

California State University Northridge The Tseng College

Five-Year Vision Statement – Spring 2006

In keeping with its commitment to lifelong learning, The Tseng College has significantly changed its programs and services over the last six years to emphasize programs designed to serve midcareer professionals. Areas of growth and distinction now include distance-learning degree and advanced professional development programs, contracted programs and programs serving international markets. During this same period, The Tseng College has built a set of important core capabilities that will enable and facilitate further expansion of the programs, services and partnerships it creates with and for the University.

In the next five years, The Tseng College envisions

- Refining and expanding the core capabilities that make The Tseng College excellent, distinctive and exceptionally versatile.
- Working collaboratively with University faculty and respected practitioners to create new programs and services that will respond to the educational needs of midcareer professionals and their employers. These programs will have high on-time graduation rates and will demonstrate their excellence through measured and assessed student learning and career achievements.
- Achieving an increase in revenue of more than 50 percent through the creation of many new programs and partnerships. This revenue will support the growth of Tseng College offerings and capabilities and can provide significant financial resources to collaborating University colleges and departments.
- Positioning The Tseng College and the University as nationally and internationally recognized leaders in post-baccalaureate degree, certificate and professional development programs that prepare students for the new world of work – i.e., a rapidly changing, global, cross-disciplinary, knowledge-based environment that demands sophisticated conceptual skills, exceptional agility and flexibility, and continuous innovation.
- Using its core capabilities in concert with the strengths of the University's colleges and departments to leverage and expand the agility and innovative potential of the University as a whole. Through these efforts, which should afford the University added strength to address the wide array of challenges facing higher education today (including the steady decline of state funding and the increasing demand for education across the career span), The Tseng College expects to be a major component of the University's competitive edge.

California State University, Northridge

The Tseng College

Graduate, International, and Midcareer Education

Goals for 2008-2009

1. In keeping with our five year vision and plan, we will continue to invest in the development of excellent and distinctive post-baccalaureate professional preparation programs for midcareer professionals and use the full resources of the College to ensure the success of new programs scheduled for launch in 2008 through 2010. We will enhance and expand CSUN's reputation and contribute to the financial stability of other CSUN colleges and academic departments. We have been pursuing a focused and systematic evolution of our program focus and will continue down that path (see Attachment A).
2. We will increase revenue by 15%. We will ensure our financial stability and continued growth by focusing resources on the areas with greatest growth and firm growth potential.
3. We will change our approach to ongoing financial analysis and financial management to ensure we have the information needed to make sound business decisions in a rapidly changing marketplace with a significant pattern of growth in programs. We will review and update MOUs in light of current costs, services, and approaches to revenue share. The financial unit will work to systematically develop the budgeting and financial management skills of program directors, managers, and coordinators so they use data well to effectively manage programs and services.
4. We will restructure our approach to marketing further to enhance our capabilities in web and digital marketing, relationship marketing and sales, international marketing, and secondary and competition research. With a number of new programs scheduled for launch in the upcoming 18 months, this is significant. Their success will require that we are effective in reaching new markets including national and international markets. Going forward, success in marketing will be tied to our ability to use internal and external resources to become far more proficient than is standard in the field in using forefront and innovative approaches to marketing, the effectiveness of which we must be able to track closely and modify regularly. Our marketing unit will become highly data driven and outcomes focused with all of its efforts focused on ensuring full enrollment in each cohort of each program offered.
5. Over the past 10 years, The Tseng College has moved steadily to build new organizational capacities needed to offer a very different portfolio of graduate, international, and midcareer programs and the support services needed to sustain them. First, in the coming year, we will focus on building capacities in two areas: we will focus on services, processes and capabilities needed for the next steps in our work in high quality advanced professional education and we will expand our ability to work effectively and quickly in small agile cross-unit teams to analyze, innovate, and implement new ideas and strategies. Second, we will expand our ability to develop and implement distance learning components in programs that are presented primarily (over 60%) in person and we will develop an approach to engaging distance learning expertise in the core work of curriculum design for new programs, whether or not they are envisioned at the early phases as being online programs – this will allow us to develop different, more systemic and more curricularly comprehensive and educationally effective approaches to the use of distance learning capabilities in curriculum design.

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6. We will continue to invest in focused and systematic program and revenue growth but we will be very conservative in hiring and other expenditures to more quickly increase reserves to support smoother cash flow across the fiscal year with a changing mix of programs and, in turn, a changing pattern of revenue across the fiscal year. This will require shifting resources (reassigning staff and the like for a 24-month interim period).

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Kamiran “Kim” Badrkhan Deputy to the Dean Goals for 2008 – 2009

1. Work with the various faculty committees to ensure the successful launch of the new Assistive Technologies Master's programs in academic year 2009 -2010. Additionally, assist with work with other mid-career Master's degree programs.
2. Promote the International Graduate Center concept by starting a new one at Al Buraimi University College in Oman. Tentative start-up for the new Graduate Center would be fall of 2009.
3. Identify new international opportunities for recruitment both international students to the Intensive English Program (IEP) as well as potentially matriculated program students to Tseng College programs or University programs.
4. Promote the international student housing program by assisting the IEP staff in housing recruitment efforts. Work closely with the finance group in assuring that international students have reasonable university housing.
5. Work closely with Dean to assure the project for a new California International University in Alamein Egypt can be moved forward for a 2009-2010 start.
6. Work closely with the interim WEB design team and the international and IEP staff on the redesign of the international and IEP website. The two main drivers behind this effort are to assure a quality WEB site that is attractive to potential students and clients and an understandable WEB site given the cross-cultural communication needs of a very large potential client base.
7. Create an international business group for evaluating potential project and programs to the benefit of The Tseng College and the University. The group will consist of the international recruitment officer, the IEP Academic Director, the Finance Director and the Deputy to the Dean.
8. Working with the IEP staff, assure the re-design of the current physical space utilized by IEP. The area needs to be easily accessible to students and aesthetically pleasing.
9. Working closely with The Tseng College staff, a systematized approach to academic program approvals will be developed. The development processes will take academic programs from start at the department level to the campus, the CSU, CPEC, WASC levels, making sure that all appropriate coding, financial aid coding, DOE coding, etc is followed. A WEB site or an e-mail process will be developed for the stakeholders to track the forward progress of individual programs. A time line will be used to show academic program approval progress.

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The Tseng College *Graduate, International, and Midcareer Education*

Simin Bahmanyar, Director of University Access **Goals for 2008 -2009**

1. During 2008-2009, the University Access Unit will contribute to The Tseng College's goals and objectives by enhancing administrative agility, establishing and adjusting priorities as the College's conditions change. The unit's staff will continue to utilize its experience and apply expertise to operate programs by continuing to improve business practices and provide excellent customer service.
2. Establish a timeline for University Access programs to assure efficiency and compliance with the University procedures and policies.
3. Develop an ongoing monitoring system to utilize data by providing reports with information about students needs such as course offerings and course formats for the campus community. The team will develop online/web surveys to evaluate services and programs. We will apply the survey results to develop strategies to improve processes for identifying, communicating, and marketing of University Access programs.
4. Expand efforts to provide department chairs and faculty who are new to the University with information about the Open University program, to increase awareness about its benefits for the student and the financial returns for the colleges and departments who participate in the program.
5. Seek input and support from The Tseng College staff to provide expertise and access to resources in order to support the unit's direction to reach our existing and potential clients more effectively and to raise the visibility of University Access programs with the external and internal community.
6. Support the high quality of service provided by the LA County contract team and continue to maintain a flow of communication within The Tseng College and LA County Learning Academy staff.
7. Establish stronger ties with the Bobrow Test Preparation services to improve outreach and increase enrollment and to continue excellent support services for the courses offered.

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Mary Baxton

Director of Admission and International Outreach Specialist Goals for 2008 – 2009

1. Continue smooth operation of Admissions area, and successfully integrate with Client Services to streamline operations, provide duty back-up, and develop uniform SOLAR processes. Begin systematic refinement and improvement in the applications and admission process, including how auxiliary materials are collected, stored, tracked, and shared. Meet in person with faculty lead(s) along with the relevant ExL program lead for new programs to work out the unique application approach for that program and develop a working relationship.
2. International Development: Focus on recruitment strategies to increase the number of international students in IEP/Tseng programs. Analyze the way we work with agents with the intent to improve their performance, implement direct agent commission process, work to assist the development of international programs and partnerships. Promote use of alumni to recruit. Make full use of recruitment trips to promote Tseng programs and CSUN.
3. Working through the best path to take for Housing, continue to promote housing recruitment and coordination, relationships with residence life staff in IEP, and utilize housing staff in the most efficient way to support our student recruitment and housing.
4. Continue strong personal contact and rapport building in program areas, financials, and with IEP Academics.
5. Program Analysis: Continue on the path to develop and utilize reports for trend analysis, increase in student applications, enrolled, and retained; yield trends; student bio demographics; agent identification, tracking, and analysis.
6. Continue professional development opportunities that enable me to assist with clarification and achievement of Tseng goals while promoting the strengths of our programs.

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Graduate, International, and Midcareer Education

Tyler Blake

Director, Distance Learning Innovations Group

Goals for 2008 – 2009

1. Adapt the design and production process to accommodate tiered approaches to program development. Create three production models: (a) maintenance of ongoing programs, (2) expedited production of collaborative programs assuming prior completion of course content and (3) premium state-of-the-art graduate programs.
2. Initiate production on the Master's in Public Policy (MPP) program with the target objective of completing production of all courses 120-150 days from the receipt of the complete course content. This process would begin after predesign and content assembly, and be complete with the finalized Quality Assurance and reliability testing phases.
3. Respond to the sharply increased demands for recruitment through expanded web analytics, interactive production for web delivery, webinars, targeted relational marketing and weighting of portfolio initiatives based on current and projected marketing capacity.
4. Complete analysis of the export and/or licensing of the Distance Learning Innovations Group (DLIG) production and delivery systems, software and potential support services. Make recommendation for future development or suspension of non-production and support initiatives.
5. Propose fast-track master's program and professional development workshops in human factors design. Coordinate human factors initiative with Knowledge Management (KM), Engineering Management (EM) and Instructional Design and Adult Development (IDAD) curricula to create a core cluster in human centric systems and technology. Modules would serve as core in their parent discipline and represent elective specializations for target cohorts (e.g. KM with focus on human factors, human factors with focus on IDAD, etc.)
6. Pilot the Communication Disorders and Sciences (CDS) prerequisite "feeder" program as a means of training faculty, expanding the teaching bench in CDS, retaining retiring faculty for distance programs, contributing to the State crisis in Speech Language Programs (SPL) training, improving further our outstanding retention rate for the master's and achieving self sufficiency.
7. Monitor and provide timely input for all developing College programs to surface the issues and trade-offs surrounding options for delivery platforms including fully distance, hybrid, technology augmented and traditional face-to-face.
8. Complete Five Year plan with succession strategies and scaling options.

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The Tseng College

Graduate, International, and Midcareer Education

Joyce Feucht-Haviar, dean Goals for 2008 - 2009

1. Ensure the successful development and launch in 2009 and 2010 of new programs including the master's in humanities, the two master's of assistive technologies, master's in music industry studies, master's in travel and tourism management, master's in engineering (civil), a master's in the management of information technology, master's of public policy, and masters' in partnership with the University of North Texas (library and information sciences) and University of Arkansas (genetics counseling). Identify additional program options working with deans and chairs that have enough promise to warrant additional investment in market research and planning.
2. Ensure ExL is introduced to new senior hires in the University. Establish working relationships with those new hires.
3. Working with the director of financial management and other members of the senior team, make the decisions needed to ensure ExL remains financially stable and focused on financial growth.
4. Working with the deputy to the dean for international programs and partnerships, ensure the ExL international partnerships move forward, including the start up of the CSU collaborative graduate center in Oman in fall 2009. Work to see if the project for a new university in El Alamein can be moved forward for a 2009 start. Support and guide the development of more programs that combine English language study and degree and/or credit certificate programs for international students.
5. Ensure that ExL's new marketing unit evolves further and restructures to match the needs of new programs with choices made and refined on the basis of solid data with success judged in terms of data on enrollment levels resulting from marketing efforts. Ensure the successful evolution of a cross-unit web and digital marketing group.
6. Work with the ExL cross-unit service team to develop new approaches to service excellence in keeping with expanding programs in the demanding market for advanced midcareer and international education. Work with this group to develop a strong and effective approach to gathering and using business intelligence from all aspects of the work of ExL so we can monitor and adjust performance with increasing speed.
7. Work with the ExL distance learning team to find next phase approach to integrating our distance learning expertise more fully into all program development.
8. Expand the CSU's and CSUN's credibility and capability to offer the fullest range of post-baccalaureate professional education at the certificate, master's and doctoral levels to meet the demands for highly educated professionals in the regional economy in global context.

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9. Make significant contributions to the overall CSUN efforts to create new areas of excellence and distinction across college lines (self-support and state-support). Work collaboratively with designated lead college deans, relevant chairs, faculty, and appropriate professionals to advance this cause in the coming year. Complete service on CSUN groups for planning integrated programs and services in health and wellness and sustainability. Develop programs that add to the University's distinction in urban public policy and public sector management, assistive technologies and recuperative therapies, and creativity and innovation.

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Graduate, International, and Midcareer Education

Jennifer Kalfsbeek, Director of Private Sector Programs Goals for 2008 – 2009

1. Work to ensure that our current programs, including the Graduate Certificate in Business Administration (GCBA), Master's in Taxation and the Human Resource Management certificate program, are well structured, our courses are outcomes driven, and our curricula and instructors are of the highest quality.
2. Work collaboratively within Tseng to ensure the success of newly developed and launched programs, including but not limited to: the Board Certified Behavior Analyst (BCBA) University certificate program, and the Master's degrees in Assistive Technologies, Humanities, and Music Industry Studies.
3. Work to ensure that our teach-out processes and plans for noncredit certificates in Landscape Design, Lean Operations, and Production and Inventory remain student-centered and adhere to the same quality and rigor, both academically and procedurally, to which our ongoing programs adhere.
4. Work with the dean on developing roles and responsibilities for identifying potential programs that have enough promise to warrant additional investment in market research and planning.
5. Establish and implement a Private Sector Programs sales plan.
6. Work collaboratively with the Distance Learning Innovations Group to offer high quality, outcomes driven hybrid (credit and noncredit) and online (noncredit) Blackboard-driven courses in our programs.
7. Continue to build upon the capabilities of our Private Sector Programs Unit by:
 - a. Transferring resources from programs that have been discontinued to viable and existing and new programs, including but not limited to: the GCBA, the BCBA, and the Human Resource Management certificate programs;
 - b. Continuing to build a cohesive and collaborative working group in our area;
 - c. Investing time in the training and development of the Private Sector staff, by working collaboratively on CSUN and Tseng committees, attending relevant conferences/meetings, and networking within the University to ensure that the Private Sector Programs unit is appropriately staffed, trained, managed and interfaces well with other University units and leadership.
8. Continue to work collaboratively with the Website Interim Group (WIG) to promote our unit's and the college's web and other technology developments and efforts.
9. Continue to work with Lih Wu to establish growth targets for the Private Sector Programs unit to ensure the college goals of financial stability and growth are met.

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10. Expand and continue to implement our program assessment efforts which seek to measure the unit's positive impact and ability to expand the potential of the professional lives of our students and the organizations in which they work.

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Bessie Karras-Lazaris

**Academic Director of the Intensive English Program
Goals for 2008 - 2009**

1. Optimize the Intensive English Program (IEP) students' experience through student life activities and academically sound programs so that their total IEP experience, from their arrival in LA to their completion of the program is a positive academic and cross-cultural learning experience that will impact their lives.
2. Work with housing staff to improve the student life experience in building 12 to promote retention of housing residents for increased student-initiated marketing.
3. Identify new international groups for recruitment to the IEP program, such as graduate student from Iraq, undergraduate and graduate students from Vietnam, and students from eastern Europe. Work with admissions recruitment team to achieve these goals.
4. Promote the international Graduate Certificate in Business Administration (GCBA) program to present IEP students and international student applicants. Work closely with administrators of the program in The Tseng College and the business department.
5. Revise IEP brochure for a more concise description of programs office, a new design that is contemporary and interesting and lightweight for mailing.
6. Redesign the IEP website so that it attracts new students, contains contemporary forms of advertising such as video clips and blogs, and a concise description of programs and features of the Intensive English Program.
7. Create an online evaluation form for Student Life to compliment the newly created online instructor evaluation forms in IEP.
8. Fill positions of IEP Academic Coordinator and Academic Support/Information Specialist.
9. Work with Kim Badrkhan to retain a well-qualified core instructional team by providing compensation for cost-of-living increases and a plan for full-time core instructional positions.

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The Tseng College

Graduate, International, and Midcareer Education

Henrik Minassians, Director of Public Sector Programs Goals for 2008 – 2009

1. Refinement of the new master's in public administration (MPA) curriculum and continuation of expansion of different tracks on- and –off campus.
2. Finish the process of the five-year program review for the MPA.
3. Continue to work collaboratively with county and non-profit agencies for the implementation and launch of new cohorts for public sector management (PSM) degree-completion program, MPA, the University credit certificate in nonprofit sector management, contracts, etc.
4. Refine and strengthen a sustainable academic oversight strategy with department chairs for PSM and MPA
5. Continue to identify participating faculty for design of online master's in public policy (MPP) courses; work with Distance Learning Innovations Group collaboratively to design online MPP courses for scheduled launch of 2010. Submit Western Association of Schools and Colleges (WASC) Substantive Change proposal for approval of the MPP.
6. Work with the master's in social work (MSW) director and the new hire to finalize plans for a self-support cohort of the MSW program in 2009.
7. Collaborate with the Urban Studies and Planning (URBS) department on a credit certificate program and work and the next steps for the evolution of that department's engagement in self-support programming. Continue work with the URBS to bring Brazilian cohort to the United States.
8. Continue leadership and relationship building with public sector agencies making CSUN's The Tseng College's Public Sector Programs as preferred provider. Thus, identify new partnerships with the public sector and interface with them in the design of non-credit training modules for public sector clients.
9. Continue collaborative work with The Tseng College units as well as various campus departments for enhancing our academic and administrative procedures in order to deliver excellent student services and quality education.
10. Work collaboratively with other units and present a full range of ExL programs and services to meet the needs of the public sector market.
11. Furthermore, we will have to continue to have an active and on-going recruitment process to meet the demand for faculty.

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Graduate, International, and Midcareer Education

Beverly Palmberg

Director of Student Support and Administrative Systems

Goals for 2007 - 2008

1. Work with the new Director of Finance to research financial data. Will set up series of meetings to analyze data needs. Continue to provide support to this unit.
2. Work with the Director of Admissions to research trends in areas of yield rates and retention. Work with the Director of Admissions on the reorganization of staff in her area to cover the administrative functions that are the most important to the success of this college.
3. Stay closely involved with the Intensive English Program (IEP) and another transformation period. Look into the proposed new sponsor agreement arrangement and analyze the financial aspects of this agreement. Look into how to accommodate this change into the Solar system. Additionally, research the details of accepting wire transfers for payments.
4. Continue the inroads in relationship building and leadership. I want to continue building upon the relationships that our College has built with other campus groups. I will continue to chair "Project Leads" Committee (this committee consists of representatives from Human Resources, Admissions & Records, Student Financials, Information Technology, Consultants, Auxiliaries, Extended Learning, Financial Aid, and University Finance). I will continue to chair the Gatekeepers (this is a group from many of the areas listed above that approve access to data). I will continue to serve on SASC (Solar and Administrative Systems Committee). This group oversees University-wide systems support of all administrative, student services and institutional management processes. I will continue serving as the gatekeeper for the Campus Community functions. The Campus Community area includes mostly bio demographic data, but most importantly, Campus Community holds Social Security Numbers and Birth Dates. I work with administrators from all over the campus on this functional area. As a member of these committees, I want to make sure The Tseng College contributes to the campus as well as benefits from these relationships.
5. Academic Structure. We implemented the new Academic Structure in May. This new structure allows us to record and track Graduate and Undergraduate Certificates, Doctorate degrees. An additional benefit we built into the new structure was to code these programs/certificates/degrees in a manner so that financial aid could use this information in the awarding process. There is one more benefit we built into this new academic structure and that is the ability to award non credit certificates in Solar and to have this information appear on University transcripts. We will work with the director of Private Sector Programs to look at all the certificates that we have awarded in the past and see if we can load this historical information into Solar.
6. Complete the conversion of our online payments from CyberSource to CashNet. Redesign the student Payment interface screens to be transparent to the student. Completely and

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thoroughly test the switch over to CashNet. Cost benefit analysis shows this project will save our college several thousand dollars.

7. Continue to provide support for new program development and existing programs. This coming year, our College is looking at implementing new programs like Master's in Taxation, Instructional Design and Adult Development, and Library Science. All of these efforts will need the support provided by admissions, registration, financial aid and technology. My group will provide the best support for these programs that is possible.
8. Work with the College business analyst and our Financial Aid Counselor to see what process may be improved to streamline the awarding of financial aid. Our student population continues to grow in the area of graduate programs and all of the students in these programs are potentially eligible for financial aid. Even though our programs do not follow the traditional term time frames for class start and stop dates, our financial aid awarding process does however follow mostly along term start dates. This leaves us with a large population of students that must be awarded in a short period of time.
9. Work with Lih Wu to develop a smooth and effective approach for hiring faculty who cannot come to the CSUN campus to sign in and the like. This is becoming increasingly urgent as we have more online faculty drawn from outside the state and the nation and as our international ventures expand. Lih will gather information from Tyler Blake, Henrik Minassians, and Kim Badrkhan about current problems we are encountering with this and what we see coming down the road so the approach we develop addresses the problems we are having (and anticipate).

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The Tseng College ***Graduate, International, and Midcareer Education***

Marcella Tyler, Executive Director, Marketing, Public Relations and Communications Goals 2008 - 2009

1. Working within the framework of The Tseng College goals for 2008-2009, the Integrated Marketing Communications Group will create a compelling marketing direction for our college, using significant marketing research, new digital marketing media and web analytics and conversion measurement.
2. Develop a new relationship marketing capability that will provide a platform of marketing support and direction for new and existing programs. This ongoing process of identifying and creating new value with individual customers and then sharing them over a lifetime of that relationship will allow our college to put the customer at the center of the business process.
3. Direct the graphic design staff to use a new innovative approach to digital marketing, creating tools like video clips of student comments and testimonials, sample online lessons and other programs as needed.
4. Calculate the effectiveness of the program-specific integrated marketing communications plans to measure enrollment levels of all programs through the collection of relevant data.
5. Create periodic reports that highlight appropriate data for specific marketing strategies and their results for each program. The reports will be prepared for each stakeholder and will include the agreed upon marketing plan and how the goals of that particular plan were met.
6. Continue the vital process of marketing research for all Tseng College programs looking at both primary and secondary sources. Generally, the initial step in this process is secondary marketing research, which already exists in one form or another. We will access websites; trade association lists; trade and business directories; international, national and local industry magazines; annual reports; business libraries; professional institutes and organizations, and census data and public records to gather both demographic and competitive data. Some programs could require primary marketing research which might include interviews (face-to-face, Internet or telephone), focus groups or online surveys. This could be done in house or by a marketing research company.

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7. Apply the basics of search engine optimization to the college's website to build rank and drive more potential students to our programs.

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Lih Wu

Director, Financial Management and Human Resources

Goals for 2008-2009

1. Develop a strong working relationship with Academic Resources Team, the VP of Finance, the Budget Director and the Human Resources representative to ensure the activities, challenges and opportunities available to The Tseng College get appropriate hearing and attention on campus.
2. Prepare and distribute detailed management reports, i.e. Letter of Comments by the 15th of each month, and cohort workbook by the 30th of October, January and April.
3. Prepare quarterly budget reviews with both data and forward looking analysis. Include updates on known variances in revenue and expense items and present it to the senior team. Use this as a basis for more complete bottoms up budgeting for fiscal year 2009[^]10.
4. Work and support all business units to streamline workflow and increase revenue. Provide financial guidance to the business directors and ensure that they are cognizant of ROI (Return on Investment) by engaging routine discussions with them.
5. Working with the Dean and ExL Strategic Planning and Action Group, develop a detailed 3 to 5 year plan to track the College's progress toward meeting its goal of long term stability and to begin rebuilding the College's reserve accounts.
6. Focus effort on improving the following procedures:
 - a. Continue working to streamline the accounting for Intensive English Program (IEP) revenue and student receivables, and recording of housing and meal payments.
 - i. Work with Mary Baxton, Kim Badrkhan, Bessie Karras-Lazaris, and Ann Evaniuck to increase IEP revenue.
 - ii. Transition of the accounting/finance aspect of IEP to the Finance department.
 - iii. Negotiating IEP housing contract to minimize the financial exposure of The Tseng College.
 - b. Develop procedures to better anticipate the actual number of IEP enrollments at each of the five entry points during the year.

- c. Develop standard MOU template for cohorts. Negotiate and monitor all the MOUs on the Campus Support functions
- 7. Develop a “cost and benefit” analysis of patenting Distance Learning technology. If the analysis is proven to be favorable, then will work with Tyler Blake and the University Corporation to start the patent application provided that the necessary financial funding is secured.
- 8. Promote teamwork to optimize human resources and manage employee conflict when necessary. Maintain high level of customer service in the financial, accounting and HR areas. Insure timely and accurate processing of all documents and ensure that the College and its employees adhere to all campus policies in these areas.
 - i. Investigate and establish a remote faculty hiring best practice.

ATTACHMENT A

California State University, Northridge
The Tseng College

Overview of the Tseng College Program Growth Strategy

Over the last seven years The Tseng College has been steadily moving to focus ongoing and new programs on a specific set of market priorities. We determined at that time that the market with the biggest market potential (and greatest educational value) was post-degree professional education; particularly graduate education for post-baccalaureate and post-master's professionals. This approach would stress graduate degree and graduate level certificate programs.

We moved steadily over the last seven or more years to discontinue the individual and the many low value (low revenue, low educational value given the lack of distinction in the programs and the many other similar programs available in the region, and the low returns to the University in terms of building departmental and college visibility and reputation with key professional markets) noncredit programs offered by the college. We do non-credit for post-degree professionals but we try to limit that to contracted programs (like LA County and the contracts done through Public Sector Programs and International Programs and Partnerships).

We now have eliminated nearly all of the expenditure of college resources on the development of individual courses and low value noncredit programs. Our portfolio is now focused on graduate degree and certificate programs and international programs and partnerships, which included the higher value noncredit program – the Intensive English Program (IEP).

About 18 months ago, I worked with the various colleges to identify areas of greatest promise for CSUN excellence and distinction for the future. These are areas of focus for us in general. Beyond that, we have clustered those into several broad areas in which we are working to build a portfolio of offerings. This includes:

1. Public Sector Programs (urban focus) including programs for not-for-profit organizations (programs for public sector professionals in broad management and specific focus areas such as – social work, civil engineering, urban planning, urban public policy, etc).
2. Engineering and the Technical Professions, including professional science master's (engineering management, knowledge management, the forthcoming or being considered – information technology master's, civil engineering, assistive tech with the engineering focus, master's in human factors, master's in design, master's in design and innovation, and master's in construction management)
3. The Health Sciences and Health Professions (communication disorders and sciences – this area has had lots of possibilities but for various reasons within HHD,

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things didn't move forward in areas like nursing, health administration, public health, physical therapy, radiation tech prep, etc – it is expected that this will shift over the next 24 to 36 months).

The three areas above are key in terms of University strengths and regional and national demand for professionals with advanced preparation in growth areas.

Other areas that will likely lead to smaller but valuable portfolios:

4. Entertainment, the Arts, and Digital Media (not the typical, but specialized areas in digital media and the emerging multi-media industries and broader degrees like travel and tourism management). These areas are not only a big part of the regional economy (growth areas) but also of the world economy and CSUN and Southern California have considerable resources that would make us very competitive and credible in this region.

5. Education at the pre-K – 16 levels remains a priority and strength of CSUN but it is a very tricky market with limited clear possibilities at the moment. This may shift over the next few years. This is something that we will watch but not run after for the present.

6. Selected business and advance leadership: Standard business programs are over-represented in the regional, national and international markets. CSUN is late to that market (and the College of Business remains focused in other priority areas on the state-side). We probably should look at specialized programs like the Tax Program and some carefully selected low hanging fruit like the graduate business certificate.

7. But, we should look at programs that offer approaches to developing highly valued organizational leadership in light of the changing needs of global organizations and the changing nature of competitive advantage – in these areas, programs like knowledge management appropriately presented, a program in innovation, the master's in Public Administration, and the master's in Humanities can help us build a marketable portfolio focused on advanced organizational leadership in global context.

Of 4 through 7, it is 4 and 7 with the greater potential for CSUN. Perhaps in the near-term, these will move faster than the health sciences (which likely have important growth potential for three to six years out).

As we look at program options, we decided several years ago to focus program development at the college-level so we can focus the use of resources on programs with higher potential for longer term return.

We also actively look for program options with multiple bangs for the investment potential in the regional markets and distinction in the national and/or international markets; local potential and potential for online distinction; and links between local efforts and international efforts (like the new graduate centers and the master's in travel and tourism management, particularly if put online).

Looking ahead, we need to start opening the door to the doctorate in key professional fields which will allow us to continue or progress in redefining advanced professional

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education for regional, national, and international markets (and changing the role of CSUN and the CSU in the future of advanced professional education). (See Attachment B)

ATTACHMENT B

THE CSU COMMISSION ON THE EXTENDED UNIVERSITY

Access to Excellence

Observations about the Extended University and the Future of the California State University

California State University (CSU) students range from the early-start high school student to senior professionals returning to the University for a variety of graduate and post-graduate degree and nondegree programs across the span of their careers and lives. The CSU prepares individuals for many fields of professional practice, including those who will become teachers, scholars and researchers, and community builders. CSU graduates have the professional preparation – baccalaureate, graduate, and post-graduate – needed to assume key roles from the mid- to the most senior levels in the public- and private-sector organizations that will define the economic future of California in a global market place.

As the CSU looks ahead, six essentials warrant special consideration and a prominent place in the CSU’s strategic and tactical plans for the future. All are areas in which the CSU’s Extended University colleges/units can and do add in essential ways to the CSU’s core capabilities to realize its vision and achieve its educational goals. Leadership at each university in the CSU system can engage the full capacities and potential of CSU Extended University college/units to significantly broaden the overall institution’s agility and core capacities to achieve the following:

1. Becoming an Entrepreneurial University: Among others who devote scholarly attention to present realities and promising futures for higher education, UCLA sociology professor emeritus Burton R. Clark, , has written often over the last decade about the entrepreneurial university – how such institutions work and why they are important to the educational future of any state or nation.

As the CSU plans for the future, it may be useful to set the ambitious goal of becoming a national and international model of a truly entrepreneurial university. Looking ahead, the CSU will need the conceptual and organizational agility necessary to respond with

innovative excellence and distinction to the rapidly changing educational needs of California in a demanding and changing global economy.

Achieving this goal will require changing the way the CSU thinks, works and talks. The goal of increasing agility, innovation and entrepreneurial capacities within and across universities must become the guiding premise behind the choices the CSU makes in regard to funding, policies, procedures, and use of resources.

The same requirement applies to choices made at each university in the CSU system. Old assumptions and structures can impede the creation of cross-disciplinary programs, curricular innovation, easy collaboration among faculty and practitioners, new ways of teaching, and alternative approaches to delivering programs. If the future of the CSU is to be defined by excellence as well as access, institutional agility and innovation will be essential. CSU's Extended University colleges/units give each university in the CSU system a particularly valuable capacity for wide-ranging innovation and agility.

While the goal of becoming a truly entrepreneurial university may sound ambitious, its achievement would raise the value of the CSU as a resource to California to an unprecedented level.

2. Moving California's Economy Forward through Leadership in Post-Baccalaureate Education: The CSU is responsible for educating those who will lead California's economy. For most of the CSU's history, the baccalaureate degree was the degree required for most senior professional and management roles in the public and private sectors. In today's economy, however, the baccalaureate degree is required for not only mid-level but also entry-level positions in an increasing number of career fields. Most senior professional and management roles in the public and private sectors now require master's-level preparation as a minimum. Further, the professional doctorate is becoming more prevalent as the desired practitioner degree.

For the CSU to continue to provide professional preparation appropriate for today's economy, it must significantly expand its post-baccalaureate offerings, including master's degrees, graduate credit certificates, doctorates in key fields, and post-degree advanced professional education.

The increasing need for graduate education is a reflection of the growing complexity of the new world of work. The CSU must provide California with a workforce that comprises professionals rigorously and reflectively prepared to the masters and doctoral levels to compete in this new and highly competitive environment.

Furthermore, most of the workforce that will lead California's economy forward for the next 20 to 25 years are not in school; they are already working. If the CSU is to make a significant impact on the state's economic future, it must increase its ability to provide post-baccalaureate education to midcareer professionals and their employers. Through the Extended University colleges/units at each university, the CSU system over has an essential and adaptable ability to respond to the degree-completion, graduate education and distinctive training needs of California's workforce across the career span.

3. Becoming a National and International Model for Advanced Professional Preparation Across the Career Span: Because the need for post-degree professional education is growing rapidly, it is important that American higher education rethink how it develops and provides advanced professional education. At issue:

- Approaches to engaging faculty across disciplines in developing curricula that provide both the advanced professional knowledge and abilities required for senior professional practice in changing fields and the sophisticated conceptual skills needed to be a truly reflective, adaptive and innovative professional.
- The creation of curricula that link the best in scholarship to the best in professional practice as both are rapidly changing.
- The creation of curricula that enhance global awareness and produce internationally capable senior professionals.
- The evolution of instructional strategies appropriate for advanced learners who come to the University from very diverse cultural backgrounds that combine considerable formal education with significant professional experience.

- The innovative use of both newer and more traditional instructional formats and delivery modes in support of the educational goals, content, and instructional strategies of each program.
- The innovative use of partnerships (with other local, regional, national and international institutions and organizations including professional and cultural associations, employers, and communities) to expand the ways in which advanced professional education can be understood, developed, and delivered.
- The expansion of opportunities for applied and engaged scholarship that can directly inform curriculum and instruction across academic fields and geographic boundaries.
- An increased appreciation of how midcareer professionals engage in advanced educational programs (degree or nondegree) as both learners and teachers – i.e., as contributors to the University’s learning community as well as its beneficiaries.

The CSU can and should become a national and international model for truly excellent, distinctive, and effective advanced professional education. The CSU faculty and their established relationships with practitioners position the institution well to become such a model. The CSU’s robust, agile and innovative Extended University colleges/units provide a context for innovation in all of the areas listed above. As they do now, the CSU faculty would use the best of the models created in the self-support context to enrich and expand the general fund programs at all levels, thereby enabling the CSU to be innovative and agile in ways that are essential but unusual in the nation’s large public institutions.

4. Ensuring Financial Stability and Flexibility: As the technologies, lab facilities, equipment and library resources required to educate individuals for the new world of work have been increasing in cost, per-student state funding has been steadily declining. Nationally, public financial support for higher education is at a 25-year low, and this situation is not expected to improve.

For the CSU, increases in funding from the state are most often tied to enrollment growth. However, in many California regions, CSU enrollment growth has slowed or even declined. Additional regions are likely to experience this same stagnation and/or decline over the next

few years as the last of the children of the baby boom generation leave high school.

As the CSU considers its future in this light, it will need to consider adopting a more diversified approach to funding. Each university in the CSU system will need to learn to use all funding sources more comprehensively and seamlessly. Essential to this learning process will be a fundamental change of thinking that will make it commonplace for individual academic departments in the CSU to have a mixed funding model that includes state funding, revenue from self-support programs offered in partnership with each university's Extended University college/unit, revenue from grants and consulting/research contracts, and funding provided by donors and partners.

The CSU's financial future will also require greater flexibility for each university in the CSU system and a more sophisticated approach to investment and long-term financial management. While the CSU must and should seek to remain a public university with as much public support as possible, the mission of the CSU is broad. The CSU will need to use the full range of its resources and financial options to meet its expanding educational obligations to midcareer adults, their employers, and California's international partners in the global economy as well as to provide needed educational access for the more traditional CSU students.

5. Achieving Excellence and Distinction: For most of its history, the CSU seemed to see itself as the provider of a fundamental undergraduate education that was assumed to be much the same from one university to the next. Though new CSU regional universities were added over time to provide access in different parts of the state, students who went to the university in the CSU system closest to home expected to get – and did, in fact, receive – an education that was essentially consistent with what was available from the course offerings at any other CSU.

This original CSU business model, while an important contributor to the growth of California's economy in the mid- to later 20th century, does not capture the reality of today's CSU. Rather, in the last 15 or 20 years, each university in the CSU system has grown increasingly distinct from its sister universities, many of which have achieved excellence and distinction in a number of disciplines. This turns out to be a healthy trend

because – in the increasingly competitive higher-education marketplace of the 21st century – it will be the universities that focus their resources to achieve high levels of excellence and distinction in selected fields and programs that will thrive.

The CSU is now impacted by increasing local and regional competition from private and for-profit providers as well as a growing number of aggressive national and international providers. In the face of this competition and with limited resources, each university in the CSU system will need to determine its most competitive strengths and focus on investing and innovating to achieve real excellence, growth and distinction in selected programs in these areas.

This more-focused approach will lead to greater differences between universities in the CSU system and give students more reasons for selecting one university in the CSU system over another for study in a given field. However, with a change in how the CSU thinks and works as it moves into the future, this diversity of strengths among the universities to the CSU system can lead to some very innovative and valuable inter-university collaborations. It is also likely to lead to a more resource-savvy approach to determining which programs will be delivered to which markets (regional, national or international) by using innovative delivery modes, such as online technologies.

To foster high levels of excellence and distinction at each university within the CSU system, the CSU will have to plan for change in how it talks about itself, how policies and procedures are designed to foster and support innovation and distinction, and how individual universities are encouraged to use the full range of funding options to innovate and sustain excellence and distinction.

6. Positioning the CSU as Both State Committed and Globally

Engaged: The CSU prepares those it serves for a new world of work – one that is cross-cultural, globally interconnected and interdependent, and demanding of advanced and versatile knowledge and conceptual abilities.

Today, there are few California employers that are not impacted by the global economy. Most are active players in the global marketplace. The state and the organizations, communities, and individuals it comprises

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both influence and are influenced by complex and ongoing interactions with the nation and the larger world.

The CSU is itself both regional and global. Its students, faculty, and staff come from all parts of the world. Together, they create a diverse, reflective and creative community of scholarship, teaching and learning that is a powerful resource for California.

The challenges of community life in the diverse context that is California and the challenges of professional life in a global economy require the CSU to support the development of new and responsive programs within and across disciplines. The educational needs of the state exceed its boundaries.

California will increasingly rely on the CSU to be the hub of learning that is regionally engaged and globally linked through the international dialog of disciplinary and cross-disciplinary scholarship, the development and refinement of curriculum that prepares graduates to make meaningful contributions to the state and the global world of work, and the use of national and international collaborative teaching and learning relationships. Through their Extended University colleges/units each university in the CSU system has a global reach and the important ability to respond with innovative programs, research projects and longer-term partnerships to the global connections and priorities of the region each serves.

As it looks to the future, the CSU must be committed to being an excellent and distinctive world-class university that is thus enabled to fulfill its obligation to the dynamic and globally connected state it serves.

Finally, we would note that that each university within the CSU system will need to use its full state and self-support capacities to move forward. The Extended University colleges/units should be grown and refined in keeping with the institutional strengths and educational priorities of each university in the CSU system. Extended University colleges/units give each university within the CSU system important agility and versatility and add to core institutional capacities in ways that allow each university to fulfill its broader mission in California's complex economy. As CSU Extended University colleges/units become more seamlessly engaged in considering and responding to the CSU educational institutional vision and priorities, each university can:

- rapidly increase its agility and responsiveness;
- offer departmental faculty an easy way to develop innovative degree and nondegree programs that help their university build a reputation for excellence and distinction in selected fields;
- create important models for effective and innovative approaches to advanced professional education in the context of a new world of work in a global economy;
- achieve greater funding diversity that will add to CSU strength and stability regardless of how robust state funding is or becomes;
- develop a wide range of national and international connections with educational institutions, professional associations, private-sector organizations, and public-sector agencies;
- create and sustain a rich array of important educational relationships with mid-career professionals and their employers;
- develop new approaches to curriculum design, assessment and instructional strategies that provide new approaches for significantly improving student learning and graduation rates;
- deliver programs in a variety of modes to a variety of locations and markets;
- provide strong models for the responsive and excellent student support services needed in a competitive educational marketplace; and
- expand the use of new instructional and instructional design strategies.

CSU Extended University colleges/units already give the CSU a strong entrepreneurial and academically excellent foundation upon which to build for its expanding role in the educational future of California. As the CSU looks to the future, it will be important to recognize the expanded core institutional capabilities that CSU Extended University colleges/units give to each university in the CSU system, particularly when they make a

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seamless component of each university's comprehensive strategy for a future defined by both access and excellence.