

College Planning Initiatives Request Form

College:

The Tseng College

Planning Coordinator:

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1. Briefly explain how your plans relate to your college's mission/vision.

The International Education and Intensive English Program (IEP) provides its international students with language and study skills necessary to enter undergraduate and graduate programs at CSUN and other American colleges and universities. It thus provides highly-valued access for these students to exemplary higher education, which is not available to them in their home countries. In so doing, the IEP reflects visions and values of both the university as a whole and the college itself. Specifically, the introduction of the large group of international students from a variety of countries that come to CSUN for the IEP allows for an integration of diverse cultures, backgrounds, and prior learning experiences within the context of American higher education. This serves as a two-way conduit through which mutual enrichment and learning takes place.

In keeping with its commitment to lifelong learning, 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. The International component and the Intensive English Program of the Tseng College plans to assist with:

- 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.

The secret to The Tseng College success is its consistency of purpose in a forward thinking environment.

Within a premier educational institution, The Tseng College is committed to moving forward by:

- Surpassing our expectations
- Offering more programs in needed areas
- Continuing to excel and rise to the top
- Helping our international students develop knowledge and a belief in themselves
- Inspiring passion, vision and determination in our international students

2. ACADEMIC QUALITY

a) Assessment

Explain how the college intends to assess the outcomes of the planning initiatives: setting benchmarks, assessing against them, using results, etc.

In order to strengthen the International education and the Intensive English Program and to continue to make contributions to the Tseng College and the university as a whole, the IEP proposes the following:

Assessment:

Assess the IEP curriculum by creating SLO's and collecting samples of student work in order to substantiate what has been identified as student learning outcomes for the ten levels of IEP instruction for the purpose of WASC accreditation

Create a process by which to assess service excellence and address the issues of what services we provide. Also, devise a system for measuring if we are successful and how we can correct or revise areas of service that do not appear to be as effective as others

The new admission structure, staff development, staff cross training, development of better business processes and policies, ongoing assessment of our support services and assurance that they are working (what is the level of success.) as measured by how quickly we admit students, how quickly we respond to student and agent questions, the increase in our IEP enrollment. Housing initiatives to improve processes, student services and "fill to capacity" in Building 12. Assessment of success by the fact that we have leased all spaces in our building 12, we have initiated routine meetings with Residential Housing to coordinate services, we have begun MOUs with the Student Health Center and Student Counseling Center.

We have produced business process and workflow models to document all admission programs in ExL. All documents, transcripts, and checks are securely processed and posted. Assessment of ExL admission services takes place by reports documenting applicant status, transaction dates, and length of time from beginning of processing to final admission and registration.

2. ACADEMIC QUALITY *(continued)*

b) **The Learning-Centered University**

CSUN faculty and staff have developed pedagogies and learning objectives that take into account the different ways and paces by which students learn, as well as the different media and formats that suit different disciplines and levels of instruction. Recently, we have especially encouraged the replacement of seat time—hours as a measure of learning—with indices and supplementary experiences which allow students to proceed faster, if they can. Record the major ways in which the college has implemented—and will implement—several principles of a learning-centered and/or innovative university. Indicate, too, the extent to which funds have been redeployed to these ends.

The educational experience through International education and IEP, Semester at CSUN, and Open University is constantly assessed and improved through development of more comprehensive orientation programs, understanding the relationship with the overall campus and including a broader range of speakers, exchange of ideas, and good experiences for our students at orientations; continual assessment of IEP instruction, use of student assessment surveys,

Through monitoring of requests from agents and international contacts for our programs and services, we can adjust our offerings and thus offer services that are in demand. This requires a responsive posture to be at the ready when requests for services or programs are received

The Intensive English Program offers curriculum that is interactive, providing students with varied formats of learning.

- All types of learners and learning styles are taken into consideration: visual, auditory, kinesthetic, and analytical
- Information is conveyed to students in a variety of ways: lectures, discussions, pair and group work, multimedia, online, etc.
- Student learning is evaluated through a number of methods: written exams, oral presentations, group projects, research projects, creative presentations, artistic performances, etc.
- Students are given the opportunity to supplement their learning with activity classes, tutoring, mentoring, etc.
- The philosophy of language learning has been learner-centered since the 1970's; therefore, new faculty who are hired are expected to be trained in this philosophy of teaching.

2. **ACADEMIC QUALITY** *(continued)*

c) **Research and Creative Activity**

Colleges and other units should report initiatives that will: (1) “incentivize” research, (2) require matches, in-kind support, or enhancements to facilities, (3) respond to regional needs, (4) revamp the delivery of the curriculum and/or the involvement of students as research/creative apprentices, and (5) or require reforms in RPT that, for instance, clarify the standards for early promotion and specify how alternatives to publication will be appraised. (6) Pay special attention to opportunities, through grants and contracts, to enhance the General Fund support of units and the total compensation of faculty.

Faculty: International partnerships and collaboration (such as Al Buraimi)

Regional Needs: Local college partnerships with local colleges, like Cal Lutheran or Glendale College where we partner our IEP conditional admission for the mutual benefit of both institutions.

Professional development: presentations at conferences, disseminate what we learn, encourage publishing of articles, and membership in key organizations. Become leaders in the field. Build into the budget to send faculty and staff to conferences

Have completed full implementation of EasyApp, increase knowledge of SOLAR and functionality capabilities (including staff training on SOLAR applications) workflow processes, more informative and user friendly reports to monitor workflow and track enrollments and trends. In the process of expanding content and functionality of websites, placement of forms on the web with appropriate links.

Research selection of best worldwide areas to target student recruitment. Tune recruitment brochures to inform and attract. Diagnose world events such as the European move to offer three year bachelor degrees, including a year of study abroad, and the impact potential for both graduate admission to CSUN and undergraduate interest in “semester at CSUN” studies. Consider changing dynamics in areas like China and India and the potential for student recruitment, cooperative programs and distance education opportunities. Continue development of partnership and collaborative opportunities in the Middle East. What are the needs of educational partners – listen to their requirements (demand) and leverage our offerings (supply). Contact embassies in DC to determine what is likely to come our way, what majors are being approved for country scholarship, what the embassies need from us and how we can serve them better.

Clearly, in the next few years, issues of ethics, governance, and enrollment targets will demand attention as we take care to conduct business in a professional and open manner. At the same time, innovative programs involving partnerships with businesses and local government, alliances with community members and other domestic and international educational institutions combined with a high-energy, on-campus environment have positioned the college as the model that other colleges emulate.

In order for the international education program and IEP to become stronger and more competitive, we must cultivate learning, not only in our students, but also in our faculty and staff.

2. ACADEMIC QUALITY *(continued)*

d) **On-Going Programs**

What changes do you anticipate? In particular, how will change to existing programs support growth and quality improvement? How will the proposed change be supported: with new and/or repurposed resources? Will it entail experiential learning, reduce seat time, reinforce GE, and/or respond to regional needs or accreditation reviews? Will it reflect an entrepreneurial direction to enhance General Fund and total compensation?

Consider program development for additional short term IEP programs, expanded partnership opportunities internationally. Consider becoming an IELTS Test center to increase English language proficiency opportunities for students and the popularity of CSUN, teacher training programs, short term programs, summer English camp, and vacation time courses.

Continue to work with Residential Housing unit of the campus for smooth operation of Building 12 leased to ExL. Continue to refine the housing contract process for ease of student access, improved marketing of ExL housing, and expansion of residential life experiences/activities for students. Work to reach total occupancy. Continue to expand student services through agreements with the Counseling Center, Student Health Center, Meet and Greet airport pickup.

Create New International Programs and Revisit Previously Created Programs:

Proposal:

- **Revisit programs:** review programs we have developed in the past such as the MPA cohort group, and the summer English experience, vacation course (2-3 weeks); and university prep short course and determine how they can be marketed.
- **Teacher Training:** Explore teacher training possibilities through practicum course (Linguistics 555) created by Bessie Karras-Lazaris in cooperation with the Linguistics Department.
- **Promoting other College Programs:** Market the GCBA (Graduate Certificate in Business Administration) certificate program to international students and IEP students planning to enter the MBA (Master in Business Administration) program, and introduce them to the MPA (Master of Public Administration) program.
- **New Initiatives:** Create ESP (English for Specific Purposes) courses for other disciplines; design customized curriculum for cohort groups.

Technology:

Proposal:

- **Online Services:** Create online versions of forms for IEP instructors and students; improve training process for student use of CSUN email and Solar to access information related to their IEP and future university studies; design an online evaluation form for IEP instructor evaluations; research possibilities for online courses related to language learning.

3. STUDENT ENGAGEMENT

Describe how your unit will contribute to the CSUN effort to engage, retain, stimulate, and graduate its students. Specifically, concentrate on plans to improve first to second year retention, reach out to K-12 pupils and teachers, make advising more consistent in practice and policy, and improve the support structures for students in courses with high failure rates. Finally, if pertinent, describe plans to mentor and channel undergraduates into post-baccalaureate study.

We will strive to improve the rate of international student and IEP student conditional admits who continue on to matriculate; to expand orientation programs, to lobby for and assist Semester at CSUN students with advisement, course selection, and registration in the desired classes. Assist the main ExL program areas with swift student processing. Offer better advisement and support structure through offering a broader range of activities for IEP students, optimum housing experiences. Continue to work with Undergraduate Studies and Graduate Studies on forms and web links. Continue to improve our ExL websites to attract students, provide required information in “easy to locate” structure. An ongoing awareness to improve communication with prospects, applicants and admitted students.

- **Extracurricular Activates:** Provide tutoring and Activity Program classes and academic advising; allow students who are in level 6 or above and who are in good academic standing to take a university class in lieu of their Core 3 class; provide a TOEFL waiver for students who complete level 9 with a cumulative GPA of 3.0 or higher.
- **Information Sessions:** Provide program-wide information sessions to students: transferring, travel I-20s, university requirements, GE (General Education) requirements, how to register for classes, etc.
- **Raise the profile of the IEP:** In addition to raising the profile of instructors within the IEP community and TESOL, we would also like to raise the profile of the IEP in the Tseng College and within the university.

Encourage student involvement and retention: An important part of recruitment is retention. One major method of recruitment as well as retention is word of mouth. If the reputation of the program is positive, student will continue to come and they will bring their friends.

- **Student Involvement:** We make students feel involved and engaged, excited about the program, and eager to stay by having them participate in the student newspaper; allowing upper-level students in good standing to join the Ambassador program; and by providing a variety of student activities outside the classroom through student life.
- **Increase student opportunities outside IEP:** To improve student involvement in the program, we would like to set up language partners with other departments within the university; create volunteer internship opportunities with local businesses; elect

ambassador officers, to teach leadership; teach a student government course and elect officers; teach a yearbook class and create a yearbook team.

4. SHARED VALUES

Discuss how proposed initiatives reflect the shared values of the university and your college's core values. What philosophy—what thread—ties together these efforts? Indicate how they respond to assessment reports.

Joining the campus initiated International Student meetings was one step to share information and collaborate with the campus to foster an increase in international student population at CSUN. ExL remains heavily engaged in international student recruitment. Will continue to monitor trends, travel to country fairs and visit agents, and contact new potential agents.

The GCBA program is an example of ExL working with a College to develop a certificate program that provides a gateway for international students to enter an MBA program.

The Dean is working toward collaborative efforts in the Middle East. Assessing what partners want and assessment of the best way to provide the deliverables. The proposed initiatives requires campus wide collaboration to develop curriculum, identify key campus individuals who will take part in the process, prepare a proposal, site visits, a review of strategic enrollment management processes, and assessment of the programs.

The Intensive English Program provides exemplary non-credit courses in language learning to non-matriculated, non-native speaking individuals seeking to improve their English language skills for university studies. By preparing our students for their academic studies and working with Student Outreach/International Recruitment, we are not only preparing international students in the best way possible for success in a university setting, but we are also assisting the university in its recruitment goals towards internationalization.