



Provost's Template for College Level Plans for 2015/2016

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

The Tseng College: Progress toward Goals Articulated in the 2014/15 Plan

Demonstrating Student Success: We have a very high on-time graduation rate for our CSUN's self-support degree programs.

We are further refining our approach to program development, particularly for online programs. The focus is on giving the faculty the time and support needed to first work together as a program faculty (selected by the partner college/department) with a focus on the learning outcomes for the full program. The faculty program development team then turns attention to developing or refining courses the faculty deems appropriate for the program in question by crafting the learning goals for each course, so that taken together they help students to achieve the program-level learning goals.

We are also redesigning the curriculum for the Intensive English Program (IEP). The goal is to keep the program aligned to best practices in contemporary context, and provide a comprehensive learning experience in the classroom and through cultural and broader educational experience beyond the classroom that encourage successful international students to consider earning their degree at CSUN.

The recent CSU interest in CSUN's approach to "options" has impacted the forward progress of some self-support programs in development. We are working to keep those impacts/delays at a minimum.

Supporting New Faculty: We do not hire new faculty directly, but we have been active in helping new faculty understand the value of self-support for the university and those it serves, as well as the options self-support may offer them. We support all who are new to developing and teaching self-support programs.

Integration with IT Vision 2015: Our expansion of technology continues to be done in active collaboration with IT, including the development and launch this fall of the AAWS application system, the expanded use of CRM, the exploration of options for a university-wide events registration system, and we are serving as a test case for IT's new data dashboard capabilities. Our distance learning staff works regularly with

Deone Zell and her team in IT – they were among the presenters at the redesign program in the summer.

Increasing Basic and Applied Research: Our community engagement/external relations efforts have put CSUN at the table for some significant research grant opportunities, and opened the doors for expanded research relationships with industry.

Increasing Revenue: We have continued to do that.

Creating and Maintaining Partnerships with the Community: Our efforts on this continue to be robust with CSU5 and LACI@CSUN maturing, and other relationships in the developmental phases.

The Tseng College: Student Success 2015/2016

Describe programs and participation in new initiatives and high impact practices (e.g., internships, service learning, capstone classes, advising) to improve student retention and graduation rates).

For the working adult student, there are some differences in high impact practices, and we plan to press ahead to enhance those high impact practices we already use, and add to them.

Among the most effective practices for creating a context for working adult students' success is creating a learning community by offering programs in a cohort format. Working adults develop a greater sense of connection to a program, the program's faculty, and to other students when a program is in a cohort format. Further, because the path forward to successful degree completion is well defined, it is easier for most to stay with the program and complete it on time.

While a cohort format is of high value for the working adult student, many institutions that use that format do not invest in creating or refining the program's curriculum. For CSUN's self-support degree and certificate programs, we do go further and invest considerable time and resources to gather faculty teams (selected by partner departments/colleges) and allow them the time, creative space, and support needed to develop a program that is purposeful in the ordering of the courses from start to finish. We use a program development process that engages a full program faculty team so that the focus is on the program as a whole and the program's learning outcomes first, and then on the courses and ensuring that they build on one another to create a well integrated and comprehensive learning experiences from the start to the finish of the program.

This approach has the potential to allow faculty to craft a curriculum that builds advanced conceptual skills, as well as disciplinary knowledge and professional abilities (since CSUN self-support programs are professionally focused – career advancement and/or career change). We have looked at various ways to make this cultivation of advanced conceptual skills (habits of mind) a more consistent component of CSUN self-

support programs. One of the essential professional abilities in such a context is the ability to innovate, and that ability is tied to the development of a set of advanced conceptual skills -- posing essential questions, analysis, interpretation, imagination, developing alternative answers, diverse social and cultural understanding, applying the conceptual frames of the disciplines, and the like.

While the faculty team for each program makes all of the choices about program and course content, as well as instructional strategies, we can add to the options they explore by offering models and alternative possibilities for consideration during the program development process. The ability of self-support to fund (both in development and in teaching) alternative strategies that may involve developing new cases, simulations, engaged assignments, special workshops within a program, and the like, also is an advantage for the exploration of new options. For online programs there is a second development process with the program's faculty team taking the curriculum forward to make effective use of educational technologies to achieve both program and course learning goals, and offer students an engaging and reflective educational experience. There are additional challenges to developing and maintaining student engagement in fully online programs. While we have good success with this, we have been investing further in the professional development of distance learning staff and their engagement with the national conversation, so they are able to follow the evolution of practice in this field and quickly bring new options to program faculty teams working on fully online programs.

In 2015/2016, we plan to add to the range of models we deploy to enhance both learning overall and more specifically, the cultivation of advanced conceptual skills leading to graduates who are increasingly reflective and conceptually agile practitioners in the demanding context of professional practices today in a complex urban environment in an interconnected global economy and human community. We also plan to take a more proactive approach to working with the academic leads for each program to help them ensure that the faculty teams for each program meet and remain engaged with the evolution of the program's curriculum and instructional strategy for the life of the program.

Working adults bring experience to the classroom, so linking professional practice to disciplinary content and theory is a high impact practice for the educational success of working adult students. Our approach to the program development process often brings practitioners in the field in question into the program development discussion as a resource for the programs faculty team. CSUN's self-support degree and credit certificate programs do use a wide range of approaches to developing assignments and classroom experiences that encourage students to make a stronger link between theory and reflective practice at a more senior level. Going forward in 2015/2016, we plan to expand the range of models for assignment design and alternative approaches to fieldwork, applied research, and case studies.

More recently developed or refined programs have culminating experience rather than comprehensive exams or thesis. These capstone experiences can be a significant

component of the overall learning experience. Going forward we plan to offer faculty planning teams a wider range of models for linking a culmination experience to portfolios that gather student work from a sets of key assignments throughout the program that will allow students to demonstrate their command of the major learning outcomes of the program in question.

Student support is also a major factor for student success for working adult students. We have an approach that gives each cohort a single point of contact (a program manager/coordinator) who stays with the cohort from start to graduation and comes to know the students as individuals and is, in turn, able to help those individuals move forward. Our growth in recent years has necessitated an expansion of this support strategy. We are adding recruitment support to the team now, and in 2015/2016 we will be refining and integrating our approach to make full use of the capabilities we have within the new and ongoing staff, along with the emerging capabilities that technology (such as the CRM system) offers.

We will also be refining our approach to international programs to give international students in the Intensive English Program and the Semester at CSUN program a strong CSUN experience designed to encourage them to consider earning a degree at CSUN.

The Tseng College: Assessment for 2015/2016

Summarize the assessment plans of the departments in your college for 2014/15. Will your college make curricular changes based on assessment? What are the plans for use of the Electronic Assessment System? What are the plans to assess the WASC core competencies (written and oral communication, quantitative reasoning, critical thinking, and information literacy)?

Our focus for assessment is curricular change. We want to know if a program is working as the faculty planning group envisioned to move students forward to achieve the overall program learning goals by achieving each course's learning goals as part of an integrated cohorted curriculum. We set aside funds in each cohort with a view to being able to pay faculty to convene every cohort for the first two or three cohorts of a new program, and every three cohorts thereafter. Since the faculty teaching in the program (particularly for the early cohorts) are all or nearly all those who have participated in the development process, they should have a shared sense of the overall program goals and how the program fits together course to course, term to term, and overall in terms of learning goals and instructional strategies. We have even written this duty into the responsibilities of the academic leads that the partner college designates for each program.

We have faced challenges fully realizing this plan, particularly given our rapid growth in the past few years. Among those challenges and how we plan to address them in 2015/2016 are:

- Many programs offered in self-support are assessed by the partner college/department in which they have their academic home. We are not always kept in the loop for these assessments and their outcomes. What we need to do going forward is to find a more consistent way of working with the associate deans and the college assessment leads to find out when different programs are to be assessed, and to work with the partner college and the academic lead to plan a set of faculty meetings to assess the self-support cohorted component of the overall program in complement to the broader assessment of the program.
- While convening the program faculty regularly for conversations about the continuous improvement of the curriculum and instructional strategies of the program in question is part of the role of the academic lead for each program. We have found that many academic leads talk to instructors often, but do not necessarily schedule more formal curricular conversations. These regular conversations can help lay the groundwork for a reflective assessment and curricular change process that engages all of a program's faculty. Going forward in 2015/2016, we are considering formally hosting and perhaps facilitating at least one such curriculum conversation per year. This would tie in more to the original approach to curriculum development, and could help to make the conversation more continuous as envisioned. We are staffed to plan and fund such meetings that might also help ensure that such meetings take place regularly. We also plan to have our associate dean work more comprehensively with the academic leads as a group – convening them at least once a year to talk about the role and share ideas and models across the programs. This may help to keep the role focused on the instructional excellence of each program and not on administrative detail – some mistakenly assume this role is like that of a department chair when it is specifically developed not to have much of an administrative role, so coaching and mentoring instructors, leading an exchange (often virtual) about how a cohort is going, and what is working and what isn't, and keeping the faculty community that developed and is teaching the program linked to one another as an ongoing program instructional community, and to the program with a focus on continuous improvement (innovation) are the primary focus of the role.
- For cohorted programs for working adults, assignment design is a significant component of instruction and ensuring student achievement. While such assignment design is very much a part of the program development process, most programs do not identify key assignments throughout the program designed to measure student strength in the primary educational outcomes goals of the program. Going forward in 2015/2016, we plan to add that step to our program

development process to encourage more programs to consider those key assignments as cornerstones for assessment and, in turn, to creating student portfolios that would provide the foundation for assessment of the cohorted programs for working adults, and might also ideally be linked to a culminating project to allow students to become a more active part of monitoring their own learning and achievements throughout the program (perhaps with opportunities to strengthen any weaker areas of achievements).

The Tseng College: Research for 2015/2016

Describe the 2014/15 and 2015/16 research plans (refer to worksheet for outcomes reporting information) in the context of the priorities to promote student success and to significantly increase sponsored projects. Themes to discuss include: (1) strategic investments to promote scholarly excellence among faculty and students, (2) diversifying and growing extramural funding, (3) increasing participation of students in quality scholarly activities, (4) supporting and promoting knowledge transfer (e.g., publications, patents, conference presentations, etc.), and (5) sustaining excellence in graduate education.

In the traditional sense, we are likely not seen as a hub of research since no CSUN tenured or tenure track faculty members have their locus of tenure in our college. However, we do contribute to, support, and engage in research in important ways and we see that expanding in the years ahead. The major components of this are:

- Over the past two and a half years we have been steadily expanding our external relations effort, starting with the Elevate campaign which focuses on calling attention to CSUN's excellence in research and graduate education. That effort has led to a significant expansion of opportunities for CSUN to be at the table and/or in lead roles for major grant opportunities. This effort and the CSU5 initiative that grew out of it have also expanded collaborative working relationships with the LA community colleges and the LA area CSU's, as well as with UCLA, USC, CalTech and others. These expanded and active cross institutional relationships, along with new and growing relationships with regional employers and economic and community development leaders, open a variety of opportunities for CSUN faculty, departments, and colleges to work within and across disciplines and institutional lines to develop innovative research projects, concepts for cross institutional centers and/or programs, and partnerships with regional employers all of which can make CSUN more competitive for grants and contracts, based on strong concepts and a viable network of relationships needed to undertake major initiatives successfully. We intend to continue and expand this effort to position CSUN in a lead role in Southern California, and then expand on that in 2015/2016 and beyond to national and international collaborative/partner models. We also will continue and expand our efforts to do some individual "match making" between the research work of CSUN faculty and regional employers and economic and community development leaders positioned to both support such work and increase its visibility, recognition, and

influence. We will be adding a second skilled external relations staff member in 2015/2016 to help achieve these goals, and we are in the process this year of creating stronger links between our regional external relations efforts and our international efforts.

- We have long supported individual faculty members and faculty groups to attend conferences, make “field trip” visits to other institutions to learn about model programs and practices, and to take specialized training programs, particularly in educational technologies. Moving into 2015/2016, we plan to expand that effort to make such opportunities more broadly available and expand them further in 2016/2017, and beyond. We envision support teams of faculty to attend and, ideally, present at conferences that focus on curricular innovation and instructional excellence within and across disciplines (including, but not limited to, forefront program design and instructional strategies for the use of educational technologies). We would like to link CSUN faculty to the national and international conversations about the cultivation of advanced conceptual skills, the education of reflective senior practitioners in a national and global context, and the forefront models for excellence in higher education teaching and learning within and across disciplines. We plan to encourage and support more work on the “Scholarship of Teaching” as Ernst Boyer describes it, and to develop strategies for helping faculty publish in these areas. We also plan to encourage faculty working on program development teams for CSUN self-support programs to develop research projects related to that work -- to both inform our work and to publish/disseminate some of the concepts and models developed and tested in this context.
- In addition, we are expanded scholarship/research within our own practice. We have for some time developed and shared a wide range of new models in advanced professional education, international education, and distance learning. We also have done the same in key administrative areas including students support services, information systems and services in continuing higher education, marketing and the like. In 2015/2016, we plan to both expand and formalize our approach to this. We have already entered into conversations with some potential partners nationally to create a hub for research applied to practice for fully online degree programs through the graduate and doctoral levels. This would focus on curriculum design, assignment design, instructional strategies (including things like games, simulations, virtual demonstrations and virtual labs, and solution design exercises) with the use of educational technologies, but emphasis would not be on technology for its own sake. There is little formal research being done on this front but it is an important area that needs significant scholarship. We envision CSUN developing a multi-institution collaboration and becoming a hub for such research (we have had preliminary discussion about perhaps looking at one of the e-publication options with the Oviatt to create a new journal for this research). We will be pushing this effort forward in 2015-2016.

As Tseng College continues to strengthen its focus on digital marketing for enrollment targets with individual programs, a greater emphasis and importance is placed on analytics. The College looks at analytics on a broad level (at the program level, broad area of study, etc.) down to individual advertising outlets and time periods to measure the effectiveness and impact of its marketing. Key measurements include visits, engagement, bounce rate, time on site, return on investment, and conversion rate (i.e. lead generation or enrollment) among other metrics. The Tseng College uses web analytics and data from our customer relationship management (CRM) system as two analytics tools for the timely and consistent analysis of its marketing campaigns. Decisions on advertising spent and future strategy is based on the data that comes from these analytics tools, in addition to the subject matter expertise of the marketing team. The College will continue to take specific steps to increase the flow of reliable and timely data that will measure the effectiveness of each marketing plan and, in turn, allow those plans to be thoughtfully refined to increase the effectiveness of the marketing for future cohorts of each program. This area of data supported and strategic marketing of continuing higher education is another area where presentations and publications will be expanded in 2015/2016, and beyond. CSUN is moving to become a leader in new thinking in the field of digital marketing, social media, CRM, web, and the related data gathering and analysis that informs strategic marketing choices. There is little expertise in higher education overall for effective marketing of online programs and areas like the use of CRM, social media, and web analytics for marketing at public universities, which is in its early stages of development. CSUN could and should be a leader in this field. We are already investing in the professional development of new staff and ensuring they are in the national conversation. By 2015/2016, we should be well positioned to be among the leaders in this area. We would also consider engaging interested CSUN marketing and media faculty in related research and presentations/publications. This may be another area with a blog or e-publication that may be a valuable way to place CSUN at the hub of this emerging and changing field.

- Finally, self-support offers CSUN an innovative forum for crafting exceptional forefront graduate education with an emphasis on advanced professional education. When programs are in self-support, the target audience is midcareer professionals, but the models created can be offered to more traditional students via state-funding when that is appropriate and available. For example, conversation is beginning now with the College of Engineering and Computer Science, the College of Arts, Media and Communication, and the Tseng College about developing a master's degree in industrial design (as the field is understood and emerging in contemporary context). We will be looking at the curriculum models from forefront design schools and engineering schools in the US and globally, and then identifying CSUN faculty and some leading practitioners to work collaboratively on program development. The focus will be on a program for midcareer professionals (perhaps fully or nearly fully online). But once that program is developed it will be on the CSUN academic "books" and the courses in it or the full degree can be offered for more traditional students on

the CSUN campus with state-funding, if appropriate in the years ahead. The experience faculty gain working together, looking at national models, and perhaps being supported to go to conferences on the topic, etc., enables them to bring back to the larger university to enrich the quality and scope of excellence and distinction in CSUN graduate education, regardless of how it is funded. CSUN has a strong track record of using self-support as an innovative space to develop new areas of CSUN distinction at the graduate level (such as assistive technologies, instructional games and simulation, tax, hospitality management, music industry studies, and behavioral clinical psychology).