

**Faculty Senate Standing Committee on Extended Learning**  
**November 20, 2019**  
**3:15 pm – 5:00 pm**

**Committee members present:** *Virginia Kennedy, Svetlana Tyutina, Ray Calnan, Joyce Feucht-Haviar, Stephanie Hood, Ivan Guillory, Li Liu, Stephanie Kim, Mariano Loza-Coll, Yannan Shen*

**Committee Members Absent:** *Ahmed Alwan, Vickie Yu*

**Guests:** *Jorge Ramirez, Jasvelyn Pina, Sugeir Godoy, Linda Moody, Karen Pak, Zandra Taylor, Me'Laine Pemberton Hanna*

**Call to Order:**

Virginia Kennedy, Committee Chair, called the meeting to order at 3:17 pm. The meeting took place in room 101 of the Extended University Commons Building.

Welcome by Chair and brief introductions.

**Old Business:**

Approval of April 2019 and October 2019 Minutes. Quorum was not present, so voting was delayed. Upon quorum, voting was done in succession. Chair made a motion to approve April Minutes. Stephanie Hood moved to approve the minutes. Svetlana Tyutina seconded. Chair asked for a vote on the motion. The April 2019 and October 2019 minutes were unanimously approved.

**New Business:**

**CSUN MOU Template and Revenue Share:**

There was a brief introduction of Karen Pak and the topic. Karen Pak described the topic for the committee. She reviewed the Basic Principles of How Self-Support Works and discussed the cohort model.

Joyce Feucht-Haviar discussed the support and the underwriting of programs or thought process associated with that. She also discussed value-based pricing vs cost-based pricing and net revenue.

Karen Pak stated if there is a profit the academic college gets a revenue share of that profit. If there is a loss, Tseng College takes that loss because the program is guaranteed to complete regardless of attrition.

A sample budget template titled *Enrollment Analysis* was displayed on the screen and discussed with the Committee.

Online Courses tend to be higher to account for Instructional Support. On-site locations will have a cost of renting rooms. The 2322 faculty pay scale was used. There are up to 25+ and different levels of instruction.

Karen Pak used the top Scale and top enrollment. There are exceptions that sometimes arrive. Benefits and Salary cost included. Joyce Feucht-Haviar clarified that the CSU Faculty pay scale was negotiated with the union contract.

Online cohort above 40, the faculty will get compensated per the pay scale.

Two ways money flows back to the College:

1. Cost Recovery
2. Program Re-investment
  - a. (Large Cohort incentive – compensate for additional students and extra cost to have additional students is transferred back to the College)

The General Fund must be compensated. There are separate MOU's with each service provider entity. Service MOU's are paid on an annual basis. There is an MOU with Graduate Studies for a grad check. The Faculty Reconvene with Linda Moody's Program Development team assists with this area.

Direct Marketing cost is part of the budget. Marketing is discussed with the academic leads of the programs. Online/DL costs and Operating costs were discussed. Money is spent prior to the launch of the program: Upfront cost recovery spreads evenly over 4 cohorts and distance learning with faculty in the original planning meeting and again afterward. Costs are amortized within the first 3-4 cohorts to cut down the cost of the cohort.

The sample template broke even at 25 students. Some programs will not see a profit or loss until after the sixth term. There is a profit and loss statement that is shared with the academic college and department associated with the program. Cost recovery is guaranteed every term, so throughout the program, the department will get some revenue prior to the sixth term.

Joyce Feucht-Haviar stated that the only thing required is the reimbursement to the actual fund. All other revenue share is given because the Tseng College chose to give that back. It is a choice to have a faculty lead with a renewal 3-year term. The dean of the college looks at the faculty lead for the 3-year term and discusses with Dean Feucht-Haviar. Only cost recovery is required, not revenue share.

Linda Moody stated sometimes the development piece has a delay often not of their own accord. For example, a faculty is on sabbatical or retired. New faculty will get paid to work with the Distance Learning team so that each class is individualized and each faculty member "owns" the class/material.

Svetlana Tyutina asked if a faculty member developed a course or content, can they use the material outside of self-support within their department? Yes. They can take it

back to their department, but it is the hope that the material is used internally in their department and not for an outside entity.

Tyutina asked if BUC uses the same format? Feucht-Haviar answered that they use a similar format then discussed how BUC could look for classes online and how to think about future aspects. Tyutina gave an update on her experience with BUC and the help that she is giving. Tyutina taught a translation interpretation type of course. This course is a basic requirement course. Business faculty also taught a course – Business 103.

Mariano Loza-Coll asked about investing revenue cost per R&D and online labs. Has Tseng College thought about re-investing in that manner? Feucht-Haviar and Pak responded. Cost is underheading of re-investment and the 444 Fund. Self-support cannot underwrite state support. When revenue share is done, it is for the college, it cannot be spent to plug the holes in the budget for the state-funded student because that would be underwriting the state-funded student with self-support dollars which can't be done. But it can be spent on anything that has connections to building their capacities to do self-support programs. A lot of the programs Tseng offers, particularly, ones that do not exist on the campus Tseng works with the college to try something completely new. Tseng has invested in it upfront, then launched the program.

Summer and Winter, Fall and Spring in Open University– calculations are done to see what percentage is cost recovery and reimbursement. Program re-investment can be used to fill holes.

Li Liu asked if a campus center wants to use this model, can they. Linda Moody confirmed that any degree offering has to have an academic home. It cannot be done from a center or institute. Liu can talk to Karen Pak about what can be done with the financial issues that he is trying to solve.

Ray Calnan asked about doing a comparison to market cost. Calnan wanted to know if there was a comparison for their cost vs cost at Business or other universities, for example. Pak responded that the template was done with her predecessors and Diane Stephens, AVP of Academic Resources and Planning.

Calnan asked about the graduation attrition rate? Pak answered that it varies. On average it is 15%. If a program is at a higher rate, then there is a reconvene meeting to discuss why and find solutions. Calnan asked about an attrition rate per program. The example given: GCBA has a high attrition rate. Moody confirmed there is a direct correlation between the length of the program and the attrition rate.

Pak commented she is happy to answer any additional questions, feel free to email her.

Kennedy thanked Pak for her presentation.

**Tseng College Financial Aid Unit Presentation:**

The Committee viewed the PowerPoint presentation.

Title 4 funding and its laws are why Tseng College has its own financial aid unit. Jorge described why there might be a gap in the number of students who applied for the FAFSA vs the number of students who received aid. Jasvelyn broke down the work volume for summer and cohorts.

Jorge discussed Enrollment protection for summer and aid awarded. Summer is demand pay. Students have to pay for classes within two hours of enrollment. Enrollment protection allows students to register for a class without being dropped while they wait for their federal funding award. Funding helps with the graduation rate. Also described is the number of students who were eligible for a summer grant but did not do enrollment protection. Often because they didn't know and might have paid for classes with a credit card. Campus summer grant awarded if there is eligibility. Requirement, the students must be enrolled in six units. Six units is the same eligibility for state supported courses.

Case studies were demonstrated to the Committee. Jasvelyn Pina presented the easy case (case study #1). Sugeir Godoy presented the complicated case (case study #2). In both cases SAP – Satisfactory Academic Progress must be met. The checklist items appear in the portal to-do list. The Department of Education sets the deadline for the students to complete their financial aid process. It takes 6-8 weeks to complete the verification process.

There are several checklist items; e.g. 1) US Citizenship Confirmation primarily in person, but exceptions are made if needed for students out of state in our Distance Learning Courses. 2) Student 2017 tax transcript.

There was a brief discussion of subsidized vs unsubsidized loans.

Email communication will let the student know that there are things to do on their checklist for financial aid.

Ramirez showed the Financial aid timeline and eligibility and info sessions and such.

- Master Promissory notes, adjustments, and refunds were discussed. If the student meets the parameters, the funds are dispersed; if not, then the funds will not be dispersed. Examples are the required number of units and the students SAP.
- Discussed the Administrative Processes
- Tseng College has 30 budgets. They do a lot of preparation behind the scenes.
- There is collaboration with other entities across campus. For example. Housing verifying if students have enough funds to cover their apartment

Jasvelyn showed images of the types of websites that are used to verify students have funding and status:

1. Elmon
2. NSLDS
3. CASFAA, WASFAA, and NAFSAA
4. Selective Service System
5. Onbase

Main financial aid and Tseng College Financial aid collaborate and they can see comments that each team makes.

**Action item:** Topic 5, Powerful Questions and CSU Counterparts 2020 will be tabled to the next meeting.

Calnan asked for clarification of enrollment protection. Is there a fee for this protection? Ramirez answered that students once accepted to the university they have enrollment protection. Summer, being demand pay does not get automatic enrollment protection. There is an online application that allows the student to get temporary enrollment protection. Ramirez discussed the basic terms for temporary enrollment protection. Students could be automatically submitted to the Campus summer grant eligibility process.

Hood asked what can students do to show their current income status if they pulled back from work to concentrate on their graduate program. Ramirez stated that a student can make \$200,000 and have the same eligibility as a student who makes \$10,000. Financial Aid helps students figure out how they are going to survive each year because many of them cut their work hours. He explained that they can borrow up to the total cost of attendance which is much more than just the tuition cost to be able to have money for living expenses. Student can do an appeal on the front end, before orientation. Ramirez can tell students what the process is.

Stephanie Hood sees issues when students get hit with work-study issues. She asked what can they do on the front end. Ramirez stated that an income appeal is asked for. Students must tell Financial Aid that they are interested in work-study and the Tseng College Financial aid will.

Pending no urgent issues, this is the last meeting for the term. Kennedy will confirm if the December 18<sup>th</sup> meeting will take place by the first week of December.

The first meeting of Spring 2020 is on February 19, 2020.

## **Adjournment**

Having no further business to discuss, Virginia Kennedy adjourned the meeting at 5:03 pm.

*Prepared by Zandra Taylor and Me'Laine Pemberton Hanna*