

Graduate and Professional Education Programs & Services

Joyce Feucht-Haviar
dean / university senior international officer

John Binkley
associate dean

Jonathan Clayden
director

Alice Lu
program manager

Vacant
program manager

Yvonne Carrillo
program manager

Jesse Knepper
program manager

Odette Arman
senior programs specialist

Joe Rodriguez
student recruitment / business development manager

Alejandra Nunez
program coordinator

DeVora Seay
program coordinator

Vacant
program coordinator

Amy Lasser
program coordinator

Vacant
program coordinator

Silvia Argueta
administrative support coordinator

Julie Garcia
recruitment coordinator

Mary Zumbro
applications support assistant
(emergency hire)

Kassandra Carrillo
applications support assistant
(emergency hire)

Studen
administrative & recruitment support

Jacque
applicat
as
(emergency hire)

For staff contact information, see The Tseng College online directory at http://tsengcollege.csun.edu/stafflist.html.

Revised (10262): October 1, 2017 D

California State University, Northridge
The Tseng College

Jonathan Clayden, M.A.

Director of Graduate & Professional Education Programs and Services Unit (GPE)

GPE is a unit within the Tseng College that supports the program recruitment, application, management, and administration for specialized degree and certificate programs. These programs are specifically designed to educate the next generation of workers and leaders with the goal of ensuring that their knowledge and expertise will contribute to driving the regional and national economies in the decades ahead.

Offerings include master's degree programs, bachelor's degree-completion programs, university certificate programs, and pre-requisite programs for master's degrees. In addition to these CSUN credit-bearing programs, GPE's portfolio also includes certificates of advanced professional development, CEU (continuing education unit)-bearing certificate programs, and CEU-credit-bearing courses and workshops.

All programs are offered in various modes of delivery, including:

- Campus-based face-to-face offerings, both cohorted and non-cohorted
- Face-to-face cohorts, offered off-campus at various sites
- Hybrid programs, comprised of face-to-face and online courses that feature in-person sessions either on- or off-campus
- Blended synchronous programs, in which students may, at their election, alternate between any combination of attending classes face-to-face or synchronously online
- Fully online programs, predominantly delivered asynchronously

GPE Program Recruitment Group Objectives
(Director, Recruitment & Business Development Manager, Recruitment Coordinator, and Application Support Assistant)

Marketing: The director of GPE assists the marketing unit in the creation of strategic marketing plans for assigned programs. Each program is marketed to a target audience that is designated as appropriate for the program in question via input from various stakeholders such as various parties from the partner academic college (faculty, staff, academic lead), GPE, third-party marketing research firms, Tseng Marketing, and Tseng Program Development. A variety of digital and traditional marketing strategies and tools are employed to reach said target market for each program. The marketing effort's core goal is to increase the visibility of the program, as well as attract prospective students to make inquiries thereon—actions that lead them into the recruitment, application, and ultimately the enrollment support functions of the Unit and College.

Student Recruitment & Business Development: The student recruitment & business development manager, with the assistance of the recruitment coordinator and under the aegis of the director of GPE will develop and implement detailed outreach and recruitment plans, designed to achieve prescribed student enrollment targets for all programs. Under the leadership of the director of GPE, staff with program recruitment functions are also responsible for increasing the visibility of the CSUN programs offered through the Tseng College with prospective domestic and international students, in order to secure an increasing number of admissions applications in a highly competitive marketplace. In addition to working with prospective students, program recruitment-function staff may work with organizations to identify business opportunities capable of delivering professional training solutions—such as corporate training seminars, certifications, diplomas and/or short-term programs for the clients—and funnel those opportunities to the GPE director who in turn discusses these opportunities with the Associate Dean.

GPE Program Management Group Objectives
(Director, Program Managers, Program Coordinators, Application Support Assistants)

Retention and Integrated Student Services: Student success in Tseng College programs is contingent on a high level of support. Students in CSUN programs offered through the Tseng College are identified primarily as being working adults/midcareer professionals. Student support is an essential component of program managers and coordinators, who are the primary contact and support with students in assigned programs. As such, the program management team represents the University and the Tseng College in this regard. The program management team is tasked with acting swiftly to ensure that student problems are resolved both to the requisite level of service excellence and within the prescribed timeframe. In terms of student interactions, program management teams are responsible for ensuring that communications with students are not only carefully crafted, but also proactive, helpful, respectful, and feature the requisite quality and depth in relation to the information provided. In terms of relationship building, program management teams are tasked with facilitating an environment in which students are able to feel a strong connection to the program, partner college, the Tseng College, and the University—such not only being engendered by the quality of the educational experience, but also the level of responsive support provided by the program management team. Please see Basic Principles of Engaged and Achievement Focused Student Support (Communication and Relationship Building) for more.

Faculty Support: Program management teams work closely with the director of GPE and CSUN faculty members serving as the program's academic leads to ensure that faculty assigned to teach in the program are given all requisite information in relation to the program and their assignment in relation thereto. Program management teams develop working relationships with each instructor, also helping them to access resources, solve problems, and respond to students in ways designed to support student achievement and create a learning community within the program in question.

Supporting Students and Faculty in Online Programs: An increasing number of CSUN's programs offered through The Tseng College are fully online. Building and maintaining relationships with online students are fundamental components of the work of the program management teams. Each team plays a key role in creating a strong

learning community and support for online students in relation to their assigned programs.

GPE Program Administration Group Objectives
(Director, Program Administrative Support Lead and Coordinator)

Budgeting and Financial Management: The Tseng College is a self-supporting unit. The director of GPE is responsible for ensuring effective budgeting and fiscal management of GPE-assigned programs and projects. The director of GPE works with the Tseng College executive director of business operations and finance to ensure that each program and/or cohort thereof has a viable budget that covers all aspects of the program. The projected revenue of GPE for the Academic Year 2017-2018 is over $16 million.

Program Administrative Support: The program administration group provides administrative support to peer groups with the Unit (program management and recruitment), as well as the director (for strategic, operational and special projects). In collaboration with the assigned group or team, the program administration group is responsible for many aspects of support in relation to the operational functionality of the Unit, including:

- Management of all aspects of the Unit's team of student assistants
- Oversight of the Unit-specific digital data repository
- Developing and reviewing cohort schedules and verifying their compliance with various constituents (including financial aid)
- Working with Tseng College Information Systems and Services (ISS) and Tseng College Administrations, Registration and Client Services (ARC) for the set-up and building of the Schedule of Classes
- The administration of the additional pay system in consultation with program management teams for consultant and instructional pay for all GPE programs
- Oversight of events, promotional items, Unit calendars, and more

Marketing and Student Recruitment (Admissions Processing): Working with the program recruitment and program management groups, the program administration group plays a key role in assisting with securing applications for admissions paperwork and maintains communications with the College's support staff personnel to ensure that students are completing the necessary tasks and submitting all required application documents by the prescribed deadlines.

California State University Northridge

The Tseng College: *Graduate, International and Midcareer Education*
Graduate and Professional Education Programs and Services Unit (GPE)

Basic Principles of Engaged and Achievement-Focused Student Support – *Communication and Relationship-Building*

- *(Proactive student support focused on student achievement, reflected in student retention and on-time graduation.)* Managers and coordinators responsible for working with students enrolled in self-support degree and certificate programs provide proactive student support focused on student achievement, as reflected in student retention and on-time graduation.

- *(Serves as primary point of contact.)* Managers and coordinators work in teams to provide backup for one another so that student support is not interrupted by the absence of one manager or coordinator. However, each cohort of each program (or each year's entering group for programs not offered in a cohort format) has one manager or coordinator assigned as the primary point of contact.

- *(Must have advanced and strategic communication skills.)* Building and maintaining relationships are fundamental components of the work of managers and coordinators. In that light, advanced and strategic communications skills (written and oral, formal and informal, individual and group, digital and traditional) are essential capabilities for manger and coordinator roles.

- Among the relationships each program manager and coordinator is expected to build and maintain are the following:

    1. *(Establish a relationship between individual student & cohort/entry group.)* The relationship between students (individually and as a group) in each cohort/entry group and the assigned manager or coordinator is of great importance. Each student should feel he/she knows the assigned manager or coordinator well enough so that contact with them is easy and natural. This enables the manager or coordinator to help each student navigate the university. Students should feel comfortable asking questions, and know someone representing CSUN cares about their success and is available and responsive.

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2. (*Establish a relationship between the student and cohort/entry group and program.*) The relationship between students (individually and as a group) and the program: The manager or coordinator provides information about the program that helps students understand and appreciate its distinctive and valuable features.

3. *(Establish a relationship between faculty member or instructors.)* The relationship between the manager or coordinator and each faculty member or instructor ensures solid ground for easy communication and collaboration for each course. The manager or coordinator assigned to each program provides administrative and logistical support to the faculty, and uses effective communication to help faculty engage with students and understand self-support programs.

4. *(Establish a relationship with the academic lead.)* The manager or coordinator works in close collaboration with the director of GPE (who in turn works in close collaboration with the College's associate dean) and the academic lead for the program. Coordination and communication among these roles is important to ensure cohesive flow of information to students. Generally, the manager or coordinator should be the primary point of contact for students. The manager or coordinator engages the academic lead when students have issues or questions related to the academic content, expectations, the instructor or instructional strategies, or academic work.

5. *(Establish a relationship between the student and academic college.)* The relationship between the students (individually but primarily as a group) and the academic college that is home to the program: It is important that students feel they are a part of CSUN and the academic college and department. The manager or coordinator has responsibility for fostering this relationship throughout the program. This builds connections and engagement between students and CSUN that contribute to persistence during the program, and ongoing connection to CSUN and the college/department after graduation.

6. *(Establish a relationship between the student and CSUN.)* The relationship between students (primarily as a group) and CSUN overall: The manager or coordinator has responsibility for ensuring that students come to know CSUN during their program of study (particularly for degree programs). This adds to a student's sense of engagement with the program and the university.

7. *(Establish a relationship between colleagues from the Tseng College and the University.)* The relationship between the manager or coordinator and colleagues in the Tseng College and in key roles in CSUN overall ensure that the manager or coordinator can easily access and engage colleagues to help resolve student issues and problems quickly and accurately.

8. *(Establish a relationship with students as alumni.)* After students complete the program and successfully graduate, the program manager or coordinator plays a role helping them understand the ongoing value of programs and services to them and to their companies/agencies and communities. The purpose and general content of this communication for each program is developed collaboratively between the manager or coordinator and the director of GPE who, in turn, works with the Marketing and Communications director to craft the communications plan and materials.

- *(Knowledge of the assigned program.)* Each manager and coordinator is expected to know the program assigned by the director in full detail and to have command of the relevant CSU and CSUN policies and Tseng College principles and processes. This ensures that students are given accurate information and that the manager or coordinator knows the right path to develop a solution to student problems.

- *(Development and implementation of communication strategy.)* Managers and coordinators work collaboratively with the full team of managers and coordinators in the unit and with the director of GPE who, in turn works closely with the associate dean. Each manager and coordinator is expected to contribute to developing a communication strategy and implement it with specific adaptations for each cohort assigned, beginning before the cohort starts, and continuing through graduation. Each student should have ample opportunity to get information needed for success in the program at the appropriate time and as a direct communication from the manager or coordinator.

- *(Communication as personable and unique to the program manager/coordinator.)* Communication between the manager or coordinator and students has a personal touch and is ongoing and direct. Other communication tools used by the Tseng College include web sites, marketing materials, formal announcements and the like. The communication from the manager or coordinator assigned to a program complements these other forms of communication, but has a separate character that is relationship-building and ensures a person-to-person link between CSUN and each student. Communication is expected to be timely, with the manager or coordinator responding to any contact from a

student within an hour whenever possible, and no later than one working day.

- *(Direct and indirect assessment of the program manager/coordinator.)* Data on the retention levels in each program provide valuable information, both about the effectiveness of a manager or coordinator and with identifying best practices that can be shared and refined by the full group. Surveys of students once during the program and again at the end also provide valuable information about the effectiveness of each manager or coordinator's relationship with each student, and the effectiveness of the support and problem-solving provided. The director of GPE (working in close collaboration with the associate dean) develops communication and relationship-building strategies for the full GPE group of managers and coordinators and with individual managers and coordinators to ensure refining and strengthening of communication and relationship-building strategies. The director of GPE may also periodically provide guidance and feedback to help each manager and coordinator develop his/her communication and relationship-building capabilities, style and strategic purpose.

California State University, Northridge
The Tseng College

Program Development

Joyce Feucht Haviar
dean / university senior international officer

Linda Moody
assistant dean for
program development

Callie Miller
administrative support
specialist

Phases of Self-Support Program Development

PHASE 1: In Conversation	PHASE 2: Design and Development*	PHASE 3: Campus and Chancellor's Office Approvals	PHASE 4: Online Production	PHASE 5: Recruitment, Enrollment, and Launch
Duration: 3-24+ months ~ can be completed in 1 semester	**Duration: 3-24+ months** ~ can be completed in 1 semester	**Duration: 1+ years**	**Duration: 6 months per term** ~can be concurrent or sequential	**Duration: 9-18 months** ~ typically 12-18 mo. post approvals
Activities: • The Tseng College working with partner CSUN Colleges and external organization explore educational needs of the university-prepared workforce in the region, State, and beyond. Focus on the changing world of work and professional practice in contemporary urban contexts. • CSUN academic stakeholders for the fields/disciplines in question explore distinctive, excellent, differentiated features of CSUN's programs and research strengths in light of educational needs. • Conduct market research (4-10 wks.): competitors, economic landscape for field overall, job outlook and details, and more. • Consult practitioners, industry and regional economic develop leaders, leading professionals, and others to refine the understanding of educational needs. • Explore options for the mode of delivery (online, hybrid, off-site, on campus, etc.) • Collaborating deans determine if the envisioned program is or is not a good fit for CSUN and for self-support.	**Activities:** • Tseng College dean and the dean(s) of the collaborating CSUN College(s) identify faculty and practitioners to be involved in program development leadership and planning. • Faculty and key representatives from the field of professional practice are convened by the Tseng College to craft a program and develop curriculum; Participants are paid for development work. • Develop overall program learning goals – core competencies and measureable learning outcomes. • Focus on integrated program design, current field of practice, and professionally relevant application-based learning. • Design program learning experiences – innovative and learning-outcomes focused assignment design. • Identify specific courses and the sequence in which the courses are offered (cohort format). • Finalize faculty assignments for all courses in the program. • Document the process and outcomes of the program development with a detailed Program Narrative. • Develop program budget and set tuition.	**Activities**: • All CSUN self-support degree and credit certificate programs must follow the same approval processes at all levels as do CSUN state-funded degree and credit certificate program. • As needed, appropriate review/approval forms and documents are drafted, reviewed and approved by all relevant committees (department, college, university, and chancellor's office levels). • CSUN self-support programs are also reviewed by the CSUN faculty senate standing Committee on Extended Learning. • Consultation among program development team, the partner academic college(s) and department(s), and the Tseng College senior academic staff continues throughout approval drafting, submission, and revision, as needed. • Upon approval at the highest level necessary, develop internal CSUN MOU with partner college(s) and programs move on to PHASE 4.	**Activities**: • Each faculty member and a member of the Tseng College distance learning instructional design team work collaboratively to co-produce courses for online modality based on Program Narrative, approved syllabi, and continued program integration. • Courses are designed in full for the online mode before they are offered. • Faculty are paid to produce online classes. • Continue to refine and strengthen curriculum integration uses online instructional strategies to best advantage (focus on whole program). • The faculty and instructional design team for each course confirms and implements instructional tools, strategies, and approaches to support student success and achievement. • Incorporate lessons learned and continuous improvement measures with each course production experience.	**Activities**: • Obtain Required Codes and Confirmations for Launch: CSU/CSUN program codes, WASC substantive change notification, CO approval to offer via self-support, as needed. • Engage the Admissions, Registration, Client Services (ARC) unit in the Tseng College. • Create and align launch schedule in accordance with CSUN and financial aid guidelines. • Confirm admissions process with program faculty and the program's academic lead faculty member. • Confirm assigned faculty and scheduling for all courses in the program. • Confirm tuition. • Create/ open applications (AAWS application software, not CSU Apply). • Recruit students. • **LAUNCH FIRST COHORT** including 2-week online orientation for online cohorts and a "live" program orientation for all admitted students before the 1st class of a cohort.
	Marketing Strategy & Implementation	• Use Program Narrative, program development meetings, and specific marketing and recruitment meetings to inform marketing strategies and approaches.	• Continue to market (and refine marketing strategy) via program website, email campaigns, e-brochures, ads, events, sponsorships, etc.	• Continue marketing program via program website, email campaigns, e-brochures, ads, events, sponsorships, etc.

California State University | Tseng College
Northridge | Graduate, International and Midcareer Education

Current Programs in Various Phases of Self-Support Program Development

PHASE 1: In Conversation	PHASE 2: Design and Development	PHASE 3: Campus and Chancellor's Office Approvals	PHASE 4: Production*	PHASE 5: Recruitment, Enrollment, and Launch
Current programs In Conversation (7): • M.A. Community Development & Diversity • M.S. Engineering: Civil Engineering • M.S./M.A. Knowledge Management, Innovation • M.S. Nursing • Computer Science prerequisite program to MS • MS Information Systems Management • M.P.P. Master of Public Policy (online) (pilot conversion) *Mode of delivery is not always clear early in process.*	**Current programs In Design and Development (14):** **New Program Development** • M.S. Solutions Design and Innovation (*formerly* Industrial Design/Design Thinking) – Fall 2019 **Certificates** • Cert. Advanced Professional Development in Solution Design and Innovation (Fall 2018) • Leadership (Veterans) Certificate **Post-Launch Reconvening** • M.A. Music Industry Administration • M.P.A. Master of Public Administration: Management and Leadership • M.S. Taxation • M.S.W. Social Work • M.S. Assistive Technology Studies and Human Services • ABA Applied Behavioral Analysis • PSM BA Degree Completion • University Certificate of Preparation for Advanced Studies in Speech Language Pathology • GCBA • M.S. Communicative Disorders (online) • M.P.A. Master of Public Administration: Non-Profit Sector Management (online)	**Current programs in Development and Approvals (4):** **Chancellor's Office Approvals** • M.S. Real Estate • Accelerated BSN • M.A. Instructional Design (online) (and Graduate Certificate) • M.S. Assistive Technology Engineering (online)	**Current programs in Curriculum Integration and Production (2):** • B.A. Liberal Studies: Essential Knowledges for the Global Workplace - Baccalaureate Degree Completion (online) • M.S. Engineering Management: Entrepreneurship and Innovation (online) (and Graduate Certificate) **100% online**	**Current programs scheduled for recruitment, enrollment, and launch for first term launch in 2018-2019 (2):** • MS Engineering Management and Innovation • BA Liberal Studies: Essential Knowledges for the Global Workplace – Baccalaureate Degree Completion (online)

* Phase 2 is a continuous process that spans across Phases. Programs that receive appropriate approvals move on to Phase 4 and then 5 incorporating and revisiting components of Phase 2 throughout. Programs in Phase 4 and 5 also experience overlap and fluid boundaries in preparation for launch on a course-by-course and term-by-term basis. Once programs have launched (end of Phase 5), they return to Phase 2 within one year of the first launch to revisit the program for continuous improvement, revisit the Program Narrative, review curriculum, and evaluate the need for any potential adjustments for upcoming course production or revisions to the broader program. The review process is informed lessons learned from launched and live courses, and all decisions are led by the Academic Lead, in collaboration with Tseng Senior Professionals, the broader Program Development Group, and faculty of instruction.

The Tseng College:
Graduate, International, and Midcareer Education (ExL)

Program Development

UNIT Goals with Achievements 2016-2017

1. Hire a new assistant dean for program development and promote successful training, mentoring, and support by the broader Program Development Team (comprised of the dean, associate dean, director of distance learning, and director of external relations) within The Tseng College.

Linda A. Moody, Ph.D. began working as Assistant Dean for Program Development on September 12, 2017.

2. Pilot program management tools and strategies for improved documentation, progress tracking, accessibility, and retrieval of relevant program development documents and decisions throughout the development process.

Sample program management tools and strategies in use:

 a. Developed web-based communications between Program Development and Distance Learning
Working with a team consisting of Linda Moody, Pratima Dutta, Suzanne David (E-learning Technology Manager), and Callie Miller, Smartsheet Data Flow Sheets were created to track and share faculty development activities (e.g. rosters and faculty additional pay) with Distance Learning so that replication of information is eliminated as programs move into online production.

 b. Conducted Alumni Surveys for Engineering Management and Knowledge Management.
In order to ascertain the level of alumni satisfaction with two programs that had been on hiatus, faculty were consulted to determine the types of information that would be helpful as they engage in curricular modification for a re-launch for Engineering Management and a possible re-launch for Knowledge Management. Survey results were graphed and shared with Program Development groups.

 c. Coordinated Zip Code Mapping of Alumni for Engineering Management and Knowledge Management.
Working in conjunction with Admissions and Records, we gathered zip code information for each of the prior cohorts and created zip code maps describing the geographical range of past students. This information is assisting us in determining whether to create any synchronous online aspects of the curriculum, or whether due to time zone issues, the curriculum is best delivered in a-synchronous modality.

d. <u>Implemented Employer Surveys for Solution Design.</u>
    One program under development has been titled with various names, including
    MA in Solution Design and Innovation Leadership, MA in Design Thinking, and
    MA in Digital Education and Innovation Leadership. Faculty preferences for titles
    included MA in Design for Learning Solutions, MA in Learning, Design, and
    Technology, and MA in Educational Technology/Specialization in Learning,
    Design, and Technology. In order to get feedback from employers about which
    titles clearly denote the area of study and reflect the skills employers are looking
    for, a survey was sent out and clear results were obtained, with the title of MA in
    Learning, Design, and Technology the preferred title among employers.

e. <u>Used web-based, password protected communications within the Canvas
    Learning Management System "Faculty Hubs" for e-communications and
    collaborations with faculty.</u>
    Designed new communication system using "Faculty Hubs" as a means of
    introducing faculty to working online collaboratively on program development
    projects. Faculty rosters, market research information, university comparisons,
    employer surveys, alumni surveys, alumni mapping, narratives, and collaborative
    curricular projects were made available in program-specific online "Faculty Hubs"
    at https://canvas.csun.edu/.

f. <u>Open Communications and University Presence.</u> Sample meetings, events,
    collaborations with University stakeholders, etc.:

    - Kent Greenes, Knowledge Management
    - Ravi Sawhney, Solution Design
    - Knowledge Management Alumni lunch
    - Valley Economic Alliance lunch and Board Meetings
    - Veteran's Resource Center
    - Office of Undergraduate Studies/Student Success
    - CSUN Innovates!
    - Women in Science and Engineering (WISE) Board of Directors dinner and
      meeting
    - Academic Resources and Planning META+LAB Tour
    - Matadors Rising (2025 graduation initiative)
    - Distinguished Alumni Awards event
    - Take Back the Night March
    - Gay Pride Graduation Celebration
    - City Age
    - Valley Industry and Commerce Association (VICA) Economic Forecast with
      External Relations
    - San Fernando Valley Business Journal CFO awards for Colin Donahue (VP
      Administration and Finance)
    - Graduate Studies Committee attendance
    - Teacher Education Council attendance
    - Co-Hosted Reception, HSI Pathways Mellon Grant (Penn State and CSUN
      faculty)

- HSI Pathways Mellon Grant Lunch Speaker

3. Engage in active program development through two initiatives:
    a. Advance programs through development: Advance the integrated design and development of the following in close collaboration with the Associate Dean:

        i. M.P.A. Master of Public Administration: Water Policy Management

(Note: A decision was made to not include this goal in 2016-17 program development calendar. Additional goals were added; see below)

        ii. M.S. in Assistive Technology Engineering

Developed and approved at the University level and now pending approval at the Chancellor's Office. Previously offered as a pilot, now being submitted as a new fully online program; market research snapshot completed by Eduventures.

        iii. B.A. Liberal Studies

B.A. Liberal Studies Track G: Essential Knowledges for the Global Workplace. This is a degree completion program with a new track being offered online. The market research snapshot and job postings analytics have been completed by Eduventures. Launch is scheduled for Fall 2018 with course productions to begin January 2018.

    b. Initiate new program development for:
        i. M.A. in Community Development & Diversity

Faculty program development meetings took place during AY 2016-2017, with rough draft of possible curriculum developed. Labor Outlook, Job Postings, and Degree Conferrals market research have been completed by Eduventures.

        ii. M.S. Solution Design and Innovation

MA Digital Education Innovation and Leadership ("Solution Design") – Faculty program development meetings to discuss possible master's degree curriculum took place during AY 2016-2017. Competitive Intelligence market research was completed by Eduventures. Faculty crafted a rough draft of potential curriculum. Meetings to be continued.

Solution Design Certificate of Advanced Professional Development – Faculty program development meetings to discuss incorporation of design thinking principles into a certificate for mid-career adults took place during AY 2016-2017. Faculty developed a draft curriculum. Meetings to be continued.

Additional Program Development Goals and Achievements:

Academic Programs launched with faculty reconvened to discuss curriculum, student achievement, etc.:
- MA Humanities
- Master of Public Health

Additional Academic Programs that have received all University and Chancellor's Office approvals and are in production, pending enrollment, etc. include:
- MS. Engineering Management (previously on hiatus, scheduled launch Fall 2018 with course productions to begin January 2018)
- M.S. Taxation – in production for conversion to Hybrid: Blended Synchronous

Academic Programs that have been developed and approved by GSC and are pending submission to the Chancellor's Office include:

- M.A. Instructional Design (market research snapshot and job postings analytics completed by Eduventures; approved GSC April 11, 2017)
- M.S. Real Estate (market research snapshot and degree conferrals market research completed by Eduventures)
- Accelerated BSN Self Support (Faculty met to discuss transition from state-support to self-support under budget approved by HHD Dean, scheduled launch Spring 2018)

Academic Programs that have been developed and are pending GSC approval include:

- M.S. Tourism, Hospitality, and Recreation Management: Hospitality Management (GSC review of self-support option scheduled for Fall 2017)

Academic Programs under development:

- **Master of Public Policy** (Pilot conversion needed)
  .
- **Masters in Knowledge Management** – Faculty program development meetings took place during AY 2016-2017 to discuss possible re-launch of program on hiatus. Nationally renowned expert and former CSUN MKM faculty Kent Greenes consulted with program development group. Market research snapshot and job postings analytics completed by Eduventures. Faculty developed rough draft of possible curriculum. Additional meetings scheduled for Summer 2017.
- **Certificate of Advanced Professional Development in Blended Learning** (presented to Faculty Committee on Extended Learning, Spring 2017, to be revised and re-submitted Fall 2017)
- **Masters in Information Systems Management** – Initial meetings have been held to discuss online program, draft of curriculum is completed, and market research is underway.
- **Leadership Certificate of Advanced Professional Development** – At the invitation of and in partnership with Valley Economic Alliance, development of a leadership program for veterans and others is underway.

- **CSUN Resources and Programs for Women and Girls Interested in Computer Science** e-brochure has been developed in collaboration with the College of Engineering and Computer Science and the Bonita J. Campbell Advisory Board for Women in Science and Engineering for distribution through COECS, MDECE, and WISE networks.

Future Program Possibilities Under Discussion
- New MPA Option or Certificate in Water Policy Management (pending hiring of faculty)
- MS Civil Engineering
- Computer Science prerequisite program to MS, University Certificate

4. Apply lessons learned to two main process improvement strategies for program development with the following initiatives:
   a. Revise Basic Principles Documents, related to program development and program oversight, to promote increased productivity and better facilitate continuous program improvements.

Used existing Basic Principles for program development document during 2016-2017, to be updated during 2017-2018.

   b. Implement use of a Program Narrative to ensure program integrity throughout the development stages, increase internal communication about program status, better inform marketing and recruitment strategies, increase collaboration of design solutions with Distance Learning (DL), and facilitate continuous program and course improvements.

With the assistance of Callie Miller, Administrative Support Specialist, and Pratima Dutta, Distance Learning Director, narratives were developed for the academic programs in development, shared with the Academic Leads for feedback, and distributed to faculty, Distance Learning, External Relations and Strategic Initiatives, Marketing, the Associate Dean, and Dean.

California State University Northridge

The Tseng College:
Graduate, International, MidCareer Education

Basic Principles of Program Development for CSUN Self-Support Degree and Credit Certificate Programs

1. The programs California State University Northridge (CSUN) offers through its Tseng College are focused on providing excellent and purposefully distinctive advanced professional education for midcareer professionals/working adults.

    Excellence is defined in both terms of:

    - each program's insightful and forward focused connection to scholarship and contemporary practice in the field(s) in question as well as the program's ability to foster advanced conceptual skills in program participants, and;

    - student achievement - as measured by graduate rates, students' mastery of the measureable student learning goals for the program, and graduates of the program finding a viable career path in the field(s) in question.

    Distinction is defined in terms of how the choices made in the crafting of the program create educational excellence in a thoughtful and innovative way, looking at aspects of program development such as:

    - how thoughtfully the curriculum is developed by the faculty program development team and integrated from one course to the next to provide a comprehensive program of study focused on achieving the program's learning goals;

    - how carefully the program is crafted and instructional strategies chosen to ensure graduates have developed the advanced conceptual skills needed to be a reflective, innovative, and agile leader in the field(s) in question;

    - how effectively the program engages students in acquiring the professional knowledge, skills, and leadership abilities needed to be an effective senior professional in the field(s) in question;

    - how well the program is created to link scholarship in the field to the excellence in practice in the field and/or to the broader forefront conversations that are shaping the future of the field (preparing students to make meaningful contributions and to be life-long learners in the field growing in habits of mind, knowledge, and reflective practice across the career-span);

- how innovatively the program's structure is purposefully designed to provide an exceptional educational experience focused on ensuring that students achieve measureable student learning outcomes.

2. Before a program reaches the program development stage, there will have been a number of idea exchanges among the deans of the academic partner college(s) in question and the dean of The Tseng College, conversations with relevant department chairs, and formal and/or informal market research done prior to consensus on whether or not a given degree or credit certificate program would be a valuable addition to the educational opportunities CSUN offers working adults.

3. Each program CSUN offers through its Tseng College is crafted with the focus on excellence and distinction as outlined above. Whether a program is already offered by CSUN on the campus or is entirely new, there is a careful program development process that ensures that the program is well crafted for the advanced professional preparation of midcareer professionals/working adults.

4. CSUN programs that are offered through its Tseng College are developed through a close collaboration among The Tseng College, the University's academic colleges and departments that are the academic home of the fields/disciplines most directly relevant to the program in question, and leading representatives from the field(s) of professional practice in question. This ensures that CSUN programs offered through The Tseng College are carefully crafted to draw on the University's academic strengths and distinction and are enriched through links to extended research and educational relationships that the University has with industry and practitioners in the field(s) in question. This allows CSUN programs offered through its Tseng College to respond effectively to the educational needs and learning modes of the fields of professional practice in question with particular emphasis on professional practice in emerging and changing urban contexts.

5. The program development process is focused at the level of the full program first, rather than at the level of individual courses, in order to promote program excellence and a cohesive integrated student experience.

6. After extensive exploration of the viability of developing the program in question, if a given program is approved for development, the program development process begins with a conversation between the dean of The Tseng College and the dean of the partner CSUN academic college(s). This conversation focuses on identifying the faculty members from the partner academic college(s) that should be involved in the program planning process. Those faculty members identified are those who are recognized as excellent in both their teaching abilities and their scholarship. They are also faculty members who are current in the field(s) in question and they understand the realities of practice in the professional field(s) in question (they are "in touch" with practice in the field today). It is also an advantage if the faculty members chosen are familiar with the structure, content, and points of distinction in the forefront programs in the field(s) in

question. The dean of The Tseng College and the dean of the partner academic college(s) also work together to identify leading practitioners in the field who should also be a part of the curriculum development process.

Note: faculty members who participate in the program development process as part of the program development group are compensated or given reassigned time. During the program planning and development phases, there is compensation for participating in the full program development group meetings, additional compensation for developing a specific course if assigned to do so, and, if the program is to be fully online, there is also additional compensation for working with the Distance Learning team to produce the course online.

7. The dean of the partner academic college(s), in consultation with the dean of The Tseng College, also selects a faculty member to serve as academic lead for the program in question. The work of the academic lead begins with the program planning and development stages, continues through the production stage, and ideally continues through the launch and ongoing academic offering of the program, leading the full program development group. For the length of their tenure in the role, the academic lead is responsible for oversight of the ongoing academic quality of the program, the integrity of the curriculum designed, and the quality of the program's instruction and instructional strategies. The academic lead works with assigned senior professional(s) in The Tseng College to reconvene the program faculty, every 12 to 18 months, to ensure that the faculty remains engaged in collaborating on both the effective delivery of the program and continuous improvement, evaluation, and refinement of the program.

Note: The academic lead is compensated per term (or given reassigned time) for this role.

8. Senior professional staff from The Tseng College will bring expertise in fields and areas of instructional design, learning theory, online teaching and learning best practices and national models, educational technologies, program design best practices and national models with a focus on working adults/midcareer professionals, program design options available through the flexibility offered by self-support funding, relevant CSUN and CSU policies and approval processes, budgeting and pricing, accreditation and regulatory compliance issues, market factors that may impact the success of the program, marketing, and the like. Senior professional staff from The Tseng College collaborates with each program development group to participate in and facilitate the program development process.

9. The process begins with the planning stage, in which The Tseng College convenes participating faculty and practitioners to discuss the realities of practice in the field(s) today, how a reflective and effective practitioner in that field(s) would need to think (conceptual skills), and what they would need to know, understand, and be able to do to be a leading practitioner in the given field in the decades ahead. From this conversation (which may require several meetings) a set of program learning goals are developed along with measureable student learning outcomes that align to those program learning goals.

10. Once the program learning goals and measureable student learning outcomes are determined and agreed upon, the program development group goes on to determine what courses would have to be offered, created, and/or redesigned and in what order those courses would need to be offered to achieve the learning goals at the program level and foster student success and achievement of the essential measurable student learning outcomes (in keeping with CSUN and WASC standards). CSUN programs offered through The Tseng College are offered in the cohort format with all students starting the program at the same time, taking the same set of courses, and completing the program at the same time. This cohort approach allows courses to be developed with a focus on the cumulative impact of the program by designing the program so that one course builds on another to foster the development of increasingly advanced conceptual skills and to support achievement the program level learning goals at the highest possible levels.

11. Once the program development group agrees upon the courses and sequence of those courses, the group determines which faculty and practitioners will work on the development of each course. This is an iterative and collaborative process with each course development effort tied back to the work and the goals of the full program development group as a whole during meetings of the program development group convened by The Tseng College. This approach that allows all program development group members to see how each course in the program is taking shape, work with one another to ensure that courses have a strong link to one another, and ensure alignment with the learning goals/outcomes of the program overall.

12. The program development process is an iterative process that begins with meetings of the full program development group. Once decisions are made about the courses needed, individual faculty members (or small faculty teams – which might at some points in the process include small working teams composed of faculty members developing, for example, courses to be offered in the same term within the program's course sequence so they can work on tighter connections between those courses to enhance the impact of that term) will work on developing drafts of assigned courses in keeping with the decisions made by the full program development group about learning goals, the sequence of the courses, the purpose of each course in the overall program, and how each course fits into the cohort sequence (building on prior courses and providing a purposeful learning platform on which later courses will build). The courses are drafted and then shared in additional meetings of the full program development group so that the full group can respond to, refine, and enhance the cohesiveness among courses and promote sequential and increasingly substantial learning across the program in order to increase the educational impact of the overall program. The individual faculty members (or small faculty teams) then go back to work further on their assigned courses taking them closer to final form in light of the full group co-creative discussion. The full program development group then meets again to review the evolving courses and the evolving program to make further co-creative changes. This process of alternation between full group meeting and individual (or small group) working time continues until the full program development group considers the program to be complete.

13. Throughout the program development process the lead senior professional staff member (most often the assistant dean for program development or the associate dean) from The Tseng College will capture in a narrative format the evolving "story" of the program – including, but not limited to how the program approaches the field in question, who it is designed for, program learning goals, student learning outcomes, the purpose of each course, the content/learning experience to be built into each course, how each course in the program builds on prior courses, how each course prepares students for successful professional practice, and how the program prepares students to be impactful leaders at the forefront of their professional practice, and the like. This evolving program narrative will be regularly shared with the full program development group to ensure a shared understanding of program decisions made and the parts in the context of the whole, as well as document how the program is taking shape overall. By the end of the program development process, the program narrative will capture all of the features of the program as well as the thinking behind the design and content of the program. This in turn will serve as the foundation for accurately and effectively explaining the value of the program to prospective students and serve as a useful onboarding tool for any new program development group members.

14. In keeping with new standards put in place by WASC and by CSUN, the program development group crafts key assignments designed to measure how well students have achieved the measurable student learning outcomes established by the faculty program development group for the program in question. Once the courses and program are well along in development, the faculty program development group works on the design of these key assignments. This step in the program development process helps to ensure that key assignments in the program are designed by the full program development group so that these key assignments purposefully draw together the learning across courses and push forward both the refinement of conceptual skills and the demonstration of the essential professional knowledge, skills, and abilities that the program planning group has determined to be essential by the program learning goals and, in turn, the defined measureable student learning goals.

15. The key assignments designed as part of the program planning process are also those assignments that will form the foundation for program assessment. Collecting student work from the key assignments (via electronic portfolio for each cohort or the like) will allow program faculty to assess if the program's curriculum is indeed successful in ensuring that students achieve the specified student learning outcomes expected from each assignment and from the program as a whole.

16. When the "penultimate" version of the full program curriculum is ready, it is often shared with leading scholars and/or practitioners in the field to get final feedback from those who are widely respected in the field but who have been outside of the planning process and who, in that light, can offer a fresh eye. The faculty program development group makes any final refinements of the program based on feedback from this broader sharing.

17. All programs require CSUN and CSU approvals and reviews at the department, college, University, and Chancellor's Office level. The associate dean of the collaborating College and the associate dean of The Tseng College working with the program's academic lead and The Tseng College assistant dean for program development guide the final curriculum through the required approvals. The approval process will vary depending on whether this program is a modification of an existing program or an entirely new program. So all parties are aware of the expectations for the approval process, a timeline is developed for the approval process and the launch of the program taking into consideration the 9 months needed prior to the first application deadline for marketing.

18. The Tseng College is responsible for developing a budget for the program as it has been developed by the program development group working in keeping with CSUN and CSU policies and practices, setting a price in keeping with CSU principles, and marketing the program. The details of the working agreement and financial plan are captured in an MOU that is crafted by The Tseng College executive director of business operations and finance working with the assigned dean, the associate dean, and the assistant dean for program development in The Tseng College. For new programs, the dean of The Tseng College works with the dean of the partner academic college(s) to review the program plan and the program budget. Any needed adjustments are made following this conversation. The Tseng College executive director of business operations and finance then works with the collaborating College(s)' manager of academic resources to finalize the MOU.

Note: The Tseng College takes all the risk for the development and marketing of the program. If the program fails to achieve the required minimum enrolment, The Tseng College assumes responsibility for the loss and does not pass any of it on to the partner academic college(s) or department(s). Further, if the program achieves the required minimum enrollment (as outlined in the MOU) to offer the program, The Tseng College commits to offering the full program and paying all instructional and program costs regardless of attrition in the program and, in turn, financial loss such that no loss is passed on to the partner academic college(s) or departments.

19. Once the program launches, The Tseng College works with the academic lead appointed for the program in question to reconvene the full program development group one year after a new program is launched. This will be a long (1/2 day or longer) meeting at which the faculty teaching in the program can discuss how the program is going in light of their original plan and vision for the program (as captured in the final program narrative). The program development group will consider how students are responding to the educational experience the program offers and whether or not students are succeeding in achieving the specified measureable student learning outcomes (based on how successfully students are completing key program assignments as well as other course assignments). The group will consider levels of student engagement in the program. The group will also discuss what changes, if any, should be made in the first part of the program prior to the start of the next scheduled cohort to enhance student achievement and/or enrich the educational experience the program offers. The program development group will discuss how those teaching in the
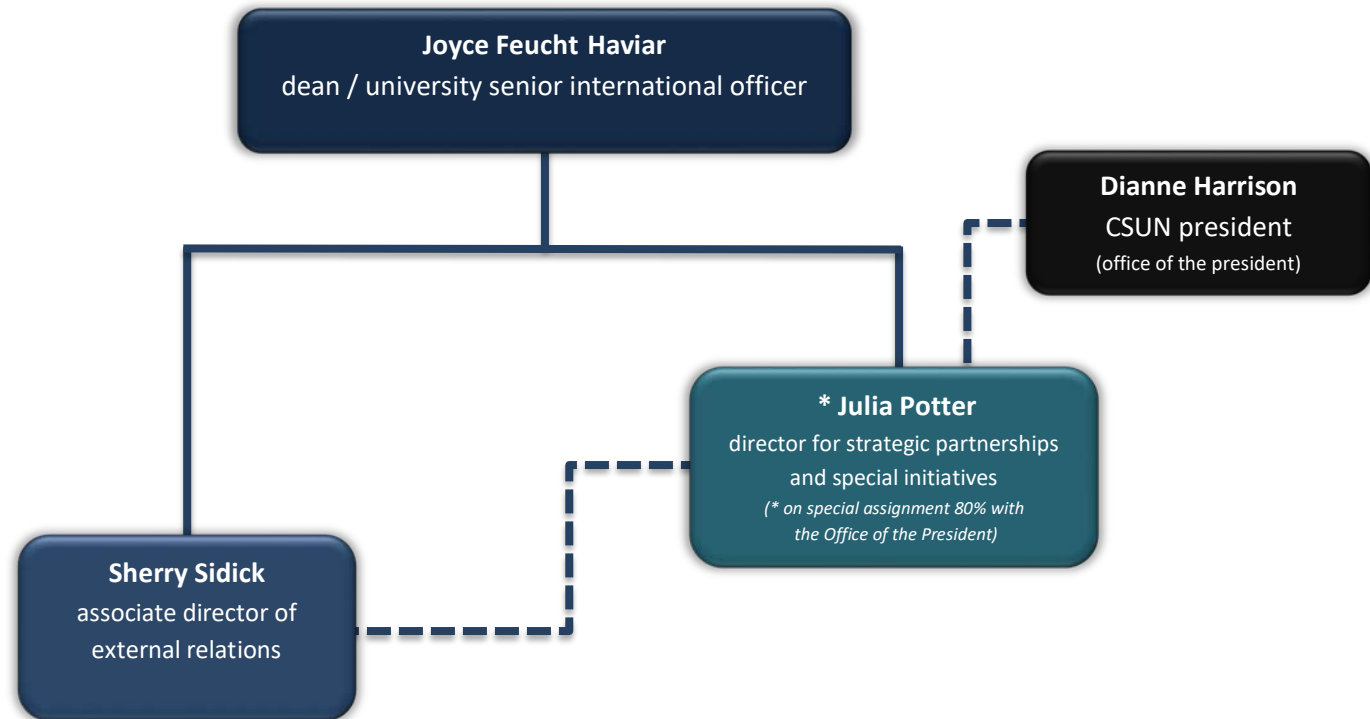
remaining part of the program for the first cohort might anticipate the learning dynamic of the group and/or enhance or refine program components in light of the experience of those teaching in the first half of the program in question. The program development group for new programs will also meet at the end of the first cohort for a similar meeting to consider the experiences of those teaching in the program and make decisions about how the program and/or the instructional strategies should be refined or enhanced to make the program increasingly excellent. The dean of the partner academic college(s) and/or the relevant department chairs can join these reflective conversations as listeners (and information resources as needed) to enhance their understanding of the program and its strengths and distinctions.

Thereafter the program development group for the program in question would be convened by The Tseng College in collaboration with the academic lead for the program in question once every 12 to 24 months (18 months being the standard with 12 to 18 months being recommended for programs still being refined as the first few cohorts of the program are offered – but, never to exceed 24 months between such review meetings). The academic lead would facilitate discussion and guide academic decision-making at these meetings focusing on continuous improvement of the excellence, distinction, and educational impact of the program in question. The faculty team that develops and teaches in each of CSUN's degree and credit certificate programs offered by CSUN through self-support funding are the academic community that works collaboratively and regularly to ensure the continuous improvement of the program and its ongoing enrichment through the regular exchange of ideas, experience, and possibilities among program faculty.

It should be noted that faculty are paid a modest honorarium for participating in such program enhancement meetings and doing so is part of the obligations of those who accept an assignment to teach in the program in question.

California State University, Northridge
The Tseng College

External Relations

Joyce Feucht Haviar
dean / university senior international officer

Dianne Harrison
CSUN president
(office of the president)

* Julia Potter
director for strategic partnerships
and special initiatives
(on special assignment 80% with
the Office of the President)*

Sherry Sidick
associate director of
external relations

For staff contact information, see The Tseng College online directory at http://tsengcollege.csun.edu/stafflist.html.

External Relations
Julia Potter & Sherry Sidick

Overview of Activity for Fiscal Year 2016/17

The value of the expanded work of the External Relations Unit has demonstrated direct benefit to CSUN and showcases the work of faculty. This brings benefits and opportunities to CSUN colleges and departments going forward.

The Tseng College continually assessed the charge of its External Relations Unit to grow capacity and ensure a return benefit of the work at both the college and university level. Being present at a variety of industry events throughout the region has been most advantageous in creating new relationships. The College hired a new Associate Director of External Relations. The focus of this position was to introduce the educational and research excellence and distinction of CSUN and to build awareness of CSUN and its importance as a resource for the region's future as a high value educational and research partner.

Starting 2016, the College reassigned the Director of External Relations to the Office of the President for a two-year role as the Director for Strategic Partnerships and Special Initiatives. The College is supporting a larger capacity of the Office of the President to engage in this objective by assigning 80% of the time of the Director of External Relations to that role. The work includes CSUN engagement with regional projects, including the development of a multi-campus Institute with the LA P3 partnership.

The External Relations team attended regional professional meetings, staffed exhibit tables at professional gatherings, and brought forward the *ELEVATE* message that CSUN is a robust resource for business and industry. Two significant business relationships were developed by the External Relations team that resulted in "work for hire" contracts: VISCOM (LAEDC website redesign) and the CSUN Center for Geographical Studies (World Trade Center Los Angeles). A particularly strong relationship was developed with the One Water LA initiative that has emerging possibilities for long-term research, test bed opportunities, student internships, and workforce training.

The College provided access for faculty, administrators and staff to convenings that explore the larger issues surrounding workforce development, the future of work, the role and responsibility of higher education, etc. and more and more campus stakeholders are taking advantage of these opportunities. The College covered the sponsorship costs to grow the University's reputation and association with influential conferences and expos.

Continuing the work that began three years ago, the College robustly supports the *CSU5* because of its importance to CSUN and Greater Los Angeles. The work this year has included the planning of the 2017 University Economic Development Association (UEDA) Summit that is hosted by the *CSU5*. The College has made a financial commitment as well as provided in-kind support. The Dean of the College provided strategic guidance and engagement. The Guide for CSUN is the College's Director of External Relations, and all expenses associated with the

CSUN Guide's activities (time, mileage, conference fees, etc.) were covered by the College. Please see Attachment A for additional information about the **CSU5**.

The College continues supporting the work of the **ELEVATE** campaign for a fifth year. Designed to inform leaders in regional businesses and industries that CSUN is a significant force in graduate education and applied research, the message of **ELEVATE** was widely disseminated to leaders of regional businesses and industries as well as other stakeholder groups such as economic development organizations, philanthropic organizations and government offices. Please see the online brochure at: http://www.csun.edu/elevate/.

Priorities for Fiscal Year 2017/2018

- The College will expand CSUN's reputation and increase CSUN's and the College's connections to regional leadership by identifying, establishing and cultivating relationships with a broader range of specialized (by industry and/or by demographics) business and industry membership associations. This will grow the network for prospective clients for contracted customized educational programs through the College, and research and development contracts or grant-funded projects for CSUN.

- Through the College's External Relations team, the College will ensure that leadership and senior staff are regularly updated on the issues facing Greater L.A. in workforce/talent development, economic development and community development. The College will find more opportunities for leadership to participate in meetings/events that broaden the College's links to economic and community development leadership in Greater L.A., major employers and major industry leaders, to the advantage of CSUN.

- The College, through the work of its External Relations team and leadership of programs and marketing units, will work collaboratively across unit lines to expand and enhance the College's and, in turn, CSUN's role in talent/workforce development throughout Greater L.A. The College will enhance regional understanding of CSUN as an important resource for initial and ongoing education of the university-prepared workforce, essential to the economic future of Greater L.A. and California.

- The College will design and host business development events at CSUN to showcase College and other CSUN programs and/or research relevant to regional business needs and interests. It will find sponsorship opportunities in signature events to promote the resources and capacity of CSUN and the College to advance enterprises and nurture innovation in the region.

- The College will create, deploy and administer communication tools to champion CSUN and the College to external contacts. It will expand the capability of the Customer Relationship Management (CRM) system (SalesForce) to support the College's external relations work. The College will ensure the successful update of the Elevate brochure and other related materials.

- The College will further develop and refine the College's external relationships capacities by seeking out professional development seminars/workshops that can add to the professional abilities of College staff.

ATTACHMENT A

The Mission, Purpose, and Goals of the CSU5

The Mission of the CSU5

The mission of the CSU5 is the same as the mission for any work of the California State University. The mission of the California State University (CSU) is:

- To advance and extend knowledge, learning, and culture, especially throughout California.
- To provide opportunities for individuals to develop intellectually, personally, and professionally.
- To prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future.
- To encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study.
- To offer undergraduate and graduate instruction leading to bachelor's and higher degrees in the liberal arts and sciences, the applied fields, and the professions, including the doctoral degree when authorized.
- To prepare students for an international, multi-cultural society.
- To provide public services that enrich the university and its communities.

The Purpose for the CSU5

In keeping with the mission of the CSU, the purpose of the CSU5 is to ensure that the CSU and the educational and research strengths it comprises play a significant role in shaping the future of Greater Los Angeles. The CSU5 focus is on what is important to accomplish for the future of Greater Los Angeles. The work of the CSU5 seeks to create a long-term, reflective and strategic, purposefully innovative, and equitable approach to economic and community development in Greater Los Angeles. The CSU5 works to expand and engage the work of each participating university by linking that work across institutional and disciplinary lines, by creating significant ongoing regional relationships that open important new opportunities for linking education to professional practice and community life, for linking research to thoughtful and equitable economic and community development, and for linking new knowledge and the wisdom of our shared intellectual heritage across time and culture to the challenging tasks of defining and solving contemporary problems in the context of Greater Los Angeles as it is and as it aspires to be.
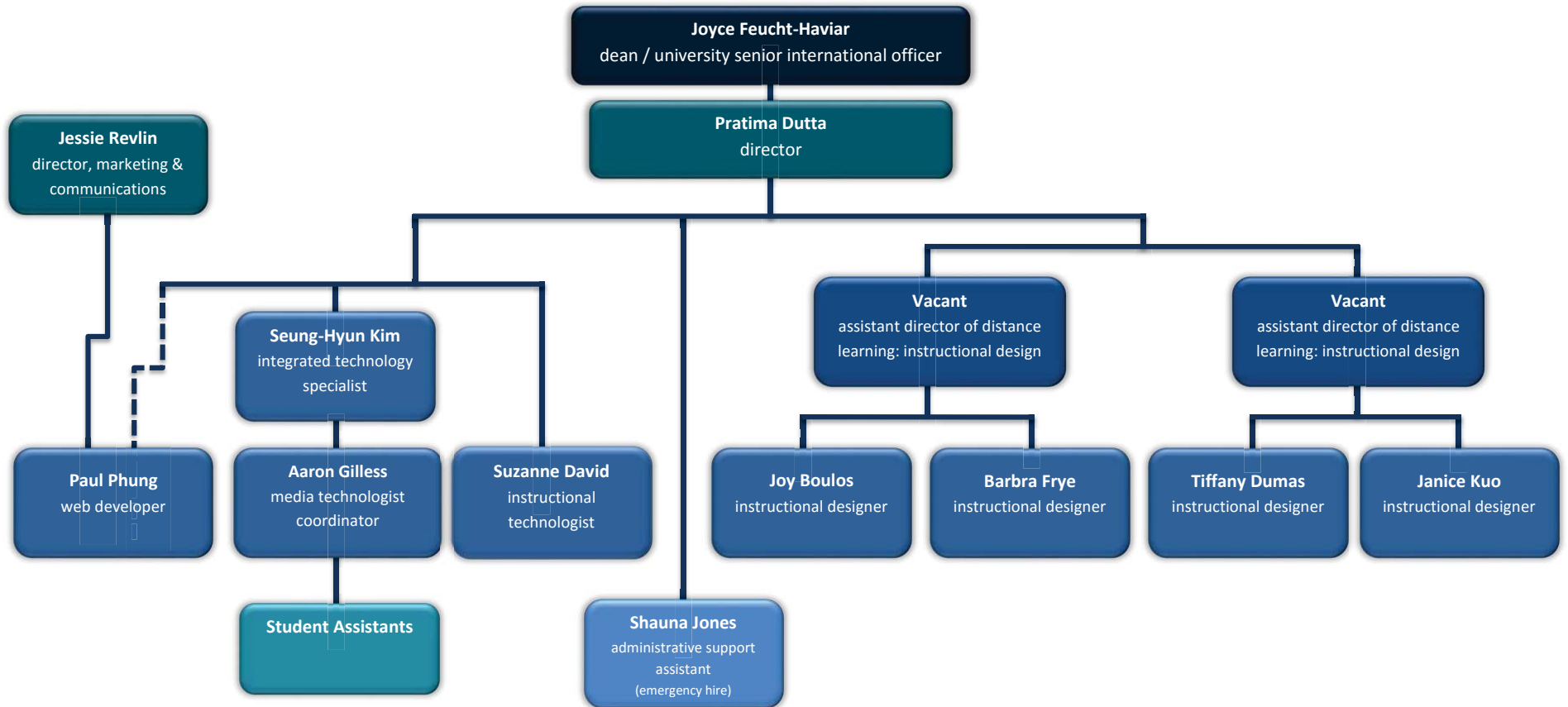
The Goals of the CSU5

- Increase the amount of Federal, State, and other organizational funding coming to Greater Los Angeles through grants to support the regions long-term strategies for meaningful and equitable economic and community development.

- Increase the engagement and influence of the CSU and the CSU5 universities in the formative, strategic, and implementation phases of major economic and community development initiatives in Greater Los Angeles.

- Increase the sustained links between the educational and research work of the CSU5 universities and the professions, industries, communities, shared resources, and creative expression that are Greater Los Angeles to enhance applied learning opportunities for students, to inform the refinement/development of curricula, to open new pathways for faculty scholarship/research to impact the future of urban communities and professional practice within and across disciplines.

- Increase areas of forefront excellence and distinction of the new and refined programs within the CSU5 universities working across disciplines, across institutional lines, and with a wider array of supportive and engaged external partners similarly working on the forefront of industry/professional practice in key fields.

- Increase the number and range of collaboratively designed and/or custom delivered degree programs, certificate programs, and training programs in support of the evolution of the college prepared workforce in Greater Los Angeles across the career span.

- Increase areas of research excellence and distinction and the range of opportunities for students as well as faculty to work on applied research projects developing advanced skills in defining and innovatively solving problems in fields of importance to the evolution of the economy and our shared communities. Develop new multi-institutional research centers in the CSU5 and other initiatives that build hubs of excellence and distinction and create new models and strategies that impact the future of Greater Los Angeles and beyond.

- Increase support for the work of the CSU5 universities and broaden the sources of revenue. Increase the visibility and reputation of the CSU5 and the CSU5 universities in keeping with their value for the future of Greater Los Angeles.

- Work to ensure that the analysis of current challenges and the shaping of strategies and tactics for moving Greater Los Angeles into the future are informed by reliable information and data, the insights of the highest levels of respected knowledge in fields and disciplines, and the wisdom of our shared intellectual heritage.

California State University, Northridge
The Tseng College

Distance Learning

Joyce Feucht-Haviar
dean / university senior international officer

Pratima Dutta
director

Jessie Revlin
director, marketing & communications

Seung-Hyun Kim
integrated technology specialist

Vacant
assistant director of distance learning: instructional design

Vacant
assistant director of distance learning: instructional design

Paul Phung
web developer

Aaron Gilless
media technologist coordinator

Suzanne David
instructional technologist

Joy Boulos
instructional designer

Barbra Frye
instructional designer

Tiffany Dumas
instructional designer

Janice Kuo
instructional designer

Student Assistants

Shauna Jones
administrative support assistant
(emergency hire)

For staff contact information, see The Tseng College online directory at http://tsengcollege.csun.edu/stafflist.html.

Revised (10261): October 1, 2017 D

The Instructional Design Group

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                        │   Pratima Dutta      │
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                        │  │   Director, DL │  │
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        │   Daniel Novak      │         │   Search            │
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        │  │ Assistant Dir.│  │         │  ┌───────────────┐  │
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│ Joy Boulos│  │Barbra Frye│        │Janice Kuo │  │Tiffany    │
│           │  │           │        │           │  │Dumas      │
│ITC 2: Inst│  │ITC 2: Inst│        │ITC 2: Inst│  │ITC 2: Inst│
│ Designer  │  │ Designer  │        │ Designer  │  │ Designer  │
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Structure:

The instructional Design Group (IDG) will be headed by two Instructional Design Leads who will each lead and supervise a team consisting of two Instructional Designers. These teams, headed by the leads will report directly to the Director.

Function:

The goal of the IDG is to collaborate in a co-creative capacity with CSUN faculty contracted to produce/update online courses offered through Tseng College. Each IDG group will be assigned to programs where the main initial point of contact will be the Instructional Design Lead.
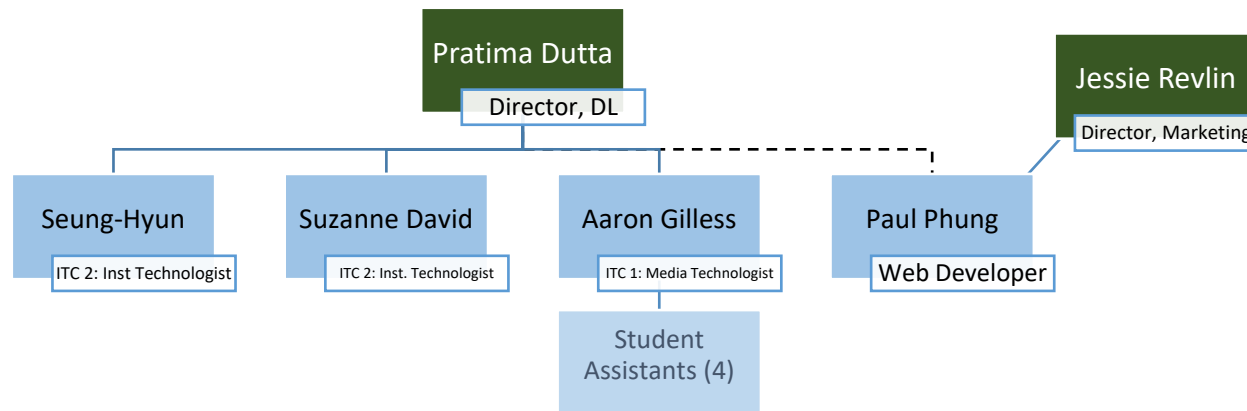
Instructional Design Lead (ITC 3) Role

The role of the Instructional Design Lead (ITC 3) will be to consult with faculty and make recommendations regarding the best instructional strategies to be adopted in order to create a course that is effective and engaging. (Please refer to the ITC 3 and 2 Task Demarcations document for detailed description of ITC 3 tasks). The Instructional Design will also work with the program development team at the onset of the program in an effort to identify design approaches and philosophy that will effectively meet the program's instructional goals.

Instructional Designer (ITC 2) Role

The role of the Instructional Designer (ITC 2) is to guide and assist faculty in the implementation of all design decisions. The Instructional Designer is also responsible for ensuring that the project timeline is being met and communicating any lapses to ITC 3 and/or Director. (Please refer to ITC 3 and 2 Task Demarcations document for detailed description of the ITC 2 tasks)

The Instructional Technology Group

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                            │  Pratima Dutta  │                          ┌─────────────────┐
                            │  Director, DL   │                          │  Jessie Revlin  │
                            └────────┬────────┘                          │ Director,       │
                                     │                                   │ Marketing       │
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   │Seung-Hyun│  │ Suzanne David│ │Aaron Gilless│  │  Paul Phung  │
   │ITC 2: Inst│ │ITC 2: Inst.  │ │ITC 1: Media │  │Web Developer │
   │Technologist││Technologist  │ │Technologist │  └──────────────┘
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                                   │  Student  │
                                   │Assistants │
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Structure:

The instructional Technology Group (ITG) will report directly to the director.

Function:

The Function of the ITG is to provide technology solutions to the DL team, faculty working with DL, as well as the greater Tseng Community. Assigned members of the IT group will:

1. Collaborate with the Information Systems Group to identify effective solutions for information dataflow for all stakeholders across the Tseng Community
2. Collaborate with CSUN Faculty Technology Center (FTC) to determine effective learning approaches to leveraging tools available through Moodle and other technology solutions available to the greater CSUN community
3. Lead and coordinate evaluation of technology, accessibility, and copy-right compliance solutions.
4. Create implementation and training plans and approaches for new technology solutions being adopted in DL
5. Conduct technology-use training for Tseng online students and faculty
6. Manage student assistant hires and schedules
7. Consult and collaborate with Instructional Design Lead and Instructional Designers when exploring tools and applications for implementing effective learning strategies and approaches
8. Offer tech support for students and faculty working with Tseng College.

California State University, Northridge
The Tseng College

Pratima Dutta Enfield, Ph.D.
Director of Distance Learning

CSUN's Distance Learning History

Over the past thirteen years, CSUN has invested in its ability to develop and offer fully online degree programs. In 2014/2015, CSUN fully online degree programs served students throughout California and in 31 of the other 49 states (32 states total), as well as in three other nations. CSUN recognizes the need for an agile, innovative, iterative, and co-creative approach to course design and production for today's mercurial educational landscape with an emphasis on achieving learning goals through the use of effective online pedagogy.

CSUN's Distance Learning Philosophy

CSUN's distance learning philosophy centers around the belief that online education should be effective, engaging, and efficient. This philosophy guides and inspires designers in the Distance Learning unit to partner with CSUN faculty to develop online learning opportunities that employ innovative instructional pedagogy to ultimately lead our students to ask hard questions, seek unconventional answers, and manifest their role into that of productive, contributing, citizens in this global society.

The CSUN approach to online course development is not one of merely "handing off" materials to instructional designers to "put a course online", but one of collaboration and co-creation with CSUN faculty members. The Distance Learning Professional Team works with faculty to provide a comprehensive learning experience for the students by leveraging innovative and cutting-edge instructional pedagogies and technologies and campus-wide partnerships to ensure excellence in student-centered instruction, accessibility from many prospective, and student services.

Distance Learning Professional Team & Services Offered

The members of CSUN's distance learning professional team hold Doctoral degrees, Masters degrees and Professional Certificates in key fields relevant to excellence in distance learning — fields such has Instructional Systems Design, Learning Technology and Design, Human Factor Psychology, Online Education, Information Systems, and Computers Science. Each member of the team has extensive experience in the design and development of online degree programs and providing effective technical support to students and faculty in online programs. In addition, our instructional design professionals are actively engaged in publishing in peer-reviewed journals, presenting at professional conferences, and participating in online webinars and consortiums to ensure they remain active in the national dialogue about best practices in the fields across institutional types nationwide.

The Distance Learning Team is comprised of two Units, the Instructional Design Unit and the Instructional Technology Unit, that have become increasingly innovative, responsive and

engaged in the evolution of the instructional pedagogies and educational technologies in higher education worldwide.

The Instructional Design Unit comprises of two Instructional Design Teams, each led by the Assistant Directors of Distance Learning. These teams collaborate with faculty to weave online pedagogy and device-agnostic innovation into course design while integrating high quality subject matter to successfully meet the learning goals of each online programs and support a cohesive cohort format by building a strong online learning community. This team helps guide online faculty through the CSUN Distance Learning new program production process of co-creation of instructional content, such as lectures, assignments, interactions, assessments, and auxiliary instructional materials in Moodle. In addition, the Instructional Design Teams also provide faculty with online best practices and guidance and support during the first semester of instruction in the new program. The Instructional Design Unit also provides assistance to the current online CSUN faculty with on-going updates and course maintenance for fully online, hybrid, and supplemental programs at different levels. Additionally, this team ensures that Moodle course sites are designed and developed with new materials, content, and any other changes that the faculty deem necessary to provide current and relevant instruction. All services provided by the Instructional Design Unit are done so in collaboration with the Instructional Technology Unit.

The Instructional Technology unit, which comprises of Instructional Technologists, Media Technologists, and web designers, provides administrative support for the Learning Management System (LMS), Moodle; provides training for faculty, staff and students on ways to leverage cutting-edge classroom technologies for their online courses; creates and manages customized media solutions for online courses. This team also administers and manages an online student orientation for fully online and hybrid programs. The Instructional Technology Unit collaborates with and facilitates support for the entire Distance Learning Team, evaluates and implements new and upcoming educational technology solutions, as well as researches ways and means through which cutting-edge educational technology can be adopted in the Distance Learning unit by faculty, staff, and students. In addition, this team is also responsible for providing technical support via email, phone, or in-person. This team also provides administrative, back-end support to the College website, technology programs such as the CRM Salesforce /Enrollment RX, CSUN EasyApp, and other proprietary software applications developed for staff.

The Tseng College*:*
Graduate, International, and Midcareer Education (ExL)

Distance Learning

UNIT Goals with Achievements 2016-2017

1. Mentor the Assistant Director of Distance Learning new hires.
   a. Support engagement of new hires with existing instructional design staff to develop a collaborative and cooperative team-based working culture.
   b. Form two instructional design teams, each lead by an Assistant Director of Distance Learning and consisting of two instructional designers.
   c. The Director and Assistant Directors will meet on a weekly basis to assess and evaluate the transition into the team-based design approach.

   The new Assistant Director (AD) for Distance Learning was provided mentorship and scaffolding by several instructional designers within the unit as well as the Director. The AD was paired with one of the most experienced instructional designers on staff in order to help learn the instructional design processes, approaches, and strategies employed here at CSUN's Tseng College.

2. Take a holistic, innovative, integrated team-based approach to designing online programs.
   a. At the onset of each program, the Director and the Assistant Directors will engage with the Program Development Office, the Academic Lead for the program, and the program faculty group to inform the integrated curricular model and reflect this approach in the final design and production of the program.
   b. The Assistant Directors will then lead the instructional design team into creating and integrating the agreed-upon design approaches and processes into the implementation of course production.
   c. Instructional Design teams, under the leadership of the Assistant Directors, will partner with individual faculty and the instructional technology team to design and develop the courses as per decided design approaches, and train faculty and students.
   d. Instructional Design Teams will collaborate with the Instructional Technology team to ensure that faculty and students are trained appropriately and effectively in all the technology that will be used the design and implementation of the online programs.

   The unit collaborated with the Office of the Assistant Dean for Program Development in preparing for all convening meetings. The senior leadership of Distance Learning attended all convening meetings and addressed all questions and comments regarding online curriculum design and production. In addition to fielding questions and queries regarding online production, Distance Learning also contributed, during these meetings in introducing faculty to new and innovative technological solutions and instructional approaches and strategies tailored to the unique design dispositions of the programs. Distance Learning also collaborated with the Office of the Assistant Dean for Program Development in creating an information flow document such that program development

efforts were recorded and maintained and seamlessly transitioned to Distance Learning when in the production phase.

3. Design and Implement an instructional design approach and process for the creation of programs employing Hi-Flex (a type of Hybrid) modality.

    A design team comprising of an instructional designer, an instructional technologist, and a media technologist, led by the Director of Distance Learning, was put in place for the design implementation of the MST Blended-Synchronous Hybrid program. This team has been working with faculty in the instructional design of the blended-synchronous courses in MS Tax, on the design of the physical space within which the synchronous sessions will be held, as well as the design of training modules and approaches for students and faculty in the MST Blended Synchronous Program.

4. Build-Out the Instructional Technology Team to become leaders within CSUN in evaluation and implementation of technology, accessibility, and copy-right compliance solutions.
    a. The instructional technology team will be conducting usability tests on all educational technology tools be used by DL staff, DL Faculty, and DL students.
    b. Upon conducting usability tests, the instructional technology team, under the leadership of the Director of Distance Learning will write-up the usability reports.
    c. The Instructional technology team, in collaboration with the instructional design teams will be documenting all educational technology transition, adoption, and implementation plans.
    d. All reports and plans created can be shared with CSUN and the greater CSU community if other entities on and off campus have similar needs or would benefit from the information that DL has documented.

    The Instructional Technology team within Distance Learning has taken the lead in establishing the unit and the college in evaluation and review of potential educational technology resources. In the past year, the unit has ran comparative evaluations of proctoring software. The evaluation report from this initiative was shared CSU-wide and helped institutions make informed choices regarding proctoring solution to adopt and implement. The instructional technology team reviewed several synchronous technologies to ultimately partner with Adobe Connect. The team worked with Adobe Connect and implemented an intensive review of the product in partnership with the vendor to adopt and implement this synchronous technology. The instructional technology team in partnership with the office of Student Services and IEP piloted "Namecoach", an assistive technology that allows students and instructors to pronounce names correctly. The instructional technology team also launched an implementation fidelity study with another proctoring solution to determine the reliability of the results generated by the software.

Additional Achievements beyond the Identified Goals

New and Improved ADA Website: The Instructional Technology team redesigned and re-launched the accessibility website to be more in compliance with the CO's ATI initiative. The website was launched with all relevant information, easily retrievable, related to Distance Learning ADA processes. In addition, the ADA site was also revamped for instructional purposes such that users, seeking to make their instructional content accessible, will easily find easy-to-follow, how-to guides in making any and all sort of instructional content accessible.

ZOOM Migration: The Distance Learning team successfully migrated all Blackboard Collaborate users into using Zoom web-conferencing software for their synchronous sessions. This migration involved, (a) designing process for saving and retrieving recorded synchronous class sessions; (b) training faculty transitioning to ZOOM on how to effectively use and implement ZOOM in their synchronous session; (c) training students in synchronous classes how to use ZOOM; and (d) provide live, just-in-time support to ensure that users transition into this platform smoothly.

CANVAS Transition: Distance Learning created and implemented the Moodle to Canvas Migration Plan. In an effort to transition seamlessly all users to the new Learning Management System (LMS), Distance Learning designed and launched Canvas training in the form of workshops and one-on-one trainings for DL faculty and students.

Tech Support Management System (TSMS): Distance Learning designed, created, and launched the web-based Tech Support Management System to track tech support calls and emails in an effort to serve our faculty and student-groups better. Using information gathered from the TSMS database, DL routinely re-evaluates our tech support and training process.

Faculty Satisfaction Survey (FSS): Distance Learning launched the Faculty Satisfaction Survey where DL asks questions regarding the quality of our instructional design and technology support services and seeks feedback regarding ways in which we can serve our faculty better. Using information gathered from the FSS, DL routinely re-evaluates our process and approaches in the design and implementation of online programs.

Online Course Interaction: Distance Learning launched processes this year to be able to retrieve and evaluate faculty and student interaction data in online courses to be able to assess the degree of involvement and engagement students experience when enrolled as online students.

Five Basic Principles of Online Course Design

1. **Unique Needs of Student Profile Guides Instructional Design Decisions**

   Tseng College online undergraduate, graduate, and certificate programs are designed for adult working-professionals. This population of student works full-time, has personal and professional obligations, and may not be able to devote a fixed portion of their day every week to attend classes or commit to being full-time students. Due to such constraints, this demographic choses online programs for its flexibility and its customizability. Therefore, courses, designed and created by our CSUN faculty and the Distance Learning (DL) Instructional Design Team, allow students the much-needed flexibility to successfully meet their educational goals through the use of both asynchronous and synchronous instructional approaches.

   To support our unique learners in achieving their goals, our student-experience is grounded in a **cohort model** in which all students begin the program at the same time, progress through the courses together, and graduate as a group. This format creates a strong learning community that ensures that students graduate on time. The curriculum for our programs are designed such that each successive course builds on those that preceded it and lays the groundwork for those that follow. Thus, providing our students a comprehensive, integrated, and meaningful learning experience.

   As our students are adult working professionals, they are continuously juggling competing demands such family and work obligations. When designing programs for this population, the DL Instructional Design Team also focuses on designing support services and training to help our students face minimum barriers en route to successful and timely graduation.

2. **Alignment of Learning Objective and Assignments**

   To design programs that are effective in helping students achieve academic excellence, we focus on aligning learning goals, the skills associated with the learning goals, with the pedagogy of achieving those goals. CSUN faculty and the DL Instructional Design Team, using the backward design process, ensure that instructional content, activities, interactions, and assessments are aligned with course learning objectives in order to demonstrate students' learning gains. Following this process ensures that each course designed here in Tseng College is unique and customized to our student population.

3. **Robust Opportunities for Interaction & Engagement**

   When designing online courses, our emphasis is on creating robust opportunities, within our courses, for students to interact with the instructor as well as among themselves. It is widely known and accepted that student drop-out rates go down significantly where

there is perceived, increased student interaction with instructors and peers. In addition, research has also corroborated that increased interaction is positively correlated to greater perceived learning gains by students.

Therefore, in an effort to create a learning environment that is involved, engaged, and effective for our student population, faculty and instructional designers work collaboratively to leverage a diverse array of instructional strategies, such as Active Learning, Reflection, and Participatory Learning and Action.

4. **Equal Access through Innovative Solutions**

Universal Access to Learning: In the design of online programs, faculty, instructional designers, and instructional technologists work together to ensure that all instructional materials are easily accessible irrespective of physical disabilities and/or learning styles. Several rounds of quality testing and evaluations are conducted to ensure that the manner in which learners interact with the educational materials is reasonably equal for all learners in our programs.

Adopt a Multi-Modal Approach to Content Delivery: To effectively address the needs of a diverse student body with diverse learning styles, adopting a multi-modal approach to content delivery allows us to ensure that all students are able to effectively engage with the learning materials for maximum learning gains. When brainstorming ideas for content design and delivery, faculty work with instructional designers in an effort to identify and explore varied approaches and technologies to content delivery that are not only effective, but also efficient and engaging.

Explore Resources and Technology Possibilities: Faculty in collaboration with the instructional design team explore effective solutions to assess learning, deliver course content, increase student interaction and engagement, as well as archive and host instructional artifacts. In addition, administrators are on the constant quest to ensure effective, innovative, and state-of-the-art, instructional, assessment, recording-keeping, and communication tools are in place for the instructional community to access and leverage for greater learning gains.

5. **Evaluation**

Finally, an integral part of the online course design process is evaluation. Each online course is evaluated twice. The first evaluation takes place during the middle of the term where the students have the opportunity to reflect on their education experience up until that point. The 2nd evaluation is administered at the end of course where the students provide faculty as well as instructional designers, feedback regarding the effectiveness of the course. Data collected from both the surveys inform the course content and instructional design decisions for its future offerings.

Basic Principles of the CSUN Approach to Crafting Online Degree and Certificate Programs

CSUN created a distance learning unit (DL) in the university's Tseng College: Graduate, International and Midcareer Education (Tseng College) for online programs. This unit works with faculty in the production, revision and ongoing support of fully online degree and certificate programs, whether they are funded from the General Fund or through self-support. The Tseng College through its DL unit is also responsible for working with faculty in the production, revision and ongoing support of CSUN's self-support hybrid degree and certificate programs.

CSUN does not consider excellence in online teaching and learning as primarily an issue of technology, although thoughtful and effective use of technology is a component. Rather, excellence in online and hybrid degree and certificate programs is based solidly on the same issues and principles that make face-to-face programs distinctive – the excellence of CSUN faculty and the care taken by faculty in crafting and continuously improving the curriculum, in light of insights gained through assessment, changes in fields/disciplines, possibilities presented by model national and international forefront programs, and developments in professional practice in fields/disciplines. These programs provide meaningful educational experiences that lead to high levels of student achievement and the best use of available resources and instructional options. This comprehensive approach fosters student engagement and success in terms of on-time graduation, careers after graduation, commitment to ongoing learning, and breadth and depth of understanding in students' professional, community and personal lives. CSUN faculty are committed to instructional excellence and innovation in instructional strategies; enhancing the educational relationship between students and faculty; faculty and university support of student success; and extensive support of faculty efforts provided through the Tseng College in collaboration with academic colleges, departments, faculty and other administrative units.

Online degree and credit certificate programs are subject to the same CSU and CSUN academic standards, policies and process (including academic approvals and program review/assessment) as are applicable to any face-to-face CSUN program. Departmental and faculty responsibility for the curriculum is the same for face-to-face and fully online or hybrid degree and credit certificate programs. Fully online and hybrid online degree and credit certificate programs are subject to all Western Association of Schools and Colleges (WASC) accreditation standards, and the standards of relevant special accreditors. Students in fully online and hybrid degree and credit certificate programs are subject to the same CSU and CSUN policies governing academic honesty, conduct, grades and grade appeals as students in face-to-face programs.

Academic decisions about whether a single-discipline degree or credit certificate program should be offered online are made by CSUN's academic department and its faculty for single-discipline programs. The decision to go forward is made in consultation with the dean of the academic college in which the department resides. Academic decisions about whether multidisciplinary degree or credit certificate programs should be offered online or hybrid are made by the academic college(s) in which the courses reside and, in turn, with each department contributing a course(s) and/or modules to that multidisciplinary program.

DL has staff prepared in instructional design and related fields (human factors, educational

technology, curriculum and instruction, and the like) at the master's or doctoral levels. DL also has a staff of technical specialists prepared at the master's or baccalaureate levels in computer science or a related technical field. All these staff members have experience working with faculty in the production and support phases of CSUN's online degree and certificate programs.

Fully online and self-support hybrid degree and certificate programs are offered in a cohort format with an integrated curriculum. One course builds upon another, with a focus on making the program an excellent and distinctive educational experience that helps students achieve significant learning outcomes at both the course and program level.

The university does not assume that the best approach for fully online and hybrid degree and certificate programs is to transfer the structure and strategy of a face-to-face course to an online setting. Rather, CSUN assumes that crafting a strong online course and, in turn, a successful online program requires a reconsideration of each course in light of the distinctive teaching and learning capacities offered by the online learning environment. In that light, CSUN supports each faculty member (with time and compensation) who teaches in an online degree or certificate program by exploring the online options and possibilities that are right for the program, course and instructional style/preferences.

DL instructional design staff work individually with each faculty member teaching in an online degree or certificate program to explore the options and possibilities afforded by the online educational environment. The goal is to prepare the faculty member to teach online and to help that faculty member craft an individualized online course in terms of achieving learning outcomes, presenting appropriate materials for the course, choosing ways to engage students to achieve the desired educational dynamic, designing assignments, and implementing effective instructional strategies and tools.
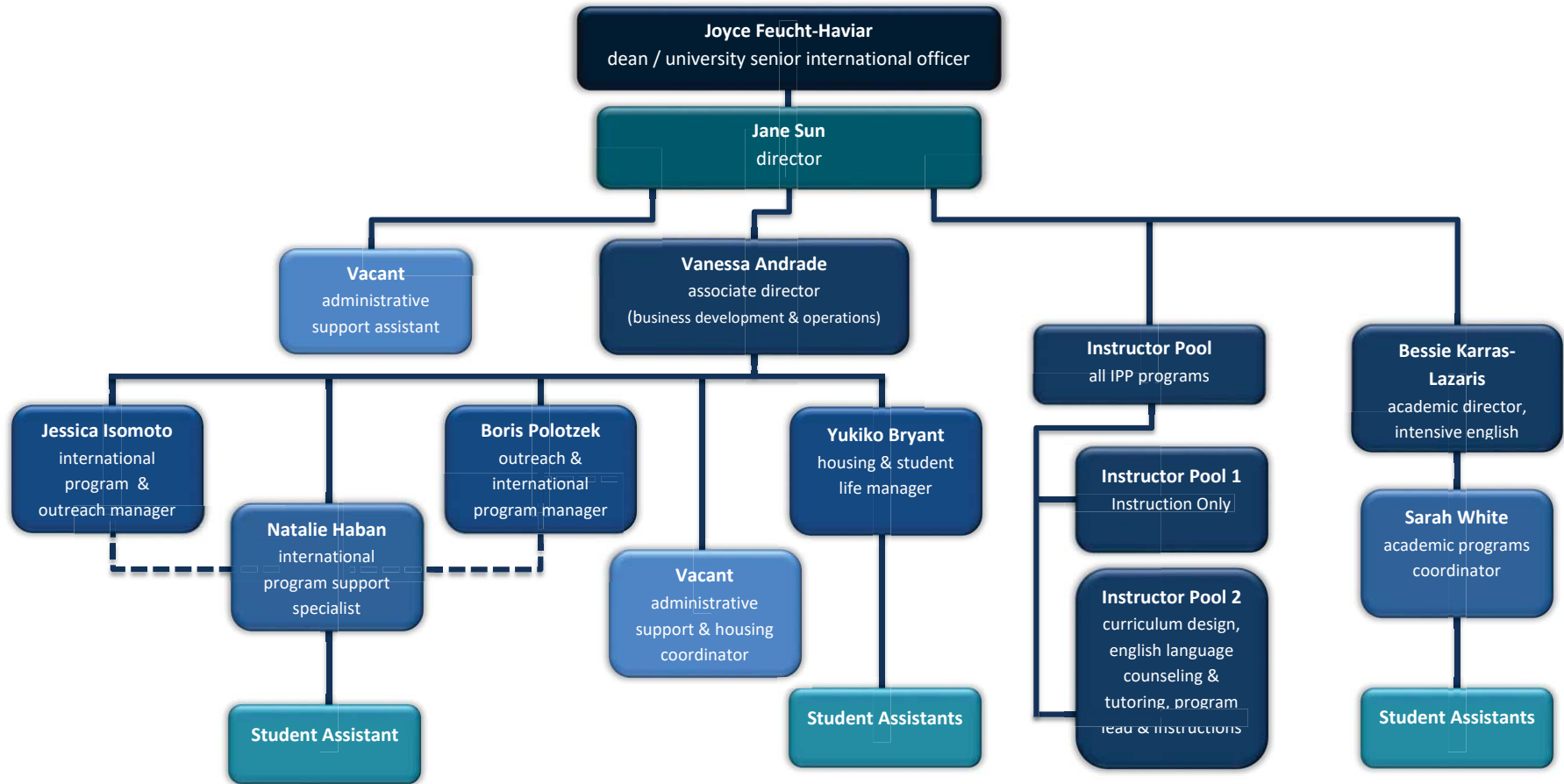
CSUN approaches the relationship between each faculty member and their course for its fully online and hybrid degree and certificate programs the same way as it does for its face-to-face programs. That is, if a different faculty member is assigned to teach a given course in an online degree or credit certificate program, they will be supported in the crafting of their course in the same way as the prior faculty member teaching the course. CSUN does not create "template" online courses that instructors are expected to teach. Rather CSUN is committed to working through its Tseng College to ensure that all fully online and hybrid degree and certificate programs provide those enrolled with a true CSUN educational experience rooted in educational relationships between each faculty member and students in the specific course and program.

DL provides a two-week orientation and training program for students who enroll in online degree or certificate programs. This prepares students for success in the online educational environment and in the specific online program. Further, DL and student support program managers/coordinators in the Tseng College provide comprehensive and ongoing student support from the start to the completion of each cohort.

CSUN has been offering fully online degree programs for over 18 years. The Tseng College and its DL instructional design staff and technical team work with each faculty member teaching in an online degree or certificate program to craft and support a course that is educationally robust in terms of achieving high levels of student success. Currently, on-time graduation rates in CSUN online degree and certificate programs range from a low of 63.8% to a high of 100%, with most programs achieving on-time graduation rate percentages in the percent range between the 70s and low to mid-90s.

California State University, Northridge
The Tseng College

International Programs and Partnerships

Joyce Feucht-Haviar
dean / university senior international officer

Jane Sun
director

Vacant
administrative support assistant

Vanessa Andrade
associate director
(business development & operations)

Instructor Pool
all IPP programs

Bessie Karras-Lazaris
academic director, intensive english

Jessica Isomoto
international program & outreach manager

Boris Polotzek
outreach & international program manager

Yukiko Bryant
housing & student life manager

Instructor Pool 1
Instruction Only

Natalie Haban
international program support specialist

Vacant
administrative support & housing coordinator

Instructor Pool 2
curriculum design, english language counseling & tutoring, program lead & instructions

Sarah White
academic programs coordinator

Student Assistant

Student Assistants

Student Assistants

For staff contact information, see The Tseng College online directory at http://tsengcollege.csun.edu/stafflist.html.

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California State University, Northridge
The Tseng College

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John Binkley, MFA, Associate Dean of the Tseng College & CSUN Deputy Senior International Officer
Dr. Xiujie "Jane" Sun, Director, International Programs and Partnerships unit, Tseng College

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International Education

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The CSUN Tseng College: *Graduate, International, and MidCareer Education* (Tseng College or College) supports CSUN's international programs, research, services, and partnerships in two ways: campus facing (internal) and programs and services for external audiences.

CSUN International Committees, Policies/Processes, Programs, and Partnerships Planning and Strategy (Internal)

CSUN's internal international planning, policy development/refinement, strategy, programs/curriculum, oversight, and coordination efforts are led by Dean Joyce Feucht-Haviar in her role as the CSUN University Senior International Officer (SIO) working closely with Associate Dean John Binkley in his role as CSUN Deputy Senior International Officer, who provides direct support and guidance to departments, colleges, and university administrative units considering international partnerships and/or working relationships. As the SIO's designee, Associate Dean John Binkley also serves as the chair of CSUN's International Education Council. Dean Joyce Feucht-Haviar also serves as chair of CSUN's International Coordinating Council (ICC).

The CSUN **International Coordinating Council** (ICC) comprises those in administrative roles in the different Divisions of who have direct responsibility for components of CSUN's work with and services for international students and/or CSUN domestic students taking advantage of opportunities to study and/or do research outside of the US. The members of the ICC are appointed by the CSUN president and divisional vice presidents each June to serve for the upcoming year. Once appointed, members of the ICC can suggest additional members from their units to ensure that those most directly involved with international programs and services at CSUN are invited to the meeting of ICC.

The purpose of the ICC is to ensure that there is regular communication, ongoing collaboration, and mutually supportive design of solutions to challenges faced and/or the continuous improvement of CSUN programs and services for international students and CSUN domestic students participating in opportunities to study and/or do research or creative projects abroad as part of the CSUN education experience. The ICC is chaired/facilitated by CSUN's Senior International Officer. The ICC meets twice a year (once in the Fall Semester and once in the Spring Semester) and prepares a report at the end of those semesters that is broadly shared throughout CSUN and with appropriate other CSU offices. The ICC can be convened for additional meetings if warranted.

The ICC works with a focus on CSUN's international principles and priorities (see Attachment A below) and in keeping with CSUN and CSU policies as well as in compliance with applicable State and Federal laws/policies.

The CSUN **International Education Council** is charged with communicating with the colleges/units they represent about CSUN's international relationships and initiatives. In order to share best practices and ideas, Council members participate in a set of seminars/conversations on topical issues in international education that are built into the meetings. Council members work with departmental faculty liaisons for international education to ensure that faculty and students understand the international opportunities available and are encouraged to avail themselves of those that will enhance their academic work as a faculty member or their achievements as a student preparing for work and life in an increasingly global economy and community.

All **CSUN International Agreements** with international schools, colleges, universities, or appropriate educationally related professional or research organizations are CSUN agreements. Because this is the case, the CSUN president, in keeping with CSU policy must sign all MOUs. MOUs are initiated by a department and college or by a University division and move from there through review and approval to gain the president's approving signature. The review and approvals process is administered through the Office of the Tseng College Associate Dean.

Any CSUN academic experience (credit or noncredit – state-funded, self-support funded, grant funded, or any other funding) that involves some or all of the enrolled students traveling to an international location must be planned and approved as an **International Academic Travel**. The planning and approval process is administered through Associate Dean John Binkley in his role as CSUN Deputy Senior International Officer.

CSUN Self-Support International Programs and Partnerships (Externally)

CSUN's Tseng College is the home for CSUN's self-support programs for international students (more traditional and midcareer) – individual students, international groups, and international partners.

Programs for International Students and International Groups:

CSUN is one of the largest providers of English-language and college-preparation instruction in the United States, and a leading university provider of educational programs and specialized development services for partnering international institutions/organizations.

CSUN's Intensive English Program (IEP)

This year-round, on-campus, academically focused program ensures that visiting students acquire the English-language skills needed for success in undergraduate- or graduate-level degree programs of their choice at CSUN or other American colleges and universities.

CSUN's IEP students may also apply for a Conditional Admission to CSUN or a partnering college or university before meeting the English-language proficiency requirements for admission to these institutions provided that they meet all other admission requirements. Upon their successful completion of the IEP University Bridge level or obtained the TOEFL, IELT or

other language proficiency scores that met the minimum admission requirements by CSUN and by the academic departments, they will then be matriculated into their pre-approved programs.

The Semester at CSUN Program (SAC)

The Semester at CSUN program enables international students who meet CSUN's English-language proficiency requirements to enroll in undergraduate or selected graduate credit classes at the university for up to two semesters.

Typically, students choose Semester at CSUN in order to:
- Complete coursework (credits earned can be transferred to their home universities or can be applied toward a degree at CSUN or another U.S. university or college should that institution approve the credit transfer)
- Study subjects not taught or not available in their home countries
- Gain new perspectives in their fields of study
- Experience campus life at an American university, and/or
- Learn about the culture of Southern California

Students may choose from the many courses offered by the university each semester. Enrollment is on a space-available basis and requires students to meet the course prerequisites and obtain the department's/instructor's approval.

The English Language and Cultural Experience Short Program (ELCE)

This program, offered during CSUN's Winter Term and/or Summer Session, combines language training with cultural activities and is typically three weeks long, providing 15 hours per week of morning in-class instruction, combined with various activities on and around the university campus in the afternoon. During the first half of the morning, instruction focuses on speaking and listening with an emphasis on accuracy and fluency. The second half is devoted to culture and conversation.

Customize Design Programs for International Groups

Working collaboratively with CSUN's academic colleges and departments as warranted for the field of interest for a given international group, the Tseng College brings extensive experience and expertise to customizing programs for groups from around the world. These programs can last from two weeks to two semesters. In recent years, customized programs have been offered in areas including:

- English for specific subject matter
- English and Critical Thinking
- Health Sciences
- Public Administration
- Toefl Bootcamp
- Communication and Design

<u>Programs for International Professionals, Universities and Organizations:</u>

Professional Development Training

CSUN's Tseng College has a long history of experience in custom-designing professional development, education and training programs for international clients. The Tseng College not only creates programs that draw from a wide array of content options — including the full range of the University's fields and disciplines — but also offer great flexibility in formats and delivery modes.

The Tseng College designs such professional development and training offerings in collaboration with university faculty and recognized experts in the featured subject areas. Further, we tailor all aspects of these programs – from course content and instructional strategies to formats and delivery modes – to meet the specific learning objectives of our clients.

The Tseng College has conducted professional development/training programs in the following fields:

- Educational Leadership and Administration
- Health Sciences and Administration
- Hospitality and Tourism
- Nursing
- Public Administration
- Teaching English as Second Language (TESL)

International Educational Partnerships for Universities and Other Institutions

Through its Tseng College, CSUN offers international partners a rapidly expanding array of educational options. Working with schools and colleges around the globe, CSUN through the Tseng College can deliver a wide range of existing programs and custom-designed new programs for international organizations and institutions. Examples:

- Academic degree and certificate programs
- Professional development courses and training programs
- Credit courses that complement the curricula of partnering institutions
- Credit courses for teachers and administrators at educational institutions (Prekindergarten to grade-16)
- English-language and college-preparation programs for institution-sponsored students

Priority Outcomes and Academic Values Guiding CSUN International Programs, Services and Relationships

- Enhance the globalization of the CSUN curriculum.

- Provide direct international experiences for CSUN students.

- Promote international understanding and international work of CSUN faculty.

- Ensure that CSUN is an academically attractive destination for international students at the undergraduate and graduate levels who seek an exceptional American educational experience.

- Expand the recognition and influence of CSUN's academic excellence and distinction in higher education, worldwide.

Self-Support International Programs and Partnerships (IPP)

UNIT Goals with Achievement 2016-2017

1. Reorganize the unit to ensure efficiency and effectiveness; review and redefine the role and duties of the staff members to capitalize on each individual strengths in order to eliminate redundancies of work efforts; hire an International Programs and Outreach Manager to fill the vacant position within the IPP department. Mentor the new Director and new staff for success within the context of ExL, CSUN, and the CSU.

   Unit has made position descriptions for both the associate director of IPP and the academic director of IEP. The new position descriptions capture and reflect the changes in areas of their responsibilities. One staff member received an in-range progression for additional responsibilities.

   With assistance from the college's HR manager, IPP proceeded with the recruitment and interview process to hire the second staff member focused on international recruitment, but was not able to identify the right fit yet. IPP will review and modify the position description as needed for this new hire to better match the current demands and changes in the international market place as well as the unit needs. The hiring process will start soon and be completed in 2017-18.

   The IPP associate director and the IEP academic director have worked closely and collaboratively with the new director providing support to the new director by meeting on a regular basis. The new director was given a detailed orientation of processes and procedures of the IPP operations to make sure she has an accurate and full understanding of IEP, SAC and customized short programs.

2. Work on the IEP curriculum redesign; create and implement content-based, online-supported curriculum for bridge levels of IEP; implement changes to the listening/speaking components of the curriculum, including online features that provide engaging materials and ongoing assessment; work on an IEP faculty assessment and evaluation tool in compliance with CSUN and CSU.

   The IEP academic director continues working with the associate dean on program detail updates in terms of curriculum and student learning outcomes. To contribute to student success the IEP has:
   - Initiated a university success orientation program for incoming IEP students.
   - Expanded its English for Math curriculum to parallel all areas of the ALEKS exam.
   - Revised the reading curriculum.
   - Made online-supported changes to its listening/speaking and Bridge curriculum.
   - Worked collaboratively with DL to provide faculty CANVAS training.
   - Resumed the process of piloting assessment programs for online placement on campus and pre-arrival.

In the area of operations, the IEP team has:
- Modified the data-tracking system for student attendance to ensure that the system is in compliance with CSUN and college policies.
- Worked with ISS and ARC to update student online schedule information.
- Assisted systems and payroll in piloting the new university online payroll system.

3. Working with DL, review and finalize the current online testing placement exam to help international students estimate the length of their study in IEP before matriculating to a degree program at CSUN or being eligible for Open University concurrently with IEP or admission to SAC program. Create and pilot a pre-arrival online orientation program for all IPP incoming students, and create online program acceleration modules, and student training modules for online programs.

   Previously worked with DL to pilot updated online placement exam with ClassMarker. Began process of piloting online commercial placement exams. Testing was halted because of Bookstore lab renovation. Labs were out of commission from July 2016 – April 2017. Pilot testing will resume in August 2017. Working on an online version of university success pre-arrival orientation. Program acceleration modules are in discussion.

4. Work with ISS and ARC to create reports that can educate the IPP team in learning the reasons for a low conversion rate from application to enrollment. Create operational systems in place to increase our yield from application to enrollment in all IPP programs, with the initial focus on IEP.

   With technical support and advice from ISS, IPP worked with ARC collaboratively and created a communication system for IPP directors and program managers to communicate through emails with students at different times during their applications and admission processes. Encouraged those who have submitted applications to complete the process and provide information to help their preparation before coming to CSUN.

5. Work with ISS to migrate attendance keeping from Google docs to Moodle where currently all other classroom data is stored. The main purposes for the adoption of the Moodle IEP attendance block is to have the data used for SEVIS regulatory reporting and academic advising.

   IEP has finished migration of all classroom data from Google docs to Moodle. IEP is now working with ISS to start migrating IEP data from Moodle to Canvas.

6. Prospect and cultivate potential academic partnerships with international universities and colleges to build scholastic collaborations as well as a steady flow of incoming students to CSUN. Increase the academic partnership activities with focus on our SAC program and customized short programs deliverables.

   The unit has been actively reaching out internationally to expand the College's and the University's collaborations with well-regarded international institutions and has successfully facilitated the signing of five MOUs this past year with focus on IPP programs such as South China Normal University (customized short programs), Shaanxi Normal University (IEP and SAC), Ningbo Dahongying University (IEP, SAC and customized short programs), Paris School of Business (SAC) and Meiji University (SAC).

Exploratory conversations made with various international universities are progressing. These conversations entail furthering educational relationships regarding curriculum development and joint degree programs.

7. Work with the marketing team to enhance our social media presence and activities in the international market by using social media to drive traffic to education fairs when sponsored, and specific targeted marketing for selective emerging markets. Optimize our efforts with salesforce and CRM to increase the effectives of leads conversion.

IPP continues to work collaboratively with our marketing team to strengthen the virtual recruitment strategies by engaging heavily with the College Week Live platform reaching many different regions in the world where CSUN was not physically present, e.g. North Africa, Middle East, India, various Latin America countries, among others. The College also recently engaged in new virtual recruitment tools and platforms such as Hotcourses, which is mainly focused on IEP in markets such as Middle East, Thailand, Vietnam, Latin America as well as WeChat in China.

California State University, Northridge
The Tseng College

University Access

Joyce Feucht Haviar
dean / university senior international officer

John Binkley
associate dean

Zachary Helsper
university access
programs manager

- Summer
- Winter
- Open University

For staff contact information, see The Tseng College online directory at http://tsengcollege.csun.edu/stafflist.html.

University Access Programs
Summer Session

Overview

Summer Session/Intersession offers University credit courses in intensive formats. The CSU Chancellor's Office determines each year whether Summer Session will be state- or self-supported; for Summer Session 2017, the decision was given to each University's President and CSUN declared a self-support summer. Self-support Summer Session is managed by the Tseng College.

When Summer Session is self-supported, both matriculated CSUN students and non-matriculated students can register for classes. Enrollment is open to all CSUN students in good standing, prospective students, students from other Colleges and Universities, and interested individuals from the community. No formal application or admission to CSUN is required.

Summer Session 2018

Self-support status assumed, but not confirmed.

Dates

Summer Session 2018 will consist of one 12-week session and two 6-week sub-sessions:

Summer One (the 12-week session):	May 29 to August 21, 2018
Summer Two (the first 6-week session):	May 29 to July 10, 2018
Summer Three (the second 6-week session):	July 11 to August 21, 2018

Fees

Tuition Fees: TBD (charged by the status of the student, not level of the course taken)
Campus Fees: TBD (for matriculated students only; paid once for the overall Summer Session regardless of the number of credit units taken)

Summer Session 2017

	Tuition fees:	Campus fee:
Visiting U.S. or international student (not matriculated in any program at CSUN):	$396 per credit unit	None required
CSUN in-state student matriculated in a state-funded undergraduate program:	$307 per credit unit	$340 paid once for the overall Summer Session regardless of the number of credit units taken
CSUN in-state student matriculated in a post-baccalaureate credential or post-baccalaureate credit certificate program:	$343 per credit unit	$340 paid once for the overall Summer Session regardless of the number of credit units taken
CSUN in-state graduate students matriculated in a state-funded master's degree program:	$359 per credit unit	$340 paid once for the overall Summer Session regardless of the number of credit units taken
CSUN out-of-(nonresident) state student matriculated in any program at CSUN:	$396 per credit unit	$340 paid once for the overall Summer Session regardless of the number of credit units taken

Course Planning
The selection of courses to schedule for the self-support Summer Session will be managed by the Dean's Office for each Academic College. No course required for completion of a state-funded degree, credential or certificate program can be offered only in the self-support Summer Session; there must also be an option to take the course in the state-support fall or spring semesters.

As with all other University terms, courses in Summer Session must meet Carnegie standards of 15 instructional hours for every one credit unit and CSU/CSUN standards of no more than one credit unit per instructional week.

Instructor Workload and Pay
A faculty member cannot exceed a workload of more than 50 hours per week. No faculty member/instructor assigned to teach in the Summer Session can have an assignment of more than 6 WTUs for each 6 week session – a total of 12 WTUs for the full 12 week Summer Session.

Self-support, instructor compensation is based on the CSU negotiated salary scale 2357, "Instructional Faculty, Summer Session - Extension." Pay is 1/30 of the academic year salary for regularly appointed academic year multiplied by the weighted teaching units (WTU) of the course in question. Per the CFA-CSU Faculty Contract, the enrollment-based compensation is as follows: For every student less than 20 enrolled in a class, faculty pay will be reduced by 5%, down to a minimum reduction of 65% of the base rate.
- 100% of per course pay for courses with 20 or more students
- 95% of per course pay for courses with 19 students
- 90% of per course pay for courses with 18 students
- 85% of per course pay for courses with 17 students
- 80% of per course pay for courses with 16 students
- 75% of per course pay for courses with 15 students
- 70% of per course pay for courses with 14 students
- 65% of per course pay for courses with 13 or less students

Revenue
Each College will receive a share of the net revenue generated by the College for self-support Summer Session. Distribution of net revenue to the Colleges will be in keeping with the self-support Summer Session budget plan and will be done at the College-level based on the financial success of that College's offerings.

Gross Revenue (based on actual dollars paid by students) subtracted by:
    - Chancellor's Office fees (3% of Gross Revenue)
    - Campus Grants ($2M)
    - Tseng College Revenue Share (20% of Gross Revenue less Campus Grant)
    - Instructional Salaries Costs
    - Instructional Benefits Costs
    = Balance Available for Subsequent Distribution
            30% → University Revenue Share
             5% → A&R and Library Revenue Share
            65% → College Net Revenue Share

**Summer Session 2017
Data Analysis (Preliminary)**

Classes

Total active class sections: 621
Participants: 8 colleges; 59 programs

Fully-online instruction: 100 (16%)
By session:
- Session 1: 153 classes (25%)
- Session 2: 285 classes (46%)
- Session 3: 183 classes (29%)

By level:
- Undergraduate: 528 classes (85%)
- Graduate: 93 classes (15%)

By course type:
- Lecture/Seminar: 405
- Lab: 141
- Supervision: 36
- Activity: 31
- Discussion 8

College	Number of Classes
MCCAMC	37
DNCOBAE	80
MDECOE	50
CECS	86
CHHD	146
COH	43
CSM	101
CSBS	77
UNIV	1
Total	**621**

Enrollment & Revenue

Of the 621 scheduled classes, 601 (97%) actually ran (had more than zero enrollments).

Final counts:
- Total enrolled units: 36,682
- Total enrollments: 14,051
- Total unique students: 6,923

Total fees charged: **$11,800,013**

Student Type:
- Matriculated: 6,484 students (94%)
- Non-matriculated: 440 students (6%)

College	Enrollments
MCCAMC	808
DNCOBAE	2,426
MDECOE	753
CECS	1,917
CHHD	2,697
COH	830
CSM	2,726
CSBS	1,869
UNIV	25
Total	**14,051**

The following data includes basic demographic information from summer students whose record could be located by the Office of Institutional Research.

Top Entry Majors

Entry Major	Number of Students
Exploratory	434
Management	416
Psychology	401
Mechanical Engineering	370
Pre-Accountancy	364
Civil Engineering	234
Marketing	225
Kinesiology/Exercise Science	209
Health Administration	190
Biology – BA	168
Electrical Engineering	158
Comm. Studies – Dept. Major	146
Computer Engineering	95
Computer Science	89
Communicative Disorders	87
Criminology	82

Pell Status

Eligibility	Number of Students
Pell Eligible	2,613 (43%)
Non-Pell	3,436 (57%)

Admit Status

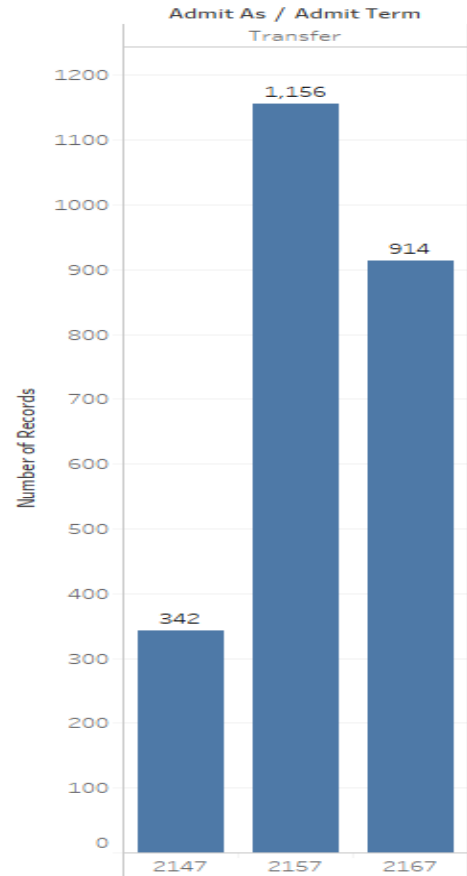| Admitted as	Number of Students
First Time Freshmen	2,712 (45%)
Returning Transfer	209 (3%)
Transfer	3,099 (51%)
Returning	27 (<1%)
Transitory	2 (<1%)

54% of summer students entered the University as a transfer student.

Enrollment by Admit Term

FTF Enrollment by Admit Term

Admit As / Admit Term
1st Time

Number of Records

2137	2147	2157	2167
731	587	387	179
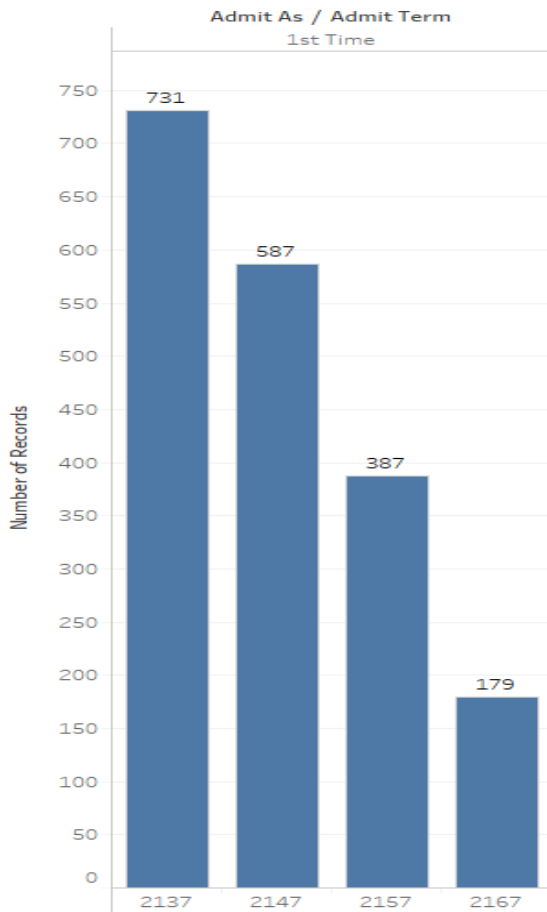
Transfers Enrollment by Admit Term

Admit As / Admit Term
Transfer

Number of Records

2147	2157	2167
342	1,156	914

Student who were admitted into the University as first time freshmen will typically wait until the summer before their fourth or fifth year to take a summer course. Transfers entering the University will typically wait until the summer before their second or third year before taking a summer course.

University Access Programs
Winter Term

Overview
Winter Term/Intersession offers university credit courses in intensive formats. Winter Term is self-supported and managed by the Tseng College.

Since Winter Term is self-supported, matriculated CSUN students and non-matriculated students have equal access to registration. Enrollment is open to all CSUN students in good standing, prospective students, students from other colleges and universities, and interested individuals from the community. No formal application or admission to CSUN is required.

> **Winter Term 2018 Dates**
> Component 1 – ONLINE COURSES
> Thursday, December 21, 2017 – Thursday, January 18, 2018
> (21 instructional days, including holidays)
>
> Component 2 – FACE-TO-FACE COURSES
> Tuesday, January 2, 2018 – Friday, January 19, 2018
> (14 instructional days)
>
> **Winter Term 2017 Fees**
> Tuition Fees: $352 (Last year: $340 per unit)
> Campus Fees: None

Course Planning
The selection of courses to schedule will be managed by the Dean's Office for each Academic College.

As with all other University terms, courses in the Winter Term must meet Carnegie standards of 15 instructional hours for every one credit unit and CSU/CSUN standards of no more than one credit unit per instructional week.

Instructor Workload and Pay
CSUN regular full-time and part-time faculty members may teach in the Winter Term if assigned to do so by their Dean and Department Chair, but are not required to and may decline the assignment. The total allowable instructional assignment for Winter Term overall is three units. Faculty Affairs will review all assignments to ensure that the teaching assignment is consistent with the 125% rule.

Instructor compensation is based on the CSU negotiated salary scale 2322, "Instructional Faculty, Special Programs."

Revenue
Distribution of net revenue to the Colleges is 10% of total fees collected, based on the total revenue generated by each College's offerings and paid by the students.

Winter Term 2017
Data Analysis

Classes

Total active class sections: 42
Participants: 5 colleges; 14 departments

College	Number of Classes
MCCAMC	8
DNCOBAE	2
MDECOE	-
CECS	-
CHHD	15
COH	11
CSM	-
CSBS	6
Total	**42**

Component 1
- 30 classes (71% of total)
  - 30 OF (fully-online)

Component 2
- 12 classes (29% of total)
  - 11 face-to-face
  - 1 OH (online hybrid)

By level:
  Undergraduate: 42 classes
  Graduate: 0 classes

By course type:
  Lecture/Seminar: 38
  Lab: 3
  Activity: 1
  Seminar: 0

By units:
  4 units: 0
  3 units: 34
  2 units: 1
  1 unit: 7

Enrollment & Revenue

Of the 42 scheduled classes, all courses ran (had more than zero enrollments).

Final counts:
- Total enrolled units: 3,237
- Total enrollments: 1,234
- Total unique students: 1,166

Total fees charged: $1,131,860

Student Type:
- Matriculated: 1112 students (95%)
- Non-matriculated: 54 students (5%)

The maximum unit load was 4.

College	Enrollments
MCCAMC	211
DNCOBAE	129
MDECOE	-
CECS	-
CHHD	478
COH	260
CSM	-
CSBS	156
Total	**1,234**

University Access Programs
Open University

Overview
Members of the community are invited to enroll in CSUN undergraduate and graduate level university credit courses without formal application or admission to the University through the Open University program administered by the Tseng College. Open University is offered in the fall and spring semesters on a space-available basis.

Credits earned through Open University may be applied to degree work or transferred to other universities. A maximum of 24 units taken as a non-matriculated student (winter, spring, summer or fall) may be applied to a baccalaureate degree at CSUN; a maximum of 9 units may be applied to a master's degree.

Non-matriculated Students
Anyone who is not currently matriculated in a degree or certificate program at CSUN may enroll through Open University: high school students, college students at other institutions, working professionals, et al. The Open University program is also an avenue for:
- CSUN alumni who need pre-requisites for a graduate program,
- CSUN students who have been disqualified and need a second chance to raise their GPAs for readmission, and
- CSUN applicants who want to jumpstart their academic careers while waiting to be admitted.

Matriculated students register first; the Open University registration period is restricted to the first three weeks of the term. Instructor permission is required.

Revenue
The net revenue from Open University enrollment is shared equally between the Tseng College and the college offering the course, less the CSU/CSUN overhead. Distribution of net revenue is done at the college level.

Gross Revenue (based on actual dollars paid by students) subtracted by:
- CSU/CSUN overhead (13% of Gross Revenue)
= Remaining Balance:
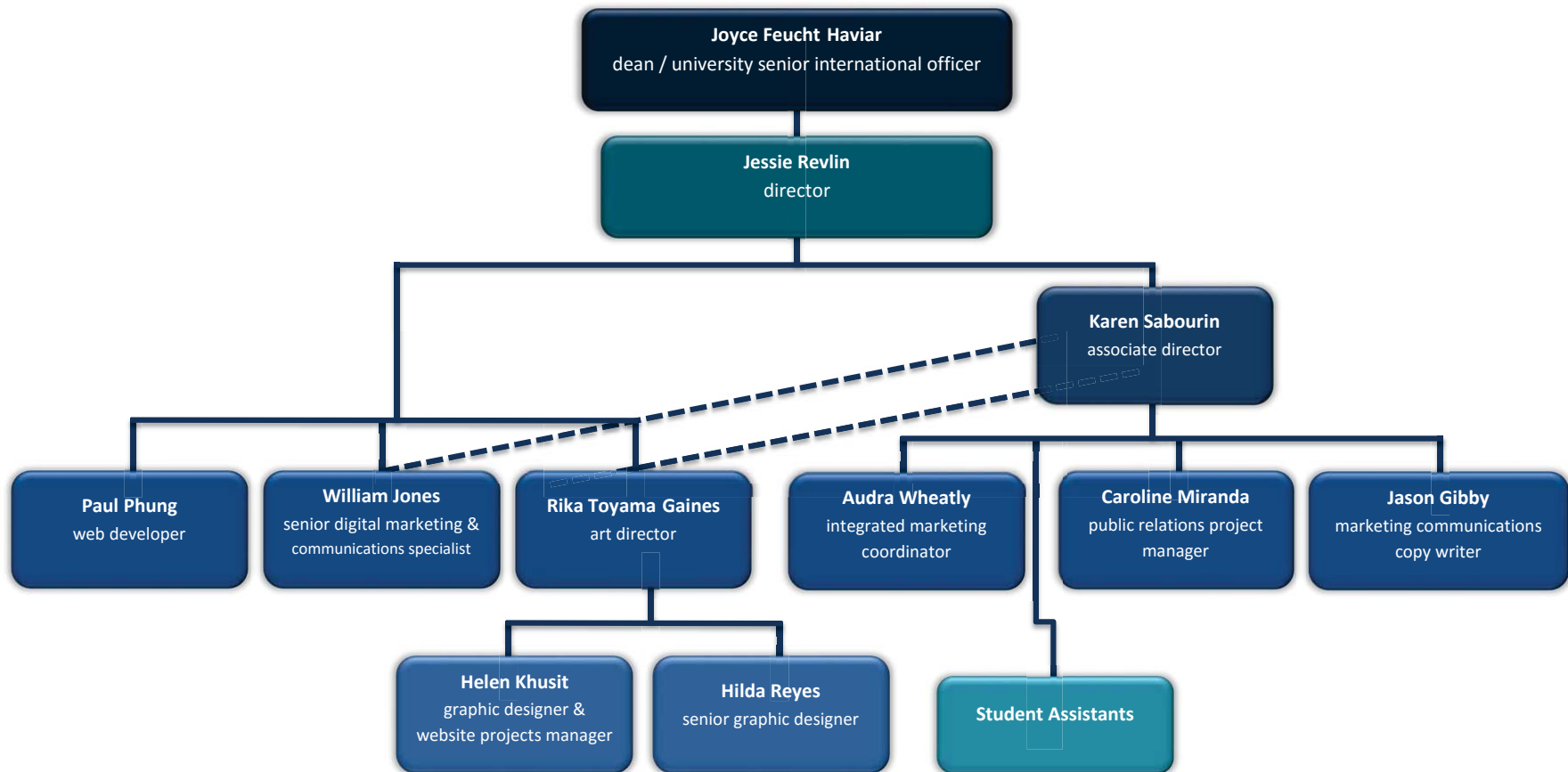   50% → Tseng Revenue Share
    50% → College Revenue Share

Enrollment Data

Fall 2016	Spring 2017
986 enrollments / 479 students Total fees charged: $881,737.50	1,328 enrollments / 785 students Total fees charged: $1,014,760

Tuition fees:
  $350 per unit
	Tuition fees:
	  $350 per unit

California State University, Northridge
The Tseng College

Marketing and Communications

Joyce Feucht Haviar
dean / university senior international officer

Jessie Revlin
director

Karen Sabourin
associate director

Paul Phung
web developer

William Jones
senior digital marketing &
communications specialist

Rika Toyama Gaines
art director

Audra Wheatly
integrated marketing
coordinator

Caroline Miranda
public relations project
manager

Jason Gibby
marketing communications
copy writer

Helen Khusit
graphic designer &
website projects manager

Hilda Reyes
senior graphic designer

Student Assistants

For staff contact information, see The Tseng College online directory at http://tsengcollege.csun.edu/stafflist.html.

Jessie Revlin
Director of Marketing and Communications

Marketing Strategy & Implementation

Each program at the Tseng College has a unique, targeted marketing and communications strategy. The goal is for each program to reach a specific targeted audience who is looking for career advancement and skills development. The integrated marketing campaign often contains a mix of digital ads, paid search, email marketing, social media advertising, event sponsorship and direct recruitment. The intention is to reach the target audience several times across a variety of mediums during the recruitment period. This will ensure awareness of the program and encourage action.

The Tseng Marketing and Communications department strives to maximize success by analyzing the performance of advertisers to inform the marketing mix and spend for future cohorts. The goal with advertising is to drive traffic (visits) to the website and landing pages and have prospective students provide their contact information (leads) so the recruitment team can help them make the decision to become CSUN students.

Throughout the recruitment cycle the analytics are reviewed and the strategy may shift to optimize visibility and ROI. Once the recruitment period has ended all advertising and prospect data is analyzed. Armed with this data, the department collaborates with the program's academic lead to craft the marketing plan for the next cohort, taking things like industry events, market trends and competitor information into consideration.

Salesforce Optimization

The college relies heavily on its Customer Relationship Management (CRM) platform, Salesforce, for recruitment and communication purposes. The system is used to track prospective students' program of interest. This data is used to communicate with prospective students and to encourage them to complete their application.

The evolution of the college's program offerings and recruitment operations necessitated the optimization of the current Salesforce system to add new functionality These changes include the ability to track multiple programs/cohorts in which each prospective student is interested and the ability to synchronize with AAWS, the college's digital application system, to capture application status.

The Marketing and Communications department conducted a needs analysis of current Salesforce users in order to redesign the system for current and future business operations. The new system is scheduled to be released in October 2017 and will be utilized for Fall Semester 2018 marketing and recruitment efforts.

Recruitment Communication Strategy

The Marketing and Recruitment departments uses Salesforce and its integrated marketing automation tool to provide prospective students with timely program information and to facilitate their application process. In 2016/2017 the department refined the existing communication strategy through which prospective students receive email and/or phone outreach at a consistent and predefined frequency.
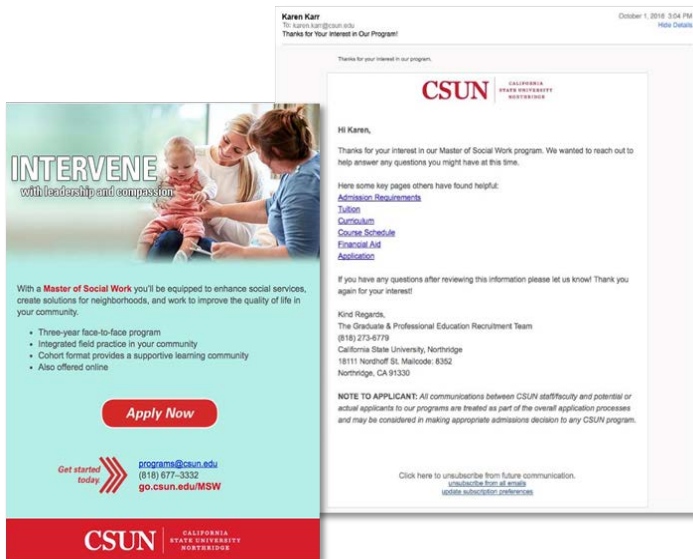
The department also created customized messaging based on the prospective student's application status (application in process, submitted or not started) so that the prospective student receives relevant information to their individual journey. Additionally, the department redesigned the communication flow to include additional touch points and increase the potential duration of messaging so that prospective students continue to receive contact during the often lengthy consideration cycle.

This optimized messaging strategy launched in October 2016 to coincide with the Fall Semester 2017 recruitment period. As a result the college saw a 44% increase in the number of leads, 28% increase in active applications, and 16% increase in admitted students in 2016/2017 compared to 2015/2016.
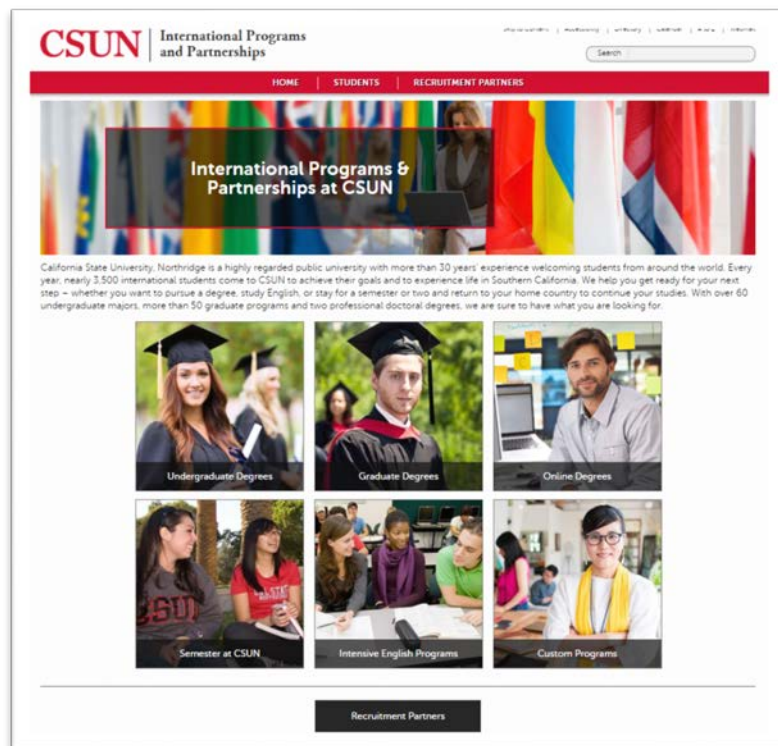
International Marketing Efforts

The Marketing and Communications department supports the university's international recruitment efforts. In addition to direct marketing and collateral development for the programs housed within the Tseng College – Semester at CSUN (SAC), Intensive English Programs (IEP), English Cultural and Cultural Experience (ELCE) and custom designed programs – the department has also taken the lead in several cross-campus initiatives for international student recruitment and support.

Student-Focused International Website

During the Spring Semester 2017 the International Coordinating Council identified the issue that information for international students is hard to find and is spread across multiple locations on the CSUN website. To remedy this, the department developed an easily accessible website designed for prospective students that includes information on all educational options available for international students at CSUN. This was accomplished through the development of a working group of individuals from Student Affairs, Admission & Records, International & Exchange Student Center and the Tseng College.

The website (go.csun.edu/international) was launched in May 2017 to coincide with the NAFSA (Association of International Educators) conference in Los Angeles, at which CSUN had a large presence.

<u>#YouAreWelcomeHere Campaign</u>

Over 250 American colleges and universities have come together to make international students feel welcome through a marketing and social media campaign featuring the message #YouAreWelcomeHere. Started in November 2016, the campaign is designed to affirm that U.S. institutions are safe, friendly and committed to student development.

As an effort to reflect CSUN's dedication to diverse, inclusive communities of international scholarship, the department worked with University Advancement to create a video for this campaign. The video has been widely distributed across campus, on websites and social media channels, and demonstrates that CSUN supports internationalization across our campus and across the country.

View the video at https://youtu.be/K--U9W4jCn0

Mobile-Responsive Website Redesign

In light of the continuous rise in popularity and use of mobile devices, the college has seen the makeup of website visitors change dramatically. Last year, there was a 123% increase in new users visiting the Tseng College website using mobile devices compared to the previous year. This prompted the creation of a mobile-responsive website redesign to improve user experience and search engine optimization.
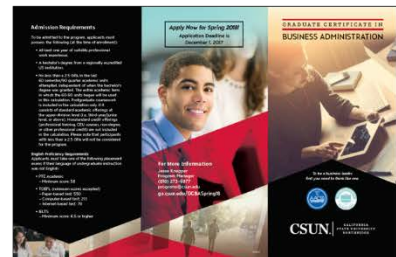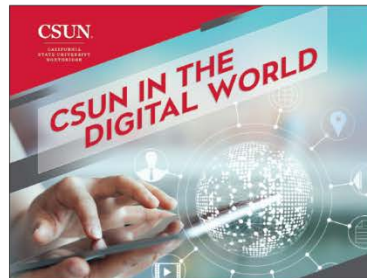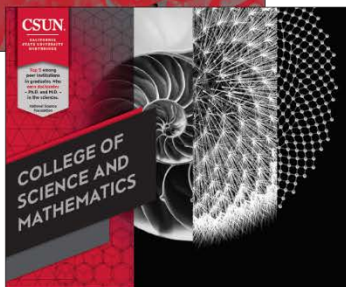
The responsive design for the website was released at the end of Summer Session 2016. The site now provides a positive user experience regardless of how people visit the site – via phone, tablet or computer. As a result of this improvement the college has seen the bounce rate decrease by nearly 11%, the number of website sessions increase by 11% and number of page views increase by 8%. Additionally, the college has seen improvements in the search engine ranking of several programmatic keywords.

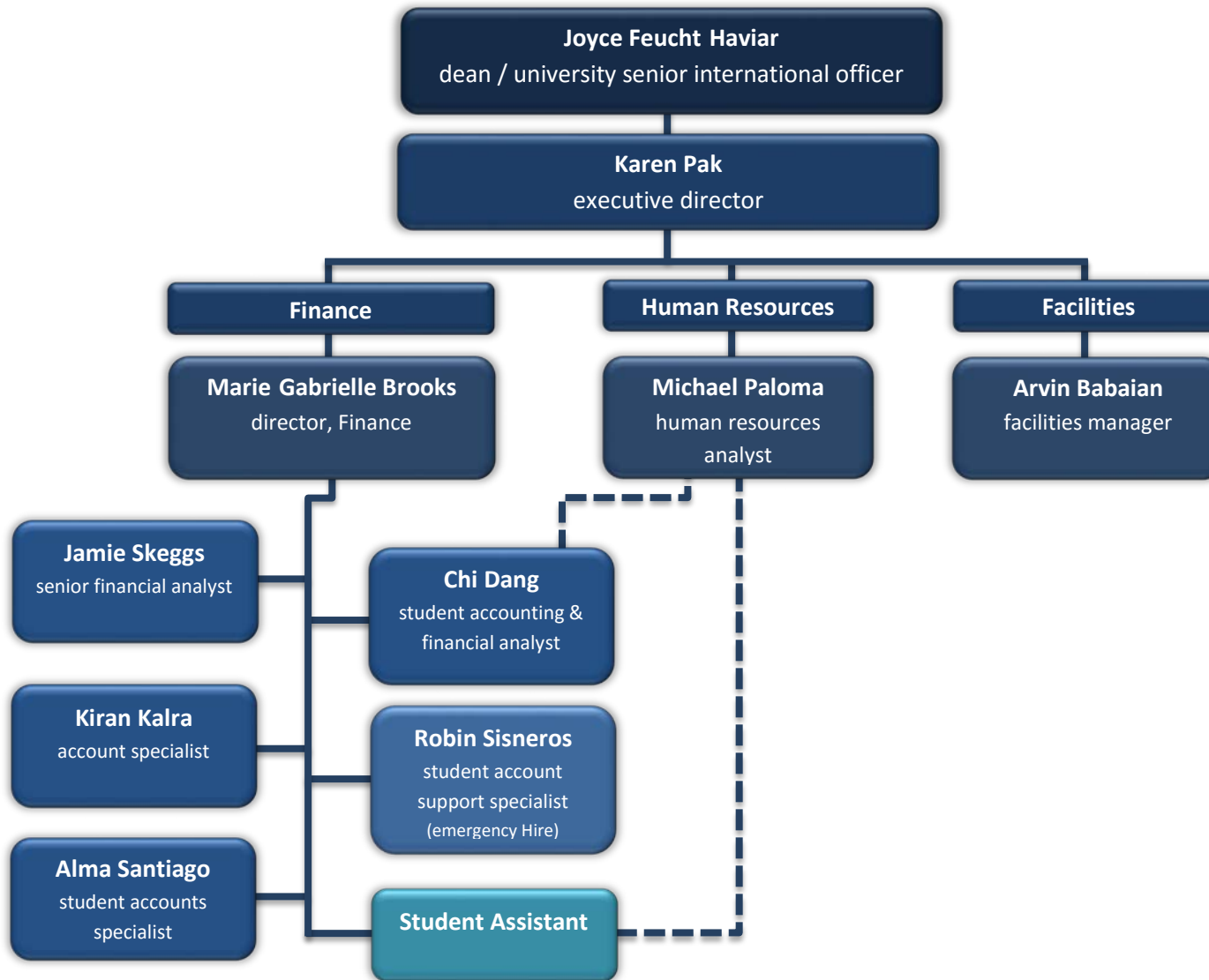**Print and Digital Collateral**

The Marketing and Communications department strives to build the visibility of CSUN and its programs through the design, production and distribution of several high-impact marketing pieces. The intention of this set of marketing collateral is to raise awareness of the excellence and distinction of CSUN's colleges, programs and research. Examples of such pieces include the *CSUN in the Digital World* brochure that highlights CSUN's achievements in online education, and the redesign of collateral for the college's graduate and professional education programs. Additionally, the team completed brochures for two of the university's academic colleges, with the remaining six college brochures scheduled to be completed in the coming year.

Each year the Marketing and Communications department receives recognition from higher education and design associations for the innovation, creativity and quality of their writing and design. This year the department was honored with multiple design awards from UPCEA (University Professional & Continuing Education Association), Graphic Design USA and Education Advertising Awards.

California State University, Northridge
The Tseng College

Finance, Human Resources & Facilities

Joyce Feucht Haviar
dean / university senior international officer

Karen Pak
executive director

Finance

Human Resources

Facilities

Marie Gabrielle Brooks
director, Finance

Michael Paloma
human resources analyst

Arvin Babaian
facilities manager

Jamie Skeggs
senior financial analyst

Chi Dang
student accounting & financial analyst

Kiran Kalra
account specialist

Robin Sisneros
student account support specialist
(emergency Hire)

Alma Santiago
student accounts specialist

Student Assistant

For staff contact information, see The Tseng College online directory at http://tsengcollege.csun.edu/stafflist.html.

Finance, Human Resources, and Facilities

The Finance, Human Resources, and Facilities teams are essential components of the Tseng College business operations. With annual revenues of approximately $40M and staff of over 70, the College must ensure that it is financially stable, and operating in compliance with CSUN financial, human resources, and facilities management policies and practices.

Finance:

As a self-support funding College, fiscal management is vital to the Tseng College's success. The finance team develops long-term financial plans focusing on revenue generation, as well as monitors existing financial activity, budgets, and student accounts.

Many of our programs involve partnerships with academic colleges, with some programs across multiple disciplines. Based on mutually agreed upon MOUs, the Tseng College distributes the programs' revenue shares to partnering Colleges and also pays fees for all the services that the Campus provides. The Tseng College strives to provide financial transparency in order to maintain its relationships with all the University's partners.

In addition, the team performs student financial functions including collecting tuitions and fees, resolving accounts balance issues, and managing student withdrawals, refunds, and appeals.

The main responsibilities of the finance team include:

- Budgeting and financial management
- Student and third-party sponsorship accounts management
- Distribution of funds to the University's partners
- Pricing strategy on tuition and fees
- Contract negotiations
- MOU preparation
- Accounts Payable
- Faculty & Special Consultant Special Pays Management
- Financial ad-hoc reports preparation

Human Resources:

The Tseng College Human Resources Unit works in collaboration with the CSUN HR, Academic/Faculty Affairs, and CSU HR/Payroll offices to provide support and guidance to staff employees, student assistants, management and supervisors regarding staffing, recruitment, payroll, compensation and classification, employee relations, and personnel policies/regulations.

The main functions include:

- Ensuring compliance with CSU system policies, state and federal regulations, employment laws, collective bargaining agreements, complex technical directives, and campus personnel policies
- Providing advisement and coaching to senior management staff on employee relations/ labor relation issues and concerns
- Administering the employee performance review process, including probationary evaluations and annual reviews
- Managing and facilitating all hiring and recruitment functions
- Conducting the sign-in and/or orientation process for new employees, student employees, instructors and special consultants
- Performing compensation analyses to ensure appropriate pay and internal equity within the College
- Ensuring that all personnel transactions including appointments, leaves of absence, salary adjustments, and terminations are completed accurately and timely
- Conducting Leave Consultations and forecasts options for the College staff in compliance with CSUN policy and FMLA/CFRA guidelines
- Managing the disability management (workers' compensation and non-occupational) for the College staff
- Addressing any immediate ergonomic and safety concerns of the staff in an effort to prevent worker's comp illnesses and injuries
- Partnering with the Facilities Manager and the CSUN Emergency Preparedness Manager as Building Marshals for the development of an effective Safety & Emergency Preparedness Plan for the College

Facilities:

The Tseng College Facilities Management Unit is responsible for ensuring that CSUN's new Extended University Commons building and all other Tseng College facilities, including the Bookstore Complex, are well maintained. The team ensures that all facilities are managed to support the work of the Tseng College, the quality of programs and services, and ability of the Tseng College to represent the university with a strong public presence, and respond to new opportunities with agility and effectiveness. The quality and functionality of facilities contribute to achieving these goals. The team works in keeping with CSUN and CSU policies, practices, and values and in close collaboration with the CSUN facilities team and CSUN Physical Plant Management.

The main functions include:

- Facilities Updates (including Construction and Renovation)
- Oversight/Coordination of Repair Services Management

- Coordination of Service Providers and Event Planners for Building Use (within and outside of the Tseng College)
- Space Configuration
- Oversight of Custodial Services
- Scheduling the Electronic Management System (EMS) for Door Access
- Coordination with Campus Sustainability Standards
- Building Security
- Communication, Reporting, and Record Keeping
- Management of Exterior Space
- Emergency Response Contact
- Serves as Building Marshal

Finance

UNIT Goals with Achievements 2016-2017

1. Update the five- year financial plan and continue to assist the University in developing a strategy for the use/re-investment of the 444 Funds (net revenue share from self-support programs, which are held by the academic colleges).

   The College has been continually updating its three-year projections. The projections were included as part of the College's three-year plan that was prepared at the request of the Provost. We have also made this a standard component of the annual budget submission packet.

   The College has maintained its collaboration with CSUN's Division of Academic Affairs on the use/re-investment of the 444 Funds.

2. Complete the financial reconciliation of the budget to actual expenditures for the new building and bookstore renovation projects.

   The CSUN Facilities Department has recently completed the financial reconciliation of financials for the new building. Funds were returned to the Tseng College account. Reconciliation of the bookstore renovation project is still taking place.

3. Develop the budget setting process to include reports and meetings with the different College's units. The objective is to increase the dialogue regarding the budget and provide more in depth guidance and improved understanding of the various activities.

   The Finance team implemented a budget process and timeline, which includes quarterly meetings with each department within the College. During such meetings, we review the budget-to actual variances and discuss updates to the forecast. Additional dialogue and guidance takes place throughout the year.

4. Transition all documents such as appeals, cohort withdrawals and enrollment changes forms to an electronic version to be stored on OnBase.

   The Finance team has transitioned these documents to OnBase, which has helped with storage, retrieval, and accessibility.

5. Improve the financial management of third-party sponsor accounts by putting into place several automated processes. The first initiative is to put the sponsor payment application directly under the control of the Finance department for better accuracy (implemented during Summer 2016). The additional improvements are the batch sponsored student account protection from course drops and demand pay and the batch assignment of sponsor contracts (the process of moving the tuition charges from a

student account to a sponsor account). This initiative will be led in collaboration with the Information Systems and Services units.

The first initiative was put into place during Summer 2016. This improvement allowed the Finance team to be able to rely on the information contained in Solar to communicate with the sponsors. Previously, the team had to maintain separate reconciliation spreadsheets in order to keep track of the sponsor payments. We no longer need to maintain this shadow system.

The second initiative was put into place in Spring 2017 and had many benefits because it replaced a long tedious manual process with an automated one. The Finance team gained time in the workload, but we also gained in accuracy. This allowed us to improve our customer service to the sponsors by making sure that the student accounts were updated in a timely manner.

Human Resources

UNIT Goals with Achievements 2016-2017

1. Restructure the new employee orientation session to incorporate the individual on-boarding process of each unit of the College. Encourage all units to assist in providing the new employees with a well-rounded familiarization of the Tseng College, the mission and goals of each unit area. This will also incorporate the CSUN New Employee Welcome Orientation (NEWO) and a campus tour with Student Outreach and Recruitment Services (a Division of Student Affairs).

   As the year progressed the HR Unit continued to work in collaboration with each department within the College to establish a streamlined new employee Tseng College orientation and on-boarding process. All departments participated and offered suggestions in their specific areas. In some areas there was more of a need for recruitment than others, thus the refinement of the initial orientation process was in order going forward. For several departments, the implementation of first day lunch meetings, meetings/personalized introductions with counterparts on campus and individual training sessions with different staff members throughout the College, were most receptive by the new employees and the hiring departments.

2. Discuss and work with the individual recruitment SEARCH committees to offer a more "paperless" SEARCH recruitment option, in an effort to decrease the paper consumption without sacrificing the effectiveness and efficiency of the SEARCH recruitment process.

   The incorporation of the "paperless" SEARCHes began this year with all the SEARCH Committees and although most Committees have opted out of this option we are continuing to offer this paperless option going forward. Given the need of recruitment in some departments more than others, we have found that where we gain most efficiency with this option was with the recruitment of Emergency Hires or in situations in which the hiring Chair has requested to review the applications prior to sharing them with the Committee.

3. Promote the CSUN employee resources offered by Human Resources in promoting: Wellness Programs, Professional Development, Safety, Emergency Preparedness, etc. Promote the College to continue to participate in the CSUN campus events, volunteer efforts, and increase the overall Tseng College staff exposure at the many campus student events.

   We have continued to promote these CSUN HR programs throughout the year and will continue to do so as we believe these programs have provided an opportunity for our staff members to gain exposure to the campus, participate in the volunteering events and allows us to promote our College's willingness to support the CSUN campus when needed. This effort to promote the CSUN campus life to the staff and new employees has improved the work & life balance for many of our employees.

4. Work with the CSUN Emergency Preparedness Manager and the Tseng College Facilities Manager to develop an effective Safety & Emergency Preparedness Plan for the College, in both the new Extended University Commons (EUC) building and the supporting Bookstore Complex Tseng College facilities.
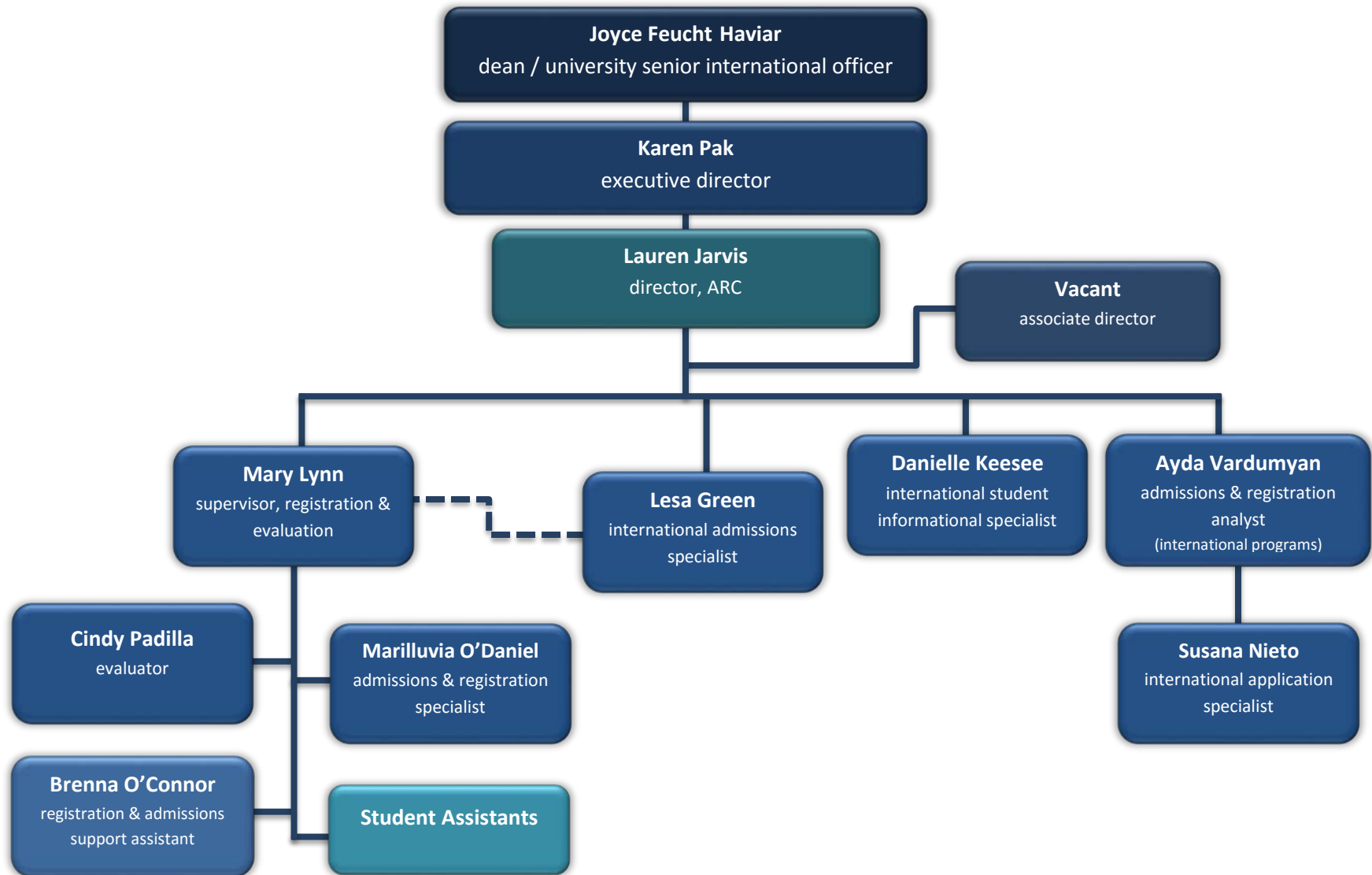
Emergency Preparedness has been one of our many focuses, entering into our new building in late 2016. The HR Unit, along with Facilities, worked collectively with the CSUN Emergency Preparedness Manager to implement the emergency procedures in the new building. There was an effort early on to reestablish the Building Marshal program and update the roster for the College. To date we have 13 building marshal and 3 principal building marshals, who have volunteered their time to assist in the coordination of the successful Evacuation Drill in early 2017 and have fostered the outlook of working safely throughout the building.

5. Partner with Environmental, Health & Safety (EH&S) to evaluate and assess any safety/ergonomic (workers compensation) concerns in the new employee work environments and their specific workstations.

One area the HR Unit has made most progress this year has been in the proactive efforts of preventing safety injuries/illnesses with the staff, with the direct implementation of the ergonomic assessments early on in the first few months that the staff were getting acquainted with their new workstations. There was an overwhelming response of positive feedback from the staff which allowed the staff to absorb the true meaning of working ergonomically and safely. Prior to the final move to the new building, HR and Facilities met with the CSUN Environmental, Health and Safety (EH&S) office to discuss the particular foreseen hazards and complaints that may have come up with the staff. To date the HR office has conducted over 80 ergonomic workstation/desk assessments and have installed 60 keyboard trays for the staff. Going forward we plan to continue to work closely with the specialists of EH&S to provide reasonable accommodations, options and ergonomically resources for the staff.

California State University, Northridge
The Tseng College

Admissions, Registration and Client Services

Joyce Feucht Haviar
dean / university senior international officer

Karen Pak
executive director

Lauren Jarvis
director, ARC

Vacant
associate director

Mary Lynn
supervisor, registration & evaluation

Lesa Green
international admissions specialist

Danielle Keesee
international student informational specialist

Ayda Vardumyan
admissions & registration analyst (international programs)

Cindy Padilla
evaluator

Marilluvia O'Daniel
admissions & registration specialist

Susana Nieto
international application specialist

Brenna O'Connor
registration & admissions support assistant

Student Assistants

For staff contact information, see The Tseng College online directory at http://tsengcollege.csun.edu/stafflist.html.

Admissions, Registration and Client Services (ARC)

The Admissions, Registration and Client Services (ARC) office provides a broad range of student support services to all students applying and/or enrolling into a Tseng College program, including degree, non-degree, credit and non-credit programs. The services provided benefit both online services for our distance learning and international students, and face-to-face service for our campus based students.

Application Support: For applicants applying to our programs, ARC assists with the application process through the Admission Application Web Services (AAWS) system, by guiding an applicant through the online application, providing technical support, along with resolving application issues so that the application gets submitted by the deadline.

Evaluations: ARC is responsible for receiving, verifying, processing and evaluating official transcripts and grade point average calculation for students applying to the degree programs offered through the Tseng College. In addition, our evaluation team also reviews international transcripts and makes conditional admission decisions for students applying to the university through our Intensive English Program (IEP). The evaluators are trained to evaluate both domestic and international transcripts.

Registration: Enrollment through the Tseng College is done in a variety of ways. For students enrolled in our cohorted programs, they are registered each term by the ARC staff. This premium service ensures that students have a smooth enrollment process and are added to their classes in a timely manner. Step-by-step enrollment instructions and technical support are provided to students registering in Open University, Winter and Summer Sessions via the CSUN MyNorthridge Portal.

International/SEVIS: All international students admitted to Tseng College programs such as the Intensive English Program (IEP), Semester at CSUN (SAC), special Short-Term, Open University for Disqualified Students (OUDQ) and all graduate-level degree and certificate programs need a Form I-20 issued to obtain an F-1 Student Visa which allows them to study in the United States. The Tseng College has its own SEVIS (Student and Exchange Visitor Information System) School Code which grants us the ability to issue I-20s for our Tseng College students. SEVIS is under the umbrella of the Department of Homeland Security. With one Principal Designated School Official (PDSO) and 8 Designated School Officials (DSO) in the department, ARC oversees the issuance and maintenance of the SEVIS records. This requires collecting necessary documentation, verifying that students meet the federal regulations to remain in status, and reporting this information to SEVIS throughout the year. Other SEVIS-related responsibilities include balancing academic requirements with SEVIS regulations, issuing dependent I-20s (F-2 visas); through USCIS (U.S. Citizenship and Immigration Services), assisting students with changes in visa/immigration status, reinstatement requests, and employment authorization.

Schedule of Classes: The ARC office is responsible for building and maintaining all of the credit and non-credit courses that are offered through the Tseng College. All scheduled courses are created in SOLAR by the ARC Campus SOLAR Coordinator. These roles also include attending the campus College SOLAR Coordinator meetings and auditing the course builds each term.

Other Services: While the focus of ARC is to ensure that students are provided with a high level of customer service, which includes the dissemination of accurate information in regards to their application, admission and registration and efficiency in processing, the ARC office also provides additional support to the Tseng College students in other ways. For example, CSUN User ID and Password letters to non-credit students, issue student ID cards for distance learning students. The department continues to find new ways to provide additional and more efficient services to the students we serve.

Admissions, Registration and Client Services (ARC)

UNIT Goals with Achievements 2016-2017

1. In continuing to take steps towards becoming a paperless department and to continue to improve services to our students, ARC is piloting an electronic CSUN user ID and password communication to applicants applying to our Intensive English Program and Semester at CSUN. In collaboration with ISS, campus IT and Admissions and Records, we will be testing out the electronic email to applicants, with directions on how to obtain and activate one's CSUN account. We are currently mailing out these letters to students, which are costly in postage and not always delivered. The intent is for students to be able to access information through their CSUN portal faster and get the latest information about their application.

   The development and testing of this project started in October 2016 and we went live with the pilot in early January 2017. We launched the electronic CSUN user ID and password communication with the international applicants of our Intensive English Program and Semester at CSUN program. By the end of January we had expanded the communication to all applicants of the Tseng College programs. Applicants are now receiving their CSUN account information within 24-48 hours of applying to their chosen program. The email account in which this information is sent, is monitored by staff to ensure that any applicants having problems with setting up their account, can be assisted in a timely manner.

2. With assistance from Marketing, ARC will be doing a thorough review of the current website content in relation to the student information available to current students, especially current international students. This will include updating and maintaining any information and making forms downloadable and accessible to students.

   This is an on-going project that includes multiple revisions and meetings, to ensure that both the content and intent of the information is clearly organized and communicated on the website. Marketing and ARC have met and continues to meet to discuss the progress of the changes. Progress has been made in reviewing drafts of the web pages and we continue to edit and modify them. Due to the different policies for the various groups of international students that we assist, determining the content and best way to display the information is challenging. We will continue to develop the student information pages and intend to have the changes made on the website by the end of this year.

3. In partnership with ISS, ARC has identified some current procedures and processes that are both manual and time consuming. In efforts to reduce manual processes and to make them more efficient, we are exploring our options to make them more automated

and systematic. Specifically, this will include our clean-up process for IEP and SAC no-show applicants and placing charges.
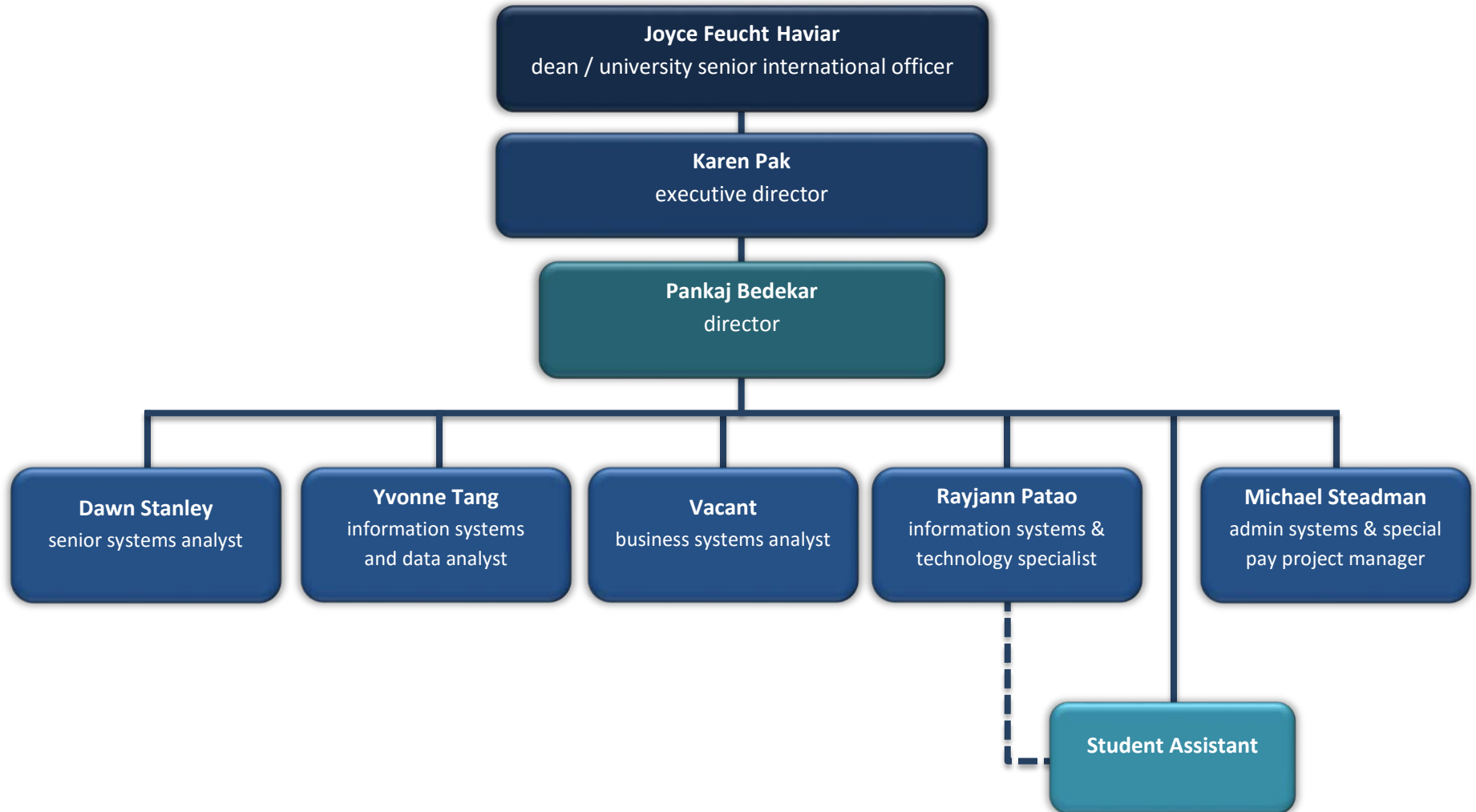
ARC reviewed current business processes that are manually done and has been working with ISS to identify a way in which the process can be automated. While the project list is extensive, we started with the project that would be the most beneficial to the student, which was to develop an automated email communication to our applicants. Prior to the automation of the communication, staff were sending out individual emails to our Intensive English Program and Semester at CSUN applicants for missing application information or documents. By using our current system set-up, ISS and ARC were able to develop and schedule an automated Missing Documents email to our applicants. This was the first step in sending out timely reminders to applicants about completing the process to get an I-20. Since the pilot of this automated email, we had to halt the process due to modifications that were recommended from the users and the recipients of the communication. The project will re-launch again by the end of the summer. After this project is completed, we will continue to identify and explore options for our current business processes that can be automated or adjusted to be more efficient.

4. Carrying over from last year's goal, with the position of the Executive Director of Business Operations and Finance having been recently filled, the Associate Director position for ARC will be created, established and hired. The department needs a clearly defined second person of leadership.

   While this role is still necessary for the department, it has been delayed in order to develop a long term plan for the department and to create a position that matches the growth and changes of both the college and the ARC department. During 2016-17, we assessed our current workflow and needs and are in the process of updating the position description. We plan to post the position in 2017-18.

California State University, Northridge
The Tseng College

Information Systems & Services

Joyce Feucht Haviar
dean / university senior international officer

Karen Pak
executive director

Pankaj Bedekar
director

Dawn Stanley
senior systems analyst

Yvonne Tang
information systems
and data analyst

Vacant
business systems analyst

Rayjann Patao
information systems &
technology specialist

Michael Steadman
admin systems & special
pay project manager

Student Assistant

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Information Systems and Services

The Information Systems and Services (ISS) team is dedicated to integrating technical capabilities into the Tseng College business processes, enabling them to perform at optimum efficiency. The ISS team serves as an essential partner to each of the departments within the Tseng College.

The three main functions include Maintenance of the SOLAR systems, Technology Support for Tseng College Staff, and Data Analytics and Reporting.

Maintenance of the SOLAR systems

The ISS team collaborates with the Tseng College Admissions, Records, and Client Services (ARC) office as well as the Finance team to provide timely maintenance of SOLAR systems and serve as the liaison between Tseng College users and CSUN IT. The services provided mainly include:

- Opening AAWS applications for new cohort admissions
- Maintaining session calendar setups for all terms (Spring, Summer, Fall and Winter) and assisting in the creation of schedule of classes
- Supporting admissions, enrollments, graduations and changes
- Creating and maintaining student fee groups with detailed fee structures
- Supporting fee calculations for student accounts
- Supporting sponsored contracts and invoicing
- Supporting record maintenance for The Tseng College general ledger
- Creating reports and queries to serve regulatory and management reporting
- Providing training to users of current or new systems

The ISS team works closely with CSUN IT in validating upgrades and enhancements provided by Oracle, the Chancellor's Office and/or CSUN IT. The team understands the Tseng College business processes and is very well suited to analyze the impacts of changes to the system.

The ISS team is also proactively involved in identifying inefficiencies in the current business processes and recommending solutions to improve performance.

Technology Support for Tseng College Staff

The ISS team is responsible for providing and maintaining all technology used by the Tseng College staff members. The services provided mainly include:

- Identifying technology needs of the staff members or workspace

- Purchasing, installing, maintaining and scrapping computers, printers, AV equipment and other technology equipment
- Purchasing, licensing, installing and maintaining software required by users
- Keeping all the software upgraded to latest available versions
- Working with the CSUN Office of Information Security to understand and eliminate security threats to the Tseng College systems and data
- Maintaining inventory of all technology equipment

Data Analytics and Reporting

The ISS team is responsible for making data available to the Tseng College Senior Management and staff in support of their business analysis. The team actively works on identifying data, creating data dictionaries, assembling data into consumable forms and providing various dashboards and analysis that can be used for effective and timely decision making. The team also provides data to other agencies, including CSUN IT and the Chancellor's Office to produce centralized reporting and to compare similar institutions.

Information Systems and Services

UNIT Goals with Achievements 2016-2017

1. Complete the Enrollment and Admissions dashboards.

    The new dashboards will provide leadership up-to-date analysis of program enrollment patterns, admission statistics, graduation statistics, demographic distributions and other important information. The dashboards will also be used by program managers and marketing department for their program snapshots.

    The Admissions dashboard and Enrollment dashboards are both complete. The ISS team is in the process of migrating the dashboards to the new IR tableau server to provide access to all Tseng College users.

2. Formalize all SOLAR procedures used in Tseng College.

    The goal is to write documents that include process needs, process roles, exceptions, security concerns, screenshots and overall flow for each business process used in Tseng College. This will facilitate clear definitions for reporting, future testing and training. A formal process for changes of the documentation will also be developed.

    The ISS team is in the process of documenting all processes and procedures. This is an ongoing task.

3. Implement SOLAR and other tools to replace systems used by Program Managers.

    Currently, Program Managers are using different office-based systems to manage data for students in cohorts. This project will identify what information is missing in SOLAR and implement procedures to incorporate that data in SOLAR. The goal is to also create queries, reports and screens that Program Managers could use for their daily processes.

    The GPE checklist process is in final development and training is being conducted. By October 2017, all program managers will be redirected from local systems to SOLAR.

4. Complete storage migration to Box.

    Last year, the Tseng College users began migrating storage from the udrive to Box. The adoption has been intense but it is not yet complete. This year ISS will provide more support and procedures to migrate completely to Box with the possible exception of confidential data.

Most of staff with the Tseng College are using Box as their exclusive or primary storage tool. Next year we will conduct an audit, and provide proper training to reduce the use of the udrive.

5. Create benchmarks for printing resources used in Tseng College.

    After the move to the new building, ISS implemented new procedure for printing resource management and provided new Ricoh managed printers. This year ISS will collect benchmark printing resource consumption information that can be used for future printing sustainability initiatives.

    The ISS team is currently conducting analysis in order to set the benchmarks.

6. Adoption of Moodle attendance block for IEP attendance.

    ISS will work with IT and IEP to migrate attendance keeping from Google docs to Moodle where all other classroom data is stored. The data will be used for SEVIS regulatory reporting.

    Pilot IEP instructors and coordinators are trained and using Canvas for recording attendance. In Fall-2017 all attendance will be recorded in Canvas.

7. Formalization of all use of technology equipment procedures in the Tseng College.

    As with the SOLAR processes, ISS will also create documents for formalizing purchase, use and the retirement of equipment including computers, printers and other A/V technology.

    The ISS team documented all procedures for desktop installations, lab installations and conference room installations. The Tseng College uses a centralized system to manage all computers.
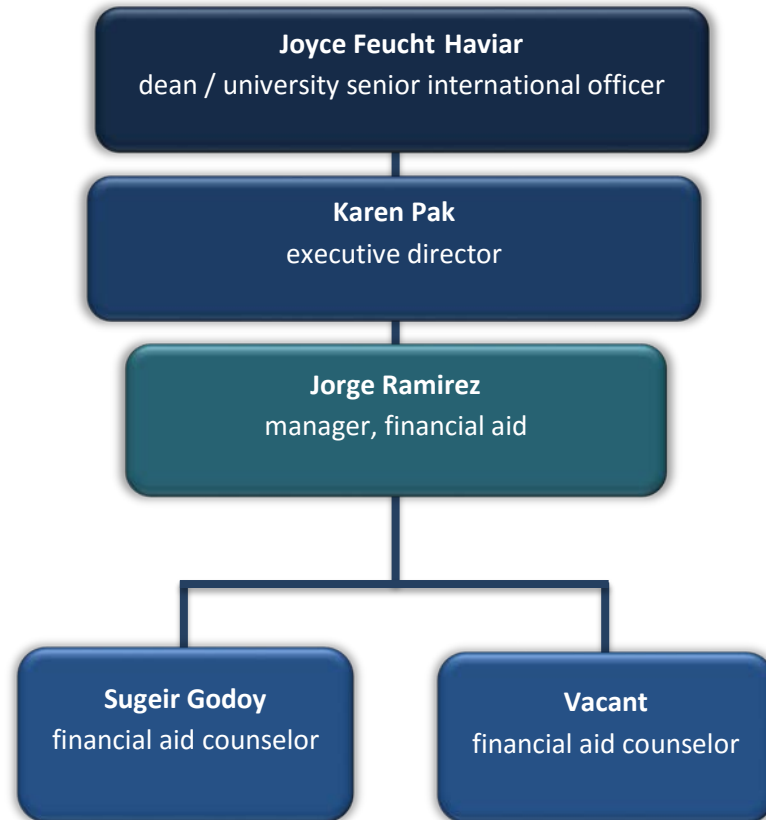
8. Complete integration of OnBase systems in Tseng processes.

    In 2015-16, ISS worked on gathering requirements and training for the OnBase migration. This year OnBase systems will be integrated into the business processes and will be documented appropriately. ISS will provide the required training, guides and support for the implementation.

    With the exception of a few finance documents, all operations documents are scanned in to OnBase. Next year we will complete the migration of GPE application documents and the remaining finance documents.

California State University, Northridge
The Tseng College

Financial Aid

Joyce Feucht Haviar
dean / university senior international officer

Karen Pak
executive director

Jorge Ramirez
manager, financial aid

Sugeir Godoy
financial aid counselor

Vacant
financial aid counselor

California State University, Northridge

The Tseng College

Financial Aid

The Tseng College Financial Aid team provides financial aid services to CSUN self-support students. The team is responsible for independent student advisement and finalization of approximately $18 million in annual awards of grants and loans. It specializes in working with programs containing modules as opposed to traditional standard terms. The College's modules consist of 8 week, 12 week, and/or 16 week blocks.

The Tseng College Financial Aid team is responsible for the following:

- Ensuring compliance with all federal, state, institutional, and CSU regulations and standards for students enrolled in programs offered through the College
- Providing guidance to other Tseng College staff as it relates to cohort program scheduling, establishment of fee structures, and financial aid cost of attendance
- Working in collaboration with the CSUN campus Financial Aid and Scholarship Department to ensure that all financial aid processes are in compliance with CSUN practices and processes for financial aid awarding, counseling, and record keeping
- Providing customized financial aid counseling for self-support students
- Awarding timely delivery of financial aid to self-support students
- Providing enrollment protection to CSUN summer students, securing their placement in classes, while their financial aid is being processed
- Customizing financial aid communications and services for the various self-support programs and cohorts

Financial Aid

UNIT Goals with Achievements 2016-2017

1. In mid April 2016 the Financial Aid Unit at the College was informed that auto packaging for self-support students was not going to be run for 2016-2017. Funding is not only important to the students for paying tuition but it is essential for the normal functionality of the College. The primary unit goal is to package and award financial aid to self-support students for the 2016-2017 academic year, making the process seamless for students, where they will not be aware of the challenge faced by the Financial Aid unit, keeping in the forefront the timely delivery of funds to students.

   Knowing in advance that the self-support students for 2016-17 would not be system packaged, the Financial Aid Unit began the manual financial aid awarding process three weeks earlier compared to prior years. Secondly, when it was apparent that additional resources were needed, the Tseng College reached out to the CSUN Financial Aid and Scholarship Department and acquired the assistance of a contracted financial aid counselor to help in awarding self-support students during this period. This was made possible due to the excellent working relationship established between the Tseng College's financial aid manager and campus financial aid leadership. The collaboration made it possible for the timely delivery of funds to students.

2. As part of the evaluation of processes and procedures conducted during the last academic year, it was determined that self-support students in certain cohorts faced challenges to acquire funds to pay for each term. These cohorts had terms with charges that exceeded or almost exceeded the yearly maximum unsubsidized loan funding available to students. Special communications will be developed specific to those cohorts in order to inform students and provide clear guidance to other funding options. The special communications will also include cohorts with specific needs such as cohorts that include non-credit units' work.

   New strategies were developed for implementation in 2016-17 as part of the evaluation of processes and procedures conducted in the prior year. The financial aid unit developed specific communications to self-support students enrolled in programs where the term charges exceeded the yearly maximum unsubsidized loan funding availability. The communications provided clear guidance to other funding sources such as Grad PLUS loans and private student loans. The guidance included instructions for completing a Grad PLUS loan request form, links to the form, credit based loan information and submission instructions.

3. The Financial Aid Unit will undertake a review of documents, website information, communications and other materials used by GPE that are relevant to financial aid. The review of the processes and procedures conducted last year revealed that when turnover occurs some of the processes are changed or ignored all together. In addition

to the review of such informational resources, the Financial Aid Unit will periodically meet with GPE's Program Managers, Coordinators and support staff to update and insure continuation of relevant financial aid materials.

The Financial Aid Unit undertook and reviewed documents, website information, communications and other materials used by GPE relevant to financial aid. The team updated the documents given to prospective students during information sessions. Communications were revised to better support students and point them to their assigned financial counselor. The Financial Aid Unit also updated the Financial Aid Requirements and the Financial Aid Processes sections of the Tseng College student information financial aid web page. The financial aid manager will continue to work with GPE to update the videos on this website. The Financial Aid unit periodically meets with GPE's program managers, coordinators and support staff to update the financial aid materials. These meetings provide opportunities for the financial aid manager to explain the financial aid processes to new GPE hires and help them realize the importance of collaboration between the two units. This ensures the continuation of processes impacting the financial aid unit even when turnover occurs.