

## California State University Northridge

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

### College Goals for 2015/2016

**Program Development and Program Evolution:** The College will refine and enhance its principles of program development to ensure a greater seamlessness between the development of each program and its ongoing review and evolution. A search for a new assistant dean for program development will take place this year, and the individual in that role will need training and mentoring to become a co-creative member of the College's senior staff. The College has put together a larger program development team, including the dean, associate dean, the assistant dean for program development, the director of distance learning, and the director of external relations. This group will continue working as a team throughout the year to ensure that program development and ongoing review and enhancement have full attention as the number and range of CSUN's self-support programs increase.

The College will engage senior marketing staff earlier in the program development process so they can think broadly about marketing possibilities for new programs. The College will also link the assistant dean for program development's role to the evolution of a program during the development process. This role includes the creation of a comprehensive program narrative (case/story) that ensures everyone working on the program understands the program, its purpose and strategies, and its structure and features, so that the excellence and distinction of the program become the foundation for marketing it.

Five programs will be in the development process in 2015/2016. Others are in discussion, and others may be added as new opportunities emerge (particularly custom-designed/contracted programs).

**Outcomes:** As a team, the dean, associate dean, assistant dean for program development, the director of distance learning, and the director of external relations reviewed and edited the College's Basic Principles of Program Development. This ensures the appropriate evolution of the CSUN approach to the development of self-support programs based on experience to date, new forefront options, and a comprehensive periodic review and refinement of each CSUN self-support program for the life of each program. In addition to the documentation of this process, a budget line was added to the new CSUN MOU template for self-support degree and credit certificate programs (and approved by the Provost's Council), so CSUN faculty that develop and/or teach in a self-support program can be compensated for regular reconvening for program review/refinement (over and above CSUN's regular six-year program review process).

The College's interim assistant dean for program development was in place for the first half of 2015-2016. A national search was completed, and the individual serving in the interim role was hired. Over a nine-month period, this individual was successful in the role. Unfortunately, another institution recruited this individual. The College is now engaged in another national search to fill this position. First round interviews take place June 2016 with the hope of someone in place by Fall Semester 2016. In the meantime, the dean, associate dean, and director of distance learning have assumed expanded duties for keeping ongoing program development projects moving forward.

As part of the updated Basic Principles of Program Development, the College's Integrated Marketing and Communications unit is engaged early in the program development process, particularly during the final phases. (They have always been engaged in market research prior to the start of program development.)

For example, the College is working with a faculty team to develop a graduate credit certificate (University Certificate) in water policy management, so the curriculum for this program can move through the academic college's (Social and Behavioral Sciences) approval committee in Fall Semester 2016. Representatives of the College's marketing team will be present at the summer meetings of this faculty certificate program development group as they discuss the integration of the subject area and the integration of this new certificate program core. This certificate will be linked to the Master of Public Administration as an option in that program. This will allow the marketing team to gain a dynamic understanding of the program well before the final program material reaches them.

Another feature of the revised Basic Principles of Program Development is an increased emphasis on the creation of a program narration – a comprehensive “case” for the program. The College will also use the development of the certificate program in water policy management to initiate capturing the program narrative (case/story) during the development process as an evolving and co-created document. This will capture all the program features and the reasoning behind them as the faculty work to create a strong program. Not only will this be used as the foundation of marketing, but it will also be used as the roadmap as these courses are produced for the online environment and as the rationale for all program approval documents.

Both the M.S. in Assistive Technology Studies and Human Services (ATHS) and the M.A. in Humanities received approval to convert from pilot to regular status in 2015/2016. The faculty of ATHS have reconvened to discuss curriculum integration, as the first cohort in regular status was launched Spring Semester 2016. The faculty of the M.A in Humanities has met several times to discuss the integration of the curriculum in preparation for online status. Faculty have been convened to discuss new programs in solution design and innovation for the water policy management certificate.

A significant amount time was spent this past year by the dean, the associate dean, and the assistant dean of the College (particularly the associate dean) trying to speed redrafts and changes required with the changed interaction between the Chancellor's Office and CSUN Graduate Studies since Fall Semester 2014. The CSUN approvals system is faculty-driven, and faculty are expected to draft material for departmental, college, and university approvals as well as for Chancellor's Office approvals. The

College has differed from the faculty when creating these documents in the past, in keeping with CSUN traditional practices. While the College has no wish to intrude on faculty leading the write up of curriculum material, the College was not provided the opportunity to help ensure that, for example, the market research demonstrating need was included in the final proposal, that the proposal drafted by the faculty was written to be read by someone outside of the immediate field in question, that facts about funding and/or online production were clearly included as necessary (and were accurate), etc.

Working with partner academic colleges (particularly deans and associate deans), and with the CSUN Graduate Studies (and Undergraduate Studies) in 2015/2016, the College has developed new collaborative strategies that will allow needed material and articulation of points for readers outside the discipline/field to be included in the proposal from the early phases. Since the College was not in the loop for some aspects of approvals in the past, the College's associate dean, working with the Maggie Shiffrar and Elizabeth Adams, sought a wide range of clarifications so the College's dean, associate dean, and assistant dean could be helpful in drafting proposals from the earliest phases. This ensures that the full case is made for each proposal from the early phases.

The College's associate dean also sought models from other CSUs whose proposals seemed to be deemed appropriate by the Chancellor's Office. The Chancellor's Office is now looking for much more evidence that a given program is needed in the California economy — that it leads to jobs in fields that are growing. While the College has that information about all CSUN self-support programs in development, it is not information traditionally included in departmental, college, or even university level approvals. That, too, requires a change in approach from the early phases of proposal development. The development of a program narrative as part of the program development process as mentioned above should help ensure the program's purpose, features, value, and goals are all captured collaboratively with the faculty during the development process. This narrative can then form the foundation for the program approval process. CSUN is also doing a study of graduate education at CSUN, and within that there is a reconsideration of approvals. This may help better align departmental, college, university, and Chancellor's Office approvals to lessen the need for redrafts and changes at various stages, and allow focus on the creation of a solid comprehensive case that communicates well at broader levels of approvals (university and Chancellor's Office).

During this same period, WASC has changed its requirements and, in turn, the Chancellor's Office has changed its requirements for various kinds of approvals (new options, new programs, first time a program is offered self-support, and conversation of pilot programs). This adds complications, as programs already in the approvals process were sent back for changes with the addition of new requirements. The College will need to continue to work collaboratively with others at CSUN to eliminate the back-up of approvals that started in 2014/2015 with questions from the Chancellor's Office about how CSUN developed options in graduate programs. But the larger goal is to have any new CSUN self-support programs (or state-funded programs) move through approvals at all levels smoothly (and quickly).

Finally, given the uncertainty of final curriculum approval dates, and to avoid frustrating the faculty with interruptions prior to the launch, the College has decided to delay the convening of faculty teams that were scheduled to meet this summer for several programs already developed that were originally planned for 2016/2017 (but stuck in approvals).

#### CSUN Self-Support Programs Summary of Graduation Rates for 2015/2016

- M.S., Applied Behavior Analysis (face-to-face) 93.9%
- M.S., Assistive Technology Studies and Human Services (fully online) 76.4%
- M.S., Communicative Disorders (fully online) 95%
- M.A., Educational Administration (fully online) 66.6%
- M.A., Music Industry Administration (face-to-face) 77.5%
- MPA, Master of Public Administration (fully online) 85.1%
- MPA, Master of Public Administration (off-campus cohorts) 87.9%
- Master of Social Work (fully online) 87.8%
- Master of Social Work (off campus) 92.5%
- M.S., Taxation (face-to-face) 79.4%
- B.A., Public Sector Management (off site) 91.6%
- Graduate Credit Certificate in Business Administration (face-to-face) 72.9%
- Credit Certificate of Preparation for Advanced Studies and Communication Disorders and Sciences (fully online) 79.4%
- Certificate of Advanced Professional Development in TV & Film Post-Production Technology (fully online) 63.6%
- Certificate of Advanced Professional Development in Radiologic Technology: CT/MRI (fully online) 93.7%
- Certificate of Advanced Professional Development in Speech-Language Pathology Assistant Fieldwork (online and clinical setting) 100%

#### CSUN Self-Support Program Rankings and Awards for 2015/2016

Master of Social Work ranked #12 on “The Best 20 Online MSW Programs” by BestColleges.com.

Master of Social Work ranked #1 on the list of “Top Student Rated Online & Hybrid MSW Programs” by BestMSWPrograms.com.

Master of Social Work ranked #16 on the list of “Top 25 Online MSW Programs” by BestMSWPrograms.com.

Master of Social Work ranked #12 on the list of “Best Online Masters in Social Work Programs” by BestColleges.com.

Master of Arts, Educational Administration ranked #11 on the list of “The 25 Best Online Master's in Educational Administration Degree Programs” by TheBestSchools.org.

Master of Public Administration ranked #14 on the list of “Top Online MPA Programs” by GraduatePrograms.com.

Master of Public Administration on the list of “Top Public Affairs Programs for Grad Program Value” by GraduatePrograms.com.

Speech Language Pathology Assistant: Fieldwork Experience. Winner of the “Outstanding Program (Noncredit) Award” from the University Professional and Continuing Education Association.

**Internal and External Relations:** The College will need to spend time (particularly the time of the dean) developing working relationships with the new CSUN provost and two new deans (HHD and MCCAMC). The dean, with the help of the associate dean and other senior staff, will also need to spend time helping new senior hires in the roles of assistant dean for program development and director of international programs and partnerships. They will need to learn to build a network of working relationships within CSUN that enhances the College’s capabilities. Also, each year there are a number of new department chairs, and the College will introduce new chairs to how self-support works in the CSU and in CSUN, and to the current status of any ongoing (or in development) self-support programs linked to their department (including their department’s participating in programs such as Semester at CSUN for international students, Open University, Winter Term and Summer Session). The College will also refine its approach to keeping chairs up-to-date – there are regular ways in which deans, associate deans and MARS (Managers of Academic Resources in each college) meet and can discuss self-support programs and strategies.

Looking externally, for the third year the College will fully support the work of the Elevate campaign, a direct in-person contact and relationship building strategy focused on positioning CSUN as a recognized resource and thought leader in Greater Los Angeles for innovation and co-creative engagement in research and higher education. This includes professional development and graduate education, so that CSUN is increasingly “at the table” when larger initiatives are discussed among regional leaders, when regional multi-institution/organization initiatives seek large grants, when economic development and planning occurs, and when major industry clusters in Southern California convene to envision and shape the future. This effort engages the time of the director of external relations and also requires the time and attention of the dean. In the year ahead, the College will also seek to engage additional senior staff in this effort, including the associate dean, the assistant dean for program development, the director and associate director of international programs and partnerships, and the director of marketing and communication.

This is an effort on behalf of the University overall, so as opportunities and relationships take root, the College reaches out and engages others on campus (and often coordinates and/or hosts formative meetings) appropriate for the opportunity. This

includes the president, the provost, other VPs, academic deans and faculty, chairs and others the deans identify as having the most relevant expertise for the opportunity at hand. The online brochure that supports the introductory stages of Elevate provides examples of applied and basic research and graduate programs at CSUN and will be refreshed with new examples of current research and updated lists of program offerings. Among the events and organizations targeted as promising venues for expanding CSUN's visibility and influence are CSUN sponsorship of the LACI International Global Showcase (GloSho); active collaboration with the Los Angeles County Economic Development Corporation (LAEDC); hosting exhibit tables at high profile regional business expos and conferences; expanding working relationships with LA n Sync for new larger funded initiatives; and finding ways to build on a strong new relationship with important regional organizations, including Los Angeles Coalition for the Economy and Jobs, the Los Angeles Community College District, the Los Angeles Area Chamber of Commerce and its Bixel Exchange, and the Valley Economic Alliance. The director of external relations will also identify and open relationships with additional regional industry and/or economic and community development groups, and expand links to relevant national groups such as the University Economic Development Association (UEDA).

The College will also continue to support and sponsor the University's activities related to the **CSU5** alliance (which grew out of the expanded external relations in the College in support of the work of CSUN). The director of external relations serves as the CSUN Guide for the **CSU5**. Since CSUN is the lead campus for **CSU5** through 2017, the new provost at CSUN will play a key role building the network of **CSU5** provosts (many of whom are new in the role and essential to the success of the **CSU5**). The College will support the work of CSUN's new provost as he moves into this role in the **CSU5** and works to build a robust network among the provosts.

The College is planning to explore hiring an associate director of external relations given the returns to CSUN from expanded outreach over the last three years and, in turn, the growing number of agencies, organizations, associations, communities and industry groups now seeking CSUN's regular presence.

**Outcomes:** The dean and associate dean in particular spent time introducing the College to the new CSUN senior hires – particularly the new provost and two new interim deans, the University's new chief diversity officer, and the new AVP for development and alumni affairs in the University Advancement division. Efforts were made to provide the new provost with as much background information as possible related to new and ongoing projects and College practices. The associate dean (John Binkley) also worked with the new associate deans to introduce them to self-support at CSUN. Within the College, considerable time was devoted to the cultivation of the new assistant dean for program development, but that individual accepted an offer from another institution before the end of the year. The search is now underway to fill that position again, which will require another year of cultivation of an important senior staff hire. The search for the director of international programs and partnerships was not

successful until late Spring Semester 2016, and the new hire will not start in the role until August 2016, so the work of training and development will take place in 2016/2017.

While the College expanded communication with chairs and program directors during the year, the College decided to wait until 2016/2017 to visit individually with department chairs. This allowed the College to complete the hiring of a new manager (Dezell Johnson) of University Access Programs (Open University, Winter Term, and Summer Session), and to allow the new hire in that role to gain experience with those programs so he can join the associate dean to confer with the department chairs.

The hiring of a new executive director of business operations and finance (Karen Pak) in Spring Semester 2016 presented an opportunity for a new round of conversations with the MARS of partner colleges. The redefinition of the role of the College director of finance (Marie Gabrielle Brooks) also added to this opportunity. The College's executive director and director of finance will expand individual conversations with MARS in partner colleges in 2016/2017.

The Elevate Campaign (which highlights CSUN's strengths and range in graduate education and research – particularly applied research) continued to be a central deliverable for the College. The College's investment in staff time, the published brochure, the e-brochure and the related marketing materials showed a consistent return on that investment for the University. Economic development organizations and partnerships in the region, such as the Los Angeles County Economic Development Corporation (LAEDC), the Valley Economic Alliance (VEA), the Los Angeles Area Chamber of Commerce, LA n Sync, Advanced Manufacturing Partnership for Southern California (AMP SoCal) and the World Trade Center Los Angeles, looked to CSUN for leadership and engagement in grants, social justice programs, business expos, trade missions, and educational initiatives. This activity benefitted from the College's commitment to external relations by funding sponsorships to support major regional events, producing marketing materials/advertisements to champion CSUN, sending members of staff to business events to talk with attendees and manage exhibit tables, and creating senior-level program development strategies to meet regional needs.

Much of the work this past year led to extraordinary recognition and opportunity for the University. CSUN received the 2016 EDDY Award from the LAEDC in recognition of its economic impact in Greater Los Angeles. Stronger connections with the Chamber's Bixel Exchange were made, leading to active support of App Jam and Bull Ring. LACI@CSUN relies upon the robust support of the College for university-wide engagement. One key example of a successful collaboration with the College is the "Breakthrough Breakfast Series" produced in collaboration with the Office of Alumni Relations and LACI@CSUN, designed to engage alumni and community members with the University's commitment to applied research and innovation. The College funds CSUN's membership in the LACI Leadership Council and provides the sponsorship for LACI's GloSho (Global Showcase). GloSho has proven to be a source of internship opportunities for our international students. These activities have contributed to the

University's efforts to infuse innovation and stimulate an entrepreneurial culture on campus that resonates with external stakeholders.

The Elevate e-brochure was not refreshed as planned this past year. That work will be done in the coming year.

On the program side, several initiatives have taken root. The dean of the College is leading an effort to respond to a request from the Valley Economic Alliance to develop a program to help veterans transition more easily into leadership roles in the workplace. The U. S. Commercial Service contracted with the College for a short program in leadership and problem solving that was offered to its Los Angeles based staff. There are exploratory conversations with leadership of the Los Angeles Community College District for customized programs and community development programs, such as collaborating on an Arts Incubator. The College fostered deeper relations with The Los Angeles Coalition for the Economy & Jobs and the Valley Economic Development Corporation (VEDC). The University Economic Development Association (UEDA) recognizes CSUN's leadership both as a single university and as a member of the CSU5. The College's director of external relations is leading the work to plan the UEDA 2017 Annual Summit hosted by the CSU5.

For 2015/2016 the College's director of external relations (Julia Potter) continued to serve as the CSU5 Guide for CSUN. The College not only funds the position, but also the associated activities required to perform the work. The basic infrastructure to support the CSU5 is coming from the College, including the development and hosting of the website. The dean of the College has proactively collaborated with the provost, the president, and a number of deans to enable the work of the CSU5. This has resulted in broader university support for the LA P3. Additionally, more grants are coming to the CSU5 through CSUN.

An active search for the College's associate director of external relations is underway with an appointment anticipated to be made by late summer. This will ensure that the expanding work is done in a timely and responsive manner. In addition, the director of external relations was given a two-year special assignment (for 80% of time) in the Office of the President to serve as the director for strategic partnerships and special initiatives. The work of this special assignment position in the President's Office will continue to be supported by the College. Many outcomes of the work will directly engage and benefit the College.

**International Programs and Services:** The College is now interviewing for a new director of self-support International Programs and Partnerships. This is a significant growth area for CSUN. Mentoring this new hire will require the time and attention of the dean and other senior staff members in the College. In light of growth and emerging opportunities, the College has restructured the International Programs and Partnerships unit for 2015/2016 and is creating an associate director position for the unit. This will ensure consistent external and internal oversight of programs and responsiveness to



clients when any member of the team is traveling to recruit and expand international partnerships. The rapidly growing Semester at CSUN (SAC) program for international students will have a dedicated program manager and added support staff to ensure that the program's service quality and academic focus continues to be strong. The College has a robust international recruitment effort, and College staff are currently the only CSUN staff traveling internationally to recruit. They regularly recruit for CSUN overall as well as for CSUN self-support programs. In the year ahead, the College plans to enhance the coordination between its recruitment efforts and other marketing and regional recruitment (through in-person recruitment at regional community colleges and the like).

**Outcomes:** The College has successfully hired a new director for its International Programs and Partnerships (IPP) unit who will start August 1, 2016. The College has also hired an associate director to oversee business development and operations in the unit, and the College is in the process of making an offer to a finalist for the position of Outreach and International Programs Manager. The person in this position will be a major contributor to the College's international recruitment and outreach efforts for CSUN overall and its self-support international programs in particular.

The College has also restructured the IPP unit. The role of the associate director is a new one that brings together in closer collaboration several areas in IPP (recruitment, the Semester at CSUN program, and custom designed and contracted programs for international groups). In addition, the associate dean will serve (for the next 6 to 12 months) as the interim director of the Intensive English Program (IEP). In this role the associate dean will focus on working with the academic director of IEP on a review of the IEP curriculum and IEP's academic practices in keeping with the changing CSU, CSUN and College academic and administrative policies and practices.

In the Spring Semester 2016, CSUN and the College were honored by the L.A. Chamber of Commerce with a world trade achievement award for significant achievement in international education. This was a rare and special distinction for a university.

2015/2016 has also presented many challenges in the field of international education that emerged suddenly in the second half of the year. Among them: changes in political stability in some parts of the world and changes in the approach taken by some nations/regions to their support for international education. For example, several government scholarship programs announced changes, restrictions or cancellation (e.g. Saudi Arabia, Brazil, Kuwait, and others). Most of these were important sources of enrollment for both CSUN state-funded and self-support programs.

In addition, there were unexpected changes in the global economy that have also had a significant impact. For example, the stronger U.S. dollar (leading to an exchange rate that made study in the U.S. more costly than planned for many international students) and a decrease in the oil price impacted the international economy negatively in regions that had supported study abroad for their citizens.

Finally, there have been changes in the competitiveness in the field of international student recruitment for U.S. colleges and universities as other factors decrease international

student enrollment. Many institutions have increased their recruitment efforts significantly if they have the resources to do so.

While these changes in the international market in key regions have significantly affected CSUN and its international recruitment efforts (particularly for 2016/2017), the College is responding quickly to the changes by expanding CSUN's global reach into more regions/nations via virtual recruitment platforms (College Week Live, Study Portals, etc.); a stronger presence in social media; and through virtual webinars (e.g., US Commercial Office). In addition, the College will refine and redirect recruitment plans to reach alternative markets that create regional/national diversity in the international students coming to CSUN (expanding efforts in Vietnam, Finland, Belgium, Indonesia, Myanmar, Nigeria, and more). The strategy for the internal structure change, plus the addition of new hires, should positively impact the College and the university by expanding relationships in significant new international regions/nations, and regaining longer-term relationships as global conditions stabilize and evolve. The new director of IPP also brings new areas of international programs and partnerships expertise to the College and CSUN. This will add new options to the kinds of programs/partnerships in place for international market in the years ahead.

**Distance Learning** (*provides production, instructional design and technical support for all fully online programs for CSUN – state-funded or self-support. All such programs are currently offered by CSUN using self-support funding*): The College will engage distance learning senior staff earlier in the program development process for fully online programs so that faculty can think creatively about the possibilities for course design and instructional strategies offered by the online teaching and learning context, and by current and emerging tools and technologies. The College is in the process of interviews for two senior instructional design and faculty development positions that will report to the director of distance learning and oversee the instructional design team.

The director was new in the role in 2014/2015, so the year ahead will build and expand capabilities and redefine approaches to ensure CSUN stays excellent and distinctive in online teaching and learning. This is a rapidly changing field in higher education, and ongoing engagement in the field nationally (and internationally) is essential, but so is determining how to define an approach to online teaching and learning. CSUN is often in front within the CSU in this area, but remaining so will require consideration in the year ahead. The College's distance learning unit will expand joint projects with the academic technology and faculty support unit in CSUN's IT Division. There has been increased collaboration over the past two years, but in the year ahead the College will explore options for creating on-demand introductory modules for students.

The CSU has reintroduced the Cal State Online effort (significantly redesigned and differently managed). The CSUN president is on the CSU Commission for Online Education, and the dean of the College is the CSUN representative. Each campus has a representative who works directly with the Cal State Online leads at the Chancellor's Office. In the year ahead the College will help CSUN navigate this changing Chancellor's Office initiative to find the best ways to enhance CSUN's online programs and services.

In 2015/2016, seven new fully online CSUN degree programs will be in the production process with the Distance Learning unit in the College.

**Outcomes:** The College failed to find successful candidates for the role of the senior instructional designer and faculty development lead. The search was closed and the position title (now assistant director) description, and status, were redefined, and the position was reposted. The search committee will select finalists for interviews in June, with the goal of having a new hire in place by Fall Semester 2016.

The College's Distance Learning unit focused on building and nurturing instructional design talent and expertise. Instructional designers presented at and attended conferences in the field of instructional design, extended education, and online learning, and earned and gained expertise in several relevant areas such as Usability Experience (UX) design and Accessible Design. The College's Distance Learning unit also began exploring the HyFlex model of online course design and delivery for CSUN's self-support Master's in Taxation. This approach will allow program students to choose between face-to-face and remote digital participation course to course and/or even session-to-session within a course.

The College's Distance Learning unit continued with expanding partnerships with CSUN's IT Division in informing many avenues of technology use and integration. Some examples of this collaboration would include spearheading technology integration initiatives such as Zoom and Portfolium within the college; partnering on the CSUN-wide virtual reality initiative; and informing the practice of technology adoption and implementation. In the past year, the partnership did not result in the creation of on-demand modules for students; however, going forward, especially in light of current initiatives, exploring the possibilities of creating online demand modules continues.

The College continues to actively participate in the monthly CSU online community meetings and inform various aspect of CSUN's online offerings such as marketing of CSUN's online offerings and supporting CSUN's online students in pedagogy, technology, and administration. The College continues to help CSUN navigate the new modes of Cal State Online.

Of the seven programs projected to be in production, contingent on requisite approvals, most remained stuck in the approvals process either at the Chancellor's Office or back at the campus, often after a visit to the Chancellor's Office that resulted in required changes in approach. However, during the 2015/2016 academic year, two new programs successfully went into production: M.A. in Humanities and the Certificate in Post-Production in Film and Television. The completely online version of the B.A. completion in Public Sector Management was launched Fall Semester 2015.

**University Access Programs** (*Open University, Summer Session, and Winter Term*): The College has a search underway with the goal of hiring a manager for University

Access Programs. The College will devote the time and attention needed to orient this new hire and provide the mentoring and guidance needed for the new hire. The College will also expand the marketing of online courses that are a growing component of University Access Programs, with particular attention to reaching employers (for whom access to CSUN courses can provide a professional development option, particularly for post-baccalaureate staff members) and to international students, institutions and organizations. The associate dean will work with the new manager to develop comprehensive data and trends analysis that can help the College provide other colleges and their departments with information to help guide scheduling of offerings in Winter Term and Summer Session, and also inform marketing efforts.

**Outcomes:** The search for a new University Access Programs manager was finalized and the College hired a new manager (Deazell Johnson) with a start date of October 2015. The new hire has worked with the various College units, the dean, and the associate dean to become familiar with each University Access Program.

The University Access Programs unit has worked with the College's Integrated Marketing and Communications unit to develop and implement a strategic marketing efforts to reach students in and outside of the University. Enrollment was periodically assessed. This review allows for additional marketing such as the final push to announce the availability of classes in all three of CSUN's Summer Sessions for 2016 via email, web ads and radio spots.

This year the College began to focus on opportunities to engage international students in the online coursework. A University Access Programs flyer was created and marketed for international students, highlighting the benefits and features of CSUN's online courses and programs. The University Access Programs unit joined the International Programs & Partnerships unit to represent CSUN's Open University, Winter Term and Summer Session Programs within the College's international student recruitment efforts. This year the College added to these recruitment efforts, participating in College Week Live, a virtual college fair which connects prospective students globally with college administrators.

The University Access Programs unit is also working with the College's Information Systems and Services unit to create a data dashboard to broaden, enhance and refine data gathering for the College to obtain information for statistical purposes, improve services and better target our marketing efforts. These efforts will help the College understand fluctuations in the course offering. For example, Winter Term 2016 saw 41 courses offered, compared to last year's 52. With better data analytics the College will be able to help CSUN's partner colleges better align course offerings to the education needs of different groups of students.

**Financial Goals and Financial Management:** The goal for total revenue for 2015/2016 is \$39,000,000. (Revenue without Summer Session is expected to be \$26,900,000.) The College plans to contribute to the CSUN/CSU economy (without

instructional compensation) \$14,700,000 (\$13,900,000 to CSUN and \$800,000 to the CSU Chancellor’s Office). The instructional compensation to CSUN full time and part-time faculty (including benefits) is projected to be \$5,800,000. The planned total contribution to the CSUN economy with faculty compensation is \$19,700,000.

The College will develop a four year budget projection and work with the University to develop a strategy for the use/investment of self-support net revenue each year that might exceed the six months of the College’s prior year’s expenditures. This does not including the net revenue transfers to the partner colleges that the CSU currently allows each campus to retain in reserves. *(Note: For CSUN, that is about \$12,500,000 million for 2014/2015, which must include the College’s operating reserve (currently about \$8,000,000) and the 444 subaccounts that hold the revenue shares passed on to partner academic colleges -- currently \$4,500,000 available limit for the 444 accounts).* These planning conversations with the president, the VP for administration and finance, and the provost will be important for CSUN overall. These conversations come about at this time because for the past six or more years, CSUN put net revenue exceeding allowable reserves into a building fund, but the financial requirements of that building project and a related space renovation project will soon be met. A new approach for the use of any funds year-to-year over allowable reserves will need to be identified.

The College will also look at changes in staffing and responsibilities in College business operations and finance that will demand time and attention from the dean and other College senior staff (including the new facilities staff mentioned below and changes in the information systems and services unit mentioned below).

**Outcomes:** The College met its revenue goal for 2015/2016. The full year revenue is projected at \$39.7M. Revenue without Summer Session is projected at \$27.5M. Current forecasts show the College’s contribution to the CSUN/CSU economies as follows:

	Original Goal	2015/16 Forecast
Chancellor's Office	\$800,000	\$587,257
Cost Recovery + Program Reinvestment + Campus Services	\$13,900,000	\$14,318,533
Subtotal	\$14,700,000	\$14,905,790
Instructional Pay	\$5,800,000	\$6,051,000
Total	\$20,500,000	\$20,956,790

The College developed a five-year budget projection in 2015-16. In addition, as part of the 2016-17 budget submission, the College included an update on the projections through 2019-20. The College will continue to update the detailed five-year projections over the next few months to incorporate the latest negotiated faculty and staff salary increases, the impacts of the sudden international downturn in 2016, and other known changes.

The College is working with senior staff in CSUN's Administration and Finance division to better understand the new rules around the annual reserve maximum. CSU campuses are now allowed to designate reserve amounts under different funds (e.g., designated for Capital Improvement/Construction, designated for Program Development, designated for Catastrophic Events, and a designated Reserve for Economic Uncertainty – formerly called "Operating Reserve", etc.) It is understood that the new rules may lift the former CSU self-support maximum which had been set for a number of years as no more than six months of the prior year of a campus's self-support operations expenditures minus transfers out, when the total from the full range of allowable reserve accounts is considered. This has impacted how the 2015/2016 reserves have been structured but the bigger impact will be on 2016/2017.

While CSUN's new Extended University Commons building will be completed by the end of 2015-16, the College still has financial obligations related to the construction including the maintenance of the building, final adjustment, and building the longer term capital reserve required to address the upkeep of the building as it ages. Funding has been set aside for any unforeseen after-move adjustments as well as maintenance, utilities, and first contributions to the capital renewal reserves have been made.

The renovation of the Matador Bookstore Complex for additional classrooms will take place in 2016-17. Funds for the renovation have already been placed in reserves.

The College hired a new executive director of business operations and finance, a new facilities manager, and a new information systems and technology support specialist in the College's Information Systems and Services unit. The College is in the process of filling additional vacancies by hiring a senior financial analyst and recruiting for an information systems analyst.

In addition to the 2015/2016 achievements mentioned above, in keeping with the College goals set in June 2015, the College also developed a new MOU template, which was approved by the Provost's Council in October 2015. The new template will apply to CSUN self-support degree and credit certificate programs starting with new programs and new cohorts beginning in or after Fall Semester 2016. The new MOU template includes guidelines for tuition increases to cover multi-year increases to faculty and staff salary costs, increased payments to the academic colleges to cover program costs, and an option for faculty compensation that is consistent with summer pay. Implementing the new structure is a time-consuming task but will benefit the financial stability of the College and its partner academic colleges and departments for the next few years.

**Marketing and Communications:** As the College continues to expand the number and reach of its programs, it is critical that marketing efforts be effective, efficient and innovative. The use of digital marketing tactics was greatly increased in 2014/2015, and this provided visibility into the effectiveness of various strategies and media partners. In the next year the Marketing department will use that data to craft integrated marketing

strategies that include the best performing outlets from the prior year and new, innovative tactics. Given the reach and cost-efficiency of these advertisers, we will expand the use of paid search (such as Google) and social media (such as Facebook) advertising in order to attract new prospective students. We will also evaluate how mobile and new technologies such as IP targeting (using the computer IP addresses of those responding to different marketing efforts) may help expand our reach.

As we gain more prospective student interest, it is crucial to have a comprehensive messaging strategy integrated with our Customer Relationship Management (CRM) software system to nurture people through the journey from prospect to student. One of the key areas of emphasis for Marketing in the next year will be defining, implementing and refining this messaging strategy, with the ultimate goal of qualified applicants and enrolled students. In order to gain visibility of the prospect/student journey, it is crucial to incorporate student data from AAWS (CSUNs application system for self-support programs) with CRM prospect data. As a result, Marketing will work closely with Systems and other departments across the University to accomplish this goal.

**Outcomes:** The further integration of digital advertising into the College's marketing strategies for each program proved successful to both drive traffic to the website and collect information from prospective students. The College marketing team used Google Analytics and Salesforce CRM lead data to gauge the effectiveness of advertisers and individual ad types (for example: email, web banners, direct mail). This data directly led to the formulation of marketing plans that maximized student interest and lead generation for programs running in 2016.

The College found that Google and Facebook paid advertising brought in a large number of visits and prospective student, and the return on investment (ROI) was exceptional. This will greatly influence the College's approach to marketing mix for 2016/2017. As Facebook continues to reinvent itself and introduce new advertising options the College's marketing team was able to take advantage of some of these new features, which resulted in a significant increase in inquiries from prospective students.

The use of mobile advertising enabled the College to reach prospective students where they spend a majority of their time – on mobile phones and tablets. The College worked with several vendors to implement mobile ads and found that this ad type delivered a large amount of website traffic in a short period of time, which is ideal for time-sensitive events such as information sessions and application deadlines. In 2016/2017 the College marketing team will continue testing IP targeting with different programs, for example targeting local community colleges to promote CSUN's self-support bachelor completion program.

In working closely with the College's domestic recruitment and information systems and services units, the marketing team effectively launched an email communication strategy to encourage prospective students to start and complete their application. The College's marketing team in collaboration with the College's domestic recruitment staff developed a communication timeline through which students received email and/or

phone outreach from us at a consistent and predefined frequency. The impact of this new more comprehensive and integrated communication strategy was a higher conversion rate from prospective student to completed application. In light of this success, the College will continue to expand and refine this communication strategy during the year ahead.

The College was not able to incorporate AAWS student data with Salesforce data. However, the College hopes to have this complete data set in the next year. The College's marketing team will work with the College's information systems and services unit, the University's central IT division, and a Salesforce consulting company to accomplish this technically complex task in 2016/2017.

Merit awards for the work of the College's marketing team in 2015/2016:

### 2015

UPCEA (University Professional & Continuing Education Association)

#### Marketing Awards

- Master of Arts in Humanities E-brochure – Bronze, E-communication
- Music Industry Administration Testimonial Video – Bronze, Streaming/On-demand Content
- Business Degree Program Ad Campaign – Bronze, Print Ad Campaign
- Summer Session 2015 Website – Bronze, Most improved.

Graphic Design USA – 2015 American Inhouse Graphic Design Award

#### Certificate of Excellence:

- International Recruitment Banner
- What's Your Business Style? ad
- China Institute - Chinese New Year Event Invitation

### 2016

Graphic Design USA – 2016 American Inhouse Graphic Design Award

- Semester at CSUN (SAC) brochure
- Open University Fall 2015 postcard

31st Annual Educational Advertising Awards by Higher Ed Marketing Report

- "Find the business style that fits you" ads campaign – Bronze Award for Newspaper Advertising / Series category
- Open University Fall 2016 postcard – Merit Award for Direct Mail Advertising category
- Semester at CSUN brochure – Merit Award for Brochure category



**Program Management and Student Support Services:** The College has dedicated program managers and coordinators assigned to each degree and certificate program who work with students in each cohort from the start to the finish to help students navigate the University and move forward to complete their degrees on time. While CSUN's self-support programs offered through the College have a high on-time graduation rate (occasionally reaching 100%), in the year ahead the College will work on creating teams among the program managers and coordinators with cross training and the ability of one to support the work of the other, so there is no gap in support service when a manager or coordinator is away from the office. While the bond between students in a cohort and one program manager/coordinator is an important component of the educational experience, as the number and disciplinary range of the degrees and certificate programs has grown, it becomes harder for one staff member to know other programs well enough to take over support. Cross-trained smaller teams provide a promising path to balancing individual and consistent support with seamless support throughout the year. The College will also develop detailed data on the patterns of retention in each program so that senior staff overseeing the work of program managers and coordinators can identify and share best practices to ensure their implementation and increased retention and graduation rates.

The College hired one recruitment manager in 2014/2015 and plans to hire a recruitment coordinator in 2015/2016. The core work of these positions is the active support/cultivation of prospective students from inquiry through successful completion of the application for a given program. In the year ahead the College will refine and expand this effort and link it to the overall marketing and communication plan for each program, and will gather data to guide the further evolution of this process.

**Outcomes:** During the 2015/2016 calendar year, several program managers/coordinators left the College for other opportunities. This allowed the College to assess the current program offerings in terms of enrollment, engagement and administration. Through this process, new position descriptions were created for the program managers and coordinators that enhanced focus on effective and well considered communication to foster even higher levels of student success. These redefined roles support student success by building a strong learning community among the students in the program and strong links between those students and the program, the department(s), the sponsoring academic college(s), and the university. This is achieved by effective and ongoing communications with individual students and the full student group from the start of a cohort assigned to a given program manager/coordinator to graduation. This level of communication, support, and responsive problem solving from one point of contact also enhances retention levels – a major component of student success (also evidenced by high on-time graduation rates). In addition, a new administrative position was created to handle some of the administrative tasks currently administered by the program managers and coordinators which will add to their ability to focus on communication that enhances student engagement and, in turn, student success. Searches were conducted for two program

coordinators and one administrative support coordinator. These searches will be finalized by June 30<sup>th</sup>.

With the new hires, the College's Graduate and Professional Education Programs and Services unit (GPE) will restructure to create four teams. Three of these teams will share program portfolios to facilitate cross training and the ability of one to support the work of the other as described above. While one primary contact is assigned to each cohort, others on the team need to know the cohort in question and the students to ensure that if the primary contact is out that student needs are still addressed quickly and with care. The fourth team will be responsible for all administrative tasks associated with cohort scheduling and payroll as well as other administrative tasks so that the program managers/coordinators can focus on student engagement and support.

Additional training related to student retention and support services were provided to the program managers/coordinators and administrative support coordinators to enhance their knowledge and skills in this area. We have also explored the use of ZOOM as a tool to connect with students in addition to MOODLE, phone, and email. This skill building and monitoring of outcomes will continue into 2016/2017 to create a new and distinctive level of expertise for CSUN's programs for midcareer professionals.

In a first step to develop a deeper understanding of the current retention of the cohort programs, a review of the 2015/2016 cohort completion was assessed. The College also engaged the Information Systems and Services unit to provide information for the establishment of a student success dashboard for the students enrolled in the CSUN self-support degree and certificate programs managed by GPE. The College has also engaged expertise from its Admissions, Registration, and Client Services unit to assess the way that new students are coded in SOLAR and returning student application/coding processes so that student information are entered/coded consistently.

**Admissions and Registration:** The College's Admissions, Registration and Client Services (ARC) unit strives for a paperless working environment. In this coming year, ARC will work to implement the paperless 1295 evaluation document by using the online workflow created in the OnBase software for CSUN's self-support graduate degree programs. ARC will also work toward decreasing the need for paper files and records for international program applicants while ensuring that all documents and records are kept accurately and securely and yet remain accessible. To achieve these "paperless" goals, ARC will work collaboratively with other units in the College and with CSUN's IT Division and the Admissions and Records unit in CSUN's Division of Academic Affairs. In addition, ARC will research the possibility of having students in current cohorts of CSUN self-support degree and credit certificate programs enroll and pay tuition online with the support of the ARC staff. The goal would be to streamline and increase operational efficiency and accuracy.

**Outcomes:** For the past year, CSUN's central Admissions and Records (A&R) unit has been working with CSUN's IT Division to create a paperless 1295 evaluation document to send to academic departments through OnBase software. During the testing phase of this process, many issues were identified, including email communication not being sent out correctly and being incompatible with Macs. At this point, the project has been put on hold and other options will be considered for making this form paperless in the future. The College's Admissions, Registration, and Client Services unit (ARC) is tracking progress on this CSUN initiative which would be of significant value to the College going forward if successful.

Representatives from ARC and the College's Information Systems and Services unit met with A&R's International Admissions unit in December 2015 about going paperless. A&R's International Admissions unit had successfully implemented a paperless admission review process and by scanning documents directly into OnBase and used reports to identify applications that are ready for processing. The College found that process to be a model for the College's business process for incoming international applications; however, since the College also oversees the SEVIS regulations for active international students in CSUN's self-support programs, ARC is currently looking into ways to make those student files electronic as well. The College's ARC and Information System and Services units will work with the International and Student Exchange Center in CSUN's Student Affairs division, which maintains the international student's files for the campus, to explore the options and process for going paperless in the year ahead.

ARC evaluated the possibility of students in current cohorts of CSUN's self-support degree and credit certificate programs self-enrolling each term (they are currently enrolled automatically by ARC as a group). While this would increase operational efficiency from the perspective of the registration process, it would have negative impacts on the College's enrollment audit procedures and the expanded student retention strategies. So the College will not currently implement self-enrollment for cohorted self-support programs.

**Financial Aid:** Prompted by the changes in the CSU/CSUN interpretation of Federal Financial Aid policies and the need to adhere consistently to Department of Education (DOE) guidelines, the College's financial aid manager will ensure smooth transition of program schedules from non-standard term to schedules that work within the standard term model, working with the College's associate dean and the director of Graduate and Professional Education Programs and Services unit.

In the upcoming year, an assessment for current College financial aid procedures will be undertaken to eliminate unnecessary administrative processes – for example, in some instances procedures that may be useful in other university contexts could get in the way of timely packaging, awarding and disbursing financial aid funds to CSUN self-support students. This planned assessment will be designed to identify those processes that either need adjustment or are unnecessary for CSUN self-support students and programs in question and, therefore, can be discontinued. The completion of these

practices and procedures review will improve the timely delivery of financial aid funds to CSUN self-support students, while maintaining DOE compliance, and reduce what we ask of students seeking financial aid.

**Outcomes:** In collaboration with the College's associate dean and the director of the College's Graduate and Professional Education Programs and Services (GPE) unit, the College smoothly transitioned the program schedules from non-standard term to schedules that work within the CSUN standard term model while providing cohort schedules to meet the needs of working adults. Now all financial aid eligible CSUN self-support programs are fully compliant with the CSUN standard term model and recent changes in financial aid policies and practices. Further, processes have been put in place by the College to ensure continual compliance and consistency moving forward. These processes include collaboration with CSUN's central Financial Aid unit to build student budgets for packaging and refine awarding processes in SOLAR (PeopleSoft) as well as a review process within GPE of the College's data to confirm standard term compliance for each of CSUN's self-support financial aid eligible programs.

During the Fall Semester 2015, the College's current financial aid procedures were assessed to identify and eliminate redundant processes. For the financial aid verification process, it was determined that a considerable number of graduate students were selected to complete a verification even when these students were not receiving need based financial aid. Since Federal regulation does not require verification of such students, this issue was presented to CSUN's central Financial Aid leadership team who agreed to eliminate this process. The result of this change is the timely delivery of financial aid funds to the students in question who otherwise would have waited an average of six weeks to have their verification documents accepted and processed. Elimination of verification processes for graduate students also reduced many hours of labor intensive communications with students and eliminated the need for collection of such documents, which increased efficiency for the College's financial aid team. It should be noted that the change in requiring verification for graduate students did not only benefit CSUN's self-support graduate students but also CSUN's state-supported graduate students.

The CSUN Summer Session enrollment protection process was also re-evaluated and enhanced by changing the way matriculated students apply for Summer Session enrollment protection. (This allows a student expecting financial aid to delay payment without being dropped from the course for which they register – without enrollment protection, students must pay within two hours of registering or their registration is dropped).

The former Summer Session enrollment process required students to complete a paper form and email it, fax it or drop it off at the financial aid counter. This was not only inconvenient for students, but it also resulted in staff spending many hours processing hundreds of paper forms submitted by matriculated students.

The new Summer Session enrollment protection process is automated. The form was converted from paper to e-form which collects students' credentials (acts as e-signature) at time of completion. The information is stored in SOLAR, allowing financial

aid counselors to evaluate enrollment protection eligibility, and make approvals and denials. Automated communications are sent through SOLAR notifying students of enrollment protection decision, and financial aid options for CSUN's Summer Session. The automated communications are saved in SOLAR giving CSUN the documentation required for any future review or audit. Marketing materials were created to inform students of the change in process. This Goal was accomplished in collaboration with the College's Information Systems and Services and Integrated Marketing and Communications units.

**Facilities:** During 2015/2016, CSUN's new extended university building should be complete, and the College will move from current facilities to this new facility. The College plans to hire a facilities manager in the Fall Semester 2015. The new facilities manager will be oriented to the building project and will be supported by senior College staff as he/she takes the lead (working in collaboration with the dean, the associate dean, and the executive director for business operations and finance) to ensure that the furnishing and equipment stages of the building go smoothly and that the move is planned and executed with a minimum of disruption to the work of the College. The College will work with CSUN's Physical Plant Management unit to create a plan for providing custodial and other building services, which will be overseen by the newly hired facilities manager.

As the College moves into the new building, work will begin on the renovation of designated spaces in the Matador Bookstore Complex to create classrooms for the Intensive English Programs. Working with Facilities Planning Design & Construction on campus and The University Corporation, the College will engage a design and consulting firm, develop a budget for the Bookstore renovation project and submit the necessary forms for the Chancellor's office to establish the project. An estimate of \$6,000,000 will be set-aside during the fiscal year 2015-16 for this purpose. Facilities initiative will take time and attention throughout the College during this fiscal year. This renovation project will also be overseen for the College by the newly hired facilities manager.

Outcomes: After two years in the construction phase, CSUN's new building, the Extended University Commons (EUC), is in the final stages of preparation for occupancy. All of the construction has been on schedule, and the building will be open with the first occupants in residence in early July 2016. This could not have been achieved without the collaboration of many from the design and construction firms, CSUN's facilities staff, and the on-site construction managers Patrick Woods and Roman Cooper.

EUC has a LEED (Leadership in Energy and Environmental Design) status of GOLD and was only 3 points shy of a Platinum Standard, which is the Industry's highest level. EUC's lighting system runs on a day light harvesting system where the energy is controlled by limiting the building's interior lighting based on the amount of natural light

coming in. The mechanical systems running inside EUC are state of the art, and the building has a water conservation drip system which puts the water used below grade.

In the Spring Semester of 2016, the College successfully hired a new facility manager (Arvin Babaian – a CSUN alum from the construction management program) who has worked closely with CSUN's Physical Plant Management unit to make sure plans are made to keep the building clean and all of the EUC's state-of-the-art systems run efficiently throughout the years.

The College has also been in contact with CSUN's Associated Students (AS) recycling services to ensure EUC has a recycling system in place for both inside and outside the facility. The College's Information Systems and Services and Distance Learning units have been working closely with those selecting and installing EUC's technology. They are helping to ensure that EUC has the technology needed to support the work of the College -- from video conferencing to high-resolution interactive monitors. For much of this past year the College's associate dean (John Binkley) has worked with the dean and served as the primary point of contact for the final phases of design and construction of EUC (including chairing the search for the facilities manager). His project management and design skills have been of high value in this role. Following the move into EUC, the facilities manager will report to the College's new executive director for business operations and finance (Karen Pak). The full funds for the construction of EUC, its furnishing, and technology were set aside in appropriate reserve accounts well in advance. The College has already begun (ahead of schedule) to deposit funds into a capital projects reserve account so that CSUN has the funds needed for any major repairs to the building as the building ages, while funds for regular maintenance and repair for the building are in another reserve account and in the College's operating budget.

In the final stages of the completion of EUC, the College's facilities manager is monitoring the furniture installation and making sure EUC is ready for occupancy on schedule. The College's move into EUC will take place in two phases, one in early July and one in early August. The College's facilities manager is currently working very closely with the moving company and the staff to make sure the move goes smoothly.

Plans for the renovation of the designated spaces in the Matador Bookstore Complex are complete, and the renovation of the space will begin in late summer after the College completes its move into EUC. The funds needed for this renovation and furnishing the spaces once the renovation is complete have already been set aside in the appropriate reserve accounts.

**Information Systems and Services, Technology, and Organizational Data:** There is a newly hired director in this unit. It is a new senior position created in response to the College's need for information systems and services support. This will increase CSUN's agility, excellence and distinctiveness in support of advanced professional education for working adults/midcareer professionals and their employers, and international education. Searches also are underway to fill two vacancies in this unit,

and the new director will restructure and refocus the work of the team with these two new hires to move forward with priority initiatives and look ahead to the changing needs of the College. In that light, Information Systems and Services priority projects for the year will include: working with CSUN's IT Division to automate the "special pay" function at CSUN; refining the structure and function of the customer relationship management (CRM) software to make it more responsive to the College's priority uses of it; and restarting and pushing forward the data dashboard project with CSUN's IT Division that will gather and graphically present key data and analytics about CSUN self-support programs. Each of these initiatives will add significantly to the core capacities of the College.

The technical capacities and equipment set up in the new CSUN extended university building and in the renovated classrooms will require time and attention of the College Information Systems and Services unit staff.

**Outcomes:** The enhancements the College's information systems and services team achieved working collaboratively with other College units during the past year include:

- (1) CSUN Special Pay automated system was implemented in collaboration with CSUN's IT division that will (starting in Fall Semester 2016) convert the currently manual Special Pay process at CSUN to a workflow-based, easy, fast and auditable online system;
- (2) Development of a new Sponsor Payment System for the College which replaced the excel-based system and provides on-line status of sponsor receivable data;
- (3) Implementation of a cloud-based Box file system;
- (4) Conversion of all staff computer systems to Windows 10 and Office 2013; and
- (5) College implementation of a technology equipment inventory system.

In addition, the data dashboard system for the College (that is in development with CSUN's IT Division) is coming to completion with some of the final testing remaining. The College's Information Systems and Services unit has also enhanced in its own capabilities by training in the more advanced use of the Colleges customer relationship management software (CRM -- Salesforce); has also trained in the use of and then adopted for the College the SCCM/AD remote computer management; and, finally, has undertaken a study of the College's business processes in detail by working closely with other units in the College – this is leading to new technology solutions for ongoing business practices (and refinement of practices).

The College successfully filled the vacant position of Information Systems and Technology Support Specialist and is in the process of a search to fill another vacant position (Systems Analyst).

The College's Information Systems and Services unit, working collaboratively with the College's Distance Learning unit and others, is facilitating the purchase of technology equipment for the new building and have worked with the College's new Facilities Manager in planning for the move and installation of staff computers, technology,

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printers, phones and other network equipment. Proper disposal of old equipment is also part of the work related to the new and soon to be renovated facilities that will be used by the College.