

## College Planning Initiatives Request Form

College:

Tseng College of Extended Learning

Planning Coordinator:

Jennifer Kalfsbeek, Private Sector Programs (PVS)

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

PVS Plans/Goals:

- Work collaboratively within the Tseng College units to ensure the success of newly developed and launched programs including but not limited to the masters in taxation and masters in humanities.
- Work to ensure that our current programs are well structured, our courses are outcomes driven, and our curricula and instructors are of the highest quality.
- Work with the dean on developing roles and responsibilities for collaborating with the preliminary planning and market research for new programs, including but not limited to the possible masters in forensic accounting, with the eventual goal to ensure successful development and launch of these programs.
- 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, including but not limited to a program in genetic counseling and/or behavior analysis.
- Continue to build upon the capabilities of our PVS unit by:
  - Effectively engaging our new Program Manager;
  - actively building a cohesive and collaborative working group in our area;
  - investing time in the training and development of myself as well as that of the Private Sector Programs staff, by working collaboratively on committees, attending relevant conferences, 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.
- As part of the PVS marketing strategy, develop collaborative relationships with external constituencies that can benefit from participation in our units programs. This may include, amongst other things, participation in meetings and other relevant events sponsored by or attended by these external constituents.
- Work with the dean and the new director of budget and finance to establish budget parameters and growth targets for the Private Sector Programs unit to ensure the college goals of financial stability and growth are met.
- Establish in collaboration with our assessment officer, Kim Badrkhan, and the University assessment office, appropriate practices and methods that can assist in measuring 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.
- Establish in collaboration with our assessment officer, Kim Badrkhan and the University assessment office, appropriate practices and methods that can assist in measuring the progress of the Private Sector Programs initiatives in meeting the college's mission for distinguished scholarship and exceptional quality.

## 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.

Private Sector Programs (PVS) will engage in the regular assessment of our credit and non-credit programs at the unit as well as program levels:

<b>A. Program level Assessment</b>	<b>1.</b> Course assessment (from data collected from students)
	<b>2.</b> Faculty, staff and services assessment (from students)
<b>B. Unit level Assessment:</b>	<b>1.</b> Assess the quality of our between unit Tseng College relationships.
	<b>2.</b> Assess the quality of our CSUN and other partner and relationships.

A1 assessment will involve obtaining survey data from students regarding their courses. For non-credit classes that meet for 8 or more weeks, a mid-term and end-term course assessment will be administered online. For non-credit courses that are shorter than 8 weeks, an end-term course assessment will be administered online. For credit courses, collaboration with the CSUN partnering departments will be necessary. Methods of course evaluations will vary from one program to another, depending upon the existing methods employed by the partnering department/s. Changes in methods proposed by the PVS will be collaboratively approached with the partnering department/s and the PVS unit. Course evaluations may be administered (face-to-face or online) and may be administered once or twice a term. Unless otherwise stated, CSUN departments will administer course assessment tools to students and report data to the PVS for our records.

A2 assessment will involve obtaining survey data from students regarding their instructors as well as Tseng college staff (i.e., client service staff, program directors/managers/coordinators) and services (i.e., web site usability). For non-credit course lasting 8 or more weeks, a mid-term and end-term assessment will be administered online to students. For non-credit course lasting less than 8 weeks, an end-term assessment will be administered online. For credit courses, collaboration with the CSUN partnering departments will be necessary. Methods of faculty, staff and services evaluations will vary from one program to another, depending upon the existing methods employed by the partnering department/s. Changes in methods proposed by the PVS will be collaboratively approached with the partnering department/s and the PVS unit. Evaluations may be administered (face-to-face or online) and may be administered once or twice a term. Unless otherwise stated, CSUN departments will administer assessment tools to students and report data to the PVS for our records.

B1 assessment will involve obtaining online survey data from other Tseng College units to evaluate the capabilities and partnering skills of the PVS. More specifically, the PVS unit will seek to assess how we can best work collaboratively with each of the units to maximize our resources, improve our communications, and otherwise better our partnering and collaborative methods with our Tseng College colleagues. We will illicit responses to the Tseng College staff once per regular CSUN semester in: MARCH/APRIL, JUNE/JULY and OCTOBER/NOVEMBER.

B2 assessment will involve obtaining online survey data from our CSUN and other partnering departments/groups/organizations to assess the capabilities and partnering skills of the PVS. More specifically, the PVS unit will seek to assess how we can best work collaboratively with each of the units to maximize our resources, improve our communications, and otherwise better our partnering and collaborative methods with our peer-partners at CSUN and beyond (examples include: COBAE, Dept of Psychology, and APICS). “Partners” will include faculty members, academic leads, academic directors, coordinators on the academic side, deans, MARS and others who regularly interact with the PVS unit. We will illicit responses from our partners once per regular CSUN semester in: MARCH/APRIL, JUNE/JULY and OCTOBER/NOVEMBER.

Finally, the PVS unit will look into methods for assessing alumni of our non-credit and credit programs, an activity we have not yet engaged in but one that could yield beneficial results as we further develop new programs and revise existing offerings.

## 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.

#### **Making courses/programs more accessible through distance learning methods:**

Incorporate relevant distance learning practices in our private sector programs in order to make our programs and courses more accessible to the working, midcareer professional. Hybrid courses are being developed as well as fully online courses in some of our programs to meet the scheduling needs and preferences of our students.

To date, we are developing hybrid and online courses but have not yet implemented them in our programs. At the point in which we implement these new methods of delivery into our program, relevant assessment techniques will be employed to determine their effectiveness, and necessary modifications will be made based on these assessments.

#### **Maintaining a learner centered environment:**

Maintaining a positive and high level of student-personnel contact is a goal of the area. Students of the private sector programs have direct and frequent communications with our program director and coordinators to ensure their familiarity with our staff and programs. Students are encouraged to contact the director or our coordinators whenever they need assistance or have questions, and responses from our staff are consistently provided immediately if by phone or returned within 2 working days, by email and or phone contact.

#### **Maintaining regular and rigorous assessment efforts**

As described in 2a.

## 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.

(1) NA

(2) NA

(3) Our programs are developed and revised to reflect the needs of the community and SF Valley in general. Currently, we are assessing our five non-credit certificate programs to determine if the need in the community continues to warrant offering them as they are, if at all. As well, we have revised the GCBA program to reflect both a stand-alone curriculum and a pathway towards an MBA degree, to meet the targeted needs of both market segments.

For example, we have begun to work in partnership with the Department of Psychology to develop a program that, upon completion, will prepared post-master’s clinicians to sit for and pass the Board Certified Behavior Analysis test. Because earning a certification as a Behavior Analyst can lead to an increase in income of up to 25%, and the demand is high in the SF Valley to become BCBA certified, we are working towards meeting this need by developing and launching this program in 2008.

(4) As discussed in 2b, the mode of delivery for many of our courses is being revised to include online and hybrid courses so that we may better meet the scheduling and academic needs of our changing student body.

(5) NA

(6) NA

## 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?

#### **Anticipated changes and their support:**

**All changes suppose that programs will remain financially self-supported.**

#### **Changes to existing programs:**

Of the 5 non-credit certificate programs, one will be cohorted to allow the college to better predict their schedules and revenue (Lean Operations). Presently the courses in this program are offered and students can enroll as they wish, but this has led to irregular enrollments and the need to cancel classes on several occasions.

The Lean Operations program will also integrate distance learning methods in their curriculum, by way of hybrid classes, in order to make courses more accessible to students as well as ease the burden on our limited facilities' resources. This change in mode of delivery, coupled with the change to a cohorted method, should assist in increasing enrollment in the courses and program overall.

The Human Resource Management certificate program will also pilot fully online courses in conjunction with traditional face-to-face courses in order to make the classes more accessible to students and to make it possible to complete the 9-course program in less than 3 years.

The GCBA program will offer an International track for students who do not meet the CSUN English-language proficiency requirements. International students will have the opportunity to take relevant IEP courses, for one or two terms prior to entrance into the GCBA program, in order to ready them for the GCBA and ultimately for the CSUN MBA.

The Assistive Technologies (ATA) non-credit certificate program will also be used as a launching point to develop and implementation a Master's degree program in Assistive technologies. Grant monies in the amount of \$50,000 will be requested in the spring of 2008 for this program, and if we are successful in obtaining the funds, a new ATA Master's program will emerge. The ATA non-credit certificate will continue to be offered in conjunction with CSUN's Center on Disabilities regardless of the status of the Masters Degree program in Assistive Technologies.

#### **Introduction of new programs:**

In 2008 we anticipate offering 2 new programs: the BCBA program (a post-Master's certificate or course-series program) and the Master's in Humanities Program. Both programs are being introduced to the Tseng College Faculty Committee in February, 2008, and submitted for approval by the Office of Graduate Studies in March of 2008. Both programs will be offered in traditional face-to-face classroom on campus, in partnership with CSUN Departments and faculty.

#### **Ending of programs that are no longer viable:**

**The following programs will be ended or placed on hold due to low enrollments. Given the change in the economy, the change in our target markets, and the competition posed by local community colleges, these programs will be phased out or placed on long-term hold:**

- **Production and Inventory**
- **Real Estate Appraisal**
- **Landscape Design**

### 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.

Plans to improve retention/enrollment:

- Continue high level of student and faculty contact and positive customer service, as described in 2b above.
- Make relevant changes to program offerings to meet the needs of our mid-career and graduate learners, including:
  - Offering distance learning modes of instruction to make courses / programs more accessible to busy adults (refer to 2b and d2d)
- Continue working closely with partnering departments and agencies to ensure regular and consistent student communications and outreach.

## 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.

The new programs we are currently developing (Humanities and BCBA) are being developed with the mid-career adult in mind. Scheduling and curriculum are being designed to reflect student needs. Student surveys will be administered regularly to assess the quality of these measures and to help us determine what changes if any we need to make to meet the needs of mid-career professionals continuing their education.

Existing program changes are being explored and implemented based on the expressed needs of our students. In the Lean Operation and Production and Inventory programs, students and faculty have expressed a desire for less seat time with more hand-on training or work. As well, students in the Human Resource Management program have expressed the desire to offer courses in such a way that they can complete the program in less time than the current schedule or course offerings allows. Changes in the coming year will reflect our responses to these student and faculty needs.